

2010 Dropout Legislation

ESSB 6403

K-12 Dropout Prevention, Intervention and Reengagement (DPIR) System

Defines a “K-12 dropout prevention, intervention, and reengagement system” as a system that provides all of the following functions:

1. Engaging in school improvement planning specifically focused on improving high school graduation rates, including goal-setting and action planning, based on a comprehensive assessment of strengths and challenges.
2. Providing prevention activities including, but not limited to, emotionally and physically safe school environments, implementation of a comprehensive guidance and counseling model facilitated by certified school counselors, core academic instruction, and career and technical education exploratory and preparatory programs.
3. Identifying vulnerable students based on a dropout early warning and intervention data system. A “dropout early warning and intervention data system” means a student information system that provides the data needed to conduct a universal screening to identify students at risk of dropping out, catalog student interventions, and monitor student progress towards graduation.
4. Timely academic and nonacademic group and individual interventions for vulnerable students based on a response to intervention model, including planning and sharing of information at critical academic transitions.
5. Providing graduation coaches, mentors, certified school counselors, and/or case managers for vulnerable students identified as needing a more intensive one-on-one adult relationship.
6. Establishing and providing staff to coordinate a school/family/community partnership that assists in building a K-12 dropout prevention, intervention, and reengagement system. Defines a “school/family/community partnership” as a partnership between a school or schools, families, and the community that engages critical community members in a formal, structured partnership with local school districts in a coordinated effort to provide comprehensive support services and improve outcomes for vulnerable youth. “Critical community members” means representatives in the local community from among the following agencies and organizations: Student/parent organizations, parents and families, local government, law enforcement, juvenile corrections, any tribal organization in the local school district, the local health district, nonprofit and social service organizations serving youth, and faith organizations. “Vulnerable students” means students who are in foster care, involved in the juvenile justice system, receiving special education services under chapter 28A.155 RCW, recent immigrants, homeless, emotionally traumatized, or are facing behavioral health issues, and students deemed at-risk of school failure as identified by a dropout early warning data system or other assessment.
7. Providing retrieval or reentry activities.
8. Providing alternative educational programming including, but not limited to, credit retrieval and online learning opportunities.

Office of Superintendent of Public Instruction Duties

1. Make recommendations to the Quality Education Council and Legislature by September 15, 2010 on the development of a comprehensive K-12 dropout reduction initiative designed to integrate multiple tiers of dropout prevention, intervention, and technical assistance through federal and state programs.
2. Make recommendations to the Quality Education Council and Legislature by September 15, 2010 to support a K-12 dropout prevention, intervention, and reengagement (DPIR) system as defined in the act.

Building Bridges Work Group Duties

Revised Membership:

1. *Required:* OSPI, Workforce Board, Department of Early Learning, Employment Security Department, State Board for Community and Technical Colleges, Department of Health, Office of Community Mobilization, DSHS Behavioral Health and Recovery Division, DSHS Children's Administration.
2. *Suggested:* Washington Association of Career and Technical Education (WA-ACTE), DSHS Juvenile Rehabilitation Division, Washington Prosecuting Attorney Association, Office of Juvenile Justice, juvenile courts, Office of Public Defense, higher education institutions, Workforce Development Councils, Educational Service Districts (ESD), parent and educator associations, Achievement Gap Oversight Advisory Committee, Office of the Education Ombudsmen, local school districts, special education organizations, youth-serving community organizations, tribes, a member of each political caucus.

Recommendations:

1. *Annually:*
 - Propose strategies for building a K-12 DPIR system, including implementing emerging best practices, needed additional resources, and eliminating barriers.
2. *By September 15, 2010:*
 - Recommend a state goal and annual targets for high school graduation and for reengaged youth
 - Recommend funding for supporting career guidance and the planning and implementation of K-12 DPIR systems in school districts and a plan for phasing funding into the program of basic education beginning in the 2011-2013 biennium
 - A plan for phasing in the expansion of the current school improvement planning program to include state-funded, dropout-focused school improvement technical assistance for school districts in significant need of improvement regarding high school graduation rates.
3. *By December 1, 2010, recommendations to the Governor and Legislature on a state-level and regional infrastructure for coordinating services for vulnerable youth.*
Recommendations must address the following issues:

- Whether to adopt an official conceptual approach or framework for all entities working with vulnerable youth that can support coordinated planning and evaluation.
- The creation of a performance-based management system, including outcomes, indicators, and performance measures relating to vulnerable youth and programs serving them, including accountability for the dropout issue.
- The development of regional and/or county-level multi-partner youth consortia with a specific charge to assist school districts and local communities in building K-12 systems.
- The development of integrated or school-based one-stop shopping for services that would:
 - Provide individualized attention to the neediest youth and prioritized access to services for students identified by a dropout early warning and intervention data system.
 - Establish protocols for coordinating data and services, including getting data release at time of intake and common assessment and referral processes.
 - Build a system of single case managers across agencies.
- Launching a statewide media campaign on increasing the high school graduation rate.
- Developing a statewide database of available services for vulnerable youth.

Youth-Serving State Agencies

State agencies in the Building Bridges Work Group are to work together, *wherever feasible*, on the following activities to support school/family/community partnerships engaged in building K-12 DPIR systems:

1. Providing opportunities for coordination and flexibility of program eligibility and funding criteria.
2. Providing joint funding.
3. Developing protocols and templates for model agreements on sharing records and data.
4. Providing joint professional development opportunities that provide knowledge and training on:
 - Research-based and promising practices.
 - The availability of programs and services for vulnerable youth.
 - Cultural competence.

SHB 2776

Quality Education Council

The Council is to submit a report, in consultation with the Building Bridges Work Group, to the Governor and the Legislature by December 1, 2010 on recommendations for specific strategies, programs, and funding, including funding allocations, that are designed to increase the high school graduation rate in Washington public schools.

2SHB 1418

Statewide Dropout Reengagement System

Creates a statutory framework for a statewide dropout re-engagement system to provide education and services to older youth who have dropped out of school or are not expected to graduate from high school by the age of 21. Under the system:

1. School districts are authorized but not required to enter into model inter-local agreements with an ESD, community or technical college, or other public entity to provide a dropout re-engagement program for eligible students, or enter into a model contract with a community-based organization.
2. If a school district does not contract to provide a dropout re-engagement program for its resident students, an ESD, community or technical college, other public entity, or community-based organization may petition another school district to enroll those students and contract with the petitioning entity to provide a program.

Dropout Reengagement Programs

Student characteristics:

1. Eligible students must be 16 to 21 years old and so credit deficient that completion of a high school diploma before age 21 is not reasonable, or are recommended by social service or juvenile justice system case managers.
2. Students may enroll in their resident school district or another district.
3. Students in a dropout re-engagement program are considered regular students of the district in which they are enrolled, but they do not count against a district's basic education staffing ratio compliance.

Dropout re-engagement programs are required to offer at least the following:

1. Academic instruction, including GED preparation, academic skills, and college and work readiness preparation, that generates high school credit for a diploma and has the goal of academic and work readiness.
2. Instruction by certified teachers or college instructors whose credentials are established by the college.
3. Case management, counseling, and resource and referral services.
4. An opportunity for qualified students to enroll in college courses tuition-free if the program provider is a college.

Office of Superintendent of Public Instruction Duties

1. OSPI must adopt rules, in consultation with the State Board for Community and Technical Colleges, the Workforce Board, dropout re-engagement programs, school districts, approved providers of online learning, and ESDs, defining a full-time equivalent (FTE) student for purposes of dropout re-engagement programs based on college credits or planned programming and minimum attendance, but not based on seat-time.
2. OSPI must develop model inter-local agreements and contracts for the dropout reengagement system, which must at a minimum address the following topics:
 - Responsibilities for identification, referral, and enrollment of eligible students.

- Instruction and services to be provided by a dropout re-engagement program.
- Responsibilities for data collection and reporting, including transcripts and the student information system.
- Administration of state assessments.
- Uniform financial reimbursement rates per-FTE student, using statewide average basic education allocations and allowing for a uniform district administrative fee.
- Responsibilities for providing special education and accommodations.
- Minimum instructional staffing ratios for community-based programs, which are not required to be the same as for basic education.
- Performance measures reported to the state, including longitudinal monitoring of student progress and postsecondary education and employment.