

CERTIFICATION OF ENROLLMENT

**SECOND SUBSTITUTE HOUSE BILL 1573**

Chapter 408, Laws of 2007

(partial veto)

60th Legislature  
2007 Regular Session

DROPOUT PREVENTION, INTERVENTION, AND RETRIEVAL

EFFECTIVE DATE: 07/22/07

Passed by the House April 19, 2007  
Yeas 93 Nays 4

FRANK CHOPP

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**Speaker of the House of Representatives**

Passed by the Senate April 18, 2007  
Yeas 44 Nays 0

BRAD OWEN

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**President of the Senate**

Approved May 9, 2007, 3:24 p.m., with  
the exception of section 8 which is  
vetoed.

CHRISTINE GREGOIRE

\_\_\_\_\_  
**Governor of the State of Washington**

CERTIFICATE

I, Richard Nafziger, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SECOND SUBSTITUTE HOUSE BILL 1573** as passed by the House of Representatives and the Senate on the dates hereon set forth.

RICHARD NAFZIGER

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**Chief Clerk**

FILED

May 11, 2007

**Secretary of State  
State of Washington**

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SECOND SUBSTITUTE HOUSE BILL 1573

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AS AMENDED BY THE SENATE

Passed Legislature - 2007 Regular Session

**State of Washington                      60th Legislature                      2007 Regular Session**

**By** House Committee on Appropriations (originally sponsored by Representatives Quall, Priest, P. Sullivan, Pettigrew, Kenney, Kagi, Wallace, McCoy, Dickerson, Lovick, Santos, Hunt, Hasegawa, Simpson, Pedersen, Morrell, Conway, Lantz, O'Brien and Ormsby; by request of Superintendent of Public Instruction)

READ FIRST TIME 03/12/07.

1            AN ACT Relating to dropout prevention, intervention, and retrieval;  
2 adding new sections to chapter 28A.175 RCW; and creating new sections.

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

4            NEW SECTION.    **Sec. 1.** It is the intent of the legislature that  
5 increasing academic success and increasing graduation rates be dual  
6 goals for the K-12 system. The legislature finds that only seventy-  
7 four percent of the class of 2005 graduated on time. Students of  
8 color, students living in poverty, students in foster care, students in  
9 the juvenile justice system, students who are homeless, students for  
10 whom English is not their primary language, and students with  
11 disabilities have lower graduation rates than the average. The  
12 legislature further finds that students who drop out experience more  
13 frequent occurrences of early pregnancy, delinquency, substance abuse,  
14 and mental health issues, and have greater need of publicly funded  
15 health and social services. The legislature further finds that helping  
16 all students be successful in school requires active participation in  
17 coordinating services from schools, parents, and other stakeholders and  
18 agencies in the local community. The legislature finds that existing  
19 resources to vulnerable youth are used more efficiently and effectively

1 when there is significant coordination across local and state entities.  
2 The legislature further finds that efficiency and accountability of the  
3 K-12 system would be improved by creating a dropout prevention and  
4 intervention grant program that implements research-based and emerging  
5 best practices and evaluates results.

6 NEW SECTION. **Sec. 2.** Subject to the availability of funds  
7 appropriated for this purpose, the office of the superintendent of  
8 public instruction shall create a grant program and award grants to  
9 local partnerships of schools, families, and communities to begin the  
10 phase in of a statewide comprehensive dropout prevention, intervention,  
11 and retrieval system. This program shall be known as the building  
12 bridges program.

13 (1) For purposes of sections 2 through 7 of this act, a "building  
14 bridges program" means a local partnership of schools, families, and  
15 communities that provides all of the following programs or activities:

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

25 (b) Coaches or mentors for students as necessary;

26 (c) Staff responsible for coordination of community partners that  
27 provide a seamless continuum of academic and nonacademic support in  
28 schools and communities;

29 (d) Retrieval or reentry activities; and

30 (e) Alternative educational programming, including, but not limited  
31 to, career and technical education exploratory and preparatory programs  
32 and online learning opportunities.

33 (2) One of the grants awarded under this section shall be for a  
34 two-year demonstration project focusing on providing fifth through  
35 twelfth grade students with a program that utilizes technology and is  
36 integrated with state standards, basic academics, cross-cultural

1 exposures, and age-appropriate preemployment training. The project  
2 shall:

3 (a) Establish programs in two western Washington and one eastern  
4 Washington urban areas;

5 (b) Identify at-risk students in each of the distinct communities  
6 and populations and implement strategies to close the achievement gap;

7 (c) Collect and report data on participant characteristics and  
8 outcomes of the project, including the characteristics and outcomes  
9 specified under section 3(1)(e) of this act; and

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

11 NEW SECTION. **Sec. 3.** (1) The office of the superintendent of  
12 public instruction shall:

13 (a) Identify criteria for grants and evaluate proposals for funding  
14 in consultation with the workforce training and education coordinating  
15 board;

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

17 (i) Identify students who both fail the Washington assessment of  
18 student learning and drop out of school;

19 (ii) Identify their own strengths and gaps in services provided to  
20 youth;

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

22 (iv) Use research-based and emerging best practices that lead to  
23 positive outcomes in implementing the building bridges program; and

24 (v) Coordinate an outreach campaign to bring public and private  
25 organizations together and to provide information about the building  
26 bridges program to the local community;

27 (c) In setting the requirements under (b) of this subsection,  
28 encourage creativity and provide for flexibility in implementing the  
29 local building bridges program;

30 (d) Identify and disseminate successful practices;

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

33 (i) The number of and demographics of students served including,  
34 but not limited to, information regarding a student's race and  
35 ethnicity, a student's household income, a student's housing status,  
36 whether a student is a foster youth or youth involved in the juvenile

1 justice system, whether a student is disabled, and the primary language  
2 spoken at a student's home;

3 (ii) Washington assessment of student learning scores;

4 (iii) Dropout rates;

5 (iv) On-time graduation rates;

6 (v) Extended graduation rates;

7 (vi) Credentials obtained;

8 (vii) Absenteeism rates;

9 (viii) Truancy rates; and

10 (ix) Credit retrieval;

11 (f) Contract with a third party to evaluate the infrastructure and  
12 implementation of the partnership including the leveraging of outside  
13 resources that relate to the goal of the partnership. The third-party  
14 contractor shall also evaluate the performance and effectiveness of the  
15 partnerships relative to the type of entity, as identified in section  
16 4 of this act, serving as the lead agency for the partnership; and

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

18 (2) In performing its duties under this section, the office of the  
19 superintendent of public instruction is encouraged to consult with the  
20 work group identified in section 7 of this act.

21 NEW SECTION. **Sec. 4.** In awarding the grants under section 2 of  
22 this act, the office of the superintendent of public instruction shall  
23 prioritize schools or districts with dropout rates above the statewide  
24 average and shall attempt to award building bridges program grants to  
25 different geographic regions of the state. Eligible recipients shall  
26 be one of the following entities acting as a lead agency for the local  
27 partnership: A school district, a tribal school, an area workforce  
28 development council, an educational service district, an accredited  
29 institution of higher education, a vocational skills center, a  
30 federally recognized tribe, a community organization, or a nonprofit  
31 501(c)(3) corporation. If the recipient is not a school district, at  
32 least one school district must be identified within the partnership.  
33 The superintendent of public instruction shall ensure that grants are  
34 distributed proportionately between school districts and other  
35 recipients. This requirement may be waived if the superintendent of  
36 public instruction finds that the quality of the programs or

1 applications from these entities does not warrant the awarding of the  
2 grants proportionately.

3 NEW SECTION. **Sec. 5.** To be eligible for a grant under section 2  
4 of this act, grant applicants shall:

5 (1) Build or demonstrate a commitment to building a broad-based  
6 partnership of schools, families, and community members to provide an  
7 effective and efficient building bridges program. The partnership  
8 shall consider an effective model for school-community partnerships and  
9 include local membership from, but not limited to, school districts,  
10 tribal schools, secondary career and technical education programs,  
11 skill centers that serve the local community, an educational service  
12 district, the area workforce development council, accredited  
13 institutions of higher education, tribes or other cultural  
14 organizations, the parent teacher association, the juvenile court,  
15 prosecutors and defenders, the local health department, health care  
16 agencies, public transportation agencies, local division  
17 representatives of the department of social and health services,  
18 businesses, city or county government agencies, civic organizations,  
19 and appropriate youth-serving community-based organizations.  
20 Interested parents and students shall be actively included whenever  
21 possible;

22 (2) Demonstrate how the grant will enhance any dropout prevention  
23 and intervention programs and services already in place in the  
24 district;

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

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

28 (5) Describe how the dropout prevention, intervention, and  
29 retrieval system will be sustained after initial funding, including  
30 roles of each of the partners.

31 NEW SECTION. **Sec. 6.** (1) Educational service districts, in  
32 collaboration with area workforce development councils, shall:

33 (a) Provide technical assistance to local partnerships established  
34 under a grant awarded under section 2 of this act in collecting and  
35 using performance data; and

1 (b) At the request of a local partnership established under a grant  
2 awarded under section 2 of this act, provide assistance in the  
3 development of a functional sustainability plan, including the  
4 identification of potential funding sources for future operation.

5 (2) Local partnerships established under a grant awarded under  
6 section 2 of this act may contract with an educational service  
7 district, workforce development council, or a private agency for  
8 specialized training in such areas as cultural competency, identifying  
9 diverse learning styles, and intervention strategies for students at  
10 risk of dropping out of school.

11 NEW SECTION. **Sec. 7.** (1) The office of the superintendent of  
12 public instruction shall establish a state-level work group that  
13 includes K-12 and state agencies that work with youth who have dropped  
14 out or are at risk of dropping out of school. The state-level  
15 leadership group shall consist of one representative from each of the  
16 following agencies and organizations: The workforce training and  
17 education coordinating board; career and technical education including  
18 skill centers; relevant divisions of the department of social and  
19 health services; the juvenile courts; the Washington association of  
20 prosecuting attorneys; the Washington state office of public defense;  
21 the employment security department; accredited institutions of higher  
22 education; the educational service districts; the area workforce  
23 development councils; parent and educator associations; the department  
24 of health; local school districts; agencies or organizations that  
25 provide services to special education students; community organizations  
26 serving youth; federally recognized tribes and urban tribal centers;  
27 each of the major political caucuses of the senate and house of  
28 representatives; and the minority commissions.

29 (2) To assist and enhance the work of the building bridges programs  
30 established in section 5 of this act, the state-level work group shall:

31 (a) Identify and make recommendations to the legislature for the  
32 reduction of fiscal, legal, and regulatory barriers that prevent  
33 coordination of program resources across agencies at the state and  
34 local level;

35 (b) Develop and track performance measures and benchmarks for each  
36 partner agency or organization across the state including performance

1 measures and benchmarks based on student characteristics and outcomes  
2 specified in section 3(1)(e) of this act; and

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

5 (3) The work group shall report to the legislature and the governor  
6 on an annual basis beginning December 1, 2007, with recommendations for  
7 implementing emerging best practices, needed additional resources, and  
8 eliminating barriers.

9 **\*NEW SECTION.** *Sec. 8. (1) During the 2007-2009 biennium, school  
10 districts that contract with eligible alternative educational service  
11 providers to provide education programs, including GED preparation,  
12 that generate course credits towards high school graduation, for  
13 students who are at risk of dropping out of school, or who have dropped  
14 out of school, may continue to use allocations under RCW 28A.150.250 to  
15 fund contracts with those providers. For purposes of this section,  
16 "eligible alternative educational service providers" includes community  
17 and technical colleges and community-based organizations that meet all  
18 state requirements for receiving state K-12 formula allocations.  
19 Students attending these programs will be considered full-time  
20 equivalent students if they are enrolled in programming totaling at  
21 least twenty-five hours per week. A student will not be considered  
22 enrolled if their consecutive days of absence from school exceed twenty  
23 school days and attendance has not resumed.*

24 (2) All school districts with contracts with eligible alternative  
25 educational service providers shall provide information to the office  
26 of the superintendent of public instruction including, but not limited  
27 to: (a) The number of students enrolled in those programs; (b) the  
28 amount of weekly instructional hours provided; (c) the location of the  
29 instruction program provided; and (d) the number and types of staff  
30 providing the instruction in the programs. By December 1, 2008, the  
31 office of the superintendent of public instruction shall submit a  
32 report to the office of financial management and the appropriate policy  
33 and fiscal committees of the legislature that summarizes the  
34 information provided by the school districts pursuant to this  
35 subsection.

36 (3) The state-level work group established under section 7 of this  
37 act shall examine issues related to school districts' use of basic

1 *education allocations under this section including, but not limited to,*  
2 *findings or other relevant communications by the state auditor. The*  
3 *work group shall develop recommendations and submit a report to the*  
4 *appropriate legislative committees by December 1, 2009.*

*\*Sec. 8 was vetoed. See message at end of chapter.*

5 NEW SECTION. **Sec. 9.** Sections 2 through 7 of this act are each  
6 added to chapter 28A.175 RCW.

7 NEW SECTION. **Sec. 10.** If specific funding for the purposes of  
8 this act, referencing this act by bill or chapter number, is not  
9 provided by June 30, 2007, in the omnibus appropriations act, this act  
10 is null and void.

Passed by the House April 19, 2007.

Passed by the Senate April 18, 2007.

Approved by the Governor May 9, 2007, with the exception of  
certain items that were vetoed.

Filed in Office of Secretary of State May 11, 2007.

Note: Governor's explanation of partial veto is as follows:

"I am returning, without my approval as to Section 8, Second  
Substitute House Bill 1573 entitled:

"AN ACT Relating to dropout prevention, intervention, and  
retrieval."

Sections 1 through 7 of this bill provide for the development and  
implementation of a grant program that, through collaborative school  
district, family and community partnerships and services, support  
vulnerable students who are at risk of dropping out of middle or high  
school. The grant program will be called the Building Bridges Program.

Section 8 deals with existing dropout prevention and high school  
completion programs run by community based organizations and  
community and technical colleges through contracts with school  
districts. Section 8 sets the criteria for determining state funding  
for students enrolled in these programs, and was intended to address  
concerns raised by community based organizations. I am vetoing  
Section 8 because it would have the unintended consequence of  
decreasing enrollment in existing high school completion programs  
available through community and technical colleges. The  
Superintendent of Public Instruction has indicated that the concerns  
of the community based organizations can be addressed through the  
rule making process for the new dropout prevention program.

For these reasons, I have vetoed Section 8 of Second Substitute House  
Bill 1573.

With the exception of Section 8, Second Substitute House Bill 1573 is  
approved."