

SENATE BILL REPORT

SB 5814

As of February 12, 2015

Title: An act relating to the Washington community learning center program.

Brief Description: Concerning the Washington community learning center program.

Sponsors: Senators Dammeier, Litzow and Frockt.

Brief History:

Committee Activity: Early Learning & K-12 Education: 2/12/15.

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Staff: Susan Mielke (786-7422)

Background: In 2007 the Legislature authorized the Office of Superintendent of Public Instruction (OSPI) to implement and administer the Washington Community Learning Centers Program (Program). Under the Program, grants were provided to eligible public or private organizations to support community learning centers to provide the following:

- tutoring and educational enrichment for students when school is not in session;
- training and professional development for Program staff;
- increased public awareness of the availability and benefits of the Program;
- support for statewide after-school organizations to provide leadership, coordination, technical assistance, professional development, advocacy, and support to the Program across the state.

The 2007-09 biennium budget provided \$3 million for Program grants. In 2008 the Legislature eliminated the funding for the Program.

Under Section 501(c)(3) of the United States Internal Revenue Code, a nonprofit organization is exempt from paying federal income tax if its activities have the following purposes: charitable, religious, educational, scientific, literary, testing for public safety, fostering amateur sports competition, or preventing cruelty to children or animals.

Summary of Bill: The Washington Community Learning Centers Program (Program) is refocused to target communities of color, and rural and low-income communities; and to provide smaller after-school programs a greater opportunity to access grant funds to support community learning center programs.

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.

OSPI must create an advisory council (Advisory Council) composed of a community-based organization representing communities of color, a representative of the Educational Opportunity Gap Oversight and Accountability Committee, at least four after-school and summer program providers, and at least two parents and youths participating in a program similar to the Program. The Advisory Council must make recommendations to OSPI on the grant application and award process for the Program; and review the grant applications and give recommendations for the grant awards.

Subject to funds appropriated, OSPI must provide Program grants to any 501(c)(3) nonprofit organization or fiscally sponsored program that meets the eligibility criteria developed by OSPI and the Advisory Council. The grants may be for a maximum of five years. Each grant recipient must annually report to OSPI on the services provided, student outcomes, and sources of funding.

OSPI, with the Advisory Council, must evaluate the Program; report to the Governor and the Legislature regarding the Program outcomes; and make recommendations related to Program modification, sustainability, and possible expansion. The first report is due November 1, 2016, and a final report is due December 1, 2017.

Appropriation: None.

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: PRO: This grant program has already been created but has been dormant. This will refocused the program to target communities of color and low-income communities, which will help to close the opportunity gap. These after-school and summer programs connect student academic learning with real world experiences and engage students in different ways that support the learning of the students in school. These programs support the whole child including providing social-emotional, leadership, and other non-academic supports in addition to the academic supports that help students to achieve in school. These positive activities in a safe environment will fill students' time outside of the school day in a positive manner, which will assist students in avoiding drug abuse and domestic violence. School districts understand the value of community partners and are starting to build such partnership. These partnerships have had positive student outcomes, including increasing academic achievement of students.

Persons Testifying: PRO: David Beard, Schools Out WA; Merilee Tanbara, Tacoma Public Schools; Darcy Celletti, YMCA Pierce/Kitsap; Monica Gockel, YWCA Thurston/Mason/Lewis counties; Jessica Werner, Youth Development Executives of King County; Alex Hur, Equity in Education Coalition; Tim Sweeny, citizen.