

SENATE BILL REPORT

ESSB 5067

As Passed Senate, March 12, 2019

Title: An act relating to modifying certain common school provisions.

Brief Description: Modifying certain common school provisions.

Sponsors: Senate Committee on Early Learning & K-12 Education (originally sponsored by Senator Zeiger; by request of Superintendent of Public Instruction).

Brief History:

Committee Activity: Early Learning & K-12 Education: 1/18/19, 1/25/19 [DPS].

Floor Activity:

Passed Senate: 3/12/19, 48-1.

Brief Summary of Engrossed First Substitute Bill

- Changes requirements for the Building Bridges Program.
- Modifies provisions for second grade reading assessment and removes requirement that the Office of the Superintendent of Public Instruction provide the passages used.
- Modifies provisions relating to agriculture education as a career and technical education program.

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Majority Report: That Substitute Senate Bill No. 5067 be substituted therefor, and the substitute bill do pass.

Signed by Senators Wellman, Chair; Wilson, C., Vice Chair; Hawkins, Ranking Member; Holy, Hunt, McCoy, Mullet, Padden, Pedersen, Salomon and Wagoner.

Staff: Benjamin Omdal (786-7442)

Background: Building Bridges Program. The Building Bridges Program was established in 2007 by the Legislature to award grants to local partnerships of schools, families and communities, with the goal of beginning the phase-in of a statewide comprehensive dropout prevention, intervention, and retrieval system. The workgroup formed as part of the program

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makes annual recommendations to the Legislature and Governor on best practices and needs in these areas. For purposes of the program, state law requires partners in the program to provide all of the following:

- a system that identifies individual middle or high school students at risk of dropping out and provides timely interventions for these students;
- coaches or mentors as necessary;
- staff responsible for coordination of community partners;
- retrieval or reentry activities; and
- alternative educational programming.

The Building Bridges workgroup is currently operating as a steering committee as part of the Graduation A Team Effort (GATE) Initiative under the Office of the Superintendent of Public Instruction (OSPI).

Civics Requirement. Beginning in the 2020-21 school year, all school districts with a high school must provide a mandatory one-half credit stand-alone civics course. Civics content and instruction cannot be embedded in other social studies courses unless the course offers students the opportunity to earn both high school and postsecondary credit.

Career and Technical Education. As defined in statute, career and technical education (CTE) is a planned program of courses and learning experiences that begins with an exploration of career options and supports basic academic and life skills. Each high school or school board in Washington is required to adopt course equivalencies for CTE high school courses. Each school board must develop a course equivalency approval procedure, and must, at a minimum, grant academic course equivalency in mathematics or science for a CTE course from a list approved by OSPI.

Second Grade Reading Assessments. Current law requires that school districts in Washington administer a reading assessment to the students in the fall of their second grade year to provide information on the level of acquisition of oral reading accuracy and fluency skills of each student. Districts are mandated to select a reading passage for assessment from a collection which has been approved by OSPI. OSPI is also required to develop a per-pupil cost estimate for the assessments and pay for their administration and scoring, to the extent funds are appropriated.

Agriculture Education. Current law requires that a vocational agriculture service area be established within OSPI to assist in coordination of student agricultural organization activities. In addition, the vocational agriculture education service area is tasked with assessing needs in and evaluating vocational agriculture education, developing in-service programs, and serving as a liaison with various business, organizational, and educational representatives.

Summary of Engrossed First Substitute Bill: Building Bridges Program. A partnership must provide at least one of the activities required by statute, as opposed to all activities.

Second Grade Reading Assessments. Passages used by districts for the second grade reading assessment must meet current standards, provide a valid measure of a student's reading comprehension, and be administered according to the publishers' guidelines. OSPI may

provide an estimated per-pupil cost for assessments aligned to state learning standards, and shall provide districts with funds to purchase assessment materials and professional learning, to the extent funds are appropriated.

Agriculture, Food, and Natural Resource Education. The agriculture education program in OSPI must be established as a career and technical program and serve the agriculture, food, and natural resource career cluster. In addition, adequate funding for staffing must be provided for program oversight.

Program staff must include a 1.0 FTE supervisor of agriculture education employed by OSPI, whose duties shall include assessing needs in and evaluating vocational agriculture education, developing in-service programs, and serving as a liaison with various business, organizational, and educational representatives.

OSPI shall also provide every student enrolled in an approved agriculture education pathway course with state and national membership to the corresponding career and technical student organization, subject to the availability of amounts appropriated for this purpose.

Appropriation: The bill contains a section or sections to limit implementation to the availability of amounts appropriated for that specific purpose.

Fiscal Note: Available.

Creates Committee/Commission/Task Force that includes Legislative members: No.

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

Staff Summary of Public Testimony on Original Bill: *The committee recommended a different version of the bill than what was heard.* PRO: Embedding civics content provides students easier access both CTE and civics instruction. The changes to the Building Bridges Program provides more flexibility at the local level. Modifications to second-grade reading requirements codify what are current practices.

OTHER: The broad goal of civics education by the Legislature is commendable.

Persons Testifying: PRO: Senator Hans Zeiger, Prime Sponsor; Marissa Rathbone, OSPI; Simone Boe, Washington Education Association.

OTHER: Kaaren Heikes, Director of Policy and Partnerships, Washington State Board of Education.

Persons Signed In To Testify But Not Testifying: No one.