

DRAFT

Building Bridges Workgroup

QEC Recommendations

September 21, 2010

ESSB 6403: QEC Recommendations

- State graduation and re-engagement goals
- Phase in the expansion of the Improvement Planning process to include **state-funded, dropout-focused technical assistance** for districts in significant need.
- Provide **staff** to coordinate a K-12 dropout prevention, intervention and reengagement system.
- Graduation coaches, mentors, certified school counselors, and/or case managers for vulnerable students identified as needing a more intensive one-on-one adult relationship

1.a: State-Level Graduation Goal

The QEC should endorse a state level graduation goal of 85% on-time graduation by 2014 and 90% by 2018. These goals can be accomplished by phasing in support for a focused dropout reduction improvement process and an integrated student support system.

1.b. Re-engagement Goal

State-level dropout reengagement goals should be established after baseline data is developed by OSPI.

Building a Dropout Reduction Focused District Improvement Process

2a: District Improvement Planning Coordinators

The QEC recommendations should include funding for 1 to 2 District Improvement Planning Coordinators based the average sized district and on identified need.

These coordinators are needed to provide:

- Assistance in gathering/analyzing local data (including disaggregation);
- Coordination of school and community partnerships and outreach to communities of color, and support for vulnerable student populations;
- Designing/supporting district plans and structures to implement them (structures can include core teams; family support teams, PLCs; other);
- Monitoring implementation of district plans, structures, and organizational culture; and
- Funding and sustainability planning.

2.b and 2.c. Professional Development and Researched-based Interventions

- Provide professional development to implement selected strategies
- Provide funding to implement the research-based interventions identified in the District Improvement Plan

Building the Foundation for Building Level, Student Support Systems

3. Staffing Recommendations

The Quality Education Council should recommend that State Basic Education include funding to assure minimum recommended levels of building-level staff positions, identified in ESSB 6403 are sufficient to fully implement the Student Support Framework.

School Counselors

- Provide prevention /early intervention programs
 - Guidance curriculum that strengthen student and family engagement
 - Individual planning support for academic, career and personal/social needs
- Provide & Coordinate Responsive Support Program
 - Defining & Identifying at-risk students
 - Provide short-term counseling to maximize student educational engagement
 - Coordinate “at-risk” referrals within the school /district & in collaboration with community agencies
 - Coordinate student assistance team efforts
 - Provide professional development to staff to increase student / family engagement and other protective factors

Graduation Specialists/ Advocates

- Work with students to develop graduation plans
- Help create a welcoming atmosphere to the school considering multicultural needs of the community
- Assist school counselors with connecting students to supports that will lead to diplomas
- Assist school administration regarding student disciplinary issues that affect graduation
- Assist staff in adapting curriculum and instruction to help at-risk students
- Provide training to parents/guardians of students as at-risk of not graduating
- Gather and analyze data for assessing and monitoring student progress

3.a and 3.b: Key Staffing Recommendations

Staff	Current Funding Status	Elementary (400)	Middle (432)	High (600)
School Counselors	Elementary (.49) Middle (1.12) High (1.91)	1.0	1.7	2.0
Graduation Specialists/ Advocates	N/A	N/A	1	1.5

3c: Student Support Staff

The Quality Education Council should recommend enhancements in the State Basic Education funding formula for student support staffing in districts serving student populations with graduation rates significantly below state average, and high numbers of vulnerable youth (i.e. homeless, foster care, juvenile justice), to provide focused assistance to reduce barriers to learning.