

2SHB 1906 - S COMM AMD

By Committee on Early Learning & K-12 Education

OUT OF ORDER 04/11/2007

1 Strike everything after the enacting clause and insert the
2 following:

3 "NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.305
4 RCW to read as follows:

5 MATHEMATICS AND SCIENCE STANDARDS AND CURRICULUM. (1) The
6 activities in this section revise and strengthen the state learning
7 standards that implement the goals of RCW 28A.150.210, known as the
8 essential academic learning requirements, and improve alignment of
9 school district curriculum to the standards.

10 (2) The state board of education shall be assisted in its work
11 under subsections (3) and (5) of this section by: (a) An expert
12 national consultant in each of mathematics and science retained by the
13 state board; and (b) the mathematics and science advisory panels
14 created under section 2 of this act, as appropriate, which shall
15 provide review and formal comment on proposed recommendations to the
16 superintendent of public instruction and the state board of education
17 on new revised standards and curricula.

18 (3) By September 30, 2007, the state board of education shall
19 recommend to the superintendent of public instruction revised essential
20 academic learning requirements and grade level expectations in
21 mathematics. The recommendations shall be based on:

22 (a) Considerations of clarity, rigor, content, depth, coherence
23 from grade to grade, specificity, accessibility, and measurability;

24 (b) Study of:

25 (i) Standards used in countries whose students demonstrate high
26 performance on the trends in international mathematics and science
27 study and the programme for international student assessment;

28 (ii) College readiness standards;

29 (iii) The national council of teachers of mathematics focal points

1 and the national assessment of educational progress content frameworks;
2 and

3 (iv) Standards used by three to five other states, including
4 California, and the nation of Singapore; and

5 (c) Consideration of information presented during public comment
6 periods.

7 (4) By January 31, 2008, the superintendent of public instruction
8 shall revise the essential academic learning requirements and the grade
9 level expectations for mathematics and present the revised standards to
10 the state board of education and the education committees of the senate
11 and the house of representatives as required by RCW 28A.655.070(4).
12 The superintendent shall adopt the revised essential academic learning
13 requirements and grade level expectations unless otherwise directed by
14 the legislature during the 2008 legislative session.

15 (5) By June 30, 2008, the state board of education shall recommend
16 to the superintendent of public instruction revised essential academic
17 learning requirements and grade level expectations in science. The
18 recommendations shall be based on:

19 (a) Considerations of clarity, rigor, content, depth, coherence
20 from grade to grade, specificity, accessibility, and measurability;

21 (b) Study of standards used by three to five other states and in
22 countries whose students demonstrate high performance on the trends in
23 international mathematics and science study and the programme for
24 international student assessment; and

25 (c) Consideration of information presented during public comment
26 periods.

27 (6) By December 1, 2008, the superintendent of public instruction
28 shall revise the essential academic learning requirements and the grade
29 level expectations for science and present the revised standards to the
30 state board of education and the education committees of the senate and
31 the house of representatives as required by RCW 28A.655.070(4). The
32 superintendent shall adopt the revised essential academic learning
33 requirements and grade level expectations unless otherwise directed by
34 the legislature during the 2009 legislative session.

35 (7)(a) By May 15, 2008, the superintendent of public instruction
36 shall present to the state board of education recommendations for no
37 more than three basic mathematics curricula each for elementary,
38 middle, and high school grade spans.

1 (b) By June 30, 2008, the state board of education shall provide
2 official comment and recommendations to the superintendent of public
3 instruction regarding the recommended mathematics curricula. The
4 superintendent of public instruction shall make any changes based on
5 the comment and recommendations from the state board of education and
6 adopt the recommended curricula.

7 (c) By May 15, 2009, the superintendent of public instruction shall
8 present to the state board of education recommendations for no more
9 than three basic science curricula each for elementary, middle, and
10 high school grade spans.

11 (d) By June 30, 2009, the state board of education shall provide
12 official comment and recommendations to the superintendent of public
13 instruction regarding the recommended science curricula. The
14 superintendent of public instruction shall make any changes based on
15 the comment and recommendations from the state board of education and
16 adopt the recommended curricula.

17 (e) In selecting the recommended curricula under this subsection
18 (7), the superintendent of public instruction shall provide information
19 to the mathematics and science advisory panels created under section 2
20 of this act, as appropriate, and seek the advice of the appropriate
21 panel regarding the curricula that shall be included in the
22 recommendations.

23 (f) The recommended curricula under this subsection (7) shall align
24 with the revised essential academic learning requirements and grade
25 level expectations. In addition to the recommended basic curricula,
26 appropriate diagnostic and supplemental materials shall be identified
27 as necessary to support each curricula.

28 (g) Subject to funds appropriated for this purpose and availability
29 of the curricula, at least one of the curricula in each grade span and
30 in each of mathematics and science shall be available to schools and
31 parents online at no cost to the school or parent.

32 (8) By December 1, 2007, the state board of education shall revise
33 the high school graduation requirements under RCW 28A.230.090 to
34 include a minimum of three credits of mathematics, one of which may be
35 a career and technical course equivalent in mathematics, and prescribe
36 the mathematics content in the three required credits.

37 (9) Nothing in this section requires a school district to use one
38 of the recommended curricula under subsection (7) of this section.

1 However, the statewide accountability plan adopted by the state board
2 of education under RCW 28A.305.130 shall recommend conditions under
3 which school districts should be required to use one of the recommended
4 curricula. The plan shall also describe the conditions for exception
5 to the curriculum requirement, such as the use of integrated academic
6 and career and technical education curriculum. Required use of the
7 recommended curricula as an intervention strategy must be authorized by
8 the legislature as required by RCW 28A.305.130(4)(e) before
9 implementation.

10 (10) Subject to funds appropriated for this purpose and conditions
11 established under this subsection, school districts that adopt one or
12 more of the recommended curricula after the curricula have been adopted
13 shall be reimbursed by the office of the superintendent of public
14 instruction for the cost of purchasing the curricula. The
15 superintendent of public instruction shall establish conditions for
16 school districts to be eligible for curriculum reimbursement funds,
17 including a district implementation plan, a teacher professional
18 development plan, and other evidence that the district is able to
19 maximize the instructional benefit of the recommended curricula.

20 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.305
21 RCW to read as follows:

22 **ADVISORY PANELS.** (1) The state board of education shall appoint a
23 mathematics advisory panel and a science advisory panel to advise the
24 board regarding essential academic learning requirements, grade level
25 expectations, and recommended curricula in mathematics and science and
26 to monitor implementation of these activities. In conducting their
27 work, the panels shall provide objective reviews of materials and
28 information provided by any expert national consultants retained by the
29 board and shall provide a public and transparent forum for
30 consideration of mathematics and science learning standards and
31 curricula.

32 (2) Each panel shall include no more than sixteen members with
33 representation from individuals from academia in mathematics and
34 science-related fields, individuals from business and industry in
35 mathematics and science-related fields, mathematics and science
36 educators, parents, and other individuals who could contribute to the
37 work of the panel based on their experiences.

1 (3) Each member of each panel shall be compensated in accordance
2 with RCW 43.03.220 and reimbursed for travel expenses in accordance
3 with RCW 43.03.050 and 43.03.060. School districts shall be reimbursed
4 for the cost of substitutes for the mathematics and science educators
5 on the panels as required under RCW 28A.300.035. Members of the panels
6 who are employed by a public institution of higher education shall be
7 provided sufficient time away from their regular duties, without loss
8 of benefits or privileges, to fulfill the responsibilities of being a
9 panel member.

10 (4) Panel members shall not have conflicts of interest with regard
11 to association with any publisher, distributor, or provider of
12 curriculum, assessment, or test materials and services purchased by or
13 contracted through the office of the superintendent of public
14 instruction, educational service districts, or school districts.

15 (5) This section expires June 30, 2012.

16 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.300
17 RCW to read as follows:

18 AFTER-SCHOOL MATHEMATICS SUPPORT PROGRAM. (1) The after-school
19 mathematics support program is created to study the effects of
20 intentional, skilled mathematics support included as part of an
21 existing after-school activity program.

22 (2) The office of the superintendent of public instruction shall
23 provide grants to selected community-based, nonprofit organizations
24 that provide after-school programs and include support for students to
25 learn mathematics.

26 (3) Grant applicants must demonstrate the capacity to provide
27 assistance in mathematics learning in the following ways:

28 (a) Identifying the mathematics content and instructional skill of
29 the staff or volunteers assisting students;

30 (b) Identifying proposed learning strategies to be used, which
31 could include computer-based instructional and skill practice programs
32 and tutoring by adults or other students;

33 (c) Articulating the plan for connection with school mathematics
34 teachers to coordinate student assistance; and

35 (d) Articulating the plan for assessing student and program
36 success.

1 (4) Priority will be given to applicants that propose programs to
2 serve middle school and junior high school students.

3 (5) The office of the superintendent of public instruction shall
4 evaluate program outcomes and report to the governor and the education
5 committees of the legislature on the outcomes of the grants and make
6 recommendations related to program continuation, program modification,
7 and issues related to program sustainability and possible program
8 expansion. An interim report is due November 1, 2008. The final
9 report is due December 1, 2009.

10 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.415
11 RCW to read as follows:

12 MATHEMATICS AND SCIENCE INSTRUCTIONAL COACH PROGRAM. (1) A
13 mathematics and science instructional coach program is authorized,
14 which shall consist of a coach development institute, coaching
15 seminars, coaching activities in schools, and program evaluation.

16 (2) The office of the superintendent of public instruction shall
17 develop a mathematics and science instructional coach program that
18 includes an initial coach development experience for new coaches
19 provided through an institute setting, coaching support seminars, and
20 additional coach development services. The office shall draw upon the
21 experiences of coaches in federally supported elementary literacy
22 programs and other successful programs, research and policy briefs on
23 adult professional development, and research that specifically
24 addresses the instructional environments of middle, junior high, and
25 high schools as well as the unique aspects of the fields of mathematics
26 and science.

27 (3) The office of the superintendent of public instruction shall
28 design the application process and select the program participants.

29 (4) Schools and school districts participating in the program shall
30 carefully select the individuals to perform the role of mathematics or
31 science instructional coach. Characteristics to be considered for a
32 successful coach include:

33 (a) Expertise in content area;

34 (b) Expertise in various instructional methodologies and
35 personalizing learning;

36 (c) Personal skills that include skilled listening, questioning,
37 trust-building, and problem-solving;

1 (d) Understanding and appreciation for the differences in adult
2 learners and student learners; and

3 (e) Capacity for strategic planning and quality program
4 implementation.

5 (5) The role of the mathematics or science instructional coach is
6 focused on supporting teachers as they apply knowledge, develop skills,
7 polish techniques, and deepen their understanding of content and
8 instructional practices. This work takes a number of forms including:
9 Individualized professional development, department-wide and school-
10 wide professional development, guidance in student data interpretation,
11 and using assessment to guide instruction. Each coach shall be
12 assigned to two schools as part of the program.

13 (6) Program participants have the following responsibilities:

14 (a) Mathematics and science coaches shall participate in the coach
15 development institute as well as in coaching support seminars that take
16 place throughout the school year, practice coaching activities as
17 guided by those articulated in the role of the coach in subsection (5)
18 of this section, collect data, and participate in program evaluation
19 activities as requested by the institute pursuant to subsection (7) of
20 this section.

21 (b) School and district administrators in districts in which the
22 mathematics and science coaches are practicing shall participate in
23 program evaluation activities.

24 (7)(a) The Washington state institute for public policy shall
25 conduct an evaluation of the mathematics and science instructional
26 coach program in this section. Data shall be collected through various
27 instruments including surveys, program and activity reports, student
28 performance measures, observations, interviews, and other processes.
29 Findings shall include an evaluation of the coach development
30 institute, coaching support seminars, and other coach support
31 activities; recommendations with regard to the characteristics required
32 of the coaches; identification of changes in teacher instruction
33 related to coaching activities; and identification of the satisfaction
34 level with coaching activities as experienced by classroom teachers and
35 administrators.

36 (b) The institute for public policy shall report its findings to
37 the governor, the office of the superintendent of public instruction,

1 and the education and fiscal committees of the legislature. An interim
2 report is due November 1, 2008. The final report is due December 1,
3 2009.

4 **Sec. 5.** RCW 28A.660.005 and 2001 c 158 s 1 are each amended to
5 read as follows:

6 (1) The legislature finds and declares:

7 ~~((1))~~ (a) Teacher qualifications and effectiveness are the most
8 important influences on student learning in schools~~((-))~~;

9 ~~((2))~~ (b) Preparation of individuals to become well-qualified,
10 effective teachers must be high quality~~((-))~~;

11 ~~((3))~~ (c) Teachers who complete high-quality alternative route
12 programs with intensive field-based experience, adequate coursework,
13 and strong mentorship do as well or better than teachers who complete
14 traditional preparation programs~~((-))~~;

15 ~~((4))~~ (d) High-quality alternative route programs can provide
16 more flexibility and expedience for individuals to transition from
17 their current career to teaching~~((-))~~;

18 ~~((5))~~ (e) High-quality alternative route programs can help school
19 districts fill subject matter shortage areas and areas with shortages
20 due to geographic location~~((-))~~;

21 ~~((6))~~ (f) Regardless of route, all candidates for residency
22 teacher certification must meet the high standards required by the
23 state; and

24 (g) Teachers need an adequate background in subject matter content
25 if they are to teach it well, and should hold full, appropriate
26 credentials in those subject areas.

27 (2) The legislature recognizes widespread concerns about the
28 potential for teacher shortages and finds that classified instructional
29 staff in public schools, current certificated staff, and unemployed
30 certificate holders represent a great untapped resource for recruiting
31 ~~((the))~~ more teachers ~~((of the future))~~ in critical shortage areas.

32 NEW SECTION. **Sec. 6.** A new section is added to chapter 28A.660
33 RCW to read as follows:

34 (1) The pipeline for paraeducators conditional scholarship program
35 is created. Participation is limited to paraeducators without a
36 college degree who have at least three years of classroom experience.

1 It is anticipated that candidates enrolled in this program will
2 complete their associate of arts degree at a community and technical
3 college in two years or less and become eligible for a mathematics,
4 special education, or English as a second language endorsement via
5 route one in the alternative routes to teacher certification program
6 provided in this chapter.

7 (2) Entry requirements for candidates include district or building
8 validation of qualifications, including three years of successful
9 student interaction and leadership as a classified instructional
10 employee.

11 NEW SECTION. **Sec. 7.** A new section is added to chapter 28A.660
12 RCW to read as follows:

13 (1) The retooling to teach mathematics and science conditional
14 scholarship program is created. Participation is limited to current K-
15 12 teachers and individuals having an elementary education certificate
16 but who are not employed in positions requiring an elementary education
17 certificate. It is anticipated that candidates enrolled in this
18 program will complete the requirements for a mathematics or science
19 endorsement, or both, in two years or less.

20 (2) Entry requirements for candidates include:

21 (a) Current K-12 teachers shall pursue a middle level mathematics
22 or science, or secondary mathematics or science endorsement.

23 (b) Individuals having an elementary education certificate but who
24 are not employed in positions requiring an elementary education
25 certificate shall pursue an endorsement in middle level mathematics or
26 science only.

27 **Sec. 8.** RCW 28A.660.050 and 2004 c 23 s 5 are each amended to read
28 as follows:

29 The ~~((alternative route))~~ conditional scholarship programs ~~((is))~~
30 in this chapter are created under the following guidelines:

31 (1) The programs shall be administered by the higher education
32 coordinating board. In administering the programs, the higher
33 education coordinating board has the following powers and duties:

34 (a) To adopt necessary rules and develop guidelines to administer
35 the programs;

1 (b) To collect and manage repayments from participants who do not
2 meet their service obligations; and

3 (c) To accept grants and donations from public and private sources
4 for the programs.

5 (2) Requirements for participation in the ((alternative route))
6 conditional scholarship programs are as provided in this subsection
7 (2).

8 (a) The alternative route conditional scholarship program is
9 limited to interns of the partnership grant programs under RCW
10 28A.660.040. In order to receive conditional scholarship awards,
11 recipients shall:

12 (i) Be accepted and maintain enrollment in alternative
13 certification routes through the partnership grant program;

14 (ii) Continue to make satisfactory progress toward completion of
15 the alternative route certification program and receipt of a residency
16 teaching certificate; and

17 (iii) Receive no more than the annual amount of the scholarship,
18 not to exceed eight thousand dollars, for the cost of tuition, fees,
19 and educational expenses, including books, supplies, and transportation
20 for the alternative route certification program in which the recipient
21 is enrolled. The board may adjust the annual award by the average rate
22 of resident undergraduate tuition and fee increases at the state
23 universities as defined in RCW 28B.10.016.

24 (b) The pipeline for paraeducators conditional scholarship program
25 is limited to qualified paraeducators as provided by section 6 of this
26 act. In order to receive conditional scholarship awards, recipients
27 shall:

28 (i) Be accepted and maintain enrollment at a community and
29 technical college for no more than two years and attain an associate of
30 arts degree;

31 (ii) Continue to make satisfactory progress toward completion of an
32 associate of arts degree. This progress requirement is a condition for
33 eligibility into a route one program of the alternative routes to
34 teacher certification program for a mathematics, special education, or
35 English as a second language endorsement; and

36 (iii) Receive no more than the annual amount of the scholarship,
37 not to exceed four thousand dollars, for the cost of tuition, fees, and
38 educational expenses, including books, supplies, and transportation for

1 the alternative route certification program in which the recipient is
2 enrolled. The board may adjust the annual award by the average rate of
3 tuition and fee increases at the state community and technical
4 colleges.

5 (c) The retooling to teach mathematics and science conditional
6 scholarship program is limited to current K-12 teachers and individuals
7 having an elementary education certificate but who are not employed in
8 positions requiring an elementary education certificate as provided by
9 section 7 of this act. In order to receive conditional scholarship
10 awards:

11 (i) Individuals currently employed as teachers shall pursue a
12 middle level mathematics or science, or secondary mathematics or
13 science endorsement; or

14 (ii) Individuals who are certificated with an elementary education
15 endorsement, but not employed in positions requiring an elementary
16 education certificate, shall pursue an endorsement in middle level
17 mathematics or science, or both; and

18 (iii) Individuals shall use one of the pathways to endorsement
19 processes to receive a mathematics or science endorsement, or both,
20 which shall include passing a mathematics or science endorsement test,
21 or both tests, plus observation and completing applicable coursework to
22 attain the proper endorsement; and

23 (iv) Individuals shall receive no more than the annual amount of
24 the scholarship, not to exceed three thousand dollars, for the cost of
25 tuition, test fees, and educational expenses, including books,
26 supplies, and transportation for the endorsement pathway being pursued.

27 (3) The Washington professional educator standards board shall
28 select ((interns)) individuals to receive conditional scholarships.

29 ~~((3) In order to receive conditional scholarship awards,~~
30 ~~recipients shall be accepted and maintain enrollment in alternative~~
31 ~~certification routes through the partnership grant program, as provided~~
32 ~~in RCW 28A.660.040. Recipients must continue to make satisfactory~~
33 ~~progress towards completion of the alternative route certification~~
34 ~~program and receipt of a residency teaching certificate.))~~

35 (4) For the purpose of this chapter, a conditional scholarship is
36 a loan that is forgiven in whole or in part in exchange for service as
37 a certificated teacher employed in a Washington state K-12 public
38 school. The state shall forgive one year of loan obligation for every

1 two years a recipient teaches in a public school. Recipients (~~that~~)
2 who fail to continue a course of study leading to residency teacher
3 certification or cease to teach in a public school in the state of
4 Washington in their endorsement area are required to repay the
5 remaining loan principal with interest.

6 (5) Recipients who fail to fulfill the required teaching obligation
7 are required to repay the remaining loan principal with interest and
8 any other applicable fees. The higher education coordinating board
9 shall adopt rules to define the terms for repayment, including
10 applicable interest rates, fees, and deferments.

11 ~~(6) ((To the extent funds are appropriated for this specific
12 purpose, the annual amount of the scholarship is the annual cost of
13 tuition; fees; and educational expenses, including books, supplies, and
14 transportation for the alternative route certification program in which
15 the recipient is enrolled, not to exceed eight thousand dollars. The
16 board may adjust the annual award by the average rate of resident
17 undergraduate tuition and fee increases at the state universities as
18 defined in RCW 28B.10.016.~~

19 ~~(7))~~ The higher education coordinating board may deposit all
20 appropriations, collections, and any other funds received for the
21 program in this chapter in the (~~student loan~~) future teachers
22 conditional scholarship account authorized in RCW (~~28B.102.060~~)
23 28B.102.080.

24 **Sec. 9.** RCW 28B.102.080 and 2004 c 58 s 9 are each amended to read
25 as follows:

26 (1) The future teachers conditional scholarship account is created
27 in the custody of the state treasurer. An appropriation is not
28 required for expenditures of funds from the account. The account is
29 not subject to allotment procedures under chapter 43.88 RCW except for
30 moneys used for program administration.

31 (2) The board shall deposit in the account all moneys received for
32 the future teachers conditional scholarship and loan repayment program
33 and for conditional loan programs under chapter 28A.660 RCW. The
34 account shall be self-sustaining and consist of funds appropriated by
35 the legislature for the future teachers conditional scholarship and
36 loan repayment program, private contributions to the program, (~~and~~)
37 receipts from participant repayments from the future teachers

1 conditional scholarship and loan repayment program, and conditional
2 loan programs established under chapter 28A.660 RCW. Beginning July 1,
3 2004, the board shall also deposit into the account: (a) All funds
4 from the institution of higher education loan account that are
5 traceable to any conditional scholarship program for teachers or
6 prospective teachers established by the legislature before June 10,
7 2004; and (b) all amounts repaid by individuals under any such program.

8 (3) Expenditures from the account may be used solely for
9 conditional loans and loan repayments to participants in the future
10 teachers conditional scholarship and loan repayment program established
11 by this chapter, conditional scholarships for participants in programs
12 established in chapter 28A.660 RCW, and costs associated with program
13 administration by the board.

14 (4) Disbursements from the account may be made only on the
15 authorization of the board.

16 NEW SECTION. Sec. 10. A new section is added to chapter 28B.10
17 RCW to read as follows:

18 (1) By September 1, 2008, the state board for community and
19 technical colleges, the council of presidents, the higher education
20 coordinating board, and the office of the superintendent of public
21 instruction, under the leadership of the transition math project and in
22 collaboration with representatives of public two and four-year
23 institutions of higher education, shall jointly revise the Washington
24 mathematics placement test to serve as a common college readiness test
25 for all two and four-year institutions of higher education.

26 (2) The revised mathematics college readiness test shall be
27 implemented by all public two and four-year institutions of higher
28 education by September 1, 2009. All public two and four-year
29 institutions of higher education must use a common performance standard
30 on the mathematics placement test for purposes of determining college
31 readiness in mathematics. The performance standard must be publicized
32 to all high schools in the state.

33 NEW SECTION. Sec. 11. A new section is added to chapter 28A.320
34 RCW to read as follows:

35 (1) Subject to funding appropriated for this purpose and beginning
36 in the fall of 2009, school districts shall provide all high school

1 students enrolled in the district the option of taking the mathematics
2 college readiness test developed under section 10 of this act once at
3 no cost to the students. Districts shall encourage, but not require,
4 students to take the test in their junior or senior year of high
5 school.

6 (2) Subject to funding appropriated for this purpose, the office of
7 the superintendent of public instruction shall reimburse each district
8 for the costs incurred by the district in providing students the
9 opportunity to take the mathematics placement test.

10 NEW SECTION. **Sec. 12.** The legislature finds that knowledge,
11 skills, and opportunities in mathematics, science, and technology
12 should be increased for all students in Washington. The legislature
13 intends to foster capacity between and among the educational sectors to
14 enable continuous and sustainable growth of the learning and teaching
15 of mathematics, science, and technologies. The legislature intends to
16 foster high quality mathematics, science, and technology programs to
17 increase the number of students in the kindergarten through twelfth
18 grade pipeline who are prepared and aspire to continue in the areas of
19 mathematics, science, and technology, whether it be at a college,
20 university, or in the workforce.

21 **Sec. 13.** RCW 28A.230.130 and 2003 c 49 s 2 are each amended to
22 read as follows:

23 (1) All public high schools of the state shall provide a program,
24 directly or in cooperation with a community college or another school
25 district, for students whose educational plans include application for
26 entrance to a baccalaureate-granting institution after being granted a
27 high school diploma. The program shall help these students to meet at
28 least the minimum entrance requirements under RCW 28B.10.050.

29 (2) All public high schools of the state shall provide a program,
30 directly or in cooperation with a community or technical college, a
31 skills center, an apprenticeship committee, or another school district,
32 for students who plan to pursue career or work opportunities other than
33 entrance to a baccalaureate-granting institution after being granted a
34 high school diploma. These programs may:

35 (a) Help students demonstrate the application of essential academic

1 learning requirements to the world of work, occupation-specific skills,
2 knowledge of more than one career in a chosen pathway, and
3 employability and leadership skills; and

4 (b) Help students demonstrate the knowledge and skill needed to
5 prepare for industry certification, and/or have the opportunity to
6 articulate to postsecondary education and training programs.

7 (3) Within funds specifically appropriated therefor, a middle
8 school that receives approval from the office of the superintendent of
9 public instruction to provide a career and technical program directly
10 to students shall receive funding at the same rate as a high school
11 operating a similar program. Additionally, a middle school that
12 provides a hands-on experience in math and science with an integrated
13 curriculum of academic content and career and technical education, and
14 includes a career and technical education exploratory component shall
15 also qualify for the career and technical education funding.

16 (4) The state board of education, upon request from local school
17 districts, may grant waivers from the requirements to provide the
18 program described in subsections (1) and (2) of this section for
19 reasons relating to school district size and the availability of staff
20 authorized to teach subjects which must be provided. In considering
21 waiver requests related to programs in subsection (2) of this section,
22 the state board of education shall consider the extent to which the
23 school district has offered such programs before the 2003-04 school
24 year.

25 **Sec. 14.** RCW 28A.230.130 and 2006 c 263 s 407 are each amended to
26 read as follows:

27 (1) All public high schools of the state shall provide a program,
28 directly or in cooperation with a community college or another school
29 district, for students whose educational plans include application for
30 entrance to a baccalaureate-granting institution after being granted a
31 high school diploma. The program shall help these students to meet at
32 least the minimum entrance requirements under RCW 28B.10.050.

33 (2) All public high schools of the state shall provide a program,
34 directly or in cooperation with a community or technical college, a
35 skills center, an apprenticeship committee, or another school district,
36 for students who plan to pursue career or work opportunities other than

1 entrance to a baccalaureate-granting institution after being granted a
2 high school diploma. These programs may:

3 (a) Help students demonstrate the application of essential academic
4 learning requirements to the world of work, occupation-specific skills,
5 knowledge of more than one career in a chosen pathway, and
6 employability and leadership skills; and

7 (b) Help students demonstrate the knowledge and skill needed to
8 prepare for industry certification, and/or have the opportunity to
9 articulate to postsecondary education and training programs.

10 (3) Within funds specifically appropriated therefor, a middle
11 school that receives approval from the office of the superintendent of
12 public instruction to provide a career and technical program directly
13 to students shall receive funding at the same rate as a high school
14 operating a similar program. Additionally, a middle school that
15 provides a hands-on experience in math and science with an integrated
16 curriculum of academic content and career and technical education, and
17 includes a career and technical education exploratory component shall
18 also qualify for the career and technical education funding.

19 NEW SECTION. Sec. 15. A new section is added to chapter 28A.300
20 RCW to read as follows:

21 The superintendent of public instruction shall provide support for
22 statewide coordination for math, science, and technology, including
23 employing a statewide director for math, science, and technology. The
24 duties of the director shall include, but not be limited to:

25 (1) Within funds specifically appropriated therefor, obtain a
26 statewide license, or otherwise obtain and disseminate, an interactive,
27 project-based high school and middle school technology curriculum that
28 includes a comprehensive professional development component for
29 teachers and, if possible, counselors, and also includes a systematic
30 program evaluation. The curriculum must be distributed to all school
31 districts, or as many as feasible, by the 2007-08 school year;

32 (2) Within funds specifically appropriated therefor, supporting a
33 public-private partnership to assist school districts with implementing
34 an ongoing, inquiry-based science program that is based on a research-
35 based model of systemic reform and aligned with the Washington state
36 science grade level expectations;

1 (3) Within funds specifically appropriated therefor, supporting a
2 public-private partnership to provide enriching opportunities in
3 mathematics, engineering, and science for underrepresented students in
4 grades kindergarten through twelve using exemplary materials and
5 instructional approaches;

6 (4) In an effort to increase precollege and prework interest in
7 math, science, and technology fields, in collaboration with the
8 community and technical colleges, the four-year institutions of higher
9 education, and the workforce training and education coordinating board,
10 conducting outreach efforts to attract middle and high school students
11 to careers in math, science, and technology and to educate students
12 about the coursework that is necessary to be adequately prepared to
13 succeed in these fields;

14 (5) Coordinating youth opportunities in math, science, and
15 technology, including facilitating student participation in school
16 clubs, state-level fairs, national competitions, and encouraging
17 partnerships between students and university faculty or industry to
18 facilitate such student participation;

19 (6) Developing and maintaining public-private partnerships to
20 generate business and industry assistance to accomplish the following:

21 (a) Increasing student engagement and career awareness, including
22 increasing student participation in the youth opportunities in
23 subsection (5) of this section;

24 (b) Creation and promotion of student scholarships, internships,
25 and apprenticeships;

26 (c) Provision of relevant teacher experience and training,
27 including on-the-job professional development opportunities;

28 (d) Upgrading kindergarten through twelfth grade school equipment
29 and facilities to support high quality math, science, and technology
30 programs;

31 (7) Assembling a cadre of inspiring speakers employed or
32 experienced in the relevant fields to speak to kindergarten through
33 twelfth grade students to demonstrate the breadth of the opportunities
34 in the relevant fields as well as share the types of coursework that is
35 necessary for someone to be successful in the relevant field;

36 (8) Providing technical assistance to schools and school districts,
37 including working with counselors in support of the math, science, and
38 technology programs; and

1 (9) Reporting annually to the legislature about the actions taken
2 to provide statewide coordination for math, science, and technology.

3 NEW SECTION. **Sec. 16.** A new section is added to chapter 28A.655
4 RCW to read as follows:

5 (1) Within funds specifically appropriated therefor, by December 1,
6 2008, the superintendent of public instruction shall develop essential
7 academic learning requirements and grade level expectations for
8 educational technology literacy and technology fluency that identify
9 the knowledge and skills that all public school students need to know
10 and be able to do in the areas of technology and technology literacy.
11 The development process shall include a review of current standards
12 that have been developed or are used by other states and national and
13 international technology associations. To the maximum extent possible,
14 the superintendent shall integrate goal four and the knowledge and
15 skill areas in the other goals in the technology essential academic
16 learning requirements.

17 (a) As used in this section, "technology literacy" means the
18 ability to responsibly, creatively, and effectively use appropriate
19 technology to communicate; access, collect, manage, integrate, and
20 evaluate information; solve problems and create solutions; build and
21 share knowledge; and improve and enhance learning in all subject areas
22 and experiences.

23 (b) Technology fluency builds upon technology literacy and is
24 demonstrated when students: Apply technology to real-world
25 experiences; adapt to changing technologies; modify current and create
26 new technologies; and personalize technology to meet personal needs,
27 interests, and learning styles.

28 (2)(a) Within funds specifically appropriated therefor, the
29 superintendent shall obtain or develop education technology assessments
30 that may be administered in the elementary, middle, and high school
31 grades to assess the essential academic learning requirements for
32 technology. The assessments shall be designed to be classroom or
33 project-based so that they can be embedded in classroom instruction and
34 be administered and scored by school staff throughout the regular
35 school year using consistent scoring criteria and procedures. By the
36 2010-11 school year, these assessments shall be made available to
37 school districts for the districts' voluntary use. If a school

1 district uses the assessments created under this section, then the
2 school district shall notify the superintendent of public instruction
3 of the use. The superintendent shall report annually to the
4 legislature on the number of school districts that use the assessments
5 each school year.

6 (b) Beginning December 1, 2010, and annually thereafter, the
7 superintendent of public instruction shall provide a report to the
8 relevant legislative committees regarding the use of the assessments.

9 NEW SECTION. **Sec. 17.** A new section is added to chapter 28B.76
10 RCW to read as follows:

11 As part of the state needs assessment process conducted by the
12 board in accordance with RCW 28B.76.230, the board shall assess the
13 need for additional baccalaureate degree programs in Washington that
14 specialize in teacher preparation in mathematics, science, and
15 technology. If the board determines that there is a need for
16 additional programs, then the board shall encourage the appropriate
17 institutions of higher education or institutional sectors to create
18 such a program.

19 NEW SECTION. **Sec. 18.** Beginning September 1, 2007, through
20 December 1, 2008, the state board of education shall provide a status
21 report at the beginning of each calendar quarter on the activities and
22 progress in completing the requirements under section 1 of this act.
23 The report shall be provided to the governor and the members of the
24 education committees of the senate and the house of representatives.

25 NEW SECTION. **Sec. 19.** Captions used in this act are not any part
26 of the law.

27 NEW SECTION. **Sec. 20.** Section 13 of this act expires September 1,
28 2009.

29 NEW SECTION. **Sec. 21.** Section 14 of this act takes effect
30 September 1, 2009.

31 NEW SECTION. **Sec. 22.** Sections 1 and 2 of this act are necessary

1 for the immediate preservation of the public peace, health, or safety,
2 or support of the state government and its existing public
3 institutions, and take effect immediately."

2SHB 1906 - S COMM AMD

By Committee on Early Learning & K-12 Education

OUT OF ORDER 04/11/2007

4 On page 1, line 1 of the title, after "education;" strike the
5 remainder of the title and insert "amending RCW 28A.660.005,
6 28A.660.050, 28B.102.080, 28A.230.130, and 28A.230.130; adding new
7 sections to chapter 28A.305 RCW; adding new sections to chapter 28A.300
8 RCW; adding a new section to chapter 28A.415 RCW; adding new sections
9 to chapter 28A.660 RCW; adding a new section to chapter 28B.10 RCW;
10 adding a new section to chapter 28A.320 RCW; adding a new section to
11 chapter 28A.655 RCW; adding a new section to chapter 28B.76 RCW;
12 creating new sections; providing an effective date; providing
13 expiration dates; and declaring an emergency."

--- END ---