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**SUBSTITUTE SENATE BILL 6403**

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**State of Washington**

**61st Legislature**

**2010 Regular Session**

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

READ FIRST TIME 01/26/10.

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

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

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

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

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

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

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

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

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

10 (1) "Critical community members" means representatives in the local  
11 community from among the following agencies and organizations:

12 Student/parent organizations, local government, law enforcement,  
13 juvenile corrections, any tribal organization in the local school  
14 district, the local health district, nonprofit and social service  
15 organizations serving youth, and faith organizations.

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

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

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

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

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

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

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

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

7 (g) Providing retrieval or reentry activities; and

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

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

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

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

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

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

1 public instruction, the workforce training and education coordinating  
2 board, the department of early learning, the employment security  
3 department, the state board for community and technical colleges, the  
4 department of health, the community mobilization office, and the  
5 following divisions and offices of the department of social and health  
6 services: Children's services, juvenile rehabilitation, behavioral  
7 health and recovery, and the office of juvenile justice. The ((state-  
8 level leadership)) work group ((shall)) should also consist of one

9 representative from each of the following agencies and organizations:  
10 ((The workforce training and education coordinating board;)) A  
11 statewide organization representing career and technical education  
12 programs including skill centers; ((relevant divisions of the

13 department of social and health services;)) the juvenile courts; the  
14 Washington association of prosecuting attorneys; the Washington state  
15 office of public defense; ((the employment security department;))  
16 accredited institutions of higher education; the educational service  
17 districts; the area workforce development councils; parent and educator  
18 associations; ((the department of health;)) local school districts;  
19 agencies or organizations that provide services to special education  
20 students; community organizations serving youth; federally recognized  
21 tribes and urban tribal centers; each of the major political caucuses  
22 of the senate and house of representatives; and the minority  
23 commissions.

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

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

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

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

37 (3)(a) The work group shall report to the quality education  
38 council, appropriate committees of the legislature, and the governor on

1 an annual basis beginning December 1, 2007, with proposed strategies  
2 for building K-12 dropout prevention, intervention, and reengagement  
3 systems in local communities throughout the state including, but not  
4 limited to, recommendations for implementing emerging best practices,  
5 needed additional resources, and eliminating barriers.

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

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

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

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

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

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

26 (a) Providing opportunities for coordination and flexibility of  
27 program eligibility and funding criteria;

28 (b) Providing joint funding, where feasible;

29 (c) Developing protocols and templates for model agreements on  
30 sharing records and data;

31 (d) Providing joint professional development opportunities that  
32 provide knowledge and training on:

33 (i) Research-based and promising practices;

34 (ii) The availability of programs and services for vulnerable  
35 youth; and

36 (iii) Cultural competence.

37 (5) The building bridges work group shall make recommendations to

1 the governor and the legislature by December 1, 2010, on a state-level  
2 and regional infrastructure for coordinating services for vulnerable  
3 youth. Recommendations must address the following issues:

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

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

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

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

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

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

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

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

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

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