

SSB 5497 - S AMD 31

By Senators McAuliffe, Holmquist

ADOPTED 03/01/2007

1 Strike everything after the enacting clause and insert the
2 following:

3 NEW SECTION. **Sec. 1.** It is the intent of the legislature that
4 increasing academic success and increasing graduation rates be dual
5 goals for the K-12 system. The legislature finds that only seventy-
6 four percent of the class of 2005 graduated on time. Students of
7 color, students living in poverty, students in foster care, students in
8 the juvenile justice system, students who are homeless, students for
9 whom English is not their primary language, and students with
10 disabilities have lower graduation rates than the average. The
11 legislature further finds that students who drop out experience more
12 frequent occurrences of early pregnancy, delinquency, substance abuse,
13 and mental health issues, and have greater need of publicly funded
14 health and social services. The legislature further finds that helping
15 all students be successful in school requires active participation in
16 coordinating services from schools, parents, and other stakeholders and
17 agencies in the local community. The legislature finds that existing
18 resources to vulnerable youth are used more efficiently and effectively
19 when there is significant coordination across local and state entities.
20 The legislature further finds that efficiency and accountability of the
21 K-12 system would be improved by creating a dropout prevention and
22 intervention grant program that implements research-based and emerging
23 best practices and evaluates results.

24 NEW SECTION. **Sec. 2.** Subject to the availability of funds
25 appropriated for this purpose, the office of the superintendent of
26 public instruction shall create a grant program to local partnerships
27 of schools, families, and communities to begin the phase in of a
28 statewide comprehensive dropout prevention, intervention, and retrieval
29 system. This program shall be known as the building bridges program.

1 For purposes of sections 2 through 7 of this act, a "building bridges
2 program" means a local partnership of schools, families, and
3 communities that provides all of the following programs or activities:

4 (1) A system that identifies individual students at risk of
5 dropping out from middle through high school based on local predictive
6 data, including state assessment data starting in the fourth grade, and
7 provides timely interventions for such students and for dropouts,
8 including a plan for educational success as already required by the
9 student learning plan as defined under RCW 28A.655.061. Students
10 identified shall include students in special education, foster care
11 youth, and youth involved in the juvenile justice system;

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

13 (3) Staff responsible for coordination of community partners that
14 provide a seamless continuum of academic and nonacademic support in
15 schools and communities;

16 (4) Retrieval or reentry activities; and

17 (5) Alternative educational programming, including, but not limited
18 to, career and technical education preparatory programs and online
19 learning opportunities.

20 NEW SECTION. **Sec. 3.** The office of the superintendent of public
21 instruction shall:

22 (1) Identify criteria for grants and evaluate proposals for funding
23 in consultation with the workforce training and education coordinating
24 board;

25 (2) Develop and monitor requirements for grant recipients to:

26 (a) Identify eligible students, including students who both fail
27 the Washington assessment of student learning and drop out of school;

28 (b) Identify their own strengths and gaps in services provided to
29 youth;

30 (c) Set their own local goals for program outcomes;

31 (d) Use research-based and emerging best practices that lead to
32 positive outcomes in implementing the building bridges program; and

33 (e) Coordinate an outreach campaign to bring public and private
34 organizations together and to provide information about the building
35 bridges program to the local community;

36 (3) In setting the requirements under subsection (2) of this

1 section, encourage creativity and provide for flexibility in
2 implementing the local building bridges program;

3 (4) Identify and disseminate successful practices;

4 (5) Develop requirements for grant recipients to collect and report
5 data, including, but not limited to:

6 (a) The number of and demographics of students served including,
7 but not limited to, information regarding a student's race and
8 ethnicity, a student's household income, a student's housing status,
9 whether a student is a foster or youth involved in the juvenile justice
10 system, whether a student is disabled, and the primary language spoken
11 at a student's home;

12 (b) Washington assessment of student learning scores;

13 (c) Dropout rates;

14 (d) On-time graduation rates;

15 (e) Extended graduation rates;

16 (f) Credentials obtained;

17 (g) Absenteeism rates;

18 (h) Truancy rates; and

19 (i) Credit retrieval;

20 (6) Contract with a third party to evaluate the infrastructure and
21 implementation of the partnership including the leveraging of outside
22 resources that relate to the goal of the partnership; and

23 (7) Report to the legislature by December 1, 2008.

24 NEW SECTION. **Sec. 4.** In awarding the grants under section 3 of
25 this act, the office of the superintendent of public instruction shall
26 prioritize schools or districts with dropout rates and truancy rates
27 above the statewide average and shall attempt to award building bridges
28 program grants to different geographic regions of the state. Eligible
29 recipients shall be one of the following entities acting as a lead
30 agency for the local partnership: A school district, a tribal school,
31 an area workforce development council, an educational service district,
32 an accredited institution of higher education, a vocational skills
33 center, a federally recognized tribe, a community organization, or a
34 nonprofit 501(c)(3) corporation. If the recipient is not a school
35 district, at least one school district must be identified within the
36 partnership.

1 NEW SECTION. **Sec. 5.** To be eligible for a grant under section 3
2 of this act, grant applicants shall:

3 (1) Build or demonstrate a commitment to building a broad-based
4 partnership of schools, families, and community members to provide an
5 effective and efficient building bridges program. The partnership
6 shall consider an effective model for school-community partnerships and
7 include local membership from, but not limited to, school districts,
8 tribal schools, secondary career and technical education programs,
9 skill centers that serve the local community, an educational service
10 district, the area workforce development council, accredited
11 institutions of higher education, tribes or other cultural
12 organizations, the parent teacher association, the juvenile court,
13 prosecutors and defenders, the local health department, health care
14 agencies, public transportation agencies, local division
15 representatives of the department of social and health services,
16 businesses, city or county government agencies, civic organizations,
17 and appropriate youth-serving community-based organizations.
18 Interested parents and students shall be actively included whenever
19 possible;

20 (2) Demonstrate how the grant will enhance any dropout prevention
21 and intervention programs and services already in place in the
22 district;

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

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

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

29 NEW SECTION. **Sec. 6.** Educational service districts, in
30 collaboration with area workforce development councils, shall:

31 (1) Provide training to local partnerships established under a
32 grant awarded under section 3 of this act on subjects such as cultural
33 competency, identifying diverse learning styles, and collecting and
34 using performance data;

35 (2) Assist school districts and their partners in identifying
36 effective intervention strategies for students at risk for dropping
37 out; and

1 (3) Provide training to assist in the design of functional
2 sustainability plans including the identification of potential funding
3 sources for future operation.

4 NEW SECTION. **Sec. 7.** (1) The office of the superintendent of
5 public instruction shall establish a state-level work group that
6 includes K-12 and state agencies that work with youth who have dropped
7 out or are at risk of dropping out of school. The state-level
8 leadership group shall consist of one representative from each of the
9 following agencies and organizations: The workforce training and
10 education coordinating board; career and technical education including
11 skill centers; relevant divisions of the department of social and
12 health services; the juvenile courts; the Washington association of
13 prosecuting attorneys; the Washington state office of public defense;
14 the employment security department; accredited institutions of higher
15 education; the educational service districts; the area workforce
16 development councils; parent and educator associations; associations
17 representing students in special education; the department of health;
18 local school districts; community organizations serving youth;
19 federally recognized tribes and urban tribal centers; and the minority
20 commissions.

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

23 (a) Identify and make recommendations to the legislature for the
24 reduction of fiscal, legal, and regulatory barriers that prevent
25 coordination of program resources across agencies at the state and
26 local level;

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

29 (c) Identify research-based and emerging best practices regarding
30 prevention, intervention, and retrieval programs.

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

35 NEW SECTION. **Sec. 8.** Sections 2 through 7 of this act are each
36 added to chapter 28A.175 RCW."

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1 On page 1, line 1 of the title, after "retrieval;" strike the
2 remainder of the title and insert "adding new sections to chapter
3 28A.175 RCW; and creating a new section."

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