

CERTIFICATION OF ENROLLMENT
ENGROSSED SUBSTITUTE SENATE BILL 6403

Chapter 243, Laws of 2010

(partial veto)

61st Legislature
2010 Regular Session

K-12 DROPOUT PREVENTION AND INTERVENTION

EFFECTIVE DATE: 06/10/10

Passed by the Senate March 9, 2010
YEAS 46 NAYS 0

BRAD OWEN

President of the Senate

Passed by the House March 3, 2010
YEAS 96 NAYS 1

FRANK CHOPP

Speaker of the House of Representatives

Approved March 29, 2010, 2:38 p.m., with
the exception of Section 1 which is
vetoed.

CHRISTINE GREGOIRE

Governor of the State of Washington

CERTIFICATE

I, Thomas Hoemann, Secretary of
the Senate of the State of
Washington, do hereby certify that
the attached is **ENGROSSED
SUBSTITUTE SENATE BILL 6403** as
passed by the Senate and the House
of Representatives on the dates
hereon set forth.

THOMAS HOEMANN

Secretary

FILED

March 30, 2010

**Secretary of State
State of Washington**

ENGROSSED SUBSTITUTE SENATE BILL 6403

AS AMENDED BY THE HOUSE

Passed Legislature - 2010 Regular Session

State of Washington 61st Legislature 2010 Regular Session

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

READ FIRST TIME 01/26/10.

1 AN ACT Relating to accountability and support for vulnerable
2 students and dropouts, including prevention, intervention, and
3 reengagement; amending RCW 28A.175.075 and 28A.175.010; adding a new
4 section to chapter 28A.175 RCW; and creating new sections.

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

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

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

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

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

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

**Sec. 1 was vetoed. See message at end of chapter.*

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

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

10 (1) "Critical community members" means representatives in the local
11 community from among the following agencies and organizations:
12 Student/parent organizations, parents and families, local government,
13 law enforcement, juvenile corrections, any tribal organization in the
14 local school district, the local health district, nonprofit and social
15 service organizations serving youth, and faith organizations.

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

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

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

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

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

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

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

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

7 (g) Providing retrieval or reentry activities; and

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

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

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

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

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

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

1 public instruction, the workforce training and education coordinating
2 board, the department of early learning, the employment security
3 department, the state board for community and technical colleges, the
4 department of health, the community mobilization office, and the
5 children's services and behavioral health and recovery divisions of the
6 department of social and health services. The ~~((state-level~~
7 ~~leadership))~~ work group ~~((shall))~~ should also consist of one
8 representative from each of the following agencies and organizations:
9 ~~((The workforce training and education coordinating board;))~~ A
10 statewide organization representing career and technical education
11 programs including skill centers; ~~((relevant divisions of the~~
12 ~~department of social and health services;))~~ the juvenile courts or the
13 office of juvenile justice, or both; the Washington association of
14 prosecuting attorneys; the Washington state office of public defense;
15 ~~((the employment security department;))~~ accredited institutions of
16 higher education; the educational service districts; the area workforce
17 development councils; parent and educator associations; ~~((the~~
18 ~~department of health))~~ achievement gap oversight and accountability
19 committee; office of the education ombudsman; local school districts;
20 agencies or organizations that provide services to special education
21 students; community organizations serving youth; federally recognized
22 tribes and urban tribal centers; each of the major political caucuses
23 of the senate and house of representatives; and the minority
24 commissions.

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

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

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

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

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

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

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

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

14 (iii) Recommended funding for supporting career guidance and the
15 planning and implementation of K-12 dropout prevention, intervention,
16 and reengagement systems in school districts and a plan for phasing the
17 funding into the program of basic education, beginning in the 2011-
18 2013 biennium; and

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

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

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

29 (b) Providing joint funding;

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

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

34 (i) Research-based and promising practices;

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

37 (iii) Cultural competence.

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

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

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

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

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

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

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

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

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

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

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

31 Each school district shall account for the educational progress of
32 each of its students. To achieve this, school districts shall be
33 required to report annually to the superintendent of public
34 instruction:

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

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

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

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

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

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

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

9 (2) Dropout rates of students in each of the grades seven through
10 twelve.

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

13 (a) Ethnicity;

14 (b) Gender;

15 (c) Socioeconomic status; and

16 (d) Disability status.

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

19 (5) The superintendent of public instruction shall adopt rules
20 under chapter 34.05 RCW to assure uniformity in the information
21 districts are required to report under subsections (1) through (4) of
22 this section. In developing rules, the superintendent of public
23 instruction shall consult with school districts, including
24 administrative and counseling personnel, with regard to the methods
25 through which information is to be collected and reported.

26 (6) In reporting on the causes or reasons, or both, attributed to
27 students for having dropped out of school, school building officials
28 shall, to the extent reasonably practical, obtain such information
29 directly from students. In lieu of obtaining such information directly
30 from students, building principals and counselors shall identify the
31 causes or reasons, or both, based on their professional judgment.

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

35 (8) The Washington state institute for public policy shall
36 calculate an annual estimate of the savings resulting from any change
37 compared to the prior school year in the extended graduation rate. The

1 superintendent shall include the estimate from the institute in an
2 appendix of the report required under subsection (7) of this section,
3 beginning with the 2010 report.

Passed by the Senate March 9, 2010.

Passed by the House March 3, 2010.

Approved by the Governor March 29, 2010, with the exception of
certain items that were vetoed.

Filed in Office of Secretary of State March 30, 2010.

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

"I am returning herewith, without my approval as to Section 1,
Engrossed Substitute Senate Bill 6403 entitled:

"AN ACT Relating to accountability and support for vulnerable
students and dropouts, including prevention, intervention, and
reengagement."

Section 1 is an intent section including legislative findings and
goals regarding the development of a dropout prevention program to
serve vulnerable youth. The intent section could be read to conflict
with the substantive description of the type of program to be
developed as stated in Section 3. A veto of the intent section
eliminates this potential conflict.

For this reason, I have vetoed Section 1 of Engrossed Substitute
Senate Bill 6403.

With the exception of Section 1, Engrossed Substitute Senate Bill 6403
is approved."