



Dropout Prevention, Intervention

1. **Purpose:**

Funding is provided for statewide Building Bridges programming. Building Bridges programming is defined in RCW 28A.175.025 as supporting local partnerships between schools, families, and communities to create a system to identify students at risk of dropping out and provide timely prevention, intervention, and reengagement programming for such students.

2. **Description of services provided:**

Implement Graduation: A Team Effort (GATE) programming, including monthly webinars and quarterly advisory committee meetings focused on dropout prevention, intervention, and reengagement practices and policies.

Over the course of the year, Building Bridges staff hosted and created monthly webinars that drew 300+ viewers each month on topics around graduation equity and strategies for increasing equity in schools through attendance, career and college readiness, and more. These sessions were recorded and have been viewed widely on YouTube.

The GATE Advisory group is made up of cross-agency membership from youth serving organizations across the state. The group met twice and collaborated on community partnerships and substance abuse as well as hope, mentoring, and youth voice.

Staff have worked in partnership with Gonzaga University staff to implement a pilot program with ESD 123 region schools that were identified for improvement. The pilot was created to support schools in providing timely supports to students using a multi-tiered framework of supports through regular data review and using a collaborative team approach to evaluate the success of supports.

Staffing paid out of this proviso raise awareness of evidence-based practices and processes, including identification of exemplar efforts to serve as local models, support comprehensive dropout prevention, intervention, and reengagement system development. They developed and updated tools for district/school use for improving student outcomes.

Reengagement programming supports provide technical assistance and supports to districts offering, or considering offering, reengagement programs such as Open Doors.

Building Bridges offered youth serving community-based organizations grants to work directly with schools to provide timely supports to opportunity youth. Supports included



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mentoring, tutoring, leadership training, connections to higher education, and barrier reduction supports to support youth success.

3. Criteria for receiving services and/or grants:

Building Bridges and GATE resources can be accessed by all schools but were specifically directed toward schools identified for supports through Washington’s accountability framework (Washington School Improvement Framework). Grants also targeted community-based organizations to partner with schools to serve students furthest from educational justice and assist in engagement efforts.

Beneficiaries in the 2022-23 School Year:

- Number of School Districts: 41
- Number of Schools: 94
- Number of Students: 2500+
- Number of Educators: N/A
- Other: 30 community-based organizations

4. Are federal or other funds contingent on state funding?

No

5. State funding history:

CW2 – Dropout Prevention, Intervention

Fiscal Year	Amount Funded	Actual Expenditures
2023	\$550,000	\$540,267
2022	\$520,000	\$317,377
2021	\$530,000	\$529,920
2020	\$522,000	\$455,972
2019	\$515,000	\$440,618

SB2 – Dropout Prevention, Intervention

Fiscal Year	Amount Funded	Actual Expenditures
2023	\$280,000	\$171,440
2022	\$280,000	\$126,515
2021	\$280,000	\$233,250
2020	\$280,000	\$236,210
2019	\$280,000	\$238,610



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6. Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:

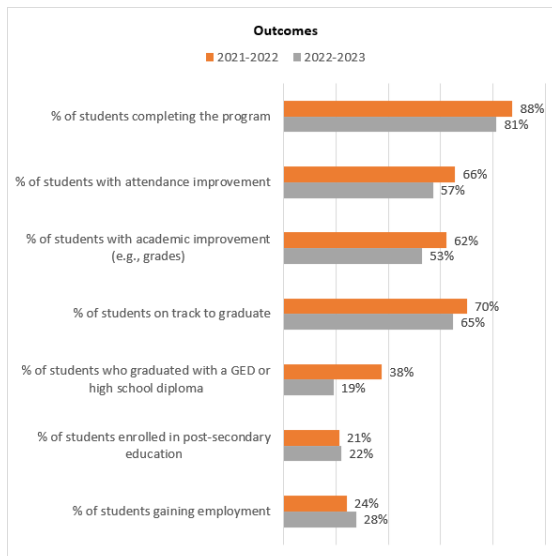
Fiscal Year	Number of Schools
2022	30 community partners
2022	34 districts
2022	78 schools
2022	2,851 students

7. Programmatic changes since inception (if any):

With federal COVID relief funding, the program was able to leverage funding to support schools and communities with engagement/reengagement efforts. The general work guided by powerful early warning systems and evidence-based, culturally responsive interventions (including mentoring) has been consistent.

8. Program evaluation or evaluation of major findings:

Building Bridges grantees believe it is imperative to measure outcomes and report on success, as that will support future programming. Across grantees, they are worked towards different outcomes, and measured them differently. Most measured enrollment in their program. Many others measured school indicators. According to the survey, 65% assessed attendance, 58% documented the number of students on track to graduate, and 55% tracked grades or academic improvement. Grantees also collected their own anecdotal feedback about programming through exit slips or listening sessions with students and families. Finally, some used surveys or assessments (e.g., Hope Scale) to measure specific outcomes related to program.



Ninth Grade Success project evaluation found that:

- Relative to a comparison group of neighboring high schools not involved in the Ninth Grade Success Program, researchers found that the Ninth Grade Success Program increased on-track rates by between 4 and 7 percentage points.
- Effects are equally large for students who are classified as low-income, multi-language learners, and students with disabilities.



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Program impacts are also consistent across racial & ethnic groups, particularly Hispanic & Latinx students.

- Based on these findings, a high school with average ninth grade on track rates of 76% that implements Ninth Grade Success Program would be expected to increase their on-track rate by at least four percentage points, up to 80%, within a three-year period.
- Compared to other educational interventions, these impacts are large and educationally meaningful.

9. Major challenges faced by the program:

The major challenge facing Building Bridges programming is lack of adequate and sustainable funding. Grant funds have been used to establish school-community partnerships and deliver targeted services, however there is no funding to sustain efforts over time.

10. Future opportunities:

With additional funding tied to dropout prevention and intervention efforts, Building Bridges could lend additional systems support through funding additional capacity for attendance and reengagement specialists, ninth grade success coaching, 12-month funding for Open Doors Youth Reengagement and barrier reduction funding.

11. Statutory and/or budget language:

\$280,000 of the general fund—state appropriation for fiscal year 2022, \$280,000 of the general fund—state appropriation for fiscal year 2023, and \$1,070,000 of the dedicated marijuana account—state appropriation are provided solely for dropout prevention, intervention, and reengagement programs, including the jobs for America's graduates (JAG) program, dropout prevention programs that provide student mentoring, and the building bridges statewide program. Students in the foster care system or who are homeless shall be given priority by districts offering the jobs for America's graduates program. The office of the superintendent of public instruction shall convene staff representatives from high schools to meet and share best practices for dropout prevention. Of these amounts, \$520,000 of the dedicated marijuana account—state appropriation for fiscal year 2022, and \$550,000 of the dedicated marijuana account—state appropriation for fiscal year 2023 are provided solely for the building bridges statewide program.

12. Other relevant information:

None



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13. Schools/districts receiving assistance:

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14. Program Contact Information:

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