
HOUSE BILL 1864

State of Washington

64th Legislature

2015 Regular Session

By Representatives Kilduff, Bergquist, Reykdal, Lytton, Tharinger, Ortiz-Self, Jenkins, and Tarleton; by request of Superintendent of Public Instruction

Read first time 01/30/15. Referred to Committee on Education.

1 AN ACT Relating to supporting evidence-based strategies to
2 promote high school graduation; amending RCW 28A.600.045 and
3 28A.300.500; adding a new section to chapter 28A.300 RCW; and
4 creating new sections.

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

6 NEW SECTION. **Sec. 1.** (1) The legislature recognizes that during
7 the past ten years Washington public schools have seen an increased
8 focus on high quality instructional practice, more accurate
9 assessments, and responsive academic interventions. Most recently,
10 Washington has adopted new, rigorous learning standards for English
11 language arts, mathematics, and science that require practical, real-
12 life applications of knowledge that prepare Washington students for
13 success in college, work, and life. In addition, a new twenty-four
14 credit career and college ready framework will be implemented for
15 graduating students in 2019. Schools also have put a great deal of
16 time and effort into ensuring quality teachers and administrators
17 through the teacher-principal evaluation program, a four-tiered
18 system that establishes eight new criteria for teachers' and
19 principals' evaluations.

20 (2) As school districts implement the new rigorous career and
21 college learning standards and graduation requirements, the

1 legislature finds that school guidance counselors and school-based
2 career and college guidance programs play an essential role in
3 preparing students for academic and career achievement. The
4 prototypical school model adopted in 2009 specifies that guidance
5 counselors and graduation advising are necessary to support school
6 districts in offering the minimum instructional program of basic
7 education. The legislature recognizes that, under Article IX of the
8 state Constitution and *McCleary v. State*, the state must provide
9 ample funding for its program of basic education.

10 (3) The legislature finds that the state has increased efforts to
11 meet individual students' academic and social and emotional needs,
12 with the goal of reducing barriers to student success in school.
13 These efforts have included, among several others, the jobs for
14 America's graduates (JAG) program that, through forty-nine jobs for
15 Washington graduates sites, has been shown to keep students engaged
16 successfully by providing them with leadership and employability
17 skills. The jobs for America's graduates program is connected to
18 career and technical education to give students technical skills
19 leading to postsecondary education, apprenticeships, and living wage
20 careers.

21 (4) The legislature further finds that the office of the
22 superintendent of public instruction has developed a comprehensive
23 guidance and planning program called career guidance Washington.
24 Career guidance Washington is a career and college readiness program
25 model designed to prepare students for their futures with guidance
26 curriculum and tools through the development of students' high school
27 and beyond plans. The legislature finds that the program model helps
28 middle school and high school students meet their senior year goals
29 when career guidance Washington is established as a school-wide
30 program.

31 (5) The legislature further finds that school districts that
32 implement a comprehensive multitiered approach have been more
33 successful in increasing graduation rates, especially for students at
34 greatest risk of dropping out. By providing foundational supports for
35 all students, more strategic interventions for struggling students,
36 and even more intensive supports for students in the greatest need,
37 districts have been able to keep students in school, engaged in their
38 education and focused on graduation.

39 (6) The legislature recognizes that, in spite of these
40 foundational efforts, graduation rates in Washington have remained

1 stagnant at approximately seventy-six percent for the past three
2 years. Graduation rates for minority and vulnerable populations
3 remain even lower. These rates are unacceptable if the state intends
4 for all high school students to become college and career ready.

5 (7) To help provide support for all Washington students, the
6 legislature finds that it is essential for school districts to
7 establish school-wide programs that provide comprehensive college and
8 career guidance for middle and high school students through the
9 career guidance Washington program model. For more intensive support,
10 the legislature further intends to establish a grant program in the
11 office of the superintendent of public instruction that will assist
12 school districts to provide comprehensive multitier supports to
13 struggling students, including students with substance abuse and
14 mental health issues. The legislature also intends to establish the
15 statewide jobs for Washington graduates program in the office of the
16 superintendent of public instruction. Finally, to better track
17 education outcomes for the most vulnerable students in the state and
18 assess state programs and efforts, the legislature intends to direct
19 the office of the superintendent of public instruction to develop
20 additional data analytics to assist policymakers and school
21 personnel.

22 **Sec. 2.** RCW 28A.600.045 and 2008 c 170 s 303 are each amended to
23 read as follows:

24 (1) Subject to the availability of funds appropriated for this
25 purpose, the office of the superintendent of public instruction shall
26 develop a comprehensive career and college readiness program model,
27 career guidance Washington, designed to help students make choices
28 through their high school and beyond plans regarding course
29 selection, goal setting, career planning, and postsecondary options,
30 including financial aid.

31 (2) The legislature encourages each middle school, junior high
32 school, and high school to implement ~~((a comprehensive guidance and~~
33 ~~planning program for all students))~~ with all students the career
34 guidance Washington program model identified in subsection (1) of
35 this section. ~~((The purpose of the program is to support students as~~
36 ~~they navigate their education and plan their future; encourage an~~
37 ~~ongoing and personal relationship between each student and an adult~~
38 ~~in the school; and involve parents in students' educational decisions~~
39 ~~and plans.~~

1 ~~(2) A comprehensive guidance and planning program is a program~~
2 ~~that contains at least the following components:~~

3 ~~(a) A curriculum intended to provide the skills and knowledge~~
4 ~~students need to select courses, explore options, plan for their~~
5 ~~future, and take steps to implement their plans. The curriculum may~~
6 ~~include such topics as analysis of students' test results; diagnostic~~
7 ~~assessments of students' academic strengths and weaknesses; use of~~
8 ~~assessment results in developing students' short-term and long-term~~
9 ~~plans; assessments of student interests and aptitude; goal-setting~~
10 ~~skills; planning for high school course selection; independent living~~
11 ~~skills; exploration of options and opportunities for career and~~
12 ~~technical education at the secondary and postsecondary level;~~
13 ~~exploration of career opportunities in emerging and high-demand~~
14 ~~programs including apprenticeships; and postsecondary options and how~~
15 ~~to access them;~~

16 ~~(b) Regular meetings between each student and a teacher who~~
17 ~~serves as an advisor throughout the student's enrollment at the~~
18 ~~school;~~

19 ~~(c) Student-led conferences with the student's parents,~~
20 ~~guardians, or family members and the student's advisor for the~~
21 ~~purpose of demonstrating the student's accomplishments; identifying~~
22 ~~weaknesses; planning and selecting courses; and setting long-term~~
23 ~~goals; and~~

24 ~~(d) Data collection that allows schools to monitor students'~~
25 ~~progress.))~~

26 (3) Subject to funds appropriated for this purpose, the office of
27 the superintendent of public instruction shall:

28 (a) Provide support for ((comprehensive guidance and planning))
29 career guidance Washington programs in public schools, including
30 providing ongoing development and improvement of the ((curriculum
31 described in subsection (2) of this section)) program model; and

32 (b) In partnership with the educational service districts,
33 provide professional development, technical assistance, and guidance
34 for school districts to implement the program.

35 (4) In consultation with the state board of education, the office
36 of the superintendent of public instruction shall develop and make
37 available an electronic tool for use in developing and maintaining
38 high school and beyond plans.

1 (5) Subject to the availability of funds appropriated for this
2 purpose, the office of the superintendent of public instruction
3 shall:

4 (a) Allocate grants to school districts to implement career
5 guidance Washington programs;

6 (b) Allocate supplemental grants to school districts that
7 implement career guidance Washington programs and demonstrate a need
8 for additional staff members to provide strategic support and
9 intervention for struggling students; and

10 (c) Allocate supplemental grants to schools for the development
11 and implementation of behavioral health service coordination and
12 delivery for struggling students. Grant funding under this subsection
13 (5)(c) shall be provided to school districts for the purpose of (i)
14 coordinating school-based and community-based mental health and
15 substance abuse evidence-based programming, screening, referral, and
16 case management processes for individual students, and (ii) providing
17 mental health promotion and substance abuse prevention through
18 student, staff, family, and community education and awareness
19 efforts.

20 NEW SECTION. Sec. 3. A new section is added to chapter 28A.300
21 RCW to read as follows:

22 The statewide jobs for Washington graduates program is
23 established. Subject to funds appropriated for this purpose, the
24 office of the superintendent of public instruction shall:

25 (1) Administer the statewide jobs for Washington graduates
26 program;

27 (2) Provide professional development, technical assistance, and
28 guidance for school districts to implement the statewide jobs for
29 Washington graduates program;

30 (3) Allocate grants to school districts for the purpose of
31 establishing school-based jobs for Washington graduate programs that
32 meet at least the following criteria:

33 (a) The school must designate at least one full-time equivalent
34 staff member as a graduation coach assigned to students who have been
35 identified as needing intensive intervention;

36 (b) The school must provide group instruction and individual
37 student support designed to reduce students' social, emotional, and
38 health barriers to success;

1 (c) The school must offer a competency-based curriculum that
2 includes employability competencies and intensive career exploration
3 and development opportunities;

4 (d) The school must make employment opportunities available for
5 students who participate in the program, and must provide assistance
6 to students in the exploration of postsecondary education
7 opportunities; and

8 (e) The school must offer a twelve-month follow-up service for
9 students and support to graduates for employment or postsecondary
10 enrollment.

11 **Sec. 4.** RCW 28A.300.500 and 2007 c 401 s 2 are each amended to
12 read as follows:

13 (1) The office of the superintendent of public instruction is
14 authorized to establish a longitudinal student data system for and on
15 behalf of school districts in the state. The primary purpose of the
16 data system is to better aid research into programs and interventions
17 that are most effective in improving student performance, better
18 understand the state's public educator workforce, and provide
19 information on areas within the educational system that need
20 improvement. The longitudinal student data system must be designed to
21 allow efficient delivery of reports that enable school districts to
22 direct program activities to achieve greater success for students,
23 including increasing graduation rates.

24 (2) The confidentiality of personally identifiable student data
25 shall be safeguarded consistent with the requirements of the federal
26 family educational rights privacy act and applicable state laws.
27 Consistent with the provisions of these federal and state laws, data
28 may be disclosed for educational purposes and studies, including but
29 not limited to:

30 (a) Educational studies authorized or mandated by the state
31 legislature;

32 (b) Studies initiated by other state educational authorities and
33 authorized by the office of the superintendent of public instruction,
34 including analysis conducted by the education data center established
35 under RCW 43.41.400; and

36 (c) Studies initiated by other public or private agencies and
37 organizations and authorized by the office of the superintendent of
38 public instruction.

1 (3) Any agency or organization that is authorized by the office
2 of the superintendent of public instruction to access student-level
3 data shall adhere to all federal and state laws protecting student
4 data and safeguarding the confidentiality and privacy of student
5 records.

6 (4) Nothing in this section precludes the office of the
7 superintendent of public instruction from collecting and distributing
8 aggregate data about students or student-level data without
9 personally identifiable information.

10 NEW SECTION. **Sec. 5.** If specific funding for the purposes of
11 this act, referencing this act by bill or chapter number, is not
12 provided by June 30, 2015, in the omnibus appropriations act, this
13 act is null and void.

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