

HOUSE BILL REPORT

HB 2553

As Passed House:
February 14, 2014

Title: An act relating to supporting family and community engagement in persistently lowest-achieving schools.

Brief Description: Authorizing competitive grants to persistently lowest-achieving schools to implement models of family and community engagement.

Sponsors: Representatives Pettigrew, Springer, Lytton, Zeiger, Roberts, Gregerson and Pollet.

Brief History:

Committee Activity:

Appropriations Subcommittee on Education: 1/29/14, 2/6/14 [DP].

Floor Activity:

Passed House: 2/14/14, 90-6.

Brief Summary of Bill

- Awards grants to persistently lowest-achieving schools to support implementation of successful models of family and community engagement, if funds are appropriated.

HOUSE COMMITTEE ON APPROPRIATIONS SUBCOMMITTEE ON EDUCATION

Majority Report: Do pass. Signed by 10 members: Representatives Haigh, Chair; Fagan, Ranking Minority Member; Carlyle, Dahlquist, Haler, Lytton, Pettigrew, Seaquist, Sullivan and Wilcox.

Staff: Jessica Harrell (786-7349).

Background:

Legislation enacted in 2010 and 2013 requires that the Superintendent of Public Instruction (SPI) annually identify a list of persistently lowest-achieving schools in the state. The criteria for determining whether a school is among the persistently lowest-achieving are established by the SPI but must also meet all applicable requirements for the receipt of

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federal school improvement grants. The criteria must apply equally to schools that receive, or are eligible to receive, federal Title I funds and those that are not eligible. A persistently lowest-achieving school is defined as one of the lowest-performing 5 percent of schools.

School districts with persistently lowest-achieving schools may be recommended for designation as Required Action Districts (RADs). Each RAD must undergo a comprehensive academic audit and develop a required action plan to be submitted to the State Board of Education. One of the factors to be examined in the audit is levels of family and community involvement. The SPI also publishes a list of research and evidence-based school improvement models that are approved for use in the required action plans. These improvement models must be consistent with a series of specified turnaround principles, one of which is engaging families and communities.

Summary of Bill:

Subject to funds appropriated, a grant is established for schools identified as persistently lowest-achieving to implement successful models of family and community engagement. The grants are awarded on a competitive basis. In addition to being identified as persistently lowest-achieving, in order to qualify for a grant, a school must demonstrate that its academic performance audit and needs assessment indicate a need for improved family and community engagement. The school must develop its grant proposal with input and participation from families and community organizations associated with the school. The length of the grant is limited to three years.

Appropriation: None.

Fiscal Note: Available.

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

Staff Summary of Public Testimony:

(In support) This legislation provides an opportunity for schools to engage the community and parents, an opportunity that other schools have had and used successfully. Schools know their community better than anyone else and know how best to engage the parents within their community.

(Opposed) None.

Persons Testifying: Representative Pettigrew, prime sponsor.

Persons Signed In To Testify But Not Testifying: None.