
ENGROSSED SUBSTITUTE SENATE BILL 6403

State of Washington

61st Legislature

2010 Regular Session

By Senate Early Learning & K-12 Education (originally sponsored by Senators Kauffman, McAuliffe, Hargrove, Hobbs, Regala, Oemig, McDermott, and Shin; by request of Superintendent of Public Instruction)

READ FIRST TIME 01/26/10.

1 AN ACT Relating to accountability and support for vulnerable
2 students and dropouts, including prevention, intervention, and
3 reengagement; amending RCW 28A.175.075; adding a new section to chapter
4 28A.175 RCW; and creating new sections.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

6 NEW SECTION. **Sec. 1.** (1) The legislature finds that by preventing
7 one high school student from dropping out the annual savings is
8 approximately ten thousand five hundred dollars, including lost state
9 and local taxes and savings to the temporary assistance to needy
10 families program, food stamps, housing assistance, the criminal justice
11 system, and the health care system.

12 (2) The legislature further finds that school districts need both
13 accountability and technical assistance to improve high school
14 graduation rates.

15 (3) The legislature further finds that many vulnerable students
16 fail to graduate from high school without adequate dropout prevention,
17 intervention, and reengagement systems at the school district level.

18 (4) The legislature further finds that school districts need the
19 support of families, agencies, and organizations in the local community

1 to prevent dropouts. In order to significantly improve statewide high
2 school graduation rates, it is the intent of the legislature to
3 facilitate the development of a collaborative infrastructure at the
4 local, regional, and state level between systems that serve vulnerable
5 youth.

6 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.175
7 RCW to read as follows:

8 The definitions in this section apply throughout sections 3 and 4
9 of this act unless the context clearly requires otherwise.

10 (1) "Critical community members" means representatives in the local
11 community from among the following agencies and organizations:
12 Student/parent organizations, parents and families, local government,
13 law enforcement, juvenile corrections, any tribal organization in the
14 local school district, the local health district, nonprofit and social
15 service organizations serving youth, and faith organizations.

16 (2) "Dropout early warning and intervention data system" means a
17 student information system that provides the data needed to conduct a
18 universal screening to identify students at risk of dropping out,
19 catalog student interventions, and monitor student progress towards
20 graduation.

21 (3) "K-12 dropout prevention, intervention, and reengagement
22 system" means a system that provides all of the following functions:

23 (a) Engaging in school improvement planning specifically focused on
24 improving high school graduation rates, including goal-setting and
25 action planning, based on a comprehensive assessment of strengths and
26 challenges;

27 (b) Providing prevention activities including, but not limited to,
28 emotionally and physically safe school environments, implementation of
29 a comprehensive guidance and counseling model facilitated by certified
30 school counselors, core academic instruction, and career and technical
31 education exploratory and preparatory programs;

32 (c) Identifying vulnerable students based on a dropout early
33 warning and intervention data system;

34 (d) Timely academic and nonacademic group and individual
35 interventions for vulnerable students based on a response to
36 intervention model, including planning and sharing of information at
37 critical academic transitions;

1 (e) Providing graduation coaches, mentors, certified school
2 counselors, and/or case managers for vulnerable students identified as
3 needing a more intensive one-on-one adult relationship;

4 (f) Establishing and providing staff to coordinate a
5 school/family/community partnership that assists in building a K-12
6 dropout prevention, intervention, and reengagement system;

7 (g) Providing retrieval or reentry activities; and

8 (h) Providing alternative educational programming including, but
9 not limited to, credit retrieval and online learning opportunities.

10 (4) "School/family/community partnership" means a partnership
11 between a school or schools, families, and the community, that engages
12 critical community members in a formal, structured partnership with
13 local school districts in a coordinated effort to provide comprehensive
14 support services and improve outcomes for vulnerable youth.

15 (5) "Vulnerable students" means students who are in foster care,
16 involved in the juvenile justice system, receiving special education
17 services under chapter 28A.155 RCW, recent immigrants, homeless,
18 emotionally traumatized, or are facing behavioral health issues, and
19 students deemed at-risk of school failure as identified by a dropout
20 early warning data system or other assessment.

21 NEW SECTION. **Sec. 3.** By September 15, 2010, the office of the
22 superintendent of public instruction, in collaboration with the work
23 group established in RCW 28A.175.075, shall develop and report
24 recommendations to the quality education council and the legislature
25 for the development of a comprehensive, K-12 dropout reduction
26 initiative designed to integrate multiple tiers of dropout prevention,
27 intervention, and technical assistance provided through federal and
28 state programs and to support a K-12 dropout prevention, intervention,
29 and reengagement system as defined in section 2 of this act.

30 **Sec. 4.** RCW 28A.175.075 and 2007 c 408 s 7 are each amended to
31 read as follows:

32 (1) The office of the superintendent of public instruction shall
33 establish a state-level building bridges work group that includes K-12
34 and state agencies that work with youth who have dropped out or are at
35 risk of dropping out of school. The following agencies shall appoint
36 representatives to the work group: The office of the superintendent of

1 public instruction, the workforce training and education coordinating
2 board, the department of early learning, the employment security
3 department, the state board for community and technical colleges, the
4 department of health, the community mobilization office, and the
5 following divisions and offices of the department of social and health
6 services: Children's services, juvenile rehabilitation, behavioral
7 health and recovery, and the office of juvenile justice. The ~~((state-~~
8 ~~level-leadership))~~ work group ~~((shall))~~ should also consist of one
9 representative from each of the following agencies and organizations:
10 ~~((The workforce training and education coordinating board;))~~ A
11 statewide organization representing career and technical education
12 programs including skill centers; ~~((relevant divisions of the~~
13 ~~department of social and health services;))~~ the juvenile courts; the
14 Washington association of prosecuting attorneys; the Washington state
15 office of public defense; ~~((the employment security department;))~~
16 accredited institutions of higher education; the educational service
17 districts; the area workforce development councils; parent and educator
18 associations; ~~((the department of health))~~ achievement gap oversight
19 and accountability committee; office of the education ombudsman; local
20 school districts; agencies or organizations that provide services to
21 special education students; community organizations serving youth;
22 federally recognized tribes and urban tribal centers; each of the major
23 political caucuses of the senate and house of representatives; and the
24 minority commissions.

25 (2) To assist and enhance the work of the building bridges programs
26 established in RCW ~~((28A.175.055))~~ 28A.175.025, the state-level work
27 group shall:

28 (a) Identify and make recommendations to the legislature for the
29 reduction of fiscal, legal, and regulatory barriers that prevent
30 coordination of program resources across agencies at the state and
31 local level;

32 (b) Develop and track performance measures and benchmarks for each
33 partner agency or organization across the state including performance
34 measures and benchmarks based on student characteristics and outcomes
35 specified in RCW 28A.175.035(1)(e); and

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

1 (3)(a) The work group shall report to the quality education
2 council, appropriate committees of the legislature, and the governor on
3 an annual basis beginning December 1, 2007, with proposed strategies
4 for building K-12 dropout prevention, intervention, and reengagement
5 systems in local communities throughout the state including, but not
6 limited to, recommendations for implementing emerging best practices,
7 needed additional resources, and eliminating barriers.

8 (b) By September 15, 2010, the work group shall report on:

9 (i) A recommended state goal and annual state targets for the
10 percentage of students graduating from high school;

11 (ii) A recommended state goal and annual state targets for the
12 percentage of youth who have dropped out of school who should be
13 reengaged in education and be college and work ready;

14 (iii) Recommended funding formulas for supporting career guidance
15 and the planning and implementation of K-12 dropout prevention and
16 intervention systems in school districts and a plan for phasing the
17 formulas into the program of basic education, beginning in the 2011-
18 2013 biennium; and

19 (iv) A plan for phasing in, beginning in the 2011-2013 biennium,
20 the expansion of the current school improvement planning program to
21 include state-funded, dropout-focused school improvement technical
22 assistance for school districts in significant need of improvement
23 regarding high school graduation rates.

24 (4) State agencies in the building bridges work group shall work
25 together on the following activities to support school/family/community
26 partnerships engaged in building K-12 dropout prevention, intervention,
27 and reengagement systems:

28 (a) Providing opportunities for coordination and flexibility of
29 program eligibility and funding criteria;

30 (b) Providing joint funding, where feasible;

31 (c) Developing protocols and templates for model agreements on
32 sharing records and data;

33 (d) Providing joint professional development opportunities that
34 provide knowledge and training on:

35 (i) Research-based and promising practices;

36 (ii) The availability of programs and services for vulnerable
37 youth; and

38 (iii) Cultural competence.

1 (5) The building bridges work group shall make recommendations to
2 the governor and the legislature by December 1, 2010, on a state-level
3 and regional infrastructure for coordinating services for vulnerable
4 youth. Recommendations must address the following issues:

5 (a) Whether to adopt an official conceptual approach or framework
6 for all entities working with vulnerable youth that can support
7 coordinated planning and evaluation;

8 (b) The creation of a performance-based management system,
9 including outcomes, indicators, and performance measures relating to
10 vulnerable youth and programs serving them, including accountability
11 for the dropout issue;

12 (c) The development of regional and/or county-level multipartner
13 youth consortia with a specific charge to assist school districts and
14 local communities in building K-12 comprehensive dropout prevention,
15 intervention, and reengagement systems;

16 (d) The development of integrated or school-based one-stop shopping
17 for services that would:

18 (i) Provide individualized attention to the neediest youth and
19 prioritized access to services for students identified by a dropout
20 early warning and intervention data system;

21 (ii) Establish protocols for coordinating data and services,
22 including getting data release at time of intake and common assessment
23 and referral processes; and

24 (iii) Build a system of single case managers across agencies;

25 (e) Launching a statewide media campaign on increasing the high
26 school graduation rate; and

27 (f) Developing a statewide database of available services for
28 vulnerable youth.

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