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HOUSE BILL 1641

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State of Washington

60th Legislature

2007 Regular Session

By Representatives McDermott, Kagi, Roberts, Ormsby, Haigh, Moeller and Simpson; by request of Governor Gregoire

Read first time 01/24/2007. Referred to Committee on Education.

1 AN ACT Relating to implementing Washington learns; amending RCW  
2 43.215.020, 43.215.070, 28A.150.210, 28A.505.210, 28A.310.350,  
3 28A.660.005, 28A.660.050, 28B.102.080, 28B.15.820, 28B.92.080,  
4 28B.76.050, 28B.76.090, and 28B.76.210; reenacting and amending RCW  
5 43.79A.040; adding new sections to chapter 43.215 RCW; adding new  
6 sections to chapter 28A.150 RCW; adding new sections to chapter 28A.630  
7 RCW; adding new sections to chapter 28A.300 RCW; adding new sections to  
8 chapter 28A.415 RCW; adding a new section to chapter 28A.405 RCW;  
9 adding new sections to chapter 28A.660 RCW; adding new sections to  
10 chapter 28B.50 RCW; adding new sections to chapter 28B.15 RCW; adding  
11 new sections to chapter 43.41 RCW; adding new chapters to Title 28B  
12 RCW; creating new sections; repealing RCW 28B.76.100; providing  
13 expiration dates; and declaring an emergency.

14 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

15 NEW SECTION. **Sec. 1.** The legislature finds that education is the  
16 single most effective investment that can be made in children, the  
17 state, the economy, and the future. A well-educated citizenry is  
18 essential both for the preservation of democracy and for enhancing the  
19 state's ability to compete in the knowledge-based global economy.

1 As recommended by Washington learns, the legislature declares that  
2 the overarching goal for education in the state is to have a world-  
3 class, learner-focused, seamless education system that educates more  
4 Washingtonians to the highest levels of educational attainment.

5 **EARLY LEARNING**

6 **PART 1**

7 **STATE AND LOCAL PARTNERSHIPS**

8 NEW SECTION. **Sec. 101.** A new section is added to chapter 43.215  
9 RCW to read as follows:

10 EARLY LEARNING ADVISORY COUNCIL. (1) The early learning advisory  
11 council is established to advise the department on statewide early  
12 learning community needs and progress.

13 (2) The council shall work in conjunction with the department to  
14 develop a statewide early learning plan that crosses systems and  
15 sectors to promote alignment of private and public sector actions,  
16 objectives, and resources, and to ensure school readiness.

17 (3) The council shall include diverse, statewide representation  
18 from public, nonprofit, and for-profit entities. Its membership shall  
19 reflect regional, racial, and cultural diversity to adequately  
20 represent the needs of all children and families in the state.

21 (4) Council members shall serve two-year terms. However, to  
22 stagger the terms of the council, the initial appointments for twelve  
23 of the members shall be for one year. Once the initial one-year to  
24 two-year terms expire, all subsequent terms shall be for two years,  
25 with the terms expiring on June 30th of the applicable year. The terms  
26 shall be staggered in such a way that, where possible, the terms of  
27 members representing a specific group do not expire simultaneously.

28 (5) The council shall consist of not more than twenty-five members,  
29 as follows:

30 (a) The governor shall appoint at least one representative from  
31 each of the following: The department, the office of financial  
32 management, the department of social and health services, the  
33 department of health, the higher education coordinating board, and the  
34 state board for community and technical colleges;

1 (b) One representative from the office of the superintendent of  
2 public instruction, to be appointed by the superintendent of public  
3 instruction;

4 (c) At least six leaders in early childhood education, to be  
5 appointed by the governor;

6 (d) Two members of the house of representatives and two members of  
7 the senate, to be appointed by the speaker of the house of  
8 representatives and the president of the senate, respectively;

9 (e) Two parents, one of whom serves on the department's parent  
10 advisory council, to be appointed by the governor;

11 (f) Two representatives of the private-public partnership created  
12 in RCW 43.215.070, to be appointed by the partnership board; and

13 (g) The executive director of the governor's office of Indian  
14 affairs.

15 (6) The council shall be cochaired by one representative of a state  
16 agency and one nongovernmental member, to be elected by the council for  
17 two-year terms;

18 (7) Each member of the board shall be compensated in accordance  
19 with RCW 43.03.240 and reimbursed for travel expenses incurred in  
20 carrying out the duties of the board in accordance with RCW 43.03.050  
21 and 43.03.060.

22 (8) The department shall provide staff support to the council.

23 NEW SECTION. **Sec. 102.** A new section is added to chapter 43.215  
24 RCW to read as follows:

25 FIVE-STAR VOLUNTARY RATING SYSTEM. Subject to the availability of  
26 amounts appropriated for this specific purpose, the department, in  
27 collaboration with community and statewide partners, shall implement a  
28 five-star voluntary rating system applicable to licensed or certified  
29 child care centers and homes and early education programs. The purpose  
30 of the rating system is to give parents better information about the  
31 quality of child care and early education programs, and to increase the  
32 quality of early learning programs throughout the state. Nothing in  
33 this section changes the department's responsibility to collectively  
34 bargain over mandatory subjects.

35 **Sec. 103.** RCW 43.215.020 and 2006 c 265 s 103 are each amended to  
36 read as follows:

1 (1) The department of early learning is created as an executive  
2 branch agency. The department is vested with all powers and duties  
3 transferred to it under this chapter and such other powers and duties  
4 as may be authorized by law.

5 (2) The primary duties of the department are to implement state  
6 early learning policy and to coordinate, consolidate, and integrate  
7 child care and early learning programs in order to administer programs  
8 and funding as efficiently as possible. The department's duties  
9 include, but are not limited to, the following:

10 (a) To support both public and private sectors toward a  
11 comprehensive and collaborative system of early learning that serves  
12 parents, children, and providers and to encourage best practices in  
13 child care and early learning programs;

14 (b) To improve parent education and support;

15 (c) To carry out activities to improve the quality of early  
16 learning opportunities for young children including activities in  
17 cooperation with the private-public partnership;

18 (d) To administer child care and early learning programs;

19 (e) To standardize internal financial audits, oversight visits,  
20 performance benchmarks, and licensing criteria, so that programs can  
21 function in an integrated fashion;

22 (f) To assist in the implementation of the private-public  
23 partnership and cooperate with that partnership in pursuing its goals  
24 including providing data and support necessary for the successful work  
25 of the partnership;

26 (g) To work cooperatively and in coordination with the early  
27 learning council; ~~((and))~~

28 (h) To collaborate with the K-12 school system at the state and  
29 local levels to ensure appropriate connections and smooth transitions  
30 between early learning and K-12 programs; and

31 (i) Upon the development of an early learning information system,  
32 to make available to parents timely inspection and complaint  
33 information through the internet and other means.

34 (3) The department's programs shall be designed in a way that  
35 respects and preserves the ability of parents and legal guardians to  
36 direct the education, development, and upbringing of their children.  
37 The department shall include parents and legal guardians in the  
38 development of policies and program decisions affecting their children.

1           **Sec. 104.** RCW 43.215.070 and 2006 c 265 s 108 are each amended to  
2 read as follows:

3           (1) In addition to other duties under this chapter, the director  
4 shall actively participate in a nongovernmental private-public  
5 partnership focused on supporting government's investments in early  
6 learning and ensuring that every child in the state is prepared to  
7 succeed in school and in life. Except for licensing as required by  
8 Washington state law and to the extent permitted by federal law, the  
9 director of the department of early learning shall grant waivers from  
10 the rules of state agencies for the operation of early learning  
11 programs requested by the nongovernmental private-public partnership to  
12 allow for flexibility to pursue market-based approaches to achieving  
13 the best outcomes for children and families.

14           (2) In addition to other powers granted to the director, the  
15 director may:

16           (a) Enter into contracts on behalf of the department to carry out  
17 the purposes of this chapter;

18           (b) Accept gifts, grants, or other funds for the purposes of this  
19 chapter; and

20           (c) Adopt, in accordance with chapter 34.05 RCW, rules necessary to  
21 implement this chapter, including rules governing child day care and  
22 early learning programs under this chapter. This section does not  
23 expand the rule-making authority of the director beyond that necessary  
24 to implement and administer programs and services existing July 1,  
25 2006, as transferred to the department of early learning under section  
26 501, chapter 265, Laws of 2006. The rule-making authority does not  
27 include any authority to set mandatory curriculum or establish what  
28 must be taught in child day care centers or by family day care  
29 providers.

30           (3) In order to meet its partnership responsibilities, the  
31 department shall:

32           (a) Work collaboratively with the nongovernmental private-public  
33 partnership; and

34           (b) Actively seek public and private money for distribution as  
35 grants to the private-public partnership.

36           (4) In order to meet its partnership responsibilities, the  
37 nongovernmental private-public partnership shall:

1 (a) Work with and complement existing statewide efforts by  
2 enhancing parent education and support, child care, preschool, and  
3 other early learning environments;

4 (b) Accept and expend funds to be used for quality improvement  
5 initiatives, including but not limited to parent education and support,  
6 and support the alignment of existing funding streams and coordination  
7 of efforts across sectors;

8 (c) In conjunction with the department, provide leadership to early  
9 learning private-public partnerships forming in communities across the  
10 state. These local partnerships shall be encouraged to seek local  
11 funding and develop strategies to improve coordination and exchange  
12 information between the community, early care and education programs,  
13 and the K-12 system; and

14 (d) Assist the statewide movement to high quality early learning  
15 and the support of parents as a child's first and best teacher.

16 NEW SECTION. Sec. 105. A new section is added to chapter 43.215  
17 RCW to read as follows:

18 RULES REVIEW. In conjunction with child care providers and other  
19 early learning leaders, the department shall review and revise child  
20 care provider rules in order to emphasize the need for mutual respect  
21 among parents, providers, and state staff who enforce rules. Revised  
22 rules shall clearly focus on keeping children safe and improving early  
23 learning outcomes for children. The department shall develop a plan by  
24 July 2007 that outlines the process and timelines to complete the rules  
25 review. Nothing in this section changes the department's  
26 responsibility to collectively bargain over mandatory subjects.

27 **K-12**

28 **PART 2**

29 **BASIC EDUCATION GOALS**

30 **Sec. 201.** RCW 28A.150.210 and 1993 c 336 s 101 are each amended to  
31 read as follows:

32 The goal of the basic education act for the schools of the state of  
33 Washington set forth in this chapter shall be to provide students with  
34 the opportunity to become responsible citizens, to contribute to their

1 own economic well-being and to that of their families and communities,  
2 and to enjoy productive and satisfying lives, and to develop a public  
3 school system that focuses more on the educational performance of  
4 students and includes high expectations for all students. To these  
5 ends, the goals of each school district, with the involvement of  
6 parents and community members, shall be to provide opportunities for  
7 all students to develop the knowledge and skills essential to:

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

10 (2) Know and apply the core concepts and principles of mathematics;  
11 social, physical, and life sciences; civics and history; geography;  
12 arts; and health and fitness;

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

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

### 19 PART 3

#### 20 ALL-DAY KINDERGARTEN

21 NEW SECTION. Sec. 301. A new section is added to chapter 28A.150  
22 RCW to read as follows:

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

36 (1) Providing at least a one thousand-hour instructional program;

1 (2) Providing a curriculum that offers a rich, varied set of  
2 experiences that assist students in:

3 (a) Developing initial skills in the academic areas of reading,  
4 mathematics, and writing;

5 (b) Developing a variety of communication skills;

6 (c) Providing experiences in science, social studies, arts, health  
7 and physical education, and a world language other than English;

8 (d) Acquiring large and small motor skills;

9 (e) Acquiring social and emotional skills including successful  
10 participation in learning activities as an individual and as part of a  
11 group;

12 (f) Establishing learning environments that are developmentally  
13 appropriate and promote creativity; and

14 (g) Learning through hands-on experiences;

15 (3) Demonstrating strong connections and communication with early  
16 learning community providers; and

17 (4) Participating in kindergarten program readiness activities with  
18 early learning providers and parents.

19 **PART 4**

20 **DEMONSTRATION PROJECTS**

21 NEW SECTION. **Sec. 401.** A new section is added to chapter 28A.630  
22 RCW to read as follows:

23 PRIMARY LEVEL EDUCATION PROJECTS. (1) Ten demonstration projects  
24 are authorized for schools serving kindergarten through third grade  
25 students to develop, implement, and document the effects of a  
26 comprehensive K-3 foundations program. At least two demonstration  
27 projects shall be in schools that are participating in the public-  
28 private early learning partnerships in the Highline and Yakima school  
29 districts.

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

35 (3) Successful school applicants shall:



- 1 (a) Demonstrate that there is engaged and committed school and  
2 district leadership and support for the project;
- 3 (b) Demonstrate that school staff is engaged and committed and  
4 believes in high expectations for all students;
- 5 (c) Have a history of successfully using data to guide decision  
6 making for students and the program;
- 7 (d) Plan for the use of staff learning improvement days to support  
8 project implementation;
- 9 (e) Demonstrate successful linkages with the early learning  
10 providers in their communities;
- 11 (f) Outline the steps taken to develop this application and the  
12 general plan for implementation of a comprehensive K-3 foundations  
13 program; and
- 14 (g) Commit to individualized learning opportunities in early grades  
15 by using district resources, such as funding under RCW 28A.505.210, to  
16 reduce class sizes in grades kindergarten through three.
- 17 (4) Program resources provided to demonstration projects are:
- 18 (a) Support to implement a full-day kindergarten program;
- 19 (b) Support for class sizes at a ratio of one teacher to eighteen  
20 students, and the additional resources for materials generated by that  
21 ratio through associated nonemployee-related costs;
- 22 (c) Support for a one-half full-time equivalent instructional  
23 coach; and
- 24 (d) Support for professional development time related to program  
25 implementation.
- 26 (5) Demonstration projects shall provide:
- 27 (a) A program that implements an educational philosophy that  
28 supports child-centered learning;
- 29 (b) Learning opportunities through personal exploration and  
30 discovery, hands-on experiences, and by working independently, in small  
31 groups and in large groups;
- 32 (c) Rich and varied subject matter that includes: Reading,  
33 writing, mathematics, science, a world language other than English, the  
34 arts, and health and physical education;
- 35 (d) Opportunities to learn and feel accomplishment, diligence,  
36 creativity, and confidence;
- 37 (e) Social and emotional development opportunities;

1 (f) Personalized assessment for each student that addresses  
2 academic knowledge and skill development, social and emotional skill  
3 development, critical thinking and decision-making skills, large and  
4 fine motor skill development, and knowledge of personal interests,  
5 strengths, and goals;

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

9 (h) Class sizes that do not exceed one certificated instructional  
10 staff to eighteen students.

11 (6) The Washington state institute for public policy shall conduct  
12 an evaluation of the demonstration projects under this section.  
13 Student, staff, program, and parent data shall be collected using  
14 various instruments including surveys, program and activity  
15 descriptions, student performance measures, observations, and other  
16 processes.

17 (7) Findings from the evaluation under this section shall include  
18 conclusions regarding the degree to which students thrive in the  
19 education environment; student progress in academic, social, and  
20 emotional areas; the program components that have been most important  
21 to student success; the degree to which educational staff feel  
22 accomplished in their work and satisfied with student progress; and  
23 recommendations for continued implementation and expansion of the  
24 program.

25 (8) The institute for public policy shall report its findings to  
26 the governor, the office of the superintendent of public instruction,  
27 and the appropriate early learning, education, and fiscal committees of  
28 the legislature. An interim report is due November 1, 2008. The final  
29 report is due December 1, 2009.

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

31 **Sec. 402.** RCW 28A.505.210 and 2005 c 497 s 105 are each amended to  
32 read as follows:

33 School districts shall have the authority to decide the best use of  
34 student achievement funds to assist students in meeting and exceeding  
35 the new, higher academic standards in each district consistent with the  
36 provisions of chapter 3, Laws of 2001. In making this determination

1 beginning with the 2007-08 school year, each school district shall  
2 consider using increases in these funds for reducing primary grade  
3 class sizes as provided by subsection (1)(a) of this section.

4 (1) Student achievement funds shall be allocated for the following  
5 uses:

6 (a) To reduce class size by hiring certificated elementary  
7 classroom teachers in grades K-4 and paying nonemployee-related costs  
8 associated with those new teachers;

9 (b) To make selected reductions in class size in grades 5-12, such  
10 as small high school writing classes;

11 (c) To provide extended learning opportunities to improve student  
12 academic achievement in grades K-12, including, but not limited to,  
13 extended school year, extended school day, before-and-after-school  
14 programs, special tutoring programs, weekend school programs, summer  
15 school, and all-day kindergarten;

16 (d) To provide additional professional development for educators,  
17 including additional paid time for curriculum and lesson redesign and  
18 alignment, training to ensure that instruction is aligned with state  
19 standards and student needs, reimbursement for higher education costs  
20 related to enhancing teaching skills and knowledge, and mentoring  
21 programs to match teachers with skilled, master teachers. The funding  
22 shall not be used for salary increases or additional compensation for  
23 existing teaching duties, but may be used for extended year and  
24 extended day teaching contracts;

25 (e) To provide early assistance for children who need  
26 prekindergarten support in order to be successful in school;

27 (f) To provide improvements or additions to school building  
28 facilities which are directly related to the class size reductions and  
29 extended learning opportunities under (a) through (c) of this  
30 subsection.

31 (2) Annually on or before May 1st, the school district board of  
32 directors shall meet at the time and place designated for the purpose  
33 of a public hearing on the proposed use of these funds to improve  
34 student achievement for the coming year. Any person may appear or by  
35 written submission have the opportunity to comment on the proposed plan  
36 for the use of these funds. No later than August 31st, as a part of  
37 the process under RCW 28A.505.060, each school district shall adopt a  
38 plan for the use of these funds for the upcoming school year.

1 Annually, each school district shall provide to the citizens of their  
2 district a public accounting of the funds made available to the  
3 district during the previous school year under chapter 3, Laws of 2001,  
4 how the funds were used, and the progress the district has made in  
5 increasing student achievement, as measured by required state  
6 assessments and other assessments deemed appropriate by the district.  
7 Copies of this report shall be provided to the superintendent of public  
8 instruction.

9 NEW SECTION. **Sec. 403.** A new section is added to chapter 28A.630  
10 RCW to read as follows:

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

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

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

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

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

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

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

36 (3)(a) The Washington state institute for public policy shall  
37 conduct the field study work and collect additional information from

1 the project schools. In conducting its work, the institute shall  
2 review current literature regarding best practices and consult with  
3 state and national experts as appropriate.

4 (b) The institute for public policy shall report its findings to  
5 the governor, the office of the superintendent of public instruction,  
6 and the education and fiscal committees of the legislature. An interim  
7 report is due November 1, 2008. The final report is due December 1,  
8 2009.

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

10 NEW SECTION. **Sec. 404.** A new section is added to chapter 28A.150  
11 RCW to read as follows:

12 HEALTH-RELATED CAREER ACADEMIES. (1) A health-related career  
13 academies grant program is established to provide students with  
14 opportunities to prepare for a health-related career. The pathways  
15 offered shall result in students acquiring preparation and  
16 certification to enter the workforce or to enroll in postsecondary  
17 education and training programs upon high school graduation. The grant  
18 program shall use a public-private partnership to bring the resources  
19 of the state and the private sector together to create the pathways.  
20 To the extent possible, grants shall be distributed geographically  
21 throughout the state. The grant program is competitive and shall be  
22 administered by an experienced nonprofit health organization.

23 (2) The grant program shall:

24 (a) Require participation in each academy to include high school  
25 and school district instructional and administrative staff, public and  
26 private institutions of higher education, employers, industry and labor  
27 associations, and philanthropic organizations;

28 (b) Provide resources for first year, start-up activities only;

29 (c) Require matching funds and services from program partners; and

30 (d) Require applicants to describe community interest, the content  
31 and proposed outcomes of the program, steps needed to implement the  
32 program, the role each partner will play in the program, general  
33 proposed budget, and a plan for sustaining the program after the first  
34 year.

35 NEW SECTION. **Sec. 405.** A new section is added to chapter 28A.300  
36 RCW to read as follows:

1 AFTER-SCHOOL MATHEMATICS SUPPORT PROGRAM. (1) The after-school  
2 mathematics support program is created to study the effects of  
3 intentional, skilled mathematics support included as part of an  
4 existing after-school activity program.

5 (2) The office of the superintendent of public instruction shall  
6 provide grants to selected community-based, nonprofit organizations  
7 that provide after-school programs and include support for students to  
8 learn mathematics.

9 (3) Grant applicants must demonstrate the capacity to provide  
10 assistance in mathematics learning in the following ways:

11 (a) Identifying the mathematics content and instructional skill of  
12 the staff or volunteers assisting students;

13 (b) Identifying proposed learning strategies to be used, which  
14 could include computer-based instructional and skill practice programs  
15 and tutoring by adults or other students;

16 (c) Articulating the plan for connection with school mathematics  
17 teachers to coordinate student assistance; and

18 (d) Articulating the plan for assessing student and program  
19 success.

20 (4) Priority will be given to applicants that propose programs to  
21 serve middle school and junior high school students.

22 (5) The office of the superintendent of public instruction shall  
23 evaluate program outcomes and report to the governor and the education  
24 committees of the legislature on the outcomes of the grants and make  
25 recommendations related to program continuation, program modification,  
26 and issues related to program sustainability and possible program  
27 expansion. An interim report is due November 1, 2008. The final  
28 report is due December 1, 2009.

29 NEW SECTION. **Sec. 406.** MATHEMATICS AND SCIENCE INSTRUCTIONAL  
30 COACH PROJECT. (1) A mathematics and science instructional coach  
31 demonstration project is authorized to develop, pilot, and refine  
32 program elements as a first step in the creation of a new instructional  
33 staff professional development program. The mathematics and science  
34 instructional coach demonstration project coaching program shall  
35 consist of a coach development institute, coaching seminars, coaching  
36 activities in schools, and program evaluation.

1           (2) The office of the superintendent of public instruction shall  
2 develop a mathematics and science instructional coach program that  
3 includes an initial coach development experience for new coaches  
4 provided through an institute setting, coaching support seminars, and  
5 additional coach development services. The office shall draw upon the  
6 experiences of coaches in federally supported elementary literacy  
7 programs and other successful programs, research and policy briefs on  
8 adult professional development, and research that specifically  
9 addresses the instructional environments of middle, junior high, and  
10 high schools as well as the unique aspects of the fields of mathematics  
11 and science.

12           (3) The office of the superintendent of public instruction shall  
13 design the application process and select the demonstration project  
14 participants.

15           (4) Schools and school districts participating in the demonstration  
16 project shall carefully select the individuals to perform the role of  
17 mathematics or science instructional coach. Characteristics to be  
18 considered for a successful coach include:

19           (a) Expertise in content area;

20           (b) Expertise in various instructional methodologies and  
21 personalizing learning;

22           (c) Personal skills that include skilled listening, questioning,  
23 trust-building, and problem-solving;

24           (d) Understanding and appreciation for the differences in adult  
25 learners and student learners; and

26           (e) Capacity for strategic planning and quality program  
27 implementation.

28           (5) The role of the mathematics or science instructional coach is  
29 focused on supporting teachers as they apply knowledge, develop skills,  
30 polish techniques, and deepen their understanding of content and  
31 instructional practices. This work takes a number of forms including:  
32 Individualized professional development, department-wide and school-  
33 wide professional development, guidance in student data interpretation,  
34 and using assessment to guide instruction. Each coach shall be  
35 assigned to two schools as part of this project.

36           (6) Project participants have the following responsibilities:

37           (a) Mathematics and science coaches shall participate in the coach  
38 development institute as well as in coaching support seminars that take

1 place throughout the school year, practice coaching activities as  
2 guided by those articulated in the role of the coach in subsection (5)  
3 of this section, collect data, and participate in program evaluation  
4 activities as requested by the institute pursuant to subsection (7) of  
5 this section.

6 (b) School and district administrators in districts in which the  
7 mathematics and science coaches are practicing shall participate in  
8 program evaluation activities.

9 (7)(a) The Washington state institute for public policy shall  
10 conduct an evaluation of the mathematics and science instructional  
11 coach demonstration project in this section. Data shall be collected  
12 through various instruments including surveys, program and activity  
13 reports, student performance measures, observations, interviews, and  
14 other processes. Findings shall include an evaluation of the coach  
15 development institute, coaching support seminars, and other coach  
16 support activities; recommendations with regard to changes in the  
17 characteristics required of the coaches; identification of changes in  
18 teacher instruction related to coaching activities; and identification  
19 of the satisfaction level with coaching activities as experienced by  
20 classroom teachers and administrators.

21 (b) The institute for public policy shall report its findings to  
22 the governor, the office of the superintendent of public instruction,  
23 and the education and fiscal committees of the legislature. An interim  
24 report is due November 1, 2008. The final report is due December 1,  
25 2009.

26 (8) This section expires September 1, 2010.

27 **PART 5**  
28 **MATHEMATICS AND SCIENCE STANDARDS AND CURRICULUM**

29 NEW SECTION. **Sec. 501.** MATHEMATICS AND SCIENCE REVIEW. (1) The  
30 activities in this section strengthen the learning standards that  
31 implement the goals of RCW 28A.150.210, improve alignment of school  
32 district curriculum to the state standards, and provide assessment  
33 tools that link directly to the state's learning standards and  
34 curriculum. As the state board of education and the office of the  
35 superintendent of public instruction implement the activities in this  
36 section, each agency shall provide a status report of activities and



1 progress at the beginning of each calendar quarter, beginning with July  
2 1, 2007, to the governor and the chairs and ranking minority members of  
3 the house of representatives and senate education committees.

4 (2) By December 2007, the state board of education, in cooperation  
5 with the office of the superintendent of public instruction, shall  
6 complete the process by which an independent review of the K-12  
7 mathematics and science standards and essential academic learning  
8 requirements is conducted.

9 (a) The results of each review shall provide findings and  
10 recommendations to the superintendent of public instruction regarding  
11 changes to the K-12 mathematics and science standards and the essential  
12 academic learning requirements. The findings and recommendations shall  
13 address the incorporation of international performance standards as may  
14 be benchmarked to the content of the trends in international  
15 mathematics and science study (TIMSS) and the programme for  
16 international student assessment (PISA).

17 (b) The review in this section shall satisfy the requirement in RCW  
18 28A.655.070(2) for a periodic revision of the essential academic  
19 learning requirements.

20 (3) By December 2007, the state board of education shall:

21 (a) Incorporate into the state accountability plan the conditions  
22 under which school districts are required to use one of the state  
23 identified curricula in mathematics or science, or both. The plan  
24 shall also describe the conditions for exception to the curriculum  
25 requirement. These conditions shall address student performance  
26 criteria;

27 (b) Under RCW 28A.230.090, amend the high school graduation  
28 requirement in mathematics to include a minimum of three credits of  
29 mathematics. The state board of education shall describe the  
30 mathematics content required within the three credits and shall  
31 consider requiring content to include that commonly contained in  
32 algebra 2. The state board of education shall also consider:

33 (i) An additional requirement to include requiring mathematics to  
34 be included in the student's senior year class schedule;

35 (ii) Ways to demonstrate mathematics competencies; and

36 (iii) Conditions for exceptions to a senior year mathematics  
37 requirement.

1 (4) By July 2008, the office of the superintendent of public  
2 instruction shall:

3 (a) Identify no more than three mathematics basic curricula for  
4 elementary, middle, junior high, and high school, that align with the  
5 new standards resulting from the independent review activities  
6 described in this section. Diagnostic and supplemental materials shall  
7 also be identified;

8 (b) Identify no more than three science basic curricula for  
9 elementary, middle, junior high, and high school, that align with the  
10 new standards resulting from the independent review activities  
11 described in this section. Diagnostic and supplemental materials shall  
12 also be identified; and

13 (c) Begin the process revising the Washington assessment of student  
14 learning mathematics and science assessments at grade levels four  
15 through ten as appropriate to align assessment content with the new  
16 standards and essential academic learning requirements resulting from  
17 the independent reviews provided in subsection (1) of this section.

18 **PART 6**

19 **EDUCATOR PREPARATION AND PROFESSIONAL DEVELOPMENT**

20 NEW SECTION. **Sec. 601.** A new section is added to chapter 28A.415  
21 RCW to read as follows:

22 **MATHEMATICS AND SCIENCE TEACHER PROFESSIONAL DEVELOPMENT.** (1)  
23 Several targeted professional development programs are authorized to  
24 further the development of outstanding mathematics and science teaching  
25 and learning opportunities in the state of Washington.

26 (2) The expected outcomes of this program are:

27 (a) Provision of meaningful, targeted professional development for  
28 all middle, junior high, and high school teachers of mathematics and  
29 science;

30 (b) Increased knowledge and instructional skill for mathematics and  
31 science teachers;

32 (c) Increased use of curriculum materials with supporting  
33 diagnostic and supplemental materials that align with state standards;

34 (d) Skillful guidance for students participating in alternative  
35 assessment activities;

36 (e) Increased rigor of mathematics and science course offerings;

- 1 (f) Increased student opportunities for focused, applied
- 2 mathematics and science classes;
- 3 (g) Increased student success on state achievement measures; and
- 4 (h) Increased student appreciation of the value and uses of
- 5 mathematics and science knowledge and exploration of mathematics and
- 6 science-related careers.

7 NEW SECTION. **Sec. 602.** A new section is added to chapter 28A.415  
8 RCW to read as follows:

9 PROFESSIONAL DEVELOPMENT LEARNING OPPORTUNITIES. (1) The  
10 superintendent of public instruction and the educational service  
11 districts shall create a partnership to develop and deliver  
12 professional development learning opportunities for educators that  
13 fulfill the goals and address the specific targeted activities  
14 described in this section. The partnership shall:

15 (a) Support school districts by providing professional development  
16 leadership, courses, and consultation services to school districts in  
17 their implementation of the professional development activities  
18 described in this section; and

19 (b) Support one another in the delivery of state-level and  
20 regional-level professional development activities such as state  
21 conferences and regional accountability institutes.

22 (2) Each educational service district shall enter into a  
23 performance agreement with the superintendent of public instruction to  
24 clearly articulate partner responsibilities and to assure fidelity for  
25 the delivery of professional development initiatives including job-  
26 embedded practices. Components of such performance agreement shall  
27 include:

28 (a) Participation in the development of various professional  
29 development workshops, programs, and activities;

30 (b) Characteristics and qualifications of professional development  
31 staff supported by the program;

32 (c) Methods to ensure consistent delivery of professional  
33 development services; and

34 (d) Reporting responsibilities related to services provided,  
35 program participation, outcomes, and recommendations for service  
36 improvement.

1 (3) For the 2007-08 and 2008-09 school years, school districts  
2 receiving professional development resources are directed to the  
3 following activities:

4 (a) For middle school and junior high school mathematics teachers:

5 (i) During the 2007-08 school year the focus shall be on  
6 development of basic mathematics knowledge and instructional skills;  
7 and

8 (ii) During the 2008-09 school year the focus shall be on  
9 implementing new international mathematics standards;

10 (b) For middle school and junior high school science teachers:

11 (i) During the 2007-08 school year the focus shall be on  
12 examination of student science assessment data and identification of  
13 science knowledge and skill areas in need of additional instructional  
14 attention; and

15 (ii) During the 2008-09 school year the focus is on implementing  
16 new international science standards;

17 (c) For high school mathematics teachers:

18 (i) During the 2007-08 school year the focus shall be on  
19 implementing state mathematics learning modules, the segmented  
20 mathematics class and assessment program, the collection of evidence  
21 alternative assessment and basic mathematics knowledge, and  
22 instructional skills; and

23 (ii) During the 2008-09 school year the focus shall be on  
24 implementing new international mathematics standards;

25 (d) For high school science teachers:

26 (i) During the 2007-08 school year the focus shall be on  
27 examination of student science assessment data and identification of  
28 science knowledge and skill areas in need of additional instructional  
29 attention; and

30 (ii) During the 2008-09 school year the focus shall be on  
31 implementing new international science standards;

32 (e) For the 2007-08 and 2008-09 school years, one mathematics

33 teacher and one science teacher in each middle or junior high school  
34 and high school shall be provided specialized professional development  
35 to bring new rigor to mathematics and science offerings and/or expand  
36 the opportunities for students to take applied mathematics and science  
37 courses;

1 (f) For the 2007-08 and 2008-09 school years, twenty teachers, from  
2 middle, junior high, and high schools, each year shall be provided  
3 professional development to implement a specialized science,  
4 technology, engineering, and mathematics curriculum in their school.  
5 Schools shall apply to the office of the superintendent of public  
6 instruction for this program; and

7 (g) For fourth and fifth grade mathematics and science teachers:

8 (i) During the 2007-08 school year the focus shall be on  
9 development of basic mathematics knowledge and instructional skill and  
10 improving instruction in science; and

11 (ii) During the 2008-09 school year the focus shall be on  
12 implementing new international mathematics and science standards.

13 (4) The superintendent of public instruction shall develop the  
14 methodology for determining the number of mathematics and science  
15 teachers in middle, junior high, and high schools within each district  
16 for the purposes of providing formula-driven resources for the purposes  
17 of implementing subsection (3) of this section.

18 (5) School districts receiving resources under this section shall  
19 submit reports to the superintendent of public instruction regarding  
20 the use of the funds. The superintendent of public instruction and the  
21 office of financial management shall collaborate on required report  
22 content and format. Information in the report shall include the  
23 professional development offered and the number of teachers  
24 participating.

25 (6) Beginning with the 2009-10 school year, the focus for  
26 professional development resources and activities may be adjusted.

27 **Sec. 603.** RCW 28A.310.350 and 1977 ex.s. c 283 s 10 are each  
28 amended to read as follows:

29 The basic core services and cost upon which educational service  
30 districts are budgeted shall include, but not be limited to, the  
31 following:

32 (1) Educational service district administration and facilities such  
33 as office space, maintenance and utilities;

34 (2) Cooperative administrative services such as assistance in  
35 carrying out procedures to abolish sex and race bias in school  
36 programs, fiscal services, grants management services, special  
37 education services and transportation services;

- 1 (3) Personnel services such as certification/registration services;
- 2 (4) Learning resource services such as audio visual aids;
- 3 (5) Cooperative curriculum services such as health promotion and
- 4 health education services, in-service training, workshops and
- 5 assessment; (~~and~~)
- 6 (6) Professional development services identified by statute or the
- 7 omnibus appropriations act; and
- 8 (7) Special needs of local education agencies.

9 NEW SECTION. Sec. 604. A new section is added to chapter 28A.415  
10 RCW to read as follows:

11 SCHOOL DISTRICT LEADERSHIP ACADEMY. (1) Research supports the  
12 value of quality school and school district leadership. Effective  
13 leadership is critical to improving student learning and transforming  
14 underperforming schools and school districts into world-class learning  
15 centers.

16 (2) A public-private partnership is established to develop, pilot,  
17 and implement the Washington state leadership academy to focus on the  
18 development and enhancement of personal leadership characteristics and  
19 the teaching of effective practices and skills demonstrated by school  
20 and district administrators who are successful managers and  
21 instructional leaders. It is the goal of the academy to provide state-  
22 of-the-art programs and services across the state.

23 (3) Academy partners include the state superintendent and principal  
24 professional associations, private nonprofit foundations, institutions  
25 of higher education, the professional educator standards board, the  
26 office of the superintendent of public instruction, educational service  
27 districts, and other entities identified by the partners. The partners  
28 shall designate an independent organization to act as the fiscal agent  
29 for the academy and shall establish a board of directors to oversee and  
30 direct the academy's finances, services, and programs. The academy  
31 shall be supported by a national research institution with demonstrated  
32 expertise in educational leadership.

33 (4) Initial development of academy course content and activities  
34 shall be supported by private funds. Initial tasks of the academy are  
35 to:

- 36 (a) Finalize a comprehensive design of the academy and the

1 development of the curriculum frameworks for a comprehensive leadership  
2 development program that includes coursework, practicum, mentoring, and  
3 evaluation components;

4 (b) Develop curriculum for individual leadership topics;

5 (c) Pilot the curriculum and all program components; and

6 (d) Modify the comprehensive design, curriculum coursework,  
7 practicum, and mentoring programs based on the research results gained  
8 from pilot activities.

9 (5) The board of directors shall report semiannually to the  
10 superintendent of public instruction on the financial contributions  
11 provided by foundations and other organizations to support the work of  
12 the academy. The board of directors shall report by December 31st each  
13 year to the superintendent of public instruction on the programs and  
14 services provided, numbers of participants in the various academy  
15 activities, evaluation activities regarding program and participant  
16 outcomes, and plans for the academy's future development.

17 (6) The board of directors shall identify possible areas to better  
18 coordinate with and make recommendations for changes in superintendent  
19 and principal preparation programs, the administrator licensure system,  
20 and continuing education requirements.

21 NEW SECTION. **Sec. 605.** PROFESSIONAL EDUCATOR STANDARDS BOARD  
22 DUTIES. (1) The purpose of the duties in this section for the  
23 professional educator standards board is to take the next steps in  
24 developing quality teaching knowledge and skill in the state's teaching  
25 ranks. The duties build upon the current teacher development  
26 foundation that requires demonstrated teaching competency, requires  
27 evidence of positive impact on student learning, and focuses on  
28 furthering state kindergarten through twelfth grade learning goals  
29 through instructional skill alignment.

30 (2) The professional educator standards board shall:

31 (a) By December 2007:

32 (i) Adopt new knowledge and skill standards that prepare all  
33 individuals seeking residency teacher certification to integrate  
34 mathematics across all content areas; and

35 (ii) Adopt new certification requirements for individuals seeking  
36 residency teacher certification as elementary education or middle level

1 and secondary mathematics teachers to assure adequate content and  
2 instructional strategy preparation to teach to the kindergarten through  
3 twelfth grades state mathematics and science standards;

4 (b) By June 2009:

5 (i) Set performance standards and develop, pilot, and implement a  
6 uniform and external professional-level certification assessment based  
7 on demonstrated teaching skill. In the development of this assessment,  
8 consideration shall be given to changes in professional certification  
9 program components such as the culminating seminar;

10 (ii) Summarize its work in the development of the assessment in  
11 (b)(i) of this subsection in the annual reports required by RCW  
12 28A.410.240; and

13 (iii) Review and revise the standards for higher education teacher  
14 preparation programs to incorporate updated practices to enhance  
15 teacher success in a knowledge and skill-based performance system that  
16 emphasizes strong content, applied learning, and personal, meaningful  
17 connections with students; and

18 (c) By December 2009, review and revise as needed teacher  
19 preparation standards and requirements to focus on diversity in  
20 cultural knowledge and respect.

21 NEW SECTION. **Sec. 606.** FINDINGS--NATIONAL BOARD FOR PROFESSIONAL  
22 TEACHING STANDARDS CERTIFICATION. The legislature finds and declares:

23 (1) The national board for professional teaching standards has  
24 established high and rigorous standards for what highly accomplished  
25 teachers should know and be able to do in order to increase student  
26 learning results;

27 (2) The national board for professional teaching standards  
28 certifies teachers who meet these standards through a rigorous,  
29 performance-based assessment process;

30 (3) A certificate awarded by the national board attests that a  
31 teacher has met high and rigorous standards and has demonstrated the  
32 ability to make sound professional judgments about how to best meet  
33 students' learning needs and effectively help students meet challenging  
34 academic standards;

35 (4) The process of national board assessment is the most rigorous  
36 advanced certification process in the teaching profession; and



1 (5) Teachers who attain national board certification should be  
2 acknowledged and rewarded in order to encourage more teachers to pursue  
3 certification for the benefit of Washington students.

4 NEW SECTION. **Sec. 607.** A new section is added to chapter 28A.405  
5 RCW to read as follows:

6 NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS CERTIFICATION--  
7 BONUSES. (1) Certificated instructional staff who have attained  
8 certification from the national board for professional teaching  
9 standards shall receive a bonus each year in which they maintain  
10 certification from the national board. The bonus for national board  
11 certification is provided in addition to compensation received under a  
12 district's salary schedule adopted in accordance with RCW 28A.405.200  
13 and shall not be included in calculations of a district's average  
14 salary and associated salary limitations under RCW 28A.400.200.

15 (a) The bonus shall be calculated as ten percent of the salary that  
16 would be allocated for that teacher under the state salary allocation  
17 model published in the omnibus appropriations act; and

18 (b) The bonus amount for an individual shall not be less than the  
19 bonus amount received by that individual in the 2006-07 school year.

20 (2) Certificated instructional staff who have attained  
21 certification from the national board for professional teaching  
22 standards shall be eligible for one or more bonuses in addition to that  
23 provided by subsection (1) of this section if the individual:

24 (a) Is in an instructional assignment in a school in which at least  
25 seventy percent of the students qualify for the free and reduced-price  
26 lunch program; and

27 (b) Has attained certification from the national board for  
28 professional teaching standards in middle level and/or high school  
29 level mathematics and/or science and is in a mathematics and/or science  
30 instructional assignment in a school in which at least seventy percent  
31 of the students qualify for the free and reduced-price lunch program.

32 (3) The amount of the additional bonus under subsection (2) of this  
33 section for those meeting the qualifications of subsection (2)(a) of  
34 this section is five thousand dollars. The amount of the additional  
35 bonus for those meeting the qualifications of subsection (2)(a) and (b)  
36 of this section is ten thousand dollars.

1           **Sec. 608.** RCW 28A.660.005 and 2001 c 158 s 1 are each amended to  
2 read as follows:

3           (1) The legislature finds and declares:

4           ~~((1))~~ (a) Teacher qualifications and effectiveness are the most  
5 important influences on student learning in schools~~((-))~~;

6           ~~((2))~~ (b) Preparation of individuals to become well-qualified,  
7 effective teachers must be high quality~~((-))~~;

8           ~~((3))~~ (c) Teachers who complete high-quality alternative route  
9 programs with intensive field-based experience, adequate coursework,  
10 and strong mentorship do as well or better than teachers who complete  
11 traditional preparation programs~~((-))~~;

12           ~~((4))~~ (d) High-quality alternative route programs can provide  
13 more flexibility and expedience for individuals to transition from  
14 their current career to teaching~~((-))~~;

15           ~~((5))~~ (e) High-quality alternative route programs can help school  
16 districts fill subject matter shortage areas and areas with shortages  
17 due to geographic location~~((-))~~;

18           ~~((6))~~ (f) Regardless of route, all candidates for residency  
19 teacher certification must meet the high standards required by the  
20 state; and

21           (g) Teachers need an adequate background in subject matter content  
22 if they are to teach it well, and should hold full, appropriate  
23 credentials in those subject areas.

24           (2) The legislature recognizes widespread concerns about the  
25 potential for teacher shortages and finds that classified instructional  
26 staff in public schools, current certificated staff, and unemployed  
27 certificate holders represent a great untapped resource for recruiting  
28 ~~((the))~~ more teachers ~~((of the future))~~ in critical shortage areas.

29           NEW SECTION. **Sec. 609.** A new section is added to chapter 28A.660  
30 RCW to read as follows:

31           (1) The pipeline for paraeducators conditional scholarship program  
32 is created. Participation is limited to paraeducators without a  
33 college degree who have at least three years of classroom experience.  
34 It is anticipated that candidates enrolled in this program will  
35 complete their associate of arts degree in a direct transfer agreement  
36 mathematics education program at a community and technical college in  
37 two years or less and become eligible for a mathematics endorsement and

1 special education endorsement or a mathematics endorsement and an  
2 English as a second language endorsement via route one in the  
3 alternative routes to teacher certification program provided in this  
4 chapter.

5 (2) Entry requirements for candidates include:

6 (a) District or building validation of qualifications, including  
7 three years of successful student interaction and leadership as a  
8 classified instructional employee; and

9 (b) Acceptance into a direct transfer agreement mathematics  
10 education program at a community and technical college.

11 NEW SECTION. **Sec. 610.** A new section is added to chapter 28A.660  
12 RCW to read as follows:

13 (1) The retooling to teach mathematics and science conditional  
14 scholarship program is created. Participation is limited to current K-  
15 12 teachers and individuals having an elementary education certificate  
16 but who are not employed in positions requiring an elementary education  
17 certificate. It is anticipated that candidates enrolled in this  
18 program will complete the requirements for a mathematics or science  
19 endorsement, or both, in two years or less.

20 (2) Entry requirements for candidates include:

21 (a) Current K-12 teachers shall pursue a middle level mathematics  
22 or science, or secondary mathematics or science endorsement.

23 (b) Individuals having an elementary education certificate but who  
24 are not employed in positions requiring an elementary education  
25 certificate shall pursue an endorsement in middle level mathematics or  
26 science only.

27 **Sec. 611.** RCW 28A.660.050 and 2004 c 23 s 5 are each amended to  
28 read as follows:

29 The ~~((alternative route))~~ conditional scholarship programs ~~((is))~~  
30 in this chapter are created under the following guidelines:

31 (1) The programs shall be administered by the higher education  
32 coordinating board. In administering the programs, the higher  
33 education coordinating board has the following powers and duties:

34 (a) To adopt necessary rules and develop guidelines to administer  
35 the programs;

1 (b) To collect and manage repayments from participants who do not  
2 meet their service obligations; and

3 (c) To accept grants and donations from public and private sources  
4 for the programs.

5 (2) Requirements for participation in the ((alternative route))  
6 conditional scholarship programs are as provided in this subsection  
7 (2).

8 (a) The alternative route conditional scholarship program is  
9 limited to interns of the partnership grant programs under RCW  
10 28A.660.040. In order to receive conditional scholarship awards,  
11 recipients shall:

12 (i) Be accepted and maintain enrollment in alternative  
13 certification routes through the partnership grant program;

14 (ii) Continue to make satisfactory progress toward completion of  
15 the alternative route certification program and receipt of a residency  
16 teaching certificate; and

17 (iii) Receive no more than the annual amount of the scholarship,  
18 not to exceed eight thousand dollars, for the cost of tuition, fees,  
19 and educational expenses, including books, supplies, and transportation  
20 for the alternative route certification program in which the recipient  
21 is enrolled. The board may adjust the annual award by the average rate  
22 of resident undergraduate tuition and fee increases at the state  
23 universities as defined in RCW 28B.10.016.

24 (b) The pipeline for paraeducators conditional scholarship program  
25 is limited to qualified paraeducators as provided by section 609 of  
26 this act. In order to receive conditional scholarship awards,  
27 recipients shall:

28 (i) Be accepted and maintain enrollment in a direct transfer  
29 agreement mathematics education program at a community and technical  
30 college for no more than two years and attain an associate of arts  
31 degree;

32 (ii) Continue to make satisfactory progress toward completion of an  
33 associate of arts degree. This progress requirement is a condition for  
34 eligibility into a route one program of the alternative routes to  
35 teacher certification program for a mathematics endorsement and special  
36 education endorsement or a mathematics endorsement and an English as a  
37 second language endorsement; and

1 (iii) Receive no more than the annual amount of the scholarship,  
2 not to exceed four thousand dollars, for the cost of tuition, fees, and  
3 educational expenses, including books, supplies, and transportation for  
4 the alternative route certification program in which the recipient is  
5 enrolled. The board may adjust the annual award by the average rate of  
6 tuition and fee increases at the state community and technical  
7 colleges.

8 (c) The retooling to teach mathematics and science conditional  
9 scholarship program is limited to current K-12 teachers and individuals  
10 having an elementary education certificate but who are not employed in  
11 positions requiring an elementary education certificate as provided by  
12 section 610 of this act. In order to receive conditional scholarship  
13 awards:

14 (i) Individuals currently employed as teachers shall pursue a  
15 middle level mathematics or science, or secondary mathematics or  
16 science endorsement; or

17 (ii) Individuals who are certificated with an elementary education  
18 endorsement, but not employed in positions requiring an elementary  
19 education certificate, shall pursue an endorsement in middle level  
20 mathematics or science, or both; and

21 (iii) Individuals shall use one of the pathways to endorsement  
22 processes to receive a mathematics or science endorsement, or both,  
23 which shall include passing a mathematics or science endorsement test,  
24 or both tests, plus observation and completing applicable coursework to  
25 attain the proper endorsement; and

26 (iv) Individuals shall receive no more than the annual amount of  
27 the scholarship, not to exceed three thousand dollars, for the cost of  
28 tuition, test fees, and educational expenses, including books,  
29 supplies, and transportation for the endorsement pathway being pursued.

30 (3) The Washington professional educator standards board shall  
31 select ((interns)) individuals to receive conditional scholarships.

32 ~~((3) In order to receive conditional scholarship awards,~~  
33 ~~recipients shall be accepted and maintain enrollment in alternative~~  
34 ~~certification routes through the partnership grant program, as provided~~  
35 ~~in RCW 28A.660.040. Recipients must continue to make satisfactory~~  
36 ~~progress towards completion of the alternative route certification~~  
37 ~~program and receipt of a residency teaching certificate.))~~

1 (4) For the purpose of this chapter, a conditional scholarship is  
2 a loan that is forgiven in whole or in part in exchange for service as  
3 a certificated teacher employed in a Washington state K-12 public  
4 school. The state shall forgive one year of loan obligation for every  
5 two years a recipient teaches in a public school. Recipients (~~that~~)  
6 who fail to continue a course of study leading to residency teacher  
7 certification or cease to teach in a public school in the state of  
8 Washington in their endorsement area are required to repay the  
9 remaining loan principal with interest.

10 (5) Recipients who fail to fulfill the required teaching obligation  
11 are required to repay the remaining loan principal with interest and  
12 any other applicable fees. The higher education coordinating board  
13 shall adopt rules to define the terms for repayment, including  
14 applicable interest rates, fees, and deferments.

15 ~~(6) ((To the extent funds are appropriated for this specific  
16 purpose, the annual amount of the scholarship is the annual cost of  
17 tuition; fees; and educational expenses, including books, supplies, and  
18 transportation for the alternative route certification program in which  
19 the recipient is enrolled, not to exceed eight thousand dollars. The  
20 board may adjust the annual award by the average rate of resident  
21 undergraduate tuition and fee increases at the state universities as  
22 defined in RCW 28B.10.016.~~

23 ~~(7))~~ The higher education coordinating board may deposit all  
24 appropriations, collections, and any other funds received for the  
25 program in this chapter in the (~~student loan~~) future teachers  
26 conditional scholarship account authorized in RCW (~~28B.102.060~~)  
27 28B.102.080.

28 **Sec. 612.** RCW 28B.102.080 and 2004 c 58 s 9 are each amended to  
29 read as follows:

30 (1) The future teachers conditional scholarship account is created  
31 in the custody of the state treasurer. An appropriation is not  
32 required for expenditures of funds from the account. The account is  
33 not subject to allotment procedures under chapter 43.88 RCW except for  
34 moneys used for program administration.

35 (2) The board shall deposit in the account all moneys received for  
36 the future teachers conditional scholarship and loan repayment program  
37 and for conditional loan programs under chapter 28A.660 RCW. The

1 account shall be self-sustaining and consist of funds appropriated by  
2 the legislature for the future teachers conditional scholarship and  
3 loan repayment program, private contributions to the program, ~~((and))~~  
4 receipts from participant repayments from the future teachers  
5 conditional scholarship and loan repayment program, and conditional  
6 loan programs established under chapter 28A.660 RCW. Beginning July 1,  
7 2004, the board shall also deposit into the account: (a) All funds  
8 from the institution of higher education loan account that are  
9 traceable to any conditional scholarship program for teachers or  
10 prospective teachers established by the legislature before June 10,  
11 2004; and (b) all amounts repaid by individuals under any such program.

12 (3) Expenditures from the account may be used solely for  
13 conditional loans and loan repayments to participants in the future  
14 teachers conditional scholarship and loan repayment program established  
15 by this chapter, conditional scholarships for participants in programs  
16 established in chapter 28A.660 RCW, and costs associated with program  
17 administration by the board.

18 (4) Disbursements from the account may be made only on the  
19 authorization of the board.

20 **PART 7**

21 **SCHOOL FINANCE**

22 NEW SECTION. **Sec. 701.** CERTIFICATED INSTRUCTIONAL STAFF PAY  
23 STRUCTURE. (1) The legislature finds that the current pay structure  
24 for certificated instructional staff must be updated to address and  
25 acknowledge the depth of content knowledge, range of instructional  
26 skill, and intensity of practice experienced by teachers and other  
27 instructional staff in our state.

28 (2) The office of financial management shall lead a committee to  
29 develop recommendations for a new comprehensive expertise and incentive  
30 pay structure for K-12 staff. The director of the office of financial  
31 management or the director's designee shall serve as chair of the  
32 committee. Committee members shall include, but not be limited to:

33 (a) Four legislators, with one appointed by each of the major  
34 caucuses in the house of representatives and senate;

35 (b) The superintendent of public instruction or the  
36 superintendent's designee;

1 (c) A member of the professional educator standards board;

2 (d) A member from each statewide education organization  
3 representing teachers, principals, superintendents, school directors,  
4 human resource professionals, and parents; and

5 (e) Business organizations.

6 (3) The recommendations shall include a proposed expertise and  
7 incentive pay structure that includes:

8 (a) Changes to the certificated instructional staff salary  
9 allocation model to include pay for performance, knowledge, and skills;

10 (b) Elements to recognize assignments that are difficult; and

11 (c) Recognition for the professional teaching level certificate in  
12 the salary allocation model.

13 (4) The committee's recommendations shall also include a plan to  
14 implement the expertise and incentive pay structure for K-12 staff.  
15 The plan shall include necessary support elements to implement the pay  
16 structure, such as a professional development delivery system that  
17 focuses on identified areas of teacher knowledge and skill and  
18 addresses the transition from the current salary allocation model to  
19 the expertise and incentive pay structure.

20 (5) The committee may create ad hoc subgroups as needed to complete  
21 specified tasks or to compile research and expertise on selected  
22 subjects.

23 (6) The office of financial management shall submit the committee's  
24 final recommendations, including the expertise and incentive pay  
25 structure, to the governor and fiscal committees of the legislature by  
26 December 15, 2008.

27 NEW SECTION. Sec. 702. A new section is added to chapter 28A.300  
28 RCW to read as follows:

29 FINANCIAL HEALTH AND MONITORING--BUDGET REVIEW AND APPROVAL  
30 PROCESS. (1) The legislature finds that the existing school district  
31 budget review system focuses on current school year budget  
32 implementation and preparation of the ensuing school year budget and  
33 does not provide a systematic look of longer-range budget issues,  
34 including any indication of impending financial problems in school  
35 districts and the financial impact of long-term contractual agreements.  
36 Parents, students, taxpayers, school employees, and school  
37 administrators need a financial monitoring system that considers long-



1 term budgeting issues and commitments, and provides early warning of  
2 school district financial health concerns. Once financial concerns and  
3 issues are identified, districts should receive early, practical  
4 assistance.

5 (2) The office of the superintendent of public instruction and the  
6 office of financial management shall jointly develop and implement a  
7 school district financial health and monitoring system.

8 (3) The office of the superintendent of public instruction and the  
9 office of financial management shall identify up to six system measures  
10 that shall be established for a public financial reporting system,  
11 including related data collection content and processes. In addition,  
12 the office of the superintendent of public instruction and the office  
13 of financial management shall jointly develop a financial health  
14 outlook rating system that places school districts in one of three  
15 financial health categories based on their ratings on the financial  
16 measures.

17 (4) The office of the superintendent of public instruction and the  
18 office of financial management shall present proposed system measures  
19 and a financial health outlook rating system to the governor by  
20 November 1, 2007. Subject to agreement between the governor and the  
21 superintendent of public instruction on the measures and the rating  
22 system, the financial health and monitoring system shall be implemented  
23 during the 2008-09 school year.

24 (5) The financial health outlook rating category of each school  
25 district shall be published annually. In addition, updates shall be  
26 published throughout the year if subsequent data to the school  
27 district's financial reporting measures cause a change in the  
28 district's financial health categorization.

29 (6) The office of the superintendent of public instruction, with  
30 regional financial specialists contracted through educational service  
31 districts, shall provide progressive levels of technical assistance to  
32 school districts in the lowest two categories on the financial health  
33 outlook rating system.

34 (7) The office of the superintendent of public instruction and the  
35 office of financial management shall jointly review the current school  
36 district budget submittal and approval process and develop  
37 recommendations for changes to the budget approval and financial  
38 oversight system. The recommendations shall include a system of

1 progressive state assistance and potential interventions and oversight  
2 in school districts identified in the lowest two categories on the  
3 financial health outlook rating system.

4 (8) The superintendent of public instruction shall submit a report  
5 summarizing the review and reporting recommendations in subsection (7)  
6 of this section to the governor and the education and fiscal committees  
7 of the legislature by November 15, 2007.

8 **HIGHER EDUCATION**

9 **PART 8**

10 **WASHINGTON LEARNS SCHOLARSHIP PROGRAM**

11 NEW SECTION. **Sec. 801.** WASHINGTON LEARNS SCHOLARSHIP. (1) The  
12 Washington learns scholarship program is established to encourage high  
13 school graduation and college completion among low-income students and  
14 students from families in which neither parent attained a baccalaureate  
15 degree.

16 (2) Maximum scholarship award amounts shall be as provided in this  
17 section.

18 (a) For students attending two or four-year institutions of higher  
19 education as defined in RCW 28B.10.016, the value of the award may not  
20 exceed the difference between the student's tuition, fees, books, and  
21 materials, less the value of any state or institutional financial aid  
22 the student receives for tuition, fees, books, and materials.

23 (b) For students attending private four-year institutions of higher  
24 education in Washington, the award amount may not exceed the  
25 representative average of awards granted to students in public research  
26 universities in Washington.

27 (c) For students attending private vocational schools in  
28 Washington, the award amount may not exceed the representative average  
29 of awards granted to students in public community and technical  
30 colleges in Washington.

31 (d) Recipients may receive no more than four full-time years' worth  
32 of scholarship awards. All eligibility for the scholarship expires  
33 upon receipt of a baccalaureate degree or five calendar years after  
34 college enrollment.

1        NEW SECTION.    **Sec. 802.**    ELIGIBILITY.    (1) To be eligible to apply  
2 for a Washington learns scholarship established in section 801 of this  
3 act, a student must be enrolled in the Washington learns scholarship  
4 program.

5        (a) To be enrolled, a student must sign a pledge during seventh or  
6 eighth grade that includes a commitment to graduate from high school  
7 with at least a "C" average and no felony convictions. The pledge must  
8 be witnessed by a parent or guardian and forwarded to the higher  
9 education coordinating board by mail or electronically, as indicated on  
10 the pledge form.

11        (b) At the time the pledge is signed, the student must be eligible  
12 for free or reduced-price lunches, or will be a first generation  
13 college student, meaning that neither parent has attained a  
14 baccalaureate degree.

15        (c) The student must be a member of the high school graduating  
16 class of 2012 or later.

17        (d) The student must complete the application for the scholarship  
18 while in high school.

19        (2) To receive and maintain scholarship eligibility, a student  
20 must:

21        (a) Be eligible for resident tuition and fee rates as defined in  
22 RCW 28B.15.012 and 28B.15.013;

23        (b) Have fulfilled the terms and conditions of the pledge described  
24 in this section;

25        (c) Have a family income that is at or below the state median  
26 family income in the calendar year preceding college attendance;

27        (d) Enter a public or private institution of higher education in  
28 Washington that is accredited by an accrediting agency recognized by  
29 rule of the higher education coordinating board. The student must  
30 enroll in an institution of higher education within one calendar year  
31 of high school graduation, with exceptions made for illness, military  
32 service, or other extenuating circumstances;

33        (e) Maintain satisfactory academic progress as defined by the  
34 institution of higher education in which the student is enrolled; and

35        (f) File for state and federal financial aid by completing and  
36 submitting the free application for federal student aid (FAFSA) in a  
37 timely manner. The higher education coordinating board shall set and  
38 publicize annual deadlines.



1        NEW SECTION.    **Sec. 901.**    GET READY FOR MATH AND SCIENCE  
2    SCHOLARSHIP--PUBLIC-PRIVATE PARTNERSHIP.    (1) The GET ready for math  
3    and science scholarship program is established. Scholarship recipients  
4    may enroll in any public or private institution of higher education in  
5    Washington that is accredited by an accrediting agency recognized by  
6    rule of the board. The scholarship may be awarded to eligible students  
7    who achieve level four on the mathematics or science Washington  
8    assessment of student learning in the tenth grade and who enter  
9    qualified programs at a qualified institution of higher education as  
10   defined in section 902 of this act. The scholarship award amount may  
11   not exceed the cost of tuition and mandatory fees for up to one hundred  
12   eighty quarter credits, or the semester equivalent, in a public  
13   research university in Washington.

14        (2) A public-private partnership shall be developed to administer  
15   the scholarship, with the private partner being a private nonprofit  
16   foundation.

17        NEW SECTION.    **Sec. 902.**    DEFINITIONS.    The definitions in this  
18   section apply throughout this chapter unless the context clearly  
19   requires otherwise.

20        (1) "Board" means the higher education coordinating board.

21        (2) "GET units" means tuition units under the advanced college  
22   tuition payment program in chapter 28B.95 RCW.

23        (3) "Program administrator" means the private nonprofit foundation  
24   that is the private partner in the public-private partnership under  
25   this chapter.

26        (4) "Qualified program" means the qualified mathematics or science-  
27   related degree program determined by the board and the program  
28   administrator under section 907 of this act.

29        NEW SECTION.    **Sec. 903.**    ELIGIBILITY.    (1) To be eligible to apply  
30   for a GET ready for math and science scholarship under this chapter, a  
31   student must:

32        (a) Be eligible for resident tuition and fee rates as defined in  
33   RCW 28B.15.012 and 28B.15.013;

34        (b) Have achieved level four on the mathematics or science  
35   Washington assessment of student learning in the tenth grade;

1 (c) Declare the intent to enter a qualified program at an  
2 institution of higher education in Washington;

3 (d) Declare the intent to work in Washington state for at least  
4 three years after graduation from college in an occupation related to  
5 the college program from which the student will graduate; and

6 (e) Have a family income that is at or below one hundred twenty-  
7 five percent of the state median family income at the time the  
8 application is submitted and for up to the previous two years.

9 (2) In order to receive and maintain scholarship eligibility, a  
10 student must:

11 (a) Enter a qualified institution of higher education in Washington  
12 state within one calendar year of high school graduation;

13 (b) Maintain satisfactory academic progress as defined by the  
14 institution of higher education in which the student is enrolled;

15 (c) Take at least one college-level mathematics or science course  
16 each term before being accepted into a qualified program; and

17 (d) Enter a qualified program as soon as practicable after program  
18 admission prerequisites are fulfilled but not later than the first  
19 semester of the junior year in college.

20 NEW SECTION. **Sec. 904.** OFFICE OF THE SUPERINTENDENT OF PUBLIC  
21 INSTRUCTION--DUTIES. The office of the superintendent of public  
22 instruction shall:

23 (1) Notify elementary, middle, junior high, and high school  
24 students, parents, teachers, counselors, and principals about the GET  
25 ready for math and science scholarship program;

26 (2) Notify students who achieve level four of the mathematics or  
27 science Washington assessment of student learning in tenth grade that  
28 they may be eligible to apply for a GET ready for math and science  
29 scholarship and provide them with contact information for the program  
30 administrator; and

31 (3) Notify the program administrator and the board, as early as  
32 possible during the fall of the students' junior year in high school,  
33 of the names and contact information of all students who achieved level  
34 four on the mathematics or science Washington assessment of student  
35 learning during tenth grade so that the program administrator may  
36 provide them with scholarship information.

1        NEW SECTION.    **Sec. 905.**    HIGHER EDUCATION COORDINATING BOARD--  
2 DUTIES.    The board shall:

3        (1) Purchase GET units to be owned and held in trust by the board,  
4 for the purpose of scholarship awards as provided for in this section;

5        (2) Distribute scholarship funds, in the form of GET units or  
6 through direct payments from the GET ready for math and science  
7 scholarship account, to institutions of higher education on behalf of  
8 scholarship recipients identified by the program administrator, as long  
9 as recipients continue to meet the requirements of section 903(2) of  
10 this act;

11       (3) Provide the program administrator with annual reports of  
12 enrollment, contact, and graduation information of scholars, provided  
13 they have given permission for the board to do so;

14       (4) Track program graduates to ensure that they work in Washington  
15 state in a mathematics or science-related occupation for at least three  
16 years after college graduation, or pay back the scholarship, prorated  
17 based on the length of time worked in a mathematics or science-related  
18 occupation in Washington.    Students may postpone their in-state work  
19 requirement in order to attend graduate school in a qualified program  
20 for up to three years after completion of an undergraduate qualified  
21 program.

22       NEW SECTION.    **Sec. 906.**    PROGRAM ADMINISTRATOR--DUTIES.        The  
23 program administrator shall:

24       (1) Raise funds from the private and nonprofit sectors to match  
25 state funds appropriated for the GET ready for math and science  
26 scholarship program;

27       (2) Develop and implement a student application, selection, and  
28 notification process for scholarships;

29       (3) Notify institutions of higher education of scholarship  
30 recipients who will attend their institutions and inform them of the  
31 terms of the students' eligibility; and

32       (4) Report to private donors on the program outcomes and facilitate  
33 contact between students and donors, if students have given the  
34 foundation permission to do so, in order for donors to offer summer  
35 employment opportunities, internships, career information and job  
36 opportunities after graduation.

1        NEW SECTION.    **Sec. 907.**    QUALIFIED PROGRAMS.    The board and the  
2 program administrator shall determine qualified mathematics and  
3 science-related college degree programs for this scholarship program.  
4 The list of eligible programs shall be updated biennially.    However,  
5 once a student has been accepted into an eligible mathematics or  
6 science degree program, the student may continue in that program, even  
7 if it is subsequently removed from the list of qualified programs.

8        NEW SECTION.    **Sec. 908.**    GET READY FOR MATH AND SCIENCE SCHOLARSHIP  
9 ACCOUNT.    (1) The GET ready for math and science scholarship account is  
10 created in the custody of the state treasurer.

11        (2) The board shall deposit into the account all money received for  
12 the GET ready for math and science scholarship program from  
13 appropriations and private sources.        The account shall be  
14 self-sustaining.

15        (3) Expenditures from the account shall be used for scholarships to  
16 eligible students and for purchases of GET units.    Purchased GET units  
17 shall be owned and held in trust by the board.    Expenditures from the  
18 account shall be an equal match of state appropriations and private  
19 funds raised by the program administrator.

20        (4) With the exception of the operating costs associated with the  
21 management of the account by the treasurer's office as authorized in  
22 chapter 43.79A RCW, the account shall be credited with all investment  
23 income earned by the account.

24        (5) Disbursements from the account are exempt from appropriations  
25 and the allotment provisions of chapter 43.88 RCW.

26        (6) Disbursements from the account shall be made only on the  
27 authorization of the board.

28        **Sec. 909.**    RCW 43.79A.040 and 2006 c 311 s 21 and 2006 c 120 s 2  
29 are each reenacted and amended to read as follows:

30        (1) Money in the treasurer's trust fund may be deposited, invested,  
31 and reinvested by the state treasurer in accordance with RCW 43.84.080  
32 in the same manner and to the same extent as if the money were in the  
33 state treasury.

34        (2) All income received from investment of the treasurer's trust  
35 fund shall be set aside in an account in the treasury trust fund to be  
36 known as the investment income account.



1 (3) The investment income account may be utilized for the payment  
2 of purchased banking services on behalf of treasurer's trust funds  
3 including, but not limited to, depository, safekeeping, and  
4 disbursement functions for the state treasurer or affected state  
5 agencies. The investment income account is subject in all respects to  
6 chapter 43.88 RCW, but no appropriation is required for payments to  
7 financial institutions. Payments shall occur prior to distribution of  
8 earnings set forth in subsection (4) of this section.

9 (4)(a) Monthly, the state treasurer shall distribute the earnings  
10 credited to the investment income account to the state general fund  
11 except under (b) and (c) of this subsection.

12 (b) The following accounts and funds shall receive their  
13 proportionate share of earnings based upon each account's or fund's  
14 average daily balance for the period: The Washington promise  
15 scholarship account, the college savings program account, the  
16 Washington advanced college tuition payment program account, the  
17 agricultural local fund, the American Indian scholarship endowment  
18 fund, the foster care scholarship endowment fund, the foster care  
19 endowed scholarship trust fund, the students with dependents grant  
20 account, the basic health plan self-insurance reserve account, the  
21 contract harvesting revolving account, the Washington state combined  
22 fund drive account, the commemorative works account, the Washington  
23 international exchange scholarship endowment fund, the developmental  
24 disabilities endowment trust fund, the energy account, the fair fund,  
25 the fruit and vegetable inspection account, the future teachers  
26 conditional scholarship account, the game farm alternative account, the  
27 GET ready for math and science scholarship account, the grain  
28 inspection revolving fund, the juvenile accountability incentive  
29 account, the law enforcement officers' and fire fighters' plan 2  
30 expense fund, the local tourism promotion account, the produce railcar  
31 pool account, the regional transportation investment district account,  
32 the rural rehabilitation account, the stadium and exhibition center  
33 account, the youth athletic facility account, the self-insurance  
34 revolving fund, the sulfur dioxide abatement account, the children's  
35 trust fund, the Washington horse racing commission Washington bred  
36 owners' bonus fund account, the Washington horse racing commission  
37 class C purse fund account, the individual development account program  
38 account, the Washington horse racing commission operating account

1 (earnings from the Washington horse racing commission operating account  
2 must be credited to the Washington horse racing commission class C  
3 purse fund account), the life sciences discovery fund, and the reading  
4 achievement account. However, the earnings to be distributed shall  
5 first be reduced by the allocation to the state treasurer's service  
6 fund pursuant to RCW 43.08.190.

7 (c) The following accounts and funds shall receive eighty percent  
8 of their proportionate share of earnings based upon each account's or  
9 fund's average daily balance for the period: The advanced right of way  
10 revolving fund, the advanced environmental mitigation revolving  
11 account, the city and county advance right-of-way revolving fund, the  
12 federal narcotics asset forfeitures account, the high occupancy vehicle  
13 account, the local rail service assistance account, and the  
14 miscellaneous transportation programs account.

15 (5) In conformance with Article II, section 37 of the state  
16 Constitution, no trust accounts or funds shall be allocated earnings  
17 without the specific affirmative directive of this section.

18 **PART 10**

19 **REGIONAL OPPORTUNITY GRANT PROGRAM**

20 NEW SECTION. **Sec. 1001.** REGIONAL OPPORTUNITY GRANT PROGRAM--  
21 INTENT. The legislature finds that:

22 (1) The economic trends of globalization and technological change  
23 are increasing the demand for higher and differently skilled workers  
24 than in the past;

25 (2) Increasing Washington's economic competitiveness requires  
26 increasing the supply of skilled workers in the state;

27 (3) Improving the labor market competitiveness of all Washington  
28 residents requires that all residents have access to postsecondary  
29 education; and

30 (4) Community and technical college workforce training programs and  
31 Washington state apprenticeship and training council-approved  
32 apprenticeship programs provide effective and efficient pathways for  
33 people to enter high-wage, high-skilled careers while also meeting the  
34 needs of the economy.



1 (4) The college board and the higher education coordinating board  
2 shall document the amount of regional opportunity grant assistance and  
3 the types and amounts of other sources of financial aid received by  
4 participating students. Annually, they shall produce a summary of the  
5 data.

6 (5) The college board shall:

7 (a) Develop the program and begin enrolling students no later than  
8 January 2008; and

9 (b) Submit a progress report to appropriate committees of the  
10 legislature by December 1, 2008.

11 NEW SECTION. Sec. 1004. A new section is added to chapter 28B.50  
12 RCW to read as follows:

13 REGIONAL OPPORTUNITY GRANT PROGRAM--COLLEGE BOARD DUTIES. The  
14 college board, in partnership with business, labor, and the workforce  
15 training and education coordinating board, shall:

16 (1) Identify job specific training programs offered by qualified  
17 postsecondary institutions that lead to a credential, certificate, or  
18 degree in high-demand occupations, which are occupations where employer  
19 demand for workers exceeds the supply of qualified job applicants  
20 throughout the state or in a specific region;

21 (2) Designate recognized credentials, certificates, and degrees as  
22 "regional opportunity grant-eligible programs of study"; and

23 (3) Market the credentials, certificates, and degrees to potential  
24 students, businesses, and apprenticeship programs as a way for  
25 individuals to advance in their careers and to better meet the needs of  
26 industry.

27 **PART 11**

28 **EXPANDING ELIGIBILITY FOR THE STATE NEED GRANT PROGRAM**

29 NEW SECTION. Sec. 1101. The legislature finds that many adults  
30 who wish to improve their skills or complete a college degree also have  
31 to work full time to support a family or are single parents, and are  
32 able to attend only one class per term. This should not disqualify  
33 them from the state's primary financial aid program if they would  
34 otherwise be eligible based on their income.

1       **Sec. 1102.** RCW 28B.15.820 and 2004 c 275 s 66 are each amended to  
2 read as follows:

3       (1) Each institution of higher education, including technical  
4 colleges, shall deposit a minimum of three and one-half percent of  
5 revenues collected from tuition and services and activities fees in an  
6 institutional financial aid fund that is hereby created and which shall  
7 be held locally. Moneys in the fund shall be used only for the  
8 following purposes: (a) To make guaranteed long-term loans to eligible  
9 students as provided in subsections (3) through (8) of this section;  
10 (b) to make short-term loans as provided in subsection (9) of this  
11 section; or (c) to provide financial aid to needy students as provided  
12 in subsection (10) of this section.

13       (2) An "eligible student" for the purposes of subsections (3)  
14 through (8) and (10) of this section is a student registered for at  
15 least (~~six~~) three credit hours or the equivalent, who is eligible for  
16 resident tuition and fee rates as defined in RCW 28B.15.012 and  
17 28B.15.013, and who is a "needy student" as defined in RCW 28B.92.030.

18       (3) The amount of the guaranteed long-term loans made under this  
19 section shall not exceed the demonstrated financial need of the  
20 student. Each institution shall establish loan terms and conditions  
21 which shall be consistent with the terms of the guaranteed loan program  
22 established by 20 U.S. Code Section 1071 et seq., as now or hereafter  
23 amended. All loans made shall be guaranteed by the Washington student  
24 loan guaranty association or its successor agency. Institutions are  
25 hereby granted full authority to operate as an eligible lender under  
26 the guaranteed loan program.

27       (4) Before approving a guaranteed long-term loan, each institution  
28 shall analyze the ability of the student to repay the loan based on  
29 factors which include, but are not limited to, the student's  
30 accumulated total education loan burdens and the employment  
31 opportunities and average starting salary characteristics of the  
32 student's chosen fields of study. The institution shall counsel the  
33 student on the advisability of acquiring additional debt, and on the  
34 availability of other forms of financial aid.

35       (5) Each institution is responsible for collection of guaranteed  
36 long-term loans made under this section and shall exercise due  
37 diligence in such collection, maintaining all necessary records to  
38 insure that maximum repayments are made. Institutions shall cooperate

1 with other lenders and the Washington student loan guaranty  
2 association, or its successor agency, in the coordinated collection of  
3 guaranteed loans, and shall assure that the guarantability of the loans  
4 is not violated. Collection and servicing of guaranteed long-term  
5 loans under this section shall be performed by entities approved for  
6 such servicing by the Washington student loan guaranty association or  
7 its successor agency: PROVIDED, That institutions be permitted to  
8 perform such servicing if specifically recognized to do so by the  
9 Washington student loan guaranty association or its successor agency.  
10 Collection and servicing of guaranteed long-term loans made by  
11 community colleges under subsection (1) of this section shall be  
12 coordinated by the state board for community and technical colleges and  
13 shall be conducted under procedures adopted by the state board.

14 (6) Receipts from payment of interest or principal or any other  
15 subsidies to which institutions as lenders are entitled, that are paid  
16 by or on behalf of borrowers of funds under subsections (3) through (8)  
17 of this section, shall be deposited in each institution's financial aid  
18 fund and shall be used to cover the costs of making the guaranteed  
19 long-term loans under this section and maintaining necessary records  
20 and making collections under subsection (5) of this section: PROVIDED,  
21 That such costs shall not exceed five percent of aggregate outstanding  
22 loan principal. Institutions shall maintain accurate records of such  
23 costs, and all receipts beyond those necessary to pay such costs, shall  
24 be deposited in the institution's financial aid fund.

25 (7) The governing boards of the state universities, the regional  
26 universities, and The Evergreen State College, and the state board for  
27 community and technical colleges, on behalf of the community colleges  
28 and technical colleges, shall each adopt necessary rules and  
29 regulations to implement this section.

30 (8) First priority for any guaranteed long-term loans made under  
31 this section shall be directed toward students who would not normally  
32 have access to educational loans from private financial institutions in  
33 Washington state, and maximum use shall be made of secondary markets in  
34 the support of loan consolidation.

35 (9) Short-term loans, not to exceed one year, may be made from the  
36 institutional financial aid fund to students enrolled in the  
37 institution. No such loan shall be made to any student who is known by  
38 the institution to be in default or delinquent in the payment of any

1 outstanding student loan. A short-term loan may be made only if the  
2 institution has ample evidence that the student has the capability of  
3 repaying the loan within the time frame specified by the institution  
4 for repayment.

5 (10) Any moneys deposited in the institutional financial aid fund  
6 that are not used in making long-term or short-term loans may be used  
7 by the institution for locally-administered financial aid programs for  
8 needy students, such as need-based institutional employment programs or  
9 need-based tuition and fee scholarship or grant programs. These funds  
10 shall be used in addition to and not to replace institutional funds  
11 that would otherwise support these locally-administered financial aid  
12 programs. First priority in the use of these funds shall be given to  
13 needy students who have accumulated excessive educational loan burdens.  
14 An excessive educational loan burden is a burden that will be difficult  
15 to repay given employment opportunities and average starting salaries  
16 in the student's chosen fields of study. Second priority in the use of  
17 these funds shall be given to needy single parents, to assist these  
18 students with their educational expenses, including expenses associated  
19 with child care and transportation.

20 **Sec. 1103.** RCW 28B.92.080 and 2004 c 275 s 39 are each amended to  
21 read as follows:

22 For a student to be eligible for a state need grant a student must:

23 (1) Be a "needy student" or "disadvantaged student" as determined  
24 by the board in accordance with RCW 28B.92.030 (3) and (4).

25 (2) Have been domiciled within the state of Washington for at least  
26 one year.

27 (3) Be enrolled or accepted for enrollment (~~on at least a half-~~  
28 ~~time basis~~) in at least three credits at an institution of higher  
29 education in Washington as defined in RCW 28B.92.030(1).

30 (4) Have complied with all the rules (~~and regulations~~) adopted by  
31 the board for the administration of this chapter.

32 **PART 12**  
33 **STATEWIDE TUITION POLICY**

34 NEW SECTION. **Sec. 1201.** A new section is added to chapter 28B.15  
35 RCW to read as follows:

1 TUITION--FUNDING LEVELS--LIMITATIONS. (1) Beginning with the  
2 2007-08 academic year and ending with the 2016-17 academic year,  
3 tuition fees charged to full-time resident undergraduate students may  
4 increase no greater than seven percent over the previous academic year  
5 in any institution of higher education. Annual reductions or increases  
6 in full-time tuition fees for resident undergraduate students shall be  
7 as provided in the omnibus appropriations act, within the seven percent  
8 increase limit established in this section. To the extent that state  
9 appropriations combined with tuition and fee revenues are insufficient  
10 to achieve the total per-student funding goals established in  
11 subsection (2) of this section, the legislature may revisit state  
12 appropriations, authorized enrollment levels, and changes in tuition  
13 fees for any given fiscal year.

14 (2) The state shall adopt as its goal total per-student funding  
15 levels, from state appropriations plus tuition and fees, of at least  
16 the sixtieth percentile of total per-student funding at similar public  
17 institutions of higher education in the global challenge states. The  
18 office of financial management shall develop a funding trajectory for  
19 each four-year institution of higher education and for the community  
20 and technical college system as a whole that when combined with tuition  
21 and fees revenue allows the state to achieve its funding goal for each  
22 four-year institution and the community and technical college system as  
23 a whole no later than fiscal year 2017. The state shall not reduce  
24 enrollment levels below fiscal year 2007 budgeted levels in order to  
25 improve or alter the per-student funding amount at any four-year  
26 institution of higher education or the community and technical college  
27 system as a whole. The state recognizes that each four-year  
28 institution of higher education and the community and technical college  
29 system as a whole have different funding requirements to achieve  
30 desired performance levels, and that increases to the total per-student  
31 funding amount may need to exceed the minimum funding goal.

32 (3) By September 1st of each year beginning 2008, the office of  
33 financial management shall report to the governor, the higher education  
34 coordinating board, and appropriate committees of the legislature with  
35 updated estimates of the total per-student funding level that  
36 represents the sixtieth percentile of funding for comparable  
37 institutions of higher education in the global challenge states, and



1 the progress toward that goal that was made for each of the public  
2 institutions of higher education.

3 (4) As used in this section, "global challenge states" has the  
4 meaning in section 1402 of this act.

5 NEW SECTION. **Sec. 1202.** A new section is added to chapter 28B.15  
6 RCW to read as follows:

7 BILLING DISCLOSURES TO STUDENTS. In addition to the requirement in  
8 RCW 28B.76.300(4), institutions of higher education shall disclose to  
9 their undergraduate resident students on the tuition billing statement,  
10 in dollar figures for a full-time equivalent student: (1) The full  
11 cost of instruction, (2) the amount collected from student tuition and  
12 fees, and (3) the difference between the amounts for the full cost of  
13 instruction and the student tuition and fees, noting that the  
14 difference between the cost and tuition was paid by state tax funds and  
15 other moneys.

16 **PART 13**  
17 **HIGHER EDUCATION COORDINATING BOARD**

18 **Sec. 1301.** RCW 28B.76.050 and 2004 c 275 s 3 are each amended to  
19 read as follows:

20 The members of the board, except (~~the chair serving on June 13,~~  
21 ~~2002, and~~) the student member, shall serve for terms of four years,  
22 the terms expiring on June 30th of the fourth year of the term (~~except~~  
23 ~~that in the case of initial members, two shall be appointed to two year~~  
24 ~~terms, three shall be appointed to three year terms, and three shall be~~  
25 ~~appointed to four year terms~~). The student member shall hold his or  
26 her office for a term of one year (~~from~~) starting on the first day of  
27 July. (~~The chair serving on June 13, 2002, shall serve at the~~  
28 ~~pleasure of the governor.~~)

29 **Sec. 1302.** RCW 28B.76.090 and 2004 c 275 s 4 are each amended to  
30 read as follows:

31 (~~The board shall employ a director and may delegate agency~~  
32 ~~management to the director.~~) Effective July 1, 2007, an executive  
33 director shall be appointed by the governor from a list of three names  
34 submitted by the board to the governor. If requested by the governor,

1 the board shall submit additional names for the governor's  
2 consideration until an appointment is made. The executive director  
3 shall serve at the pleasure of the (~~board~~) governor, shall be the  
4 executive officer of the board, and shall, under the board's  
5 supervision, administer the provisions of this chapter. The executive  
6 director shall, with the approval of the board: (1) Employ necessary  
7 deputy and assistant directors and other exempt staff under chapter  
8 41.06 RCW who shall serve at his or her pleasure on such terms and  
9 conditions as he or she determines and (2) subject to the provisions of  
10 chapter 41.06 RCW, appoint and employ such other employees as may be  
11 required for the proper discharge of the functions of the board. The  
12 executive director shall exercise such additional powers, other than  
13 rule making, as may be delegated by the board by resolution. In  
14 fulfilling the duties under this chapter, the board shall make  
15 extensive use of those state agencies with responsibility for  
16 implementing and supporting postsecondary education plans and policies  
17 including but not limited to appropriate legislative groups, the  
18 postsecondary education institutions, the office of financial  
19 management, the work force training and education coordinating board,  
20 and the state board for community and technical colleges. Outside  
21 consulting and service agencies may also be employed. The board may  
22 compensate these groups and consultants in appropriate ways.

23 **Sec. 1303.** RCW 28B.76.210 and 2004 c 275 s 7 are each amended to  
24 read as follows:

25 (1) The board shall collaborate with the four-year institutions  
26 including the council of presidents, the community and technical  
27 college system, and when appropriate the work force training and  
28 education coordinating board, the superintendent of public instruction,  
29 and the independent higher educational institutions to identify budget  
30 priorities and levels of funding for higher education, including the  
31 two and four-year institutions of higher education and state financial  
32 aid programs. It is the intent of the legislature that recommendations  
33 from the board reflect not merely the sum of budget requests from  
34 multiple institutions, but prioritized funding needs for the overall  
35 system of higher education.

36 (2) By December of each odd-numbered year, the board shall  
37 distribute guidelines which outline the board's fiscal priorities to

1 the institutions and the state board for community and technical  
2 colleges. The institutions and the state board for community and  
3 technical colleges shall submit an outline of their proposed budgets,  
4 identifying major components, to the board no later than (~~August~~)  
5 July 1st of each even-numbered year.

6 (3) The board shall review and evaluate the operating and capital  
7 budget requests from four-year institutions and the community and  
8 technical college system based on how the requests align with the  
9 board's budget priorities, the missions of the institutions, and the  
10 statewide strategic master plan for higher education under RCW  
11 28B.76.200.

12 (4) The board shall submit recommendations on the proposed budgets  
13 and on the board's budget priorities to the office of financial  
14 management before (~~November~~) October 1st of each even-numbered year,  
15 and to the legislature by January 1st of each odd-numbered year.

16 (5) Institutions and the state board for community and technical  
17 colleges shall submit any supplemental budget requests and revisions to  
18 the board at the same time they are submitted to the office of  
19 financial management. The board shall submit recommendations on the  
20 proposed supplemental budget requests to the office of financial  
21 management by November 1st and to the legislature by January 1st.

22 NEW SECTION. Sec. 1304. RCW 28B.76.100 (Advisory council) and  
23 2004 c 275 s 2 & 1985 c 370 s 9 are each repealed.

24 **P-20 DATA**

25 **PART 14**

26 **EDUCATION RESEARCH**

27 NEW SECTION. Sec. 1401. A new section is added to chapter 43.41  
28 RCW to read as follows:

29 EDUCATION DATA CENTER. (1) The education data center shall be  
30 established in the office of financial management. The education data  
31 center shall conduct collaborative analyses of education issues across  
32 the P-20 system, which system includes the department of early  
33 learning, the superintendent of public instruction, the professional  
34 educator standards board, the state board of education, the state board

1 for community and technical colleges, the workforce training and  
2 education coordinating board, the higher education coordinating board,  
3 public baccalaureate institutions of higher education, and the  
4 employment security department in their collaborative analysis of early  
5 learning, K-12, and higher education programs. The education data  
6 center shall be considered an education research agency under  
7 applicable federal and state statutes for purposes of receiving and  
8 processing student record data for research purposes.

9 (2) The education data center shall:

10 (a) Coordinate with other state education agencies to compile  
11 education data and complete P-20 research projects;

12 (b) Track enrollment and outcomes through the public centralized  
13 higher education enrollment system;

14 (c) Assist other state educational agencies' collaborative efforts  
15 to establish benchmarks for Washington compared to the global challenge  
16 states as defined in section 1402 of this act;

17 (d) Assist other state educational agencies' collaborative efforts  
18 to develop a long-range enrollment plan for higher education including  
19 estimates to meet demographic and workforce needs; and

20 (e) Provide research support that focuses on student transitions  
21 within and among the early learning, K-12, and higher education sectors  
22 in the P-20 system.

23 (3) The department of early learning, superintendent of public  
24 instruction, professional educator standards board, state board of  
25 education, state board for community and technical colleges, workforce  
26 training and education coordinating board, higher education  
27 coordinating board, public baccalaureate institutions, and employment  
28 security department shall work with the education data center to  
29 develop data sharing and research agreements, consistent with  
30 applicable security and confidentiality requirements, to facilitate the  
31 work of the center. The education data center shall make data from  
32 collaborative analyses available to the education agencies and  
33 institutions that contribute data to the education data center to the  
34 extent allowed by federal and state security and confidentiality  
35 requirements applicable to the data of each contributing agency or  
36 institution.



1 or safety, or support of the state government and its existing public  
2 institutions, and take effect immediately.

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