

# HOUSE BILL REPORT

## HB 1864

---

### As Reported by House Committee On: Education

**Title:** An act relating to supporting evidence-based strategies to promote high school graduation.

**Brief Description:** Supporting evidence-based strategies to promote high school graduation.

**Sponsors:** Representatives Kilduff, Bergquist, Reykdal, Lytton, Tharinger, Ortiz-Self, Jinkins and Tarleton; by request of Superintendent of Public Instruction.

#### **Brief History:**

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

Education: 2/9/15, 2/19/15 [DPS].

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

- Provides, subject to the availability of funds appropriated for this purpose, that the Office of the Superintendent of Public Instruction (OSPI) shall develop a comprehensive career and college readiness program model, called Career Guidance Washington.
- Tasks the OSPI, subject to funds appropriated for this purpose, with administering a statewide dropout prevention, intervention, and retrieval curriculum or program that meets specified criteria.
- Provides that the longitudinal student data system must be designed to allow efficient delivery of reports that enable school districts to direct program activities to achieve greater success for students, including increasing graduation rates.

---

### HOUSE COMMITTEE ON EDUCATION

**Majority Report:** The substitute bill be substituted therefor and the substitute bill do pass. Signed by 21 members: Representatives Santos, Chair; Ortiz-Self, Vice Chair; Reykdal, Vice Chair; Magendanz, Ranking Minority Member; Muri, Assistant Ranking Minority Member; Stambaugh, Assistant Ranking Minority Member; Bergquist, Caldier, Fagan, Gregory, Griffey, Hargrove, Hayes, S. Hunt, Kilduff, Klippert, Lytton, McCaslin, Orwall, Pollet and Springer.

---

*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.*

**Staff:** Cece Clynch (786-7195).

**Background:**

Comprehensive Career Guidance and Planning Curriculum.

Legislation enacted in 2006 encouraged each middle school, junior high school, and high school to implement a comprehensive guidance and planning program for all students. The purpose of the program is to: support students as they navigate their education and plan their future; encourage an ongoing and personal relationship between each student and an adult in the school; and involve parents in students' educational decisions and plans.

It was specified in statute that a comprehensive guidance and planning program must include:

- a curriculum that could include analysis of students' test results; assessments of student interests and aptitudes; diagnostic assessments of students' academic strengths and weaknesses; use of assessment results in developing students' plans; goal setting skills; planning for high school course selection; independent living skills; and postsecondary options and how to access them;
- regular meetings with a teacher who serves as the student's advisor throughout his or her enrollment at the school;
- student-led parent-teacher conferences for the purpose of demonstrating the student's accomplishments, identifying weaknesses, planning and course selection, and long-term goal setting; and
- data collection that allows schools to monitor student's progress.

According to the Office of the Superintendent of Public Instruction (OSPI), Career Guidance Washington is a new career and college readiness program model designed to prepare all students for their future with support from an advisor or a counselor, and guidance curriculum and tools to develop the High School and Beyond Plan (HSBP). The OSPI indicates that this statewide guidance and life-planning program for middle and high school students has been distilled from earlier college and career planning curricula and incorporates lessons geared to provide tools and templates for the new graduation "Personalized Pathway Requirement" starting with the class of 2019 related to a specific post high school career or educational outcome chosen by the student based on the student's interests and HSBP. The new lessons align with the Common Core State Standards, and are customized to the graduation and course admission requirements for Washington schools.

Dropout Prevention, Intervention, and Retrieval Supports and Programs.

There are a variety of dropout prevention, intervention, and retrieval supports and programs in the state. Among them is the statewide Jobs for Washington Graduates (JWG) which assists young people in staying in school through graduation, as well as reconnecting those students who have dropped out, by providing them an opportunity to attend high school, or a skill center, work toward graduation, and get a job.

The JWG is part of Jobs for America's Graduates (JAG), a state-based national nonprofit organization dedicated to preventing dropouts among young people who are most at-risk. According to JAG, there are 10 common elements in the model: student selection; classroom instruction; adult mentoring; leadership development; guidance and counseling; job and

postsecondary education placement services; linkages to school and community-based services; 12-month follow-up services; accountability system; and technical assistance and professional development.

The JWG uses the national model that relies heavily on data collection. A dedicated staff person, or "specialist", is responsible for creating a student profile, identifying barriers, and delivering a series of model services, including instruction and interventions, that assist in eliminating student barriers. The data collection system tracks not only the student, but also the barrier removal process for each student. Since its pilot year in the 2010-11 school year, the JWG model has grown from 16 to 41 participating schools.

#### Longitudinal Student Data System.

The Comprehensive Education Data and Research System (CEDARS) is a longitudinal data warehouse of educational data. Districts report data on courses, teachers, and students to the OSPI. The CEDARS' primary purpose is to aid research into programs and interventions that are most effective in improving student performance, better understand the state's public educator workforce, and provide information on areas within the educational system that need improvement.

---

### **Summary of Substitute Bill:**

#### Comprehensive Career Guidance and Planning Curriculum.

The definition and minimum components of the earlier comprehensive guidance and planning program model are stricken from statute. Subject to the availability of funds appropriated for this purpose, the Office of the Superintendent of Public Instruction (OSPI) must develop a comprehensive career and college readiness program model. Called Career Guidance Washington, the model is designed to help students make choices through their High School and Beyond Plans (HSBPs) regarding course selection, goal setting, career planning, and postsecondary options, including financial aid. All middle schools, junior high schools, and high schools are encouraged to implement the Career Guidance Washington program model.

Subject to funds appropriated for this purpose, the OSPI must provide support for Career Guidance Washington programs in the schools, including providing ongoing development and improvement of the program model. In partnership with the educational service districts, OSPI must provide professional development, technical assistance, and guidance for districts to implement the program.

In consultation with the State Board of Education (SBE), the OSPI must develop and make available an electronic tool for use in developing and maintaining HSBPs.

Subject to the availability of funds appropriated for this purpose, the OSPI must:

- allocate grants to districts to implement the program;
- allocate supplemental grants to implementing districts that demonstrate a need for additional staff members to provide strategic support and intervention for struggling students; and

- allocate supplemental grants to schools for the development and implementation of behavioral health service coordination and delivery for struggling students. Allowable uses of this grant money include coordinating school-based and community-based mental health and substance abuse evidence-based programming, screening, referral, and case management processes for individual students, and providing mental health promotion and substance abuse prevention through student, staff, family, and community education and awareness efforts.

Dropout Prevention, Intervention, and Retrieval Supports and Programs.

Subject to funds appropriated for this purpose, the OSPI is tasked with administering a statewide program or curriculum, such as Jobs for Washington Graduates (JWG), that meets the following criteria:

- designates and assigns counselors, mentors, or coaches;
- provides group and individual instruction and supports designed to reduce social, emotional, and health barriers to success;
- offers a competency-based curriculum, that includes employability competencies and intensive career exploration and development opportunities;
- makes employment opportunities available, and provides assistance to students in the exploration of postsecondary education opportunities; and
- offers follow up services and support.

The OSPI must also provide professional development, technical assistance, and guidance for school districts, and allocate grants to districts for the purpose of establishing school based programs.

Longitudinal Student Data System.

The longitudinal student data system must be designed to allow efficient delivery of reports that enable school districts to direct program activities to achieve greater success for students, including increasing graduation rates.

**Substitute Bill Compared to Original Bill:**

The requirement that the program for dropout prevention be the Jobs for Washington Graduates (JWG) is removed, and the language is made more generic to include programs, like the JWG, that meet the criteria specified.

---

**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. However, the bill is null and void unless funded in the budget.

**Staff Summary of Public Testimony:**

(In support) This is the Office of the Superintendent of Public Instruction request legislation. It is intended to make sure that every child crosses the finish line. There can be academic and nonacademic barriers to graduation. This bill takes effective strategies and bundles them into a three tiered approach. There are grants to help our most at-risk students and remove barriers to graduation. The Jobs for Washington Graduates (JWG) program works with the most at-risk students and makes sure there is support and follow up. There also is a component in the bill that makes sure there is the ability to assess through data analytics. This bill is funded through the savings achieved with House Bill 1785 regarding assessments. This will help students get over the bar. All students need a career guidance program. Navigation 101 was a grant program, available to only some schools. This pulls out the best elements of Navigation 101 and provides the tool for all students in the state. Those students in greater need would receive the services of the JWG program. The data piece is necessary because these compilations are being done by hand now. Career Guidance Washington will help implement high-quality High School and Beyond Plans. An online tool, that is funded, will be a great resource.

(Oppose) None.

**Persons Testifying:** Representative Kilduff, prime sponsor; Marcia Fromhold, Office of the Superintendent of Public Instruction; and Julia Suliman, Washington State Board of Education.

**Persons Signed In To Testify But Not Testifying:** None.