

HB 1872 - DIGEST

(SEE ALSO PROPOSED 1ST SUB)

Provides that, beginning with the 2007-08 school year, funding for voluntary all-day kindergarten programs shall be phased-in beginning with schools with the highest poverty levels, defined as those schools with the highest percentages of students qualifying for free and reduced-price lunch support in the prior school year. Once a school receives funding for the all-day kindergarten program, that school shall remain eligible for funding in subsequent school years regardless of changes in the school's percentage of students eligible for free and reduced-price lunches as long as other program requirements are fulfilled. Resources for all-day kindergarten shall support students who qualify for free and reduced-price lunch program support. Additionally, schools receiving all-day kindergarten program support shall agree to the following conditions: (1) Providing at least a one thousand-hour instructional program;

(2) Providing a curriculum that offers a rich, varied set of experiences that assist students in: (a) developing initial skills in the academic areas of reading, mathematics, and writing; (b) developing a variety of communication skills; (c) providing experiences in science, social studies, arts, health and physical education, and a world language other than English; (d) acquiring large and small motor skills; (e) acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group; (f) establishing learning environments that are developmentally appropriate and promote creativity; and (g) learning through hands-on experiences;

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

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

Authorizes ten demonstration projects for schools serving kindergarten through third grade students to develop, implement, and document the effects of a comprehensive K-3 foundations program. At least two demonstration projects shall be in schools that are participating in the public-private early learning partnerships in the Highline and Yakima school districts.

Declares that the goals of the English as a second language demonstration project are to develop recommendations: (1) Identifying foundational competencies for developing academic English skills in English language learner students that all teachers should acquire in initial teacher preparation programs;

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

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

Requires the institute for public policy to report its findings to the governor, the office of the superintendent of public instruction, and the education and fiscal committees of the legislature. An interim report is due November 1, 2008. The final report is due December 1, 2009.