

2SHB 1424 - S COMM AMD

By Committee on Early Learning & K-12 Education

NOT CONSIDERED

1 Strike everything after the enacting clause and insert the
2 following:

3 "NEW SECTION. **Sec. 1.** (1) The legislature finds that laws enacted
4 in 2007, 2010, and 2011 provide a framework for a statewide dropout
5 prevention, intervention, and reengagement system that focuses on local
6 partnerships between schools, families, and communities, as well as
7 state-level collaboration among multiple agencies and organizations.
8 However, support for the system continues to rely primarily on
9 temporary grants. There is a need to continue to develop ongoing
10 programs and sustainable funding sources, as well as the local and
11 regional capacity to deliver services. There is also a need to ensure
12 that the various program initiatives operate in a coordinated fashion.

13 (2) Therefore, the legislature intends to take steps to enhance the
14 current dropout prevention, intervention, and reengagement system by
15 clarifying the laws pertaining to the statewide system and the state-
16 level work group charged with overseeing the system; providing specific
17 additional support for some of the highest need students, including
18 those who have already dropped out of school and those who are enrolled
19 in chronically low-performing schools; and building ongoing regional
20 capacity to assist local schools and communities in designing and
21 delivering services.

22 **Sec. 2.** RCW 28A.175.025 and 2007 c 408 s 2 are each amended to
23 read as follows:

24 Subject to the availability of funds appropriated for this purpose,
25 the office of the superintendent of public instruction shall (~~create~~
26 ~~a grant program and~~) award grants to local partnerships of schools,
27 families, and communities to (~~begin the phase in of a statewide~~
28 ~~comprehensive~~) design and implement a K-12 dropout prevention,
29 intervention, and (~~retrieval~~) reengagement system as defined in RCW

1 28A.175.074. (~~(This program)~~) For purposes of RCW 28A.175.025 through
2 28A.175.075, these grants shall be known as ((the)) building bridges
3 ((program)) grants.

4 (~~((1) For purposes of RCW 28A.175.025 through 28A.175.075, a~~
5 ~~"building bridges program" means a local partnership of schools,~~
6 ~~families, and communities that provides all of the following programs~~
7 ~~or activities:~~

8 (a) ~~A system that identifies individual students at risk of~~
9 ~~dropping out from middle through high school based on local predictive~~
10 ~~data, including state assessment data starting in the fourth grade, and~~
11 ~~provides timely interventions for such students and for dropouts,~~
12 ~~including a plan for educational success as already required by the~~
13 ~~student learning plan as defined under RCW 28A.655.061. Students~~
14 ~~identified shall include foster care youth, youth involved in the~~
15 ~~juvenile justice system, and students receiving special education~~
16 ~~services under chapter 28A.155 RCW;~~

17 (b) ~~Coaches or mentors for students as necessary;~~

18 (c) ~~Staff responsible for coordination of community partners that~~
19 ~~provide a seamless continuum of academic and nonacademic support in~~
20 ~~schools and communities;~~

21 (d) ~~Retrieval or reentry activities; and~~

22 (e) ~~Alternative educational programming, including, but not limited~~
23 ~~to, career and technical education exploratory and preparatory programs~~
24 ~~and online learning opportunities.~~

25 (2) ~~One of the grants awarded under this section shall be for a~~
26 ~~two-year demonstration project focusing on providing fifth through~~
27 ~~twelfth grade students with a program that utilizes technology and is~~
28 ~~integrated with state standards, basic academics, cross-cultural~~
29 ~~exposures, and age-appropriate preemployment training. The project~~
30 ~~shall:~~

31 (a) ~~Establish programs in two western Washington and one eastern~~
32 ~~Washington urban areas;~~

33 (b) ~~Identify at risk students in each of the distinct communities~~
34 ~~and populations and implement strategies to close the achievement gap;~~

35 (c) ~~Collect and report data on participant characteristics and~~
36 ~~outcomes of the project, including the characteristics and outcomes~~
37 ~~specified under RCW 28A.175.035(1)(e); and~~

38 (d) ~~Submit a report to the legislature by December 1, 2009.)~~

1 **Sec. 3.** RCW 28A.175.035 and 2011 c 288 s 9 are each amended to
2 read as follows:

3 (1) The office of the superintendent of public instruction shall:

4 (a) Identify criteria for building bridges grants and evaluate
5 proposals for funding in consultation with the workforce training and
6 education coordinating board;

7 (b) Develop and monitor requirements for grant recipients to:

8 (i) Use a dropout early warning and intervention system to identify
9 students who (~~both fail the Washington assessment of student learning~~
10 ~~and drop~~) are at risk for academic failure and use data systems to
11 identify youth who have already dropped out of school;

12 (ii) Identify their own strengths and gaps in the availability of
13 nonacademic and supplemental academic services provided to youth;

14 (iii) Set their own local goals for program outcomes;

15 (iv) Use research-based and emerging best practices that lead to
16 positive outcomes in implementing (~~the building bridges~~) a local
17 program; and

18 (v) Coordinate an outreach campaign to bring public and private
19 organizations together and to provide information about (~~the~~)
20 building bridges (~~program~~) grants to the local community;

21 (c) In setting the requirements under (b) of this subsection,
22 encourage creativity and provide for flexibility in implementing
23 (~~the~~) a local program using the building bridges (~~program~~) grants;

24 (d) Identify and disseminate successful practices;

25 (e) Develop requirements for grant recipients to collect and report
26 data, including, but not limited to:

27 (i) The number of and demographics of students served including,
28 but not limited to, information regarding a student's race and
29 ethnicity, a student's household income, a student's housing status,
30 whether a student is a foster youth or youth involved in the juvenile
31 justice system, whether a student is disabled, and the primary language
32 spoken at a student's home;

33 (ii) (~~Washington assessment of student learning~~) Scores on the
34 statewide student assessment;

35 (iii) Dropout rates;

36 (iv) On-time graduation rates;

37 (v) Extended graduation rates;

38 (vi) Credentials obtained;

1 (vii) Absenteeism rates;
2 (viii) Truancy rates; and
3 (ix) Credit retrieval; and
4 (x) Student support and school climate indicators, such as those
5 collected through the healthy youth survey.

6 (f) Contract with a third party to evaluate the infrastructure and
7 implementation of the partnership including the leveraging of outside
8 resources that relate to the goal of the partnership. The third-party
9 contractor shall also evaluate the performance and effectiveness of the
10 partnerships relative to the type of entity, as identified in RCW
11 28A.175.045, serving as the lead agency for the partnership(~~(+and~~
12 ~~(g) Report to the legislature by December 1, 2008)~~)).

13 (2) In performing its duties under this section, the office of the
14 superintendent of public instruction is encouraged to consult with the
15 work group (~~(identified)~~) established in RCW 28A.175.075.

16 (3) In selecting recipients for grant funds appropriated under RCW
17 28A.175.135, the office of the superintendent of public instruction
18 shall use a streamlined and expedited application and review process
19 for those programs that have already proven to be successful in dropout
20 prevention.

21 **Sec. 4.** RCW 28A.175.045 and 2007 c 408 s 4 are each amended to
22 read as follows:

23 In awarding (~~(the grants under RCW 28A.175.025)~~) building bridges
24 grants, the office of the superintendent of public instruction shall
25 prioritize schools or districts with dropout rates above the statewide
26 average and shall attempt to award (~~(building bridges program)~~) grants
27 to different geographic regions of the state. Eligible recipients
28 shall be one of the following entities acting as a lead agency for the
29 local partnership: A school district, a tribal school, an area
30 workforce development council, an educational service district, an
31 accredited institution of higher education, a vocational skills center,
32 a federally recognized tribe, a community organization, or a nonprofit
33 501(c)(3) corporation. If the recipient is not a school district, at
34 least one school district must be identified within the partnership.
35 The superintendent of public instruction shall ensure that grants are
36 distributed proportionately between school districts and other
37 recipients. This requirement may be waived if the superintendent of

1 public instruction finds that the quality of the programs or
2 applications from these entities does not warrant the awarding of the
3 grants proportionately.

4 **Sec. 5.** RCW 28A.175.055 and 2007 c 408 s 5 are each amended to
5 read as follows:

6 To be eligible for a building bridges grant (~~(under RCW~~
7 ~~28A.175.025))~~), grant applicants shall:

8 (1) Build or demonstrate a commitment to building a broad-based
9 partnership of schools, families, and community members to provide an
10 effective and efficient (~~(building bridges program))~~ K-12 dropout
11 prevention, intervention, and reengagement system. The partnership
12 shall consider an effective model for school-community partnerships and
13 include local membership from, but not limited to, school districts,
14 tribal schools, secondary career and technical education programs,
15 skill centers that serve the local community, an educational service
16 district, the area workforce development council, accredited
17 institutions of higher education, tribes or other cultural
18 organizations, the parent teacher association, the juvenile court,
19 prosecutors and defenders, the local health department, health care
20 agencies, public transportation agencies, local division
21 representatives of the department of social and health services,
22 businesses, city or county government agencies, civic organizations,
23 and appropriate youth-serving community-based organizations.
24 Interested parents and students shall be actively included whenever
25 possible;

26 (2) Demonstrate how the grant will enhance any dropout prevention
27 and intervention nonacademic and supplemental academic programs and
28 services already in place in the district;

29 (3) Provide a twenty-five percent match that may include in-kind
30 resources from within the partnership;

31 (4) Track and report data required by the grant; and

32 (5) Describe how the dropout prevention, intervention, and
33 (~~(retrieval))~~ reengagement system will be sustained after initial
34 funding, including roles of each of the partners.

35 **Sec. 6.** RCW 28A.175.074 and 2010 c 243 s 2 are each amended to
36 read as follows:

1 The definitions in this section apply throughout (~~section 3,~~
2 ~~chapter 243, Laws of 2010 and RCW 28A.175.075~~) this chapter unless the
3 context clearly requires otherwise.

4 (1) (~~"Critical community members" means representatives in the~~
5 ~~local community from among the following agencies and organizations:~~
6 ~~Student/parent organizations, parents and families, local government,~~
7 ~~law enforcement, juvenile corrections, any tribal organization in the~~
8 ~~local school district, the local health district, nonprofit and social~~
9 ~~service organizations serving youth, and faith organizations.~~

10 (2)) "Dropout early warning and intervention ((data)) system"
11 means a systemic approach to identify students at risk of dropping out
12 and an intervention process to link identified students to the
13 appropriate nonacademic and supplemental academic services and support,
14 relying on a student information system that provides the necessary
15 data ((needed to conduct a universal screening to identify students at
16 risk of dropping out, catalog student interventions, and monitor
17 student progress towards graduation)) in an easily interpreted format.

18 (2) "Graduation coach" means an individual, working in consultation
19 with counselors and other school staff as provided in the model policy
20 on graduation coaches developed by the office of the superintendent of
21 public instruction in 2012, who is assigned to identify and provide
22 nonacademic and supplemental academic intervention services to students
23 who have dropped out or are at risk of academic failure or of not
24 graduating on time through the following activities:

25 (a) Monitoring and advising on individual student progress toward
26 graduation;

27 (b) Providing student support services and case management;

28 (c) Motivating students to focus on a graduation plan;

29 (d) Encouraging parent and community involvement;

30 (e) Connecting parents and students with appropriate school and
31 community resources;

32 (f) Securing supplemental academic services for students;

33 (g) Implementing schoolwide dropout prevention programs and
34 interventions; and

35 (h) Analyzing data to identify at-risk students.

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

1 (a) Engaging in school improvement planning specifically focused on
2 improving high school graduation rates and other indicators correlated
3 to being on track for graduation, including goal-setting and action
4 planning, based on a comprehensive assessment of strengths and
5 challenges;

6 (b) Providing prevention activities including, but not limited to,
7 emotionally and physically safe school environments, implementation of
8 a comprehensive system of learning support with tiered intervention,
9 social-emotional and behavioral skills development, expanded
10 opportunities for students to develop sustained and meaningful
11 relationships with caring adults, a comprehensive guidance and
12 counseling model facilitated by certified school counselors or other
13 qualified staff, core academic instruction, frequent feedback on
14 student progress, and career and technical education exploratory and
15 preparatory programs;

16 (c) Identifying vulnerable students based on a dropout early
17 warning and intervention ~~((data))~~ system;

18 (d) Providing timely academic and nonacademic group and individual
19 interventions for vulnerable students based on ~~((a))~~ the specific
20 challenges and assets of each child by using a tiered nonacademic and
21 supplemental academic intervention system such as the response to
22 intervention model, ~~((including))~~ planning and sharing ~~((of))~~
23 information at critical academic transitions, using nonacademic and
24 supplemental academic intervention resources from the school system and
25 the broader community, and assessing the effectiveness of each
26 intervention provided;

27 (e) Providing graduation coaches, school success coaches, mentors,
28 certified school counselors, ~~((and/or))~~ or case managers for vulnerable
29 students identified as needing a more intensive one-on-one adult
30 relationship;

31 (f) Establishing and providing staff to coordinate a
32 ~~((school/family/community))~~ school, family, and community partnership
33 that assists in building ~~((a K-12 dropout prevention, intervention, and~~
34 ~~reengagement))~~ the system;

35 (g) Providing retrieval or reentry activities; ~~((and))~~

36 (h) Providing alternative educational programming including, but
37 not limited to, credit retrieval and online learning opportunities; and

1 (i) Designing and providing wraparound services to support
2 vulnerable students.

3 ~~(4) ("School/family/community partnership" means a partnership~~
4 ~~between a school or schools, families, and the community, that engages~~
5 ~~critical community members in a formal, structured partnership with~~
6 ~~local school districts in a coordinated effort to provide comprehensive~~
7 ~~support services and improve outcomes for vulnerable youth.))~~ "School
8 success coach" means an individual, working in consultation with
9 counselors and other school staff, who is assigned to identify and
10 provide early intervention services for students using similar
11 strategies as a graduation coach, but targeted toward elementary and
12 middle school students to facilitate their continued enrollment,
13 engagement, and progress in school.

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

20 (6) "Wraparound services" means a team-based approach to delivering
21 dropout prevention and intervention services that is based on the needs
22 and strengths of students and their families; uses an array of
23 community and regional resources; addresses academic, social,
24 emotional, health, and economic issues as needed; and is culturally
25 competent and outcome-based.

26 **Sec. 7.** RCW 28A.175.075 and 2010 c 243 s 4 are each amended to
27 read as follows:

28 (1) The office of the superintendent of public instruction shall
29 establish a state-level (~~(building bridges)~~) work group that includes
30 K-12 and state agencies that work with youth who have dropped out or
31 are at risk of dropping out of school, to be known as the graduation:
32 a team effort (GATE) work group. The purpose of the GATE work group is
33 to establish a common vision and agenda for helping all students reach
34 high school graduation. The following agencies shall appoint
35 representatives to the work group: The office of the superintendent of
36 public instruction, the workforce training and education coordinating
37 board, the department of early learning, the employment security

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

21 ~~((To assist and enhance the work of the building bridges~~
22 ~~programs established in RCW 28A.175.025,))~~ The ((state-level)) GATE
23 work group shall:

24 (a) Build on the materials and work accomplished by the building
25 bridges work group first established in 2007;

26 (b) Align the objectives and operation of individual dropout
27 prevention, intervention, and reengagement programs and initiatives,
28 including but not limited to the various programs established under
29 this chapter;

30 (c) Convene working subgroups as needed to support development of
31 a statewide K-12 dropout prevention, intervention, and reengagement
32 system;

33 (d) Identify and make recommendations to the legislature for the
34 reduction of fiscal, legal, and regulatory barriers that prevent
35 coordination of program resources across agencies at the state and
36 local level;

37 ~~((b))~~ (e) Develop and track performance measures and benchmarks

1 for each partner agency or organization across the state including
2 performance measures and benchmarks based on student characteristics
3 and outcomes specified in RCW 28A.175.035(1)(e); and

4 ~~((e))~~ (f) Identify and disseminate research-based and emerging
5 best practices regarding prevention, intervention, and ~~((retrieval))~~
6 reengagement programs.

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

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

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

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

20 ~~(iii) Recommended funding for supporting career guidance and the~~
21 ~~planning and implementation of K-12 dropout prevention, intervention,~~
22 ~~and reengagement systems in school districts and a plan for phasing the~~
23 ~~funding into the program of basic education, beginning in the 2011-2013~~
24 ~~biennium; and~~

25 ~~(iv) A plan for phasing in the expansion of the current school~~
26 ~~improvement planning program to include state funded, dropout focused~~
27 ~~school improvement technical assistance for school districts in~~
28 ~~significant need of improvement regarding high school graduation~~
29 ~~rates.)) The office of the superintendent of public instruction shall~~
30 ~~submit a biennial report to the education committees of the legislature~~
31 ~~by December 1st of each odd-numbered year that includes activities~~
32 ~~undertaken and measurable indicators of progress toward achieving a~~
33 ~~statewide K-12 dropout prevention, intervention, and reengagement~~
34 ~~system.~~

35 (4) State agencies in the ~~((building bridges))~~ GATE work group
36 shall work together, wherever feasible, on the following activities to
37 support ~~((school/family/community))~~ partnerships of schools, families,

1 and communities engaged in building K-12 dropout prevention,
2 intervention, and reengagement systems:

3 (a) Providing opportunities for coordination and flexibility of
4 program eligibility and funding criteria;

5 (b) Providing joint funding;

6 (c) Developing protocols and templates for model agreements on
7 sharing records and data;

8 (d) Providing joint professional development opportunities that
9 provide knowledge and training on:

10 (i) Research-based and promising practices;

11 (ii) The availability of programs and services for vulnerable
12 youth; and

13 (iii) Cultural competence.

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

18 ~~(a) Whether to adopt an official conceptual approach or framework~~
19 ~~for all entities working with vulnerable youth that can support~~
20 ~~coordinated planning and evaluation;~~

21 ~~(b) The creation of a performance-based management system,~~
22 ~~including outcomes, indicators, and performance measures relating to~~
23 ~~vulnerable youth and programs serving them, including accountability~~
24 ~~for the dropout issue;~~

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

29 ~~(d) The development of integrated or school-based one-stop shopping~~
30 ~~for services that would:~~

31 ~~(i) Provide individualized attention to the neediest youth and~~
32 ~~prioritized access to services for students identified by a dropout~~
33 ~~early warning and intervention data system;~~

34 ~~(ii) Establish protocols for coordinating data and services,~~
35 ~~including getting data release at time of intake and common assessment~~
36 ~~and referral processes; and~~

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

1 ~~(e) Launching a statewide media campaign on increasing the high~~
2 ~~school graduation rate; and~~

3 ~~(f) Developing a statewide database of available services for~~
4 ~~vulnerable youth.))~~

5 NEW SECTION. **Sec. 8.** A new section is added to chapter 28A.175
6 RCW to read as follows:

7 (1) Subject to funds appropriated specifically for this purpose,
8 the office of the superintendent of public instruction shall develop
9 and make available a dropout prevention, intervention, and reengagement
10 system assessment tool to support school, family, and community
11 partnerships in designing and implementing a local system. The
12 assessment tool must have the capacity to identify school and community
13 strengths and gaps in nonacademic and supplemental academic services,
14 and evaluate the effectiveness of existing strategies to prevent and
15 reengage dropouts. Existing community needs assessments, such as the
16 community health improvement plan or other plans, may also be used to
17 provide data for identifying strengths and gaps related to the dropout
18 prevention, intervention, and reengagement system.

19 (2) The office of the superintendent of public instruction, in
20 consultation with the GATE work group and within available funds, shall
21 continue development of a comprehensive and customizable dropout early
22 warning and intervention system for use by school districts and school,
23 family, and community partnerships.

24 NEW SECTION. **Sec. 9.** A new section is added to chapter 28A.175
25 RCW to read as follows:

26 (1) Subject to funds appropriated specifically for this purpose,
27 the office of the superintendent of public instruction shall establish
28 a program to provide graduation coaches to high schools that are
29 struggling to improve their high school graduation rates and school
30 success coaches to selected elementary and middle schools whose
31 students enroll in these high schools.

32 (2) The office of the superintendent of public instruction shall
33 rank order all public high schools in the state based on a combination
34 of factors, including but not limited to graduation rates, dropout
35 rates, attendance, suspension and expulsion rates, teen pregnancy rates
36 in the high school's county, results from dropout early warning and

1 intervention system data, and evidence that the high school and the
2 elementary and middle schools whose students enroll in the high school
3 are ready to support and benefit from graduation coaches and school
4 success coaches. The office shall place a significant priority on
5 graduation rates as a ranking factor.

6 (3) Each year the office of the superintendent of public
7 instruction shall allocate funds to support one graduation coach per
8 five hundred students enrolled in grades nine through twelve in a high
9 school and one school success coach per five hundred students enrolled
10 in grades kindergarten through eight in selected elementary and middle
11 schools whose students enroll in the high school. Funds shall be
12 allocated starting with the lowest-ranking schools until all available
13 funds have been allocated. The office must fully fund the allocation
14 of coaches in an eligible high school and the selected elementary and
15 middle schools before allocating funds for the next group of schools on
16 the ranked order list. The allocation amount per coach shall be based
17 on the school district's allocation for salaries as calculated under
18 RCW 28A.150.410 for certificated instructional staff, plus fringe
19 benefits as established in the omnibus appropriations act.

20 (4) A school district receiving funds under this section must use
21 the funds to assign individuals to the schools that generated the funds
22 to conduct the activities of a graduation coach or a school success
23 coach as defined under RCW 28A.175.074. Schools may use the funds to
24 assign employees to serve as coaches or may create partnerships and
25 contracts with community-based organizations to assign individuals from
26 the community to serve as coaches. The recipient schools must also use
27 the dropout prevention, intervention, and reengagement system
28 assessment tool developed under section 8 of this act to design
29 additional dropout prevention and intervention strategies for those
30 schools.

31 (5) To the extent funds are available, recipient schools are
32 eligible to receive funds under this section for three consecutive
33 years or until the schools no longer qualify for the allocation based
34 on their ranking, whichever is longer.

35 **Sec. 10.** RCW 28A.150.260 and 2011 1st sp.s. c 27 s 2 are each
36 amended to read as follows:

37 The purpose of this section is to provide for the allocation of

1 state funding that the legislature deems necessary to support school
2 districts in offering the minimum instructional program of basic
3 education under RCW 28A.150.220. The allocation shall be determined as
4 follows:

5 (1) The governor shall and the superintendent of public instruction
6 may recommend to the legislature a formula for the distribution of a
7 basic education instructional allocation for each common school
8 district.

9 (2) The distribution formula under this section shall be for
10 allocation purposes only. Except as may be required under chapter
11 28A.155, 28A.165, 28A.180, or 28A.185 RCW, or federal laws and
12 regulations, nothing in this section requires school districts to use
13 basic education instructional funds to implement a particular
14 instructional approach or service. Nothing in this section requires
15 school districts to maintain a particular classroom teacher-to-student
16 ratio or other staff-to-student ratio or to use allocated funds to pay
17 for particular types or classifications of staff. Nothing in this
18 section entitles an individual teacher to a particular teacher planning
19 period.

20 (3)(a) To the extent the technical details of the formula have been
21 adopted by the legislature and except when specifically provided as a
22 school district allocation, the distribution formula for the basic
23 education instructional allocation shall be based on minimum staffing
24 and nonstaff costs the legislature deems necessary to support
25 instruction and operations in prototypical schools serving high,
26 middle, and elementary school students as provided in this section.
27 The use of prototypical schools for the distribution formula does not
28 constitute legislative intent that schools should be operated or
29 structured in a similar fashion as the prototypes. Prototypical
30 schools illustrate the level of resources needed to operate a school of
31 a particular size with particular types and grade levels of students
32 using commonly understood terms and inputs, such as class size, hours
33 of instruction, and various categories of school staff. It is the
34 intent that the funding allocations to school districts be adjusted
35 from the school prototypes based on the actual number of annual average
36 full-time equivalent students in each grade level at each school in the
37 district and not based on the grade-level configuration of the school
38 to the extent that data is available. The allocations shall be further

1 adjusted from the school prototypes with minimum allocations for small
2 schools and to reflect other factors identified in the omnibus
3 appropriations act.

4 (b) For the purposes of this section, prototypical schools are
5 defined as follows:

6 (i) A prototypical high school has six hundred average annual full-
7 time equivalent students in grades nine through twelve;

8 (ii) A prototypical middle school has four hundred thirty-two
9 average annual full-time equivalent students in grades seven and eight;
10 and

11 (iii) A prototypical elementary school has four hundred average
12 annual full-time equivalent students in grades kindergarten through
13 six.

14 (4)(a) The minimum allocation for each level of prototypical school
15 shall be based on the number of full-time equivalent classroom teachers
16 needed to provide instruction over the minimum required annual
17 instructional hours under RCW 28A.150.220 and provide at least one
18 teacher planning period per school day, and based on the following
19 general education average class size of full-time equivalent students
20 per teacher:

	General education average class size
24 Grades K-3	25.23
25 Grade 4	27.00
26 Grades 5-6	27.00
27 Grades 7-8	28.53
28 Grades 9-12	28.74

29 (b) During the 2011-2013 biennium and beginning with schools with
30 the highest percentage of students eligible for free and reduced-price
31 meals in the prior school year, the general education average class
32 size for grades K-3 shall be reduced until the average class size
33 funded under this subsection (4) is no more than 17.0 full-time
34 equivalent students per teacher beginning in the 2017-18 school year.

35 (c) The minimum allocation for each prototypical middle and high
36 school shall also provide for full-time equivalent classroom teachers
37 based on the following number of full-time equivalent students per
38 teacher in career and technical education:

Career and technical
education average
class size

1
2
3
4 Approved career and technical education offered at
5 the middle school and high school level 26.57
6 Skill center programs meeting the standards established
7 by the office of the superintendent of public
8 instruction 22.76

9 (d) In addition, the omnibus appropriations act shall at a minimum
10 specify:

11 (i) A high-poverty average class size in schools where more than
12 fifty percent of the students are eligible for free and reduced-price
13 meals; and

14 (ii) A specialty average class size for laboratory science,
15 advanced placement, and international baccalaureate courses.

16 (5) The minimum allocation for each level of prototypical school
17 shall include allocations for the following types of staff in addition
18 to classroom teachers:
19
20

	Elementary School	Middle School	High School
21 Principals, assistant principals, and other certificated building-level			
22 administrators	1.253	1.353	1.880
23 Teacher librarians, a function that includes information literacy, technology,			
24 and media to support school library media programs	0.663	0.519	0.523
25 Health and social services:			
26 School nurses	0.076	0.060	0.096
27 Social workers	0.042	0.006	0.015
28 Psychologists	0.017	0.002	0.007
29 Guidance counselors, a function that includes parent outreach and graduation			
30 advising	0.493	1.116	1.909
31 Teaching assistance, including any aspect of educational instructional			
32 services provided by classified employees	0.936	0.700	0.652
33 Office support and other noninstructional aides	2.012	2.325	3.269

1	Custodians	1.657	1.942	2.965
2	Classified staff providing student and staff safety	0.079	0.092	0.141
3	Parent involvement coordinators	0.00	0.00	0.00

4 (6)(a) The minimum staffing allocation for each school district to
5 provide district-wide support services shall be allocated per one
6 thousand annual average full-time equivalent students in grades K-12 as
7 follows:

8			Staff per 1,000	
9			K-12 students	
10	Technology			0.628
11	Facilities, maintenance, and grounds			1.813
12	Warehouse, laborers, and mechanics			0.332

13 (b) The minimum allocation of staff units for each school district
14 to support certificated and classified staffing of central
15 administration shall be 5.30 percent of the staff units generated under
16 subsections (4)(a) and (b) and (5) of this section and (a) of this
17 subsection.

18 (7) The distribution formula shall include staffing allocations to
19 school districts for career and technical education and skill center
20 administrative and other school-level certificated staff, as specified
21 in the omnibus appropriations act.

22 (8)(a) Except as provided in (b) of this subsection, the minimum
23 allocation for each school district shall include allocations per
24 annual average full-time equivalent student for the following
25 materials, supplies, and operating costs, to be adjusted for inflation
26 from the 2008-09 school year:

27			Per annual average	
28			full-time equivalent student	
29			in grades K-12	
30	Technology			\$54.43
31	Utilities and insurance			\$147.90
32	Curriculum and textbooks			\$58.44
33	Other supplies and library materials			\$124.07
34	Instructional professional development for certified and			
35	classified staff			\$9.04
36	Facilities maintenance			\$73.27

1 Security and central office \$50.76

2 (b) During the 2011-2013 biennium, the minimum allocation for
3 maintenance, supplies, and operating costs shall be increased as
4 specified in the omnibus appropriations act. The following
5 allocations, adjusted for inflation from the 2007-08 school year, are
6 provided in the 2015-16 school year, after which the allocations shall
7 be adjusted annually for inflation as specified in the omnibus
8 appropriations act:

	Per annual average full-time equivalent student in grades K-12
9	
10	
11	
12 Technology	\$113.80
13 Utilities and insurance	\$309.21
14 Curriculum and textbooks	\$122.17
15 Other supplies and library materials	\$259.39
16 Instructional professional development for certificated and 17 classified staff	\$18.89
18 Facilities maintenance	\$153.18
19 Security and central office administration	\$106.12

20 (9) In addition to the amounts provided in subsection (8) of this
21 section, the omnibus appropriations act shall provide an amount based
22 on full-time equivalent student enrollment in each of the following:

23 (a) Exploratory career and technical education courses for students
24 in grades seven through twelve;

25 (b) Laboratory science courses for students in grades nine through
26 twelve;

27 (c) Preparatory career and technical education courses for students
28 in grades nine through twelve offered in a high school; and

29 (d) Preparatory career and technical education courses for students
30 in grades eleven and twelve offered through a skill center.

31 (10) In addition to the allocations otherwise provided under this
32 section, amounts shall be provided to support the following programs
33 and services:

34 (a) To provide supplemental instruction and services for
35 underachieving students through the learning assistance program under
36 RCW 28A.165.005 through 28A.165.065, allocations shall be based on the
37 district percentage of students in grades K-12 who were eligible for

1 free or reduced-price meals in the prior school year. The minimum
2 allocation for the program shall provide for each level of prototypical
3 school resources to provide, on a statewide average, 1.5156 hours per
4 week in extra instruction with a class size of fifteen learning
5 assistance program students per teacher.

6 (b) To provide supplemental instruction and services for students
7 whose primary language is other than English, allocations shall be
8 based on the head count number of students in each school who are
9 eligible for and enrolled in the transitional bilingual instruction
10 program under RCW 28A.180.010 through 28A.180.080. The minimum
11 allocation for each level of prototypical school shall provide
12 resources to provide, on a statewide average, 4.7780 hours per week in
13 extra instruction with fifteen transitional bilingual instruction
14 program students per teacher. Notwithstanding other provisions of this
15 subsection (10), the actual per-student allocation may be scaled to
16 provide a larger allocation for students needing more intensive
17 intervention and a commensurate reduced allocation for students needing
18 less intensive intervention, as detailed in the omnibus appropriations
19 act.

20 (c) To provide additional allocations to support programs for
21 highly capable students under RCW 28A.185.010 through 28A.185.030,
22 allocations shall be based on two and three hundred fourteen one-
23 thousandths percent of each school district's full-time equivalent
24 basic education enrollment. The minimum allocation for the programs
25 shall provide resources to provide, on a statewide average, 2.1590
26 hours per week in extra instruction with fifteen highly capable program
27 students per teacher.

28 (11) The allocations under subsections (4)(a) and (b), (5), (6),
29 and (8) of this section shall be enhanced as provided under RCW
30 28A.150.390 on an excess cost basis to provide supplemental
31 instructional resources for students with disabilities.

32 (12)(a) For the purposes of allocations for prototypical high
33 schools and middle schools under subsections (4) and (10) of this
34 section that are based on the percent of students in the school who are
35 eligible for free and reduced-price meals, the actual percent of such
36 students in a school shall be adjusted by a factor identified in the
37 omnibus appropriations act to reflect underreporting of free and
38 reduced-price meal eligibility among middle and high school students.

1 (b) Allocations or enhancements provided under subsections (4),
2 (7), and (9) of this section for exploratory and preparatory career and
3 technical education courses shall be provided only for courses approved
4 by the office of the superintendent of public instruction under chapter
5 28A.700 RCW.

6 (13) Allocations for students enrolled in dropout reengagement
7 programs as defined by RCW 28A.175.105 and approved under rules adopted
8 by the office of the superintendent of public instruction under RCW
9 28A.175.115, shall be calculated as 1.22 times the statewide annual
10 average of the allocations otherwise generated under this section for
11 a full-time equivalent general education high school student or a full-
12 time equivalent career and technical education high school student,
13 depending on the courses in which the students in dropout reengagement
14 programs are enrolled.

15 (14)(a) This formula for distribution of basic education funds
16 shall be reviewed biennially by the superintendent and governor. The
17 recommended formula shall be subject to approval, amendment or
18 rejection by the legislature.

19 (b) In the event the legislature rejects the distribution formula
20 recommended by the governor, without adopting a new distribution
21 formula, the distribution formula for the previous school year shall
22 remain in effect.

23 (c) The enrollment of any district shall be the annual average
24 number of full-time equivalent students and part-time students as
25 provided in RCW 28A.150.350, enrolled on the first school day of each
26 month, including students who are in attendance pursuant to RCW
27 28A.335.160 and 28A.225.250 who do not reside within the servicing
28 school district. The definition of full-time equivalent student shall
29 be determined by rules of the superintendent of public instruction and
30 shall be included as part of the superintendent's biennial budget
31 request. The definition shall be based on the minimum instructional
32 hour offerings required under RCW 28A.150.220. Any revision of the
33 present definition shall not take effect until approved by the house
34 ways and means committee and the senate ways and means committee.

35 (d) The office of financial management shall make a monthly review
36 of the superintendent's reported full-time equivalent students in the
37 common schools in conjunction with RCW 43.62.050.

1 NEW SECTION. **Sec. 11.** A new section is added to chapter 28A.175
2 RCW to read as follows:

3 In fulfillment of their mission under RCW 28A.310.340 to assist in
4 providing pupils with equal educational opportunities, each educational
5 service district must, as a basic core service:

6 (1) Coordinate and convene school, family, and community
7 partnerships to develop and implement comprehensive K-12 dropout
8 prevention, intervention, and reengagement systems as defined under RCW
9 28A.175.074;

10 (2) Facilitate and assist local partnerships in using dropout
11 prevention, intervention, and reengagement system assessment tools; and

12 (3) Develop dropout reengagement programs to be offered under
13 contract with school districts as provided under RCW 28A.175.100
14 through 28A.175.110.

15 **Sec. 12.** RCW 28A.310.350 and 2007 c 402 s 8 are each amended to
16 read as follows:

17 The basic core services and cost upon which educational service
18 districts are budgeted shall include, but not be limited to, the
19 following:

20 (1) Educational service district administration and facilities such
21 as office space, maintenance and utilities;

22 (2) Cooperative administrative services such as assistance in
23 carrying out procedures to abolish sex and race bias in school
24 programs, fiscal services, grants management services, special
25 education services and transportation services;

26 (3) Personnel services such as certification/registration services;

27 (4) Learning resource services such as audio visual aids;

28 (5) Cooperative curriculum services such as health promotion and
29 health education services, in-service training, workshops and
30 assessment;

31 (6) Professional development services identified by statute or the
32 omnibus appropriations act; (~~and~~)

33 (7) Special needs of local education agencies; and

34 (8) Dropout prevention, intervention, and reengagement services
35 under section 11 of this act.

1 NEW SECTION. **Sec. 13.** A new section is added to chapter 28A.310
2 RCW to read as follows:

3 Subject to funds appropriated specifically for this purpose, a
4 corps of intervention specialists shall be located at educational
5 service districts, as determined by the office of the superintendent of
6 public instruction, to assist schools and school districts in
7 developing responses to intervention models; positive behavioral
8 interventions and support systems; compassionate schools models;
9 strategies to improve school climate and prevent harassment,
10 intimidation, and bullying; and other research-based approaches to
11 providing early intervention and support for students.

12 **Sec. 14.** RCW 28A.230.125 and 2011 1st sp.s. c 11 s 130 are each
13 amended to read as follows:

14 (1) The superintendent of public instruction, in consultation with
15 the four-year institutions as defined in RCW 28B.76.020, the state
16 board for community and technical colleges, and the workforce training
17 and education coordinating board, shall develop for use by all public
18 school districts and educational service districts under section 15 of
19 this act a standardized high school transcript. The superintendent
20 shall establish clear definitions for the terms "credits" and "hours"
21 so that school programs operating on the quarter, semester, or
22 trimester system can be compared.

23 (2) The standardized high school transcript shall include a
24 notation of whether the student has earned a certificate of individual
25 achievement or a certificate of academic achievement.

26 NEW SECTION. **Sec. 15.** A new section is added to chapter 28A.310
27 RCW to read as follows:

28 An educational service district that offers a dropout reengagement
29 program under contract with one or more school districts as provided
30 under RCW 28A.175.100 through 28A.175.110 may award high school credit
31 to students who successfully complete courses eligible for credit under
32 the program, based on the standards for award of credit adopted by the
33 state board of education, to be recorded using the standardized high
34 school transcript under RCW 28A.230.125.

1 **Sec. 16.** RCW 28A.175.145 and 2011 c 288 s 5 are each amended to
2 read as follows:

3 (1)(a) Subject to funds appropriated for this purpose or otherwise
4 available in the account established in RCW 28A.175.155, beginning in
5 the 2011-12 school year and each year thereafter, a high school that
6 demonstrates improvement in its dropout prevention score compared to
7 the baseline school year as calculated under RCW 28A.175.140 may
8 receive a PASS program award as provided under this section. The
9 legislature intends to recognize and reward continuous improvement by
10 using a baseline year for calculating eligibility for PASS program
11 awards so that a high school retains previously earned award funds from
12 one year to the next unless its performance declines.

13 (b) The office of the superintendent of public instruction must
14 determine the amount of PASS program awards based on appropriated funds
15 and eligible high schools. The intent of the legislature is to provide
16 an award to each eligible high school commensurate with the degree of
17 improvement in the high school's dropout prevention score and the size
18 of the high school. The office must establish a minimum award amount.
19 If funds available for PASS program awards are not sufficient to
20 provide an award to each eligible high school, the office of the
21 superintendent of public instruction shall establish objective criteria
22 to prioritize awards based on eligible high schools with the greatest
23 need for additional dropout prevention and intervention services. The
24 office of the superintendent of public instruction shall encourage and
25 may require a high school receiving a PASS program award to demonstrate
26 an amount of community matching funds or an amount of in-kind community
27 services to support dropout prevention and intervention.

28 (c) Ninety percent of an award under this section must be allocated
29 to the eligible high school to be used for dropout prevention
30 activities in the school as specified in subsection (2) of this
31 section. The principal of the high school shall determine the use of
32 funds after consultation with parents and certificated and classified
33 staff of the school.

34 (d) Ten percent of an award under this section must be allocated to
35 the school district in which the eligible high school is located to be
36 used for dropout prevention activities as specified in subsection (2)
37 of this section in the high school or in other schools in the district.

1 (e) The office of the superintendent of public instruction may
2 withhold distribution of award funds under this section to an otherwise
3 eligible high school or school district if the superintendent of public
4 instruction issues a finding that the school or school district has
5 willfully manipulated the dropout prevention indicators under RCW
6 28A.175.140, for example by expelling, suspending, transferring, or
7 refusing to enroll students at risk of dropping out of school or at
8 risk of low achievement.

9 (2) High schools and school districts may use PASS program award
10 funds for any programs or activities that support the development of a
11 dropout prevention, intervention, and reengagement system as described
12 in RCW 28A.175.074, offered directly by the school or school district
13 or under contract with education agencies or community-based
14 organizations, including but not limited to educational service
15 districts, workforce development councils, and boys and girls clubs.
16 Such programs or activities may include but are not limited to the
17 following:

18 (a) Strategies to close the achievement gap for disadvantaged
19 students and minority students;

20 (b) Use of graduation coaches as defined in RCW ((~~28A.175.150~~)
21 28A.175.074;

22 (c) Opportunity internship activities under RCW 28C.18.164;

23 (d) Dropout reengagement programs provided by community-based
24 organizations or community and technical colleges;

25 (e) Comprehensive guidance and planning programs as defined under
26 RCW 28A.600.045, including but not limited to the navigation 101
27 program;

28 (f) Reduced class sizes, extended school day, extended school year,
29 and tutoring programs for students identified as at risk of dropping
30 out of school, including instruction to assist these students in
31 meeting graduation requirements in mathematics and science;

32 (g) Outreach and counseling targeted to students identified as at
33 risk of dropping out of school, or who have dropped out of school, to
34 encourage them to consider learning alternatives such as
35 preapprenticeship programs, skill centers, running start, technical
36 high schools, and other options for completing a high school diploma;

37 (h) Preapprenticeship programs or running start for the trades
38 initiatives under RCW 49.04.190;

- 1 (i) Mentoring programs for students;
- 2 (j) Development and use of dropout early warning data systems;
- 3 (k) Counseling, resource and referral services, and intervention
- 4 programs to address social, behavioral, and health factors associated
- 5 with dropping out of school;
- 6 (l) Implementing programs for in-school suspension or other
- 7 strategies to avoid excluding middle and high school students from the
- 8 school whenever possible;
- 9 (m) Parent engagement activities such as home visits and off-campus
- 10 parent support group meetings related to dropout prevention and
- 11 reengagement; and
- 12 (n) Early learning programs for prekindergarten students.
- 13 (3) High schools and school districts are encouraged to implement
- 14 dropout prevention and reengagement strategies in a comprehensive and
- 15 systematic manner, using strategic planning, school improvement plans,
- 16 evaluation and feedback, and response to intervention tools.

17 NEW SECTION. **Sec. 17.** RCW 28A.175.150 (PASS program--Graduation
18 coach) and 2011 c 288 s 6 are each repealed.

19 NEW SECTION. **Sec. 18.** If specific funding for the purposes of
20 section 9 of this act, referencing section 9 of this act by bill or
21 chapter number and section number, is not provided by June 30, 2013, in
22 the omnibus appropriations act, section 9 of this act is null and void.

23 NEW SECTION. **Sec. 19.** If specific funding for the purposes of
24 section 10 of this act, referencing section 10 of this act by bill or
25 chapter number and section number, is not provided by June 30, 2013, in
26 the omnibus appropriations act, section 10 of this act is null and
27 void.

28 NEW SECTION. **Sec. 20.** If specific funding for the purposes of
29 section 13 of this act, referencing section 13 of this act by bill or
30 chapter number and section number, is not provided by June 30, 2013, in
31 the omnibus appropriations act, section 13 of this act is null and
32 void.

1 NEW SECTION. **Sec. 21.** Subject to appropriated funding, the
2 Washington institute for public policy shall conduct a study reviewing
3 evidence and research-based programs and policies for improving
4 graduation rates among the following student subgroups: Caucasian,
5 Black, Hispanic, American Indian/Alaskan Native, Pacific
6 Islander/Hawaiian Native, low income, transitional bilingual, migrant,
7 special education, and students covered by section 504 of the federal
8 rehabilitation act of 1973, as amended (29 U.S.C. Sec. 794). The study
9 shall examine and summarize dropout prevention and reengagement
10 programs in other states. The institute for public policy shall
11 provide a report to the education committees in both houses of the
12 legislature by December 1, 2013."

2SHB 1424 - S COMM AMD

By Committee on Early Learning & K-12 Education

NOT CONSIDERED

13 On page 1, line 2 of the title, after "system;" strike the
14 remainder of the title and insert "amending RCW 28A.175.025,
15 28A.175.035, 28A.175.045, 28A.175.055, 28A.175.074, 28A.175.075,
16 28A.150.260, 28A.310.350, 28A.230.125, and 28A.175.145; adding new
17 sections to chapter 28A.175 RCW; adding new sections to chapter 28A.310
18 RCW; creating new sections; and repealing RCW 28A.175.150."

EFFECT: Clarifies that school districts receiving Building Bridges program grants must assess the availability of nonacademic and supplemental academic services, and collect data on student support and school climate indicators. Clarifies the inclusion of nonacademic and supplemental academic services in the school/community needs assessment tool created by the bill. Adds the teen pregnancy rate in a high school's county as one of the factors the OSPI shall use to rank all public high schools in the state when prioritizing which schools shall receive graduation coaches and school success coaches. Requires the Washington Institute for Public Policy to produce a study reviewing evidence and research-based programs to improve graduation rates among

various student subgroups. A report must be provided to the education committees in both houses of the legislature by December 1, 2013.

--- END ---