

**E2SSB 5841** - H AMD 867

By Representative Santos

1 Strike everything after the enacting clause and insert the  
2 following:

3 "Sec. 1. RCW 28A.150.210 and 1993 c 336 s 101 are each amended to  
4 read as follows:

5 (~~The goal of the Basic Education Act for the schools of the state  
6 of Washington set forth in this chapter shall be to provide students  
7 with the opportunity to become responsible citizens, to contribute to  
8 their own economic well being and to that of their families and  
9 communities, and to enjoy productive and satisfying lives. To these  
10 ends, the goals of each school district, with the involvement of  
11 parents and community members, shall be to provide opportunities for  
12 all students to develop the knowledge and skills essential to:~~

13 ~~(1) Read with comprehension, write with skill, and communicate  
14 effectively and responsibly in a variety of ways and settings;~~

15 ~~(2) Know and apply the core concepts and principles of mathematics;  
16 social, physical, and life sciences; civics and history; geography;  
17 arts; and health and fitness;~~

18 ~~(3) Think analytically, logically, and creatively, and to integrate  
19 experience and knowledge to form reasoned judgments and solve problems;  
20 and~~

21 ~~(4) Understand the importance of work and how performance, effort,  
22 and decisions directly affect future career and educational  
23 opportunities.)~~ The goal of the basic education act for the schools of  
24 the state of Washington set forth in this chapter shall be to provide  
25 students with the opportunity to become responsible and respectful  
26 global citizens, to contribute to their economic well-being and that of  
27 their families and communities, to explore and understand different  
28 perspectives, and to enjoy productive and satisfying lives.  
29 Additionally, the state of Washington intends to provide for a public  
30 school system that is able to evolve and adapt in order to better focus  
31 on strengthening the educational achievement of all students, which

1 includes high expectations for all students and gives all students the  
2 opportunity to achieve personal and academic success. To these ends,  
3 the goals of each school district, with the involvement of parents and  
4 community members, shall be to provide opportunities for every student  
5 to develop the knowledge and skills essential to:

6 (1) Read with comprehension, write effectively, and communicate  
7 successfully in a variety of ways and settings and with a variety of  
8 audiences;

9 (2) Know and apply the core concepts and principles of mathematics;  
10 social, physical, and life sciences; civics and history, including  
11 different cultures and participation in representative government;  
12 geography; arts; and health and fitness;

13 (3) Think analytically, logically, and creatively, and to integrate  
14 different experiences and knowledge to form reasoned judgments and  
15 solve problems; and

16 (4) Understand the importance of work and finance and how  
17 performance, effort, and decisions directly affect future career and  
18 educational opportunities.

19 NEW SECTION. Sec. 2. A new section is added to chapter 28A.150  
20 RCW to read as follows:

21 ALL-DAY KINDERGARTEN PROGRAMS--FUNDING. (1) Beginning with the  
22 2007-08 school year, funding for voluntary all-day kindergarten  
23 programs shall be phased-in beginning with schools with the highest  
24 poverty levels, defined as those schools with the highest percentages  
25 of students qualifying for free and reduced-price lunch support in the  
26 prior school year. Once a school receives funding for the all-day  
27 kindergarten program, that school shall remain eligible for funding in  
28 subsequent school years regardless of changes in the school's  
29 percentage of students eligible for free and reduced-price lunches as  
30 long as other program requirements are fulfilled. Additionally,  
31 schools receiving all-day kindergarten program support shall agree to  
32 the following conditions:

33 (a) Provide at least a one thousand-hour instructional program;

34 (b) Provide a curriculum that offers a rich, varied set of  
35 experiences that assist students in:

36 (i) Developing initial skills in the academic areas of reading,  
37 mathematics, and writing;

- 1 (ii) Developing a variety of communication skills;
- 2 (iii) Providing experiences in science, social studies, arts,  
3 health and physical education, and a world language other than English;
- 4 (iv) Acquiring large and small motor skills;
- 5 (v) Acquiring social and emotional skills including successful  
6 participation in learning activities as an individual and as part of a  
7 group; and
- 8 (vi) Learning through hands-on experiences;
- 9 (c) Establish learning environments that are developmentally  
10 appropriate and promote creativity;
- 11 (d) Demonstrate strong connections and communication with early  
12 learning community providers; and
- 13 (e) Participate in kindergarten program readiness activities with  
14 early learning providers and parents.
- 15 (2) Subject to funds appropriated for this purpose, the  
16 superintendent of public instruction shall designate one or more school  
17 districts to serve as resources and examples of best practices in  
18 designing and operating a high-quality all-day kindergarten program.  
19 Designated school districts shall serve as lighthouse programs and  
20 provide technical assistance to other school districts in the initial  
21 stages of implementing an all-day kindergarten program. Examples of  
22 topics addressed by the technical assistance include strategic  
23 planning, developing the instructional program and curriculum, working  
24 with early learning providers to identify students and communicate with  
25 parents, and developing kindergarten program readiness activities.
- 26 (3) Any funds allocated to support all-day kindergarten programs  
27 under this section shall not be considered as basic education funding.

28 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.630  
29 RCW to read as follows:

30 PRIMARY LEVEL EDUCATION PROJECTS. Subject to funds appropriated  
31 for the purposes of this section:

32 (1) Four demonstration projects are authorized for schools serving  
33 kindergarten through third grade students to develop, implement, and  
34 document the effects of a comprehensive K-3 foundations program. At  
35 least two demonstration projects shall be in schools that are  
36 participating in the public- private early learning partnerships in the

1 Highline and Yakima school districts. A third demonstration project  
2 shall be in the Spokane school district.

3 (2) The superintendent of public instruction shall select project  
4 participants based on the criteria in this section, the commitment to  
5 a school-wide program, and the degree to which applicants articulate an  
6 understanding of development and implementation of a comprehensive K-3  
7 foundations program.

8 (3) Successful school applicants shall:

9 (a) Demonstrate that there is engaged and committed school and  
10 district leadership and support for the project;

11 (b) Demonstrate that school staff is engaged and committed and  
12 believes in high expectations for all students;

13 (c) Have a history of successfully using data to guide decision  
14 making for students and the program;

15 (d) Plan for the use of staff learning improvement days to support  
16 project implementation;

17 (e) Demonstrate successful linkages with the early learning  
18 providers in their communities;

19 (f) Outline the steps taken to develop this application and the  
20 general plan for implementation of a comprehensive K-3 foundations  
21 program; and

22 (g) Commit to individualized learning opportunities in early grades  
23 by using district resources, such as funding under RCW 28A.505.210, to  
24 reduce class sizes in grades kindergarten through three.

25 (4) Program resources provided to demonstration projects are:

26 (a) Support to implement an all-day kindergarten program;

27 (b) Support for class sizes at a ratio of one teacher to eighteen  
28 students, and the additional resources for materials generated by that  
29 ratio through associated nonemployee-related costs;

30 (c) Support for a one-half full-time equivalent instructional  
31 coach; and

32 (d) Support for professional development time related to program  
33 implementation.

34 (5) Demonstration projects shall provide:

35 (a) A program that implements an educational philosophy that  
36 supports child-centered learning;

37 (b) Learning opportunities through personal exploration and

1 discovery, hands-on experiences, and by working independently, in small  
2 groups and in large groups;

3 (c) Rich and varied subject matter that includes: Reading,  
4 writing, mathematics, science, social studies, a world language other  
5 than English, the arts, and health and physical education;

6 (d) Opportunities to learn and feel accomplishment, diligence,  
7 creativity, and confidence;

8 (e) Social and emotional development opportunities;

9 (f) Personalized assessment for each student that addresses  
10 academic knowledge and skill development, social and emotional skill  
11 development, critical thinking and decision-making skills, large and  
12 fine motor skill development, and knowledge of personal interests,  
13 strengths, and goals;

14 (g) For students to progress to the upper elementary grades when a  
15 solid foundation is in place and reading and mathematics primary skills  
16 have been mastered;

17 (h) Class sizes that do not exceed one certificated instructional  
18 staff to eighteen students; and

19 (i) Cooperation with project evaluators in an evaluation of the  
20 demonstration projects, including providing the data necessary to  
21 complete the work.

22 (6) The office of the superintendent of public instruction shall  
23 contract with the Northwest regional educational laboratory to conduct  
24 an evaluation of the demonstration projects under this section.  
25 Student, staff, program, and parent data shall be collected using  
26 various instruments including surveys, program and activity  
27 descriptions, student performance measures, observations, and other  
28 processes.

29 (7) Within available funding, findings from the evaluation under  
30 this section shall include conclusions regarding the degree to which  
31 students thrive in the education environment; student progress in  
32 academic, social, and emotional areas; the program components that have  
33 been most important to student success; the degree to which educational  
34 staff feel accomplished in their work and satisfied with student  
35 progress; and recommendations for continued implementation and  
36 expansion of the program.

37 (8) Findings shall be reported to the governor, the office of the  
38 superintendent of public instruction, and the appropriate early

1 learning, education, and fiscal committees of the legislature. An  
2 interim report is due November 1, 2008. The final report is due  
3 December 1, 2009.

4 (9) This section expires September 1, 2010.

5 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.630  
6 RCW to read as follows:

7 ENGLISH AS A SECOND LANGUAGE PROJECTS. (1) The goals of the  
8 English as a second language demonstration project are to develop  
9 recommendations:

10 (a) Identifying foundational competencies for developing academic  
11 English skills in English language learner students that all teachers  
12 should acquire in initial teacher preparation programs;

13 (b) Identifying components of a professional development program  
14 that builds classroom teacher competence for developing academic  
15 English skills in English language learner students; and

16 (c) Identifying job-embedded practices that connect the English  
17 language learner teacher and classroom teachers to coordinate  
18 instruction to support the work of the student.

19 (2) The English as a second language demonstration project shall  
20 use two field strategies in the development of recommendations.

21 (a) The first strategy is to conduct a field study of an ongoing  
22 project in a number of schools and school districts in which Spanish is  
23 the predominate language other than English.

24 (b) The second strategy is to conduct a project that provides  
25 professional development and planning time resources to approximately  
26 three large schools in which there are many first languages among the  
27 students. The participants of this project shall partner with an  
28 institution of higher education or a professional development provider  
29 with expertise in supporting student acquisition of academic English.  
30 The superintendent of public instruction shall select the participants  
31 in the project under this subsection (2)(b).

32 (3)(a) The office of the superintendent of public instruction shall  
33 contract with the Northwest regional educational laboratory to conduct  
34 the field study work and collect additional information from the  
35 project schools. In conducting its work, the laboratory shall review  
36 current literature regarding best practices and consult with state and  
37 national experts as appropriate.

1 (b) The laboratory shall report its findings to the governor, the  
2 office of the superintendent of public instruction, and the education  
3 and fiscal committees of the legislature. An interim report is due  
4 November 1, 2008. The final report is due December 1, 2009.

5 (4) This section expires September 1, 2010.

6 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.215  
7 RCW to read as follows:

8 COMMUNITY LEARNING CENTER PROGRAM. (1) The Washington community  
9 learning center program is established. The program shall be  
10 administered by the office of the superintendent of public instruction.  
11 The purposes of the program include:

12 (a) Supporting the creation or expansion of community learning  
13 centers that provide students with tutoring and educational enrichment  
14 when school is not in session;

15 (b) Providing training and professional development for community  
16 learning center program staff;

17 (c) Increasing public awareness of the availability and benefits of  
18 after-school programs; and

19 (d) Supporting statewide after-school intermediary organizations in  
20 their efforts to provide leadership, coordination, technical  
21 assistance, advocacy, and programmatic support to after-school programs  
22 throughout the state.

23 (2)(a) Subject to funds appropriated for this purpose, the office  
24 of the superintendent of public instruction may provide community  
25 learning center grants to any public or private organization that meets  
26 the eligibility criteria of the federal twenty-first century community  
27 learning centers program.

28 (b) Priority may be given to grant requests submitted jointly by  
29 one or more schools or school districts and one or more community-based  
30 organizations or other nonschool partners.

31 (c) Priority may also be given to grant requests for after-school  
32 programs focusing on improving mathematics achievement, particularly  
33 for middle and junior high school students.

34 (d) Priority shall be given to grant requests that:

35 (i) Focus on improving reading and mathematics proficiency for  
36 students who attend schools that have been identified as being in need

1 of improvement under section 1116 of Title I of the federal no child  
2 left behind act of 2001; and

3 (ii) Include a public/private partnership agreement or proposal for  
4 how to provide free transportation for those students in need that are  
5 involved in the program.

6 (3) Community learning center grant funds may be used to carry out  
7 a broad array of out-of-school activities that support and enhance  
8 academic achievement. The activities may include but need not be  
9 limited to:

- 10 (a) Remedial and academic enrichment;
- 11 (b) Mathematics, reading, and science education;
- 12 (c) Arts and music education;
- 13 (d) Entrepreneurial education;
- 14 (e) Community service;
- 15 (f) Tutoring and mentoring programs;
- 16 (g) Programs enhancing the language skills and academic achievement  
17 of limited English proficient students;
- 18 (h) Recreational and athletic activities;
- 19 (i) Telecommunications and technology education;
- 20 (j) Programs that promote parental involvement and family literacy;
- 21 (k) Drug and violence prevention, counseling, and character  
22 education programs; and

23 (l) Programs that assist students who have been truant, suspended,  
24 or expelled, to improve their academic achievement.

25 (4) Each community learning center grant may be made for a maximum  
26 of five years. Each grant recipient shall report annually to the  
27 office of the superintendent of public instruction on what  
28 transportation services are being used to assist students in accessing  
29 the program and how those services are being funded. Based on this  
30 information, the office of the superintendent of public instruction  
31 shall compile a list of transportation service options being used and  
32 make that list available to all after-school program providers that  
33 were eligible for the community learning center program grants.

34 (5) To the extent that funding is available for this purpose, the  
35 office of the superintendent of public instruction may provide grants  
36 or other support for the training and professional development of  
37 community learning center staff, the activities of intermediary after-



1 school organizations, and efforts to increase public awareness of the  
2 availability and benefits of after-school programs.

3 (6) Schools or school districts that receive a community learning  
4 center grant under this section may seek approval from the office of  
5 the superintendent of public instruction for flexibility to use a  
6 portion of their state transportation funds for the costs of  
7 transporting students to and from the community learning center  
8 program.

9 (7) The office of the superintendent of public instruction shall  
10 evaluate program outcomes and report to the governor and the education  
11 committees of the legislature on the outcomes of the grants and make  
12 recommendations related to program modification, sustainability, and  
13 possible expansion. An interim report is due November 1, 2008. A  
14 final report is due December 1, 2009.

15 NEW SECTION. **Sec. 6.** CAREER PATHWAYS PROGRAMS. (1) Subject to  
16 funds appropriated for this purpose, the superintendent of public  
17 instruction shall provide grants to support development of career  
18 pathways programs in high-demand fields. A portion of the appropriated  
19 funds shall be administered by an experienced nonprofit health  
20 organization and be used to create health care career pathways with  
21 geographically dispersed high school partnerships. The remaining funds  
22 shall be used to provide grants to geographically dispersed high school  
23 partnerships to create career pathways in the trades, mechanics and  
24 engineering, or other field identified by the partnership as high  
25 demand and appropriate to meet the workforce education needs in its  
26 region.

27 (2) To be eligible for a grant, high schools must form partnerships  
28 of parents, students, special populations, academic and career and  
29 technical education teachers and administrators, workforce development  
30 faculty and administrators, career guidance and academic counselors,  
31 representatives of tech-prep consortia, local workforce development  
32 councils, representatives of local skill centers and local skills  
33 panels, apprenticeship councils, and business and labor organizations  
34 in the community.

35 (3) Grant recipients must develop and implement a model curriculum  
36 for their selected career pathway. Grant funds shall be used for  
37 start-up costs, primarily for the development of the curriculum and

1 assessments described in this section and for professional development  
2 for teachers. If sufficient funds remain, grant funds may be used to  
3 upgrade equipment within the program to meet industry standards.

4 (4) A career pathways program shall:

5 (a) Integrate core academic standards for reading, writing, and  
6 mathematics with high-quality career and technical preparation based on  
7 accepted industry standards in the field;

8 (b) Incorporate secondary and postsecondary education elements;

9 (c) Be coherent, sequenced, and articulated to community and  
10 technical college courses to provide high school students with dual  
11 credit for both high school graduation and college, and to prepare  
12 students to succeed in postsecondary education programs in the field;

13 (d) Lead to an industry-recognized credential or certificate at the  
14 postsecondary level or an associate or baccalaureate degree; and

15 (e) Emphasize projects and application of knowledge and skills and  
16 provide extensive opportunities for work-based learning and  
17 internships.

18 (5) Students who are struggling with core academic skills,  
19 including the Washington assessment of student learning, shall receive  
20 supplemental assistance and instruction within the program, including  
21 assistance to create a career and technical collection of evidence as  
22 an alternative to the Washington assessment of learning.

23 (6) Participants in a high-demand career pathways program should  
24 expect to complete a high school diploma and the appropriate courses in  
25 a high-quality career and technical program and graduate ready to  
26 pursue postsecondary education.

27 (7) With assistance from the office of the superintendent of public  
28 instruction and the workforce training and education coordinating  
29 board, grant recipients shall develop end-of-program assessments for  
30 their high-demand career pathways program. The assessments shall be  
31 integrated to include academic, work readiness, and technical knowledge  
32 and skills. The legislature's intent is to use these assessments as  
33 prototypes for possible future additional alternative assessments for  
34 career and technical education students to demonstrate they meet the  
35 state's learning standards.

36 (8) Grant recipients must develop a communications strategy for  
37 parents and students in other area high schools and middle schools to

1 promote the model career pathways programs as a high-quality learning  
2 option for students and prepare plans for replication of the programs.

3 (9) For the purposes of this section, "career pathways program" has  
4 the same meaning as a career and technical program of study under P.L.  
5 109-270, the Carl D. Perkins career and technical education improvement  
6 act of 2006.

7 (10) This section expires July 1, 2009.

8 NEW SECTION. **Sec. 7.** A new section is added to chapter 28A.300  
9 RCW to read as follows:

10 WORLD LANGUAGES. Subject to funds appropriated for this purpose,  
11 the superintendent of public instruction shall assign at least one  
12 full-time equivalent staff position within the office of the  
13 superintendent of public instruction to serve as the world language  
14 supervisor. The world language supervisor shall have the following  
15 duties and responsibilities:

16 (1) Develop, conduct, and oversee professional development for  
17 teachers on grade level expectations, state and national standards, and  
18 best practices in instruction for world languages;

19 (2) Provide technical assistance to schools in designing elementary  
20 and middle school language programs, selecting and designing high  
21 quality curriculum, and providing professional development;

22 (3) Advise in the development of online world language courses;

23 (4) Create a clearinghouse of information and materials to support  
24 high quality world language instruction at the elementary and secondary  
25 levels;

26 (5) Secure and implement grants, including federal grants, to  
27 enhance world language programs;

28 (6) Encourage and foster an articulated curriculum for world  
29 languages through elementary, secondary, and postsecondary grades;

30 (7) Establish and maintain a state database for world language  
31 course offerings in schools and school districts;

32 (8) Implement memoranda of understanding with ministries of  
33 education in other countries, including interviewing, selecting,  
34 securing visas for, and providing orientation for visiting teachers;

35 (9) Serve in an advisory capacity on committees or work groups  
36 regarding teacher certification, advanced placement programs, and  
37 textbook publishing and selection; and

1 (10) Serve as an education liaison with the business, trade, and  
2 economic development communities.

3 NEW SECTION. **Sec. 8.** A new section is added to chapter 28A.155  
4 RCW to read as follows:

5 SAFETY NET. The office of the superintendent of public instruction  
6 shall review and streamline the application process to access special  
7 education safety net funds, provide technical assistance to school  
8 districts, and annually survey school districts regarding improvements  
9 to the process.

10 NEW SECTION. **Sec. 9.** Captions used in this act are not any part  
11 of the law."

12 Correct the title.

EFFECT: The goals of the Basic Education Act are further expanded to include references to students becoming respectful global citizens, exploring and understanding different perspectives, and providing all students opportunities to achieve personal and academic success. The learning goals are expanded to include references to different cultures, participation in representative government, and finance.

Funding to support all-day kindergarten programs supports all students, not just low-income students, and is not considered part of basic education funding. If funds are provided, the SPI designates "lighthouse" programs to provide technical assistance to school districts.

Primary-level education demonstration projects are made subject to funding and the evaluation is performed by the Northwest Regional Educational Laboratory (NWREL). The field study and research for the English as a Second Language demonstration projects are performed by the NWREL rather than the Washington State Institute for Public Policy.

An audit of the process for determining eligibility for federal free and reduced-price lunch programs is removed. Provisions establishing the special education safety net in statute and directing a review of the special education excess cost accounting procedures are removed. The SPI must streamline the safety net application process and annually survey districts regarding improvements.

The Washington Community Learning Center Program is established, subject to funding. Also subject to funding, grants are provided to high school partnerships to create Career Pathways Programs in high-demand fields. Subject to funding, the SPI designates a full-time World Languages Supervisor. The supervisor's duties are specified.

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