

SENATE BILL REPORT

ESHB 1023

AS REPORTED BY COMMITTEE ON EDUCATION, APRIL 3, 1991

Brief Description: Enhancing student performance.

SPONSORS: House Committee on Education (originally sponsored by Representatives Peery, Brough, G. Fisher, Heavey, Basich, Wineberry, H. Myers, Phillips, R. Johnson, Sprenkle, Spanel, Sheldon, Wood, Ogden, Rayburn, Jones, Prentice, Kremen, Leonard, Inslee, Bray, Dorn, Cantwell, Jacobsen, Valle, Roland, Hine, Winsley, Rasmussen and Brekke; by request of Governor Gardner).

HOUSE COMMITTEE ON EDUCATION

SENATE COMMITTEE ON EDUCATION

Majority Report: Do pass as amended.

Signed by Senators Bailey, Chairman; Erwin, Vice Chairman; Anderson, Craswell, Metcalf, and Oke.

Minority Report: Do not pass as amended.

Signed by Senators Murray, Pelz, Rinehart, A. Smith, and Talmadge.

Staff: Larry Davis (786-7422)

Hearing Dates: April 2, 1991; April 3, 1991

BACKGROUND:

EARLY CHILDHOOD EDUCATION

In 1985, the Legislature created the Early Childhood Education and Assistance Program (ECEAP) to provide educational, social, health, nutritional, and cultural development opportunities and services for at-risk preschool children. The ECEAP program supplements the federal Head Start program, and thereby allows a greater number of at-risk children to attend preschool.

BASIC EDUCATION

In 1854, the first legislative assembly of the Washington Territory began a long history of state involvement in common schools when it established the governance framework and state funding formula for the common schools in the state. Through the years, the number of state-imposed education requirements has increased, especially as a result of the Basic Education Act of 1977.

The Basic Education Act included two major features: it significantly increased the state's contribution to the

funding of schools in the state, and specified in detail what was required by the state for a school district to be eligible for "basic education funding." These compliance requirements include, for example, the number of program hours that have to be offered by school districts, the amount of time teachers must be in the classroom, and a requirement that schools have a minimum 180 day school year.

In addition to the "basic education" requirements, the Legislature, State Board of Education, and Superintendent of Public Instruction have imposed a variety of other requirements on school districts. Examples include graduation requirements, specific courses that must be taught, and laws and budgetary language that specifically direct how state allocations must be spent for categorical and other programs.

Many believe that these state-imposed requirements place too much emphasis on complying with requirements, and not enough emphasis on the educational outcomes of students. In their view, the state should dramatically reduce its requirements, but hold school districts accountable for the educational achievement of their students.

SUMMARY:

LEGISLATIVE INTENT

A vision for education in Washington is included in the intent section of the bill. The vision reflects elements of the VISION: EDUCATION 2001 statement developed by the Education Vision Team.

EARLY CHILDHOOD EDUCATION

The Early Childhood Education and Assistance Program is amended to specify the program is intended to serve low-income children not served by the federal Head Start program.

COMMISSION ON STUDENT LEARNING (CSL)

A 14-member Commission on Student Learning is established. The Governor appoints nine of the members and shall appoint one of the members to be the chair of the commission. At least one of the Governor's appointees must come from each of the following groups, from a list of names submitted by each group: teachers, principals, school district superintendents, school board members, business, and parents. The remaining five members of the commission shall include: the Superintendent of Public Instruction; the president of the State Board of Education; the chair of the Higher Education Coordinating Board; the chair of the State Board for Vocational Education; and a representative of the state's teacher preparation programs selected by the deans of such programs.

The objectives of the commission are to identify the essential knowledge, skills and attitudes expected to be achieved by elementary and secondary students; develop a statewide,

performance-based assessment system; and develop strategies to assist schools in ensuring the essential learnings are mastered by students.

At a minimum, the essential knowledge and skills shall include: reading, writing, speaking, mathematics, and critical thinking. The commission may expand these essential learnings to include other areas, including attitudes.

By November 1, 1993, the commission must present to the State Board of Education the essential learnings the commission has identified for elementary students, and a statewide performance-based assessment system for use in the elementary grades. The assessment system shall be administered at least once in the elementary grades and shall be implemented beginning in the 1994-95 school year. The State Board of Education and Superintendent of Public Instruction may modify the assessment in subsequent school years, as needed.

By November 1, 1994, the commission presents to the State Board of Education the essential learnings the commission has identified for secondary students, and a statewide performance-based assessment system for use in the secondary grades. The assessment system shall be administered at least once in the secondary grades, lead to a "Certificate of Initial Mastery," and shall be implemented beginning in the 1995-96 school year.

The commission is also responsible for:

- o Developing by June 30, 1992, recommendations for the repeal or amendment of federal, state, and local laws, regulations, budgetary language and other factors that inhibit schools from adopting strategies designed to ensure that students achieve the essential learnings;
- o Recommending by June 30, 1992, accurate and fair indicators to determine the effectiveness of schools and school districts, and recommend steps that should be taken to assist those school districts and schools in which student learning is below expected levels of performance;
- o Developing by November 1, 1992, recommendations for eliminating or modifying college and university entrance requirements that inhibit schools from adopting strategies that are designed to ensure that students achieve the essential learnings;
- o Identifying the time, support and resources needed by schools and school districts to achieve the essential learnings;
- o Estimating the cost of implementing the assessment system for the 1993-95 biennium; and
- o Recommending to the state board whether the certificate of initial mastery should take the place of or be in

addition to the state's high school graduation requirements.

The commission shall establish technical advisory committees that include state and local educational practitioners, and seek advice broadly from the public and educational organizations in the conduct of its work.

The Office of Financial Management (OFM), at the direction of the commission, shall contract with an educational organization to provide staff support for the commission. Funds may be used for pilot programs and approaches to school district restructuring.

The Commission on Student Learning expires June 30, 1995.

BASIC EDUCATION REQUIREMENTS

Interim Exemptions. Prior to September 1, 1995, a school district may be exempted from statutory requirements relating to: school building self-study, student learning objectives, teacher classroom contact time, the minimum 180 day school year, and basic education program hour offerings, if the district submits a plan to the State Board of Education for restructuring its education program. Specific requirements of the plan are provided. State board approval of the plan is not required. If a district intends to waive the program hour offerings or 180 day minimum school year requirements, it must provide at least a district-wide annual average of 1,000 instructional hours for grades 1-12 and 450 hours in kindergarten.

Future Basic Education Changes. Effective September 1, 1995, the following changes are made to the Basic Education Act:

- o The existing requirement that teachers' direct classroom contact time average at least 25 hours per week is repealed.
- o The student learning objectives statute is repealed.
- o The mandatory school building self-study statute is repealed.
- o The current program hour requirements are repealed. These requirements specify the number of program hours, course requirements, and amount of time that must be devoted to "work skills" and "basic skills."
- o The requirement of a minimum 180 day school year is repealed.
- o In the place of program hour offerings and the 180 day school year, school districts must offer a district-wide annual average of at least 1,000 "instructional hours" in grades 1-12 and a district-wide annual average of at least 450 hours in kindergarten.

GRADUATION REQUIREMENTS

Statutory state minimum high school graduation requirements are repealed and authority to establish minimum state high graduation requirements is redelegated to the State Board of Education.

TECHNICAL ASSISTANCE

The Superintendent of Public Instruction shall provide, or contract to provide, technical assistance in curriculum development, assessment of student performance, and program evaluation.

The bill is effective only if funds are provided in the 1991-93 state operating budget.

Appropriation: none

Revenue: none

Fiscal Note: available

Effective Date: The commission shall take effect immediately. Changes to the Basic Education Act shall take effect September 1, 1995.

SUMMARY OF PROPOSED SENATE AMENDMENT:

All provisions of the bill are stricken and the provisions of E2SSB 5919 are inserted with the following changes:

- o The 100 percent local match requirement for the grant programs under E2SSB 5919 is reduced to a 50 percent local match requirement.
- o The masters degree requirement for continuing certification effective after August 31, 1993, is repealed.

With the changes noted above, the bill report summary for E2SSB 5919 is provided below:

PART I - PARENTS' RIGHTS AND RESPONSIBILITIES

Parents have the right to know what their child is being taught and are encouraged to exercise their responsibility to participate in their child's education. School districts shall adopt policies which make educational materials and programs available for inspection by parents.

Districts are encouraged to seek participation from parents and the community in the development of experimental or pilot education programs. Prior to implementation of any new programs, districts must consult and communicate with parents regarding the proposed program. Districts may not place a student in an experimental or pilot program without prior written notification to the parents. A site-based council may

veto implementation of an experimental or pilot program adopted by the district if at least 75 percent of the members of the council support the action.

Districts are prohibited from performing psychological testing of a student without the written permission of the parents.

School boards are required to adopt policies assuring parents access to their child's classroom. The policy is not subject to collective bargaining and the board must adopt the policy in cooperation with teacher and parent organizations.

By May 30 annually, each school board must establish the schedule of student attendance days for the following school year. A public hearing must be held prior to the board adopting the student school calendar. Student attendance days are designated employee work days and are removed from collective bargaining. Employee work days beyond student attendance days may be subject to collective bargaining.

Effective September 1, 1992, each school board shall publish annually a school district accountability report. A copy must be available for public inspection at each school in the district, at the district office, and in public libraries. Information in the report is delineated, including: mission of the district, student enrollment and demographic data, annual expenditures per pupil and the average compensation for teachers, student scores on mandated tests and college entrance exams, student dropout-absenteeism-graduation rates, and budget information.

Districts are prohibited from charging nonresident students tuition if the student is attending school in the nonresident district because of the school's proximity to child care.

PART II - SCHOOL SITE-BASED COUNCILS

School district boards of directors may adopt policies establishing school site-based councils. The school district board of directors has the final authority to determine the powers and duties of the site-based council. Districts may not delegate site-based councils the authority to make personnel decisions. Any budget authority delegated to site-based councils is limited to one-year periods and to decisions at the building level.

The policies adopted by the school board may include: procedures for forming a council, membership of the council - with a majority of the council required to be parents - designation of activities, and authority to adopt bylaws and a charter. School boards adopting policies authorizing site-based councils are required to adopt plans for attendance policies, consistent with requirements of any desegregation plan, that promote stability for the schools.

The school district policy authorizing site-based councils is not subject to collective bargaining. Any modifications to collective bargaining agreements necessary to implement site-

based councils shall be clearly stated in written agreements between the district and the bargaining representative.

Schools with site-based councils are eligible to apply for funds from the Superintendent of Public Instruction (SPI) to help support restructuring efforts. Schools receiving these funds shall report on the use of those funds to the SPI. The Superintendent of Public Instruction may provide technical assistance and may share information about programs through the state clearinghouse for educational information and assistance.

PART III - SCHOOL BOARD POWERS

School boards are given broad discretionary power to adopt policies that provide for the development and implementation of programs and practices that benefit the education of citizens, and promote the effective, efficient, or safe maintenance and operation of school district programs, activities, services, or practices. School boards must give prior notice before adopting policies, in accordance with the Open Public Meetings Act, and provide reasonable opportunity for public written or oral comment.

The Superintendent of Public Instruction adopts rules allowing districts, to the extent possible to still receive federal funds, to blend funds for the following programs: basic education, learning assistance, special education, and transitional bilingual education.

PART IV - PLANNING AND IMPLEMENTATION GRANTS FOR RESTRUCTURING

The State Board of Education (SBE) establishes the REACH FOR EXCELLENCE grant program to assist schools and school districts in local efforts to improve student learning and skills through improvements in curriculum, instruction, and assessment. Participation in the program is voluntary. REACH projects may last up to six years.

The State Board is responsible for final decisions regarding selection and funding levels of projects, assessing the progress of projects to determine their eligibility for REACH achievement awards, and for determining the manner in which REACH achievement awards will be distributed. The SBE establishes a working committee to assist the Board. The Superintendent of Public Instruction (SPI) is responsible for administration of the program once projects and funding levels have been determined by the State Board.

Schools or school districts are eligible to apply for participation in the REACH program to implement or enhance an existing educational excellence project. Schools or districts selected for participation in the REACH program are required to match the state funds at 50 percent. Grant applications must include specified information, including:

- o Identification of target educational outcomes for basic academic skills, workplace skills, and life and family skills;
- o Benchmark data for the target educational outcomes;
- o Benchmark data for context and process indicators;
- o A description of how the funds will be used;
- o Identification of the evaluation and accountability procedures to be used to assess progress toward the target educational outcomes, including the development or use of a measure other than standardized tests to assess student performance.

Grant applications are not subject to collective bargaining but procedures are defined if collective bargaining provisions need to be modified to submit an application for the REACH FOR EXCELLENCE program. Joint applications are permitted.

The statutory requirements relating to teacher contact hours, basic education program hours offerings, student learning objectives, school building self-study, and commingling of funds appropriated for certain categorical programs may be waived for projects selected for the REACH FOR EXCELLENCE program.

Selected projects receive REACH FOR EXCELLENCE program grant funds in two steps:

1. A grant is awarded for planning activities relating to implementation of the REACH project (including planning, staff development, purchase of materials, supplies, and resources, and development of new assessment measures), and for initial implementation of the project.
2. A REACH achievement award is provided based on "performance" eligibility. Annual eligibility and the amount of the award are based on the project's progress toward the target educational outcomes for the identified skills.

It is the responsibility of the school staff to determine how the REACH achievement award will be used and to determine, if applicable to the project, how much each staff member will receive.

REACH achievement awards may be used for the same purposes as the first grant, as well as for stipends or salary and compensation increases for staff through supplemental contracts. Stipends are not applied against the district's salary schedule and are not an ongoing obligation of the state.

Planning and initial implementation grants are for the 1991-92 and 1992-93 school years. Commencing with the end of the 1993-94 school year, and each school year thereafter, REACH

projects are evaluated by the State Board to determine their eligibility for a REACH achievement award.

Reporting requirements are established for the projects and the State Board. The SBE report due December 1, 1996, must:

- o Indicate the most common basic academic, workplace, and life and family skills and accompanying target educational outcomes identified by the REACH projects;
- o Indicate the development or use of measures to assess student performance other than standardized tests;
- o Include recommendations on the feasibility of implementing statewide basic academic, workplace, and life and family skills, educational outcomes, and context and process indicators; and
- o Comment on or recommend how the salary allocation schedule developed by the Legislative Evaluation and Accountability Program (LEAP) Committee might reflect a school performance assessment model based on basic academic, workplace, and life and family skills, educational outcomes, and context and process indicators.

Timelines are established for the program: Initial applications must be received by March 15, 1992; initial projects are selected by the State Board by May 31, 1992; and initial implementation of projects, following planning, begins no later than September 1, 1993. The REACH FOR EXCELLENCE grant program expires December 31, 1998.

Upon request, the SPI or educational service district must provide technical assistance with development of grant applications and with development of performance assessment measures other than standardized test scores.

PART V - STUDENT ACHIEVEMENT TESTS

The statewide standardized achievement test in grade four is amended to include assessing students' skills in writing, science, history, and geography.

The statewide eighth grade assessment is amended to include information about students' current academic proficiencies in writing, science, economics, history, and geography.

The statewide eleventh grade assessment shall include measurements of students' skills in reading, writing, mathematics, language, history, geography, economics, and science and technology.

The Superintendent of Public Instruction is directed to prepare and administer an annual assessment of all students in grade twelve. The purpose of the assessment is to determine student competence in reading, writing, mathematics, language, science and technology, economics, history, geography, and reasoning and thinking skills.

After October 1, 1997, no student may graduate from high school who has not successfully passed the statewide grade twelve assessment.

The Superintendent of Public Instruction establishes standards for successful completion of the grades 4, 8, 11, and 12 tests. Districts are required to notify each student's parents of the student's performance on the tests.

Districts may not advance a student beyond grades 4, 8, and 11 unless the student has successfully completed the statewide test for that grade. The student may be advanced if the educational interests of the student would best be served by advancement, but a student cannot be advanced by the district if the student's parents object in writing.

Districts must offer additional educational opportunities for students who fail any of the statewide tests to prepare them to retake all or part of the test.

PART VI - ENHANCING THE TEACHING PROFESSION - Compensation Studies

The Department of Personnel, in consultation with identified groups, conducts a study of total compensation for educational employees. The study takes into consideration the relationship between total compensation for educational employees and identified statutory programs and provisions, as well as salaries paid in other states and in other professions. The study includes a review of the relationship between staffing and total compensation levels for certificated and classified staff.

The department, based on the study findings, submits to the Legislature and the Governor by December 1, 1991, a plan to bring salaries to among the top ten states by the 1997-98 school year, and a plan to maintain salaries at that level. The Department of Personnel also studies and recommends to the Legislature and the Governor by December 1, 1991, a plan to maintain salaries at the levels established under the first plan.

PART VI - ENHANCING THE TEACHING PROFESSION - Optional, Performance-Based Salary Enhancement

A voluntary, performance-based salary enhancement program is created. Funds appropriated for the program are separate from and in addition to funds appropriated for salary increases for certificated staff. The funds are appropriated on a grant basis and must be matched 50 percent by the school or district.

A majority vote of the certificated staff in a school building is required for participation in the voluntary, performance-based salary enhancement program. Participating buildings are required to use a school site-based council to adopt a performance-based salary enhancement plan. The plan must identify the criteria used to evaluate the performance of

participating staff, the levels of salary enhancement that can be earned, and the person(s) responsible for evaluating staff performance. Prior to adoption, the plan must be presented in a public hearing with prior public notice.

The building committee, if at least 75 percent of the members support the motion, may adopt a performance-based salary enhancement plan that results in uniform across-the-board salary increases. Salary enhancements awarded under the voluntary program are provided through supplemental contracts and do not become an ongoing obligation of the state.

PART VI - ENHANCING THE TEACHING PROFESSION - Alternative Certification

The State Board of Education shall establish an alternate teacher certificate that will allow eligible persons to qualify for initial teacher certification by completing one quarter of teacher education classes and two years of full-time teaching under the guidance and supervision of a school district. The certificate will be available beginning in the 1992-93 school year.

Candidates for the alternate teacher certificate must: (1) have a bachelor's degree in the arts, sciences or humanities; (2) have a minimum number of years of occupational experience as determined by the State Board; (3) meet the age and character requirements established by the State Board of Education for all certificated school staff; and (4) have a contract for employment with a school district in the state.

The State Board of Education establishes rules for the preservice course work requirements. No more than 15 quarter hours of coursework or its equivalent in inservice clock hours may be required. Prior to teaching, the candidate must also develop a written plan with the school district for supervision, guidance and support. The plan must include assignment of a mentor teacher.

The alternate certificate is valid for not more than two years of full-time teaching, or its equivalent. Candidates who wish to continue teaching beyond that time must apply for regular teacher certification. Regular initial certification shall be granted by the Superintendent of Public Instruction without the requirement of additional coursework or experience.

The State Board of Education shall report the standards adopted for the alternate certificate to the Legislature by December 15, 1991, and report on the program each year.

PART VI - ENHANCING THE TEACHING PROFESSION - Entry-to-Practice Examination for Initial Teacher Certification

Effective August 31, 1993, teacher certification candidates completing teacher preparation programs, and persons who receive an alternate teacher certificate, must pass an exit examination to receive initial teacher certification. The exit exam requires candidates to be tested on their knowledge

and competence in instructional skills, classroom management, and student behavior and development. The exam is primarily essay questions.

The exit examination is renamed an entry-to-practice examination. The exam is expanded to include candidates' subject knowledge in the candidate's appropriate endorsement areas. Candidates must pass both the subject matter and pedagogy parts of the exam to receive initial certification. However, if a candidate passes only the pedagogy part, the candidate shall receive an initial certificate but may teach only one year and must retake the subject matter part of the exam at least once every six months while teaching.

PART VI - ENHANCING THE TEACHING PROFESSION - Probationary Period for New Teachers

The period of nonrenewal of employment contract for teachers and other nonsupervisory certificated personnel is extended from one to three years during the person's first three years of employment with the district. This does not apply to persons who have completed at least three years of certificated employment in another district in Washington, in which case the period of nonrenewal of employment contract in the new district is limited to one year.

PART VII - PRIMARY GRADES SPECIAL EMPHASIS GRANT PROGRAM

The Superintendent of Public Instruction establishes a voluntary grant program to assist school districts in providing prevention and intervention programs and services for children in preschool through grade six. The name of the program is FAIR START. The FAIR START program does not become part of the state's basic education funding obligation.

The Superintendent distributes funds equitably to all school districts based on the district's enrollment in grades kindergarten through six. Districts are required to provide services to children under the FAIR START program on a priority basis determined by need as defined locally. Districts report their definitions of need to the OSPI and the OSPI reports this information to the Legislature and the Governor.

Districts may use FAIR START funds to supplant funds from other sources only if the other funding source is lost for reasons beyond the control of the district.

Districts accepting FAIR START allocations must match the allocation 50 percent. The district match may consist of identified state or federal funds, local funds; contributions of services, materials, supplies, or physical facilities including services provided by child intervention specialists employed by the state, and district funds currently used for prevention and intervention services.

School and educational service districts accepting FAIR START funds are required to establish formal agreements for

coordinated case management with lead mental health agencies or other public or private social service agencies that are present in the community. Districts may contract with governmental or nongovernmental organizations or community-based professional health care providers for services under the local FAIR START program.

Districts use FAIR START funds to implement or enhance an elementary grades' prevention and intervention program using child intervention specialists: school counselors, school psychologists, school nurses, school social workers, mental health professionals, child psychiatrists, children's mental health specialists, or appropriate public or private providers of professional health care. Districts are required to consider multiculturalism issues in developing prevention and intervention services and programs for elementary students.

Districts are required to emphasize the delivery of services using child intervention specialists who are school counselors, school psychologists, school nurses, or school social workers.

Districts may incorporate, as part of the local FAIR START program, a primary intervention program model. The OSPI and DSHS are required to adopt rules which provide for appropriate coordination between the Primary Intervention Program (PIP) and FAIR START programs.

Districts must submit to the Superintendent of Public Instruction certain information prior to receiving the FAIR START allocation, including: the district's policy on prevention and intervention services or commitment to adopt such a policy; district goals, referral and notification procedures; program evaluation procedures, how child intervention specialists will be used, and how grant funds will be used for related in-service purposes.

The Superintendent of Public Instruction develops specific measures to evaluate the success of the projects and the FAIR START program. The Superintendent reports biennially to the Legislature and the Governor on the FAIR START program. The first report is due December 1, 1992.

PART VIII - WORKPLACE SKILLS GRANT PROGRAM - Voc Ed Works 2000 Program

The VOC ED WORKS 2000 Program is created to allow selected schools and school districts, educational service districts, interdistrict cooperatives, public vocational-technical institutes, skills centers, and community colleges to develop innovative programs by encouraging the integration of vocational and academic programs and encouraging collaboration. Waivers of some statutes and rules are authorized. The process for selecting grant recipients is developed by the Superintendent of Public Instruction in consultation with the State Board of Education and the State Board for Community College Education. The Superintendent of Public Instruction administers the program.

Pilot projects receive funding for two years, but may be extended by the Superintendent of Public Instruction for up to six years. Annual reports to the Superintendent are required. Up to 21 projects are selected by the Superintendent each biennium. Initial projects will be implemented during the 1991-92 school year.

The Higher Education Coordinating Board will review entrance requirements for the state's colleges and universities and may waive certain entrance requirements and establish course equivalencies.

The Superintendent of Public Instruction reports to the Legislature by January 15, 1993, and every two years thereafter. The program ends June 30, 1999.

PART VIII - WORKPLACE SKILLS GRANT PROGRAM - Extended Vocational Contracts

The Superintendent of Public Instruction shall adopt by rule general program approval standards for secondary vocational programs. The standards shall include provisions regarding the use of extended or supplemental contracts for certificated vocational education instructors.

PART VIII - WORKPLACE SKILLS GRANT PROGRAM - Local Planning for Vocational Education Including Purchase of Equipment

To be eligible to receive state funds for secondary vocational education programs, local school districts, skills centers, educational service districts, and public vocational technical institutes shall consult with local advisory councils on vocational education. Local advisory councils shall be composed of members representative of the local community.

The local advisory council shall provide advice, support, and assistance on vocational education programs and assist in the development of vocational education program improvement plans. School districts are eligible to apply to the Superintendent of Public Instruction for funds to update equipment for secondary vocational education programs if they have developed program improvement plans. The plans must be revised every two years. The plans shall be part of the current vocational education planning process. Funds shall be used to upgrade equipment.

PART VIII - WORKPLACE SKILLS GRANT PROGRAM - Vocational Agricultural Education

Each vocational agriculture education service area shall encourage greater knowledge about environmentally sensitive agricultural and landscaping practices.

PART VIII - WORKPLACE SKILLS GRANT PROGRAM - Integrating Vocational and Academic Education

The Higher Education Coordinating Board and each four-year institution of higher education are required to recognize the

value and importance of vocational education courses in developing admission standards. Efforts shall be made to designate applicable vocational education courses as course equivalencies.

The Higher Education Coordinating Board, by November 1, 1992, develops recommendations for eliminating or modifying university and college entrance requirements that inhibit schools from adopting strategies designed to ensure students achieve essential knowledge, skills and attitudes.

State Board of Education shall recognize the relevance of instruction in work force skills through vocational education and allow such courses to fulfill in whole or in part the courses required for high school graduation.

The Superintendent of Public Instruction is directed to develop and make available to school districts a model curriculum integrating vocational and academic education at the secondary level.

Districts receiving state funds for the VOC ED WORKS 2000 Program, for updating vocational equipment, or for increasing the number of teachers to vocational education students are required to match the state funds at 50 percent.

PART IX - URBAN SCHOOLS GRANTS

An urban schools grant program is established to provide the school districts of Seattle, Tacoma, Spokane, Yakima, and Pasco with an opportunity for additional state funds to meet their needs. The grant funds must be matched at 50 percent by the districts. The program does not become part of the state's basic education obligation.

Districts submit a grant application to the Superintendent of Public Instruction which must identify budgeted expenditures; a description of the services, programs, or activities to be funded; and a description of how the use of the grant funds will be evaluated for effectiveness. Districts must document that at least one public hearing was held regarding the proposed application.

Districts must submit a biennial report to the Superintendent of Public Instruction on the use of the funds. The Superintendent must report to the Legislature biennially on the urban schools grant program, beginning December 15, 1992.

PART X - SMALL SCHOOLS GRANTS

The Superintendent of Public Instruction establishes a grant program to assist eligible small school districts in meeting their special needs. The grant funds must be matched at 50 percent by the districts. The grant funds and new or existing programs enhanced by the funds do not become part of the state's basic program of education.

Second class school districts are eligible to apply for funds if the following criteria are met: income is below state average median household income; the unemployment rate is above the statewide average; number of persons receiving Aid to Families with Dependent Children is above the statewide average; assessed valuation of property would require a \$2/\$1,000 rate or higher to raise a 10 percent levy; receipt of federal forest moneys does not exceed the district's basic education allocation; and receipt of federal impact aid does not exceed the maximum amount the district could raise with a 10 percent levy. Districts submit a grant application which must identify budgeted expenditures; a description of the services, programs, or activities to be funded; and a description of how the use of the grant funds will be evaluated for effectiveness. Districts must document that at least one public hearing was held regarding the proposed application.

Districts must submit a biennial report to the Superintendent of Public Instruction on the use of the funds. The Superintendent must report to the Legislature biennially on the grant program. The first report is due December 1, 1992.

PART XI - FUNDING MATCHING REQUIREMENTS

Districts may use the following funding sources to meet the 50 percent matching requirement for the programs under the BRINGING EDUCATION HOME ACT: block grant, a district's regular levy, municipal funds, other nonstate funds, any combination of the listed fund sources.

PART XII - COLLECTIVE BARGAINING

The following items are not subject to collective bargaining: School districts' policies assuring parental access to classrooms; optional, performance-based salary enhancement grants; and the schedule of days for students to attend school.

PART XIII - LOCAL EDUCATION PROGRAM ENHANCEMENT FUNDS

The budgetary block grant program is established in statute.

PART XIV - MISCELLANEOUS

The following parts or sections of the bill become effective contingent on funding in the budget: Part IV (Planning and Implementation Grants for Restructuring - REACH FOR EXCELLENCE); Part VI, Sections 601-602 (Compensation Studies); Part VI, Sections 603-607 (Voluntary, Performance-Based Salary Enhancement Program); Part VII (Primary Grades Special Emphasis Grant Program - FAIR START); Part VIII (Workplace Skills Grant Program - TECH-VOC); Part IV (Urban Schools Grants); Part X (Small Schools Grants); Part XIII (Local Education Program Enhancement Funds - Block Grant).

TESTIMONY FOR (on ESHB 1023):

Investing in early childhood education is vital.

Eliminating arbitrary state laws and rules will give greater flexibility to schools and school districts to restructure their local education programs. There is room within current laws and rules to give more flexibility and authority to school districts.

The waivers authorized under the bill will not really allow districts to be free of any state control or accountability.

Broad state control is retained with the establishment of a minimum school year of 1,000 instructional hours, which is intended to reflect current practice when all program hour offerings are divided by grades 1-12.

There is greater state accountability through the establishment of the Commission on Student Learning. The commission is intended to change the state's focus from regulation to measurement, and hold schools and districts accountable for meeting identified outcomes rather than hold districts accountable for meeting inputs or the process used to meet the outcomes.

The bill is consistent with various efforts to create an educational vision for the state, including the work of the state school director's association and the Education Vision Team. School districts are ready to restructure.

The bill is a statewide strategic plan to help districts move toward competency-based education programs. It changes the state-local relationship.

TESTIMONY AGAINST (on ESHB 1023):

The bill has too many undefined words and phrases which may lead to greater state control and erosion of personal freedoms. The bill will not enhance student performance but will "dumb down" the education system. The bill replaces representative government with an appointed commission. The bill intrudes on private and home schools.

TESTIMONY (on ESHB 1023):

There needs to be clarification on the provisions relating to college admissions standards established by the Higher Education Coordinating Board.

The education system is not limited by the talent or creativity of the staff...it is limited by time. Time is critical. It takes time to collaborate with peers, time to make the transition to doing business differently -- where learning is "rigid" and time is variable. Time costs money. Deregulation without money for time to do restructuring will lead to failure to meet restructuring goals. The most help to projects under the Schools for the 21st Century program has

been the paid ten extra days for planning and staff development.

Waiving certain requirements is not necessarily a panacea for districts to engage in restructuring.

The commission should be advisory to the State Board of Education and the Superintendent of Public Instruction. Commission members should be appointed jointly by the Governor and the state Superintendent or appointed by the groups represented on the commission. Commission membership should be more broadly representative of educators.

The minimum school year of 1,000 instructional hours in grades 1-12 has the potential of becoming the maximum school year.

There should be a variety of assessments of student learning and achievement and such assessments should be linked to what is being taught locally.

TESTIFIED FOR (on ESHB 1023): Mary McKnew, Office of the Governor; Rep. Kim Peery; Rep. Jean Marie Brough; William Chance; Dwayne Slate, Thelma Jackson, Washington State School Directors' Association

TESTIFIED AGAINST (on ESHB 1023): Bonnie Sunkel; Cris Shardelman

TESTIFIED (on ESHB 1023): Kane Sherman, Higher Education Coordinating Board; Norm Wisner, Superintendent, Tumwater School District; Julie Durham, Susan Anderson, teachers, Tumwater School District; Walter Ball, Association of Washington School Principals; Marcia Costello, Office of the Superintendent of Public Instruction; Monica Schmidt, State Board of Education; Kris Van Gorkom, Washington Association of School Administrators; Judy Hartmann, Washington Education Association