

SENATE BILL REPORT

SB 6180

AS REPORTED BY COMMITTEE ON EDUCATION, FEBRUARY 3, 1992

**Brief Description:** Protecting education programs.

**SPONSORS:** Senators Bailey, Erwin, Oke, Barr, Nelson and Skratek

**SENATE COMMITTEE ON EDUCATION**

**Majority Report:** That Substitute Senate Bill No. 6180 be substituted therefor, and the substitute bill do pass.

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

**Staff:** Larry Davis (786-7422)

**Hearing Dates:** January 20, 1992; January 30, 1992; February 3, 1992

**BACKGROUND:**

The Legislature initiated budgetary support for the Fair Start program beginning in the 1990-91 school year and increased the funding level for the program with passage of the 1991-93 operating budget.

The Local Education Program Enhancement Funds (block grant) program was established by the Legislature in the 1987-89 operating budget.

With adoption of the 1991-93 operating budget, the Legislature funded secondary vocational programs at the student-to-staff ratio that previously existed in the 1981-83 biennium.

Establishing these programs in statute could provide districts stability to: Provide coordinated prevention and early intervention services to young children; provide staff development programs and programs outside basic education such as for highly capable students; and vocational programs to help students have a better chance at gaining meaningful employment opportunities.

**SUMMARY:**

Fair Start

The Fair Start program is established in statute. The Superintendent of Public Instruction (SPI) establishes the program to assist school districts in providing prevention and intervention programs and services for children in preschool through grade six. The program is voluntary and is not part of the state's basic education obligation.

Funds appropriated are distributed on the basis of a district's student enrollment in grades K-6. Districts may use Fair Start funds to supplant funds from another source only if the other funding source is lost for reasons beyond the control of the district.

Districts may use Fair Start funds to implement or enhance an elementary grades' prevention and intervention program using child intervention specialists, defined as including but not limited to: licensed mental health professionals, child psychiatrists, health care providers, social service caseworkers or social workers, school counselors, school psychologists, school nurses, and school social workers.

Districts are required to provide services to children on a priority basis determined by need as defined locally. Districts report their definitions of need to the SPI and the SPI reports this information to the Legislature and the Governor.

Districts must submit to the SPI certain information prior to receiving the Fair Start allocation, including: the district's goals relating to prevention and intervention services for elementary students; the district's plan for providing prevention and intervention services to students; and how grant funds will be used for related in-service purposes.

School and educational service districts accepting Fair Start funds are required to establish written interagency agreements with community-based public or private human service providers. Services shall be provided on a 12-month basis. To the greatest extent possible, delivery of services shall not be duplicative, shall maximize the use of community- and school-based child intervention specialists, and emphasize the most efficient and cost-effective use of Fair Start funds. School and educational service districts are further encouraged strongly to contract with public or private community-based human service providers to deliver services to students.

Districts may incorporate a primary intervention program model or a family support worker model as part of the local Fair Start program. The SPI and DSHS shall adopt rules which provide for appropriate coordination between the Primary Intervention Program (PIP) and Fair Start programs. To the extent possible, the Department of Social and Health Services (DSHS) shall rotate or loan department employees to schools to serve as child intervention specialists.

The SPI 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, 1993. Subsequent reports are due December 1 in even-numbered years.

### Local Education Program Enhancement Funds

The block grant program is established in statute. To receive the funds, a district must assess the needs of the schools in the district, prioritize the identified needs, develop an expenditure plan for the funds received, and develop an evaluation methodology to assess benefits to students.

Districts may use their block grant allocation in support of programs in a number of identified program areas, including but not limited to: reduction of class size, early childhood education, student at-risk programs, and other purposes that enhance a district's basic education program.

Program enhancements funded by the block grant are not part of the state's basic education obligation. Allocations are distributed on a school year basis and on the basis of annual full-time equivalent student enrollment.

### Vocational Education Staffing

The staffing ratio of one certificated employee unit for every 16.67 full-time equivalent students enrolled in approved secondary vocational programs is established in statute, effective with the 1992-93 school year.

### Standards for Extended Vocational Contracts

The Superintendent of Public Instruction is directed to adopt standards regarding the use of extended or supplemental contracts for certificated vocational instructors.

## **EFFECT OF PROPOSED SUBSTITUTE:**

The only amendments adopted were to the FAIR START portion of the bill:

"Community-based public or private human service provider" is included within the same definition as "child intervention specialist".

The Superintendent of Public Instruction and the Department of Social and Health Services are required to conduct a longitudinal evaluation of the Fair Start program, and begin reporting by December 1, 1993.

The state Superintendent must report to the Legislature and Governor how many written agreements or contracts exist between districts and community-based human service providers.

Language requiring the Department of Social and Health Services to loan department employees to schools, to the extent practical, to serve as child intervention specialists is deleted.

Application, planning, and service delivery requirements are combined into one section with the following changes:

- o The deadline for submittal of information to the state Superintendent is June 1, 1993, rather than within six months of receipt of Fair Start funds.
- o School and educational service districts shall enter into written interagency agreements with public or private community-based human service providers to assure delivery of appropriate services to students.
- o To the greatest extent possible, delivery of services shall be consistent with the applicable children's mental health delivery system developed under chapter RCW 71.36.
- o Community-based providers and others shall participate in the development of each district's goals and plans to ensure delivery of services through a coordinated service network.

Fair Start funds shall not be used to provide services, referrals or information regarding abortions, contraceptives or birth control.

**Appropriation:** none

**Revenue:** none

**Fiscal Note:** requested January 13, 1992

**TESTIMONY FOR (Fair Start):**

Collaboration between school districts and other agencies is vital, is supported and should be expected, but services should not be required to be provided via contracts with other agencies. A continuum of services is necessary and appropriate. Collaboration is important along the continuum but not necessary every step of the continuum. Districts need the option and flexibility of utilizing the most appropriate personnel to provide services to students. The Fair Start emphasis on prevention and early intervention in the early elementary grades is important and this is where the focus should remain. Placing Fair Start language in statute would give greater nondebtable guidelines to districts.

**TESTIMONY AGAINST:** None

**TESTIFIED:** Karen Davis, Washington Education Association; Walter Ball, Association of Washington School Principals; Margaret Casey, Children's Alliance and Children's Budget Coalition; Suzy Mygatt Wakefield, HARK Coalition and American School Counselors Association; David Addicott, HARK Coalition and Washington School Counselors Association; Amy Sie, HARK Coalition and Association for Primary Intervention Programs; Donna Smith, HARK Coalition; Bob Schabot, HARK Coalition and Washington State PTA; John Kvamme, Tacoma Public Schools and Washington Association of School Administrators; Karyn Clarke, Tacoma Public Schools; Dwayne Slate, Washington State School Directors' Association

**TESTIMONY FOR (Block Grant):**

The block grant does impact on vocational education. Vocational education does not help students if they come in messed up. Block grant funds in-service and intervention programs which help assure students come into vocational education ready to learn. The block grant funds about 35 percent of staff development in the state and is a good source of matching funds for other state or federal dollars. The flexibility districts have in using the block grant is very important.

**TESTIMONY AGAINST:** None

**TESTIFIED:** Bob Gallagher, Washington Vocational Association; Karen Davis, Washington Education Association; Walter Ball, Association of Washington School Principals; Bob Schabot, Washington State PTA; John Kvamme, Tacoma Public Schools and Washington Association of School Administrators; Dwayne Slate, Washington State School Directors' Association

**TESTIMONY FOR (Voc Funding Formula and Vocational Contracts):**

The current funding formula ratio for secondary vocational education programs allows important one-to-one learning to occur.

Standards for supplemental or extended contracts for vocational instructors are needed for greater uniformity between school districts.

**TESTIMONY AGAINST:** None

**TESTIFIED:** Dennis Wallace, Washington Vocational Agricultural Teachers Association; Bob Gallagher, Washington Vocational Association; Karen Davis, Washington Education Association; Walter Ball, Association of Washington School Principals; Bob Schabot, Washington State PTA; John Kvamme, Tacoma Public Schools and Washington Association of School Administrators; Dwayne Slate, Washington State School Directors' Association