
SUBSTITUTE HOUSE BILL 1573

State of Washington 60th Legislature 2007 Regular Session

By House Committee on Education (originally sponsored by Representatives Quall, Priest, P. Sullivan, Pettigrew, Kenney, Kagi, Wallace, McCoy, Dickerson, Lovick, Santos, Hunt, Hasegawa, Simpson, Pedersen, Morrell, Conway, Lantz, O'Brien and Ormsby; by request of Superintendent of Public Instruction)

READ FIRST TIME 2/28/07.

1 AN ACT Relating to dropout prevention, intervention, and retrieval;
2 adding new sections to chapter 28A.175 RCW; and creating a new section.

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

4 NEW SECTION. **Sec. 1.** It is the intent of the legislature that
5 increasing academic success and increasing graduation rates be dual
6 goals for the K-12 system. The legislature finds that only seventy-
7 four percent of the class of 2005 graduated on time. Students of
8 color, students living in poverty, students in foster care, students in
9 the juvenile justice system, students who are homeless, students for
10 whom English is not their primary language, and students with
11 disabilities have lower graduation rates than the average. The
12 legislature further finds that students who drop out experience more
13 frequent occurrences of early pregnancy, delinquency, substance abuse,
14 and mental health issues, and have greater need of publicly funded
15 health and social services. The legislature further finds that helping
16 all students be successful in school requires active participation in
17 coordinating services from schools, parents, and other stakeholders and
18 agencies in the local community. The legislature finds that existing
19 resources to vulnerable youth are used more efficiently and effectively

1 when there is significant coordination across local and state entities.
2 The legislature further finds that efficiency and accountability of the
3 K-12 system would be improved by creating a dropout prevention and
4 intervention grant program that implements research-based and emerging
5 best practices and evaluates results.

6 NEW SECTION. **Sec. 2.** Subject to the availability of funds
7 appropriated for this purpose, the office of the superintendent of
8 public instruction shall create a grant program and award grants to
9 local partnerships of schools, families, and communities to begin the
10 phase in of a statewide comprehensive dropout prevention, intervention,
11 and retrieval system. This program shall be known as the building
12 bridges program. For purposes of sections 2 through 7 of this act, a
13 "building bridges program" means a local partnership of schools,
14 families, and communities that provides all of the following programs
15 or activities:

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

25 (2) Coaches or mentors for students as necessary;

26 (3) Staff responsible for coordination of community partners that
27 provide a seamless continuum of academic and nonacademic support in
28 schools and communities;

29 (4) Retrieval or reentry activities; and

30 (5) Alternative educational programming, including, but not limited
31 to, career and technical education exploratory and preparatory programs
32 and online learning opportunities.

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

35 (a) Identify criteria for grants and evaluate proposals for funding

1 in consultation with the workforce training and education coordinating
2 board;

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

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

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

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

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

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

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

17 (d) Identify and disseminate successful practices;

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

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

26 (ii) Washington assessment of student learning scores;

27 (iii) Dropout rates;

28 (iv) On-time graduation rates;

29 (v) Extended graduation rates;

30 (vi) Credentials obtained;

31 (vii) Absenteeism rates;

32 (viii) Truancy rates; and

33 (ix) Credit retrieval;

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

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

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

4 NEW SECTION. **Sec. 4.** In awarding the grants under section 2 of
5 this act, the office of the superintendent of public instruction shall
6 prioritize schools or districts with dropout rates above the statewide
7 average and shall attempt to award building bridges program grants to
8 different geographic regions of the state. Eligible recipients shall
9 be one of the following entities acting as a lead agency for the local
10 partnership: A school district, a tribal school, an area workforce
11 development council, an educational service district, an accredited
12 institution of higher education, a vocational skills center, a
13 federally recognized tribe, a community organization, or a nonprofit
14 501(c)(3) corporation. If the recipient is not a school district, at
15 least one school district must be identified within the partnership.
16 The superintendent of public instruction shall ensure that at least
17 fifty percent of grant funds are awarded to nonprofit corporations
18 acting as lead entities.

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

21 (1) Build or demonstrate a commitment to building a broad-based
22 partnership of schools, families, and community members to provide an
23 effective and efficient building bridges program. The partnership
24 shall consider an effective model for school-community partnerships and
25 include local membership from, but not limited to, school districts,
26 tribal schools, secondary career and technical education programs,
27 skill centers that serve the local community, an educational service
28 district, the area workforce development council, accredited
29 institutions of higher education, tribes or other cultural
30 organizations, the parent teacher association, the juvenile court,
31 prosecutors and defenders, the local health department, health care
32 agencies, public transportation agencies, local division
33 representatives of the department of social and health services,
34 businesses, city or county government agencies, civic organizations,
35 and appropriate youth-serving community-based organizations.

1 Interested parents and students shall be actively included whenever
2 possible;

3 (2) Demonstrate how the grant will enhance any dropout prevention
4 and intervention programs and services already in place in the
5 district;

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

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

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

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

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

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

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

27 NEW SECTION. **Sec. 7.** (1) The office of the superintendent of
28 public instruction shall establish a state-level work group that
29 includes K-12 and state agencies that work with youth who have dropped
30 out or are at risk of dropping out of school. The state-level
31 leadership group shall consist of one representative from each of the
32 following agencies and organizations: The workforce training and
33 education coordinating board; career and technical education including
34 skill centers; relevant divisions of the department of social and
35 health services; the juvenile courts; the employment security
36 department; accredited institutions of higher education; the

1 educational service districts; the area workforce development councils;
2 parent and educator associations; the department of health; local
3 school districts; agencies or organizations that provide services to
4 special education students; community organizations serving youth;
5 federally recognized tribes and urban tribal centers; each of the major
6 political caucuses of the senate and house of representatives; and the
7 minority commissions.

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

10 (a) Identify and make recommendations to the legislature for the
11 reduction of fiscal, legal, and regulatory barriers that prevent
12 coordination of program resources across agencies at the state and
13 local level;

14 (b) Develop and track performance measures and benchmarks for each
15 partner agency or organization across the state;

16 (c) Identify research-based and emerging best practices regarding
17 prevention, intervention, and retrieval programs; and

18 (d) Examine performance and results relative to the different
19 partnership models and structures, including a comparison of the
20 partnerships based upon the type of entity, as identified in section 4
21 of this act, serving as the lead agency for the partnership.

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

26 NEW SECTION. **Sec. 8.** Community-based learning centers shall be
27 eligible to receive state basic education funding if they meet the
28 following conditions:

29 (1) Provide access to at least twenty-five hours of instruction per
30 week, however funding may not be based on seat-time attendance
31 requirements;

32 (2) Provide GED programming or high school credit recovery
33 instruction from recognized curriculum;

34 (3) Have certificated teachers to provide and oversee instruction;

35 (4) Provide individualized instruction; and

36 (5) Be designed to improve basic skills, master occupational

1 competencies, or move students on to postsecondary education or
2 employment.

3 NEW SECTION. **Sec. 9.** (1) From the funds appropriated for grant
4 awards under section 2 of this act, the office of the superintendent of
5 public instruction shall award a grant to a community partnership for
6 a classroom without walls learning proposal involving first place
7 school, Maxine Mimms academy, Yakima valley occupational industries
8 council, and other partners.

9 (2) The grant awarded under this section shall be for a two-year
10 demonstration project focusing on providing fifth through twelfth grade
11 students with a program that utilizes technology and is integrated with
12 state standards, basic academics, cross-cultural exposures, and age-
13 appropriate preemployment training. The project shall identify at-risk
14 students in each of three distinct communities and populations and
15 implement strategies to close the achievement gap.

16 (3) The community partnership grant recipient under this section
17 shall collect and report data on participant characteristics and
18 outcomes of the project, including the characteristics and outcomes
19 specified under section 3(1)(e) of this act, and submit a report to the
20 legislature by December 1, 2009.

21 NEW SECTION. **Sec. 10.** Sections 2 through 9 of this act are each
22 added to chapter 28A.175 RCW.

--- END ---