Building Bridges Workgroup

Report to the Legislature

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Executive Summary

Introduction

In 2007, the Legislature passed Substitute House Bill (SHB) 1573, which established the Building Bridges Workgroup. The Workgroup is charged with reporting to the Legislature and the Governor annually with recommendations for implementing emerging best practices in dropout prevention, intervention, and retrieval programs; needed additional resources; and the elimination of fiscal, legal, and regulatory barriers that prevent coordination of local and state programs. In the December 2008 report, the Building Bridges Workgroup called attention to the 20,122 students who dropped out of school in the 2007–08 school year. To address this significant and costly problem, the Workgroup recommended the state take the following steps to build a statewide dropout prevention, intervention, and retrieval system by:

- Creating a clear vision and goals to address the dropout issue and direct state agencies to work with each other and with schools, families, and communities to achieve those goals.
- Providing school districts with the resources and systems to plan and develop dropout prevention and intervention programs.
- Creating a dropout retrieval system which provides a meaningful career pathway option for students who have dropped out and are not likely to return to the K–12 school system.

The 2009 Legislature failed to act on these recommendations and, in fact, reduced the level of funding for the Building Bridges Grant Program. A recent analysis by the Washington Institute for Public Policy indicates that the annual savings to taxpayers by preventing one student from dropping out is $10,500 in 2009 dollars (See Appendix A).

The recently completed evaluation of the Building Bridges Grant Program shows that the program is having a statistically significant impact on reducing the dropout risk and re-engaging former dropouts in education. Key measures of progress include:

- Increased earned credits towards graduation.
- Increase in the percentage of students on track for on-time graduation.
- Improved social emotional adjustment.
- A reduction in school risk behaviors (suspensions).

In the recent budget proposal, the Governor called for the complete elimination of the Building Bridges Grant Program and additional programs supporting vulnerable students. While the current economic situation facing this state makes it difficult to provide an increase in the dollars committed to the Building Bridges Grant Program, level funding is essential. This program is fundamental not only to the development of best practices and strategies in dropout prevention and intervention, but it is also a critical component of Washington State's Race to the Top proposal.

The lessons learned from the Building Bridges Grant Program point the way to the steps the state can take to build an adequate policy framework, promote collaboration between systems serving vulnerable students, and provide incentives for local school districts to partner with their community to build a comprehensive dropout prevention, intervention and retrieval system in their community.

Recommendations

1. Building Accountability for High School Graduation

The Building Bridges Workgroup is in an excellent position to provide input on an annual basis to the Quality Education Council to assist them in their charge to set goals and develop dropout reduction strategies. Specifically, the Workgroup can make recommendations on the parameters of the school system's responsibility to support "at-risk" or vulnerable students through the program of "basic education." Inadequate funding hampers school district efforts to assist vulnerable students. It is not reasonable to expect school districts to improve their graduation rates when there are not adequate resources, accountability frameworks, or financial incentives to do so.

A Building Bridges grantee, Reinvesting in Youth of King County, developed an excellent guide that could be embedded in the school improvement planning process to assist districts in dropout prevention and intervention planning and implementation. A policy to require this type of planning effort should be developed by the State Board of Education, and a dropout focused school improvement component to support this planning effort should be developed by the Office of Superintendent of Public Instruction (OSPI) for review by the Quality Education Council and implementation by the legislature.

Recommendation 1a: The Legislature should direct the Building Bridges Workgroup to provide annual recommendations for dropout prevention and intervention strategies to the Quality Education Council, including the appropriate recommended formula(s) for basic education funding.

Recommendation 1b: The Legislature should direct the State Board of Education to establish criteria for priority school districts that need significant improvement in their graduation rates and amend the school improvement planning regulations to require dropout-specific school improvement planning and implementation by priority school districts.

Recommendation 1c: The Legislature should direct OSPI to develop recommendations for a dropout specific component to be added to the school improvement program.

Recommendation 1d: The Legislature should establish a dropout prevention recognition program that provides incentives for schools to improve their graduation rates.

2. *Building the Foundations of a Comprehensive Student Support Structure*

In partnership with members of the Building Bridges Data and Best Practices committees, OSPI formed a Breakthrough Action Team (BAT) in the fall of 2008. This team was charged with the development and piloting of a dropout early warning and intervention system in a Building Bridges grant location. The newly developed system utilizes the student information data system to identify students at risk of dropping out of school, and provides a framework for effective educational planning and appropriate intervention programming and support services. They continue to work on developing this type of K–12 dropout early warning and intervention system (DEWIS) in current Building Bridges grantee sites. To support the expansion of this type of a system to other districts, the Data Governance Workgroup established under Engrossed Substitute House Bill (ESHB) 2261 will need to ensure that the appropriate student and programmatic data elements are present in any statewide data system that is developed.

Based on local program outcomes and the results of the program evaluation conducted by Washington State University, OSPI is working with current Building Bridges grantees to build a tiered "response to intervention" framework for student support. Critical elements of this student support structure include:
- Early identification of "at-risk" students utilizing timely student data.
- The provision of increasingly intensive academic and nonacademic supports.
- Multidisciplinary school/community student support teams.

The Office of Superintendent of Public Instruction can provide critical leadership to support local school districts' work on the dropout issue by coordinating existing programs and those offered by community partners through the development of a comprehensive high school graduation initiative.

Recommendation 2a: The Data Governance Workgroup established in ESHB 2261 should develop the elements needed to support a dropout early warning and intervention system (DEWIS).

Recommendation 2b: OSPI should continue to coordinate and develop the fundamental components of a comprehensive high school graduation initiative utilizing lessons learned to date and make recommendations by December 2010 for further implementation.

3. Building a Coordinated State and Local Infrastructure

The Building Bridges Workgroup believes there is a need for the state to develop the infrastructure for a more coordinated effort at the state and regional/county level to build and sustain school, community, and family partnerships. State agencies serving vulnerable youth should be directed to appoint a representative to the Building Bridges Workgroup and coordinate their efforts. High-level state officials need to be engaged in a coordinated or consolidated structure designed to develop a coordinated agenda, a performance accountability system, and a common language that speaks to the education, social service, public health, and juvenile justice communities.

Recommendation 3a: The Legislature should revise the membership of the Building Bridges Workgroup to ensure representation from agencies serving vulnerable youth.

Recommendation 3b: The Legislature should direct the Building Bridges Workgroup to make recommendations by December 2010 on building a more coordinated state and regional infrastructure for providing services for vulnerable youth.

4. Building a Student Re-engagement System

While prevention and intervention efforts will go a long way to address the needs of students currently enrolled in school, the 20,000 plus students who have consistently dropped out every year in Washington prove that there is a need to develop a retrieval system as part of our basic education system. This system must provide an alternative educational pathway for 16 to 21 year old youth who are not likely to return to high school but who still need an education in order to become economically self-sufficient and to contribute as part of our state's workforce. While prevention and intervention efforts will help address this problem, local school districts will still face significant challenges in retrieving the dropouts who are so far behind in credits that graduation is unlikely.

Recommendation 4a: The Legislature should act on the Building Bridges Workgroup's 2008 recommendations to create a student re-engagement system funded through the Basic Education Allocation.

Recommendation 4b: The Legislature should reintroduce legislation that incorporates the language of SHB 1418 with two revisions:
1. The legislation should emphasize that school districts will have the flexibility to design and offer dropout re-engagement programs of their choosing as long as such programs have all the program elements listed in the definition of "eligible program."
2. The bill should provide school districts with an additional option for providing re-engagement programs through an interlocal agreement with another district or other districts to operate or participate in a regional program.

5. *Building Relevant Education Programming for Students*

While there is no single reason why students dropout of high school, some of the most frequently cited reasons students report for dropping out include the following: a perception that school is boring; feeling unmotivated; and a lack of curriculum relevance to the real world. Preventing dropouts requires providing relevance for students. Comprehensive career guidance and career and technical education (CTE) coursework can provide that relevance by connecting the coursework they are taking with their career interests. Navigation 101, a comprehensive career guidance and counseling program, has shown promise in improving the graduation rate. Additionally, studies have shown that CTE can have a positive effect in preventing at-risk students from dropping out. Since the 2006–08 biennium, the legislature has invested in the replication of Navigation 101 and increased its commitment to CTE. The Legislature should maintain these commitments in the short term and expand the investment in these programs in the future.

Local school districts are also innovating by providing career-themed high schools or "career academies." *A Technical High School Study Report* commissioned by the Legislature was released in September of this year and calls for creating "technical innovation high schools" to "provide increased access to highly engaging, rigorous, and contextualized educational experiences for high school students."

Recommendation 5a: The Legislature should direct the Building Bridges Workgroup to make recommendations to the Quality Education Council for adequate funding to fully implement comprehensive school guidance and counseling programs statewide.

Recommendation 5b: The Legislature should continue to support expansion of career and technical education programming, including equivalency course crediting, middle school CTE, CTE programs in high-demand fields, skill centers, secondary I-BEST programs, career academies, and the development of technical innovation high schools.

I. Background

1. Overview

a. Substitute House Bill (SHB) 1573, Building Bridges

Grant Program: In 2007, the Legislature passed Substitute House Bill (SHB) 1573, which charges the Office of Superintendent of Public Instruction (OSPI) with the implementation of the Building Bridges Grant Program. The legislation requires the development of a grant program directing school/community partnerships to develop comprehensive dropout prevention, intervention, and retrieval systems at the local level.

State-Level Workgroup: The 2007 legislation also established the Building Bridges Workgroup. The Building Bridges Workgroup has issued two reports since its creation. Appendix A is an Executive Summary of the December 2008 recommendations of the Workgroup. In 2009, The National Governor's Association (NGA) issued *Achieving Graduation for All, A Guide to Dropout Prevention and Recovery* which confirmed many of the recommendations in the 2008 Workgroup report, specifically citing the Building Bridges Grant Program and creation of a workgroup as actions states should take.

b. Quality Education Council

In 2009, the Legislature passed ESHB 2261, major legislation intended to define and fund the basic program of education that impacts the dropout issue. The bill created a Quality Education Council (QEC) charged with the oversight and implementation of major education reform.

Among other duties, the QEC is required to identify measurable goals and priorities for the educational system in Washington State for a ten-year time period, including the goals of basic education and ongoing strategies for coordinating statewide efforts to eliminate the achievement gap and **reduce student dropout rates**. The legislation also established a K–12 data governance group within OSPI to assist in the design and implementation of a K–12 education data improvement system for financial, student, and educator data. The data system is to include a subset of student information elements to serve as a **dropout early warning system**.

2. **Building Bridges Grant Program**

   a. **2007–09 Grantees**

   - Ferndale School District
   - Mount Vernon School District
   - Granite Falls School District
   - Snohomish Workforce Development Council (WDC)
   - Pasco School District
   - Northwest Community Action Center
   - West Valley School District (Spokane)
   - Educational Service District 112
   - Educational Service District 113
   - Communities in Schools Tacoma
   - Squamish Tribe
   - Educational Service District 121 (Reinvesting In Youth)
   - Federal Way School District
   - Communities in School Seattle

   b. **2007–09 Project Highlights and Lessons Learned**

   In the first 18 months of operation, local Building Bridges Grant Program outcomes and the results of the program evaluation conducted by Washington State University (WSU) indicate this grant program is having a significant impact on student achievement.

   Local Building Bridges Grant Projects report positive student outcomes in the following areas:
   - Decrease in student absences.
   - Increase in grade point averages.
   - Increase in credits earned.
   - Passing scores on the 10th grade reading and math Washington Assessment of Student Learning (WASL).
   - Retrieving and retaining (keeping in school) students who had previously dropped out.

   The Building Bridges Grant Program yielded several promising practices including:
   - A Dropout Early Warning and Intervention System to utilize timely student data to identify risk, track interventions, and monitor progress.
   - Student advocates and support teams (school and community) to provide and monitor interventions.
   - *Dropout Prevention Planning Guidebook: A Guide for School District Planning and Self-Assessment.*
   - Student-led dropout prevention campaign: Destination Graduation.
   - Dropout recovery services.

- Multiple pathways for students to re-engage in education including:
  - Establishment of a night program to serve students who had previously dropped out.
  - Development of credit retrieval options.
  - Differentiated curriculum offerings.
  - Career development supports.
  - Dropout recovery outreach.

Based on program outcomes, the findings of the Washington State University evaluation, and current literature, the following strategies are now required elements of the 2009–11 Building Bridges Grant Program:
- Utilization of a **Dropout Early Warning and Intervention System** that uses quality student data to identify students at risk; has a multidisciplinary school/community *student support team* to put students into interventions and regularly monitor student progress and make adjustments as necessary; employs student advocates to provide *intensive, individual case management* to students identified at the highest risk levels; and, engage in *dropout recovery efforts* with students who have previously dropped out.
- Development and implementation of a **Response to Intervention framework** that provides progressively intensive academic and student support interventions.

With the 2009 reduction and in some cases the elimination of Building Bridges grant funding, many grantees found the level of sustainability of dropout efforts was dependent on how well these efforts were built into existing programs and school reform efforts. If dropout prevention, intervention, and retrieval efforts are going to be successful and sustainable, they must be intentionally addressed and incorporated into existing programs and school reform efforts such as:
- Comprehensive Guidance and Counseling.
- Student Advisory Programs–Navigation 101.
- District and School Improvement Planning.

c. Grant Evaluation Summary

The Washington State University evaluation of the Building Bridges Grant Program finds that it demonstrated statistically significant success in reducing dropout risk. Programs identified the most "at-risk" students for services under the Building Bridges Grant. In a one year period, the program demonstrated significant gains in credits earned and social adjustment with more intensively engaged students. Some of those gains include the following:
- Building Bridges services resulted in significant increases in credits earned by students at risk of dropping out of school.
- Students with greatest needs (lowest levels of credits earned) received the most services and gained the most in credits earned.
- Students receiving both academic and nonacademic services showed the greatest academic gains.

- Engaging dropouts requires distinct identification and engagement strategies outside of conventional school strategies for supporting enrolled students.

d. 2009–10 Grantees

Building Bridges grants were awarded to the following organizations:
- Granite Falls School District.
- Communities in Schools-Seattle.
- Communities in Schools-Tacoma.
- Educational Service District 113 (serving Mason County).
- Pasco School District.

3. Building Bridges State-Level Workgroup

The Building Bridges Workgroup is charged with reporting to the Legislature and the Governor annually with recommendations for implementing emerging best practices in dropout prevention, intervention, and retrieval programs; needed additional resources; and the elimination of fiscal, legal, and regulatory barriers that prevent coordination of local and state programs. After the December 2008 Building Bridges Workgroup report, the following committees continued to address the dropout issue.

a. Collaboration Committee

The 2007 Legislature, in SHB 1573, directed the Building Bridges Workgroup to "identify and make recommendations for the reduction of state fiscal, legal and regulatory barriers, which prevent coordination of dropout program resources across agencies at the state and local levels." As a follow-up to its recommendations in the 2008 report, the Building Bridges Workgroup Collaboration Committee adopted the following objectives for the 2009 Report to the Legislature:
- Develop recommendations on state policies, programs, and procedures that can lead to closer coordination between public education and social services, and workforce agencies in order to provide wrap-around services for targeted youth.
- Develop recommendations for adoption by youth-serving agencies of dropout-related performance measures and benchmarks for targeted youth populations.
- Develop recommendations regarding the creation and support for sustainable partnerships in school communities throughout the state.

b. Best Practices Committee

SHB 1573 also directed the Workgroup to make recommendations regarding the improvement of state data systems and to identify and make recommendations regarding research-based and emerging best practices regarding prevention, intervention, and retrieval programs.

In the 2008 Building Bridges Workgroup report, the Student Identification/Early Warning Subcommittee recommended that legislative enhancements to public education should include basic education funding for school districts to develop and use quality data to support early warning data systems, as developed by OSPI. Such Systems would analyze school and district dropout patterns and provide in-time student progress monitoring. In addition, the Best Practices Prevention and Intervention Subcommittees recommended legislative enhancements to public education to include basic education funding for programs and support systems that motivate students and address academic and nonacademic barriers to learning.

The work of the Best Practices Committee during 2009 has been focused on developing a dropout early warning and intervention system and building a model for an integrated student support system.

c. Re-engagement Committee

The "re-engagement committee" was formed as a result of the legislative charges from SHB 1573. Specifically, this committee focused on dropout retrieval program recommendations that were research-based and grounded in educational best practices. The development and tracking of performance measures, benchmarks, and outcomes (including student demographics) were also considered.

The December 2008 Building Bridges Workgroup Report contained a recommendation for the development of a dropout retrieval system for 16 to 21 year old youth who are not likely to return to high school. This subcommittee continued to focus on the development of such a system in 2009.

II. Recommendations

1. Building Accountability for High School Graduation

Background:

The Legislature is currently considering a new definition of basic education, funding needed to support that definition, the data system required to support the system, and the accountability system that needs to be in place. The Quality Education Council is the body that oversees the implementation of these new definitions and systems. They have also been charged with developing ongoing strategies for coordinating statewide efforts to reduce student dropout rates. The Building Bridges Workgroup can provide input on an annual basis to the Quality Education Council to assist them in developing these dropout reduction strategies.

As the funding of school reform has been studied over the last several years, the responsibility of the school system to support "at-risk" or vulnerable students through the program of "basic education" has been debated. Proposals before the Washington Learns Committee called for funding a staff position to partner with families and the community. In December 2008, the Building Bridges Workgroup recommended that legislative enhancements to public education should include basic education funding for programs and support systems that motivate students and address academic and nonacademic barriers to learning.

State and school district policies and funding often hamper efforts to assist vulnerable students. There are no specific incentives for school districts to reduce the number of dropouts. Accountability for ensuring that students graduate is lacking under the federal Elementary and Secondary Education Act (ESEA) legislation since the law impacts only Title I schools. Most secondary schools are not Title I schools because secondary students do not provide the necessary information to qualify themselves as eligible for free and reduced-price meal status. Local school district attendance and discipline policies often have a negative impact on vulnerable students. These students also demand more time and resources; schools, however, do not receive adequate funding to mitigate their barriers to learning, particularly the nonacademic barriers to learning. As an example, there is no funding under RCW 28A.225.030, sometimes referred to as the Becca Bill, for preventative interventions prior to referrals to juvenile court for students with attendance problems. It has also been suggested that the ESEA discourages schools from investing resources with dropouts because these students may negatively impact their accountability measures.

While local school districts cannot, by themselves, reduce barriers to learning for all students, they are essential players in any systemic, collaborative efforts to prevent dropouts and provide support services for vulnerable students. In its barrier reduction survey, the Collaboration Committee found that there are definitive disincentives to partnership-building in the school system.

For school districts willing to prioritize the dropout issue, such as the Building Bridges grantee- "Reinvesting in Youth of King County," the development of a dropout prevention planning and implementation guide aimed at school improvement planning becomes possible. The guide provides tools for district-level assessment and planning, forming a "community-action" or student support team, and developing and implementing an action plan. The Colorado Legislature enacted a bill this year requiring school districts to engage in a similar process. We believe this type of effort needs to be required for school districts that need significant improvement in their graduation rates. Technical assistance from expert facilitators should also be provided for these school districts because many educators do not have the professional background to determine appropriate interventions for vulnerable students.

The Building Bridges Workgroup recommends that the following strategies for dropout prevention and intervention be incorporated into the education reform effort:

Recommendation 1a: The Legislature should direct the Building Bridges Workgroup to provide annual recommendations for dropout prevention and intervention strategies to the Quality Education Council.

By September 2010, the recommendations should include the following:
1. A recommended goal and annual targets for the percentage of students in the state that should graduate from high school, and a recommended goal and targets for the percentage of youth in the state who have dropped out of school that should be re-engaged in education and be ready for work on college.
2. The appropriate recommended formula(s) for basic education funding for school district coordination of dropout prevention and intervention efforts and a plan for phasing in the formula(s) beginning in 2011–13.

Recommendation 1b: The Legislature should direct the State Board of Education, with the advice of the Building Bridges Workgroup, to establish criteria for priority school districts that need significant improvement in their graduation rates and amend the school improvement planning regulations to require dropout-specific school improvement planning and implementation by priority school districts.

The proposed rule should be presented to the 2010 Legislature and specify shall include a requirement that school districts in significant need of improvement and assistance related to high school graduation rates plan and implement a school district dropout prevention and intervention system that includes:
1. Conducting a comprehensive assessment.
2. Developing a dropout early warning and intervention data system.
3. Engaging in goal setting and action planning to develop and implement strategies for academic and nonacademic student supports, based on a response to intervention model.

4. Establishing a Building Bridges Student Support Team to provide comprehensive support services and improve outcomes for vulnerable students.

Recommendation 1c: The Legislature should direct OSPI to develop, by September 2010, recommendations for a dropout-specific component to be added to the School Improvement Program.

The program should provide a cadre of state-level facilitators to work with school districts in significant need of improvement and assistance related to high school graduation rates. The program recommended should include technical assistance in identifying and implementing effective, research-based strategies for student engagement and dropout prevention, intervention, and retrieval.

Recommendation 1d: The Legislature should establish a dropout prevention recognition program that provides incentives for schools to improve their graduation rates.

2. Building the Foundations of a Comprehensive Student Support System

Background:

In the 2008 Building Bridges Workgroup report, the Student Identification/Early Warning Subcommittee recommended that legislative enhancements to public education should include basic education funding for school districts to develop and use quality data in order to implement and maintain early warning data systems, as developed by OSPI, that analyze school and district dropout patterns and provide in-time student progress monitoring. In addition, the Best Practices Prevention and Intervention Subcommittees recommended legislative enhancements to public education to include basic education funding for programs and support systems that motivate students and address academic and nonacademic barriers to learning.

Guided by the above recommendations and current national dropout prevention and intervention research, OSPI formed a Breakthrough Action Team (BAT) to develop and pilot a dropout early warning data and intervention system in a Building Bridges grant location. This was a collaborative effort with the Shelton School District, Educational Service District 113, and the Washington School Information Processing Cooperative (WSIPC). The project continues and is now expanding into the elementary schools in the Shelton School District.

Valuable lessons were learned in developing a Dropout Early Warning and Intervention System (DEWIS). In addition to identifying students at risk of dropping out of school, DEWIS provides a framework for educational planning that is outcome-oriented and promotes greater involvement and ownership in the decision-making process by key stakeholders. The primary benefit of this type of systematic planning includes the ability to identify and describe, in consistent terms, those students who are at greatest risk of academic failure so that

intervention can occur early. Other benefits include the ability to correlate, with aretroactive view overtime, specific interventions to academic success, thereby allowing schools to confidently develop and implement appropriate intervention programming.

OSPI is also continuing to work with current Building Bridges grantees to build a tiered "response to intervention" framework for student support. The evaluation of the Building Bridges grantees has shown that the most effective prevention and intervention efforts address both academic and nonacademic barriers to student learning. OSPI administers a number of programs that provide support for students with barriers to learning—in addition to the Building Bridges Grant Program—and is currently reviewing the role each plays in building a "response to intervention" framework. These programs include state and federal funded Bilingual Education, Special Education, Readiness to Learn, the Learning Assistance Program, Community Learning Centers, School Food Services, Student Health, Student Safety, Institutional Education, and a number of additional learning and teaching support programs. If dropout prevention, intervention, and retrieval efforts are going to be successful and sustainable, they must be intentionally addressed and incorporated into existing programs and school reform efforts. The most critically important are:

- Comprehensive Guidance and Counseling.
- Student Advisory Programs–Navigation 101.
- School Improvement Planning.

By providing a state-level coordinated focus on the dropout issue and programs related to student engagement and nonacademic supports, OSPI could facilitate collaborative efforts at the local level to build a comprehensive dropout prevention, intervention, and retrieval system similar to the "response to intervention" model.

A critical lesson learned in the Building Bridges Grant Program is the need for school districts to build partnerships with families and organizations in the local community to assist in planning and providing the support services that students need. A major objective of the Building Bridges Collaboration Committee this year was to determine how the state can build and support effective school, family, and community partnerships. Attachment E is a statewide map of these efforts compared with school districts that have below-average high school graduation rates.

The Building Bridges Collaboration Committee also continued research begun last year by its Local Partnership Subcommittee on effective school, community, and family partnerships. Experts across the country, as well as practitioners in this state, have identified the characteristics of effective partnerships. Attachment F is a summary of the research on effective school, community, and family

partnerships. The Building Bridges Workgroup is aware of communities in Washington State that are building school and community partnerships that exhibit a number of these characteristics including, but not limited to, current Building Bridges grantees.

In the barrier reduction survey conducted by the Building Bridges Workgroup Collaboration Committee last year, local practitioners indicated that they needed funding outside of caseloads to collaborate across agencies and build a partnership. They also strongly called for more funding in general to support case managers, advocates, and coaches to work directly with kids and provide appropriate services. The procurement of significant additional funds to support partnership-building activities and to provide additional services would be a major incentive to engage in collaborative efforts. Given the current state budget scenario, key leaders should pursue additional funding through a joint initiative with a private foundation that has an interest in and/or history of supporting school, community, and family partnerships.

Recommendation 2a: The Data Governance Workgroup, established in ESHB 2261, should develop a data system that includes a universal screening tool to identify students at risk of dropping out, catalogues interventions, and monitors student progress towards graduation as integral elements of a dropout early warning and intervention system (DEWIS).

Recommendation 2b: OSPI should continue to coordinate and develop the fundamentals of a comprehensive, coordinated high school graduation system, utilizing lessons learned to date and make recommendations by December 2010 for further implementation, including:
- Further development of the dropout early warning and intervention system.
- Building a "response to intervention" model for a comprehensive, integrated approach to providing academic and nonacademic student supports.
- Coordinating existing statewide programs and school reform efforts in support of dropout prevention and intervention efforts.
- Developing standards and a process for recognizing partnerships that are willing to work with local school districts to build comprehensive dropout prevention, intervention, and retrieval systems.
- Pursuing state-level public and private partnerships to provide support for system development.

3. Building a Coordinated State and Local Infrastructure

Background:

Last year, the Building Bridges Workgroup Collaboration Committee conducted a survey of state agency staff, and people who work with struggling youth in local communities, on the barriers to collaboration. Survey respondents expressed the concern that many youth are lost or their needs are ignored because schools do

not have information about which students are struggling with homelessness, domestic abuse and other forms of trauma, substance abuse, mental health issues, or other nonacademic problems. They identified data-sharing problems, insufficient professional development across agencies about the needs of and services for at-risk youth and cultural diversity, and unfamiliarity with services provided by other youth-serving agencies as significant barriers to collaboration. State agencies serving vulnerable youth should be directed to appoint a representative to the Building Bridges Workgroup and coordinate their efforts to reduce these barriers to local community collaboration, particularly for local school, community, and family partnerships that are willing and able to build comprehensive dropout prevention and intervention systems.

The Building Bridges Workgroup believes there is a need for the state to develop the infrastructure for a more coordinated effort at the state, regional, and county levels to build and sustain school, community, and family partnerships. The federal Shared Youth Vision recommends forming a state collaborative as a key strategy for supporting vulnerable children and youth. The Forum for Youth Investment recommends the formation of a state-level cabinet or council of the heads of government agencies with youth-serving programs to meet on a regular basis with the goal of coordinating services, developing a common set of outcomes, and creating and implementing plans to foster the well-being of children and youth. Consideration should be given to consolidating current state efforts to plan and distribute resources for local partnerships that support vulnerable students. High-level state officials need to be engaged in a coordinated or consolidated structure designed to develop a coordinated agenda, a performance accountability system, and a common language that speaks to the education, social services, public health, and juvenile justice communities (such as the "Ready By 21" framework adopted by many states). They should be charged with developing a statewide media campaign to bring attention to, and support for, the needs of at-risk youth. They should also be asked to establish a statewide database of available services for vulnerable students. In 2008, the Collaboration Committee was able to identify nine different state agencies that provide 66 different programs that support vulnerable youth in Washington State. Local organizations and families are often unaware of services that are available. Many agencies that schools need to partner with are county or regional agencies that serve more than one school district. Efficiencies could be gained by providing resources for the work of collaboration on a regional basis. Regional and county consortia of state agencies and organizations providing services for at-risk youth should be directed to develop one-stop shopping for at-risk youth and their families. User-friendly access to services should be provided in local communities to targeted students identified under the Dropout Early Warning and Intervention System (DEWIS) being developed by OSPI, pursuant to the Building Bridges Grant Program and ESHB 2261. The Collaboration Committee of the Building Bridges Workgroup is committed to work with current agencies and stakeholders engaged in supporting local partnerships to develop a more specific plan for building this infrastructure during 2010.

Recommendation 3a: The Legislature should revise the membership of the Building Bridges Workgroup to ensure representation from agencies serving vulnerable youth.

The following agencies should be directed to appoint representatives to the Building Bridges Workgroup: OSPI, the Workforce Board, the State Board of Education, the Department of Early Learning, Employment Security, the State Board for Community and Technical Colleges, the Department of Health, the Community Mobilization Office, and the following divisions and offices of the Department of Social and Health Services: Children's Services, Juvenile Rehabilitation, Behavioral Health and Recovery, the Family Policy Council, and the Governor's Office of Juvenile Justice. The agencies on the Building Bridges Workgroup should work together on the following activities to support school/family/community partnerships:
1. Develop a common set of outcomes, indicators, and performance measures relating to vulnerable youth.
2. Provide opportunities for coordination and flexibility of program eligibility and funding criteria.
3. Provide joint funding, where feasible.
4. Develop protocols and templates for model agreements on sharing records and data.
5. Provide joint professional development opportunities that provide knowledge and training on: research-based and promising practices and the availability of programs and services for vulnerable youth; and cultural competence.

Recommendation 3b: The Legislature should direct the Building Bridges Workgroup to make recommendations by December, 2010 on building a more coordinated state and regional infrastructure for providing services for vulnerable youth.

Recommendations should address the following issues:
1. Whether and how to engage high-level, cross-agency state leadership in a formal, consolidated structure designed to develop the infrastructure for a coordinated, statewide system of comprehensive support services and improved outcomes for vulnerable youth with links to any infrastructure developed to support early learning programs.
2. Whether to adopt an official conceptual approach (i.e., the "Ready By 21" framework) for all entities working with vulnerable youth that can support coordinated planning.
3. The creation of a performance-based management system, including outcomes, indicators, and performance measures relating to vulnerable youth and programs serving them, including accountability for the dropout issue.
4. The development of regional and/or county-level multi-partner youth consortia with a specific charge to assist school districts and local communities in building comprehensive support services and improved outcomes for vulnerable youth.

5. The development of integrated or school-based one-stop shopping for services that would:
   - Provide individualized attention to the neediest youth and prioritized access to services for students identified by the DEWIS.
   - Establish protocols for coordinating data and services, including getting data released at time of intake and common assessment and referral processes.
   - Build a system of single case managers across agencies.
6. Launching a statewide media campaign on increasing the high school graduation rate.
7. Developing a statewide database of available services for vulnerable youth.

4. Building a Student Re-engagement System

Background:

During the 2006–07 school year, 20,122 students dropped out of high school in Washington State. The situation did not improve in 2007–08 with almost 2,000 more students dropping out, resulting in an increased dropout count of 22,001. These figures clearly indicate that prevention and intervention strategies to keep students engaged in school and on track to graduate are critical. They also show that, in spite of our efforts, over 20,000 students are dropping out each year indicating a critical need to develop a retrieval system as part of our state basic education continuum. This system must provide an alternative educational pathway for 16 to 21 year old youth who are not likely to return to high school but who still need an education in order to become economically self-sufficient and a contributing member of our state's workforce.

There have been many successful models developed, particularly through the efforts of the Building Bridges projects, that have been effective in bringing some youth back on the path to graduation. However, school districts and the state still face significant challenges in retrieving the dropouts who are so far behind in credits that graduation is unlikely. Luckily, successful retrieval/re-engagement programs, funded with basic education act (BEA) dollars, have existed for years and can serve as replicable models to serve these youth.

Re-engagement programs exist in a piecemeal fashion and current regulations do not provide clear authority for these programs to operate. As a result, many school districts are unwilling to enter into contracts for dropout retrieval programs or to operate such programs themselves. Several re-engagement programs, proven to be successful in the past in serving hundreds of students, have either been forced to close down or are on the brink of closure. This means decreasing and inconsistent access at a time when we need increased program options to adequately serve the thousands of dropouts across the state.

The development of a statewide system of dropout retrieval programs will require building on what we already have and know but going further to identify consistent programmatic goals; create a regional administrative structure; develop consistent contracting mechanisms; BEA reimbursement rates, and adopt clear and uniform standards and eligibility criteria. Such a system will provide equitable access to appropriate education for dropouts across the State. House Bill 1418 and Senate Bill 5618 were introduced as companion bills in the 2008 legislative session and were favorably considered in both the House and the Senate. These bills called for "establishing a statewide dropout re-engagement system." In the end, it was Substitute House Bill 1418 that was passed by the entire House and the Senate Committee on Early Learning and K–12 Education. Unfortunately, this bill did not pass the full Legislature.

Recommendation 4a: The Legislature should establish a statewide dropout retrieval system, funded through the Basic Education Allocation (BEA), with programmatic goals for students to make significant basic skill gains, complete a high school credential, gain college and work readiness skills, and obtain an industry credential or certificate.

Recommendation 4b: The Legislature should reintroduce legislation that incorporates the language of SHB 1418 with two revisions:
1. The legislation should emphasize that school districts will have "the flexibility to design and offer dropout re-engagement programs of their choosing" (Section 4, Item 4—SHB 1418) as long as such programs have all the program elements listed in the definition of "eligible program." (Section 3, Item 2—SHB 1418).
2. The bill should provide school districts with an additional option for providing re-engagement programs through an interlocal agreement with another district or other districts to operate or participate in a regional program.

5. Building Relevant Education Programming for Students

Background:

While there is no single reason why students dropout of high school, some of the most frequently cited reasons students report for dropping include the following: are a perception that school is boring; feeling unmotivated; and a lack of curriculum relevance to the real world. Preventing dropouts requires providing relevance for students. Comprehensive career guidance and career and technical education (CTE) coursework can provide that relevance by connecting the coursework they are taking with their career interests. Navigation 101, a comprehensive career guidance and counseling program, has shown promise in improving the graduation. Additionally, studies have shown that CTE can have a

positive effect in preventing at-risk students from dropping out. Since the 2006–08 biennium, the Legislature has invested in the replication of Navigation 101 and increased its commitment to CTE. The Legislature should maintain these commitments in the short term and expand the investment in these programs in the future.

Since 2006, the Legislature has invested in the replication of Navigation 101. Two hundred forty-eight schools in 151 school districts have received grants to implement the program. OSPI has also received private funds to support in-depth "change management" to make the program an integral part of how schools operate to personalize education by providing relevance to the coursework each student takes.

The Legislature has also increased its commitment to CTE in recent biennia. Starting in 2007, they began providing construction dollars to build new skill centers and branch centers, and increased the funding ratio for skill center students to eliminate the financial disincentive for high schools to allow students to enroll. That same biennium, the Legislature began a grant program for CTE programs in middle school that became an appropriation to all middle schools willing to invest in STEM-related programming in the current biennium. In the 2008 supplemental operating budget, the Legislature created an annual appropriation of $2,750,000 for grants to create CTE coursework in high demand fields, CTE coursework that is "equivalent" to required academic subjects, and to design secondary "I-BEST" programs that integrate basic skills instruction with CTE.

Local school districts are also developing innovative programs to provide more relevance for students. Career-themed high schools or "career academies" provide opportunities for students to learn foundational skills in the context of a career field of interest to them. The 2008 Legislature also called for a study to provide recommendations on how to create more "technical high schools." The study report was released in September of this year and calls for creating "technical innovation high schools" to "provide increased access to highly engaging, rigorous, and contextualized educational experiences for high school students."

Recommendation 5a: The Legislature should direct the Building Bridges Workgroup to make recommendations to the Quality Education Council for adequate funding to fully implement comprehensive career guidance programs statewide.

Recommendation 5b: The Legislature should continue to support expansion of career and technical education programming, including equivalency course crediting, middle school CTE, CTE programs in high-demand fields, skill centers, secondary I-BEST programs, career academies, and the development of technical innovation high schools.

III. Appendices

Appendix A: Cost Savings for Dropout Prevention

Appendix B: SHB 1573 Legislative Overview

Appendix C: Reinvesting in Youth: Dropout Prevention Planning
Guidebook Summary
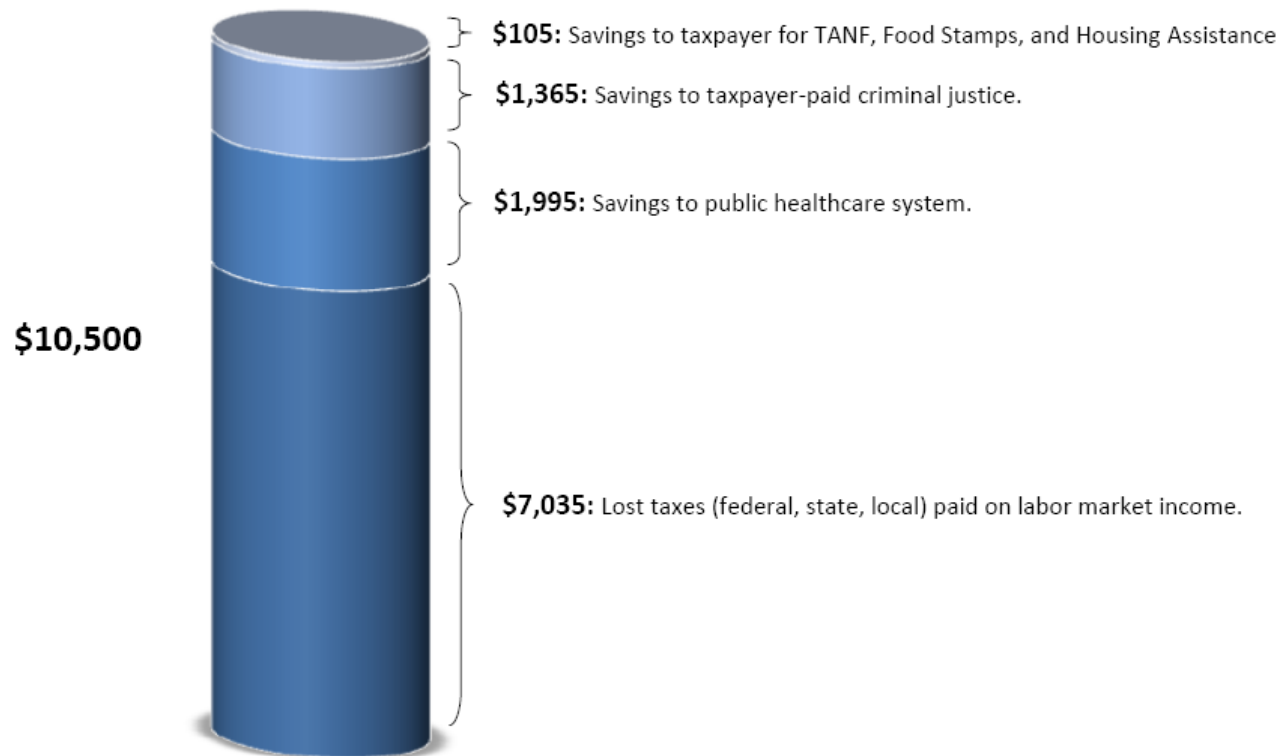
Appendix D: DEWIS Project Summary

Appendix E: Map of School/Community Partnerships

Appendix F: Characteristics of Effective Partnerships

Annual Savings to Taxpayers Generated by Preventing One High School Student from Dropping Out

$10,500

$105: Savings to taxpayer for TANF, Food Stamps, and Housing Assistance

$1,365: Savings to taxpayer-paid criminal justice.

$1,995: Savings to public healthcare system.

$7,035: Lost taxes (federal, state, local) paid on labor market income.

Source: *The Costs and Benefits of an Excellent Education for All of America's Children,* Henry Levin, Columbia University, 2007; and WSIPP analysis of the Levin data to calculate an annualized figure and to express Levin's monetary values in 2009 dollars. Taxpayer savings include federal, state, and local taxes. Costs are average annual costs. The costs to taxpayers of some high school graduates continuing to higher education are not included.

**Building Bridges-Dropout Prevention, Intervention and Retrieval
Legislative Overview**

Summary

The 2007 legislative session created "Building Bridges" (HB 1573)–a grant program for partnerships of schools, families, and communities to build a comprehensive dropout prevention, intervention, and retrieval system. These grants will serve at-risk middle and high school students. Targeted student populations to be identified include youth in foster care, the juvenile justice system, special education, and youth who have dropped out of school.

Eligible Grant Recipients

An eligible recipient must be a school district, a tribal school, an area workforce development council, an educational service district (ESD), an accredited institution of higher education, a vocational skills center, a federally recognized tribe, a community organization, or a nonprofit corporation. The recipient will act as a lead agency for the local partnership. If the lead agency is *not* a school district, at least one school district *must be* a member of the partnership.

To be eligible, grant applicants must:

- Build or demonstrate a commitment to building a broad-based partnership that considers an effective model for school-community partnerships and includes a broad array of stakeholders.
- Demonstrate how the grant will enhance dropout services already in place.
- Provide a 25 percent match (this may include in-kind resources from within the partnership).
- Track and report data required by the grant.
- Describe how the dropout prevention, intervention, and retrieval system will be sustained after initial funding, including the roles of each of the partners.

Local Partnerships

Local partnerships will include local membership from, but not limited to:

- School districts
- Tribal schools
- Secondary career and technical education programs
- Local Skills Centers
- Educational Service District
- Area Workforce Development Council
- Accredited institutions of higher education
- Tribes or other cultural organizations
- Parent teacher association

- Juvenile court
- Prosecutors and defenders
- Local health department
- Health care agencies
- Public transportation agencies
- Parents and youth
- Local Department of Social and Health Services division representatives
- Businesses

- City or county government agencies
- Civic organizations
- Youth–serving community-based organizations

Required Program Components

Partnerships must provide all of the following programs and activities:

- A system that identifies students at risk of dropping out from middle through high school and offers timely interventions.
- Coaches or mentors for students.
- Staff that coordinates the partners.
- Retrieval or reentry activities.
- Alternative educational programming.

In addition to the legislative requirements, research indicates a positive youth development approach, family supports, youth leadership, and community service opportunities are also important elements of effective dropout prevention, intervention, and retrieval programs.

**The Role of the Office of Superintendent of Public Instruction**

- Identify criteria for grants and evaluate proposals in consultation with the Workforce Training and Education Coordinating Board.
- Develop and monitor requirements for grant recipients to:
  - o Identify students, beginning in middle school, who both fail the Washington Assessment of Student Learning (WASL) and drop out of school.
  - o Identify their own strengths, gaps, and goals.
  - o Use research-based and emerging best practices.
  - o Develop a coordinated outreach campaign to bring public and private organizations together and to provide information about the Building Bridges Grant Program to the local community.
- In awarding grants, OSPI will prioritize schools or school districts with dropout and truancy rates above the state average and award grants in different areas of the state.
- Identify and disseminate successful practices; develop requirements for grant recipients to collect and report data; and contract with a third party to evaluate the partnership.
- Establish a state-level workgroup.
- By December 1, 2008, OSPI will begin annual reporting to the Legislature.

State-Level Workgroup

- The state-level workgroup will develop and track performance measures and benchmarks for each partner organization.
- Identify research-based and emerging best practices regarding prevention, intervention, and retrieval programs.
- Beginning December 1, 2008, the workgroup will annually report to the Legislature and the Governor with recommendations for implementing emerging best practices regarding prevention, intervention, and retrieval programs; requiring additional resources; and eliminating fiscal, legal, and regulatory barriers that prevent coordination of local and state programs.

Appendix C
Reinvesting in Youth: Dropout Prevention Planning Guidebook Summary
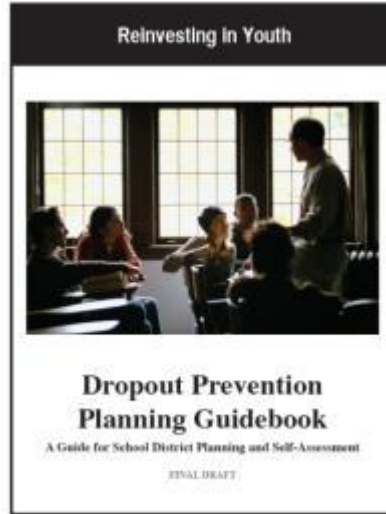
The purpose of this guidebook is to assist users to create a long-term school district Dropout Prevention Plan (DPP). The development of a plan will lead to the selection of dropout prevention strategies that address the areas of your district's particular need. This process usually begins at the district level, but is intended to lead to school level changes as well.

The steps in this guidebook will help to integrate school district's DPP with existing plans for improvement. Some interventions, such as focusing on improved instructional practices, may crossover into both district and dropout prevention plans and benefit all students, whereas other interventions will pay attention to particular student populations most at risk of dropping out, such as students of color, English Language Learners (ELL), and students in foster care or kinship situations.

The *Reinvesting in Youth: Dropout Prevention Planning Guidebook* can be found at: http://psesd.org/images/stories/LandT/riy/finalguidebook-tool.6.30.08.pdf

Appendix D
DEWIS Project Summary
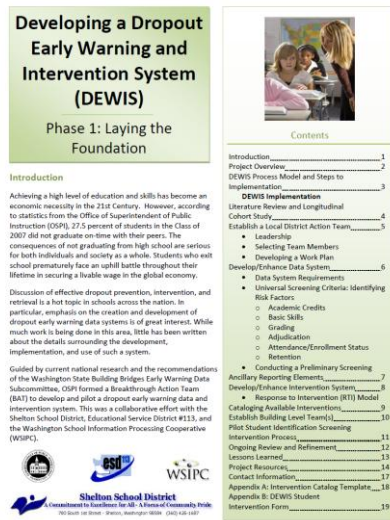
Discussion of effective dropout prevention, intervention, and retrieval is a hot topic in schools across the nation. In particular, emphasis on the creation and development of dropout early warning data systems is of great interest. While much work is being done in this area, little has been written about the details surrounding the development, implementation, and use of such a system.

Guided by current national research and the recommendations of the Washington State Building Bridges Early Warning Data Subcommittee, OSPI formed a Breakthrough Action Team (BAT) to develop and pilot a dropout early warning data and intervention system. This was a collaborative effort with the Shelton School District, Educational Service District 113, and the Washington School Information Processing Cooperative (WSIPC).

A Dropout Early Warning and Intervention System (DEWIS) provides a framework for educational planning that is outcome oriented and promotes greater involvement and ownership in the decision-making process by key stakeholders.

The primary benefit of this type of systematic planning includes the ability to identify and describe, in consistent terms, those students who are at greatest risk of academic failure so that intervention can occur early. Other benefits include the ability to correlate, with a retroactive view overtime, specific interventions to academic success, thereby allowing schools to confidently develop and implement appropriate intervention programming.

The *Developing a Dropout Early Warning and Intervention System (DEWIS) Guide*, can be found on the OSPI Web site at:
http://www.k12.wa.us/BuildingBridges/pubdocs/DEWISGuide-Final.pdf.

Attachment A: School/Community Partnerships
By Workforce Development Region
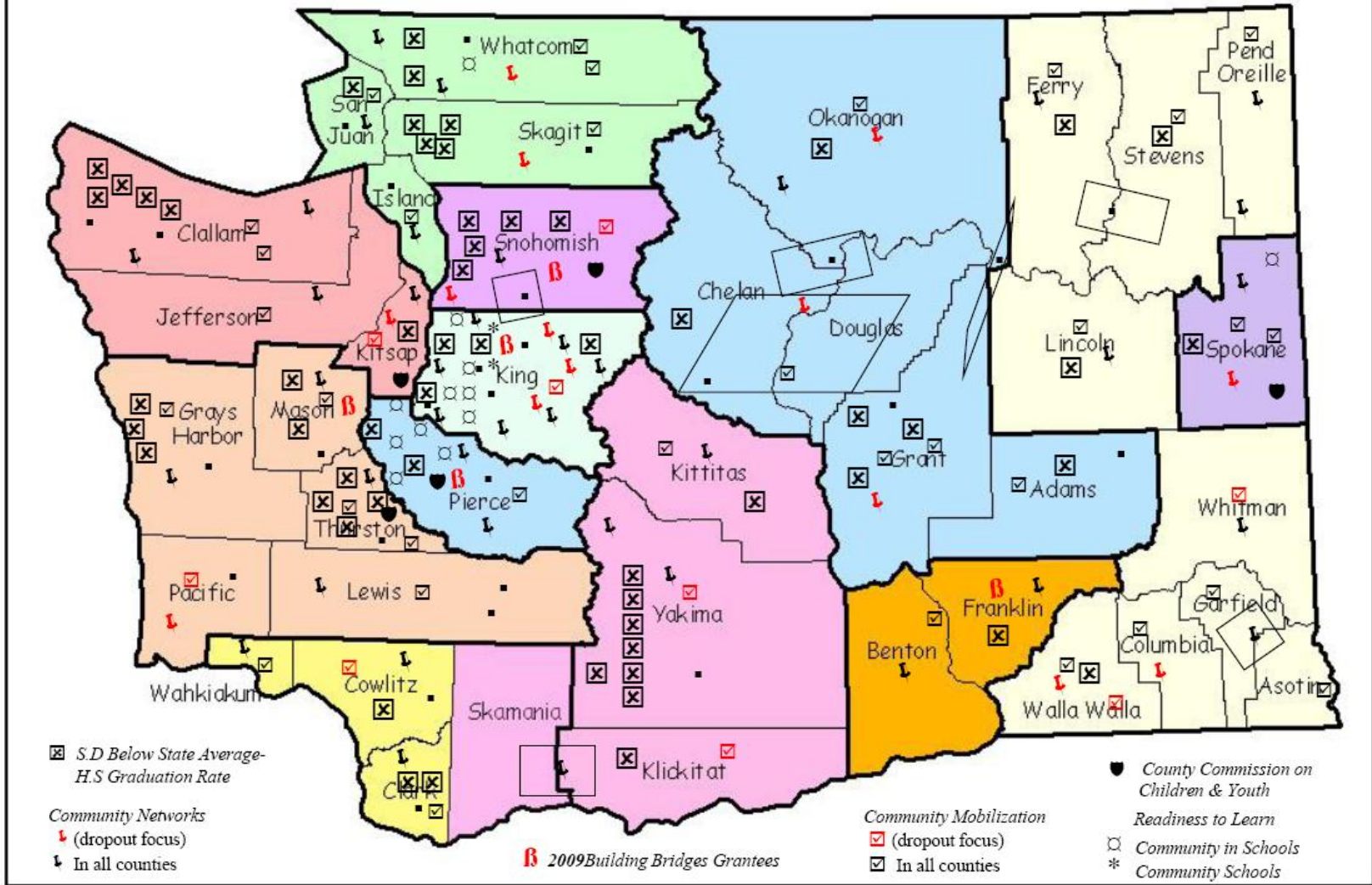
Characteristics of and State Support for Effective School/Community Partnerships*
Prepared by Wes Pruitt, Policy Analyst, Workforce Board,
July 23, 2009

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*<u>Key</u>:
BBS: Building Bridges Barrier Survey Recommendations (2008)
PP: A Guide to Successful Public-Private Partnerships for Youth
         Programs, The Finance Project, Jan., 2007
LPS: BB Local Partnership Subcommittee Recommendations (2008)
CIS: Communities in Schools: Criteria for "Qualified" Partnerships (2009)
FPC: School Dropout Reduction in Washington State (Family Policy
         Council)
Sask: Empowering High Schools as Communities of Learning and Support,
         Children's Services and Programs Branch, Saskatchewan Learning,
         Nov., 2004
SYV: Shared Youth Vision Implementation Tools, Local Assessment (2007)
TOC: Community Development Framework: Theory of Change, Vermont
         Consortium for Successful High School Completion (2009)
GN: Grad Nation, A Guidebook to Help Communities Tackle the Dropout
         Crises, Commissioned by America's Promise Alliance, Feb., 2009
MFC: Models for Change Framework, National Center for Juvenile Justice,
         Oct.,2.

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1. Leadership
    - Develop a common language and a common directive, plan or goals for all agencies–BBS.
    - Develop collaborative strategies for engaging political leadership–MFC; rely on champions–PPP; use existing and new leadership–FPC; ensure commitment of each organization's leaders at the highest level (CEO)–Sask.
    - Rally the community–GN; send kids a message that people in the community care about them–FPC.
    - Create a climate that supports change–Sask.; develop mutual trust through shared learning experiences and planning sessions–Sask.; build a community culture that focuses on youth/students rather than on programs–BBS.
    - Understand your community's dropout crises–GN.
    - Identify leaders and build teams–GN; create "community action team" at school–LPS.

2. Governance
    - Establish clear, articulated governance structure and decision-making processes–PPP; TOC; clarify the roles to be played by each involved party–Sask; create a consortia or model to coordinate systems and resources–BBS.
    - *State Support:* mandate with appropriate resource allocation–LPS.

3. Partnership Engagement
   - Create multi-partner local collaborative to oversee vision–SYV; involve diverse stakeholders (from the start)–PPP, LPS; partners coalesce around goals–PPP; build partnerships to coordinate agency missions and plans of action; collaborate in developing common goals and outcomes at the community level, set priorities, share resources, and conduct outcome evaluations–BBS.
   - Minimum stakeholders = birth to 12, higher education, CBOs, state agencies, workforce and economic development, business, community members, students, parents–LPS; include business, social service agencies, tribal organizations, parent-teacher organizations, health care agencies, public transportation, local government, civic organizations, churches–CIS; involve youth and families–PPP, LPS; collaboration among community organizations and schools–FPC.
   - Community involvement is encouraged in a variety of ways–TOC.
   - Membership broadened as different issues are addressed–TOC.

4. Performance Management
   - Clear, common goals or objectives–PPP; Sask.; shared vision and purpose–LPS; TOC; outcome goals are collaboratively set and continuously measured–SYV; work together to develop common goals, objectives, strategies–BBS.
   - Utilize an agreed-upon action plan–SYV.
   - Action plan for addressing risk factors–CIS; planning model that focuses on conditions/root causes–TOC; build on available data–FPC.
   - Use of best practices–CIS; research-based strategies and promising approaches–TOC; experiment and learn from results look at what is working in community–FPC.
   - Develop comprehensive solutions–GN.
   - Focus on results/measure progress–PPP; tool for tracking and reporting student outcomes–CIS; use of outcome data and accountability requirements–FPC; evaluate and document results–Sask., LPS; use data on outcomes to set goals and strategies–BBS.

5. Resources
   - *State Support:* provide more federal/state/local funding in general, including more prevention specialists/family advocates/case managers/natural leaders to provide more direct services/resources to at-risk youth–BBS.
   - *State Support:* more funding for early, comprehensive prevention and evidence-based/best practices–BBS.
   - *State Support:* funding for longer terms; multi-year commitment–BBS.
   - *State Support:* enhanced funding in rural communities–BBS.
   - Partnership has resources to support its work–TOC.
   - Efficient leveraging of resources; pooled resources–LPS; MFC; each partner contributes time, money, expertise, resources–PPP; resources (financial or in-kind) are jointly contributed–SYV; TOC; each contributes

time, money, expertise, resources–PPP; local matching (including in-kind)–CIS.

- Funding/time needed outside of caseloads to collaborate with colleagues and across agencies, build relationships, track clients, develop reliable strategies; research grants–BBS; designated staff time to ensure partnership engagement–LPS; partnership has a paid coordinator or utilizes an outside facilitator or intermediary–TOC.
- Need staff to carry out the plan–CIS.
- Access to volunteers for mentors, tutors, coaches–CIS.
- Align resources to take advantage of opportunities and make changes–FPC.
- Sustain efforts–PPP; sustainable structure–LPS.

6. Program Management
   - Individualized attention for students–FPC; attention to younger children–FPC; focus on neediest youth–SYV.
   - Integrated service delivery at the school site or linked to the school community–Sask.; service-delivery system functions collaboratively to maximize outcomes–SYV; develop a protocol for bringing school district officials together with local community resources–CIS; interagency agreements addressing mutual concerns and identifying separate responsibilities–MFC; single case manager from lead agency–MFC; expedited process/access to services for common clients–MFC; provide services in conjunction with each other in area or region–BBS.
   - Mechanisms for screening and diverting students into the appropriate youth-serving agency–MFC; referral process for identified students–CIS.
   - Work with entire family–FPC; provide way for youth advocates and parents to match services with need–BBS.
   - Provide incentives to discourage suspensions and expulsions and encourage working with hard-to-serve youth–BBS; truancy/Becca bill follow-up–FPC.
   - Flexibility and options for struggling students–FPC; procedures for collaborating with alternative schools, skills centers–CIS; enhance the connection between school and industry–LPS.
   - *State Support:* research barriers to data-sharing and develop guidance and policy; review and modify restrictions on data use–BBS.
   - Develop memorandums of understandings or agreements to share data; get release of information for more than one agency–at time of intake; build a common database or data entry system; statewide data sharing agreements–BBS.

7. Training/Education/Professional Development
   - Agencies reach out to each other, meet on a regular basis (i.e., Forum, Roundtable, Fair) to train, inform, dialogue on roles and tasks–BBS.
   - Education and training about services available; establish mechanisms such as: central clearinghouse; Web site; flyers, program services map; statewide database or listing that identifies agencies and programs for at-

risk students and dropouts, including data that shows program effectiveness–BBS.
- Prepare school staff, family, and community in family support principles and strength-based approach–LPS.
- Provide technical assistance and training to "community action team."
- Cross-training and certification that stresses serving the whole youth–BBS, MFC.

8. Communication
   - Ongoing, honest communication.
   - Common language for sharing information–LPS.
   - Culturally appropriate and culturally relevant–LPS.
   - Multi-system information sharing–MFC.

9. Cultural Sensitivity
   - *State Support:* provide training on cultural competence, institutional racism–BBS.
   - Be responsive to cultural issues–FPC.
   - Recruit and train personnel that reflect the cultures and ethnic populations they work with; critically examine proposals and interventions to ensure they are culturally appropriate–BBS.
   - Draw on strengths of members–PPP; take time to get to know one another–Sask.
   - Sensitive to different corporate, government, or community cultures–PPP.
   - Support like-minded community partners–PPP; link effectively with other initiatives, groups, organizations–TOC.

10. Entrepeneurship
    - *State Support:* provide legislation and funding that makes collaboration attractive versus fostering competition and create incentives for schools to share or partner with community agencies–BBS.
    - *State Support:* loosen or remove restrictions on funding; provide more unrestricted funding; eliminate silos–BBS.
    - Challenge and renew longstanding structures, policies, and traditions to support collaborative initiatives and outcomes–Sask.; agency procedures are re-structured to facilitate the delivery of effective services–SYV; de-categorized/melded funding streams that follow the child; research and revise existing program eligibility criteria to provide greater flexibility to serve more individuals or groups, co-enrollment, inclusion, blended funding–BBS.
    - Adapt to changing conditions–PPP.
    - Partners share risk–LPS.

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