



ENHANCING MIDDLE SCHOOL STUDENT EXPERIENCES

STRATEGIES TO INCREASE THE GRADUATION RATE IN SPOKANE PUBLIC SCHOOLS

PRIORITY SPOKANE EDUCATIONAL ATTAINMENT RESEARCH PROJECT

FINAL REPORT

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GONZAGA UNIVERSITY

Founded in 1887, Gonzaga is an independent, comprehensive university with a distinguished background in the Catholic, Jesuit, and humanistic tradition. Gonzaga emphasizes the moral and ethical implications of learning, living, and working in today's global society. Recently, Gonzaga's Teacher Education Program was given an "exemplary" designation by the State of Washington as a result of our efforts to address changing state standards for pre-service teachers with a focus on collaborative relationships with the local K-12 community.

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EXECUTIVE SUMMARY

This report provides an update on research conducted by Gonzaga University's School of Education, as funded by Priority Spokane via the Inland Northwest Community Foundation and the Bill and Melinda Gates Foundation.

The team conducted the research in three phases: Phase one included the development of a list of evidence-based strategies and an analytical framework to evaluate the current situation in Spokane; Phase two identified specific models/programs that implement the strategies. Included in this was the development of some cost estimates and a review of potential sources of revenue; Phase three engaged the research team in dialogue with local school-based and community-based stakeholders who work with middle school students to determine the landscape of programs offered to middle level students from the Spokane Public Schools.

The results of the initial phase of research generated three themes/strategies that had evidence of impacting graduation rates: Dropout Early Warning System (DEWS), High Academic Expectations/Achievement, and Social Support. These areas are overviewed with more specificity throughout the report. Using these themes and strategies as benchmarks, the team then investigated specific model programs that employed the outlined strategies. What emerged is the set of specific recommendations made in this report.

Dropout Early Warning System (Dews)

The literature indicates broad support of the development of an early warning system based on local data. We propose that a longitudinal study of dropouts be conducted for Spokane Public Schools in order to build an accurate early warning system. Once built, we predict that the system will not only be useful for identifying high-risk students, but that the system also will provide means for tracking the success of individual students and will be a source of data useful in decision making for both school-based and community-based programs seeking to serve this population.

High Academic Expectations/Achievement

The notion of High Academic Expectations/Achievement is critically important to the improvement of graduation rates. This report makes specific recommendations regarding the continued alignment with key reform templates, specifically the importance of teaming. The research on student achievement in math and English support another important recommendation regarding the value of providing enrichment and additional time in these content areas. In addition, we recommend that Extended Learning Opportunities continue to be developed with an evaluation loop that is designed to determine

the impact that interventions, as determined by a well-informed DEWS system, have as related to supporting on-track performance.

Social Support

Creating an environment in our schools where all students can access the support and resources they need to succeed will take an effective DEWS, well-coordinated, integrated student support services at the school level and strong, creative collaborations between the schools and community partners. There are some promising models already present in the Spokane community for translating this data into effective and comprehensive interventions that integrate the evidence based strategies discussed in this report: mentoring/adult advocacy; family engagement; safe and supportive environment; middle to high school transition; and school-community collaboration. The research team recommends that these models be supported and expanded where possible.

The Spokane community has shown an acute awareness of its graduation rate. Many school, government, business and community-based agencies have shown the willingness and capacity to address this issue. This report provides support for many of the evidence-based practices that are being enacted and developed toward this end of improving graduation rates.

PROJECT OVERVIEW

As a result of the Community Indicators Initiative (CII), developed in 2004 by Eastern Washington University's (EWU) Institute for Policy and Economic Analysis, Priority Spokane was launched to engage community leaders in an effort to identify priorities to address the economic vitality, education, environment, and health and community safety of Spokane County.

Out of these efforts, Priority Spokane decided to focus on effective interventions targeting middle school students to dramatically increase graduation rates within the six Spokane Public Schools (SPS) high schools. Priority Spokane framed this research to include a number of components:

1. Identify relevant theories/leverage points as well as evidence-based models that improve graduation rates because of social, health and academic improvements related to the middle school student experience.
2. Identify costs to implement successful models as well as potential sources of revenue.
3. Identify organizations involved in the implementation of the above programs as well as stakeholders, programs and organizations currently interacting with SPS middle school students.

The approach of the Gonzaga University research team included three distinct, yet overlapping, phases:

- **Phase 1** included the development of a list of strategies and evidence, as well as an analytical framework to evaluate the current situation in Spokane.
- **Phase 2** identified specific models/programs that implement the strategies. Included in this was the development of some estimation of costs and an overview of potential sources of revenue.
- **Phase 3** engaged the research team in dialogue with local school-based and community-based stakeholders who work with middle school students.

Throughout this process, the research team connected with Spokane Public School District personnel, community-based and government agencies that work with middle level students and/or are engaged in dropout prevention work. There is a significant amount of current effort by district and community partners. Our research was not focused on finding deficit areas within the district, but rather on uncovering strategies and model programs. Clearly, there are roles for in-school and out-of-school efforts on the part of the district, government agencies and community-based organizations.

In collaboration with the Spokane Regional Health District, the team furthered a gaps analysis that began in the summer of 2009. Graduate assistants contacted agencies that had yet to respond to a survey sent out by the Health District. The resulting document represents a comprehensive listing of the government agencies, schools and community-based organizations that provide supplemental services to middle level students. It is included as Appendix I: Spokane Youth Services Database and available in spreadsheet form from the research team.

Research team members also made visits to four different middle schools engaged in the types of activities aligned to the strategies that the research supported:

- Boise – Middleton Middle School – This school is a “Turning Points School” – Turning Points is one of the middle school reform models discussed later in this report.
- Seattle – Denny Middle School – This school is operating like a “community school” with a complex set of social services and collaborations with community agencies.
- Portland – Lane Middle School and George Middle School – Both of these are part of the SUN Community School network (sunschools.org).

Additionally, research team members participated in the Education Roundtable (June 25th), hosted by the City Youth Department, College Success Foundation, and the Spokane County Regional Health Department. Team members also participated in conferences (Continuums of Service, Portland, OR; American Education Research Association, Denver, CO) related to the research project.

As a result of these activities, the research team has generated a list of recommended strategies and accompanying models/programs which have evidence that they increase the graduation rate through work with middle level students.

A preliminary report on the project was produced for the Priority Spokane Steering Community, and made available to the larger community, on April 30, 2010. This preliminary report included our research methodology, the preliminary findings and an overview of the national research on these best practices and the alignment that existed with our own findings. This structure has been preserved in this final version of our report. As such, there may appear some duplication in our recommendations section of this report as it draws upon the earlier themes and strategies that were included in the initial report. For this final report, we have followed the themes and strategies with a “Portraits” section, where four regional schools are presented as examples of sites in the process of implementing the strategies and programs that are being recommended by this report. Following these portraits, specific recommendations are outlined.

EDUCATIONAL ATTAINMENT: THE ISSUE DEFINED

Educational attainment has long been an important part of the fabric of American society. As Thomas Jefferson wrote in a 1787 letter to James Madison; “...above all things I hope the education of the common people will be attended to: convinced that on their good senses we may rely with the most security for the preservation of a due degree of liberty” (Boyd, 1950). Today, this legacy continues as we strive to provide opportunities for millions of children and youth in our communities.

Unfortunately, the promise has not been fully realized. Nationally, roughly 30% of students do not graduate from high school on time (US Department of Commerce, 2009). Additionally, certain sub-groups such as Hispanic, African American, American Indian/Alaska Native, and low-income students continue to disproportionately drop out compared to their respective peer groups (National Center for Educational Statistics, 2009).

There are many negative factors associated with the decision to drop out:

- Dropouts are more likely to be unemployed, live in poverty, receive public assistance, go to prison, end up on death row, be unhealthy, and get divorced (Bridgeland, 2006).
- High school dropouts earn \$24,000 on average per year as compared to average earnings of \$40,000 per year for individuals with a high school credential (U.S. Department of Commerce, 2008).
- Dropouts are more likely to receive some type of government assistance and more than eight times as likely to be in jail or prison compared to a person with at least a high school diploma (Harlow, 2003).

The negative impact on society of having large numbers of citizens not graduate from high school is clear. When youth from particular communities drop out at disproportionately higher numbers, there is an even greater impact on the economic and social health of a community.

DROPOUT STATISTICS

Computing and comparing a graduation rate is more complex than many might think. On-going changes to the protocols which drive the collection and reporting of graduation data influence local, regional and national statistics. Typically, dropout is defined using a cohort of students entering the 9th grade and the drop-out rate quantifies how many youth have left school by the time graduation occurs in the 12th.

We neither approach the data from an evaluative stance nor enter into an analysis of the most effective way to define and calculate the dropout rate. Clearly this issue is one of great importance for the Spokane community. Analysis or comparison of statistical models was not the focus of our project.

Figure 1, below, shows graduation statistics by student group for the class of 2009 in the state of Washington. Some reports have placed Washington as low as 43rd nationally with regard to graduation rates (EPE Research Center, 2006). The data paints a troublesome picture regarding high school completion rates statewide and highlights how certain sub-groups underperform compared to other sub-groups.

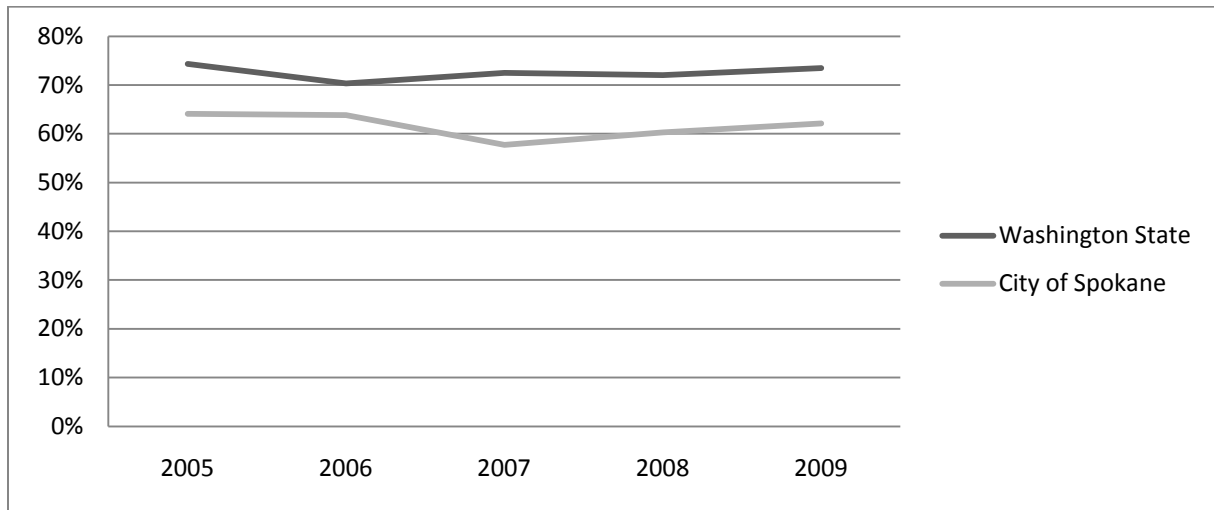
Figure 1: Washington Graduation Statistics by Student Group (Class of 2009)

STUDENT GROUP	Received high school diploma	Received adult/IEP diploma	Total graduates	On-time graduation rate	Cumulative dropout rate
All Students	58,512	175	58,687	73.5%	19.4%
American Indian	1,141	2	1,143	52.7%	36.4%
Asian/Pac Islander	5,485	10	5,495	82.2%	12.6%
Asian	5,268	9	5,277	83.6%	11.7%
Pacific Islander	217	1	218	59.8%	27.2%
Black	2,620	11	2,631	63.2%	28.6%
Hispanic	5,599	23	5,622	62.9%	27.3%
White	52,903	125	43,028	76.4%	17.1%
Special Education	3,907	75	3,982	55.6%	24.8%
Limited English	1,129	5	1,134	50.7%	31.9%
Low Income	13,907	69	12,976	62.7%	25.7%
Migrant	785	0	785	64.2%	23.7%
Female	30,484	87	30,571	77.0%	17.35
Male	28,028	88	28,116	70.2%	21.5%

Figure 2, below, presents a picture for our Spokane community which seems even more problematic. The graph indicates the percentage of students who graduate four years after entering grade 9 with a regular or adult diploma in both Spokane Public Schools and the state of Washington. Due to variations in local demographics and reporting protocols, it is difficult to compare graduation rates. However, Appendix II presents a comparison of on-time graduation rates for similarly sized districts in the state of Washington

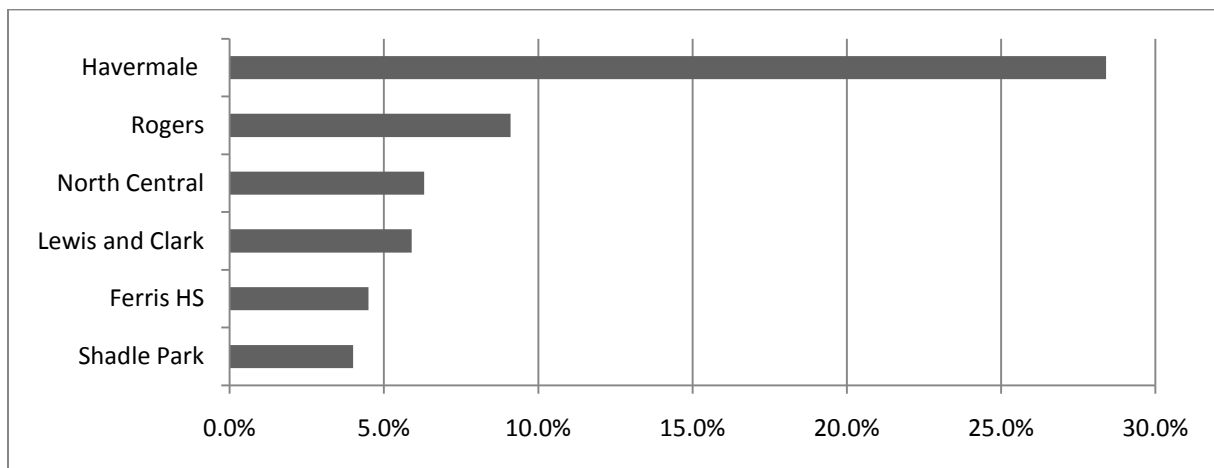
In Spokane, we struggle to keep teens in school. Each year hundreds of high school students leave and do not return. One in three students entering the ninth grade never receives their diploma. Roughly 5 percent of the students continue working on their degree and complete the requirements by age 21.

Figure 2: On Time Graduation Rates for Washington State and the City Of Spokane



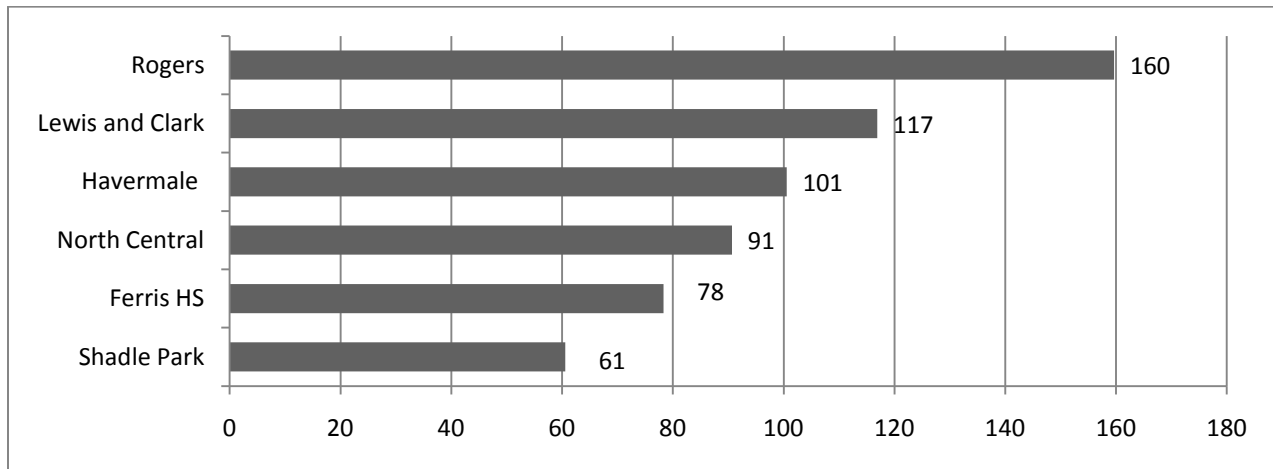
Schools within the Spokane Public Schools district have different rates of degree completion. Figure 3, below, shows the annual dropout rates by school within the district. Most schools have rates in the single digits, with the exception of Havermale, an alternative school working with an at-risk population.

Figure 3: Annual Dropout Rates by School



The size of the school is also significant. The next graph, Figure 4, indicates the number of dropouts for each school in the district. Note the shift in relative position of Havermale and North Central, whose lower overall populations reduce the number of dropouts accordingly.

Figure 4: Approximate Number of Dropouts by School In 2009



Nationally, demographic factors correlate strongly with the risk of not completing high school. Here in Spokane that correlation is evidenced in the following graph, Figure 5. It is tempting to conclude that the dropout issue in Spokane is largely a Special Education (SPED) and Native American problem. However, as Figure 6 indicates, while a higher percentage of the minority student populations drop out, the majority of students dropping out of school in Spokane are white.

Figure 5: Extended Dropout Rate

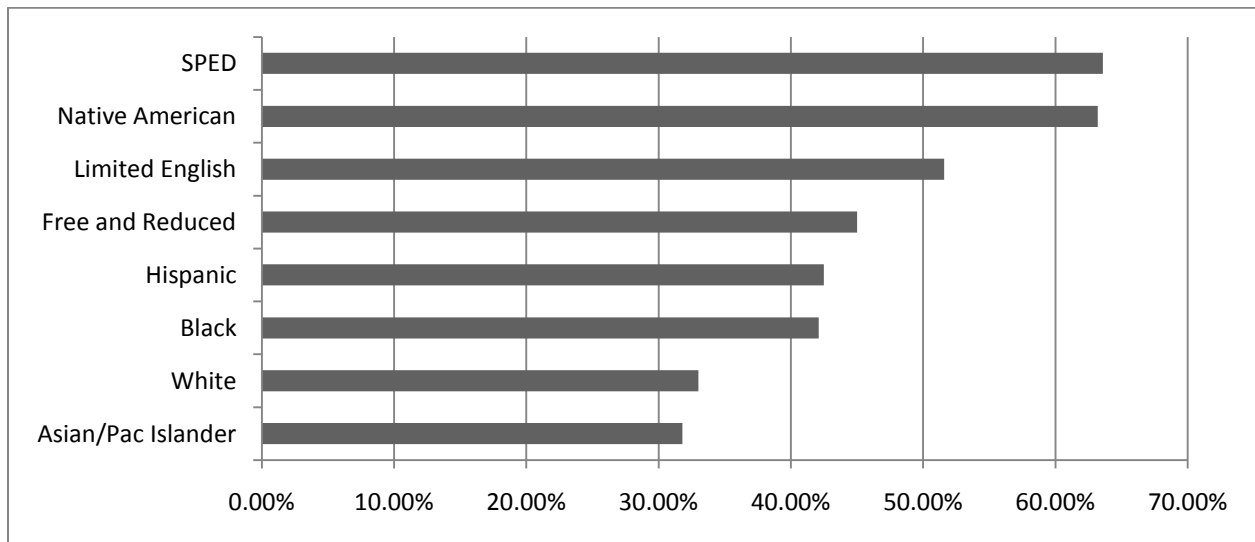
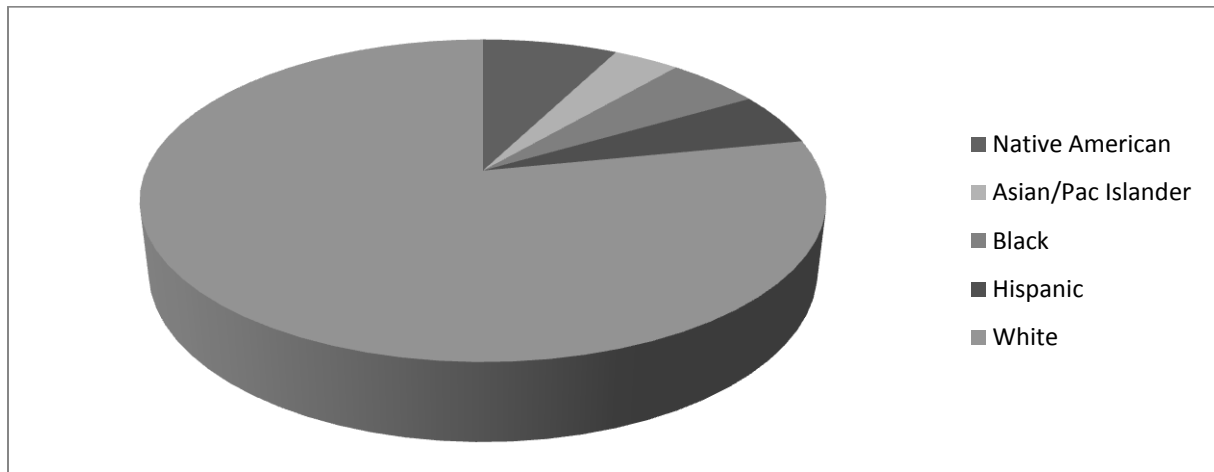


Figure 6: Number of Dropouts by Ethnicity



As seen in Figure 7 and 8 below, students with limited English and Special Education students make up relatively few of the total number of students who drop out of Spokane schools, 7 percent and 25 percent respectively.

Most dropouts, 63 percent, qualify for the Free and Reduced Lunch Program and, because high school students typically underreport for this program, it may be an even stronger indicator of who is dropping out of our schools.

Figure 7: Students Who Do Not Graduate

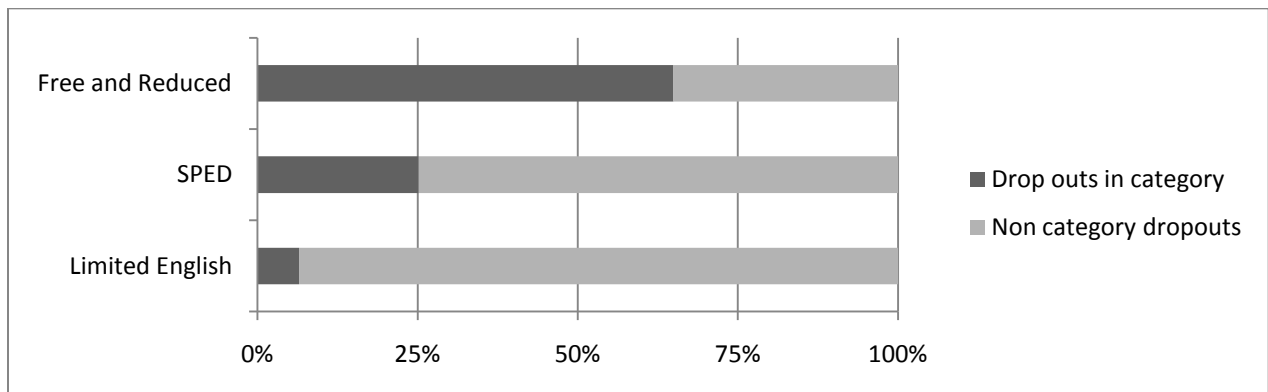
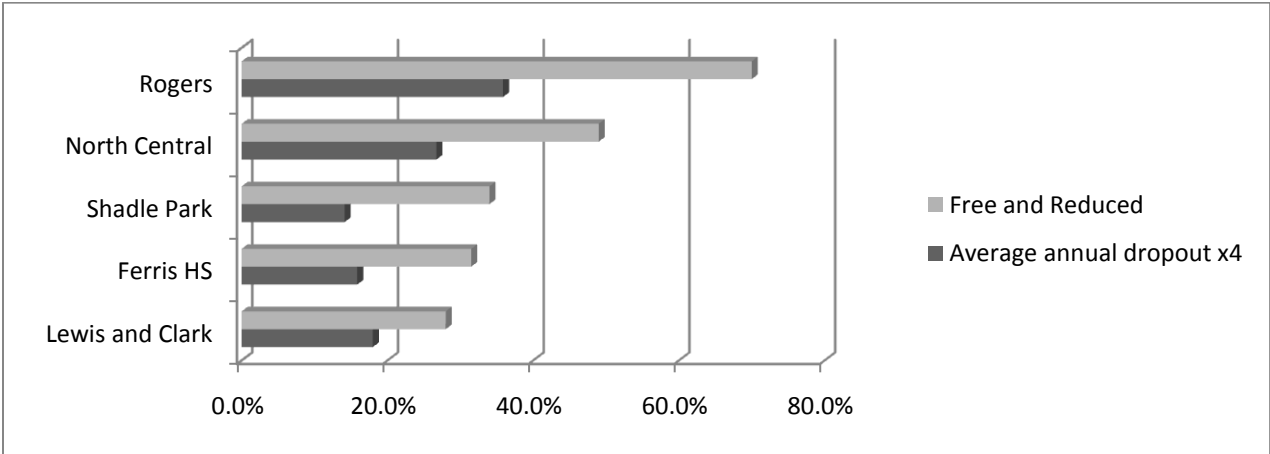


Figure 8: Dropouts and Poverty by School



EDUCATIONAL ATTAINMENT IN SPOKANE

From the preliminary data, it seems that a majority of the students who do not complete high school in the Spokane Public school system are white and/or economically disadvantaged. Other demographic subsets have larger-than-average dropout rates, but are a much smaller percentage of the overall population and therefore do not contribute as many students to the number of students who drop out.

METHODOLOGY

Researching potential solutions to complex problems can be a daunting task. Our research supports particular conclusions or practices over others. However, no solution is proven; rather it has more or better evidential support for implementation than others. Different research designs, while effective in some situations, do not all lead to evidence persuasive enough for broad recommendations.

As a result, the Gonzaga University research team has defined types of studies and ordered them based on how strong the evidence is to recommend reform changes here in Spokane. The following is a description of those categories in order from weakest to strongest forms of study design.

DESCRIPTION OF TYPES OF RESEARCH

Anecdotal data gathering is specific to an individual's perception. It is a means of building a case for a perspective, documenting and making judgments explicit.

Case study provides a more complete picture of a specific situation. It is useful in illustration of models or giving the reader all relevant, and perhaps some irrelevant data, to interpret.

Correlation Studies are typically done after the fact, gathering large sets of information and looking for relationships among those data. For example: a survey of a large group of teachers about their classroom practices and comparing patterns in that information with how well students perform on standardized tests. This practice is useful in generating support for ideas that are related but it does little to support that the classroom practice causes the growth in achievement.

Pre-Post Comparisons involve assessing students prior to and immediately after being subjected to a specific intervention or program. If growth does occur, then credit for the change is given to the intervention or program. Note that intervening variables could also explain the growth.

Comparison groups often represent the best evidence available in educational practice because an attempt is made to eliminate intervening variables. Comparison groups must be similar on all of the potentially intervening variables i.e. groups of students must be highly similar, teachers must be similar. One group being studied uses the intervention being studied and one does not (this can also be groups of teachers for comparisons). Once comparison groups are established, growth (or decline) is compared between the groups to determine if the use of the intervention is associated. If student and teacher characteristics have been effectively matched, then there is strong evidence to support the conclusion. But, the intervening variables may not all be known or effectively matched, so the groups may not be comparable and therefore it may appear to support the conclusion and result in a false positive conclusion.

Randomized Trials attempt to eliminate the potential bias by random assignment to the groups and treatments. If students are randomly assigned to the teachers and teachers are randomly assigned to use the intervention, then it can be argued that all intervening variables have been controlled, assuming enough trials of the experiment are performed. This is rarely the case in education because while the experiences of mice in the lab can be controlled, researchers typically are not able to control and therefore randomize the experiences of children in schools. Parents and students select classes and teachers. Teachers select the use of classroom practice. If the randomization process forces either of these experimental variables, it may create hostile participants and result in bias. Yet this is the best form of evidence available for generalizing the effects of educational reform.

PROPOSED PLAN FOR RESEARCH

Both middle school reform and high school retention have been extensively studied. There are mountains of articles, papers, books and lists of recommendations from many different organizations around the country. The research team enlisted the help of Gonzaga Teacher Education candidates for the initial literature search. A small mountain of documents was delivered as a result.

Having completed and ordered the list of definitions of types of research as listed above, the research team sorted the group of initial studies. Because the scope of this project includes both within school and community-based interventions, the team sorted the studies into three categories: early identification, high academic expectations and social support.

Once organized, the team began studying the groups of research data using the studies in the following ways:

- *Case studies and Anecdotal:* Provided themes and very well-articulated descriptions of practice that could be useful as illustrations and potential areas of future research.
 - List all of the themes identified in the studies
 - Combine ideas across studies (for example, academic press may be the same as rigorous study)
- *Correlation studies:* Provided lists of variables, interventions and programs found to be either related or unrelated to student achievement indicators.
 - Combine ideas across studies to examine common themes and collapse into a list of related and unrelated or mixed conditions that “cover” the breadth of the recommendations
- *Pre-post, Comparison and Random studies:* Provided a means of testing the variables identified by correlation studies.

The list of related items generated by the correlation studies were compared to the evidence generated in the last, strongest category of research and divided into three piles.

1. Programs and or specific interventions that had tested support, which should be included among the recommendations of this study.
2. Untested but related programs or strategies which should be included as recommendations for future research.
3. Specific interventions or programs that were repeatedly found to be unrelated to factors of student achievement; these should be eliminated as recommended areas of focus.

Having completed the independent research process, the team found that there is considerable unity in the field on recommended strategies and programs. Indeed, findings of this research team were highly similar to the findings of other larger teams who had done similar studies only with much larger budgets and more time to accomplish their task. Given the similar findings, it would be remiss not to have these studies inform this report.

OVERVIEW OF NATIONAL RESEARCH ON BEST PRACTICES

There have been a number of comprehensive reports published with recommendations and evidence-based practices for decreasing the dropout rate. This research team discovered a great deal of unity among their recommendations and those of these prominent reports. Here is a brief overview of the leaders in the field and the studies they have released:

Institute of Education Sciences (IES)

The Institute of Education Sciences published their *Practice Guide on Dropout Prevention* in 2008 (Dynarski). The guide includes six specific recommendations for dropout prevention and the level of evidence that exists to support them. They base their recommendations in the rigorous evidence standards of the U.S. Department of Education's *What Works Clearinghouse*, a database of evidence-based educational practices. The researchers identified key components of individual interventions to determine which features were common to multiple successful interventions. Their recommendations include developing data systems that realistically diagnose the number of students who drop out and that identify those at high risk of dropping out, assigning adult advocates, and increasing the relevance and rigor of instruction and providing individualized support to meet the new challenges.

Silent Epidemic

This publication, prepared for the Bill and Melinda Gates Foundation by Civic Enterprises in association with Peter D. Hart Research Associates, looks at why students drop out and what might have kept them in school (Bridgeland, 2006). The researchers conducted a series of focus groups and a survey with 467 racially and ethnically diverse 16-to-25 year-olds who identified as having dropped out of school. Based on their findings they developed their *10-Point Plan to Address America's Silent Epidemic* (Appendix III). Their recommendations include: supporting accurate dropout data, establishing early warning systems, providing adult advocates for struggling students, supporting parental engagement, establishing rigorous academic expectations and individualized support to meet those higher standards.

National Education Association

The National Education Association created a *12-Point Action Plan for Reducing the School Dropout Rate* (Appendix IV). They advocate for ensuring that students receive individualized attention, increasing career education and work force readiness programs, intervening early in the lives of students determined to be at risk of dropping out, involving families in learning at school and at home, and involving the entire community in dropout prevention.

America's Promise Alliance

This organization, a national network of over 260 organizations, is dedicated to improving the lives of the nation's youth by providing them with what they call the *Five Promises*: caring adults, safe places, a healthy start, effective education, and opportunities to help others. Their research, *Every Child, Every Promise* (America's Promise Alliance, 2009) shows strong correlation between children who experience these promises and their ability to become successful adults. The Alliance has focused their work specifically on ending the school dropout crisis. They support three high-level strategies for providing the wraparound supports young people need to succeed in school:

1. *Where the Kids Are*: Using schools as hubs for year-round school and community supports for at-risk youth
2. *Ready for the Real World*: Service learning and career exploration for middle school students, and
3. *All Kids Covered*: Working to enroll all eligible children in available health insurance programs.

In the spring of 2009, they commissioned the report, *Grad Nation: A Guide Book to Help Communities Tackle the Dropout Crisis* (Balfanz). The report offers local leaders abundant resources for developing a plan to address their community's unique dropout problem.

United Way of America

In pursuit of its 10-year goal to cut the national dropout rate in half, the United Way of America released its *Mobilization Plan Blueprint for Increasing High School Graduation Rates* in 2009. This publication provides a guide for local chapters to follow when trying to impact their community's dropout rate. They identify four high level strategies for dropout prevention:

1. Identify students at risk of dropping out and connect them with the resources they need;
2. Engage students in learning;
3. Support families to improve academic achievement;
4. Leverage community supports and systems.

Center for Social Organization of Schools, Johns Hopkins University

Starting in the 1996-97 school year, Robert Balfanz and his research team performed an eight-year longitudinal study on a cohort of nearly 13,000 Philadelphia sixth graders. Their research yielded four highly predictive warning flags. If a sixth grade student experienced any of the following variables they were at least 75 percent likely not to graduate on time or within one year of their class:

1. Attend school 80 percent or less of the time
2. Fail math

3. Fail English
4. Receive unsatisfactory final behavior mark

Based on these findings and their evaluation of the talent development middle grades reform model, they suggest a tiered intervention system focusing on attendance, behavior, and course performance. Certain interventions should be offered school wide, about 15-20 percent of the students should receive targeted interventions, and the most intensive interventions should be reserved for the 5-10 percent of the students most at risk of dropping out (Balfanz, et al., 2007).

National Dropout Prevention Center/ Networks, Clemson University

The NDPC/N distilled the findings of their extensive research of the school dropout problem into *15 Effective Strategies for Dropout Prevention* (Appendix V). They also offer many resources for implementation of these strategies including the *Model Programs Database*, featuring intervention programs and the level of evidence supporting their effectiveness in dropout prevention. Their strategies include: school-community collaboration, safe learning environments, family engagement, mentoring/tutoring, service-learning, alternative schooling, after-school opportunities, professional development for teachers, active-learning, individualized instruction, and career and technology education.

In December of 2008, the NDPC/N co-authored a report commissioned by the Texas Legislature entitled *Best Practices for Dropout Prevention*. For the report the 18-person research team conducted an extensive literature review of dropout prevention programs and classified the programs into a three-tiered system based on the level of evidence. They offered recommendations for programs with the best chance of replication in Texas and the components of those programs that were linked to success.

Other Resources for Finding Evidence-Based Practices for Dropout Prevention

In addition to the two databases mentioned above, the *What Works Clearinghouse* and the NDPC/N's *Model Programs Database*, the *RAND Promising Practices Network* and the Substance Abuse and Mental Health Services Administration's (SAMSHA) *National Registry for Evidence-based Programs and Practices* also provide comprehensive lists of prevention programs that have been rigorously evaluated.

The following table summarizes the areas of unity between these national reports and the recommendations that have emerged from the independent research of the team during this phase of the project.

AREAS OF UNITY

RECOMMENDATIONS	America's Promise	IES	NDPC/N	Silent Epidemic	United Way	Everyone Graduates	NEA
Early Warning System (5)		X		X	X	X	X
Student Engagement (7)	X	X	X	X	X	X	X
Professional Development (2)			X				X
Mentoring/Advocate (4)	X	X	X	X			
Family Engagement (4)				X	X	X	X
Supportive Environment (2)	X		X				
Community Collaboration (3)			X		X		X

EMERGING THEMES AND STRATEGIES

The Priority Spokane RFP begins with the following task for the research project: “Identify relevant theories/leverage points regarding the health, social and academic issues related to middle school students.” This is the area in which the first written update was focused.

As a result of the literature review, three consistent themes and strategies emerged.

1. Early Identification
2. High Academic Expectation
3. Social Support

Each has a number of recommended strategies for working with school-age children. Below we offer a description and an exemplar program/model.

The next phase of the research focused on the identification of evidence-based programs/models that employ these research-based strategies.

Note: Different terms are used in different circles around the same topic. For the purposes of this project, we chose terms that are consistent with those used in the research, in the field, and that are best understandable by a broad audience.

EARLY IDENTIFICATION

A critical part of any intervention model is correctly identifying the population which can benefit from the program. If students are misidentified, then resources are misspent. The literature strongly recommends the development of an early warning system that accurately identifies students who are critically off the track to on-time graduation.

Recent research indicates that issues leading to dropping out in high school can surface as early as elementary school (Balfanz, 2007; Jerald, 2006). These studies stress the importance of early identification and intervention, making accurate identification a particularly difficult task. Some of the most credible data cites the importance of targeting intervention beginning in the sixth grade. Given the time span between these early experiences and the action of dropping out, it is clear that early identification is critical. The difficulty is what factors can be used to identify the eventual dropouts and when should they be applied.

Historically, the profession has looked for indicators of being at risk of not graduating and identified certain racial or ethnic groups. However studies have shown that it may be more important to study differences within these groups than differences between racial or ethnic groups (Ramirez& Carpenter,

2009). While some demographic factors are still critical to the question of who is dropping out, there are specific behaviors or events that lead to a much greater likelihood of being off the track to on-time graduation.

The studies clearly indicate that academic success in key areas, rate of absence, and misbehavior are tightly linked to propensity to drop out (Balfanz, Herzog & MacIver, 2007) (Barrington & Hendricks, 1989) (Lloyd, 1974) (Morris, Ehren & Lenz, 1991). Balfanz found that sixth graders are most likely to develop off-track behaviors and that those same behaviors developed after sixth grade were not as powerful in predicting eventual dropouts.

It seems that sixth graders who develop academic and behavioral problems do not self correct. Students who eventually fall entirely off track typically display one or more warning flags in the sixth grade: failing either English or math, attendance less than 80 percent or a mark of unsatisfactory behavior on their report card. Further, the Balfanz model was useful in identifying 60 percent of the eventual dropouts in high school. The study found that students with no flags graduated at a rate of 56 percent, students with one flag graduated at a rate of 21 percent, two flags graduated at a rate of 13 percent and students with three flags graduated at a rate of 7 percent.

While these three flags were useful in predicting the population of students who would eventually drop out in Balfanz's study, the literature also warns against generalizing these findings. It seems that much variation can occur between school communities. Jerald (2006) warns that school systems may be tempted to skip the development of an accurate Early Warning System, but such decisions will have negative consequences. A large school system that invests in better data to support dropout prevention can obtain much better results for hundreds of thousands or even millions of dollars less than a similar system whose leaders decided to skip that step. But before an Early Warning System can be implemented, school leadership must understand the specific issues facing dropouts in that community.

While there are real differences in how different students get off track to graduation, there are also common patterns that can be useful in predicting dropouts. The influences experienced by youth vary from community to community. It is common to find subgroups within the community that react differently to actions or events. The graph below indicates the findings of a longitudinal study of a specific community by Ramirez and Carpenter.

SIGNIFICANT VARIABLES RELATED TO DROPPING OUT BY GROUP

	WHITES	BLACKS	HISPANICS
↓ decrease dropout behavior			
↑ increase dropout behavior			
— not a significant factor			
Two parent family	↓	—	↓
Time spent on homework	↓	—	↓
Units of Algebra 1	—	—	↓
Parent involvement	↓	↓	—
Higher tenth grade math score	↓	—	—
Hours of extracurricular activities	↓	—	—
More minority students in school	↑	—	—
Other siblings who have dropped out	↑	—	—
Gang activity in school	↑	—	—
Participated in ESL	—	↑	—
Ever in a dropout prevention program	—	—	↑
Gender (female)	↑	—	↑
Has been held back	↑	↑	↑
Number of times suspended	↑	↑	↑

Both Balfanz and Jerald agree that to fully understand what is happening in schools, a longitudinal study should be undertaken to uncover the patterns leading to dropout within the community. The literature recommends a two-phase process:

1. *Research*: conducting a cohort-based longitudinal study aimed at identifying risk factors for a given school system, identifying patterns in how the risk factors play out in the lives of students, and developing the means to measure the impact on schools.
2. *Development*: Leveraging the knowledge gained in phase 1 to create an Early Warning System that accurately predicts students at risk of dropping out, suggests possible intervention strategies and provides useful data to track and inform the process.

A longitudinal study should be undertaken in the Spokane community to uncover the patterns followed by students. These patterns can be used to better understand the dropout crisis facing our community schools, accurately predict students most in need of intervention, and help determine the specific intervention necessary. The same system, once developed, can be used to track and provide formative assessments of progress toward increasing the number of students who graduate on time. It is clear that understanding the specific patterns of students who get off the track to on-time graduation in Spokane

Public Schools through a longitudinal study will begin helping students complete this critical step in their future.

HIGH ACADEMIC EXPECTATIONS

The notion of high academic expectations for all students is prevalent in much of the school reform research, as well as the characteristics of effective schools research. While there are different interpretations of this concept, there is broad agreement with the notion that schools and communities should structure opportunities so that all students have meaningful academic experiences that are accompanied by high expectations.

At the outset of this research project, one of the focused areas (or domains, as described in our proposal) was school reform. Many of the strategies listed below emerged from the research in this area. Additionally, the research we reviewed in the area of out-of-school interventions (another domain in our proposal) also focused specifically on academic enrichment strategies that were conducted outside of the regular school schedule and potentially outside of the regular school site.

For the purpose of this project, the emergent strategies outlined below focus on high academic expectations in the following areas:

1. Extended Learning Opportunities (Saturday, summer, after school)
2. Student Engagement
3. Professional Development
4. Academic Enrichment

Each of these strategies will be discussed briefly with a sample program/model that is designed to support the included strategy.

Extended Learning Opportunities

The notion of providing extended learning opportunities (ELOs) is anchored in both social support and academic achievement. For the purpose of this section, the focus is narrowed to academic achievement. Many of the school reform efforts and dropout prevention initiatives focus on maximizing contact time with students to support academic achievement through the employment of ELOs given that students spend roughly 80 percent of their time outside of the traditional school day.

ELOs include after school, summer learning, extended day, and extended year programs. ELOs have the potential to support rigor in the classroom, increase the relevance of academic content to students, and establish supportive relationships between students and caring adults (NGA, 2009). The National Governors Association's Center for Best Practices suggests that ELOs have the increased likelihood of reducing dropout rates by ensuring the following approaches: Identify likely dropouts early and provide targeted intervention through ELOs; increase access to and the availability of ELOs for students at risk of

dropping out; establish systems to ensure ELOs are effective and are tied to dropout reduction goals (NGA, 2009).

These recommendations align well with the above information on the importance of an Early Warning System as this system would be able to inform the work and participation of students in ELO environments.

Student Engagement

The next strategy/theory/leverage point for academic achievement is student engagement. That students are disengaged is one helpful, if simplistic, way to interpret *The Silent Epidemic: Perspectives of High School Dropouts*, a report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation. This study found that “Nearly half (47 percent) said a major reason for dropping out was that classes were not interesting. Nearly 7 in 10 respondents (69 percent) said they were not motivated or inspired to work hard...two-thirds would have worked harder if more was demanded of them (higher academic standards and more studying and homework)” (Bridgeland, Et Al; 2006, p iii). The strategies presented here are aligned with the recommendations from the effective strategies work that has been done by the National Dropout Prevention Center/Network to address this issue of student engagement:

1. Service Learning
2. Active Learning
3. Career and Technical Education (CTE)
4. Educational Technology
5. Individual Instruction (Mentoring/Tutoring)

As schools look to increase levels of student engagement, the above strategies represent an important set of strategies that should be included in any school improvement process.

Professional Development

While listed independently, it is clear that professional development is a critical component to all of the strategies being outlined in our project. It is evident that Spokane Public Schools is staffed by a talented pool of teachers and administrators. It is this group that will have the largest impact on the lives of students in the school setting. It is important, and supported by the research, however, that these school communities continue to provide opportunities for personnel to develop skills and techniques and the capacity to learn and deliver on innovative strategies. With this in mind, concentrated professional development targeting the outlined strategies will lead to improved graduation rates.

Academic Enrichment

The above recommendations align with academically enriching school reform templates proposed by key studies such as: *Breaking Ranks in the Middle* (National Association of Secondary School Principals, 2006); *This We Believe: Successful Middle Schools for Young Adolescents* (National Middle School Association, 2010); *Turning Points 2000: Educating Adolescents in the 21st Century* (Carnegie Corporation, 2000). These templates help to serve as an important guide to the development of high quality academic experiences for all middle school students in Spokane Public Schools.

SOCIAL SUPPORT

Most young people who are struggling academically are facing other barriers to educational attainment as well. In order to keep students in school, their social, economic and family needs, as well as their academic needs, must be met. The following section reviews some promising strategies for providing comprehensive support services to care for the whole child.

1. Mentoring
2. Family Engagement
3. Safe and Supportive Environment
4. Middle-to-High School Transition Programs
5. School-Community Collaborations

Mentoring

Mentoring appears in many different forms but the common thread is a meaningful and sustained relationship with a well-trained and caring adult. Nearly every major report on dropout prevention highlights the need for individualized attention for those students most at risk of dropping out (Bridgeland, 2006; Smink & Reimer, 2005; America's Promise Alliance; Balfanz, 2009). Whether it is in school or out of school, a relationship with a caring adult has the power to change the negative cycles of the mentee, including their risk of leaving school.

A number of studies have indicated significant associations between a youth's involvement in a mentoring relationship and positive developmental outcomes, such as a reduction in substance use and violent behavior, increased academic performance, improved self-esteem, greater school connectedness and stronger relationships with parents and peers (Dubois & Karcher, 2005; Rhodes, 2002; McLearn 1998; Tierney & Grossman, 1995). A recent investigation with data from the National Longitudinal Study of Adolescent Health found that adolescents first assessed in grades 7-12 who reported having experienced a mentoring relationship exhibited better outcomes within the domains of education/work (high school completion, college attendance, employment), mental health (self-esteem, life satisfaction), problem behavior (gang membership, physical fighting, risk taking) and health (exercise, birth control) (Dubois & Silverton, 2005).

One promising form of mentoring is the assignment of an in-school adult advocate to students determined to be at high risk of dropping out of school. The Institute for Education Science (IES) included this as one of their six evidence-based intervention strategies for dropout prevention. According to the *IES Practice Guide* (2009), the adult should be responsible for addressing both academic and personal needs, communicating with the families and advocating for the student. In three rigorously evaluated interventions, that included intensive meetings with an adult advocate, the advocates played an important role in promoting school engagement, by giving students opportunities to develop a sense of belonging at school and by providing accountability for academic and behavioral progress. Students in the treatment groups of the interventions showed promising improvement in outcomes related to dropout prevention.

Family Engagement

In the report the *Silent Epidemic* (2006) 59 percent of school dropouts surveyed felt their parents were involved in their education and only 21 percent described them as “very involved.” Sixty-eight percent of the respondents said their parents only became more involved when they realized their student was on the verge of dropping out.

A deep research base has indicated that family involvement in a child’s education positively effects academic achievement (Henderson & Mapp 2002; Mo, 2008). This remains true across socioeconomic, racial/ethnic, and parental educational backgrounds for students of all ages (Mapp, 2004). At the end of April 2010 the U.S. engaged in a hearing on the Elementary and Secondary Education (ESEA) Reauthorization Act. Anne Henderson, a senior consultant at the Annenberg Institute for School Reform, advised legislators to include family engagement in ESEA reauthorization. “Engaging low income and non-traditional families will raise student achievement, lower the dropout rate and help close the achievement gap,” she said. “Despite all this evidence, family engagement is a low priority, and schools are struggling how to do it. Teachers are saying this is the number one barrier, where they feel least prepared.” (Wolfe, 2010).

Increasing the involvement of the parents of struggling students will be a key to preventing dropouts. It is essential that the barriers preventing parents from becoming more involved in their child’s education be mitigated. The National Parent Teacher Association uses a model to help schools reshape how they look at parent and family engagement based on *Epstein’s Framework of Six Types of Involvement* (Epstein, 1997).

1. *Communicating*: Communication between home and school is regular, two-way, and meaningful.
2. *Parenting*: Help all families establish home environments to support children as students.
3. *Student Learning*: Parents play an integral role in assisting student learning.
4. *Volunteering*: Parents are welcome in the school, and their support and assistance are sought.
5. *School Decision Making and Advocacy*: Parents are full partners in the decisions that affect children and families.

6. *Collaborating with Community*: Community resources are used to strengthen schools, families, and student learning.

Safe and Supportive Environment

To keep students in school, the schools must be a place where they feel safe and supported. Violence, whether physical or emotional, is becoming increasingly part of the fabric of students' school experience. The Educational Development Center (1996) found that only half the youth felt safe in school and that approximately 160,000 children miss school each day because they feel physical harm. Social bullying is no less harmful, as tragically evidenced by recent cases in the news.

It is important for schools to create an environment that does not tolerate bullying, harassment or terrorism and one that emphasizes academic achievement, high standards and positive relationships between staff and students. This certainly involves having in place a comprehensive violence prevention plan. However, it could also include teaching students the interpersonal skills needed to deal with conflict in an appropriate way. These interventions may result in the following benefits to the school and students:

1. Lowering rates of delinquency, disruptive behaviors, harassment, bullying, suicide, and all other forms of violent and anti-social behavior
2. Increasing the likelihood that troubled youth will be identified and receive treatment
3. Improving the learning environment by reducing intimidating, disruptive and disrespectful behavior (Bureau of Justice Assistance, 2009)

Middle School to High School Transition Programs

Transitions represent a vulnerable time, particularly for middle school aged youth. The move from a smaller more personalized middle school to a larger, more complex high school environment can accelerate the beginnings of disengagement from school. The high school dropout crisis is especially acute in between the ninth and tenth grades. More students fail the ninth grade than any other and in high schools with large low-income populations, as many as 40 percent of students drop out after ninth grade (Cohen, 2009).

Initial research indicates that comprehensive programs, those involving teachers, parents and students in the transition from middle to high school, have a positive effect on student retention and experience. Those programs that only target a single aspect of the transition displayed no independent affect on retention (Smith, 1997). Promising practices in transition programs include: parental involvement; on-going academic and social support, beginning in the middle school and continuing into high school; shadowing and other visitation opportunities; interactions with positive older students.

In addition, schools that provide summer programs designed for students who need extra academic support before entering high school are more successful in lowering course failures and dropout rates

(Cohen, 2009). SummerBridge is one such program offered in many places across the United States. SummerBridge offers incoming ninth grade students enriching summer programming with an emphasis on academic support, advancement and motivation to excel in high school. Thoughtful and well-implemented transition programs can help students experience a more stable and confident start to their high school years.

School-Community Collaboration

The response to the dropout crisis cannot fall on the shoulders of the schools alone. To keep students in school, their social, health, economic and family needs, as well as their academic needs, must be met. True school-community collaboration involves the mobilization of the resources of the entire community including business, social services, health care providers, places of worship, libraries, museums etc. to meet the needs of students. Connecting community resources with youth in need of extra support allows educators to focus their energy on the academics needs of the students. The idea of using the schools as a hub for year-round school and community supports for at risk youth is reflected in the America's Promise Alliance National Action Strategies, *Where the Kids Are*. The Obama administration also strongly advocates for these "community schools" and seeks to foster the partnerships between schools and local agencies (Butler, 2010)

Research on the effects of these school-community collaborations is ongoing. One major study, performed by ICF, *International on Communities in Schools (CIS)*, has indicated some promising initial findings (2008). CIS is an in-school program that uses a case management model to provide students with the services they need to stay in school, increase attendance, reduce behavior issues, improve academically, and graduate. After comparing 600 CIS schools to 600 non-CIS schools, the concluded that: 1) CIS is one of a very few dropout prevention programs proven to keep students in school and the only one to increase graduation rates 2) When implemented with high fidelity, the CIS model results in a higher percentage of students reaching proficiency in fourth- and eighth-grade reading and math 3) implementation of the CIS model correlates more strongly with school-wide outcomes than does the uncoordinated provision of service alone. They are currently in the process of completing an even more rigorous student-level evaluation on the effects of the program model.

PORTRAITS OF REGIONAL MIDDLE SCHOOLS

The following four schools in three cities (Boise, Portland, and Seattle) were visited by members of the research team. The purpose of these visits was to investigate the implementation and delivery of some of the identified strategies that had evidence of improving graduation rates. These sites were identified through the literature review.

Middleton Middle School – Middleton (neighboring Boise), ID

Middleton Middle School was chosen as a visitation site due to its participation in the Turning Points: Transforming Middle Schools. Our research team sent a member to visit an exemplary regional Turning Points School: Middleton Middle School. The school was suggested to the research team by an education faculty member of a peer, regional institution, who has served as a regional evaluator for the Turning Points Network. Middleton received a grant to adopt Turning Points as its school reform model for the academic year beginning in fall 2004. While the Turning Points Network is no longer providing support to Middleton, the principles continue to guide its school improvement process.

Middleton Middle School is the district's only middle school. The school encompasses grades 6-8. The school population is 83 percent white, 7 percent Hispanic, 2 percent Native American and 8 percent self-identified as "other." Roughly 40 percent of the students qualify for free and reduced meals, and 12 percent are served by Special Education.

Alignment from visitation with strategies supported by the research:

- **Teaming:** The notion of teaming is prevalent at Middleton and exists horizontally (grade level) and vertically (subject level). Additionally, the school leadership, under the direction of a very dynamic and well-liked leader/principal (Molly Burger), is very collaborative and includes a Leadership Team as well as a School Improvement Team. This culture functions similar to much of the research on Professional Learning Communities. These PLCs also use data to drive their discussion and decision making.
- **Social Support:** Middleton provides a number of programs aligned to our social support recommendations. In addition to the counselors (2), the school also has a school nurse, therapist, and after-school counseling services.
- **Parent/Guardian Involvement/Communication:** Middleton has a focused program to communicate with and provide support for parents. In particular, they have a "Middleton Parent Handbook" that is given to parents and guardians. Additionally, the school sends home a newsletter with school information and events. Middleton also hosts events on issues related to

middle level students: *Teen Brain* and *Tell It to Me Straight* were a couple of the events hosted for families at the school. Additionally the school offers many performance- and fine arts-based evenings for families to attend.

While the Turning Points reform focus of this school is identified by the administration, faculty and staff of the school as an important template through which they conduct their business, they were still developing means by which to measure the impact of these reform movements. Additionally, their pursuit of this reform model did not have a specific evaluative component that includes alignment to a well-developed DEWS system that we have included in our recommendation.

SUN Community Schools (Portland, OR)

The SUN Community School system is the result of a partnership between school, county and city organizations. Funding, external to the school, provides the salary for the full time site coordinator. The site coordinator serves to organize the largely volunteer staff that works to offer both after-school and summer enrichment programs. These programs provide a great deal of social support for struggling students. The school specifically target students who are struggling academically, and boasts a high rate of success in helping students improve.

While multiple SUN (Schools Uniting Neighborhoods) Community sites were visited, the focus here will be on George Middle School. George is located in northwest Portland in a low socioeconomic area. The St John's area was once a thriving blue-collar community and the skeletal remains of its industrial past lie just north of the school. The loss of the manufacturing jobs drove a shift in the economic status and racial makeup of the community. The school currently is the 7th poorest in the state with 87 percent of its population of 388 students on the free and reduced lunch program, and 75 percent are minority students. Like many schools in areas of industrial decline, George Middle School has failed to make AYP (adequate yearly progress) under the No Child Left Behind legislation. But a group of dedicated professionals and a small army of volunteers are making a difference in the lives of these students.

SUN Community schools began 10 years ago. This unique partnership between local public schools, county, and municipal governments including parks and recreation departments allows for a unique blend of services offered on school sites. The SUN system has grown to 58 schools in six regions across Multnomah County. Each school site has a site coordinator whose salary is funded by an agency other than the school district, (often parks and recreation). The coordinator's job has many aspects, but most tasks involve running the after-school and summer enrichment programs. The programs are well connected to the school and actively support students' performance in their classes through homework completion time offered on a regular basis. In addition to homework completion/ tutoring classes, the programs offer more activities that are used to attract a wider audience of students. Programs offer an evening meal for the students as part of the federal lunch program. The focus is on helping students do better in school and often includes classes for their parents as well as students. The program offers a safe place, a hot meal, tutoring help for academics and excellent enrichment activities and life-skills

curriculum as well as access to other community service providers as part of a referral system to resources in the broader community.

Students typically come on a voluntary basis. Others who would seem to benefit from the program are recommended by teachers. Portland Public Schools has an early warning system to identify students at risk, but neither site visited claimed that it was used heavily to identify students for these programs. However it is interesting to note that both sites claimed “everyone knows who has been identified” and they use very similar demographics, academic and behavioral components to make teacher recommendations for the program. While there are a variety of configurations with different sized schools and programs within the Sun system, George Middle School serves 235 youth annually. Of those:

- 80 percent are students of color
- 61 percent are identified as being at risk of academic failure
- 89 percent qualify for free and reduced lunch
- 1,286 people were involved in non-enrolled (non-class) events (family educational night, cultural events, etc.)

Thirty-two community agency partners worked with the program, contributing 2,649 volunteer hours. Each potential volunteer is screened for criminal background and cleared prior to taking part in the program. Volunteer partners are typically attracted to SUN sites because of their mission to work with these populations of students and the convenience of working within the structure provided.

The students at George Middle School who are involved in this program are showing improvement in their academics and in some behaviors that typically lead to dropout.

- 84 percent of students increased state scores in reading
- 78 percent of students increased score in math
- Average daily attendance was 95 percent

Student self-reported data is equally favorable:

- 62 percent report improving academic performance in their classes
- 60 percent report getting homework in on time
- 72 percent claim to have a more positive attitude toward school
- 62 percent report they have improved their ability to find alternative resolutions to problems

These student outcomes are admirable. The program seems to be working well. It is critical to note however that the SUN program does not work in isolation to the school program. At both sites it was stressed by SUN staff that the role of the building principal is critical to the process and that full support of the program and close work with school personnel is essential to success.

While the school curriculum is not the focus of this section of the report, there are several things which are important to note about the regular school day these students experience. First, the school has set high academic standards for its students. The leadership of George Middle School is deeply involved in

data-based school reform. The shared leadership model employed has no doubt been a large contributor to the success of these students. With parental permission slips a regular part of enrollment and interagency agreements in place, information is shared between in-school and community-based programs as far as the law will allow. This information can then be used on a regular basis to drive program decisions. With it, partnering organizations can better understand their successes and more quickly respond to areas of need. Beyond sharing information, the SUN coordinator meets regularly with teacher and staff both formally and informally. He is considered a key player in the process and included as a full partner in their efforts.

The last section of this report on the SUN schools is fiscal. As mentioned above, the funding source for these programs is external to the school. The budget for the George Middle School was \$116,292 last year, \$94,000 of which was funded by the county, including the director's salary. While the SUN staff realizes that the use of teachers could be a valuable asset to the program, the cost of between \$29 and \$40 an hour is prohibitive on the limited budget, thus the program depends almost entirely on community and agency volunteers. The director solicits donations from agencies and businesses and works with others to write grant proposals for the balance of the funds necessary for operations.

Denny International Middle School (Seattle, WA)

Denny International Middle School was identified for visitation in light of its innovative approach to integrated student social support services and its recent receipt of a Gates Foundation grant. Denny is located in a very diverse neighborhood in west Seattle. The 700 6th-8th grade students are 29 percent white, 26 percent African American, 25 percent Hispanic, 16 percent Asian and 3.6 percent Native American. Nearly 61 percent qualify for free and reduced lunch, 31 percent are non-English language speakers, and 19 percent are served by special education.

In September of 2009, the Gates Foundation granted Denny \$200,000 to support a Response to Intervention Coordinator and other interventions services for two years. Denny is one of 12 pilot schools for a Seattle district-wide "Response to Intervention (RtI)" initiative to address academic and behavioral issues. RtI uses a tiered support system "in which all students are provided with high quality universal academic and behavioral instruction, early assessments to identify struggling students, research based interventions based on specific needs, continuous progress monitoring, as well as continued access to core curriculum" (<http://www.seattleschools.org/area/spi/rti.dxml>).

Denny identified four intended outcomes of the RtI Coordinator position:

1. An increase in the number of families reporting they have received support with basic needs
2. An increase in the number of students reporting an improvement in their academic achievement and well-being
3. An increase in school staff reporting improved ability to coordinate with community-based organizations to meet student intervention plan goals
4. An increase in community-based organization staff reporting an improved ability to coordinate with school staff to meet student intervention plan goals

This tiered and case management approach to intervention has been in place at Denny for several years now in various forms. Referrals go from individual classroom teacher, to grade level teaching team, meeting once per week, to the Student Academic Support Team (SAST), meeting once per week for intensive student case management. They create intervention plans and follow up frequently. (See Appendix VIII: Denny International Middle School Documents)

Denny's alignment to strategies supported by this team's research:

Adult Advocacy and Family Engagement - At the beginning of the school year, all homeroom teachers at Denny schedule a home visit with every child in their class. The teacher and one other Denny staff member meet with the parents of the child and begin the conversation with the following questions: 1) Is there anything you would like us to know about your student? 2) What are your hopes and dreams for your child? and 3) How can we collaborate to make those a reality? The school staff as a whole performs 400 home visits before the start of classes. Despite initial resistance, the home visiting program has become an experience without which teachers cannot imagine teaching. It establishes positive, open lines of communication between school and home. Denny has excellent attendance at parent-teacher conferences, PTSA meetings and family nights. Services like "The Closet," a mini store containing free clothes, toiletries, and school supplies, and referrals to local community-based organizations help families meet their basic needs.

Safe and Supportive School Environment - The expectations for appropriate school behavior are clear and consistent at Denny. The school uses an assessment system called the Denny Big 5, a set of expectations that "help all students succeed in schools and throughout life" (Included in Appendix VIII). The expectations include: Be successful! Be prepared to participate! Be on time! Be responsible for choices! Be respectful! Students regularly assess themselves and conference with their teachers on how they meet these expectations. Students meeting standards in all areas are rewarded with special events and school activities. Students getting an unacceptable in any area become part of the Daily Big Five, increasing the frequency of assessment.

Community School Collaboration - A major strength of Denny International Middle School is its collaboration with local community-based organizations (CBOs). The clearest manifestation of this is the Denny Wellness Center, a community health center operated by Neighborcare Health. The Wellness Center is staffed with a nurse practitioner, mental health counselor and clinic coordinator, all with significant experience working with adolescents. Any student enrolled at Denny can be seen at the Center by having a parent or guardian complete the registration forms. The SAST team includes representatives from seven local CBOs including the staff of the Wellness Center and the Seattle Police. The school is working to implement a secured server space for the SAST team to keep track of and monitor intervention plans.

RECOMMENDATIONS

The following section will outline specific recommendation in the three strategies and themes around which this report has been framed. While there is some duplication to the earlier section which provided an overview of the themes and strategies, this section includes a much higher level of specificity. Each of the thematic areas will include a description of the strategy with implementation suggestions. Subsequently, model programs also will be outlined with an estimate of associated costs.

Our task was not to evaluate the work currently being done on the part of Spokane Public Schools. Rather, we have identified relevant theories and leverage points regarding the health, social and academic issues related to middle school students based on regional and national models. Our recommendation is that next steps must proceed in close partnership with the district. For example, the “On-Track” Academy program which was developed and implemented by the district has already shown success. It implements important strategies supported by the research. Our recommendations strongly advocate for strategies and model programs that can be supported by both in-school and out-of- school efforts on the part of the district, as well as government and community-based agencies.

DROPOUT EARLY WARNING SYSTEM (DEWS) DEVELOPMENT

The literature indicates broad support of the development of an early warning system based on local data. While many commonalities exist among the indicators of dropout across the early warning systems, each study stresses different indicators at different times specific to the local population. As part of the recommendations of this report, we propose that a longitudinal study of dropouts be conducted for Spokane Public Schools in order to build an accurate early warning system. Several other schools within the state of Washington have successfully completed this process and enjoy the benefits of these systems. Once built, we predict that the system will not only be useful for identifying high-risk students, but that the system also will provide means for tracking the success of individual students and will be a source of data useful in decision making for both school-based and community-based programs seeking to serve this population.

Student dropout patterns vary by community. Predicting which students are most at risk allows for effective targeting of resources. Misdirecting resources can be expensive and ineffective, especially in current times of scarce resources. If we are to make a difference in dropout rates, we must know who we need to be serving, and know on an ongoing basis if we are being effective. Waiting four years for feedback on program changes cannot drive effective change and cannot efficiently and effectively intervene on behalf of these at-risk students. A system must be developed to identify students at risk, track early indicators for formative assessment of targeted intervention and, over time, evaluate the impact of different programs on their effectiveness. Otherwise, resources will be spent inefficiently on

the wrong students or on less effective programs. It is no longer good enough to try hard to solve this problem. We must assess program effectiveness and use the resulting data to make funding and access decisions.

A longitudinal study takes into account local conditions by examining cohorts of students as they have historically moved through the school system. Each student has records indicating credits completed, attendance, grades, and transfers into and out of SPS and eventual graduation or dropout. By examining these historical data as a cohort of students, a model can be built that indicates the propensity to drop out for a student with particular conditions. For example, other models predict that students who fail 6th grade math or English have a much higher dropout rate than those students who fail other courses. And a student with two or more unexcused absences is far more at risk than students who have similar numbers of excused absences. The list of indicators that are critical and the thresholds for each vary by context. Community and school culture, district attendance, grading policy, and current interventions all play a role in how a particular community's indicators of risk can vary.

Building the early warning system must begin, therefore, with a longitudinal study to understand the local patterns. Most of the work for a longitudinal study involves collecting and analyzing existing school records. Each item must be identified by individual student. Typically, it is done by a proxy student identification number to preserve anonymity. Listed below is a typical list of information to be gathered:

- Student demographics
- Records of absences by semester(both excused and unexcused)
- Any failing grades from 6th-10th grade
- Any retention in any grade
- Entry and exit of students into and out of the SPS system
- GPA in 6-10th grade
- List of terms in attendance or a list of attendees by term
- List of any programs for which the student qualifies
- List of any intervention programs the student has taken part in
- Any reported behavioral issues
- Any discipline action taken

These data are recorded appropriately by using the proxy student identification. They are recorded over time so that trajectory patterns can be established. The analysis of these data is complex but should result in a establishing an overall pattern or trajectory of dropout within the school system by category of student. Further, it should provide tipping points that indicate when a student might be efficiently assigned to an intervention team. Once assigned, the data system can be used to track progress of the student in frequency of high risk indicators, for example, the number of unexcused absences or GPA. As the data base continues to grow over time, it should provide information to intervention teams to assess their progress against the efforts of other intervention teams and programs. These comparisons will help to determine the flow of students and resources. As the efficacy of a program grows, the number of similar students served by that or similar programs should grow as well. In this way, both intervention teams and intervention programs can be more data driven in efforts to serve this population.

Microsoft Corporation, in a report published in May of 2010, stresses the need for an early warning system and argues that:

...the effectiveness of an early warning system depends on the ease of data collection at the school level, and the need to disregard extraneous information. Through exploratory analysis, the goal is to identify and reveal the local influences that contribute most significantly to the dropout problem. As a result, individual school districts play a key role in facilitating and developing early warning systems based on local predominant risk factors.

The report goes on to include the following list of attributes of effective DEWS:

- *Creating data collection systems that allow schools to easily collect key early warning data.*
- *Monitoring the use of data to identify students at risk of dropping out at the school level.*
- *Supporting continuous data analysis at the school level, across schools, and district-wide.*
- *Training school-level staff on data collection and analysis processes and techniques.*
- *Targeting district funding and resources to support schools in identifying students early, identifying intervention strategies for at-risk students, and collaboration among schools across the district or region.*
- *Developing strategies to refine and continuously improve the predictive power of indicators within the district's local context, including on-track indicators, as an accountability measure for tracking progress towards goals.*

A well-developed DEWS can serve to make the entire intervention process data driven from identification of students through intervention and program evaluation. The research is clear that with good data, better decisions can be made in the interest of students.

The initial cost estimate for a longitudinal study is approximately \$35,000. The development of a Dropout Early Warning System (DEWS) would require an additional \$35,000. Ongoing data management would require more sustained resources. However, this data is critical to the overall success, and money spent here could represent the means for the entire system to run efficaciously.

The research team has done considerable research in relation to early warning systems. After reading the national research on the topic as well as some regional examples, we have visited two sites with active early warning systems in place and discussed their importance. In addition, the Co-PI traveled to attend the American Educational Researchers Association annual conference in Denver, where he contacted Mary Beth Ceilo who helped design both Kent and Portland School districts early warning systems. We have been communicating with Ceilo since that time and the information from her should help to provide structure to the longitudinal study and the eventual early warning system. Ceilo has also volunteered to present on the importance of the early warning system to any interested stakeholder groups. Finally, we have also begun conversations with Annie Blackledge of OSPI regarding her work in support of the development of a DEWS, in the Shelton School District.

HIGH ACADEMIC EXPECTATIONS/ACHIEVEMENT

The notion of High Academic Expectations/Achievement is critically important to the improvement of graduation rates. As has been outlined throughout the report, students' achievement in math and English are important indicators of whether students are on-track for graduation. Additionally, the other two indicators (attendance and behavior) play a significant role in the likelihood that students are successful academically. This report makes specific recommendations regarding the continued alignment with key reform templates, specifically the importance of teaming. The reference above to achievement in math and English support another important recommendation regarding the importance of providing enrichment and additional time in these content areas. In addition, we recommend that Extended Learning Opportunities continue to be developed with an evaluation loop that is designed to determine the impact that interventions, as determined by a well-informed DEWS system, have as related to supporting on-track performance. Finally, two model programs will be outlined with estimated costs toward implementation.

General Reform Templates

Recent research and reports have significantly addressed middle school reform and dropout prevention and recommended best practices that schools and communities might adopt as value-added models. Leaders in national and international educational reform movements recognize these models, particularly as related to middle school reform. While not limiting the research, the following major/comprehensive reports/programs are identified as evidence-based and well-developed:

Turning Points 2000: Educating Adolescents in the 21st Century was a follow-up study to the 1989 study by the Carnegie Corporation of New York: *Turning Points: Preparing American Youth for the 21st Century*. This report "...recognized the need to strengthen the academic core of middle schools and establish caring, supportive environments which value adolescents." In response to the study, the National Turning Points Network emerged as a collection of middle schools across the country which adopted the principles embedded in the report. In 1998, Carnegie commissioned the above follow-up study to update the report. The resulting Turning Points 2000 report outlines the updated recommendations and includes research resulting from the 80 schools across 14 states that have been in the Turning Points Network. Turning Points schools work towards this vision by engaging in six practices that translate the Turning Points principles into action (Center for Collaborative Education, 2005).

The National Middle School Association (NMSA) released ***This We Believe: Keys to Educating Adolescents*** in May 2009. The report includes four essential attributes and 16 characteristics of successful schools. Additionally, NMSA released a companion document titled: *Research and Resources in Support of This We Believe*. The characteristics are broken into three areas: 1) curriculum, instruction and assessment, 2) leadership and administration, 3) culture and community.

Breaking Ranks in the Middle is a middle school reform initiative of the National Association of Secondary School Principals. In 2006, the NASSP presented the report that includes nine strategies and 30 recommendations, and delivered copies to every middle school in the United States. NASSP provides additional resources for school to “break ranks” and restructure based on the strategies and recommendations outlined in the report. Additionally, NASSP provides survey templates, data collection, and analysis protocols to guide school leaders in the process of reorganizing around the key strategies and recommendations.

While any comprehensive school reform is to be undertaken over time, the Spokane School District continuing to inform its decision-making by nationally research-supported programs/templates. The school board has recently commissioned a Middle School Study group to consider middle school reform initiatives within the district. This work is being informed by the above cited reform models and we encourage the district to continue to inform its work through engaging the above described reform templates.

Teaming

A subset of these school reform templates is the process of teaming. In the Middleton Middle School visitation, teaming was the most frequently cited benefit, made by faculty/staff members, as a result of the Turning Points program at this school. Teaming is a process, specifically in this case at the middle level, whereby a team of teachers, as well as other school and community-based school personnel in some cases, will organize themselves around a specific population of students. This is sometimes also referred to as a “school-within-a-school” or, to use the Harry Potter analogy; the four Hogwarts houses. These teams may include a set of subject level teachers (English/language arts, math, science, social studies) as well as additional school personnel such as a special education teacher or an English language learner teacher. These teams will share a set of students and will organize, meet, and discuss curricular and student issues, etc. The recommendation of this report is that these teams continue to be an emphasis of the district, recognizing that they have common planning time, staffing, and therefore cost issues associated with well-organized and available time. In particular, the development of a well-informed DEWS will provide these teams with real-time data with which to discuss and coordinate interventions with students. Schools could also pursue various levels of teams with the above-described being one option and with a more specialized intervention team being another group. This intervention team would work in support of the other team and also serve as another level of coordination between the data being gathered and analyzed and the resulting interventions that are identified and tracked.

Extended Learning Opportunities

Much of the research spoke about the critical importance of Extended Learning Opportunities (ELOs) as an evidence-based strategy to improving the graduation rate. These programs can provide especially important academic and social support to students. Many community and government organizations are

engaged in providing services, both social services and academic and activity enrichment services, for students outside of the school day and even outside of the school site. We recommend that these ELOs be supported to provide increased opportunities for middle school students in Spokane Public Schools to have meaningful opportunities to participate in extended learning opportunities. Again, this recommendation is dependent on a well-informed DEWS system that will help identify students exhibiting off-track behaviors and directing them to the interventions and support systems provided by the ELO opportunities that are both school and community-based. Included as part of this recommendation is the notion of the need to develop a tight evaluation loop. We recommend that community-based, government, and school programs, specifically those provided for middle school students in Spokane Public Schools as extended learning opportunities, develop coordinated evaluations systems, linked to the off-track factors outlined earlier. This should be done in partnership and coordination with the district so that these programs can determine if there is evidence that the services that they are providing for students is having an impact on the dropout risk factors that have been identified in this report. This evaluation loop will ensure that resources are being directed at programs that are showing evidence of an impact therefore supporting the outlay of resources being made. Additionally, the DEWS system can also provide the district with the capacity to identify off-track students and align an intervention strategy that connects these students to the extended learning opportunities that are available to them.

Academic Enrichment

As outlined in earlier sections of this report, students' achievement in math and English/language arts are critically important to staying on track towards graduation. As such, we recommend that district and extended learning programs coordinate supplemental services to provide "catch-up" opportunities in these content areas. Once again, the DEWS system is critical to this recommendation as it would allow for real-time data of students who are falling off track in these academic areas. Schools should look to ways to provide struggling math and English students with additional instructional time and ELOs should look to ways to provide academic enrichment aligned to district content standards and curricula in these academic areas.

Model programs

The above recommendations (Reform Templates, Teaming, Extended Learning Opportunities, Academic Enrichment) can and do take different forms in different communities. Additionally, there are efforts being made in Spokane in all of these areas by the school district as well as local community-based and government agencies. These efforts should be supported and receive a new level of attention and funding. For the purposes of this report, we recommend the following model programs as ones that have proven evidence of success:

Accelerated Middle Schools

The following information is provided by the “What Works Clearinghouse”, US Department of Education Institute of Education Sciences, 2008

Accelerated middle schools are self-contained academic programs designed to help middle school students who are behind grade level catch up with their age peers. If these students begin high school with other students their age, the hope is that they will be more likely to stay in school and graduate. The programs serve students who are one to two years behind grade level and give them the opportunity to cover an additional year of curriculum during their one to two years in the program. Accelerated middle schools can be structured as separate schools or as schools within a traditional middle school. Classes often are linked thematically across multiple subjects. Instruction is more experiential and “hands on” than is typical in a traditional middle school. The programs generally offer smaller classes than traditional middle schools and provide additional academic and social supports, such as tutoring, attendance monitoring, counseling, and family outreach. Researchers estimate the annual per student cost of accelerated middle schools to be more than \$13,000 in New Jersey, about \$11,000 in Michigan, and about \$7,000 in Georgia (Rosenberg and Hershey, 1995). The annual per student cost exceeded costs in traditional middle schools by about \$5,000 in New Jersey, but was in fact lower by \$2,000 in Georgia.

Check and Connect

The following information is provided by the “What Works Clearinghouse”, US Department of Education Institute of Education Sciences, 2008

Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, as well as mentoring, case management, and other supports. The program has two main components: “Check” and “Connect.” The Check component is designed to continually assess student engagement through close monitoring of student performance and progress indicators. Here again, the development of a DEWS would help facilitate this type of program. The Connect component involves program staff giving individualized attention to students, in partnership with school personnel, family members, and community service providers. Students enrolled in *Check and Connect* are assigned a monitor who regularly reviews their performance (in particular, whether students are having attendance, behavior, or academic problems) and intervenes when problems are identified. The monitor also advocates for students, coordinates services, provides ongoing feedback and encouragement, and emphasizes the importance of staying in school. Intensive interventions focus on three areas of support: problem-solving (including mediation and social skills development), academic support (through homework assistance, schedule changes, and tutoring), and recreational and community service exploration. In addition, the program focuses on family outreach, with frequent contact and collaboration between home and school. Program developers report that implementing *Check*

and Connect in secondary schools cost about \$1,400 a student per year in the 2001-2002 school year (Sinclair & Kaibel, 2002). Locally, the Office of Juvenile Justice: Department of Social and Health Services received a Title II Formula Grants Program grant by the GJJAC (in the DSO priority area). This is the second year of grant funding for the project – the first year start date was July 1, 2008 – and has allowed the *Check and Connect* model to be implemented in West Valley School District as well as in Spokane Public School District (Rogers High School). These individuals may be able to provide a more accurate and generalizable cost estimate given their work in this area locally.

SOCIAL SUPPORT

Many of our middle school youth arrive at school facing significant social and emotional barriers to academic success. While achievement in math and English, behavior and attendance are important indicators as to whether a student will be on track to graduate from high school, all of these things are effected by and dependent upon a student’s general and emotional well-being. Creating an environment in our schools where all students can access the support and resources they need to succeed will take an effective DEWS, well-coordinated, integrated student support services at the school level and strong, creative collaborations between the schools and community partners.

The need for a precise and real time system to indicate those students at highest risk of dropping out has been well outlined in the course of this report. There are some promising models already present in the Spokane community for translating this data into effective and comprehensive interventions that integrate the evidence based strategies discussed in this report: mentoring/adult advocacy; family engagement; safe and supportive environment; middle to high school transition; and school-community collaboration. The research team recommends that these models be supported and expanded where possible.

Check and Connect

This program, described in greater detail in the High Academic Expectations section, involves close monitoring of school performance (Check) followed by mentoring, case management and other supports (Connect) if necessary. The monitor assigned to the struggling student coordinates individualized interventions partnering with school personnel, family members, and community service providers. For information on implementation and cost, see above.

Communities in Schools

Communities in Schools is an in-school dropout prevention program that uses a case management model to provide students with the services they need to stay in school, increase attendance, reduce behavior issues, improve academically, and graduate. There is a growing evidence base suggesting that

CIS is one of very few dropout prevention programs proven to keep students in school and the only one to increase graduation rates.

Communities in Schools of Spokane County (CISSC) currently serves two of the six District 81 middle schools, Chase and Glover. They offer an individualized approach to get students the support they need. The site coordinator works directly in the schools to connect youth in need with volunteers and services that reduce barriers to education. According to their 2008-2009 annual report; “by channeling support directly to kids at school [they] promote student success, ease the burden on schools, and free teachers to teach.” The yearly cost of implementation per school is \$150,000. CISSC brokers nearly 50 community and business partners into the schools in which they serve. They leverage these resources to connect at-risk students with the following services in their schools:

- Basic Needs- The site coordinators offer healthcare and dental referrals, backpacks of food for the weekend, etc.
- Academic Support- They have established homework help centers and extended learning opportunities, including summer programming.
- Mentoring- They provide volunteers for in-school mentoring and refer youth to community mentor agencies.
- After-School Programming- They partner with community organizations to provide after-school programming four days a week.
- Parental Involvement- They offer the Strengthening Families Program (see below) twice per year and host many family involvement nights at each school.

Strengthening Families Program

The Strengthening Families Program for Parents and Youth 10-14 Years (SFP) is an eight-week evidence-based curriculum that provides parent, youth and family education. It was conceived and researched at Iowa State University. In light of the research documenting its effectiveness, the program has been recognized by the National Institute of Drug Abuse and the US Departments of Education, Justice, and of Health and Human Services (<http://sfp.wsu.edu/index.htm>). Locally, the WSU Cooperative Extension partners with community organizations to offer SFP. WSU is involved in training, implementation, evaluation and providing and refining materials. Communities in Schools of Spokane County (CISSC) with support from Spokane County Community Services offer this program to Spokane Public School Families twice per year. The cost per 12-family cohort is \$6,000-\$7,000 (Communities in Schools of Spokane County).

School-Based Health Clinics

Communities in Schools of Spokane County (CISSC), in partnership with District 81 and the Spokane Regional Health District, recently submitted a proposal to the Bill and Melinda Gates Foundation to plan for the establishment of school-based health clinics (SBHC) in Spokane County.

In their proposal, they cite both local and national evidence in support of collaboration between health care providers and schools. In needs assessments conducted by CISSC at local schools, health care for struggling students is consistently cited as a priority. Research also shows that collaborations between the SBHCs and schools can increase academic performance. Pagano, Desmond and Perrin, as cited in the CISSC grant proposal, found in 2000 that SBHC users had a 50 percent decrease in absenteeism and 25 percent decrease in tardiness two months after receiving school-based mental health and counseling (CISSC, 2010). Absenteeism and tardiness are key risk factors associated with dropping out of school. Costs associated with this initiative will be identified during the proposed planning process.

Strong Collaboration with Community Organizations

As evidenced in the following section of the report, there are numerous community organizations providing support and enrichment for the middle school youth in Spokane. We recommend that agencies who implement the evidence-based strategies in this report be supported in their work and be provided with opportunities to actively collaborate with the schools on shared students. An effective DEWS system can identify students exhibiting off-track behaviors and well-connected and resourced school personnel can connect these youth with appropriate community-based interventions.

Currently, there are few ways to determine whether the community-based interventions provided are having any impact on the off-track indicators outlined earlier. The next necessary step to supporting these community organizations is a tight evaluation loop with the school district. We recommend that community-based and school programs serving middle school students in Spokane Public Schools develop coordinated evaluations systems, linked to the off-track factors. This evaluation loop will allow community agencies to assess and hone their interventions and ensure that resources are being directed at programs that are showing evidence of an impact.

School-based Student Support Coordinator Position and Formalized Adult Advocacy

Most of the recommendations above are predicated on well-coordinated, integrated student support services at the school level. Several of the model schools visited by the research team employed site-based resource/intervention coordinators who helped monitor the progress of struggling students and coordinate the intervention process with other concerned adults. The Institute for Education Science (IES) included the assignment of an adult advocate to at-risk students as one of their six evidence-based intervention strategies for dropout prevention. According to the *IES Practice Guide (2009)*, the adult should be responsible for addressing both academic and personal needs, communicating with the families and advocating for the student. The assignment of adult advocates in the school combined with a well-connected, well-resourced intervention coordinator should be strongly considered.

LOCAL PARTNERS INTERACTING WITH MIDDLE SCHOOL YOUTH

To identify the programs and organizations currently interacting with Spokane Public Schools middle school students within and outside the classroom, the Gonzaga Research team picked up the gaps analysis effort initiated almost a year ago by the Spokane Regional Youth Department and the Spokane Regional Health District and continued by the Inland Northwest Community Foundation. The Youth Department has begun the work of creating a program locator to help connect youth with services available in the city. The resource might look something like this example out of Chicago:
<http://www.afterschoolchicago.org/locator.html>

It is our hope that this work, combined with the results of this research project, will further the important community goal of analyzing gaps in the youth services in Spokane and connecting youth to programs that will enrich their school experience. As mentioned in the Project Overview, an abbreviated version of the results is included as Appendix I: Spokane Youth Services Database. For access to the complete results, contact the research team.

Methodology

- The Gonzaga Research team began by combining the non-respondent lists of both previous surveys and added other organizations that had not been included in either previous list.
- A team of three graduate students did initial research on the programs and organizations, identifying contact information and prioritizing 60 organizations on which to focus efforts toward survey completion. They prioritized based on age group served and presence in Spokane Public School District.
- They sent an introductory email with the online survey attached and then continued to follow up by phone until the organization completed the survey.

SOURCES OF FUNDING

The Spokane community can find both challenges and opportunities in this area. There is no doubt that this is a time of declining resources for school communities. With a slowdown in the economy, state, and therefore district budgets are under strain. In particular, Spokane Public School District has seen a budget decrease by nearly \$54 million since 2002. At the same time they have experienced an increasingly diversified student population and the accompanying need for additional academic and social support. The opportunity can be found in a community that has proven commitment to providing support to its students. This is a community that passes levies and bonds for the Spokane Public Schools. Additionally, organizations such as Priority Spokane (through funding support provided by the Inland Northwest Community Foundation and the Bill and Melinda Gates Foundation) have dedicated resources toward the improvement of educational attainment for Spokane Public School students.

There are many private foundations and public funders interested in educational attainment issues in the State of Washington. Attached are two lists that represent an overview of the types of grant makers and funding levels as well as selected public funders with programs aligned to the outlined strategies and programs suggested in this report (Appendix IX, X, XI). The National Dropout Prevention Center/Network serves as an important source of information on funding opportunities (Appendix XII).

Locally, the Spokane community is fortunate to have both existing and potential funding sources focused on this issue. Below are a few promising examples:

- *Bill and Melinda Gates Foundation* - <http://www.gatesfoundation.org> - The Bill and Melinda Gates Foundation, in addition to its support of this research project, has shown continuous support and opportunities for funding related to the area of educational attainment in the state of Washington. Alignment to some of the grant programs could leverage important funding opportunities for programs similar to those outlined in this report.
- *Children's Investment Fund* - <http://www.ourchildrenfirstspokane.org> – This initiative, which will appear on the ballot in Spokane in November 2010, proposes a six year levy on property taxes of only \$0.35 per \$1,000 of assessed value, creating approximately \$5 million in revenue each year. This money would be used to invest in youth programs in four primary areas: Early Childhood Education and Intervention, Child Abuse Prevention, After-School Programs, and Mentoring. Funds would be distributed by the Citizens Oversight Committee with community input to programs with evidence-based, best practice, and proven programs with measurable results.
- *Empire Health Foundation* - <http://www.empirehealthfoundation.org> - was formed from the 2008 sale of Empire Health Services. The Empire Health Foundation is a private nonprofit grant-making foundation that serves seven counties in eastern Washington including Spokane, Whitman, Lincoln, Adams, Ferry, Stevens and Pend Oreille. The Foundation will focus on health in this region,

specifically in the areas of access, education, research and public policy. The mission of the foundation is to transform our seven counties into the state's healthiest region.

- *Inland Northwest Community Foundation* - <http://www.inwcf.org> - A funder of this research, the Inland Northwest Community Foundation was founded in 1974. Since then, they have awarded more than \$37 million in grants and scholarships to meet their mission of fostering vibrant and sustainable communities in the Inland Northwest. The community foundation serves 10 counties in Eastern Washington and 10 counties in North Idaho, helping people who care about our region meet their charitable goals.
- *Spokane Public Schools Foundation*- <http://www.spokaneschoolsfoundation.org/home> - Spokane Public Schools Foundation was founded in June 2006 by a group of community members to enrich the quality of schools, engage the support of the community, and enhance opportunities for all students in the Spokane School District. The Foundation raises funds, provides resources, and acts as a catalyst to involve the community in public education. One of its funding focus areas is support programs in the schools, with community-wide impact.
- *United Way of Spokane County* - <http://www.unitedwayspokane.org> - One of the bold goals that emerged out of the United Way of Spokane County's recent strategic planning process is increasing the high school graduation rate in Spokane. In the coming years, the United Way will open its funding beyond its established partner agencies for those organizations working in direct pursuit of those bold goals. Spokane is also one of only 10 cities in the United States to be involved with United Way World Wide's Mobilization Plan for Increasing High School Graduation Rates.

CONCLUSIONS AND REFLECTIONS

One of the highlights of this project is the outgrowth of a significant commitment, on the part of the Spokane community, to tackle the vexing issue of educational attainment. Communities want great things for their kids, and Spokane is a wonderful illustration of this commitment. Considerable attention to this issue is being placed by many people and organizations in the Spokane Community. We would like to compliment, in particular, the Spokane Public School District and its work with our middle level students. During a time of an increasingly diversified student population and scarcity of available resources, the District has undertaken its work with care and commitment. The District School Board's recent commissioning of a Middle School Study group reflects this commitment to middle level students. Additionally, we would like to compliment the City of Spokane, the Youth Department particularly, for its leadership in convening a Dropout Summit in the Spring of 2009 as well as the recent Educational Roundtable (June, 2010) that was co-hosted with the College Success Foundation and the Spokane County Regional Health Department. We would also like to compliment the work of the Regional Health Department to engage in the gathering and disseminating of data that has both helped to frame the issue and will provide important data on progress monitoring going forward.

The vision and shaping of this project on the part of Priority Spokane is one that is to be commended. The resulting funding on the part of the Inland Northwest Community Foundation and the Bill and Melinda Gates Foundation have provided the community with both the resulting research and recommendations as well as the resulting network and web of connections, collaborations and relationships that developed throughout the project. Organizations such as the United Way and the Children Investment Fund represent a sample of local initiatives to provide additional resources to support graduation achievement for Spokane Public School students.

There is considerable attention around this issue and Gonzaga University is honored for the opportunity to have been at the table as a resource to help address this priority issue for the Spokane community. We hope to continue to be involved in the implementation and evaluation phase that will follow this report and will result from the other initiative being generated by the Spokane School District, the City of Spokane Youth Department, and the work of various other government and community-based agencies that are committed to being a part of the community-wide effort.

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APPENDIX

I. SPOKANE YOUTH SERVICES DATABASE

ORGANIZATION	PROJECT NAME	BRIEF DESCRIPTION OF PROGRAM
Academy of Dance		Classical ballet, modern, jazz and Pilates conditioning
active4youth	Active4Youth Elementary Cross Country Program	Free elementary cross country program offered to students in Spokane Public Schools.
American Red Cross Inland Northwest Chapter	Babysitter's Training	Designed for boys and girls ages 11- 15, American Red Cross babysitter's training helps students develop skills in handling emergencies, preventing accidents, and understanding children's needs at different ages. Students learn the skills every parent wants in his or her babysitter including safety, child care, safe play, first aid and critical emergency action skills. Students also learn the basics of how to set-up and run a babysitter's business.
America's Kids Run		Formerly known as Junior Bloomsday, this is an annual running event in Spokane
Anchor House		Also known as Idaho Youth Ranch, this program provides troubled children and families a bridge to a valued, responsible and productive future.
Area Health Education Center of Eastern Washington—WSU	Complex Trauma-- research development, training and testing	Works with university and community allies to promote health and wellness for underserved and at-risk populations through research, education, and community development.
ASAP – Chase	21st Century Learning	Provides after school and summer enrichment activities
Ballet Arts Academy		Classical ballet classes
Big Brothers Big Sister of the Inland NW		Helps children reach their potential through professionally supported one-to-one relationships with measurable results.
Boy Scouts of America	Boy Scouts of America	Youth development programs for youth ages 6 to 20. Scouting programs build fitness, leadership, citizenship in youth and instill a code of ethics with the goal of develop responsible and contributing leaders and citizens. Scouting is an informal educational program where youth learn by doing through hands-on experiences and benefit from positive mentor relationships.
Boys & Girls Clubs of Spokane County	Youth Development Agency	We provide safe and affordable (\$10 per year) programs for youth during the hours parents need us most, afterschool and in the summer. We offer programs in Character and Leadership Development, Health and Life Skills, Education and Career Development, the Arts and Sports and Recreation.
Boys & Girls Clubs of Spokane County	Every Member Every Year	Academic enrichment, school engagement, targeted dropout prevention, intensive intervention and case management for the most at risk members from Longfellow, Garry and Rogers
Bright Promise Program	Associated Industries Bright Promise Program	Provides scholarships that pay for approximately 50 percent of one year's typical tuition for students who attend one of the Community Colleges of Spokane or who have transferred from one of the Spokane Community Colleges to Eastern Washington University.
Camp Chmepa (Hospice of Spokane)		Camp Chmepa is a fun, interactive experience for children ages 7-15 who are in grief. It's intended to help children understand that they are not alone in their grief and that having fun is also part of healing.
Camp Cross & Diocesan Youth Ministries		Summer camp and youth ministry
Camp Fire USA, Inland Northwest Council	Camp Fire USA	Inland Northwest Council of Camp Fire USA provides prgrams including youth leadership, after school groups, camping and environmental education. We provide programming in 18 counties in Eastern Washington and Northern Idaho, serving over 4,000 children each year in clubs, after school programs, day and resident camps.
Camp Four Echoes	A program of Girl Scouts	The philosophy at Camp Four Echoes is to instill self-sufficiency and positive self-image within each girl.
Camp Fun in the Sun		Camp Fun in the Sun was founded more than 20 years ago as a safe, enjoyable, summer camp for children and teens with diabetes.
Camp Lutherhaven		Camp Lutherhaven is a year-round outdoor ministry center that since 1949 has been dedicated to creating adventurous, faith-building experiences for children, youth, adults, and families.
Camp MiVoden (Seventh-day Adventist Church)	Teen Camp, Junior 1 Camp	Camp MiVoden offers a variety of camps in the summer time. Our basic youth camps are one week long from Sunday to Sunday. They are age specific starting with age 8 with our Adventure camp and going up to age 16 with Teen camp
Camp N-Sid-Sen	Jr. High Aqua Camp	N-Sid-Sen is a year-round camp and conference center located on the shores of Lake Coeur d'Alene in northern Idaho. It is available for the outdoor ministry and educational programs of the United Church of Christ as well as other church, civic and educational non-profit groups. N-Sid-Sen is an equal opportunity camp and conference center where everyone is

ORGANIZATION	PROJECT NAME	BRIEF DESCRIPTION OF PROGRAM
		welcome regardless of race, creed, color, gender, sexual orientation, or nation of origin.
Camp Spalding	Affiliated with the Presbytery of the Inland Northwest	Residential Christian summer camp on Davis Lake (45 mins. north of Spokane). Campers come attend age-appropriate camps (2nd grade through high school)
Camp Stix		Camp STIX is an independent, community-based, summer camp located in Northeastern Washington for children and teens with diabetes throughout the Northwest.
Chase Middle School		Serves seventh- and eighth-graders who live on the east side of the South Hill
Chase Middle School	Passport to Summer	Summer programming for incoming 7th and 8th grade students
Chase Youth Commission	Chase Youth Awards	The Chase Youth Commission is a voice for all youth in Spokane County. We provide a positive environment to collaborate with young people and empower them to become tomorrow's leaders. We are investing in our most valuable resource - our youth. CYC is a regional organization, supported by the citizens of the City of Spokane and Spokane County through inter-local agreement.
Christ Clinic	Christ Clinic	Primary Care Provider for medically uninsured and underinsured in Spokane Washington
College Success Foundation		The College Success Foundation (CSF) has over 10 years of proven experience, inspiring underserved, low-income students to finish high school, and providing the unique integrated system of supports and scholarships they need to graduate college and succeed in life.
Communities In Schools of Spokane County	Communities In Schools of Spokane County	Our mission is to surround students with the resources they need to learn, stay in school, and prepare for life. This involves providing school-level prevention services and targeted individual interventions.
	Strengthening Families Program	Strengthening Families Program, an eight week evidence-based curriculum that provides parent, youth and family education. In light of the research documenting its effectiveness, the program has been recognized by the National Institute of Drug Abuse and the US Departments of Education, Justice, and of Health and Human Services
Community Health Association of Spokane	Community Health Association of Spokane	The Community Health Association of Spokane (CHAS) was founded in 1995 in response to the unmet demand for health services for low-income and uninsured Spokane Washington residents. Though Spokane is a medical hub for a large geographical area, very little primary care was available for poor and marginalized members of the community, such as the homeless and uninsured. The intense demand for primary care services for medically underserved residents has helped CHAS grow from one small medical and dental clinic to six large comprehensive primary care sites across Eastern Washington and North Idaho. The mission of the Community Health Association of Spokane is to improve the overall health of the communities we serve by expanding access to quality health and wellness services. CHAS offers primary medical care, dental care, pharmacy, outreach and education, obstetrics, mental health and substance abuse counseling, and case management services to persons of all ages and features a fully integrated electronic patient health records system. CHAS does not refuse service to any person based on their ability to pay or insurance status.
Community Minded Enterprises	AHANA	The mission of AHANA is to improve the economic status and enhance the quality of life of the AHANA (african, hispanic, asian, native american) and other communities through the development of business and employment opportunities.
Community Minded Enterprises Health For All Project	Health For All	Community based healthcare access project that helps to connect individuals and families in Eastern Washington with Healthcare, through community resources that are free or low cost and helping families understand the need of a medical home.
Community-Minded Enterprises Youth Initiative	Youth Sustainability Council	The YSC is a group of high school students working on projects of their own design to improve community sustainability. They have worked on environmental advocacy and awareness, access to arts and cultural opportunities, and peer-based education on the issues they are passionate about. There is no set membership requirement, and students participate on a level that they are comfortable with. Guidance and assistance in completing projects is available via staff at Community-Minded.
Crisis Residential Center Program of YFA		Helps runaways, ages 12-17
Cup of Cool Water	Cup of Cool Water	Empower youth who are homeless to become wholehearted followers of Christ and to exit street life. Through providing healthy relationships and services.
Daybreak Youth Services		Daybreak has been successfully treating teens for drug and alcohol abuse for over twenty years.
Department of Corrections		Mission is to improve public safety and to work with others for safe communities.
East Central Community Center	East Central Youth Program	We provide a before and after school program as well as a summer program. We also have a teen program for ages 13-18 on Thursdays and Fridays and on Saturdays we offer a free recreation program for children 5-12.
Eastern Washington University	Dental Hygiene	Provide dental clinics during the school year for children and senior citizens. Services are free or at low cost.

ORGANIZATION	PROJECT NAME	BRIEF DESCRIPTION OF PROGRAM
ESD 101		Promotes educational excellence by delivering essential, cooperative services to schools and other learning communities.
Especially for Kids		Offers classes for children from 0-8. Kindermusik curriculum uses singing, dance, rhythms, instruments and music reading.
Excelsior Youth Center		A treatment center for male youths with emotional and behavioral challenges.
Family Services of Spokane		Provides mental health services. Its mission is to strengthen family life and relieve and prevent conditions leading to family breakdown.
Garry Middle School		
Garry Summer Program		June 14-July 1, 8am-12pm Includes USDA Breakfast and Lunch daily Consists of two academic classes and one activity class per day. Students are with the same group of 15-20 for the entire three weeks, and rotate daily through all three classes as a group. Academic classes include Literacy, Math, and Science, and the activity classes usually consist of at least one highly active (running) game and one static game (all outside if weather permits). Students spend one hour at each class before rotating to the next class.
GEAR UP		This discretionary grant program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students.
Get Connected-Student of Color Career Day		
Get Lit Young Writers Program		To enhance the artistic, social, and cultural life of people throughout the Inland Northwest region, engaging people of all ages in a celebration of the written word while encouraging discussion of contemporary issues.
Girl Scouts of Eastern WA and Northern Idaho		The Council serves more than 8,000 girls and 2,500 adult volunteers. Girls are guided by committed, caring adults who make learning fun.
Glover Middle School		
Glover Middle School - Communities In Schools of Spokane County & 21st Century Grant - Spokane Public Schools	Glover Middle School's A.S.A.P. program (After School Activities Program)	Our program provides academic support, clubs, activities and sports for Glover students. The goal of our school is to have every student connected to the school in some way beyond the school day. We want students to feel supported, encouraged and realize that each and every student is a vital part of the Glover Community.
Gonzaga Prep	Community Services	Our seniors serve 60 hours of Community Service time directly to people in need. All seniors take the course.
Gonzaga University Mentoring Programs	Campus Kids and Shaw Connection	Campus Kids and Shaw Connection are campus based mentoring program designed to help children grades 4-8 succeed in academics and relationship building. It was designed in response to the Gonzaga University neighborhood challenge to do something to impact the growing numbers of youth at risk for academic failure. Every week, students from the Logan Neighborhood come to campus to spend time with their Gonzaga University mentor. This fosters resilience in Logan's at-risk youth by establishing successful relationships, providing opportunities for participation in varied academic, recreational, and social activities, and helping mentees to create a vision for their future.
Goodwill Industries of the Inland Northwest	Mentoring Children of Promise	One-to-one community-based mentoring program for children of incarcerated parents. Youth are between the ages of 4 and 18. Mentors spend 2 hours per week for a minimum of one year with the child. The goal is to build a strong, lasting friendship between the child and the mentor.
Greater Spokane Substance Abuse Council		Provides substance abuse and violence outreach services, fostering collaboration, raising awareness, and enhancing the efforts of existing community programs in addition to administering support services in a cost-effective and morally responsible manner for the enrichment of all youth, families, and every citizen of Spokane County
GSI		We partner with the local business community and partners throughout the region in support of a healthy and vibrant environment in which to live, work and do business.
Healing Lodge		The Healing Lodge of the Seven Nations is committed to helping youth and their families heal from the trauma of alcohol and drug abuse. The Healing Lodge provides a residential program for adolescents ages 13 through 17 who need a 90 day rigorous chemical dependency focused curriculum.
HEART Program		The Spokane Valley HEART Consortia is a collaborative program of the Central Valley, East Valley and West Valley School Districts. The Consortia is in place to address and support the educational needs of students who find themselves in temporary or transitional housing during the school year. The Consortia works closely with the Spokane Valley Partners (10814 East Broadway - 927-1153), area shelter and housing providers, the Spokane Homeless Coalition, and the City and County of Spokane. We work together to assure students, and their families, in temporary or transitional housing situations feel supported

ORGANIZATION	PROJECT NAME	BRIEF DESCRIPTION OF PROGRAM
		and encouraged while they secure permanent housing.
Holy Names Music Center		Holy Names Music Center has been providing the highest quality music instruction for over a century, through private lessons, special programs, and summer camps. The Center serves students of all ages, abilities, income levels and ethnic origins from the entire Spokane community
HYPER-Formance Jazz Dance Club		Dance instruction
Inland Imaging	Project Access	Free medical care to individuals without health insurance and don't qualify for government sponsored programs
Inland Imaging Business Associates	Spokane RiteCare	Free Children's Speech Therapy
Inner City Outings	A program of the Sierra Club	Sierra Club Inner City Outings (ICO) is a community based outreach program providing opportunities for urban youth and adults to explore, enjoy and protect the natural world.
Interfaith Hospitality of Spokane		Helps families and children by providing shelter and support.
Jackson Sports Academy		A non-profit sports camp that challenges and equips youth to become leaders in their community through sports and mentorship. Based in Spokane, Washington. Jackson Sports Academy serves a diverse population of children and teens that need a healthy and challenging way to spend their time during the summer. Please explore our site and discover ways you can get involved!
Junior Achievement of the Inland Northwest	Junior Achievement	JA uses hands on experiences to help young people understand the business of life. In partnership with business and educators JA brings the real world to students opening minds to their potential and preparing them for the world of work. JA is the largest organization dedicated to inspiring and preparing young people to succeed in a global economy. Through a dedicated volunteer network JA provide in school and after school programs to students in K-12th grade. Educational programs that focus on three key content areas, entrepreneurship, work readiness, and financial literacy. We are a 501C3 worldwide organization reaching close to 9 million students around the world.
Juvenile Court	Truancy	We are in the middle of a grant funded project addressing truancy issues. Our main partners are West Valley and SPS districts. Our intent is to keep kids in school and out of the court system. We want to support graduation and impact drop-out rates.
Juvenile Detention Center		Houses juvenile offenders in a safe, secure, and humane living environment where they are cared for and supervised by professionals.
KnowHow2GO-Communities in Schools		
KPBX Kids' Concerts		Live concerts for children, held monthly throughout Spokane
Leadership Spokane	Youth Leadership Spokane	YLS educates high school sophomores, juniors and seniors about their community, develops their personal and leadership skills, connects them with leaders and prepares them for community and civic service.
Libby Teen Center	Part of Boys and Girls Clubs of Spokane County	The Libby Teen Center serves youth ages 12-18 for the low cost of \$10 a year. Scholarships are available for those needing assistance.
Life Center Church	Life Center Student Ministries// ROOTS JH, MOSAIC SH, COLLEGE LIFE 18-24	We meet at Life Center once a week for 1.5 hrs for fun, teaching and interaction, grades 6-8, grades 9-12 and ages 18-24. Also, the leadership meets with small groups of students all throughout the week and visits school campuses for lunch times, as well; we host extra-curricular events, retreats and camps.
Logan Neighborhood Organization	LNO Community Development Allocations	Our CDNC NH receives \$77K in money to allocate each year for capital improvements and social services to benefit our Logan neighborhood.
Lutheran Community Services	Foster Care Assessment Program	Comprehensive review of children in foster care who are not performing well at home, school, or in the community. This is affecting their placement options and reducing the possibility of permanency. We go in and review all systems and make recommendations to improve the long term outcomes for these children.
Make-A-Wish Foundation		Grants wishes to children battling life-threatening medical conditions.
Martin Luther King Family Outreach Center		The Martin Luther King, Jr. Family Outreach Center improves the quality of life for children, youth and families in Spokane through an array of culturally responsive educational and social services within the framework of Dr. King's vision of equal respect, treatment and accessibility for all people.
Medicine Wheel Academy		A school within Havermale Alternative School (Spokane Public Schools) that meets the needs of Native American students.
Mentors and Students Together		Works in conjunction with HOPE for COAP and Mead Middle School provides mentoring and education to our youth at Mead Middle School in Spokane County.
MESA	A program of	MESA stands for Mathematics, Engineering, Science Achievement. The mission of the

ORGANIZATION	PROJECT NAME	BRIEF DESCRIPTION OF PROGRAM
	Washington State University	program is to assist our state and nation in achieving an educated citizenry that is globally competitive and individually competent in Mathematics, Engineering and science, with full participation of African Americans, Latinos(a), Native Americans, Pacific Islanders, and women. MESA accomplishes this through a partnership of higher education, school districts, business and industry, and community organizations. Each class is provided enrichment activities such as speakers, field trips, activities and integrated curriculum emphasizing Mathematics, science and technology. Continuing supportive services are offered to our eleventh and twelfth grade students.
Morning Star Boys Ranch		Morning Star Boys' Ranch, founded in January of 1957, is a residential group home for boys.
Mountain Gear		Partner with Communities in Schools
Municipal Court	Municipal court - Judge	Process and handling of all misdemeanants of the City of Spokane
NBC Basketball Camps LLC	NBC Basketball Camps LLC	Athletic camps at 34 sites during the summer, including 3 countries abroad
NorthEast Washington Educational Service District 101	Center for Prevention Programs	This program provides substance abuse and violence prevention and early intervention activities in schools and in the community for youth of all ages.
NorthEast Washington ESD101 (formerly ESD101)	Next Generation Zone	Collaborating with respected partners, we provide young adults with one-stop education, training, support, and employment opportunities to navigate pathways to success.
Northeast Youth Center	Northeast Youth Center	The Northeast Youth Center (NEYC) is committed to providing low cost recreational and educational opportunities that build life experiences while enhancing the self-esteem in youth/teens from the community. NEYC serves a diverse population of Spokane's youth through a variety of activities, before & after school licensed camps, sports programs, and special events. Overall, the youth center promotes a culturally enriching environment to support responsible ways of learning social interaction; and a place to feel respected and accepted; a home away from home!
Northwest Leadership Foundation-Spokane	Act Six	Leadership and Scholarship Initiative. Partnering with Gonzaga and Whitworth
Northwest Youth Camp		The basic idea is that we want to impress the Word of God on our youth 24 / 7 and as a result the youth leaves completely moved and impressed by God. We want youth to be impressed by an overall Bible World View. This happens in a number of ways: through Bible preaching and teaching, Bible study, Bible discussions, prayer, time with strong Christians, Biblical worship, times of confession and encouragement, and being surrounded with a bunch of great examples of how to have fun and be a Christian
Odyssey Youth Center		Our mission is to work with lesbian, gay, bisexual, transgender and questioning youth and their allies to provide a safe place, education and advocacy to promote positive growth and self empowerment. We envision a future where LGBTQ youth grow into confident, successful, productive and contributing members of our community.
Olive Crest	Foster Family Program	Olive Crest recruits, trains, and certifies foster family homes to provide warm, secure, safe environments for children unable to live with their biological parents due to allegations of abuse or neglect. Once a child is placed in one of our homes, we provide care for the entire family. Our case managers are committed to their foster and their adoptive families, and provide ongoing case management services and support.
OSPI - Navigation 101	Navigation 101	Nav 101 was created from a comprehensive guidance and counseling program that focuses on guidance curriculum and individual planning K-12 around personal / social, educational and career development.
Parents are Vital in Education (PAVE)		PAVE is a parent directed organization that works with families, individuals with disabilities, professionals and community members in all walks of life and with all types of disabilities. Since 1979, PAVE has provided information, training and support for over 1,000,000 individuals with disabilities, parents and professionals.
Partners with Families & Children: Spokane	Accredited hospital-based children's advocacy center for diagnosis	Partners' children's advocacy center provides multidisciplinary diagnosis of child physical, sexual abuse, neglect and endangerment through exposure to drugs, alcohol and violence. Partners pediatric team, forensic child interviewer and Children's Legal Advocate provide expert services for children referred by law enforcement, Child Protective Services and other medical providers. Partners also coordinates the efforts of all disciplines to begin healing for the children and seek justice.
Peaceful Valley Center		
Peak 7 - Ascent Programs	Ascent Programs	3 Things that they do with youth: Rafting Rockclimbing Backpacking Each trip lasts 5 days in the wilderness where youth learn to use stoves, tents, and survival skills
Pizza Pop and Power Tools	Organized by Greater Spokane Valley Chamber of Commerce	This is an activity to help middle school girls explore in demand high paying jobs within careers in the building trades. The program was started by Spokane Public Schools in collaboration Community Colleges of Spokane and the State of Washington Construction Skills Panel.

ORGANIZATION	PROJECT NAME	BRIEF DESCRIPTION OF PROGRAM
Plan To Work		Plan to Work serves people 14-65 years old who are currently receiving disability benefits from the Social Security Administration (SSA) and want to work.
Planned Parenthood		Mission is to improve women's health and safety, prevent unintended pregnancies, and advance the right and ability of individuals and families to make informed and responsible choices.
PONY TALES Youth Services		Pony Tales Youth Services is an organization that allows positive outreach navigating youth and teaching adolescents leadership and the enterpernural spirit. We offer peer mentoring, group mentoring, free tutoring, life skills work shops, and community engagement.
Project Access		
Project HOPE Spokane	Project HOPE Spokane	Prevention and intervention initiatives for at-risk, gang affiliated youth in West Central Spokane
Providence Health Care		Providence Health Care (PHC) in Spokane and NE Washington is a regional delivery network of organizations offering healthcare--hospitals, extended care, home health and adult day health, assisted living and laboratory services.
QPR Institute	Suicide Prevention	A public health educational program whose goal is to reduce suicidal behaviors, including preventable self-inflicted injuries and death
Riverview Bible Camp	Middle School camp	Riverview Bible Camp is nestled on 74 acres in the beautiful Selkirk Mountains of Northeastern Washington directly on the shores of the Pend Oreille River. It is our goal for the beauty of creation combined with passionate people working at a first rate camp facility to allow people the opportunity to pursue God.
Ross Point Camp (Baptist)		Ross Point Baptist Camp (RPBC) provides a unique and adventurous opportunity for initial Christian commitment as well as Christian growth in an outdoor setting quite apart from the daily routine of home, school, or other activities. It allows people to get away and be with the Creator as we carry on Christian education in God's creation.
Rotary Youth Services Committee		Members encourage at least two applicants to apply for the RYLA (Rotary Youth Leadership Awards) each year. This Committee also sponsors the annual Rotary Leadership Program fostering student leadership in elementary and middle schools. Other youth oriented projects are considered and approved by this Committee.
Sacajewea Middle School		
Saint George's School	Saint George's School	This independent school provides a strong, academic K-12 program for motivated students from all over the region. All graduates continue on to and graduate from college.
Saint George's Summer Program		Academic camps are open to the wider community, including classes to build study skills for Lower and Middle School students, and SAT prep sessions for high school students. Second through fifth graders enjoy a camp for gifted students where they explore math puzzles, investigate force and motion with hand-made vehicles, play French games, and make music with water. Sports camps help younger children have fun with basketball fundamentals and older students move their volleyball or basketball skills to the next level.
Salk Middle School		
Second Harvest Inland Northwest	Emergency Food Program	Second Harvest strengthens households and the community by providing emergency food supplies to programs feeding people in poverty, the working poor, elderly and disabled people on very low fixed incomes, and children and families in temporary crisis. Second Harvest's core emergency food banks in Spokane County help 15,000 people every month. Four out of 10 emergency food clients in Spokane are children, according to Second Harvest's annual survey. Second Harvest also supplies nutritious food to 80 other local hunger-relief programs. Second Harvest's hunger-relief network along with its own direct service initiatives, Kids Cafe and the Mobile Food Bank, meet the basic need for food, which is a key ingredient for building strong, healthy and self-sufficient families.
Shaw Middle School	After School Activity Program (A.S.A.P.)	A.S.A.P. provides differents after school activities for the students at Shaw. Some of it is homework help, other might be fun clubs.
Shaw Middle School		Serves seventh- and eighth-graders in northeast Spokane
SMILE (Students Mastering Important Lifeskills Education)	"Early Prevention, Future Success" yearly conference	This conference is used to educate on issues affecting youth and their families. Attendees are counselors, teachers, medical personnel.
Spokane Area Children's Chorus		The Spokane Area Children's Chorus, founded in 1987, serves young singers between the ages of 7 and 18 in the Spokane area. The goal of SACC is the pursuit of musical excellence at all levels, building self-esteem and nurturing the artistic and personal growth of our members in a joyful and supportive way.
Spokane Child Abuse & Neglect Prevention Center		Spokane Child Abuse Network (SCAN), is a 501(c)(3) nonprofit agency whose mission is keeping children safe from abuse and neglect through education, training, and mentoring.
Spokane Children's Theatre		Launched in 1946 by The Junior League of Spokane, Spokane Children's Theatre continues today as one of the few community children's theatre groups in the country completely

ORGANIZATION	PROJECT NAME	BRIEF DESCRIPTION OF PROGRAM
		independent from sponsorship by any other theatrical or education or religious institution. Spokane Children's Theatre is the oldest theatre organization in the Spokane area.
Spokane COPS		Spokane C.O.P.S. is a 501c3 non-profit organization partnering with Spokane Police Department and Department of Corrections in providing services to the neighborhood for the betterment of the entire community. This is accomplished through the use of volunteers who live, work, own a business or property in, or have vested interest in the community, in partnership with law enforcement agencies.
Spokane County Community Services	Spokane County Community Services Substance Abuse Prevention	Primary substance abuse prevention services. Some of the funding for services goes to local agencies and some is allocated to this office.
Spokane County Juvenile Court		Serving our community by promoting public safety, accountability, and positive change for delinquent, dependent, at-risk children, and their families.
Spokane County Library District		Provides materials, computers, staff expertise, outreach and website to roughly 236,120 in a 1700-square mile area.
Spokane County Parks Recreation and Golf Department		The mission of the Parks, Recreation and Golf Department is to enhance the general quality of life for the residents of Spokane County by providing the highest quality and quantity of parks, recreation, open space, and related cultural opportunities given the available resources.
Spokane County United Way		To help children and youth achieve their potential; to promote financial stability and opportunity; to improve people's physical, dental and mental health.
Spokane District Dental Society Foundation	Project "dental" access	The Spokane District Dental Society Foundation is a non-profit organization whose mission is to promote improved oral health and increase opportunities for receiving dental care. We have volunteer dentist who will provide dental care in their offices to designated low-income citizens
Spokane Fire Department	CARES Team - Community Assistance Response Team	In concert with EWU's Masters of Social Work program, the Spokane Fire Department utilizes MSW students to link members of the community to social programs. FD field responders who identify those potentially in need of help, notify the CARES Team of the circumstances. The CARES Team follows up with the individuals and provides them information about or contacts appropriate social services agencies who can help the individual. These individuals have all kinds of needs, many of which involve access to health care.
Spokane Hoopfest Association		We organize and operate the largest 3-on-3 basketball tournament on Earth.
Spokane Mental Health	Child and Family Services	We provide professional and culturally appropriate behavioral health services to people of all ages in collaboration with community partners. We prioritize the delivery of services for individuals and families who are high risk, high need or publicly funded.
Spokane Parent Advocacy Committee	Spokane Parent Advocacy Committee	"Veteran" parents working with child welfare professional to improve outcomes in child dependencies. One of our primary goals is to provide peer to peer mentoring for parents involved with CPS.
Spokane Parks & Recreation		Manages parks, playgrounds, sports facilities; cares for trees in the city; coordinates and schedules events in city parks and other facilities; coordinates family activities; operates aquatic centers; manages four golf courses.
Spokane Public Library		In addition to loaning materials, the library helps connect people to the outside world with its Computer & Internet Access; provide materials through Interlibrary Loans and Outreach Services; and opens its facilities for Library Tours and Meeting Rooms.
Spokane Regional Health District	Immunization Outreach	We work with community partners (schools, clinicians) to promote immunizations in our community. We work to increase utilization of Child Profile, our statewide immunization tracking system.
Spokane Service Team	program of ESD 101	Provides Americorps service programs.
Spokane Substance Abuse Advisory Board		
Spokane Teachers Credit Union		Local financial institution. Education coordinator provides outreach to local schools and classes for kids on how to be fiscally responsible.
Spokane Transit Authority		Provides safe, accessible, convenient and efficient public transportation services to Spokane neighborhoods, business and activity centers.
Spokane Tribe		Our vision is to achieve true sovereignty by attaining self-sufficiency. We will preserve and enhance our traditional values by living and teaching the inherent principles of respect, honor and integrity as embodied in our language and life-ways. We will develop strong leadership through education, accountability, experience and positive reinforcement.
Spokane Youth Sports Association		The mission of Spokane Youth Sports Association is to provide sports activities for all youth where everyone plays, develops skills, is taught good sportsmanship, and learns the value of being a team player.
Sports Leadership	Sports Leadership	To impact youth, parents and leaders to live a Christ-centered life through sports and

ORGANIZATION	PROJECT NAME	BRIEF DESCRIPTION OF PROGRAM
Ministries	Ministries	personal development
St. Joseph Family Center	Mental Health Care for Low Income	St. Joseph Family Center provides counseling, mediation, and psycho-educational classes on a sliding scale, to those who qualify. This program is designed for individuals and families that can't afford this vital service but make \$10 or \$20 too much a month to qualify for state assistance.
Stand for Children		Our mission is to use the power of grassroots action to help all children get the excellent public education and strong support they need to thrive.
Starlight Children's Foundation		Since 1992, Starlight Children's Foundation Washington has dedicated itself to improving the quality of life for children with chronic and life-threatening illnesses and life-altering injuries by providing entertainment, education and family activities that help them cope with the pain, fear and isolation of prolonged illness.
Study Masters		Helps students in reading, language arts and mathematics before or after school, during summer at school, home or provider's facility.
Summer Skills Academy		Various academies include: automotive collision repair, broadcast media production, criminal justice, cosmetology, culinary arts, and more. Students must attend all 10 classes to receive a .5 elective credit.
Summer Youth College	Organized by Community Colleges of Spokane/ Spokane Falls Community College	Enrichment courses to encourage young people and their families to experience campus
Summer Youth Program	Next Generation Zone	The Next Generation Zone has multiple host sites for SYEP, primarily with organizations offering green collar work opportunities and those that match the youth to areas of career interest.
Tamarack Center		Tamarack Center serves 16 in-patient residents who are between the ages of 12 and 18; providing intensive 24-hour treatment. Residents are helped to address tough issues, such as depression, separation, identity, grief and abandonment.
Teen-Aid	Connections and Marriage Friendly Communities	Building Families and Character is the by-line so the programs are many programs. Parenting classes for step parents, parenting re: risky behaviors and parenting for infants. Relationship classes for singles, engaged and married couples, teaching relationship skills and DV prevention. Connections is a teen program teaching life skills and technology skills plus a center for Dads to connect w/ their teen, after school homework help and public computer access and instruction. LAN parties and community meeting space is provided.
The Lands Council	After-school environmental education	We are educating underprivileged kids about the forests, water, and wildlife of the Inland Northwest in an after-school setting.
The NATIVE Project/NATIVE Health of Spokane	The NATIVE Project	Urban Indian non-profit that offers licensed substance abuse, mental health, prevention, wellness, medical, dental, and pharmacy services.
The NATIVE Project/NATIVE Health of Spokane	Chemical Dependency Assessments	
The NATIVE Project/NATIVE Health of Spokane	Aftercare/ Relapse Prevention	Available for youth who have completed any inpatient, outpatient, or IOP treatment program and need continuing care
The NATIVE Project/NATIVE Health of Spokane	RSN/ Co-Occurring Disorder	Case management, individual, group and family counseling for clients with chemical dependency and mental health diagnosis.
The NATIVE Project/NATIVE Health of Spokane	Community Wellness Program	Meets at Havermale High School on Tuesdays and Wednesdays from 6-8pm. This free program offers basketball, leadership skill building, traditional Native activities, youth fitness, diabetes prevention/ nutrition classes, cooking classes, and gang & drug/ alcohol prevention classes throughout the school year.
The NATIVE Project/NATIVE Health of Spokane	Youth Summer Program	Free five week program. Students receive instruction on subjects including math, science, reading, culture and prevention.
The NATIVE Project/NATIVE Health of Spokane	STARFISH Project Teen Peace	free psycho educational group for teens who have experienced, witnessed or perpetuated violence
The Salvation Army (LINK)		The Link is our after-school program for kids aged 5-12. Operating Mon-Fri, 3:00-5:30pm. Children receive a snack, work on homework and other educational activities, and then enjoy the many recreational activities the Youth center has to offer.
Tincan		Tincan uses information technology and interactive media for education and community development.
Tooth Savers LLC	Tooth Savers LLC	School Dental Sealant and Fluoride Varnish Program - done by an independent hygienist -

ORGANIZATION	PROJECT NAME	BRIEF DESCRIPTION OF PROGRAM
		mobile program, coming to schools, serving in areas of high numbers of students with Free/Reduced lunches as is required by State guidelines, offering oral screenings, fluoride varnish, dental cleanings, oral hygiene instructions and dental sealants.
VOA- WA Youth 'N Action!		Youth 'N Action exists to empower at-risk youth as advocates for their education, treatment, mental wellness, and overall health and happiness.
VOICES		To strengthen individual voices for opportunities, income, child care, education, support, and other low-income issues in our community. We strongly believe low-income people are a critical part in finding effective solutions to poverty.
Volunteers of America Eastern Washington & Northern Idaho	Crosswalk	To help young people avoid or leave the streets, by re-uniting families, supplying survival necessities, finding safe homes, teaching self sufficiency, and offering hope and support.
Washington Youth n' Action	Part of Volunteers of America	Youth 'N Action exists to empower at-risk youth as advocates for their education, treatment, mental wellness, and overall health and happiness.
Wells Fargo Bank / Communities in Schools	Communities In Schools	Delivering services to middle and high schools students, tracking outcomes, to reduce the drop out rate.
West Central Community Center		Established to provide social, health, recreation & education services to the community to help improve the quality of life for it's families.
Women Helping Women Fund		A non-profit that raises funds to support women and children's programs in Spokane.
Women's and Children's Free Restaurant		By serving nutritious meals in a safe environment, the Women's and Children's Free Restaurant builds a supportive community for women and children in need.
WSU Food \$ense	Food \$ense	We provide basic nutrition messages with simple cooking techniques to low income families
WSU Spokane CityLab, WSU Spokane	WSU Spokane CityLab	The mission of WSU Spokane CityLab is to provide science, math, and technology enrichment opportunities to K-12 students and teachers and the public at large; and to advance knowledge of the importance of these areas to our everyday lives, to our communities, and to our nation.
YES! Youth Empowerment & Support Network		We are a group of youth providers that come together monthly in order to share updates, ideas, and possibly resources. We are a support network in which to gain valuable insight to what Youth in Spokane need.
YFA Connections	Crisis Residential Center	Provides shelter, basic needs and counseling services to youth ages 12-17 and their families
YMCA of the Inland Northwest	Corporate Membership	Businesses receive a corporate discount for their employees through the YMCA
Young Life		Young Life starts with adults who are concerned enough about kids to go to them, on their turf and in their culture, building bridges of authentic friendship. Young Life leaders log many hours with kids — where they are, as they are. We listen to their stories and learn what's important to them because we genuinely care about their joys, triumphs, heartaches and setbacks. We believe in the power of presence.
Your Choice Not Chance (YCNC)		Provides community-based support groups offering education, peer support, recreation, advocacy, links to clinical family planning services, and a mentor match.
Youth Employment Program/Ecology Youth Corps		The Ecology Youth Corps (EYC) is Washington State's largest youth employment program. Every year over 400 teens are hired statewide. These youth provide an important service to their community while earning minimum wage. They gain valuable job skills, teamwork experience, and safety awareness. EYC has removed litter and promoted recycling and litter abatement throughout the state of Washington for over 33 years. Our crews pick up approximately <i>600 tons of litter a year</i> and recycle 93,000 lbs. of materials.
Youth for Christ	Neighborhood Youth Center, Ministry Houses, and Ministry Programs	We seek to plant ourselves in and serve the young people in Spokane's low-income neighborhoods. We are developing a very specific model, starting in the West Central neighborhood, that we will eventually develop into other neighborhoods throughout our city.
Youth Leadership Spokane		Youth Leadership Spokane brings together roughly 30 sophomores, juniors and seniors from all Spokane County public and private schools for an intensive, 10-month program. Participants explore how to become citizen leaders in the community.
Youth Outreach Ministry		
Youth Suicide Prevention Project		Works in middle and high school to deliver training; conducts parents and community presentations; attends health/resource fairs; developed 9 th grade H.E.L.P. curriculum
YWCA		Since 1903, the YWCA of Spokane has been at the forefront of helping women and children overcome social, economic, racial, and personal barriers in order to accomplish their goals and achieve their dream of a healthier and more fulfilling life. Providing unduplicated programs in the areas of domestic violence victim advocacy, crisis support, safe housing, early childhood education resources, and after school care for homeless students, the YWCA touches thousands of Spokane community members each year.

II. LIKE-SIZED DISTRICT ON-TIME GRADUATION RATES

Edmonds	77.10%
Kent	76.70%
Evergreen - Clark	75.80%
Federal Way	75.60%
Tacoma	70.80%
Puyallup	70.60%
Vancouver	66.60%
Spokane	62.10%

III. 10-POINT PLAN TO ADDRESS AMERICA'S SILENT EPIDEMIC (2007)

1. Support accurate graduation and dropout data
2. Establish early warning systems to support struggling students
3. Provide adult advocates and student supports
4. Support parental engagement and individualized graduation plans
5. Establish a rigorous college- and work-preparedness curriculum for high schools
6. Provide supportive options for struggling students to meet rigorous expectations
7. Raise compulsory school age requirements under state law
8. Expand college-level learning environments in high schools
9. Focus the research and disseminate best practices
10. Make increasing graduation and college/workforce preparedness a national priority

IV. NATIONAL EDUCATION ASSOCIATION'S 12-POINT PLAN FOR REDUCING THE SCHOOL DROPOUT CRISIS

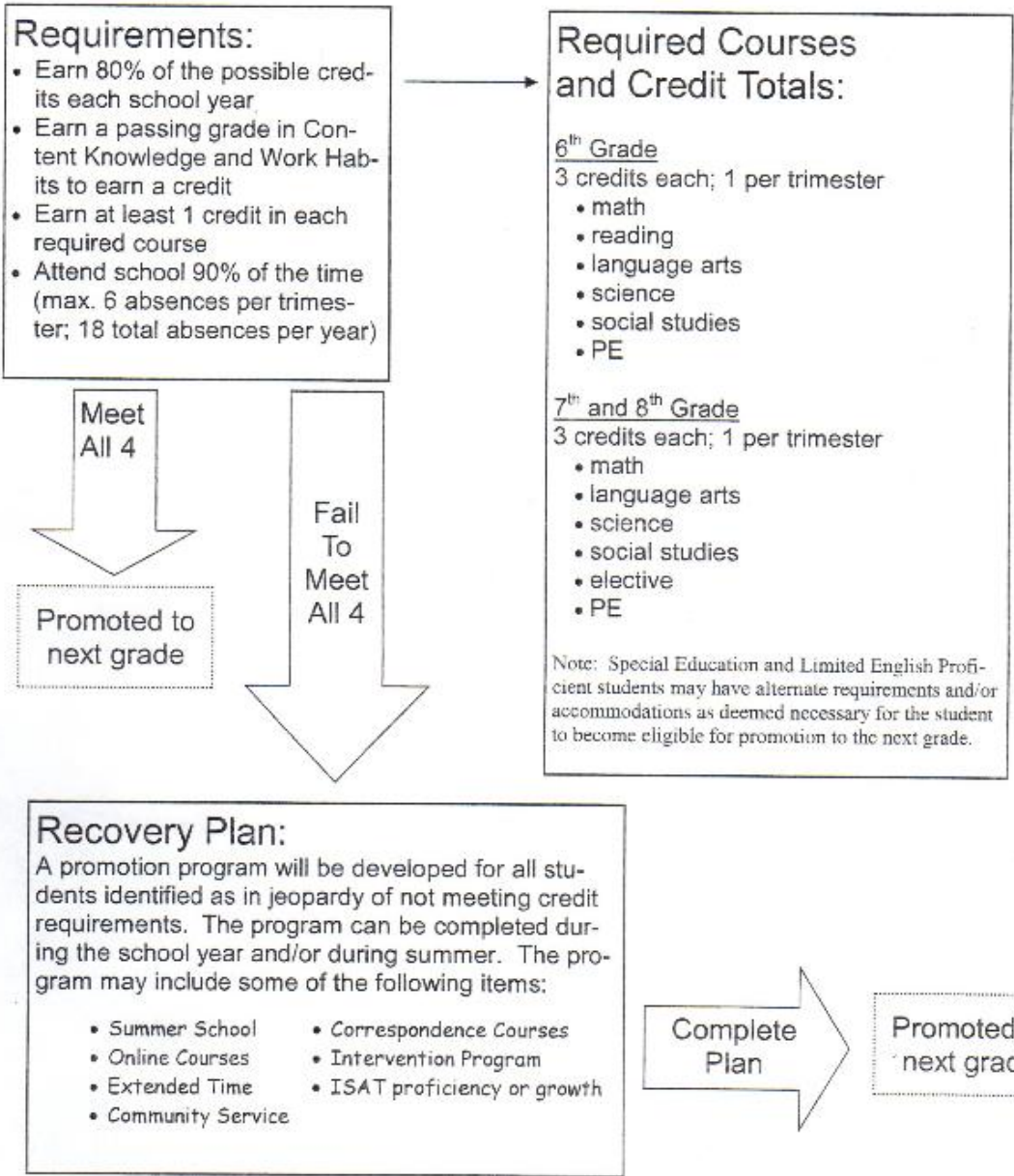
1. Mandate high school graduation or equivalency as compulsory for everyone before the age of 21
1. Establish high school graduation centers for students age 19-21
2. Make sure students receive individualized attention
3. Expand students' graduation options
4. Increase career education and workforce readiness programs in school
5. Act early so students do not depart from school
6. Involve families in learning at school and at home
7. Monitor students' academic progress in school
8. Monitor, accurately report and work to reduce dropout rates
9. Involve the entire community in dropout prevention
10. Make sure that educators have the training and resources they need to prevent students from dropping out
11. Make high school graduation a federal priority

V. NATIONAL DROPOUT PREVENTION CENTER/NETWORK'S 15 EFFECTIVE STRATEGIES FOR DROPOUT PREVENTION

1. Systemic Renewal
2. School-Community Collaboration
3. Safe Learning Environments
4. Family Engagement
5. Early Childhood Education
6. Early Literacy Development
7. Mentoring/ Tutoring
8. Service-Learning
9. Alternative Schooling
10. After-School Opportunities
11. Professional Development
12. Active-Learning
13. Educational Technology
14. Individualized Instruction
15. Career and Technology Education

VI. MIDDLETON MIDDLE SCHOOL DOCUMENTS

Middleton Middle School Pathway to Promotion



Philosophical Statements and Objectives

Middleton Middle School –
A School With A Vision...



To Be

A partnership of students, parents, educators, and community members who work together and share the responsibility for empowering and inspiring students.

To Learn

In a place that promotes a healthy environment where people feel safe, accepted, respected, and supported.

To Focus

On learning through academic and extra-curricular activities which engage students and challenge them to develop an enthusiastic attitude for life long learning.

Turning Points Principles and Practices

MMS has recently been awarded a Comprehensive School Reform Grant. This grant will enable us to fully implement the Turning Points reform model. Turning Points helps middle schools create challenging, caring and equitable learning communities that meet the needs of young adolescents as they reach the “turning point” between childhood and adulthood.

As a Turning Points school, MMS will embrace these core principles and practices designed to improve student learning and development.

As a school, we will strive to more fully implement the Turning Points principles and practices in our school. Our collaboration and inservice time will be devoted to this task. We expect to see significant difference in our instruction, assessment, and student achievement.

Principles:

- Be clear about what you want students to know and be able to do
- Teach in a way that helps all students learn
- Understand the needs of 10-14 year olds (academic, social, emotional, and physical)
- Organize the school so that all students feel that they are

known well by their teachers and peers

- Make sure that all teachers are aware of, and involved in, decisions that will affect their students
- Create a school where all kids, teachers and families want to come
- Involve families and other people from outside the school in the education of children

Practices:

- Spend most of the time talking about what the students should learn, how it should be taught so that they learn it, and how it should be assessed so that everyone knows they know it.
- Learn how to work well together with everyone in the school. Encourage teachers to talk with other teachers about teaching and learning.
- Make it cool to be smart in your school, and make sure every kid feels smart. Make it okay for teachers to try new ideas.
- Ask questions about why some ideas are working and others are not and use information to help make decisions about what to do next.
- Get together with other Turning Points schools to share new ideas and experiences with others.
- Make sure the district supports the work of the school.

VII. GEORGE MIDDLE SCHOOL DOCUMENTS



SUN Community School Profile 2010

George Middle School

Lead Agency: Neighborhood House

Service Area & Target Groups/Focus

Children, adults and families who are homeless, living in poverty and/or at risk of academic failure — primarily from school neighborhood, but services are open to anyone.

School Population: 388 students; Grades 6-8; 87% Free and Reduced Lunch;
75% Students of Color (Hispanic 32%, Asian/ Pacific Islander 11%, Black 26%, Native American 2%, Multi-racial 4%, White 25%)

Core Services 2009-10

Extended-Day Activities (children and adults)

Academic Support

SUN Academy: HW Assistance,
HW Independence, Academic
Computers

Tutoring Services: Advantage
Point, Club Z, Sylvan, All
Access, Literacy in the
Community, Logic Study
Direction, NAYA Family
Center

Recreation

Boys/Girls Basketball
Boys/Girls Soccer
Break Dance
Folklorico Dance
Hip-Hop Dance
Cheer Squad
Volleyball

Youth

Leadership/Involvement
SUN LEAD Team: Student
Advisory Group

Mentoring

Big Brothers Big Sisters

Enrichment

AKA Science
Art
Baking
Chess for Success
Creative Writing
Gardening
Cooking
Saturday Academy: Actors
Studio, Game Maker
Ethos: Hip Hop Music &
Technology, Electric Guitar
Group, Rock Band

Summer Programs

SUN School Summer Academy:
academic tutoring, art,
basketball, soccer, hip hop,
break dance, team building,
gardening, and field trips

Empowerment/Skill-Building

Northwest Family Services:
Poder Joven
SEI: Sisters Reflecting Beauty,
Brothers Reflecting
Brotherhood

Community/Cultural Events

Back to School Night
Dinner and A Show Night
Hip Hop Festival
George MS Multicultural Day
SUN Showcase: Summer, Fall,
Winter, Spring

Adult Education

Adult ESL
Academic Computer Class
Baking
Breakfast with Principal Madison
Folklorico Dancing
Latino Parent Community
Meetings
St. Johns Farmers Market:
Cooking On A Budget

Family Education & Engagement

School-wide Parent Meetings & Activities

Family Education: Going to High School Night, College Night

Family Activities: Back to School Night, Conferences, SUN CS Showcases, Sporting Events,
Latino Family Nights

Case Management & Skill Building

SSSES Case Management: Northwest Family Services, SEI, Hacienda
Neighborhood House CASASTART

System Coordination, Service Integration & Site Management

Recruitment & connection of students & families with services; development of referral system
SUN CS Advisory Body (school staff, parents, students, and partner agencies)

Partner Meetings

Student Staffing Meetings

Site Management in Out-of-School Time

Partner and Resource Development

32 Community Agency Partners

2649 volunteer hours contributed

\$116,292 leveraged in cash & in-kind donations

Additional Services

Culturally Specific Services

Case Management and Skill Building Groups

Health Services

School-Based Health Clinic

Library Services

Evaluation 2008-09

Outputs

235 youth served

80% students of color

61% identified as being "at risk of academic failure"

89% qualified for free and reduced lunch

6 adults served

1286 people served in non-enrollment events
(Family educational nights, cultural fairs, etc.)

Outcomes

84% of students increased benchmark scores in Reading

78% of students increased benchmark scores in Math

Average daily attendance of SUN CS students was 95%

According to teachers, of students who regularly attended SUN CS:

62% improved **classroom academic performance**

60% improved getting **homework** in on time

72% had a more **positive attitude** toward school

62% improved **finding alternative resolutions to problems**

SUN Spot: SUN in Action

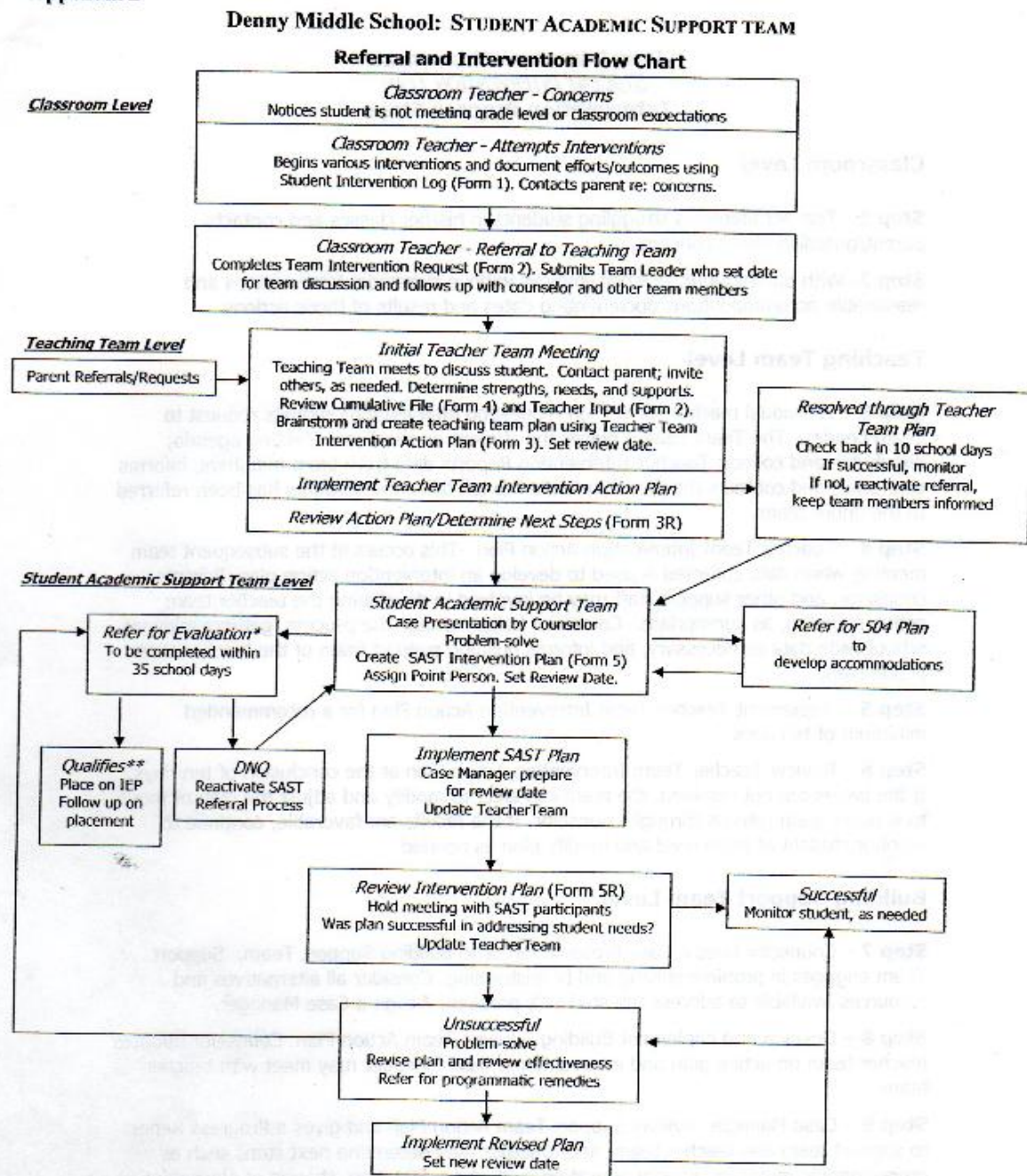
In December 2009, Neighborhood House George SUN School partnered with George Middle School to host an all day Multicultural Fair. Our goal was to acknowledge and raise awareness of the 24 different languages that are spoken at George MS. SUN partners & staff and George PPS staff & volunteers worked together to create a fun filled day where students were able to experience a SUN showcase with a focus on an International Fashion Show, a special Jazz performance from the Norman Sylvester Band, and an afternoon where every teacher focused on a different language/culture that is represented at George. All in all, both students and adults had a wonderful experience and are looking forward to the next Multicultural Fair at George MS.



SUN Community Schools are a collaboration of Multnomah County Department of School and Community Partnerships, the City of Portland Parks and Recreation, nonprofits and local school districts



VIII. DENNY INTERNATIONAL MIDDLE SCHOOL DOCUMENTS

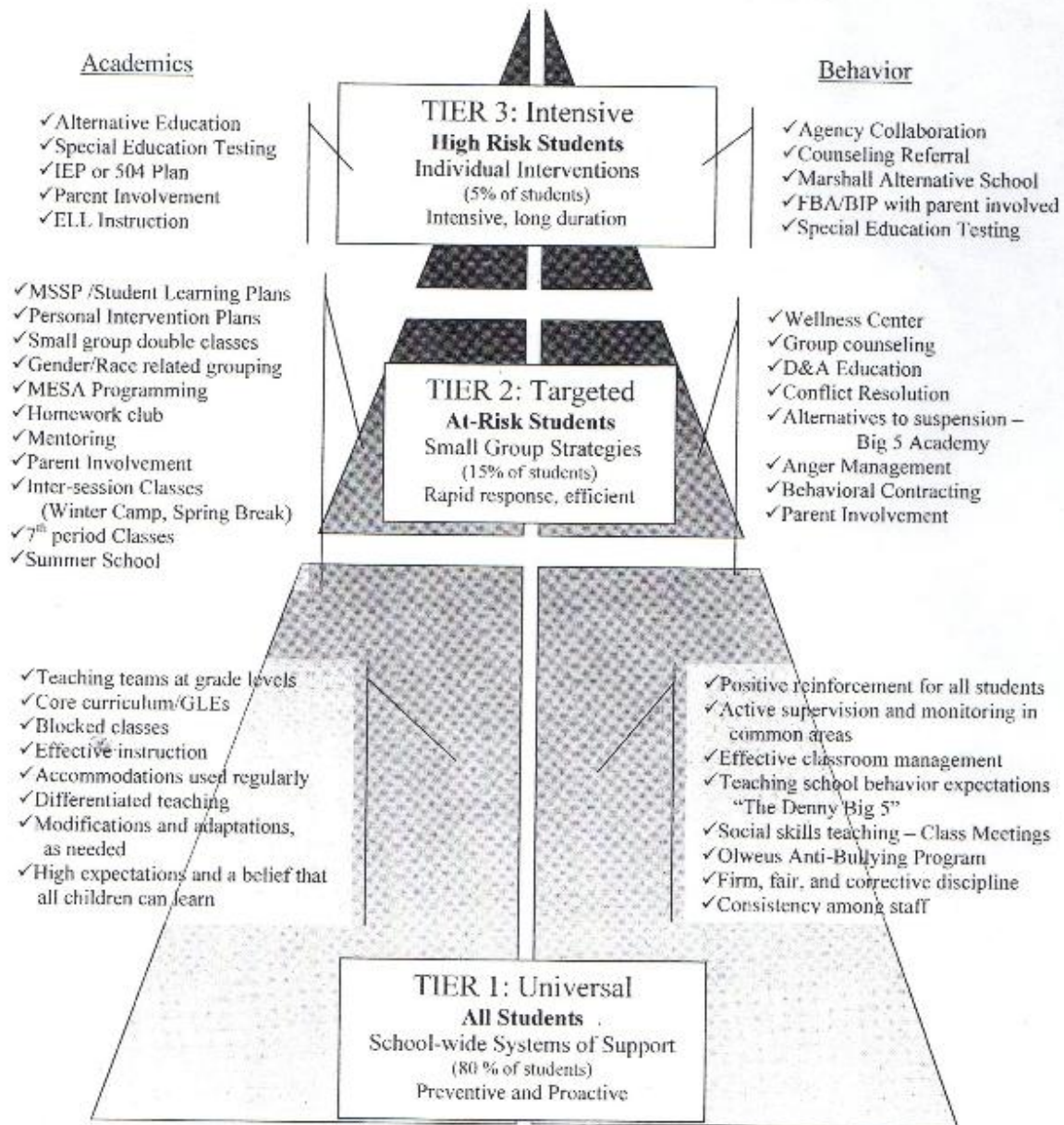


* If at any time during the process, it becomes apparent that the student might better benefit from a specific remedy or direct referral for testing, the SAST will recommend action accordingly.

** Students who have already been qualified for special education or 504 Accommodations are not excluded from the SAST referral process if they demonstrate the need for more intensive intervention services.

Denny Middle School
Student Academic Support Team

School-Wide Three Tiered Intervention Model



Adapted from Wright (2006) and Sprague (1999)

The Denny Big 5!

The Denny Big 5 are a set of expectations that will help all students succeed in school and throughout life. Students will regularly assess themselves, and have teacher assessments, to see how they meet these expectations.

Students meeting standards in all areas will be rewarded with special events and school activities. We believe ALL students can 'exceed standards' when they choose to do so. Read a student essay about the Big 5 at

<http://www.seattleschools.org/schools/denny/dennybig5student.html>

EXPECTATION	EXCEEDING STANDARD (4)	MEETING STANDARD (3)	APPROACHING STANDARD (2)	UNACCEPTABLE BEHAVIOR (1)
<p>BE SUCCESSFUL! Have high expectations for everyone at Denny--- plan to do well academically, behaviorally and socially.</p>	<p>I always try my best, help others academically, and have my long-term goals planned out. I always behave and communicate appropriately, follow the rules, and do the right thing for our community.</p>	<p>I almost always try my best and have my long-term goals planned out. I almost always behave and communicate appropriately, follow the rules, and do the right thing for our community.</p>	<p>I sometimes try my best and have my long-term goals planned out. I sometimes behave and communicate appropriately, follow the rules, and do the right thing for our community.</p>	<p>I rarely try my best and have my long-term goals planned out. I rarely behave and communicate appropriately, follow the rules, and do the right thing for our community.</p>
<p>BE PREPARED TO PARTICIPATE! Participate actively, set goals and come prepared to do your best.</p>	<p>I always remember my supplies, get enough sleep, use my planner, and participate as expected in class.</p>	<p>I almost always remember my supplies, get enough sleep, use my planner, and participate as expected in class.</p>	<p>I sometimes remember my supplies, get enough sleep, use my planner, and participate as expected in class.</p>	<p>I rarely remember my supplies, get enough sleep, use my planner, and participate as expected in class.</p>
<p>BE ON TIME! Attend school daily. Be on time to class. Complete assignments on time.</p>	<p>I am always on time and in my assigned seat at the start of class. I always do my assignments on time.</p>	<p>I am almost always on time and in my assigned seat at the start of class. I almost always do my assignments on time.</p>	<p>I am sometimes on time and in my assigned seat at the start of class. I sometimes do my assignments on time.</p>	<p>I am rarely on time and in my assigned seat at the start of class. I rarely do my assignments on time.</p>
<p>BE RESPONSIBLE FOR CHOICES! Make and incorporate choices that promote safety and learning.</p>	<p>I always make choices that help to create a safe environment that is focused on learning. I always take ownership of- and learn from-my mistakes.</p>	<p>I almost always make choices that help to create a safe environment that is focused on learning. I almost always take ownership of- and learn from-my mistakes.</p>	<p>I sometimes make choices that help to create a safe environment that is focused on learning. I sometimes take ownership of- and learn from-my mistakes.</p>	<p>I rarely make choices that help to create a safe environment that is focused on learning. I rarely take ownership of- and learn from- my mistakes.</p>
<p>BE RESPECTFUL! Speak and behave respectfully toward self, others, and our environment.</p>	<p>I always show the utmost respect for others and property. I always treat others the way I want to be treated and act in a way that would make my family proud.</p>	<p>I almost always show respect for others and property. I almost always treat others the way I want to be treated and act in a way that would make my family proud.</p>	<p>I sometimes show respect for others and property. I sometimes treat others the way I want to be treated and act in a way that would make my family proud.</p>	<p>I rarely show respect for Others and property. I rarely treat others the way I want to be treated and act in a way that would make my family proud.</p>

IX. PRIVATE FUNDERS INTERESTED IN EDUCATION (WASHINGTON)

- **Type of Grantmaker**
 - Independent foundation (510)
 - Public charity (52)
 - Operating foundation (24)
 - Company-sponsored foundation (19)
 - Community foundation (17)
 - Corporate giving program (9)
- **Total Giving**
 - Under \$50,000 (227)
 - \$50,000 to \$249,999 (205)
 - \$250,000 to \$999,999 (128)
 - \$1,000,000 to \$4,999,999 (48)
 - \$5,000,000 to \$19,999,999 (8)
 - \$20,000,000 to \$99,999,999 (7)
- **Applications Accepted**
 - Yes (318)
 - No (313)

X. PRIVATE FUNDERS INTERESTED IN EDUCATION (NATIONAL)

- **Type of Grantmaker**
 - Independent foundation (556)
 - Public charity (458)
 - Operating foundation (45)
 - Company-sponsored foundation (25)
 - Corporate giving program (18)
- **Total Giving**
 - \$50,000 to \$249,999 (275)
 - Under \$50,000 (231)
 - \$250,000 to \$999,999 (209)
 - \$1,000,000 to \$4,999,999 (201)
 - \$5,000,000 to \$19,999,999 (89)
 - \$20,000,000 to \$99,999,999 (49)
 - \$100,000,000 and Over (24)
- **Applications Accepted**
 - Yes (765)
 - No (337)

XI. SELECTED PUBLIC FUNDERS

- ***Department of Education***



- Promise Neighborhoods
- Race to the Top
- Enhanced Assessment Instruments Grants Program
- Office of Innovation and Improvement: Ready To Teach Program--General Programming Grants
- Special Education Research Training
- Teacher Incentive Fund

- ***National Science Foundation***

- Robert Noyce Teacher Scholarship Program
- Discovery Research K-12 (DR K-12)
- Alliances for Broadening Participation in STEM (ABP)
- Interagency Education Research Initiative (IERI)
- National STEM Education Distributed Learning (NSDL)
- Academic Research Infrastructure Program: Recovery and Reinvestment (ARI-R²)
- Communicating Research to Public Audiences

XII. NATIONAL DROPOUT PREVENTION CENTER/NETWORK GRANT RESOURCES

The best source for funding information is [The Foundation Center](#). It is possible to search for foundations, and guidelines for writing grants are available. Sample proposals and common grant applications are also provided. The Foundation Center provides a variety of other resources and materials, including the two prospect worksheets linked below:

- [Prospect Worksheet—Individual Donor](#)  (PDF, 14 KB)
- [Prospect Worksheet—Corporation/Foundation](#)  (PDF, 16 KB)

Most businesses donate money to the communities in which they are located. You will usually find giving guidelines under community or corporate citizenship on their respective Web sites. As a starting point for your search, we have provided below a listing of several corporations and foundations that provide funding to youth- and education-related programs.

- [American Express](#) - Work through a regional office.
- [Annie E. Casey Foundation](#) - Funding for foster care, mental health for urban children, juvenile detention alternatives, etc.
- [BellSouth Foundation](#) - Funds programs for developing educators for leadership and encouraging community involvement in education improvement.
- [Barbara Bush Foundation for Family Literacy](#) - Grants do not exceed \$50,000.
- The Constitutional Rights Foundation's [Robinson Mini-Grant](#) program awards mini-grants for K-12 service-learning projects designed to address serious community issues.
- [Coca-Cola Foundation](#) - Funds programs that raise standards in classroom teaching and learning.
- [Coming Up Taller Awards](#) - Annually recognizes and rewards excellence in community arts and humanities programs for underserved children and youth.
- [Corning, Inc. Foundation](#) - Develops and administers projects in support of educational, cultural, and community organizations.
- [Department of Juvenile Justice](#)
- [Dollar General Stores](#) - Grants up to \$20,000. Funding for literacy and youth development. Click on "Community Initiatives" link.
- The [eSchool News School Funding Center](#) has up-to-the minute grant programs, funding sources, and technology funding.
- [Exxon Mobil Corporation](#)
- [Families and Work Institute](#)
- [Gannett Foundation](#) - There must be a Gannett newspaper or television station in your community.
- [Handspring Foundation](#) - Focuses on supporting nonprofit organizations or international equivalents that help at-risk children and youth.
- [Hasbro Children's Fund](#) - Funds programs that improve the quality of life for children from birth to 12 years old, and playgrounds for children. Proposal length: 3-5 pages maximum.
- [William and Flora Hewlett Foundation](#) - Funds education, performing arts, population, environment, conflict resolution, family, and community development.
- [International Paper Foundation](#) - Grants range from \$1,000-\$10,000.
- The [A.L. Mailman Family Foundation](#) funds early care, healthy development of children, moral responsibility of children, etc.
- [Major League Baseball](#) (MLB) - Scroll to the bottom of the page and choose a team from "jump to official club site" list. Then, click on "Community Outreach" link.

- [Metropolitan \(MetLife\)](#) - Funds health, education, civic affairs, and cultural programs. Click on "corporate citizenship" link.
- [National Basketball Association](#) (NBA)
- [National Football League](#) (NFL)
- [National Hockey League](#) (NHL)
- [Open Meadows](#) - Funds programs targeting women and girls.
- [Oracle Help Us Help Foundation](#) - A nonprofit organization that assists K-12 public schools and youth organizations in economically challenged communities through grants of computer equipment and software.
- [Publix Supermarket Charities](#)
- [Quaker Oats Foundation](#) - Funds programs that encourage low-income students to stay in school. Click on "Community" at the top of the page.
- [Random Acts of Kindness Foundation](#)
- [William E. Simon Foundation](#) - Funds program that assist the needy by providing the means for the needy to support themselves.
- [Southern Poverty Law Center](#) - Grants of up to \$2,000 are available to K-12 teachers from the Teaching Tolerance Project.
- [Sprint Foundation](#)
- [SUPERVALU](#) - Funds hunger and nutrition related areas.
- [Target Stores Foundation](#) - Grants range from \$1,000-\$5,000. Scroll to the bottom of the page. Click on "Community Giving" under the "Company" heading .
- [Tiger Woods Foundation](#) - Funds parenting, youth development, children and family health and welfare.
- [UPS Foundation](#) - Funds academic research, human welfare, educational programs, etc.
- [Verizon Foundation](#) - Eligible groups for the grant must focus on technology applications.
- [The Wallace Foundation](#)
- [Women's National Basketball Association](#) (WNBA)

The above information is available through the following link:

http://www.dropoutprevention.org/resource/grant/funding_sources.htm

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