



2019 LEGISLATIVE PRIORITIES

Mid-Session Update

Student Supports

Increase access to students supports by creating a pilot program for districts to implement systems to meet students' needs, such as mental health services, physical health services, and social emotional learning.

Senate Bill 5903 Concerning children's mental health

5903 expands or supports aspects of the mental health provider pipeline, establishes a mental health support pilot for schools, and requires ESDs to create cohesive behavioral health services and PD in their districts. It also finds that Medicaid rates should be raised to mirror Medicare rates, and subject to appropriation asks UW to convene a workgroup to create a statewide system of multi-tiered school supports (MTSS).

STATUS: 5903 passed the Senate 47-0, and is scheduled for a hearing in the House Human Services & Early Learning Committee 3/26, passed out of committee 3/28 and referred to Appropriations.

Senate Bill 5315 Increasing student support staff in the prototypical school funding model.

5315 would have increased the staffing ratios for school nurses, social workers, and psychologists in elementary, middle, and high school prototypical school formulae, and increased guidance counselor staffing ratios in elementary and middle school prototypical school formulae.

STATUS: Although the bill passed its policy committee and Ways & Means, it did not make it out of the Senate Rules committee.

Dual Credit

Increase equitable access to dual credit opportunities by requiring students meeting standard on state assessments be enrolled in the next most rigorous course, including AP, IB, Cambridge, College in the High School, and Running Start.

Supporting students through graduation

Support districts in developing and implementing early intervention and support systems including the resources needed to implement an effective multi-tiered student support systems so students can see a path toward graduation.

High School and Beyond Plan

Improve implementation of high quality High School and Beyond Plans by directing targeted resources toward improving career and college counseling services in middle school.

Senate Bill 5343 An act relating to facilitating high school success.

5343 would have legislated automatic enrollment in advanced courses for students who met certain standards on state testing (Academic Acceleration); would have required districts to allow any student to enroll in dual credit options and to pay for exam fees if they are FRL eligible; would have allowed LAP funds to be spent on supports

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and interventions for students identified as off-track through early warning and prevention data systems with a focus on supporting students in their first year of middle school and high school; would have required schools to have early warning & prevention data and support systems by 2020-21; and would have required the implementation of a comprehensive guidance plan at each school.

STATUS: Although the bill passed its policy committee, it did not get heard in the Ways & Means committee. However, requiring Academic Acceleration statewide has been amended onto House Bill 1599, which moved out of the Senate Early Learning and K-12 Committee on 3/25 (see below). We are optimistically engaged with legislators about securing restricted funding for increased guidance counselors and a pilot program for identifying and supporting freshmen at risk of not graduating.

Graduation Requirements

Maintain a rigorous, 24-credit high school diploma that prepares students for their next step after high school.

Senate Bill 5014 **Reducing state assessment requirements to only those required for federal purposes in order to facilitate removal of inequitable barriers to students**

Would have delinked assessments from high school graduation.

STATUS: Never heard past policy committee.

Senate Bill 5146/House Bill 1121 **Flexibility in high school graduation requirements (by req. SBE)**

Would have changed 2-credit waver basis to “individual student circumstances” rather than “unusual circumstances”; would have extended OSPI appeal process to students in all classes rather than just those in 2014-18 if they've successfully completed college level work in that area, been admitted to college, entered the military, or received a postsecondary scholarship. Would have allowed SBE to establish a workgroup on competency-based crediting.

STATUS: 1121 never made it past its policy committee, 5146 made it past the policy committee but was not heard by Ways & Means.

House Bill 1599 **Promoting career and college readiness through modified high school graduation requirements.**

Removes CIA/CAA distinction, delinking assessment from graduation; requires students to demonstrate college/career readiness via one of eight pathways that must align with the HSBP; the eight pathways include meeting standard on statewide assessments, complete & qualify for college credit in dual credit courses in ELA & Math; earn high school credit in a Bridge to College course in ELA & Math; get a C+ or better in an AP, IB, or Cambridge International class; meet a state-set standard on the SAT or ACT Math & ELA tests; “meet standard” on the ASVAB; or “complete a sequence of career and technical education courses, including those leading to workforce entry, state or nationally approved apprenticeships, or postsecondary education, that meet specific statutory criteria.” Also extends OSPI waivers for graduation requirements for qualifying students, directs OSPI to contract with a vendor to create a statewide online electronic platform for HSBPs, and directs the SBE to convene a mastery-based learning workgroup.

STATUS: Passed the House 97-4, Passed out of the Senate EL & K-12 Education Committee on 3/25, amended to include academic acceleration language from 5343 (see above).



Senate Bill 5548

Providing multiple pathways to a meaningful high school diploma (by req. OSPI)

5548 would have removed the CIA/CAA distinction, delinked assessments from graduation, made minor commonsense modifications to the HSBP (such as reflecting students received information on financial aid options), and required that students meet one of five pathways to graduation: (1) earning ELA and math high school credit in a Bridge to College, CTE, or apprenticeship prep program; (2) successful acceptance into an apprenticeship program; (3) meeting or exceeding state standard on SBAs, ACT, SAT, AP, or IB exams; (4) “passing” the ASVAB; or (5) “passing” an “industry-based exam.” It also changed the statewide science assessment to applied sciences & engineering, rather than biology.

STATUS: Passed out of its policy committee, but was never heard in the Rules committee.

House Bill 1720

Reducing state assessment requirements to only those required for federal purposes in order to facilitate removal of inequitable barriers to students.

Straight delink bill.

STATUS: Heard but not voted on by its policy committee.

State Need Grant

Ensure equitable access to postsecondary opportunities by fully funding the State Need Grant and including in budget forecasts going forward.

Senate Bill 5393

Establishing a statewide free college program by changing the state need grant to the Washington college promise scholarship.

Changes name of State Need Grant, updates language, and makes it an entitlement program for students at or below 110% the federal poverty level. Also requires the Caseload Forecast Council to estimate the anticipated caseload.

STATUS: Passed the Senate 27-18 and was heard in the House College & Workforce Development committee on 3/19 and scheduled for executive session on 3/26, 3/27, and 3/28, but no action was taken.