

# HOUSE BILL REPORT

## HB 2158

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### As Reported by House Committee On: Education

**Title:** An act relating to dropout prevention, intervention, and reengagement activities by educational service districts.

**Brief Description:** Concerning dropout prevention, intervention, and reengagement activities by educational service districts.

**Sponsors:** Representatives Haigh, Seaquist, S. Hunt, Reykdal, Tharinger and Freeman.

#### **Brief History:**

##### **Committee Activity:**

Education: 1/16/14, 1/22/14 [DPS].

#### **Brief Summary of Substitute Bill**

- Adds dropout prevention, intervention, and reengagement services to the basic core services to be provided by Educational Service Districts (ESDs).
- Authorizes the ESDs that operate dropout reengagement programs under contract to grant high school credits and issue transcripts to students, with the agreement of the contracting school district.

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### HOUSE COMMITTEE ON EDUCATION

**Majority Report:** The substitute bill be substituted therefor and the substitute bill do pass. Signed by 18 members: Representatives Santos, Chair; Stonier, Vice Chair; Dahlquist, Ranking Minority Member; Magendanz, Assistant Ranking Minority Member; Bergquist, Fey, Haigh, Hargrove, Hawkins, Hayes, S. Hunt, Klippert, Lytton, Muri, Parker, Pollet, Seaquist and Warnick.

**Staff:** Barbara McLain (786-7383).

#### **Background:**

*Educational Service Districts.*

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*This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.*

Core funding for the nine Educational Service Districts (ESDs) is provided based on specified basic core services that include administration, cooperative administrative and curriculum services for school districts, personnel services such as educator certification, learning resource services, professional development, and other special district needs. Other ESD activities are supported through special appropriations, contracts with school districts, and fee for service.

*Dropout Reengagement.*

Legislation enacted in 2010 directed the Office of the Superintendent of Public Instruction (OSPI) to adopt rules and develop a model contract for school districts to use with community-based organizations, community or technical colleges, or ESDs to provide dropout reengagement services for students aged 16 to 21 who have dropped out of school or are so credit deficient that completion of high school before age 21 is not an expected outcome. The OSPI rules require dropout reengagement programs to be approved before beginning operation. As of January 2014, there are 22 approved programs. One of the current programs is operated by an ESD on behalf of 24 school districts.

The laws and rules pertaining to the standardized high school transcript apply only to school districts. Currently, if a student in a dropout reengagement program operated by an ESD earns a credit for completed coursework, the ESD must request the student's resident school district to grant the credit and update the student's transcript.

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**Summary of Substitute Bill:**

*Educational Service Districts.*

The following responsibilities are added to basic core services to be provided by the ESDs and included in ESD budgets:

- coordinate and convene school, family, and community partnerships to develop comprehensive dropout prevention, intervention, and reengagement systems;
- assist local partnerships in using dropout system assessment tools; and
- develop dropout reengagement programs to be offered under the OSPI model contract.

*Dropout Reengagement.*

The ESDs that operate state-approved dropout reengagement programs under the model contract with school districts may, with agreement from the contracting district, award high school credit and issue transcripts to students.

**Substitute Bill Compared to Original Bill:**

The ESDs may award high school credit to students in a dropout reengagement program with the agreement of the contracting district.

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**Appropriation:** None.

**Fiscal Note:** Available.

**Effective Date of Substitute Bill:** The bill takes effect 90 days after adjournment of the session in which the bill is passed.

**Staff Summary of Public Testimony:**

(In support) These provisions were separated from another bill in order to have further discussion about the role of the ESDs and their services. They have had great success in reengaging students who were never going to come back to school. Getting credits on students' transcripts seems to be a problem. Direct funding for the ESDs is something that needs to be talked about. The ESDs do a lot of work under contract, but the state should be supporting these types of activities directly.

The role of the ESDs described in the bill are very appropriate and very aligned with their mission, which is to provide equitable opportunities for students and to assure student success. One current program enrolls 300 students and has seen a 26 percent increase in graduation. It is a burden on school districts to transcript credits, and they are asking for this change. However, other districts might want to have the option to do it themselves. It will take funding to add to the ESDs' core services. One ESD has been a leader in dropout reengagement, and others are learning from that experience. Another ESD is in process of opening a program.

(Opposed) None.

**Persons Testifying:** Representative Haigh, prime sponsor; and Dana Anderson and Michael Dunn, Association of Educational Service Districts.

**Persons Signed In To Testify But Not Testifying:** Ken Kanikeberg, Office of the Superintendent of Public Instruction; and Marie Sullivan, Washington State School Directors' Association.