

HOUSE No. 452

The Commonwealth of Massachusetts

PRESENTED BY:

Alice Hanlon Peisch

To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act relative to dropout prevention and recovery.

PETITION OF:

NAME:	DISTRICT/ADDRESS:	DATE ADDED:
<i>Alice Hanlon Peisch</i>	<i>14th Norfolk</i>	<i>1/15/2015</i>
<i>David M. Rogers</i>	<i>24th Middlesex</i>	<i>8/27/2019</i>
<i>James M. Cantwell</i>	<i>4th Plymouth</i>	<i>8/27/2019</i>
<i>Sean Garballey</i>	<i>23rd Middlesex</i>	<i>8/27/2019</i>

HOUSE No. 452

By Ms. Peisch of Wellesley, a petition (accompanied by bill, House, No. 452) of Alice Hanlon Peisch and others relative to dropout prevention and recovery. Education.

The Commonwealth of Massachusetts

**In the One Hundred and Eighty-Ninth General Court
(2015-2016)**

An Act relative to dropout prevention and recovery.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

1 SECTION 1. Subject to appropriation, the department of elementary and secondary
2 education shall develop and administer a 3-year pilot program for dropout prevention and
3 recovery programs for school districts with annual dropout rates greater than the state average.
4 The pilot program shall be a competitive grant process for school districts or local community
5 agencies serving students who reside in these districts. The dropout prevention and recovery
6 programs shall target high school students who have dropped out of school or are at risk of
7 dropping out of school using at least 1 of the following methods:

8 a) Alternative education, which shall mean diploma or general educational
9 development granting programs that use evidence-based instruction and student support
10 strategies designed to meet the needs of the target population and prepare them for postsecondary
11 education or training. These evidence-based instruction and student support strategies may
12 include, but are not limited to, smaller class size, competency-based learning, project-based
13 learning, work-based learning, community service learning, graduation coaching, case

14 management, family engagement, wraparound support, restorative justice and social service
15 referrals.

16 b) Graduation coaches, who shall be professionals with youth development and
17 academic support expertise who shall provide the target population with graduation plans. The
18 graduation plans shall include, at a minimum, academic, career and postsecondary goals.
19 Graduation coaches shall also provide follow-up support to complete the graduation plans,
20 navigate academic requirements, engage families, overcome socio-emotional barriers and secure
21 appropriate social services.

22 c) Dropout outreach and recovery programs, which shall mean targeted outreach and
23 transition support for students who have dropped out of school. The programs shall, at a
24 minimum, reach out to students, determine their academic status and personal circumstances,
25 assist students in enrolling in a high school or general educational development program, provide
26 transitional support and track students' academic progress.

27 d) Expectant and parenting student support, which may include, but is not limited to,
28 the development and implementation of school policies that set high academic expectations,
29 establish procedures for maternity and paternity leave, and provide flexible scheduling; expectant
30 and parenting student liaisons who shall work with students to develop graduation plans that
31 include, at a minimum, academic, career and postsecondary goals and who provide follow-up
32 support to complete the graduation plans, navigate academic requirements, engage families,
33 overcome socio-emotional barriers and secure appropriate social services; and, annual data
34 collection that shall include, but is not limited to, the number of parenting students in the district,

35 any supports or interventions provided to the parenting students, and parenting student progress
36 toward and completion of secondary school.

37 The department shall develop guidelines for an annual review of the progress being made
38 by each district and local community agency participating in the pilot program. Each district and
39 agency in the pilot program shall participate in any evaluation or accountability process
40 implemented by or authorized by the department. The department shall prepare and submit an
41 annual report describing and analyzing the implementation of the pilot program in all
42 participating districts. The report shall include, but not be limited to, the number of participating
43 school districts, schools and local community agencies; the number of students served and the
44 type and duration of those services; the progress made by those students toward attaining a high
45 school diploma or general educational development; and the number of students served who
46 have attained a high school diploma or passed the general educational development test. The
47 department shall file its annual report no later than September 1 of each year by filing the same
48 with the clerks of the house of representatives and the senate who shall forward a copy of the
49 report to the joint committee on education. The department shall file a final report within 6
50 months of the conclusion of the 3 year pilot period that shall include an analysis of all relevant
51 data so as to determine the effectiveness of the program and specific legislative
52 recommendations, including whether the program should be expanded, maintained or
53 discontinued, by filing the same with the clerks of the house of representatives and the senate
54 who shall forward a copy of the report to the joint committee on education.