

2SHB 1573 - S AMD 558

By Senators McAuliffe, Tom

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

3 NEW SECTION. **Sec. 1.** It is the intent of the legislature that
4 increasing academic success and increasing graduation rates be dual
5 goals for the K-12 system. The legislature finds that only seventy-
6 four percent of the class of 2005 graduated on time. Students of
7 color, students living in poverty, students in foster care, students in
8 the juvenile justice system, students who are homeless, students for
9 whom English is not their primary language, and students with
10 disabilities have lower graduation rates than the average. The
11 legislature further finds that students who drop out experience more
12 frequent occurrences of early pregnancy, delinquency, substance abuse,
13 and mental health issues, and have greater need of publicly funded
14 health and social services. The legislature further finds that helping
15 all students be successful in school requires active participation in
16 coordinating services from schools, parents, and other stakeholders and
17 agencies in the local community. The legislature finds that existing
18 resources to vulnerable youth are used more efficiently and effectively
19 when there is significant coordination across local and state entities.
20 The legislature further finds that efficiency and accountability of the
21 K-12 system would be improved by creating a dropout prevention and
22 intervention grant program that implements research-based and emerging
23 best practices and evaluates results.

24 NEW SECTION. **Sec. 2.** Subject to the availability of funds
25 appropriated for this purpose, the office of the superintendent of
26 public instruction shall create a grant program and award grants to
27 local partnerships of schools, families, and communities to begin the
28 phase in of a statewide comprehensive dropout prevention, intervention,
29 and retrieval system. This program shall be known as the building
30 bridges program.

1 (1) For purposes of sections 2 through 7 of this act, a "building
2 bridges program" means a local partnership of schools, families, and
3 communities that provides all of the following programs or activities:

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

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

14 (c) Staff responsible for coordination of community partners that
15 provide a seamless continuum of academic and nonacademic support in
16 schools and communities;

17 (d) Retrieval or reentry activities; and

18 (e) Alternative educational programming, including, but not limited
19 to, career and technical education exploratory and preparatory programs
20 and online learning opportunities.

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

27 (a) Establish programs in two western Washington and one eastern
28 Washington urban areas;

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

31 (c) Collect and report data on participant characteristics and
32 outcomes of the project, including the characteristics and outcomes
33 specified under section 3(1)(e) of this act; and

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

35 NEW SECTION. **Sec. 3.** (1) The office of the superintendent of
36 public instruction shall:

1 (a) Identify criteria for grants and evaluate proposals for funding
2 in consultation with the workforce training and education coordinating
3 board;

4 (b) Develop and monitor requirements for grant recipients to:

5 (i) Identify students who both fail the Washington assessment of
6 student learning and drop out of school;

7 (ii) Identify their own strengths and gaps in services provided to
8 youth;

9 (iii) Set their own local goals for program outcomes;

10 (iv) Use research-based and emerging best practices that lead to
11 positive outcomes in implementing the building bridges program; and

12 (v) Coordinate an outreach campaign to bring public and private
13 organizations together and to provide information about the building
14 bridges program to the local community;

15 (c) In setting the requirements under (b) of this subsection,
16 encourage creativity and provide for flexibility in implementing the
17 local building bridges program;

18 (d) Identify and disseminate successful practices;

19 (e) Develop requirements for grant recipients to collect and report
20 data, including, but not limited to:

21 (i) The number of and demographics of students served including,
22 but not limited to, information regarding a student's race and
23 ethnicity, a student's household income, a student's housing status,
24 whether a student is a foster youth or youth involved in the juvenile
25 justice system, whether a student is disabled, and the primary language
26 spoken at a student's home;

27 (ii) Washington assessment of student learning scores;

28 (iii) Dropout rates;

29 (iv) On-time graduation rates;

30 (v) Extended graduation rates;

31 (vi) Credentials obtained;

32 (vii) Absenteeism rates;

33 (viii) Truancy rates; and

34 (ix) Credit retrieval;

35 (f) Contract with a third party to evaluate the infrastructure and
36 implementation of the partnership including the leveraging of outside
37 resources that relate to the goal of the partnership. The third-party

1 contractor shall also evaluate the performance and effectiveness of the
2 partnerships relative to the type of entity, as identified in section
3 4 of this act, serving as the lead agency for the partnership; and

4 (g) Report to the legislature by December 1, 2008.

5 (2) In performing its duties under this section, the office of the
6 superintendent of public instruction is encouraged to consult with the
7 work group identified in section 7 of this act.

8 NEW SECTION. **Sec. 4.** In awarding the grants under section 2 of
9 this act, the office of the superintendent of public instruction shall
10 prioritize schools or districts with dropout rates above the statewide
11 average and shall attempt to award building bridges program grants to
12 different geographic regions of the state. Eligible recipients shall
13 be one of the following entities acting as a lead agency for the local
14 partnership: A school district, a tribal school, an area workforce
15 development council, an educational service district, an accredited
16 institution of higher education, a vocational skills center, a
17 federally recognized tribe, a community organization, or a nonprofit
18 501(c)(3) corporation. If the recipient is not a school district, at
19 least one school district must be identified within the partnership.
20 The superintendent of public instruction shall ensure that grants are
21 distributed proportionately between school districts and other
22 recipients. This requirement may be waived if the superintendent of
23 public instruction finds that the quality of the programs or
24 applications from these entities does not warrant the awarding of the
25 grants proportionately.

26 NEW SECTION. **Sec. 5.** To be eligible for a grant under section 2
27 of this act, grant applicants shall:

28 (1) Build or demonstrate a commitment to building a broad-based
29 partnership of schools, families, and community members to provide an
30 effective and efficient building bridges program. The partnership
31 shall consider an effective model for school-community partnerships and
32 include local membership from, but not limited to, school districts,
33 tribal schools, secondary career and technical education programs,
34 skill centers that serve the local community, an educational service
35 district, the area workforce development council, accredited
36 institutions of higher education, tribes or other cultural

1 organizations, the parent teacher association, the juvenile court,
2 prosecutors and defenders, the local health department, health care
3 agencies, public transportation agencies, local division
4 representatives of the department of social and health services,
5 businesses, city or county government agencies, civic organizations,
6 and appropriate youth-serving community-based organizations.
7 Interested parents and students shall be actively included whenever
8 possible;

9 (2) Demonstrate how the grant will enhance any dropout prevention
10 and intervention programs and services already in place in the
11 district;

12 (3) Provide a twenty-five percent match that may include in-kind
13 resources from within the partnership;

14 (4) Track and report data required by the grant; and

15 (5) Describe how the dropout prevention, intervention, and
16 retrieval system will be sustained after initial funding, including
17 roles of each of the partners.

18 NEW SECTION. **Sec. 6.** (1) Educational service districts, in
19 collaboration with area workforce development councils, shall:

20 (a) Provide technical assistance to local partnerships established
21 under a grant awarded under section 2 of this act in collecting and
22 using performance data; and

23 (b) At the request of a local partnership established under a grant
24 awarded under section 2 of this act, provide assistance in the
25 development of a functional sustainability plan, including the
26 identification of potential funding sources for future operation.

27 (2) Local partnerships established under a grant awarded under
28 section 2 of this act may contract with an educational service
29 district, workforce development council, or a private agency for
30 specialized training in such areas as cultural competency, identifying
31 diverse learning styles, and intervention strategies for students at
32 risk of dropping out of school.

33 NEW SECTION. **Sec. 7.** (1) The office of the superintendent of
34 public instruction shall establish a state-level work group that
35 includes K-12 and state agencies that work with youth who have dropped
36 out or are at risk of dropping out of school. The state-level

1 leadership group shall consist of one representative from each of the
2 following agencies and organizations: The workforce training and
3 education coordinating board; career and technical education including
4 skill centers; relevant divisions of the department of social and
5 health services; the juvenile courts; the Washington association of
6 prosecuting attorneys; the Washington state office of public defense;
7 the employment security department; accredited institutions of higher
8 education; the educational service districts; the area workforce
9 development councils; parent and educator associations; the department
10 of health; local school districts; agencies or organizations that
11 provide services to special education students; community organizations
12 serving youth; federally recognized tribes and urban tribal centers;
13 each of the major political caucuses of the senate and house of
14 representatives; and the minority commissions.

15 (2) To assist and enhance the work of the building bridges programs
16 established in section 5 of this act, the state-level work group shall:

17 (a) Identify and make recommendations to the legislature for the
18 reduction of fiscal, legal, and regulatory barriers that prevent
19 coordination of program resources across agencies at the state and
20 local level;

21 (b) Develop and track performance measures and benchmarks for each
22 partner agency or organization across the state including performance
23 measures and benchmarks based on student characteristics and outcomes
24 specified in section 3(1)(e) of this act; and

25 (c) Identify research-based and emerging best practices regarding
26 prevention, intervention, and retrieval programs.

27 (3) The work group shall report to the legislature and the governor
28 on an annual basis beginning December 1, 2007, with recommendations for
29 implementing emerging best practices, needed additional resources, and
30 eliminating barriers.

31 NEW SECTION. **Sec. 8.** (1) During the 2007-2009 biennium, school
32 districts that contract with eligible alternative educational service
33 providers to provide education programs, including GED preparation,
34 that generate course credits towards high school graduation, for
35 students who are at risk of dropping out of school, or who have dropped
36 out of school, may continue to use allocations under RCW 28A.150.250 to
37 fund contracts with those providers. For purposes of this section,

1 "eligible alternative educational service providers" includes community
2 and technical colleges and community-based organizations that meet all
3 state requirements for receiving state K-12 formula allocations.
4 Students attending these programs will be considered full-time
5 equivalent students if they are enrolled in programming totaling at
6 least twenty-five hours per week. A student will not be considered
7 enrolled if their consecutive days of absence from school exceed twenty
8 school days and attendance has not resumed.

9 (2) All school districts with contracts with eligible alternative
10 educational service providers shall provide information to the office
11 of the superintendent of public instruction including, but not limited
12 to: (a) The number of students enrolled in those programs; (b) the
13 amount of weekly instructional hours provided; (c) the location of the
14 instruction program provided; and (d) the number and types of staff
15 providing the instruction in the programs. By December 1, 2008, the
16 office of the superintendent of public instruction shall submit a
17 report to the office of financial management and the appropriate policy
18 and fiscal committees of the legislature that summarizes the
19 information provided by the school districts pursuant to this
20 subsection.

21 (3) The state-level work group established under section 7 of this
22 act shall examine issues related to school districts' use of basic
23 education allocations under this section including, but not limited to,
24 findings or other relevant communications by the state auditor. The
25 work group shall develop recommendations and submit a report to the
26 appropriate legislative committees by December 1, 2009.

27 NEW SECTION. **Sec. 9.** Sections 2 through 7 of this act are each
28 added to chapter 28A.175 RCW.

29 NEW SECTION. **Sec. 10.** If specific funding for the purposes of
30 this act, referencing this act by bill or chapter number, is not
31 provided by June 30, 2007, in the omnibus appropriations act, this act
32 is null and void."

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By Senators McAuliffe, Tom

1 On page 1, line 1 of the title, after "retrieval;" strike the
2 remainder of the title and insert "adding new sections to chapter
3 28A.175 RCW; creating new sections; and providing an expiration date."

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