
SUBSTITUTE HOUSE BILL 1872

State of Washington 60th Legislature 2007 Regular Session

By House Committee on Education (originally sponsored by Representative Santos)

READ FIRST TIME 2/28/07.

1 AN ACT Relating to enhancing student learning opportunities and
2 student achievement; amending RCW 28A.150.210; adding a new section to
3 chapter 28A.150 RCW; adding a new section to chapter 28A.630 RCW;
4 adding a new section to chapter 28A.215 RCW; creating a new section;
5 providing an effective date; and providing an expiration date.

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

7 **Sec. 1.** RCW 28A.150.210 and 1993 c 336 s 101 are each amended to
8 read as follows:

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

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

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

4 ~~(3) Think analytically, logically, and creatively, and to integrate~~
5 ~~experience and knowledge to form reasoned judgments and solve problems;~~
6 ~~and~~

7 ~~(4) Understand the importance of work and how performance, effort,~~
8 ~~and decisions directly affect future career and educational~~
9 ~~opportunities.)~~ The goal of the basic education act for the schools of

10 the state of Washington set forth in this chapter shall be to provide
11 students with the opportunity to become responsible and respectful
12 global citizens, to contribute to their economic well-being and that of
13 their families and communities, to explore and understand diverse
14 perspectives, to enjoy productive and satisfying lives, and to develop
15 a public school system that focuses on the educational achievement of
16 all students, which includes high expectations for and prepares
17 students to achieve personal and academic success. To these ends, the
18 goals of each school district, with the involvement of parents and
19 community members, shall be to provide opportunities for every student
20 to develop the knowledge and skills essential to:

21 (1) Read with comprehension, write effectively, and communicate
22 successfully in a variety of ways and settings and with a variety of
23 audiences;

24 (2) Know and apply the core concepts and principles of mathematics;
25 social, physical, and life sciences; world history, cultures, and
26 geography; civics and arts; and health and fitness;

27 (3) Think analytically, logically, and creatively, and to integrate
28 different experiences and knowledge to form reasoned judgments and
29 solve problems;

30 (4) Understand the importance of work and personal financial
31 literacy and how performance, effort, and decisions directly affect
32 future career and educational opportunities; and

33 (5) Understand and be fully prepared to exercise the
34 responsibilities of civic participation in a pluralistic society.

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

37 ALL-DAY KINDERGARTEN PROGRAMS--FUNDING. (1) Beginning with the

1 2007-08 school year, funding for voluntary all-day kindergarten
2 programs shall be phased-in beginning with schools with the highest
3 poverty levels, defined as those schools with the highest percentages
4 of students qualifying for free and reduced-price lunch support in the
5 prior school year. Once a school receives funding for the all-day
6 kindergarten program, that school shall remain eligible for funding in
7 subsequent school years regardless of changes in the school's
8 percentage of students eligible for free and reduced-price lunches as
9 long as other program requirements are fulfilled. Additionally,
10 schools receiving all-day kindergarten program support shall agree to
11 the following conditions:

- 12 (a) Provide at least a one thousand-hour instructional program;
- 13 (b) Provide a curriculum that offers a rich, varied set of
14 experiences that assist students in:
 - 15 (i) Developing initial skills in the academic areas of reading,
16 mathematics, and writing;
 - 17 (ii) Developing a variety of communication skills;
 - 18 (iii) Providing experiences in science, social studies, arts,
19 health and physical education, and a world language other than English;
 - 20 (iv) Acquiring large and small motor skills;
 - 21 (v) Acquiring social and emotional skills including successful
22 participation in learning activities as an individual and as part of a
23 group; and
 - 24 (vi) Learning through hands-on experiences;
- 25 (c) Establish learning environments that are developmentally
26 appropriate and promote creativity;
- 27 (d) Demonstrate strong connections and communication with early
28 learning community providers; and
- 29 (e) Participate in kindergarten program readiness activities with
30 early learning providers and parents.

31 (2) School districts receiving funds for all-day kindergarten
32 programs under this section shall use a portion of the funds on a one-
33 time basis to create a strategic plan for the program, including
34 developing the instructional program and curriculum, working with early
35 learning providers to identify students and communicate with parents,
36 and developing kindergarten program readiness activities and measures
37 with early learning providers and parents. Subject to available funds,

1 school districts not yet eligible for all-day kindergarten program
2 support under this section may access funds for strategic planning for
3 all-day kindergarten.

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

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

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

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

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

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

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

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

31 (3)(a) The Washington state institute for public policy shall
32 conduct the field study work and collect additional information from
33 the project schools. In conducting its work, the institute shall
34 review current literature regarding best practices and consult with
35 state and national experts as appropriate.

36 (b) The institute for public policy shall report its findings to
37 the governor, the office of the superintendent of public instruction,

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

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

5 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.215
6 RCW to read as follows:

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

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

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

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

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

22 (2) To the extent that funding is available for this purpose, the
23 office of the superintendent of public instruction may provide
24 community learning center grants to any public or private organization
25 that meets the eligibility criteria of the federal twenty-first century
26 community learning centers program. Priority may be given to grant
27 requests submitted jointly by one or more schools or school districts
28 and one or more community-based organizations or other nonschool
29 partners. Priority shall be given to grant requests that:

30 (a) Focus on improving reading and mathematics proficiency for
31 students who attend schools that have been identified as being in need
32 of improvement under section 1116 of Title I of the federal no child
33 left behind act of 2001; and

34 (b) Include a public/private partnership agreement or proposal for
35 how to provide free transportation for those students in need that are
36 involved in the program.

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

- 5 (a) Remedial and academic enrichment;
- 6 (b) Mathematics, reading, and science education;
- 7 (c) Arts and music education;
- 8 (d) Entrepreneurial education;
- 9 (e) Community service;
- 10 (f) Tutoring and mentoring programs;
- 11 (g) Programs enhancing the language skills and academic achievement
12 of limited English proficient students;
- 13 (h) Recreational and athletic activities;
- 14 (i) Telecommunications and technology education;
- 15 (j) Programs that promote parental involvement and family literacy;
- 16 (k) Drug and violence prevention, counseling, and character
17 education programs; and
- 18 (l) Programs that assist students who have been truant, suspended,
19 or expelled, to improve their academic achievement.

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

29 (5) To the extent that funding is available for this purpose, the
30 office of the superintendent of public instruction may provide grants
31 or other support for the training and professional development of
32 community learning center staff, the activities of intermediary after-
33 school organizations, and efforts to increase public awareness of the
34 availability and benefits of after-school programs.

35 (6) Schools or school districts that receive a community learning
36 center grant under this section may seek approval from the office of
37 the superintendent of public instruction for flexibility to use a

1 portion of their state transportation funds for the costs of
2 transporting students to and from the community learning center
3 program.

4 NEW SECTION. **Sec. 5.** Section 4 of this act takes effect August 1,
5 2007.

6 NEW SECTION. **Sec. 6.** Captions used in this act are not any part
7 of the law.

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