
ENGROSSED SUBSTITUTE SENATE BILL 5067

State of Washington

66th Legislature

2019 Regular Session

By Senate Early Learning & K-12 Education (originally sponsored by Senator Zeiger; by request of Superintendent of Public Instruction)

READ FIRST TIME 01/28/19.

1 AN ACT Relating to modifying provisions related to second grade
2 reading assessments, revising requirements for the building bridges
3 program, and modifying provisions governing an existing vocational
4 agriculture education service area program; amending RCW 28A.175.025,
5 28A.300.310, 28A.300.080, and 28A.300.090; and adding new sections to
6 chapter 28A.300 RCW.

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

8 **Sec. 1.** RCW 28A.175.025 and 2007 c 408 s 2 are each amended to
9 read as follows:

10 Subject to the availability of funds appropriated for this
11 purpose, the office of the superintendent of public instruction shall
12 create a grant program and award grants to local partnerships of
13 schools, families, and communities to begin the phase in of a
14 statewide comprehensive dropout prevention, intervention, and
15 retrieval system. This program shall be known as the building bridges
16 program.

17 (1) For purposes of RCW 28A.175.025 through 28A.175.075, a
18 "building bridges program" means a local partnership of schools,
19 families, and communities that provides (~~all~~) one or more of the
20 following programs or activities:

1 (a) A system that identifies individual students at risk of
2 dropping out from middle through high school based on local
3 predictive data, including state assessment data starting in the
4 fourth grade, and provides timely interventions for such students and
5 for dropouts, including a plan for educational success as already
6 required by the student learning plan as defined under RCW
7 28A.655.061. Students identified shall include foster care youth,
8 youth involved in the juvenile justice system, and students receiving
9 special education services under chapter 28A.155 RCW;

10 (b) Coaches or mentors for students as necessary;

11 (c) Staff responsible for coordination of community partners that
12 provide a seamless continuum of academic and nonacademic support in
13 schools and communities;

14 (d) Retrieval or reentry activities; ~~((and))~~

15 (e) Alternative educational programming, including, but not
16 limited to, career and technical education exploratory and
17 preparatory programs and online learning opportunities.

18 (2) One of the grants awarded under this section shall be for a
19 two-year demonstration project focusing on providing fifth through
20 twelfth grade students with a program that utilizes technology and is
21 integrated with state standards, basic academics, cross-cultural
22 exposures, and age-appropriate preemployment training. The project
23 shall:

24 (a) Establish programs in two western Washington and one eastern
25 Washington urban areas;

26 (b) Identify at-risk students in each of the distinct communities
27 and populations and implement strategies to close the achievement
28 gap;

29 (c) Collect and report data on participant characteristics and
30 outcomes of the project, including the characteristics and outcomes
31 specified under RCW 28A.175.035(1) (e); and

32 (d) Submit a report to the legislature by December 1, 2009.

33 **Sec. 2.** RCW 28A.300.310 and 1999 c 373 s 101 are each amended to
34 read as follows:

35 (1) The superintendent of public instruction ~~((shall identify a
36 collection of reading passages and assessment procedures that can be
37 used to measure second grade))~~ recognizes the importance of oral
38 reading accuracy ((and)), fluency ((skills)), and comprehension. The
39 purpose of the second grade reading assessment is to provide

1 information to parents, teachers, and school administrators on the
2 level of acquisition of oral reading accuracy, comprehension, and
3 fluency skills of each student at the beginning of second grade. The
4 passages used for the assessment (~~(procedures and each of the reading~~
5 ~~passages in the collection)~~) must meet the following criteria and be
6 administered according to the publishers' guidelines:

7 (a) Provide a reliable and valid measure of a student's oral
8 reading accuracy, comprehension, and fluency skills;

9 (b) Be able to be individually administered;

10 (c) Have been approved by (~~a panel of~~) nationally recognized
11 professionals in the area of beginning reading, whose work has been
12 published in peer-reviewed education research journals, and
13 professionals in the area of measurement and assessment; and

14 (d) Assess student skills in recognition of letter sounds,
15 phonemic awareness, word recognition, and reading connected text.
16 Text used for the test of fluency, and comprehension, must be ordered
17 in relation to difficulty.

18 ~~(2) ((The superintendent of public instruction shall select~~
19 ~~reading passages for use by schools and school districts~~
20 ~~participating in pilot projects under RCW 28A.300.320 during the~~
21 ~~1997-98 school year. The final collection must be selected by June~~
22 ~~30, 1998. The superintendent of public instruction may add reading~~
23 ~~passages to the initial list if the passages are comparable in format~~
24 ~~to the initial passages approved by the expert panel in subsection~~
25 ~~(1) of this section.~~

26 ~~(3))~~) The superintendent of public instruction (~~shall develop~~
27 a)) may provide an estimated per-pupil cost for (~~the~~) assessments
28 (~~in the collection that details the costs for administering the~~
29 ~~assessments, booklets, scoring, and training required to reliably~~
30 ~~administer the test)~~) aligned to the state learning standards. To the
31 extent funds are appropriated, the superintendent of public
32 instruction shall (~~pay for the cost of administering and scoring the~~
33 ~~assessments, booklets or other assessment material, and training~~
34 ~~required to administer the test)~~) provide districts with funds to
35 purchase assessment materials and professional learning for educators
36 needed to implement the district's reading assessment system.

37 **Sec. 3.** RCW 28A.300.080 and 1983 1st ex.s. c 34 s 1 are each
38 amended to read as follows:

1 (1) The legislature recognizes that agriculture is the most basic
2 and singularly important industry in the state, that agriculture is
3 of central importance to the welfare and economic stability of the
4 state, and that the maintenance of this vital industry requires a
5 continued source of trained and qualified individuals who qualify for
6 employment in agriculture, food, and natural resource career
7 pathways.

8 (2) The legislature finds that research shows that students
9 enrolled in a career and technical education program in high school
10 have a higher graduation rate than other students, and that the
11 agricultural education branch of career and technical education
12 fosters an understanding of the history and principles of
13 agriculture, agriscience, manufacturing, agribusiness, leadership,
14 advocacy, and community service.

15 (3) The legislature, therefore, intends to promote comprehensive
16 and formal instruction in agricultural education, and membership in
17 the corresponding career and technical student organizations, to
18 provide students with the opportunity to:

19 (a) Develop fundamental leadership and communication skills;

20 (b) Develop an applied understanding of the agricultural industry
21 and its potential;

22 (c) Explore and understand career opportunities through
23 supervised agricultural experiences;

24 (d) Engage with industry mentors; and

25 (e) Plan for career and college success.

26 (4) In an effort to assist actions of schools to offer career and
27 technical education courses, the legislature intends to support
28 dropout prevention programs and career readiness, and improve
29 learning opportunities and educational outcomes in agriculture, food,
30 and natural resource education.

31 (5) The legislature declares that it is within the best interests
32 of the people and state of Washington that a comprehensive
33 (~~vocational education~~) program in agriculture education through
34 career and technical education be maintained in the state's secondary
35 school system in order to ensure both an adequate supply of trained
36 and skilled individuals, and appropriate representation of sexual
37 orientation, racial, and ethnic groups in all phases of the
38 agricultural, food, and natural resource supply chain.

1 **Sec. 4.** RCW 28A.300.090 and 1983 1st ex.s. c 34 s 2 are each
2 amended to read as follows:

3 (1) ~~((A vocational))~~ An agriculture education ~~((service area~~
4 ~~within))~~ program must be established as a career and technical
5 education program in the office of the superintendent of public
6 instruction ~~((shall be established))~~. The program must serve the
7 agriculture, food, and natural resource career cluster. Adequate
8 funding for the staffing of individuals trained or experienced in the
9 field of ~~((vocational agriculture shall be provided for the~~
10 ~~vocational))~~ agriculture education ~~((service area for coordination of~~
11 ~~the state))~~ must be provided for program ~~((and to))~~ oversight.

12 (2) The program must provide assistance to ~~((local))~~ school
13 districts ~~((for the coordination of the))~~ and coordinate its
14 activities ~~((of))~~ with applicable career and technical student
15 ~~((agricultural))~~ organizations ~~((and associations))~~. The program
16 staff members must include, but are not limited to, a 1.0 FTE
17 supervisor of agriculture education employed by the office of the
18 superintendent of public instruction, and any additional staff member
19 deemed appropriate.

20 ~~((2))~~ (3) The ~~((vocational agriculture education service area))~~
21 program supervisor shall:

22 (a) Assess needs in ~~((vocational))~~ agriculture ~~((education)),~~
23 food, and natural resource sciences, assist local school districts in
24 establishing ~~((vocational))~~ agriculture programs, review local school
25 district applications for approval of ~~((vocational))~~ agriculture
26 programs, evaluate existing programs, and plan research and studies
27 for the improvement of curriculum materials for specialty areas of
28 ~~((vocational))~~ agriculture. Standards and criteria developed under
29 this subsection shall satisfy the mandates of federally-assisted
30 ~~((vocational))~~ career and technical education;

31 (b) Develop in-service programs for teachers and administrators
32 of ~~((vocational))~~ agriculture education, review applications for
33 ~~((vocational))~~ career and technical education agriculture teacher
34 certification, and assist in teacher recruitment and placement in
35 ~~((vocational))~~ career and technical education agriculture programs;

36 (c) Serve ~~((as a liaison with))~~ on the ~~((Future Farmers of~~
37 ~~America,))~~ Washington FFA association board of directors, consisting
38 of representatives of business, industry, and appropriate public
39 agencies, and institutions of higher education in order to
40 disseminate information, promote improvement of ~~((vocational))~~ career

1 and technical education agriculture programs, and assist in the
2 development of adult and continuing education programs in
3 (~~vocational~~) agriculture; (~~and~~)

4 (d) Serve as the FFA state advisor for Washington; and

5 (e) Establish an advisory task force committee of agriculturists,
6 who represent the diverse areas of the agricultural industry in
7 Washington, which shall make annual recommendations including, but
8 not limited to, the development of curriculum, staffing, strategies
9 for the purpose of establishing a source of trained and qualified
10 individuals in agriculture, and strategies for articulating the state
11 program in (~~vocational~~) agriculture education, including youth
12 leadership throughout the state school system.

13 (4) For the purposes of this section, "agriculture, food, and
14 natural resource career cluster area" means a program of study
15 requiring the student to:

16 (a) Complete courses in the following areas:

17 (i) Agribusiness systems;

18 (ii) Animal systems;

19 (iii) Biotechnology systems;

20 (iv) Environmental service systems;

21 (v) Food products and processing systems;

22 (vi) Natural resource systems;

23 (vii) Plant systems; and

24 (viii) Power, structural, and technical systems;

25 (b) Develop a supervised agriculture experience extended learning
26 program that is supervised by the student's agriculture educator; and

27 (c) Be engaged in a career and technical student organization.

28 NEW SECTION. Sec. 5. A new section is added to chapter 28A.300
29 RCW to read as follows:

30 (1) The legislature finds that career and technical student
31 organizations prepare students to enter a postsecondary education
32 institute and a career. The legislature finds also that barriers for
33 agriculture education students should be removed.

34 (2) Subject to the availability of amounts appropriated for this
35 specific purpose, the office of the superintendent of public
36 instruction shall provide every student enrolled in an agriculture
37 education pathway course approved by the office of the superintendent
38 of public instruction, based on annual June 1st enrollment, with

1 state and national membership to the corresponding career and
2 technical student organizations.

3 NEW SECTION. **Sec. 6.** A new section is added to chapter 28A.300
4 RCW to read as follows:

5 The office of the superintendent of public instruction, in
6 consultation with the board of directors of the Washington FFA
7 association, shall adopt and periodically revise rules to implement
8 RCW 28A.300.090 and section 5 of this act.

--- **END** ---