
HOUSE BILL 1424

State of Washington

63rd Legislature

2013 Regular Session

By Representatives Haigh, Santos, Sullivan, Maxwell, Ryu, Freeman, Stonier, Seaquist, McCoy, Fey, Roberts, Morrell, Kagi, Bergquist, and Jenkins

Read first time 01/25/13. Referred to Committee on Education.

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 a staff person, working in
35 consultation with counselors and other school staff, who is assigned to
36 identify and provide intervention services to students who have dropped

1 out or are at risk of academic failure or of not graduating on time
2 through the following activities:

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

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

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

7 (d) Encouraging parent and community involvement;

8 (e) Connecting parents and students with appropriate school and
9 community resources;

10 (f) Securing supplemental academic services for students;

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

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

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

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

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

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

33 (d) Providing timely academic and nonacademic group and individual
34 interventions for vulnerable students based on ~~((a))~~ the specific
35 challenges and assets of each child by using a tiered intervention
36 system such as the response to intervention model, ~~((including))~~
37 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 a staff person, 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 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 NEW SECTION. Sec. 9. A new section is added to chapter 28A.175
32 RCW to read as follows:

33 (1) Subject to funds appropriated specifically for this purpose,
34 the office of the superintendent of public instruction shall establish
35 a program to provide graduation coaches to high schools that are

1 struggling to improve their high school graduation rates and school
2 success coaches to selected elementary and middle schools whose
3 students enroll in these high schools.

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

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

27 (4) A school district receiving funds under this section must use
28 the funds to assign employees to the schools that generated the funds
29 to conduct the activities of a graduation coach or a school success
30 coach as defined under RCW 28A.175.074. The recipient schools must
31 also use the dropout prevention, intervention, and reengagement system
32 assessment tool developed under section 8 of this act to design
33 additional dropout prevention and intervention strategies for those
34 schools.

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

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

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

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

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

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

1 full-time equivalent students in each grade level at each school in the
2 district and not based on the grade-level configuration of the school
3 to the extent that data is available. The allocations shall be further
4 adjusted from the school prototypes with minimum allocations for small
5 schools and to reflect other factors identified in the omnibus
6 appropriations act.

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

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

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

14 (iii) A prototypical elementary school has four hundred average
15 annual full-time equivalent students in grades kindergarten through
16 six.

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

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

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

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

	Career and technical	
	education average	
	class size	
5		
6		
7		
8	Approved career and technical education offered at	
9	the middle school and high school level	26.57
10	Skill center programs meeting the standards established	
11	by the office of the superintendent of public	
12	instruction	22.76

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

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

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

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

	Elementary	Middle	High
	School	School	School
25			
26			
27	Principals, assistant principals, and other certificated building-level		
28	administrators	1.253	1.353
29	Teacher librarians, a function that includes information literacy, technology,		
30	and media to support school library media programs	0.663	0.519
31	Health and social services:		
32	School nurses	0.076	0.060
33	Social workers	0.042	0.006
34	Psychologists	0.017	0.002

1	Guidance counselors, a function that includes parent outreach and graduation			
2	advising	0.493	1.116	1.909
3	Teaching assistance, including any aspect of educational instructional			
4	services provided by classified employees	0.936	0.700	0.652
5	Office support and other noninstructional aides	2.012	2.325	3.269
6	Custodians	1.657	1.942	2.965
7	Classified staff providing student and staff safety	0.079	0.092	0.141
8	Parent involvement coordinators	0.00	0.00	0.00

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

13			Staff per 1,000
14			K-12 students
15	Technology		0.628
16	Facilities, maintenance, and grounds		1.813
17	Warehouse, laborers, and mechanics		0.332

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

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

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

32			Per annual average
33			full-time equivalent student
34			in grades K-12
35	Technology		\$54.43
36	Utilities and insurance		\$147.90

1	Curriculum and textbooks	\$58.44
2	Other supplies and library materials	\$124.07
3	Instructional professional development for certified and	
4	classified staff	\$9.04
5	Facilities maintenance	\$73.27
6	Security and central office	\$50.76

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

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

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

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

30 (b) Laboratory science courses for students in grades nine through
31 twelve;

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

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

36 (10) In addition to the allocations otherwise provided under this

1 section, amounts shall be provided to support the following programs
2 and services:

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

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

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

34 (11) The allocations under subsections (4)(a) and (b), (5), (6),
35 and (8) of this section shall be enhanced as provided under RCW
36 28A.150.390 on an excess cost basis to provide supplemental
37 instructional resources for students with disabilities.

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

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

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

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

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

30 (c) The enrollment of any district shall be the annual average
31 number of full-time equivalent students and part-time students as
32 provided in RCW 28A.150.350, enrolled on the first school day of each
33 month, including students who are in attendance pursuant to RCW
34 28A.335.160 and 28A.225.250 who do not reside within the servicing
35 school district. The definition of full-time equivalent student shall
36 be determined by rules of the superintendent of public instruction and
37 shall be included as part of the superintendent's biennial budget
38 request. The definition shall be based on the minimum instructional

1 hour offerings required under RCW 28A.150.220. Any revision of the
2 present definition shall not take effect until approved by the house
3 ways and means committee and the senate ways and means committee.

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

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

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

12 (1) Coordinate and convene school, family, and community
13 partnerships to develop and implement comprehensive K-12 dropout
14 prevention, intervention, and reengagement systems as defined under RCW
15 28A.175.074;

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

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

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

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

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

28 (2) Cooperative administrative services such as assistance in
29 carrying out procedures to abolish sex and race bias in school
30 programs, fiscal services, grants management services, special
31 education services and transportation services;

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

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

34 (5) Cooperative curriculum services such as health promotion and
35 health education services, in-service training, workshops and
36 assessment;

- 1 (6) Professional development services identified by statute or the
2 omnibus appropriations act; (~~and~~)
3 (7) Special needs of local education agencies; and
4 (8) Dropout prevention, intervention, and reengagement services
5 under section 11 of this act.

6 NEW SECTION. Sec. 13. A new section is added to chapter 28A.310
7 RCW to read as follows:

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

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

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

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

31 NEW SECTION. Sec. 15. A new section is added to chapter 28A.310
32 RCW to read as follows:

33 An educational service district that offers a dropout reengagement
34 program under contract with one or more school districts as provided
35 under RCW 28A.175.100 through 28A.175.110 may award high school credit

1 to students who successfully complete courses eligible for credit under
2 the program, based on the standards for award of credit adopted by the
3 state board of education, to be recorded using the standardized high
4 school transcript under RCW 28A.230.125.

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

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

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

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

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

5 (e) The office of the superintendent of public instruction may
6 withhold distribution of award funds under this section to an otherwise
7 eligible high school or school district if the superintendent of public
8 instruction issues a finding that the school or school district has
9 willfully manipulated the dropout prevention indicators under RCW
10 28A.175.140, for example by expelling, suspending, transferring, or
11 refusing to enroll students at risk of dropping out of school or at
12 risk of low achievement.

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

22 (a) Strategies to close the achievement gap for disadvantaged
23 students and minority students;

24 (b) Use of graduation coaches as defined in RCW ((~~28A.175.150~~)
25 28A.175.074;

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

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

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

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

36 (g) Outreach and counseling targeted to students identified as at
37 risk of dropping out of school, or who have dropped out of school, to

1 encourage them to consider learning alternatives such as
2 preapprenticeship programs, skill centers, running start, technical
3 high schools, and other options for completing a high school diploma;

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

6 (i) Mentoring programs for students;

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

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

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

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

17 (n) Early learning programs for prekindergarten students.

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

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

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