

ESSB 6403 - H COMM AMD
By Committee on Education

ADOPTED 03/03/2010

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

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

9 (2) The legislature further finds that school districts need both
10 accountability and technical assistance to improve high school
11 graduation rates.

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

15 (4) The legislature further finds that school districts need the
16 support of families, agencies, and organizations in the local community
17 to prevent dropouts. In order to significantly improve statewide high
18 school graduation rates, it is the intent of the legislature to
19 facilitate the development of a collaborative infrastructure at the
20 local, regional, and state level between systems that serve vulnerable
21 youth.

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

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

26 (1) "Critical community members" means representatives in the local
27 community from among the following agencies and organizations:
28 Student/parent organizations, parents and families, local government,

1 law enforcement, juvenile corrections, any tribal organization in the
2 local school district, the local health district, nonprofit and social
3 service organizations serving youth, and faith organizations.

4 (2) "Dropout early warning and intervention data system" means a
5 student information system that provides the data needed to conduct a
6 universal screening to identify students at risk of dropping out,
7 catalog student interventions, and monitor student progress towards
8 graduation.

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

11 (a) Engaging in school improvement planning specifically focused on
12 improving high school graduation rates, including goal-setting and
13 action planning, based on a comprehensive assessment of strengths and
14 challenges;

15 (b) Providing prevention activities including, but not limited to,
16 emotionally and physically safe school environments, implementation of
17 a comprehensive guidance and counseling model facilitated by certified
18 school counselors, core academic instruction, and career and technical
19 education exploratory and preparatory programs;

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

22 (d) Timely academic and nonacademic group and individual
23 interventions for vulnerable students based on a response to
24 intervention model, including planning and sharing of information at
25 critical academic transitions;

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

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

32 (g) Providing retrieval or reentry activities; and

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

35 (4) "School/family/community partnership" means a partnership
36 between a school or schools, families, and the community, that engages
37 critical community members in a formal, structured partnership with

1 local school districts in a coordinated effort to provide comprehensive
2 support services and improve outcomes for vulnerable youth.

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

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

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

20 (1) The office of the superintendent of public instruction shall
21 establish a state-level building bridges work group that includes K-12
22 and state agencies that work with youth who have dropped out or are at
23 risk of dropping out of school. The following agencies shall appoint
24 representatives to the work group: The office of the superintendent of
25 public instruction, the workforce training and education coordinating
26 board, the department of early learning, the employment security
27 department, the state board for community and technical colleges, the
28 department of health, the community mobilization office, and the
29 children's services and behavioral health and recovery divisions of the
30 department of social and health services. The ~~((state—level~~
31 ~~leadership))~~ work group ~~((shall))~~ should also consist of one
32 representative from each of the following agencies and organizations:
33 ~~((The workforce training and education coordinating board;))~~ A
34 statewide organization representing career and technical education
35 programs including skill centers; ~~((relevant divisions of the~~
36 ~~department of social and health services;))~~ the juvenile courts or the

1 office of juvenile justice, or both; the Washington association of
2 prosecuting attorneys; the Washington state office of public defense;
3 (~~the employment security department~~) accredited institutions of
4 higher education; the educational service districts; the area workforce
5 development councils; parent and educator associations; (~~the~~
6 ~~department of health~~) achievement gap oversight and accountability
7 committee; office of the education ombudsman; local school districts;
8 agencies or organizations that provide services to special education
9 students; community organizations serving youth; federally recognized
10 tribes and urban tribal centers; each of the major political caucuses
11 of the senate and house of representatives; and the minority
12 commissions.

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

16 (a) Identify and make recommendations to the legislature for the
17 reduction of fiscal, legal, and regulatory barriers that prevent
18 coordination of program resources across agencies at the state and
19 local level;

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

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

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

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

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

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

1 (iii) Recommended funding for supporting career guidance and the
2 planning and implementation of K-12 dropout prevention, intervention,
3 and reengagement systems in school districts and a plan for phasing the
4 funding into the program of basic education, beginning in the 2011-
5 2013 biennium; and

6 (iv) A plan for phasing in the expansion of the current school
7 improvement planning program to include state-funded, dropout-focused
8 school improvement technical assistance for school districts in
9 significant need of improvement regarding high school graduation rates.

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

14 (a) Providing opportunities for coordination and flexibility of
15 program eligibility and funding criteria;

16 (b) Providing joint funding;

17 (c) Developing protocols and templates for model agreements on
18 sharing records and data;

19 (d) Providing joint professional development opportunities that
20 provide knowledge and training on:

21 (i) Research-based and promising practices;

22 (ii) The availability of programs and services for vulnerable
23 youth; and

24 (iii) Cultural competence.

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

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

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

36 (c) The development of regional and/or county-level multipartner
37 youth consortia with a specific charge to assist school districts and

1 local communities in building K-12 comprehensive dropout prevention,
2 intervention, and reengagement systems;

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

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

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

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

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

14 (f) Developing a statewide database of available services for
15 vulnerable youth.

16 **Sec. 5.** RCW 28A.175.010 and 2005 c 207 s 3 are each amended to
17 read as follows:

18 Each school district shall account for the educational progress of
19 each of its students. To achieve this, school districts shall be
20 required to report annually to the superintendent of public
21 instruction:

22 (1) For students enrolled in each of a school district's high
23 school programs:

24 (a) The number of students who graduate in fewer than four years;

25 (b) The number of students who graduate in four years;

26 (c) The number of students who remain in school for more than four
27 years but who eventually graduate and the number of students who remain
28 in school for more than four years but do not graduate;

29 (d) The number of students who transfer to other schools;

30 (e) The number of students in the ninth through twelfth grade who
31 drop out of school over a four-year period; and

32 (f) The number of students whose status is unknown.

33 (2) Dropout rates of students in each of the grades seven through
34 twelve.

35 (3) Dropout rates for student populations in each of the grades
36 seven through twelve by:

37 (a) Ethnicity;

- 1 (b) Gender;
2 (c) Socioeconomic status; and
3 (d) Disability status.

4 (4) The causes or reasons, or both, attributed to students for
5 having dropped out of school in grades seven through twelve.

6 (5) The superintendent of public instruction shall adopt rules
7 under chapter 34.05 RCW to assure uniformity in the information
8 districts are required to report under subsections (1) through (4) of
9 this section. In developing rules, the superintendent of public
10 instruction shall consult with school districts, including
11 administrative and counseling personnel, with regard to the methods
12 through which information is to be collected and reported.

13 (6) In reporting on the causes or reasons, or both, attributed to
14 students for having dropped out of school, school building officials
15 shall, to the extent reasonably practical, obtain such information
16 directly from students. In lieu of obtaining such information directly
17 from students, building principals and counselors shall identify the
18 causes or reasons, or both, based on their professional judgment.

19 (7) The superintendent of public instruction shall report annually
20 to the legislature the information collected under subsections (1)
21 through (4) of this section.

22 (8) The Washington state institute for public policy shall
23 calculate an annual estimate of the savings resulting from any change
24 compared to the prior school year in the extended graduation rate. The
25 superintendent shall include the estimate from the institute in an
26 appendix of the report required under subsection (7) of this section,
27 beginning with the 2010 report."

28 Correct the title.

EFFECT: Suggests but no longer requires that the Juvenile
Rehabilitation Division and the Office of Juvenile Justice have
representatives on the Building Bridges work group.

Tasks the work group with recommending funding rather than funding
formulas.

Removes the specific start date for the phase-in of the
implementation of recommended technical assistance.

Continues to require state agencies on the work group to work together but limits the requirement to situations in which that is feasible.

Requires the WSIPP annually to calculate savings resulting from changes in the extended graduation rates from the prior school year. Requires the SPI to include this estimate in its annual dropout and graduation report, beginning in 2010.

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