

SENATE BILL REPORT

SB 6255

As Reported By Senate Committee On:
Early Learning, K-12 & Higher Education, January 16, 2006
Ways & Means, February 6, 2006

Title: An act relating to improving student performance through student-centered planning.

Brief Description: Improving student performance through student-centered planning.

Sponsors: Senator Eide.

Brief History:

Committee Activity: Early Learning, K-12 & Higher Education: 1/13/06, 1/16/06 [DPS-WM].

Ways & Means: 1/31/06, 2/6/06 [DPS(EKHE), w/oRec].

SENATE COMMITTEE ON EARLY LEARNING, K-12 & HIGHER EDUCATION

Majority Report:

Signed by Senators McAuliffe, Chair; Pridemore, Vice Chair, Higher Education; Weinstein, Vice Chair, Early Learning & K-12; Schmidt, Ranking Minority Member; Benton, Berkey, Carrell, Delvin, Eide, Kohl-Welles, Pflug, Rasmussen, Rockefeller, Schoesler and Shin.

Staff: Ingrid Mungia (786-7423)

SENATE COMMITTEE ON WAYS & MEANS

Majority Report: That Substitute Senate Bill No. 6255 as recommended by Committee on Early Learning, K-12 & Higher Education be substituted therefor, and the substitute bill do pass.

Signed by Senators Prentice, Chair; Fraser, Vice Chair, Capital Budget Chair; Doumit, Vice Chair, Operating Budget; Brandland, Fairley, Kohl-Welles, Pridemore, Rasmussen, Regala, Roach, Rockefeller, Schoesler and Thibaudeau.

Minority Report: That it be referred without recommendation.

Signed by Senators Zarelli, Ranking Minority Member; Parlette and Pflug.

Staff: Bryon Moore (786-7726)

Background: The Franklin Pierce school district developed a program designed to motivate students for higher performance and provide more academic guidance. During the past two school years (2003-2005), other districts have voluntarily adopted this program. The program is interspersed with all students' regular schedules and provides students with planning skills, career exploration opportunities, and portfolio development. Students lead annual conferences with their parents and a mentor-teacher. At the annual conferences, students

explain their past performance and make future plans. The district sets its annual class schedule after students make their course selections.

Summary of Substitute Bill: By August 2006, the Superintendent of Public Instruction (SPI) will develop and disseminate a comprehensive student-centered planning program. The program elements include:

- 1) A long-term mentor-student relationship for every student at the school;
- 2) Curriculum to be used by the mentor in helping the student develop, implement, and maintain a plan for meeting long-term learning objectives with an emphasis on how those objectives impact the student's current and future goals;
- 3) An annual student-led parent and mentor conference; and
- 4) A data collection requirement that allows schools to monitor student progress.

Professional development for staff and ongoing technical assistance will be provided to schools that implement the program.

SPI will distribute grants to schools to implement student-centered planning programs. Grant selection criteria, the number of awards, and the award amount will be published by SPI and recipients informed of their award by December 2006. To the extent possible, first and second class school districts and districts from different geographic regions of state will be represented in grant allocations.

SPI may adopt rules to implement the student-centered planning program. By January 1, 2009, SPI will report to the appropriate committees of the Legislature on the impact of the student-centered planning programs on student performance. The program expires July 1, 2009.

Substitute Bill Compared to Original Bill: The substitute bill added parents in the intent section of the bill dealing with creating an environment where all students are empowered and motivated to take a greater role in charting their own educational experience.

Appropriation: None.

Fiscal Note: Available.

Committee/Commission/Task Force Created: No.

Effective Date: Ninety days after adjournment of session in which bill is passed.

Testimony For: This program is based on the Franklin Pierce School District, Navigation 101 model. It is important for students to have a plan at the beginning of a school year and follow through to the end of the year. This gives students another tool to succeed. The Workforce Board has used federal money in the past to replicate this program. There are about 33 schools in the state that are using the curriculum. The impact of this program goes way beyond what you think it could. This program keeps kids in school. It changes the focus in the school to a customer focus. It is about helping students become what they want to become after they leave high school. I like that the program starts with students. Many schools in the state have programs similar to the one proposed and have had great success. The bill does not mandate a specific program; it allows districts to adapt a program at the local level. It allows schools to thoughtfully implement what they need in the community and what the kids need.

Navigation 101 is done by the instructors and they become a mentor to a group of students the whole time they are in the building. Students learn to navigate the waters of their education. There is a role for parents and a role for the professional. The key to student success is the relationship with a highly qualified classroom teacher. There can't be a one size fits all program; there are different needs and different ways to deliver the program. The program requires staff to better understand their high school curriculum because they have to counsel students on their curriculum.

Testimony Against: None.

Who Testified: PRO: Senator Eide, prime sponsor; Wes Pruitt, Workforce Board; Don Rash, AWSP; Kyra Kestner, OSPI; Gary King, WEA; Yoshe Revelle, Global Citizen.