

SENATE BILL REPORT

SB 5657

As of February 24, 2015

Title: An act relating to creating a pilot program to encourage school districts to extend the school day to provide homework assistance to middle schools.

Brief Description: Creating a pilot program to encourage school districts to extend the school day to provide homework assistance to middle schools.

Sponsors: Senators Mullet, Litzow, Billig, Frockt, McAuliffe, Keiser, Habib and Conway.

Brief History:

Committee Activity: Early Learning & K-12 Education: 2/05/15, 2/17/15 [DPS-WM].
Ways & Means: 2/23/15.

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Majority Report: That Substitute Senate Bill No. 5657 be substituted therefor, and the substitute bill do pass and be referred to Committee on Ways & Means.

Signed by Senators Litzow, Chair; Dammeier, Vice Chair; McAuliffe, Ranking Member; Billig, Fain, Hill, Mullet, Rivers and Rolfes.

Staff: Susan Mielke (786-7422)

SENATE COMMITTEE ON WAYS & MEANS

Staff: Lorrell Noahr (786-7708)

Background: Current law defines a school day as each day of the school year on which pupils enrolled in the common schools of a school district are engaged in academic and career and technical instruction planned by and under the direction of the school. The length of the school day is not specified.

In 2014 the Legislature created the Expanded Learning Opportunities Council (Council). One of the duties of the Council is to report on the accomplishments, measure progress, and provide recommendations regarding continued development of an expanded learning opportunities (ELOs) system. ELOs are defined as the following:

- culturally responsive enrichment and learning activities, which may focus on academic and nonacademic areas; the arts; civic engagement; service learning;

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

- science, technology, engineering, and mathematics; and competencies for college and career readiness;
- school-based programs that provide extended learning and enrichment for students beyond the traditional school day, week, or calendar; and
- structured, intentional, and creative learning environments outside the traditional school day that are provided by community-based organizations in partnership with schools and align in-school and out-of-school learning through activities that complement classroom-based instruction.

The Legislature provides funding for teachers and other certificated staff salaries through the state salary allocation schedule, which uses education and years of experience to vary the salary levels. School districts have the authority to establish the actual salaries paid to staff, subject to local collective bargaining and within certain limits set by the Legislature. School districts may exceed the salary limitations only by entering into a supplemental contract with the individual for additional time, additional responsibilities, incentives, or innovations (TRII). There are currently statutory limitations specific to TRII contracts:

- School districts must use local levy funds and not state funds to pay the TRII contracts;
- TRII contracts must not cause the state to incur any present or future funding obligation;
- TRII contracts must be subject to collective bargaining;
- A TRII contract must not exceed one year;
- If a TRII contract is not renewed, it is not an adverse change in employment; and
- TRII contracts must not be used to pay individuals for providing basic education services.

The Learning Assistance Program (LAP) is a categorical basic education funding provided for intensive academic support for reading, writing and math, or the readiness to learn these core subjects. Allowable uses of LAP funding include extended learning time occurring before or after the regular school day, on Saturday, or beyond the regular school year.

Summary of Bill (Recommended Substitute): A pilot program to provide middle school students ELOs by extending the school day by one hour beyond the regular school day is created. The purpose of the pilot is to provide homework assistance to middle school students during the 2015-16 and 2016-17 school years. The Office of Superintendent of Public Instruction must create a competitive grant process to award the funding for the program. The funding must be used to provide a cadre of teachers who take turns providing homework assistance to students at the end of the regular school day. Teachers providing the instruction must be paid at an hourly rate using a supplemental contract. Funding may also be used for transportation for students participating in the program.

The Council must monitor the progress of the pilot program, oversee an evaluation of the effectiveness of the program, and report to the Governor and Legislature in its 2017 annual report. The pilot program expires August 1, 2017.

EFFECT OF CHANGES MADE BY EARLY LEARNING & K-12 EDUCATION COMMITTEE (Recommended Substitute): Intent language is added recognizing that ELOs provide support to students outside of the regular school day. Specifies that the pilot

program is to provide students an ELO by extending the school day. Requires the ELO Council to monitor, evaluate, and report on the effectiveness of the pilot program its 2017 annual report. The expiration of the program is changed from August 1, 2017, to July 1, 2018, to accommodate the ELO Council's 2017 report.

Appropriation: \$500,000.

Fiscal Note: Available.

Committee/Commission/Task Force Created: No.

Effective Date: Ninety days after adjournment of session in which bill is passed.

Staff Summary of Public Testimony on Original Bill (Early Learning & K-12 Education): PRO: This type of program began in the Pacific Cascade Middle School but it has been expanded to all five of the middle schools in the Issaquah school district. The district uses funding provided by the Issaquah Schools Foundation for this intervention at the middle-school level. It has had a huge positive impact on the district's graduation rate. It uses the school's teachers who know the students and the curriculum. Students are in their own school building and have all their materials accessible to them. Most students are initially invited by the principal to participate but many students find that it works for them and continue in the program. Students get out of the seventh period program when their grades go up and they are getting their assignments done on time. There should be some common evaluation of this pilot to see if this works and whether it could be replicated across the state.

Persons Testifying (Early Learning & K-12 Education): PRO: Senator Mullet, prime sponsor; Jerry Bender, Assn. of WA School Principals; Dana Bailey, Pacific Cascade Middle School; Robin Callahan, Issaquah Schools Foundation, Executive Director.

Staff Summary of Public Testimony (Ways & Means): PRO: This is an evidenced-based, targeted, and proven program. The costs are scalable.

Persons Testifying (Ways & Means): PRO: Frank Ordway, League of Education Voters.