
THIRD SUBSTITUTE HOUSE BILL 1424

State of Washington

63rd Legislature

2014 Regular Session

By House Education (originally sponsored by Representatives Haigh, Santos, Sullivan, Maxwell, Ryu, Freeman, Stonier, Seaquist, McCoy, Fey, Roberts, Morrell, Kagi, Bergquist, and Jinkins)

READ FIRST TIME 01/24/14.

1 AN ACT Relating to enhancing the statewide K-12 dropout prevention,
2 intervention, and reengagement system; amending RCW 28A.175.025,
3 28A.175.035, 28A.175.045, 28A.175.055, 28A.175.074, 28A.175.075,
4 28A.150.260, and 28A.175.145; adding new sections to chapter 28A.175
5 RCW; adding a new section to chapter 28A.150 RCW; adding a new section
6 to chapter 28A.310 RCW; creating a new section; repealing RCW
7 28A.175.150; and providing an effective date.

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

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

1 (2) Therefore, the legislature intends to take steps to enhance the
2 current dropout prevention, intervention, and reengagement system by
3 clarifying the laws pertaining to the statewide system and the state-
4 level work group charged with overseeing the system and providing
5 specific additional support for some of the highest need students,
6 including those who have already dropped out of school and those who
7 are enrolled in chronically low-performing schools.

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

10 Subject to the availability of funds appropriated for this purpose,
11 the office of the superintendent of public instruction shall ~~((create~~
12 ~~a grant program and))~~ award grants to local partnerships of schools,
13 families, and communities to ~~((begin the phase in of a statewide~~
14 ~~comprehensive))~~ design and implement a K-12 dropout prevention,
15 intervention, and ((retrieval)) reengagement system as defined in RCW
16 28A.175.074. ((This program)) For purposes of RCW 28A.175.025 through
17 28A.175.075, these grants shall be known as ((the)) building bridges
18 ~~((program))~~ grants.

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

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

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

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

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

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

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

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

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

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

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

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

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

21 (a) Identify criteria for building bridges grants and evaluate
22 proposals for funding in consultation with the workforce training and
23 education coordinating board;

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

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

29 (ii) Identify their own strengths and gaps in services provided to
30 youth;

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

32 (iv) Use research-based and emerging best practices that lead to
33 positive outcomes in implementing ((the building bridges)) a local
34 program; and

35 (v) Coordinate an outreach campaign to bring public and private
36 organizations together and to provide information about ((the))
37 building bridges ((program)) grants to the local community;

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

4 (d) Identify and disseminate successful practices;

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

7 (i) The number of and demographics of students served including,
8 but not limited to, information regarding a student's race and
9 ethnicity, a student's household income, a student's housing status,
10 whether a student is a foster youth or youth involved in the juvenile
11 justice system, whether a student is disabled, and the primary language
12 spoken at a student's home;

13 (ii) ~~((Washington assessment of student learning))~~ Scores on the
14 statewide student assessment;

15 (iii) Dropout rates;

16 (iv) On-time graduation rates;

17 (v) Extended graduation rates;

18 (vi) Credentials obtained;

19 (vii) Absenteeism rates;

20 (viii) Truancy rates; and

21 (ix) Credit retrieval; and

22 (f) Contract with a third party to evaluate the infrastructure and
23 implementation of the partnership including the leveraging of outside
24 resources that relate to the goal of the partnership. The third-party
25 contractor shall also evaluate the performance and effectiveness of the
26 partnerships relative to the type of entity, as identified in RCW
27 28A.175.045, serving as the lead agency for the partnership~~((+and~~

28 ~~(g) Report to the legislature by December 1, 2008))~~.

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

32 (3) In selecting recipients for grant funds appropriated under RCW
33 28A.175.135, the office of the superintendent of public instruction
34 shall use a streamlined and expedited application and review process
35 for those programs that have already proven to be successful in dropout
36 prevention.

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

3 In awarding (~~(the grants under RCW 28A.175.025))~~ building bridges
4 grants, the office of the superintendent of public instruction shall
5 prioritize schools or districts with dropout rates above the statewide
6 average and shall attempt to award (~~(building bridges program))~~ grants
7 to different geographic regions of the state. Eligible recipients
8 shall be one of the following entities acting as a lead agency for the
9 local partnership: A school district, a tribal school, an area
10 workforce development council, an educational service district, an
11 accredited institution of higher education, a vocational skills center,
12 a federally recognized tribe, a community organization, or a nonprofit
13 501(c)(3) corporation. If the recipient is not a school district, at
14 least one school district must be identified within the partnership.
15 The superintendent of public instruction shall ensure that grants are
16 distributed proportionately between school districts and other
17 recipients. This requirement may be waived if the superintendent of
18 public instruction finds that the quality of the programs or
19 applications from these entities does not warrant the awarding of the
20 grants proportionately.

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

23 To be eligible for a building bridges grant (~~(under RCW~~
24 ~~28A.175.025))~~), grant applicants shall:

25 (1) Build or demonstrate a commitment to building a broad-based
26 partnership of schools, families, and community members to provide an
27 effective and efficient (~~(building bridges program))~~ K-12 dropout
28 prevention, intervention, and reengagement system. The partnership
29 shall consider an effective model for school-community partnerships and
30 include local membership from, but not limited to, school districts,
31 tribal schools, secondary career and technical education programs,
32 skill centers that serve the local community, an educational service
33 district, the area workforce development council, accredited
34 institutions of higher education, tribes or other cultural
35 organizations, the parent teacher association, the juvenile court,
36 prosecutors and defenders, the local health department, health care
37 agencies, public transportation agencies, local division

1 representatives of the department of social and health services,
2 businesses, city or county government agencies, civic organizations,
3 and appropriate youth-serving community-based organizations.
4 Interested parents and students shall be actively included whenever
5 possible;

6 (2) Demonstrate how the grant will enhance any dropout prevention
7 and intervention programs and services already in place in the
8 district;

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

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

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

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

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

20 (1) ~~((“Critical community members” means representatives in the~~
21 ~~local community from among the following agencies and organizations:~~
22 ~~Student/parent organizations, parents and families, local government,~~
23 ~~law enforcement, juvenile corrections, any tribal organization in the~~
24 ~~local school district, the local health district, nonprofit and social~~
25 ~~service organizations serving youth, and faith organizations.~~

26 ~~(2))~~ “Dropout early warning and intervention ((data)) system”
27 means a systemic approach to identify students at risk of dropping out
28 and an intervention process to link identified students to the
29 appropriate services and support, relying on a student information
30 system that provides the necessary data ((needed to conduct a universal
31 screening to identify students at risk of dropping out, catalog student
32 interventions, and monitor student progress towards graduation)) in an
33 easily interpreted format.

34 (2) “Graduation coach” means an individual, working in consultation
35 with counselors and other school staff as provided in the model policy
36 on graduation coaches developed by the office of the superintendent of
37 public instruction in 2012, who is assigned to identify and provide

1 intervention services to students who have dropped out or are at risk
2 of academic failure or of not graduating on time through the following
3 activities:

4 (a) Monitoring and advising on individual student progress toward
5 graduation;

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

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

8 (d) Encouraging family and community engagement;

9 (e) Connecting families and students with appropriate school and
10 community resources;

11 (f) Securing supplemental academic services for students;

12 (g) Implementing schoolwide dropout prevention programs and
13 interventions; and

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

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

17 (a) Engaging in school improvement planning specifically focused on
18 improving high school graduation rates and other indicators correlated
19 to being on track for graduation, including goal-setting and action
20 planning, based on a comprehensive assessment of strengths and
21 challenges;

22 (b) Providing prevention activities including, but not limited to,
23 emotionally and physically safe school environments, implementation of
24 a comprehensive system of learning support with tiered intervention,
25 social-emotional and behavioral skills development, expanded
26 opportunities for students to develop sustained and meaningful
27 relationships with caring adults, a comprehensive guidance and
28 counseling model facilitated by certified school counselors or other
29 qualified staff, core academic instruction, frequent feedback on
30 student progress, and career and technical education exploratory and
31 preparatory programs;

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

34 (d) Providing timely academic and nonacademic group and individual
35 interventions for vulnerable students based on ((~~a~~)) the specific
36 challenges and assets of each child by using a tiered intervention
37 system such as the response to intervention model, ((~~including~~))
38 planning and sharing ((~~of~~)) information at critical academic

1 transitions, using intervention resources from the school system and
2 the broader community, and assessing the effectiveness of each
3 intervention provided;

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

8 (f) Establishing and providing staff, such as family and community
9 engagement coordinators as described under section 10 of this act, to
10 coordinate a ((school/family/community)) school, family, and community
11 partnership that assists in building ((a K-12 dropout prevention,
12 intervention, and reengagement)) the system;

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

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

16 (i) Designing and providing wraparound services to support
17 vulnerable students.

18 (4) ~~(("School/family/community partnership" means a partnership~~
19 ~~between a school or schools, families, and the community, that engages~~
20 ~~critical community members in a formal, structured partnership with~~
21 ~~local school districts in a coordinated effort to provide comprehensive~~
22 ~~support services and improve outcomes for vulnerable youth.))~~ "School
23 success coach" means an individual, working in consultation with
24 counselors and other school staff, who is assigned to identify and
25 provide early intervention services for students using similar
26 strategies as a graduation coach, but targeted toward elementary and
27 middle school students to facilitate their continued enrollment,
28 engagement, and progress in school.

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

35 (6) "Wraparound services" means a team-based approach to delivering
36 dropout prevention and intervention services that is based on the needs
37 and strengths of students and their families; uses an array of

1 community and regional resources; addresses academic, social,
2 emotional, health, and economic issues as needed; and is culturally
3 competent and outcome-based.

4 **Sec. 7.** RCW 28A.175.075 and 2013 c 23 s 46 are each amended to
5 read as follows:

6 (1) The office of the superintendent of public instruction shall
7 establish a state-level (~~((building bridges))~~) work group that includes
8 K-12 and state agencies that work with youth who have dropped out or
9 are at risk of dropping out of school, to be known as the graduation:
10 a team effort (GATE) work group. The purpose of the GATE work group is
11 to establish a common vision and agenda for helping all students reach
12 high school graduation. The following agencies shall appoint
13 representatives to the work group: The office of the superintendent of
14 public instruction, the workforce training and education coordinating
15 board, the department of early learning, the employment security
16 department, the state board for community and technical colleges, the
17 department of health, the community mobilization office, and the
18 children's services and behavioral health and recovery divisions of the
19 department of social and health services. The work group should also
20 consist of one representative from each of the following agencies and
21 organizations: A statewide organization representing career and
22 technical education programs including skill centers; the juvenile
23 courts or the office of juvenile justice, or both; the Washington
24 association of prosecuting attorneys; the Washington state office of
25 public defense; accredited institutions of higher education; the
26 educational service districts; the area workforce development councils;
27 parent and educator associations; educational opportunity gap oversight
28 and accountability committee; office of the education ombuds; local
29 school districts; agencies or organizations that provide services to
30 special education students; community organizations serving youth;
31 federally recognized tribes and urban tribal centers; ~~((each of the~~
32 ~~major political caucuses of the senate and house of representatives;))~~
33 and the minority commissions. Other agencies, organizations, or
34 individuals may be invited to participate in the work group.

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

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

3 (b) Align the objectives and operation of individual dropout
4 prevention, intervention, and reengagement programs and initiatives,
5 including but not limited to the various programs established under
6 this chapter;

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

10 (d) Identify and make recommendations to the legislature for the
11 reduction of fiscal, legal, and regulatory barriers that prevent
12 coordination of program resources across agencies at the state and
13 local level;

14 ~~((b))~~ (e) Develop and track performance measures and benchmarks
15 for each partner agency or organization across the state including
16 performance measures and benchmarks based on student characteristics
17 and outcomes specified in RCW 28A.175.035(1)(e); and

18 ~~((e))~~ (f) Identify and disseminate research-based and emerging
19 best practices regarding prevention, intervention, and ~~((retrieval))~~
20 reengagement programs.

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

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

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

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

34 ~~(iii) Recommended funding for supporting career guidance and the~~
35 ~~planning and implementation of K-12 dropout prevention, intervention,~~
36 ~~and reengagement systems in school districts and a plan for phasing the~~
37 ~~funding into the program of basic education, beginning in the 2011-2013~~
38 ~~biennium; and~~

1 ~~(iv) A plan for phasing in the expansion of the current school~~
2 ~~improvement planning program to include state-funded, dropout-focused~~
3 ~~school improvement technical assistance for school districts in~~
4 ~~significant need of improvement regarding high school graduation~~
5 ~~rates.)~~ The office of the superintendent of public instruction shall
6 submit a biennial report to the education committees of the legislature
7 by December 1st of each odd-numbered year that includes activities
8 undertaken and measurable indicators of progress toward achieving a
9 statewide K-12 dropout prevention, intervention, and reengagement
10 system.

11 (4) State agencies in the (~~building bridges~~) GATE work group
12 shall work together, wherever feasible, on the following activities to
13 support (~~school/family/community~~) partnerships of schools, families,
14 and communities engaged in building K-12 dropout prevention,
15 intervention, and reengagement systems:

16 (a) Providing opportunities for coordination and flexibility of
17 program eligibility and funding criteria;

18 (b) Providing joint funding;

19 (c) Developing protocols and templates for model agreements on
20 sharing records and data;

21 (d) Providing joint professional development opportunities that
22 provide knowledge and training on:

23 (i) Research-based and promising practices;

24 (ii) The availability of programs and services for vulnerable
25 youth; and

26 (iii) Cultural competence.

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

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

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

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

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

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

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

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

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

16 ~~(f) Developing a statewide database of available services for~~
17 ~~vulnerable youth.))~~

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

20 (1) Subject to funds appropriated specifically for this purpose,
21 the office of the superintendent of public instruction shall develop
22 and make available a dropout prevention, intervention, and reengagement
23 system assessment tool to support school, family, and community
24 partnerships in designing and implementing a local system. The
25 assessment tool must have the capacity to identify school and community
26 strengths and gaps in services, and evaluate the effectiveness of
27 existing strategies to prevent and reengage dropouts. Existing
28 community needs assessments, such as the community health improvement
29 plan or other plans, may also be used to provide data for identifying
30 strengths and gaps related to the dropout prevention, intervention, and
31 reengagement system.

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

1 NEW SECTION. **Sec. 9.** A new section is added to chapter 28A.175

2 RCW to read as follows:

3 (1) Subject to funds appropriated specifically for this purpose,
4 the office of the superintendent of public instruction shall establish
5 a program to provide graduation coaches to high schools that are
6 struggling to improve their high school graduation rates and school
7 success coaches to selected elementary and middle schools whose
8 students enroll in these high schools.

9 (2) The office of the superintendent of public instruction shall
10 rank order all public high schools in the state based on a combination
11 of factors, including but not limited to graduation rates, dropout
12 rates, attendance, suspension and expulsion rates, results from dropout
13 early warning and intervention system data, teen pregnancy rates in the
14 surrounding county, and evidence that the high school and the
15 elementary and middle schools whose students enroll in the high school
16 are ready to support and benefit from graduation coaches and school
17 success coaches. The office shall place a significant priority on
18 graduation rates as a ranking factor.

19 (3) Each year the office of the superintendent of public
20 instruction shall allocate funds to support one graduation coach per
21 five hundred students enrolled in grades nine through twelve in a high
22 school and one school success coach per five hundred students enrolled
23 in grades kindergarten through eight in selected elementary and middle
24 schools whose students enroll in the high school. Funds shall be
25 allocated starting with the lowest-ranking schools until all available
26 funds have been allocated. The office must fully fund the allocation
27 of coaches in an eligible high school and the selected elementary and
28 middle schools before allocating funds for the next group of schools on
29 the ranked order list. The allocation amount per coach shall be based
30 on the school district's allocation for salaries as calculated under
31 RCW 28A.150.410 for certificated instructional staff, plus fringe
32 benefits as established in the omnibus appropriations act.

33 (4) A school district receiving funds under this section must use
34 the funds to assign individuals to the schools that generated the funds
35 to conduct the activities of a graduation coach or a school success
36 coach as defined under RCW 28A.175.074. Schools may use the funds to
37 assign employees to serve as coaches or may create partnerships and
38 contracts with community-based organizations to assign individuals from

1 the community to serve as coaches. The recipient schools must also use
2 the dropout prevention, intervention, and reengagement system
3 assessment tool developed under section 8 of this act to design
4 additional dropout prevention and intervention strategies for those
5 schools.

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

10 NEW SECTION. **Sec. 10.** A new section is added to chapter 28A.150
11 RCW to read as follows:

12 (1) The legislature finds that research studies have found a
13 positive relationship between family and community engagement in
14 students' education and improved attendance, behavior, social skills,
15 and academic achievement. This relationship holds across families of
16 all economic, racial, ethnic, and educational backgrounds and for
17 students of all ages.

18 (2) Using funds allocated under RCW 28A.150.260 and from other
19 available sources, school districts are encouraged to assign family and
20 community engagement coordinators to schools. Examples of activities
21 conducted by family and community engagement coordinators may include,
22 but are not limited to:

23 (a) Developing school, family, and community partnerships to
24 deliver academic and nonacademic wraparound services for students and
25 build a comprehensive K-12 dropout prevention, intervention, and
26 reengagement system as described under RCW 28A.175.074;

27 (b) Encouraging and facilitating family engagement in student
28 learning, both at home and at school;

29 (c) Creating opportunities for expanded communication and dialogue
30 with families that includes outreach, input, responsiveness, and
31 collaboration;

32 (d) Engaging in culturally competent outreach and partnership with
33 diverse families and communities;

34 (e) Serving as the school or district liaison for community-based
35 activities such as mentors, before and after-school programs, family
36 education, and health and social services; and

1 (f) Coordinating services delivered by community-based
2 organizations and local agencies to assure that services are focused on
3 priorities identified by the school based on student needs.

4 **Sec. 11.** RCW 28A.150.260 and 2011 1st sp.s. c 27 s 2 are each
5 amended to read as follows:

6 The purpose of this section is to provide for the allocation of
7 state funding that the legislature deems necessary to support school
8 districts in offering the minimum instructional program of basic
9 education under RCW 28A.150.220. The allocation shall be determined as
10 follows:

11 (1) The governor shall and the superintendent of public instruction
12 may recommend to the legislature a formula for the distribution of a
13 basic education instructional allocation for each common school
14 district.

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

26 (3)(a) To the extent the technical details of the formula have been
27 adopted by the legislature and except when specifically provided as a
28 school district allocation, the distribution formula for the basic
29 education instructional allocation shall be based on minimum staffing
30 and nonstaff costs the legislature deems necessary to support
31 instruction and operations in prototypical schools serving high,
32 middle, and elementary school students as provided in this section.
33 The use of prototypical schools for the distribution formula does not
34 constitute legislative intent that schools should be operated or
35 structured in a similar fashion as the prototypes. Prototypical
36 schools illustrate the level of resources needed to operate a school of
37 a particular size with particular types and grade levels of students

1 using commonly understood terms and inputs, such as class size, hours
2 of instruction, and various categories of school staff. It is the
3 intent that the funding allocations to school districts be adjusted
4 from the school prototypes based on the actual number of annual average
5 full-time equivalent students in each grade level at each school in the
6 district and not based on the grade-level configuration of the school
7 to the extent that data is available. The allocations shall be further
8 adjusted from the school prototypes with minimum allocations for small
9 schools and to reflect other factors identified in the omnibus
10 appropriations act.

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

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

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

18 (iii) A prototypical elementary school has four hundred average
19 annual full-time equivalent students in grades kindergarten through
20 six.

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

	General education average class size
31 Grades K-3	25.23
32 Grade 4	27.00
33 Grades 5-6	27.00
34 Grades 7-8	28.53
35 Grades 9-12	28.74

36 (b) During the 2011-2013 biennium and beginning with schools with
37 the highest percentage of students eligible for free and reduced-price
38 meals in the prior school year, the general education average class

1 size for grades K-3 shall be reduced until the average class size
 2 funded under this subsection (4) is no more than 17.0 full-time
 3 equivalent students per teacher beginning in the 2017-18 school year.

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

	Career and technical education average class size
8	
9	
10	
11 Approved career and technical education offered at	
12 the middle school and high school level	26.57
13 Skill center programs meeting the standards established	
14 by the office of the superintendent of public	
15 instruction	22.76

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

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

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

23 (5) The minimum allocation for each level of prototypical school
 24 shall include allocations for the following types of staff in addition
 25 to classroom teachers:
 26

	Elementary School	Middle School	High School
28			
29			
30 Principals, assistant principals, and other certificated building-level			
31 administrators	1.253	1.353	1.880
32 Teacher librarians, a function that includes information literacy, technology,			
33 and media to support school library media programs	0.663	0.519	0.523
34 Health and social services:			
35 School nurses	0.076	0.060	0.096

1	Social workers.....	0.042	0.006	0.015
2	Psychologists.....	0.017	0.002	0.007
3	Guidance counselors, a function that includes parent outreach and graduation			
4	advising.....	0.493	1.116	1.909
5	Teaching assistance, including any aspect of educational instructional			
6	services provided by classified employees.....	0.936	0.700	0.652
7	Office support and other noninstructional aides.....	2.012	2.325	3.269
8	Custodians.....	1.657	1.942	2.965
9	Classified staff providing student and staff safety.....	0.079	0.092	0.141
10	((Parent involvement)) <u>Family and community engagement</u> coordinators.....	((0.00))	0.00	0.00
11		<u>0.0825</u>		

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

16		Staff per 1,000
17		K-12 students
18	Technology	0.628
19	Facilities, maintenance, and grounds	1.813
20	Warehouse, laborers, and mechanics	0.332

21 (b) The minimum allocation of staff units for each school district
22 to support certificated and classified staffing of central
23 administration shall be 5.30 percent of the staff units generated under
24 subsections (4)(a) and (b) and (5) of this section and (a) of this
25 subsection.

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

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

35	Per annual average
36	full-time equivalent student

1		in grades K-12	
2	Technology		\$54.43
3	Utilities and insurance		\$147.90
4	Curriculum and textbooks		\$58.44
5	Other supplies and library materials		\$124.07
6	Instructional professional development for certified and		
7	classified staff		\$9.04
8	Facilities maintenance		\$73.27
9	Security and central office		\$50.76

10 (b) During the 2011-2013 biennium, the minimum allocation for
11 maintenance, supplies, and operating costs shall be increased as
12 specified in the omnibus appropriations act. The following
13 allocations, adjusted for inflation from the 2007-08 school year, are
14 provided in the 2015-16 school year, after which the allocations shall
15 be adjusted annually for inflation as specified in the omnibus
16 appropriations act:

17		Per annual average	
18		full-time equivalent student	
19		in grades K-12	
20	Technology		\$113.80
21	Utilities and insurance		\$309.21
22	Curriculum and textbooks		\$122.17
23	Other supplies and library materials		\$259.39
24	Instructional professional development for certificated and		
25	classified staff		\$18.89
26	Facilities maintenance		\$153.18
27	Security and central office administration		\$106.12

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

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

33 (b) Laboratory science courses for students in grades nine through
34 twelve;

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

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

3 (10) In addition to the allocations otherwise provided under this
4 section, amounts shall be provided to support the following programs
5 and services:

6 (a) To provide supplemental instruction and services for
7 underachieving students through the learning assistance program under
8 RCW 28A.165.005 through 28A.165.065, allocations shall be based on the
9 district percentage of students in grades K-12 who were eligible for
10 free or reduced-price meals in the prior school year. The minimum
11 allocation for the program shall provide for each level of prototypical
12 school resources to provide, on a statewide average, 1.5156 hours per
13 week in extra instruction with a class size of fifteen learning
14 assistance program students per teacher.

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

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

37 (11) The allocations under subsections (4)(a) and (b), (5), (6),

1 and (8) of this section shall be enhanced as provided under RCW
2 28A.150.390 on an excess cost basis to provide supplemental
3 instructional resources for students with disabilities.

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

11 (b) Allocations or enhancements provided under subsections (4),
12 (7), and (9) of this section for exploratory and preparatory career and
13 technical education courses shall be provided only for courses approved
14 by the office of the superintendent of public instruction under chapter
15 28A.700 RCW.

16 (13) Allocations for students enrolled in dropout reengagement
17 programs as defined by RCW 28A.175.105 and approved under rules adopted
18 by the office of the superintendent of public instruction under RCW
19 28A.175.115, shall be calculated as 1.22 times the statewide annual
20 average of the allocations otherwise generated under this section for
21 a full-time equivalent general education high school student or a full-
22 time equivalent career and technical education high school student,
23 depending on the courses in which the students in dropout reengagement
24 programs are enrolled.

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

29 (b) In the event the legislature rejects the distribution formula
30 recommended by the governor, without adopting a new distribution
31 formula, the distribution formula for the previous school year shall
32 remain in effect.

33 (c) The enrollment of any district shall be the annual average
34 number of full-time equivalent students and part-time students as
35 provided in RCW 28A.150.350, enrolled on the first school day of each
36 month, including students who are in attendance pursuant to RCW
37 28A.335.160 and 28A.225.250 who do not reside within the servicing
38 school district. The definition of full-time equivalent student shall

1 be determined by rules of the superintendent of public instruction and
2 shall be included as part of the superintendent's biennial budget
3 request. The definition shall be based on the minimum instructional
4 hour offerings required under RCW 28A.150.220. Any revision of the
5 present definition shall not take effect until approved by the house
6 ways and means committee and the senate ways and means committee.

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

10 NEW SECTION. **Sec. 12.** A new section is added to chapter 28A.310
11 RCW to read as follows:

12 Subject to funds appropriated specifically for this purpose, a
13 corps of intervention specialists shall be located at educational
14 service districts, as determined by the office of the superintendent of
15 public instruction, to assist schools and school districts in
16 developing responses to intervention models; positive behavioral
17 interventions and support systems; compassionate schools models;
18 strategies to improve school climate and prevent harassment,
19 intimidation, and bullying; and other research-based approaches to
20 providing early intervention and support for students.

21 **Sec. 13.** RCW 28A.175.145 and 2011 c 288 s 5 are each amended to
22 read as follows:

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

33 (b) The office of the superintendent of public instruction must
34 determine the amount of PASS program awards based on appropriated funds
35 and eligible high schools. The intent of the legislature is to provide
36 an award to each eligible high school commensurate with the degree of

1 improvement in the high school's dropout prevention score and the size
2 of the high school. The office must establish a minimum award amount.
3 If funds available for PASS program awards are not sufficient to
4 provide an award to each eligible high school, the office of the
5 superintendent of public instruction shall establish objective criteria
6 to prioritize awards based on eligible high schools with the greatest
7 need for additional dropout prevention and intervention services. The
8 office of the superintendent of public instruction shall encourage and
9 may require a high school receiving a PASS program award to demonstrate
10 an amount of community matching funds or an amount of in-kind community
11 services to support dropout prevention and intervention.

12 (c) Ninety percent of an award under this section must be allocated
13 to the eligible high school to be used for dropout prevention
14 activities in the school as specified in subsection (2) of this
15 section. The principal of the high school shall determine the use of
16 funds after consultation with parents and certificated and classified
17 staff of the school.

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

22 (e) The office of the superintendent of public instruction may
23 withhold distribution of award funds under this section to an otherwise
24 eligible high school or school district if the superintendent of public
25 instruction issues a finding that the school or school district has
26 willfully manipulated the dropout prevention indicators under RCW
27 28A.175.140, for example by expelling, suspending, transferring, or
28 refusing to enroll students at risk of dropping out of school or at
29 risk of low achievement.

30 (2) High schools and school districts may use PASS program award
31 funds for any programs or activities that support the development of a
32 dropout prevention, intervention, and reengagement system as described
33 in RCW 28A.175.074, offered directly by the school or school district
34 or under contract with education agencies or community-based
35 organizations, including but not limited to educational service
36 districts, workforce development councils, and boys and girls clubs.
37 Such programs or activities may include but are not limited to the
38 following:

- 1 (a) Strategies to close the achievement gap for disadvantaged
2 students and minority students;
- 3 (b) Use of graduation coaches as defined in RCW ((~~28A.175.150~~)
4 28A.175.074;
- 5 (c) Opportunity internship activities under RCW 28C.18.164;
- 6 (d) Dropout reengagement programs provided by community-based
7 organizations or community and technical colleges;
- 8 (e) Comprehensive guidance and planning programs as defined under
9 RCW 28A.600.045, including but not limited to the navigation 101
10 program;
- 11 (f) Reduced class sizes, extended school day, extended school year,
12 and tutoring programs for students identified as at risk of dropping
13 out of school, including instruction to assist these students in
14 meeting graduation requirements in mathematics and science;
- 15 (g) Outreach and counseling targeted to students identified as at
16 risk of dropping out of school, or who have dropped out of school, to
17 encourage them to consider learning alternatives such as
18 preapprenticeship programs, skill centers, running start, technical
19 high schools, and other options for completing a high school diploma;
- 20 (h) Preapprenticeship programs or running start for the trades
21 initiatives under RCW 49.04.190;
- 22 (i) Mentoring programs for students;
- 23 (j) Development and use of dropout early warning data systems;
- 24 (k) Counseling, resource and referral services, and intervention
25 programs to address social, behavioral, and health factors associated
26 with dropping out of school;
- 27 (l) Implementing programs for in-school suspension or other
28 strategies to avoid excluding middle and high school students from the
29 school whenever possible;
- 30 (m) Parent engagement activities such as home visits and off-campus
31 parent support group meetings related to dropout prevention and
32 reengagement; and
- 33 (n) Early learning programs for prekindergarten students.
- 34 (3) High schools and school districts are encouraged to implement
35 dropout prevention and reengagement strategies in a comprehensive and
36 systematic manner, using strategic planning, school improvement plans,
37 evaluation and feedback, and response to intervention tools.

1 NEW SECTION. **Sec. 14.** RCW 28A.175.150 (PASS program--Graduation
2 coach) and 2011 c 288 s 6 are each repealed.

3 NEW SECTION. **Sec. 15.** Section 11 of this act takes effect
4 September 1, 2014.

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