

CERTIFICATION OF ENROLLMENT
SECOND SUBSTITUTE HOUSE BILL 1906

60th Legislature
2007 Regular Session

Passed by the House April 17, 2007
Yeas 96 Nays 2

Speaker of the House of Representatives

Passed by the Senate April 11, 2007
Yeas 37 Nays 12

President of the Senate

Approved

Governor of the State of Washington

CERTIFICATE

I, Richard Nafziger, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SECOND SUBSTITUTE HOUSE BILL 1906** as passed by the House of Representatives and the Senate on the dates hereon set forth.

Chief Clerk

FILED

**Secretary of State
State of Washington**

SECOND SUBSTITUTE HOUSE BILL 1906

AS AMENDED BY THE SENATE

Passed Legislature - 2007 Regular Session

State of Washington 60th Legislature 2007 Regular Session

By House Committee on Appropriations (originally sponsored by Representatives Hunter, Anderson, Wallace, Seaquist, Eddy, P. Sullivan, McDermott, Ormsby, McIntire, Pedersen, Rolfes, Barlow, Goodman, Rodne, O'Brien, Kenney, McDonald, Morrell, Newhouse, Hurst, Skinner, Wood and Bailey)

READ FIRST TIME 03/28/07.

1 AN ACT Relating to improving mathematics and science education;
2 amending RCW 28A.660.005, 28A.660.050, 28B.102.080, 28A.230.130, and
3 28A.230.130; adding new sections to chapter 28A.305 RCW; adding new
4 sections to chapter 28A.300 RCW; adding a new section to chapter
5 28A.415 RCW; adding new sections to chapter 28A.660 RCW; adding a new
6 section to chapter 28B.10 RCW; adding a new section to chapter 28A.320
7 RCW; adding a new section to chapter 28A.655 RCW; adding a new section
8 to chapter 28B.76 RCW; creating new sections; providing an effective
9 date; providing expiration dates; and declaring an emergency.

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

11 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.305
12 RCW to read as follows:

13 MATHEMATICS AND SCIENCE STANDARDS AND CURRICULUM. (1) The
14 activities in this section revise and strengthen the state learning
15 standards that implement the goals of RCW 28A.150.210, known as the
16 essential academic learning requirements, and improve alignment of
17 school district curriculum to the standards.

18 (2) The state board of education shall be assisted in its work
19 under subsections (3) and (5) of this section by: (a) An expert

1 national consultant in each of mathematics and science retained by the
2 state board; and (b) the mathematics and science advisory panels
3 created under section 2 of this act, as appropriate, which shall
4 provide review and formal comment on proposed recommendations to the
5 superintendent of public instruction and the state board of education
6 on new revised standards and curricula.

7 (3) By September 30, 2007, the state board of education shall
8 recommend to the superintendent of public instruction revised essential
9 academic learning requirements and grade level expectations in
10 mathematics. The recommendations shall be based on:

11 (a) Considerations of clarity, rigor, content, depth, coherence
12 from grade to grade, specificity, accessibility, and measurability;

13 (b) Study of:

14 (i) Standards used in countries whose students demonstrate high
15 performance on the trends in international mathematics and science
16 study and the programme for international student assessment;

17 (ii) College readiness standards;

18 (iii) The national council of teachers of mathematics focal points
19 and the national assessment of educational progress content frameworks;
20 and

21 (iv) Standards used by three to five other states, including
22 California, and the nation of Singapore; and

23 (c) Consideration of information presented during public comment
24 periods.

25 (4) By January 31, 2008, the superintendent of public instruction
26 shall revise the essential academic learning requirements and the grade
27 level expectations for mathematics and present the revised standards to
28 the state board of education and the education committees of the senate
29 and the house of representatives as required by RCW 28A.655.070(4).
30 The superintendent shall adopt the revised essential academic learning
31 requirements and grade level expectations unless otherwise directed by
32 the legislature during the 2008 legislative session.

33 (5) By June 30, 2008, the state board of education shall recommend
34 to the superintendent of public instruction revised essential academic
35 learning requirements and grade level expectations in science. The
36 recommendations shall be based on:

37 (a) Considerations of clarity, rigor, content, depth, coherence
38 from grade to grade, specificity, accessibility, and measurability;

1 (b) Study of standards used by three to five other states and in
2 countries whose students demonstrate high performance on the trends in
3 international mathematics and science study and the programme for
4 international student assessment; and

5 (c) Consideration of information presented during public comment
6 periods.

7 (6) By December 1, 2008, the superintendent of public instruction
8 shall revise the essential academic learning requirements and the grade
9 level expectations for science and present the revised standards to the
10 state board of education and the education committees of the senate and
11 the house of representatives as required by RCW 28A.655.070(4). The
12 superintendent shall adopt the revised essential academic learning
13 requirements and grade level expectations unless otherwise directed by
14 the legislature during the 2009 legislative session.

15 (7)(a) By May 15, 2008, the superintendent of public instruction
16 shall present to the state board of education recommendations for no
17 more than three basic mathematics curricula each for elementary,
18 middle, and high school grade spans.

19 (b) By June 30, 2008, the state board of education shall provide
20 official comment and recommendations to the superintendent of public
21 instruction regarding the recommended mathematics curricula. The
22 superintendent of public instruction shall make any changes based on
23 the comment and recommendations from the state board of education and
24 adopt the recommended curricula.

25 (c) By May 15, 2009, the superintendent of public instruction shall
26 present to the state board of education recommendations for no more
27 than three basic science curricula each for elementary, middle, and
28 high school grade spans.

29 (d) By June 30, 2009, the state board of education shall provide
30 official comment and recommendations to the superintendent of public
31 instruction regarding the recommended science curricula. The
32 superintendent of public instruction shall make any changes based on
33 the comment and recommendations from the state board of education and
34 adopt the recommended curricula.

35 (e) In selecting the recommended curricula under this subsection
36 (7), the superintendent of public instruction shall provide information
37 to the mathematics and science advisory panels created under section 2

1 of this act, as appropriate, and seek the advice of the appropriate
2 panel regarding the curricula that shall be included in the
3 recommendations.

4 (f) The recommended curricula under this subsection (7) shall align
5 with the revised essential academic learning requirements and grade
6 level expectations. In addition to the recommended basic curricula,
7 appropriate diagnostic and supplemental materials shall be identified
8 as necessary to support each curricula.

9 (g) Subject to funds appropriated for this purpose and availability
10 of the curricula, at least one of the curricula in each grade span and
11 in each of mathematics and science shall be available to schools and
12 parents online at no cost to the school or parent.

13 (8) By December 1, 2007, the state board of education shall revise
14 the high school graduation requirements under RCW 28A.230.090 to
15 include a minimum of three credits of mathematics, one of which may be
16 a career and technical course equivalent in mathematics, and prescribe
17 the mathematics content in the three required credits.

18 (9) Nothing in this section requires a school district to use one
19 of the recommended curricula under subsection (7) of this section.
20 However, the statewide accountability plan adopted by the state board
21 of education under RCW 28A.305.130 shall recommend conditions under
22 which school districts should be required to use one of the recommended
23 curricula. The plan shall also describe the conditions for exception
24 to the curriculum requirement, such as the use of integrated academic
25 and career and technical education curriculum. Required use of the
26 recommended curricula as an intervention strategy must be authorized by
27 the legislature as required by RCW 28A.305.130(4)(e) before
28 implementation.

29 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.305
30 RCW to read as follows:

31 **ADVISORY PANELS.** (1) The state board of education shall appoint a
32 mathematics advisory panel and a science advisory panel to advise the
33 board regarding essential academic learning requirements, grade level
34 expectations, and recommended curricula in mathematics and science and
35 to monitor implementation of these activities. In conducting their
36 work, the panels shall provide objective reviews of materials and
37 information provided by any expert national consultants retained by the

1 board and shall provide a public and transparent forum for
2 consideration of mathematics and science learning standards and
3 curricula.

4 (2) Each panel shall include no more than sixteen members with
5 representation from individuals from academia in mathematics and
6 science-related fields, individuals from business and industry in
7 mathematics and science-related fields, mathematics and science
8 educators, parents, and other individuals who could contribute to the
9 work of the panel based on their experiences.

10 (3) Each member of each panel shall be compensated in accordance
11 with RCW 43.03.220 and reimbursed for travel expenses in accordance
12 with RCW 43.03.050 and 43.03.060. School districts shall be reimbursed
13 for the cost of substitutes for the mathematics and science educators
14 on the panels as required under RCW 28A.300.035. Members of the panels
15 who are employed by a public institution of higher education shall be
16 provided sufficient time away from their regular duties, without loss
17 of benefits or privileges, to fulfill the responsibilities of being a
18 panel member.

19 (4) Panel members shall not have conflicts of interest with regard
20 to association with any publisher, distributor, or provider of
21 curriculum, assessment, or test materials and services purchased by or
22 contracted through the office of the superintendent of public
23 instruction, educational service districts, or school districts.

24 (5) This section expires June 30, 2012.

25 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.300
26 RCW to read as follows:

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

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

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

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

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

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

8 (d) Articulating the plan for assessing student and program
9 success.

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

12 (5) The office of the superintendent of public instruction shall
13 evaluate program outcomes and report to the governor and the education
14 committees of the legislature on the outcomes of the grants and make
15 recommendations related to program continuation, program modification,
16 and issues related to program sustainability and possible program
17 expansion. An interim report is due November 1, 2008. The final
18 report is due December 1, 2009.

19 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.415
20 RCW to read as follows:

21 MATHEMATICS AND SCIENCE INSTRUCTIONAL COACH PROGRAM. (1) A
22 mathematics and science instructional coach program is authorized,
23 which shall consist of a coach development institute, coaching
24 seminars, coaching activities in schools, and program evaluation.

25 (2) The office of the superintendent of public instruction shall
26 develop a mathematics and science instructional coach program that
27 includes an initial coach development experience for new coaches
28 provided through an institute setting, coaching support seminars, and
29 additional coach development services. The office shall draw upon the
30 experiences of coaches in federally supported elementary literacy
31 programs and other successful programs, research and policy briefs on
32 adult professional development, and research that specifically
33 addresses the instructional environments of middle, junior high, and
34 high schools as well as the unique aspects of the fields of mathematics
35 and science.

36 (3) The office of the superintendent of public instruction shall
37 design the application process and select the program participants.

1 (4) Schools and school districts participating in the program shall
2 carefully select the individuals to perform the role of mathematics or
3 science instructional coach. Characteristics to be considered for a
4 successful coach include:

5 (a) Expertise in content area;

6 (b) Expertise in various instructional methodologies and
7 personalizing learning;

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

10 (d) Understanding and appreciation for the differences in adult
11 learners and student learners; and

12 (e) Capacity for strategic planning and quality program
13 implementation.

14 (5) The role of the mathematics or science instructional coach is
15 focused on supporting teachers as they apply knowledge, develop skills,
16 polish techniques, and deepen their understanding of content and
17 instructional practices. This work takes a number of forms including:
18 Individualized professional development, department-wide and school-
19 wide professional development, guidance in student data interpretation,
20 and using assessment to guide instruction. Each coach shall be
21 assigned to two schools as part of the program.

22 (6) Program participants have the following responsibilities:

23 (a) Mathematics and science coaches shall participate in the coach
24 development institute as well as in coaching support seminars that take
25 place throughout the school year, practice coaching activities as
26 guided by those articulated in the role of the coach in subsection (5)
27 of this section, collect data, and participate in program evaluation
28 activities as requested by the institute pursuant to subsection (7) of
29 this section.

30 (b) School and district administrators in districts in which the
31 mathematics and science coaches are practicing shall participate in
32 program evaluation activities.

33 (7)(a) The Washington State University social and economic sciences
34 research center shall conduct an evaluation of the mathematics and
35 science instructional coach program in this section. Data shall be
36 collected through various instruments including surveys, program and
37 activity reports, student performance measures, observations,
38 interviews, and other processes. Findings shall include an evaluation

1 of the coach development institute, coaching support seminars, and
2 other coach support activities; recommendations with regard to the
3 characteristics required of the coaches; identification of changes in
4 teacher instruction related to coaching activities; and identification
5 of the satisfaction level with coaching activities as experienced by
6 classroom teachers and administrators.

7 (b) The Washington State University social and economic sciences
8 research center shall report its findings to the governor, the office
9 of the superintendent of public instruction, and the education and
10 fiscal committees of the legislature. An interim report is due
11 November 1, 2008. The final report is due December 1, 2009.

12 **Sec. 5.** RCW 28A.660.005 and 2001 c 158 s 1 are each amended to
13 read as follows:

14 (1) The legislature finds and declares:

15 ~~((+1))~~ (a) Teacher qualifications and effectiveness are the most
16 important influences on student learning in schools~~((-))~~i

17 ~~((+2))~~ (b) Preparation of individuals to become well-qualified,
18 effective teachers must be high quality~~((-))~~i

19 ~~((+3))~~ (c) Teachers who complete high-quality alternative route
20 programs with intensive field-based experience, adequate coursework,
21 and strong mentorship do as well or better than teachers who complete
22 traditional preparation programs~~((-))~~i

23 ~~((+4))~~ (d) High-quality alternative route programs can provide
24 more flexibility and expedience for individuals to transition from
25 their current career to teaching~~((-))~~i

26 ~~((+5))~~ (e) High-quality alternative route programs can help school
27 districts fill subject matter shortage areas and areas with shortages
28 due to geographic location~~((-))~~i

29 ~~((+6))~~ (f) Regardless of route, all candidates for residency
30 teacher certification must meet the high standards required by the
31 state; and

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

35 (2) The legislature recognizes widespread concerns about the
36 potential for teacher shortages and finds that classified instructional

1 staff in public schools, current certificated staff, and unemployed
2 certificate holders represent a great untapped resource for recruiting
3 ((the)) more teachers ((of the future)) in critical shortage areas.

4 NEW SECTION. Sec. 6. A new section is added to chapter 28A.660
5 RCW to read as follows:

6 (1) The pipeline for paraeducators conditional scholarship program
7 is created. Participation is limited to paraeducators without a
8 college degree who have at least three years of classroom experience.
9 It is anticipated that candidates enrolled in this program will
10 complete their associate of arts degree at a community and technical
11 college in two years or less and become eligible for a mathematics,
12 special education, or English as a second language endorsement via
13 route one in the alternative routes to teacher certification program
14 provided in this chapter.

15 (2) Entry requirements for candidates include district or building
16 validation of qualifications, including three years of successful
17 student interaction and leadership as a classified instructional
18 employee.

19 NEW SECTION. Sec. 7. A new section is added to chapter 28A.660
20 RCW to read as follows:

21 (1) The retooling to teach mathematics and science conditional
22 scholarship program is created. Participation is limited to current K-
23 12 teachers and individuals having an elementary education certificate
24 but who are not employed in positions requiring an elementary education
25 certificate. It is anticipated that candidates enrolled in this
26 program will complete the requirements for a mathematics or science
27 endorsement, or both, in two years or less.

28 (2) Entry requirements for candidates include:

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

31 (b) Individuals having an elementary education certificate but who
32 are not employed in positions requiring an elementary education
33 certificate shall pursue an endorsement in middle level mathematics or
34 science only.

1 **Sec. 8.** RCW 28A.660.050 and 2004 c 23 s 5 are each amended to read
2 as follows:

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

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

8 (a) To adopt necessary rules and develop guidelines to administer
9 the programs;

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

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

14 (2) Requirements for participation in the ~~((alternative route))~~
15 conditional scholarship programs are as provided in this subsection
16 (2).

17 (a) The alternative route conditional scholarship program is
18 limited to interns of the partnership grant programs under RCW
19 28A.660.040. In order to receive conditional scholarship awards,
20 recipients shall:

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

23 (ii) Continue to make satisfactory progress toward completion of
24 the alternative route certification program and receipt of a residency
25 teaching certificate; and

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

33 (b) The pipeline for paraeducators conditional scholarship program
34 is limited to qualified paraeducators as provided by section 6 of this
35 act. In order to receive conditional scholarship awards, recipients
36 shall:

37 (i) Be accepted and maintain enrollment at a community and

1 technical college for no more than two years and attain an associate of
2 arts degree;

3 (ii) Continue to make satisfactory progress toward completion of an
4 associate of arts degree. This progress requirement is a condition for
5 eligibility into a route one program of the alternative routes to
6 teacher certification program for a mathematics, special education, or
7 English as a second language endorsement; and

8 (iii) Receive no more than the annual amount of the scholarship,
9 not to exceed four thousand dollars, for the cost of tuition, fees, and
10 educational expenses, including books, supplies, and transportation for
11 the alternative route certification program in which the recipient is
12 enrolled. The board may adjust the annual award by the average rate of
13 tuition and fee increases at the state community and technical
14 colleges.

15 (c) The retooling to teach mathematics and science conditional
16 scholarship program is limited to current K-12 teachers and individuals
17 having an elementary education certificate but who are not employed in
18 positions requiring an elementary education certificate as provided by
19 section 7 of this act. In order to receive conditional scholarship
20 awards:

21 (i) Individuals currently employed as teachers shall pursue a
22 middle level mathematics or science, or secondary mathematics or
23 science endorsement; or

24 (ii) Individuals who are certificated with an elementary education
25 endorsement, but not employed in positions requiring an elementary
26 education certificate, shall pursue an endorsement in middle level
27 mathematics or science, or both; and

28 (iii) Individuals shall use one of the pathways to endorsement
29 processes to receive a mathematics or science endorsement, or both,
30 which shall include passing a mathematics or science endorsement test,
31 or both tests, plus observation and completing applicable coursework to
32 attain the proper endorsement; and

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

37 (3) The Washington professional educator standards board shall
38 select (~~interns~~) individuals to receive conditional scholarships.

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

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

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

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

29 ~~(7))~~ The higher education coordinating board may deposit all
30 appropriations, collections, and any other funds received for the
31 program in this chapter in the ~~((student loan))~~ future teachers
32 conditional scholarship account authorized in RCW ~~((28B.102.060))~~
33 28B.102.080.

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

36 (1) The future teachers conditional scholarship account is created
37 in the custody of the state treasurer. An appropriation is not

1 required for expenditures of funds from the account. The account is
2 not subject to allotment procedures under chapter 43.88 RCW except for
3 moneys used for program administration.

4 (2) The board shall deposit in the account all moneys received for
5 the future teachers conditional scholarship and loan repayment program
6 and for conditional loan programs under chapter 28A.660 RCW. The
7 account shall be self-sustaining and consist of funds appropriated by
8 the legislature for the future teachers conditional scholarship and
9 loan repayment program, private contributions to the program, (~~and~~)
10 receipts from participant repayments from the future teachers
11 conditional scholarship and loan repayment program, and conditional
12 loan programs established under chapter 28A.660 RCW. Beginning July 1,
13 2004, the board shall also deposit into the account: (a) All funds
14 from the institution of higher education loan account that are
15 traceable to any conditional scholarship program for teachers or
16 prospective teachers established by the legislature before June 10,
17 2004; and (b) all amounts repaid by individuals under any such program.

18 (3) Expenditures from the account may be used solely for
19 conditional loans and loan repayments to participants in the future
20 teachers conditional scholarship and loan repayment program established
21 by this chapter, conditional scholarships for participants in programs
22 established in chapter 28A.660 RCW, and costs associated with program
23 administration by the board.

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

26 NEW SECTION. Sec. 10. A new section is added to chapter 28B.10
27 RCW to read as follows:

28 (1) By September 1, 2008, the state board for community and
29 technical colleges, the council of presidents, the higher education
30 coordinating board, and the office of the superintendent of public
31 instruction, under the leadership of the transition math project and in
32 collaboration with representatives of public two and four-year
33 institutions of higher education, shall jointly revise the Washington
34 mathematics placement test to serve as a common college readiness test
35 for all two and four-year institutions of higher education.

36 (2) The revised mathematics college readiness test shall be
37 implemented by all public two and four-year institutions of higher

1 education by September 1, 2009. All public two and four-year
2 institutions of higher education must use a common performance standard
3 on the mathematics placement test for purposes of determining college
4 readiness in mathematics. The performance standard must be publicized
5 to all high schools in the state.

6 NEW SECTION. **Sec. 11.** A new section is added to chapter 28A.320
7 RCW to read as follows:

8 (1) Subject to funding appropriated for this purpose and beginning
9 in the fall of 2009, school districts shall provide all high school
10 students enrolled in the district the option of taking the mathematics
11 college readiness test developed under section 10 of this act once at
12 no cost to the students. Districts shall encourage, but not require,
13 students to take the test in their junior or senior year of high
14 school.

15 (2) Subject to funding appropriated for this purpose, the office of
16 the superintendent of public instruction shall reimburse each district
17 for the costs incurred by the district in providing students the
18 opportunity to take the mathematics placement test.

19 NEW SECTION. **Sec. 12.** The legislature finds that knowledge,
20 skills, and opportunities in mathematics, science, and technology
21 should be increased for all students in Washington. The legislature
22 intends to foster capacity between and among the educational sectors to
23 enable continuous and sustainable growth of the learning and teaching
24 of mathematics, science, and technologies. The legislature intends to
25 foster high quality mathematics, science, and technology programs to
26 increase the number of students in the kindergarten through twelfth
27 grade pipeline who are prepared and aspire to continue in the areas of
28 mathematics, science, and technology, whether it be at a college,
29 university, or in the workforce.

30 **Sec. 13.** RCW 28A.230.130 and 2003 c 49 s 2 are each amended to
31 read as follows:

32 (1) All public high schools of the state shall provide a program,
33 directly or in cooperation with a community college or another school
34 district, for students whose educational plans include application for

1 entrance to a baccalaureate-granting institution after being granted a
2 high school diploma. The program shall help these students to meet at
3 least the minimum entrance requirements under RCW 28B.10.050.

4 (2) All public high schools of the state shall provide a program,
5 directly or in cooperation with a community or technical college, a
6 skills center, an apprenticeship committee, or another school district,
7 for students who plan to pursue career or work opportunities other than
8 entrance to a baccalaureate-granting institution after being granted a
9 high school diploma. These programs may:

10 (a) Help students demonstrate the application of essential academic
11 learning requirements to the world of work, occupation-specific skills,
12 knowledge of more than one career in a chosen pathway, and
13 employability and leadership skills; and

14 (b) Help students demonstrate the knowledge and skill needed to
15 prepare for industry certification, and/or have the opportunity to
16 articulate to postsecondary education and training programs.

17 (3) Within funds specifically appropriated therefor, a middle
18 school that receives approval from the office of the superintendent of
19 public instruction to provide a career and technical program directly
20 to students shall receive funding at the same rate as a high school
21 operating a similar program. Additionally, a middle school that
22 provides a hands-on experience in math and science with an integrated
23 curriculum of academic content and career and technical education, and
24 includes a career and technical education exploratory component shall
25 also qualify for the career and technical education funding.

26 (4) The state board of education, upon request from local school
27 districts, may grant waivers from the requirements to provide the
28 program described in subsections (1) and (2) of this section for
29 reasons relating to school district size and the availability of staff
30 authorized to teach subjects which must be provided. In considering
31 waiver requests related to programs in subsection (2) of this section,
32 the state board of education shall consider the extent to which the
33 school district has offered such programs before the 2003-04 school
34 year.

35 **Sec. 14.** RCW 28A.230.130 and 2006 c 263 s 407 are each amended to
36 read as follows:

37 (1) All public high schools of the state shall provide a program,

1 directly or in cooperation with a community college or another school
2 district, for students whose educational plans include application for
3 entrance to a baccalaureate-granting institution after being granted a
4 high school diploma. The program shall help these students to meet at
5 least the minimum entrance requirements under RCW 28B.10.050.

6 (2) All public high schools of the state shall provide a program,
7 directly or in cooperation with a community or technical college, a
8 skills center, an apprenticeship committee, or another school district,
9 for students who plan to pursue career or work opportunities other than
10 entrance to a baccalaureate-granting institution after being granted a
11 high school diploma. These programs may:

12 (a) Help students demonstrate the application of essential academic
13 learning requirements to the world of work, occupation-specific skills,
14 knowledge of more than one career in a chosen pathway, and
15 employability and leadership skills; and

16 (b) Help students demonstrate the knowledge and skill needed to
17 prepare for industry certification, and/or have the opportunity to
18 articulate to postsecondary education and training programs.

19 (3) Within funds specifically appropriated therefor, a middle
20 school that receives approval from the office of the superintendent of
21 public instruction to provide a career and technical program directly
22 to students shall receive funding at the same rate as a high school
23 operating a similar program. Additionally, a middle school that
24 provides a hands-on experience in math and science with an integrated
25 curriculum of academic content and career and technical education, and
26 includes a career and technical education exploratory component shall
27 also qualify for the career and technical education funding.

28 NEW SECTION. Sec. 15. A new section is added to chapter 28A.300
29 RCW to read as follows:

30 The superintendent of public instruction shall provide support for
31 statewide coordination for math, science, and technology, including
32 employing a statewide director for math, science, and technology. The
33 duties of the director shall include, but not be limited to:

34 (1) Within funds specifically appropriated therefor, obtain a
35 statewide license, or otherwise obtain and disseminate, an interactive,
36 project-based high school and middle school technology curriculum that
37 includes a comprehensive professional development component for

1 teachers and, if possible, counselors, and also includes a systematic
2 program evaluation. The curriculum must be distributed to all school
3 districts, or as many as feasible, by the 2007-08 school year;

4 (2) Within funds specifically appropriated therefor, supporting a
5 public-private partnership to assist school districts with implementing
6 an ongoing, inquiry-based science program that is based on a research-
7 based model of systemic reform and aligned with the Washington state
8 science grade level expectations;

9 (3) Within funds specifically appropriated therefor, supporting a
10 public-private partnership to provide enriching opportunities in
11 mathematics, engineering, and science for underrepresented students in
12 grades kindergarten through twelve using exemplary materials and
13 instructional approaches;

14 (4) In an effort to increase precollege and prework interest in
15 math, science, and technology fields, in collaboration with the
16 community and technical colleges, the four-year institutions of higher
17 education, and the workforce training and education coordinating board,
18 conducting outreach efforts to attract middle and high school students
19 to careers in math, science, and technology and to educate students
20 about the coursework that is necessary to be adequately prepared to
21 succeed in these fields;

22 (5) Coordinating youth opportunities in math, science, and
23 technology, including facilitating student participation in school
24 clubs, state-level fairs, national competitions, and encouraging
25 partnerships between students and university faculty or industry to
26 facilitate such student participation;

27 (6) Developing and maintaining public-private partnerships to
28 generate business and industry assistance to accomplish the following:

29 (a) Increasing student engagement and career awareness, including
30 increasing student participation in the youth opportunities in
31 subsection (5) of this section;

32 (b) Creation and promotion of student scholarships, internships,
33 and apprenticeships;

34 (c) Provision of relevant teacher experience and training,
35 including on-the-job professional development opportunities;

36 (d) Upgrading kindergarten through twelfth grade school equipment
37 and facilities to support high quality math, science, and technology
38 programs;

1 (7) Assembling a cadre of inspiring speakers employed or
2 experienced in the relevant fields to speak to kindergarten through
3 twelfth grade students to demonstrate the breadth of the opportunities
4 in the relevant fields as well as share the types of coursework that is
5 necessary for someone to be successful in the relevant field;

6 (8) Providing technical assistance to schools and school districts,
7 including working with counselors in support of the math, science, and
8 technology programs; and

9 (9) Reporting annually to the legislature about the actions taken
10 to provide statewide coordination for math, science, and technology.

11 NEW SECTION. **Sec. 16.** A new section is added to chapter 28A.655
12 RCW to read as follows:

13 (1) Within funds specifically appropriated therefor, by December 1,
14 2008, the superintendent of public instruction shall develop essential
15 academic learning requirements and grade level expectations for
16 educational technology literacy and technology fluency that identify
17 the knowledge and skills that all public school students need to know
18 and be able to do in the areas of technology and technology literacy.
19 The development process shall include a review of current standards
20 that have been developed or are used by other states and national and
21 international technology associations. To the maximum extent possible,
22 the superintendent shall integrate goal four and the knowledge and
23 skill areas in the other goals in the technology essential academic
24 learning requirements.

25 (a) As used in this section, "technology literacy" means the
26 ability to responsibly, creatively, and effectively use appropriate
27 technology to communicate; access, collect, manage, integrate, and
28 evaluate information; solve problems and create solutions; build and
29 share knowledge; and improve and enhance learning in all subject areas
30 and experiences.

31 (b) Technology fluency builds upon technology literacy and is
32 demonstrated when students: Apply technology to real-world
33 experiences; adapt to changing technologies; modify current and create
34 new technologies; and personalize technology to meet personal needs,
35 interests, and learning styles.

36 (2)(a) Within funds specifically appropriated therefor, the
37 superintendent shall obtain or develop education technology assessments

1 that may be administered in the elementary, middle, and high school
2 grades to assess the essential academic learning requirements for
3 technology. The assessments shall be designed to be classroom or
4 project-based so that they can be embedded in classroom instruction and
5 be administered and scored by school staff throughout the regular
6 school year using consistent scoring criteria and procedures. By the
7 2010-11 school year, these assessments shall be made available to
8 school districts for the districts' voluntary use. If a school
9 district uses the assessments created under this section, then the
10 school district shall notify the superintendent of public instruction
11 of the use. The superintendent shall report annually to the
12 legislature on the number of school districts that use the assessments
13 each school year.

14 (b) Beginning December 1, 2010, and annually thereafter, the
15 superintendent of public instruction shall provide a report to the
16 relevant legislative committees regarding the use of the assessments.

17 NEW SECTION. **Sec. 17.** A new section is added to chapter 28B.76
18 RCW to read as follows:

19 As part of the state needs assessment process conducted by the
20 board in accordance with RCW 28B.76.230, the board shall assess the
21 need for additional baccalaureate degree programs in Washington that
22 specialize in teacher preparation in mathematics, science, and
23 technology. If the board determines that there is a need for
24 additional programs, then the board shall encourage the appropriate
25 institutions of higher education or institutional sectors to create
26 such a program.

27 NEW SECTION. **Sec. 18.** Beginning September 1, 2007, through
28 December 1, 2008, the state board of education shall provide a status
29 report at the beginning of each calendar quarter on the activities and
30 progress in completing the requirements under section 1 of this act.
31 The report shall be provided to the governor and the members of the
32 education committees of the senate and the house of representatives.

33 NEW SECTION. **Sec. 19.** Captions used in this act are not any part
34 of the law.

1 NEW SECTION. **Sec. 20.** Section 13 of this act expires September 1,
2 2009.

3 NEW SECTION. **Sec. 21.** Section 14 of this act takes effect
4 September 1, 2009.

5 NEW SECTION. **Sec. 22.** Sections 1 and 2 of this act are necessary
6 for the immediate preservation of the public peace, health, or safety,
7 or support of the state government and its existing public
8 institutions, and take effect immediately.

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