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HOUSE BILL 1795

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State of Washington

64th Legislature

2015 Regular Session

By Representatives Sullivan, Magendanz, Santos, Ortiz-Self, Haler, S. Hunt, Pettigrew, Stambaugh, Lytton, Reykdal, Pollet, and Muri

Read first time 01/29/15. Referred to Committee on Education.

1 AN ACT Relating to school-community learning assistance program  
2 action plans; amending RCW 28A.165.035; and adding a new section to  
3 chapter 28A.165 RCW.

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

5 **Sec. 1.** RCW 28A.165.035 and 2013 2nd sp.s. c 18 s 203 are each  
6 amended to read as follows:

7 (1) Beginning in the 2015-16 school year, expenditure of funds  
8 from the learning assistance program must be consistent with the  
9 provisions of RCW 28A.655.235.

10 (2) Use of best practices that have been demonstrated through  
11 research to be associated with increased student achievement  
12 magnifies the opportunities for student success. To the extent they  
13 are included as a best practice or strategy in one of the state menus  
14 or an approved alternative under this section or RCW 28A.655.235, the  
15 following are services and activities that may be supported by the  
16 learning assistance program:

17 (a) Extended learning time opportunities occurring:

18 (i) Before or after the regular school day;

19 (ii) On Saturday; and

20 (iii) Beyond the regular school year;

21 (b) Services under RCW 28A.320.190;

1 (c) Professional development for certificated and classified  
2 staff that focuses on:

3 (i) The needs of a diverse student population;

4 (ii) Specific literacy and mathematics content and instructional  
5 strategies; and

6 (iii) The use of student work to guide effective instruction and  
7 appropriate assistance;

8 (d) Consultant teachers to assist in implementing effective  
9 instructional practices by teachers serving participating students;

10 (e) Tutoring support for participating students;

11 (f) Outreach activities and support for parents of participating  
12 students, including employing parent and family engagement  
13 coordinators; and

14 (g) Up to five percent of a district's learning assistance  
15 program allocation may be used for development of partnerships with  
16 community-based organizations, educational service districts, and  
17 other local agencies to deliver academic and nonacademic supports to  
18 participating students who are significantly at risk of not being  
19 successful in school to reduce barriers to learning, increase student  
20 engagement, and enhance students' readiness to learn. ~~((The office of  
21 the superintendent of public instruction must approve any community-  
22 based organization or local agency before learning assistance funds  
23 may be expended.))~~ School-community learning assistance program  
24 action plans detailing partnerships with community-based  
25 organizations must be submitted annually to the office of the  
26 superintendent of public instruction in accordance with section 2 of  
27 this act.

28 (3) In addition to the state menu developed under RCW  
29 28A.655.235, the office of the superintendent of public instruction  
30 shall convene a panel of experts, including the Washington state  
31 institute for public policy, to develop additional state menus of  
32 best practices and strategies for use in the learning assistance  
33 program to assist struggling students at all grade levels in English  
34 language arts and mathematics and reduce disruptive behaviors in the  
35 classroom. The office of the superintendent of public instruction  
36 shall publish the state menus by July 1, 2015, and update the state  
37 menus by each July 1st thereafter.

38 (4)(a) Beginning in the 2016-17 school year, except as provided  
39 in (b) of this subsection, school districts must use a practice or

1 strategy that is on a state menu developed under subsection (3) of  
2 this section or RCW 28A.655.235.

3 (b) Beginning in the 2016-17 school year, school districts may  
4 use a practice or strategy that is not on a state menu developed  
5 under subsection (3) of this section for two school years initially.  
6 If the district is able to demonstrate improved outcomes for  
7 participating students over the previous two school years at a level  
8 commensurate with the best practices and strategies on the state  
9 menu, the office of the superintendent of public instruction shall  
10 approve use of the alternative practice or strategy by the district  
11 for one additional school year. Subsequent annual approval by the  
12 superintendent of public instruction to use the alternative practice  
13 or strategy is dependent on the district continuing to demonstrate  
14 increased improved outcomes for participating students.

15 (c) Beginning in the 2016-17 school year, school districts may  
16 enter cooperative agreements with state agencies, local governments,  
17 or school districts for administrative or operational costs needed to  
18 provide services in accordance with the state menus developed under  
19 this section and RCW 28A.655.235.

20 (5) School districts are encouraged to implement best practices  
21 and strategies from the state menus developed under this section and  
22 RCW 28A.655.235 before the use is required.

23 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.165  
24 RCW to read as follows:

25 (1) Each school district using funds for the purpose of RCW  
26 28A.165.035(2)(g) shall coordinate with relevant local community-  
27 based organizations that provide educational or enhancement services  
28 to students eligible for the learning assistance program. The purpose  
29 of coordinating the use of funds is to further invest in advancing  
30 the state's knowledge regarding how to effectively operationalize  
31 intensive student-level interventions, both in and out of  
32 school. Inventing and then scaling highly effective service  
33 integration models is a key goal of personalizing instruction and  
34 supports for each and every student. This investment shall be used to  
35 allow creative and intensive school and community partnerships to  
36 turn around academic performance in high-needs schools.

37 (2)(a) Each school and district receiving funds under RCW  
38 28A.165.035(2)(g) shall develop a school-community learning  
39 assistance program action plan that details how a school building or

1 school district will partner with community-based organizations,  
2 educational service districts, and other local agencies that serve  
3 students who are significantly at risk of not being successful in  
4 school by reducing barriers to learning, increasing student  
5 engagement, and enhancing students' readiness to learn.

6 (b) The school-community learning assistance program action plan  
7 must detail the process around the community-based organizations  
8 chosen, show how the community-based organization is culturally or  
9 linguistically appropriate for the students being targeted, and must  
10 show the inclusiveness of the planning phase that includes all key  
11 partners, and includes the following information:

12 (i) That there are offices in the community;

13 (ii) Priority issue areas are identified and defined by residents  
14 of the community;

15 (iii) Solutions to address priority issues are developed with  
16 residents of the community; and

17 (iv) Program design, implementation, and evaluation components  
18 have the residents intimately involved in leadership positions.

19 (c) The school-community learning assistance program action plan  
20 must also detail potential opportunities for using learning  
21 assistance program funds to support the activities identified in the  
22 plan.

23 (d) The school-community learning assistance program action plan  
24 shall be submitted annually.

25 (e) The community-based organizations providing the following  
26 services must be included in the plan:

27 (i) Before and after school programs;

28 (ii) Summer programs;

29 (iii) Expanded learning opportunities offered outside of  
30 traditional school hours as defined in RCW 28A.630.122; or

31 (iv) Youth development programs.

32 (f) The community-based organizations included in the plan must  
33 show an ability to serve:

34 (i) Underrepresented or underserved students; or

35 (ii) Students of diverse cultural or linguistic backgrounds.

36 (g) The school-community learning assistance program action plan  
37 must also show that:

38 (i) The project leadership and decision making, including  
39 decisions on budget and programming, are shared among the school  
40 district, school, and community partners, with well-defined roles and

1 responsibilities, and grant resources to carry out the project plan;  
2 and

3 (ii) The project outcomes define clear, ambitious, and realistic  
4 measurements of success, aligned with learning assistance program  
5 targets, to reduce the opportunity gap, especially for low-income  
6 students, students of color, students who are English language  
7 learners, or students receiving special education services. Well-  
8 defined project measurements include formative, interim, and  
9 summative evidence allowing frequent and more than annual progress  
10 monitoring and course correction.

11 (h) A structured and ongoing plan shall be used for partners to  
12 communicate and analyze data, including a project implementation  
13 process, to evaluate progress. This could include problem-solving,  
14 shared professional learning opportunities, and if in compliance with  
15 federal law, sharing of student data.

16 (i) The school-community learning assistance program action plan  
17 shall also demonstrate a connection between the school day and  
18 additional support hours that enhance personalized support and  
19 instruction.

20 (j) The school-community learning assistance program action plan  
21 shall include culturally responsive strategies that are designed to  
22 meet the needs of student subgroups the project intends to benefit,  
23 including students of color, students who are English language  
24 learners, students who are immigrants or refugees, and students  
25 receiving special education services.

26 (k) The school-community learning assistance program action plan  
27 must identify a strong return on investment for project funds and  
28 impact long-term student success.

29 (l) The school-community learning assistance program action plan  
30 must promote parent leadership and empowerment and support schools to  
31 be authentic partners with families.

32 (m) The school-community learning assistance program action plan  
33 must identify school staff to be held accountable for facilitating  
34 effective project and partnership coordination.

35 (n) The school-community learning assistance program action plan  
36 must include a sustainability plan to promote long-term partnerships.

37 (o) The school-community learning assistance program action plan  
38 must include how the project is likely to inform future programs with  
39 other communities, districts, or community-based organizations, and

1 both districts and community-based organizations must agree to share  
2 learning about best and promising practices.

3 (3)(a) The office of the superintendent of public instruction  
4 shall issue a biennial report providing an overview on how districts  
5 and schools are using community-based partners to improve academic  
6 and behavioral success as well as lessons learned by school districts  
7 and schools that are supporting learning through community-based  
8 organizations using learning assistance program funds.

9 (b) The first report is due by November 1, 2016, and subsequent  
10 reports are due by November 1st of each even-numbered year  
11 thereafter.

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