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**SUBSTITUTE HOUSE BILL 1424**

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**State of Washington**

**63rd Legislature**

**2013 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 02/22/13.

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, 28A.310.350, 28A.230.125, and 28A.175.145; adding new  
5 sections to chapter 28A.175 RCW; adding new sections to chapter 28A.310  
6 RCW; creating a new section; and repealing RCW 28A.175.150.

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

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

18 (2) Therefore, the legislature intends to take steps to enhance the  
19 current dropout prevention, intervention, and reengagement system by

1 clarifying the laws pertaining to the statewide system and the state-  
2 level work group charged with overseeing the system; providing specific  
3 additional support for some of the highest need students, including  
4 those who have already dropped out of school and those who are enrolled  
5 in chronically low-performing schools; and building ongoing regional  
6 capacity to assist local schools and communities in designing and  
7 delivering services.

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 parent and community involvement;

9 (e) Connecting parents 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 to coordinate a  
9 ~~((school/family/community))~~ school, family, and community partnership  
10 that assists in building ~~((a K-12 dropout prevention, intervention, and~~  
11 ~~reengagement))~~ the system;

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

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

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

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

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

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



1 emotional, health, and economic issues as needed; and is culturally  
2 competent and outcome-based.

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

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

31       (2) The office of the superintendent of public instruction, in  
32 consultation with the GATE work group, shall continue development of a  
33 comprehensive and customizable dropout early warning and intervention  
34 system for use by school districts and school, family, and community  
35 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, and evidence that the high  
14 school and the elementary and middle schools whose students enroll in  
15 the high school are ready to support and benefit from graduation  
16 coaches and school success coaches.   The office shall place a  
17 significant priority on graduation rates as a ranking factor.

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

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

1 the dropout prevention, intervention, and reengagement system  
2 assessment tool developed under section 8 of this act to design  
3 additional dropout prevention and intervention strategies for those  
4 schools.

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

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

11 The purpose of this section is to provide for the allocation of  
12 state funding that the legislature deems necessary to support school  
13 districts in offering the minimum instructional program of basic  
14 education under RCW 28A.150.220. The allocation shall be determined as  
15 follows:

16 (1) The governor shall and the superintendent of public instruction  
17 may recommend to the legislature a formula for the distribution of a  
18 basic education instructional allocation for each common school  
19 district.

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

31 (3)(a) To the extent the technical details of the formula have been  
32 adopted by the legislature and except when specifically provided as a  
33 school district allocation, the distribution formula for the basic  
34 education instructional allocation shall be based on minimum staffing  
35 and nonstaff costs the legislature deems necessary to support  
36 instruction and operations in prototypical schools serving high,  
37 middle, and elementary school students as provided in this section.

1 The use of prototypical schools for the distribution formula does not  
 2 constitute legislative intent that schools should be operated or  
 3 structured in a similar fashion as the prototypes. Prototypical  
 4 schools illustrate the level of resources needed to operate a school of  
 5 a particular size with particular types and grade levels of students  
 6 using commonly understood terms and inputs, such as class size, hours  
 7 of instruction, and various categories of school staff. It is the  
 8 intent that the funding allocations to school districts be adjusted  
 9 from the school prototypes based on the actual number of annual average  
 10 full-time equivalent students in each grade level at each school in the  
 11 district and not based on the grade-level configuration of the school  
 12 to the extent that data is available. The allocations shall be further  
 13 adjusted from the school prototypes with minimum allocations for small  
 14 schools and to reflect other factors identified in the omnibus  
 15 appropriations act.

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

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

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

23 (iii) A prototypical elementary school has four hundred average  
 24 annual full-time equivalent students in grades kindergarten through  
 25 six.

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

	General education average class size
33	
34	
35	
36 Grades K-3 . . . . .	25.23
37 Grade 4 . . . . .	27.00
38 Grades 5-6 . . . . .	27.00

1 Grades 7-8 . . . . . 28.53  
 2 Grades 9-12 . . . . . 28.74

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

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

	Career and technical	
	education average	
	class size	
16	Approved career and technical education offered at	
17	the middle school and high school level . . . . .	26.57
18	Skill center programs meeting the standards established	
19	by the office of the superintendent of public	
20	instruction . . . . .	22.76

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

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

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

28 (5) The minimum allocation for each level of prototypical school  
 29 shall include allocations for the following types of staff in addition  
 30 to classroom teachers:

33	Elementary	Middle	High
34	School	School	School



1	Principals, assistant principals, and other certificated building-level			
2	administrators .....	1.253	1.353	1.880
3	Teacher librarians, a function that includes information literacy, technology,			
4	and media to support school library media programs .....	0.663	0.519	0.523
5	Health and social services:			
6	School nurses .....	0.076	0.060	0.096
7	Social workers .....	0.042	0.006	0.015
8	Psychologists .....	0.017	0.002	0.007
9	Guidance counselors, a function that includes parent outreach and graduation			
10	advising .....	0.493	1.116	1.909
11	Teaching assistance, including any aspect of educational instructional			
12	services provided by classified employees .....	0.936	0.700	0.652
13	Office support and other noninstructional aides .....	2.012	2.325	3.269
14	Custodians .....	1.657	1.942	2.965
15	Classified staff providing student and staff safety .....	0.079	0.092	0.141
16	Parent involvement coordinators .....	0.00	0.00	0.00

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

21		Staff per 1,000
22		K-12 students
23	Technology . . . . .	0.628
24	Facilities, maintenance, and grounds . . . . .	1.813
25	Warehouse, laborers, and mechanics . . . . .	0.332

26       (b) The minimum allocation of staff units for each school district  
27 to support certificated and classified staffing of central  
28 administration shall be 5.30 percent of the staff units generated under  
29 subsections (4)(a) and (b) and (5) of this section and (a) of this  
30 subsection.

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

35       (8)(a) Except as provided in (b) of this subsection, the minimum  
36 allocation for each school district shall include allocations per

1 annual average full-time equivalent student for the following  
2 materials, supplies, and operating costs, to be adjusted for inflation  
3 from the 2008-09 school year:

	Per annual average full-time equivalent student in grades K-12
4	
5	
6	
7	Technology . . . . . \$54.43
8	Utilities and insurance . . . . . \$147.90
9	Curriculum and textbooks . . . . . \$58.44
10	Other supplies and library materials . . . . . \$124.07
11	Instructional professional development for certified and
12	classified staff . . . . . \$9.04
13	Facilities maintenance . . . . . \$73.27
14	Security and central office . . . . . \$50.76

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

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

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

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

1 (b) Laboratory science courses for students in grades nine through  
2 twelve;

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

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

7 (10) In addition to the allocations otherwise provided under this  
8 section, amounts shall be provided to support the following programs  
9 and services:

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

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

33 (c) To provide additional allocations to support programs for  
34 highly capable students under RCW 28A.185.010 through 28A.185.030,  
35 allocations shall be based on two and three hundred fourteen one-  
36 thousandths percent of each school district's full-time equivalent  
37 basic education enrollment. The minimum allocation for the programs

1 shall provide resources to provide, on a statewide average, 2.1590  
2 hours per week in extra instruction with fifteen highly capable program  
3 students per teacher.

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

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

15 (b) Allocations or enhancements provided under subsections (4),  
16 (7), and (9) of this section for exploratory and preparatory career and  
17 technical education courses shall be provided only for courses approved  
18 by the office of the superintendent of public instruction under chapter  
19 28A.700 RCW.

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

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

33 (b) In the event the legislature rejects the distribution formula  
34 recommended by the governor, without adopting a new distribution  
35 formula, the distribution formula for the previous school year shall  
36 remain in effect.

37 (c) The enrollment of any district shall be the annual average  
38 number of full-time equivalent students and part-time students as

1 provided in RCW 28A.150.350, enrolled on the first school day of each  
2 month, including students who are in attendance pursuant to RCW  
3 28A.335.160 and 28A.225.250 who do not reside within the servicing  
4 school district. The definition of full-time equivalent student shall  
5 be determined by rules of the superintendent of public instruction and  
6 shall be included as part of the superintendent's biennial budget  
7 request. The definition shall be based on the minimum instructional  
8 hour offerings required under RCW 28A.150.220. Any revision of the  
9 present definition shall not take effect until approved by the house  
10 ways and means committee and the senate ways and means committee.

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

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

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

19 (1) Coordinate and convene school, family, and community  
20 partnerships to develop and implement comprehensive K-12 dropout  
21 prevention, intervention, and reengagement systems as defined under RCW  
22 28A.175.074;

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

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

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

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

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

35 (2) Cooperative administrative services such as assistance in

1 carrying out procedures to abolish sex and race bias in school  
2 programs, fiscal services, grants management services, special  
3 education services and transportation services;

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

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

6 (5) Cooperative curriculum services such as health promotion and  
7 health education services, in-service training, workshops and  
8 assessment;

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

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

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

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

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

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

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

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

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

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

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

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

25 (b) The office of the superintendent of public instruction must  
26 determine the amount of PASS program awards based on appropriated funds  
27 and eligible high schools. The intent of the legislature is to provide  
28 an award to each eligible high school commensurate with the degree of  
29 improvement in the high school's dropout prevention score and the size  
30 of the high school. The office must establish a minimum award amount.  
31 If funds available for PASS program awards are not sufficient to  
32 provide an award to each eligible high school, the office of the  
33 superintendent of public instruction shall establish objective criteria  
34 to prioritize awards based on eligible high schools with the greatest  
35 need for additional dropout prevention and intervention services. The  
36 office of the superintendent of public instruction shall encourage and

1 may require a high school receiving a PASS program award to demonstrate  
2 an amount of community matching funds or an amount of in-kind community  
3 services to support dropout prevention and intervention.

4 (c) Ninety percent of an award under this section must be allocated  
5 to the eligible high school to be used for dropout prevention  
6 activities in the school as specified in subsection (2) of this  
7 section. The principal of the high school shall determine the use of  
8 funds after consultation with parents and certificated and classified  
9 staff of the school.

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

14 (e) The office of the superintendent of public instruction may  
15 withhold distribution of award funds under this section to an otherwise  
16 eligible high school or school district if the superintendent of public  
17 instruction issues a finding that the school or school district has  
18 willfully manipulated the dropout prevention indicators under RCW  
19 28A.175.140, for example by expelling, suspending, transferring, or  
20 refusing to enroll students at risk of dropping out of school or at  
21 risk of low achievement.

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

31 (a) Strategies to close the achievement gap for disadvantaged  
32 students and minority students;

33 (b) Use of graduation coaches as defined in RCW ((~~28A.175.150~~)  
34 28A.175.074;

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

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



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

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

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

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

15 (i) Mentoring programs for students;

16 (j) Development and use of dropout early warning data systems;

17 (k) Counseling, resource and referral services, and intervention  
18 programs to address social, behavioral, and health factors associated  
19 with dropping out of school;

20 (l) Implementing programs for in-school suspension or other  
21 strategies to avoid excluding middle and high school students from the  
22 school whenever possible;

23 (m) Parent engagement activities such as home visits and off-campus  
24 parent support group meetings related to dropout prevention and  
25 reengagement; and

26 (n) Early learning programs for prekindergarten students.

27 (3) High schools and school districts are encouraged to implement  
28 dropout prevention and reengagement strategies in a comprehensive and  
29 systematic manner, using strategic planning, school improvement plans,  
30 evaluation and feedback, and response to intervention tools.

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

--- END ---