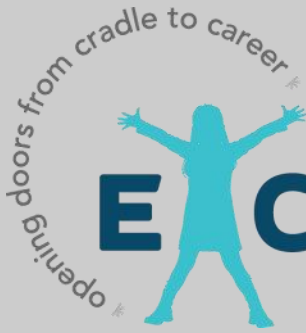




# EXCELERATE SUCCESS

Every child cared for, confident and competent—from cradle to career.





# EXCELERATE SUCCESS

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# EXECUTIVE SUMMARY

*"Potential is universal. But opportunity is NOT.  
And it's our responsibility to **fill that gap.**"*

-Wes Moore

**Excelerate Success** is a partnership that brings together a broad range of community partners with a shared community vision to prepare all of our region's children for success in school and in life. Our mission is for every child in Spokane County to be cared for, confident and competent—from cradle to career.

Our name—**Excelerate Success**—signals our commitment to lift up excellence as a standard for all children as well as our recognition that we need to accelerate the pace to achieve meaningful change for those students currently in the education pipeline. Our approach builds on our regional community's existing strengths and assets to improve education outcomes.

We endeavor to do this by strategically aligning our region's resources around shared community outcomes, engaging in mutually reinforcing activities that are data-informed and built around the idea of continuous improvement and by identifying and replicating best practices. We have convened individuals from multiple sectors of the community to establish Collaborative Action Networks (CANs) around specific measurable outcomes to begin this work. The networks are not groups that direct others to do work, but instead use local data to identify shared actions. Our networks will develop action plans "collectively" to be implemented "collectively."

This report is intended to provide a roadmap for change. The report includes bright spots of

promising programs throughout our region. It also includes sobering data that demonstrate that an opportunity gap exists for too many youth in our community. We are guided by the reality that a persistent and unacceptable opportunity gap is present for low income children, children of color, children with special needs and for English Language Learners. We believe that shining a light on the opportunity gap and regularly reporting on our progress is the key to making a meaningful change.

As you read this report we encourage you to think about the many ways you can contribute to improving student success by joining one of our Collaborative Action Networks, becoming an organizational partner or by contributing to this conversation. We also hope everyone will see that there are many opportunities around you to accelerate change—in your home, school, neighborhood and workplace. Everyone has a role to play and we hope that you consider joining us in this community-wide effort to improve educational attainment for all.

We all share the belief that when every child has the opportunity to succeed, the entire community benefits—our skilled workforce grows, our economy strengthens, our neighborhoods thrive and our community is a better place for every person to work and live. They say it takes a village. We think it takes a village with a shared community vision.

-The **Excelerate Success** Leadership Team

# WHO WE ARE

Our region has accomplished much to be proud of—revitalizing our downtown, preserving our area’s natural beauty, rallying around local sporting events, building a medical school and passing levies to support our schools. But Spokane County is changing. We are growing and becoming more diverse; our economy is expanding; and our technology is altering how we learn and do business. How we respond to these changes will determine the continued success of Spokane County.

Education is a key factor in a life of success. High educational attainment produces multiple benefits for individuals and the community as a whole, including better jobs, higher incomes, healthier lives and increased civic participation. Conversely, lower levels of educational attainment are associated with increasing rates of poverty, unemployment and crime.

**Excelerate Success** brings together a broad range of community partners with a common focus to prepare all of our region’s children for success in school and in life. We believe that when every child has the opportunity to succeed, our entire community benefits.

This work is informed by the understanding that not all our children enjoy the same opportunities. Too

many face inequities—differences in education based on income, social conditions and race and ethnicity causing avoidable and systemic economic opportunity gaps. Our efforts recognize this reality and include strategies to bridge these gaps to achieve greater equity for all children.

*Our purpose is to ensure every child in Spokane County, regardless of circumstance, has the opportunity to achieve his or her potential.*

Our approach builds on our regional community’s existing strengths and assets to improve education outcomes.

**Excelerate Success** has set a bold goal to support our children and their families from cradle to career—measuring what matters, aligning community resources and identifying and replicating effective practices.

# WHY WE EXIST: THE URGENCY

As our name suggests, we feel it is time to accelerate Spokane County's rate of educational attainment. The data show that we have been making gains but that there is still much work to be done. Our regional community is saying much the same thing.

In 2010, Spokane County United Way began hosting a series of Community Conversations to gain a better understanding of our community's aspirations and concerns about education. Since that time, more than 500 individuals have participated—youth, parents, teachers, schools, staff, business leaders and volunteers.

While experiences and perspectives shared during these conversations were unique, every participant held common aspirations to live in a safe, healthy, diverse and thriving community that creates opportunities for everyone. A common theme emerged that every child should have the opportunity to achieve his or her potential, regardless of the circumstances he or she was born into.

Participants in the Community Conversations recognized what the data confirms – an opportunity gap exists between high and low-income children, children of color and children with special needs. If we share the aspiration of living in a community that values a quality education system to enhance the economic and physical health of the community and its members, strategies to address these opportunity gaps must be in place.

*Every participant held common aspirations to live in a safe, healthy, diverse and thriving community that creates opportunities for everyone to make a better life for themselves and their families.*



At the same time as the United Way Community Conversations were unearthing the recognition that lower than optimal graduation rates were influenced by the opportunity gap, leading community organizations were focused on institutional and policy changes in the education system to support maximizing the potential for each child.

Our region has long recognized the connection between education and lifelong success. When data in the early 2000s showed graduation rates were unsatisfactory, people throughout the community became concerned and prominent organizations quickly took action.

These efforts were widespread and multi-pronged. Greater Spokane Incorporated hosted K-12 and Higher Education Roundtables linking educational leadership with business and industry success. Priority Spokane led efforts to research the problem and strengthen students' middle school experiences. Spokane Public Schools used a longitudinal study of students who had dropped out of the graduating classes of 2008 and 2010 to develop an "Early Warning System" that identifies students who are off-track to on-time graduation. Community partners such as youth development and family service organizations began to expand their services in order to target students with the greatest needs.

These efforts saw much success and today our high school graduation rates have measurably increased. **Excelerate Success** applauds our schools and their community partners for their support of student achievement and we endeavor to build on this important and collaborative groundwork.

Even with this community focus and significant improvement in graduation rates, we know we still have work to do until all of our community's youth are able to successfully transition to a meaningful career. To ensure our youth are positioned for success in this evolving economy, we must focus on the entire education—from cradle to career.



# HOW WE WORK

## Collective Impact—The Framework for Action

Following these community conversations, **Excelerate Success** began exploring a new lens through which to look at social problems, improve community conditions and start to address the opportunity gap. This lens is called Collective Impact.

Collective Impact brings together individuals from different sectors of the community to work on a long-term common agenda, goals and outcomes. The group harnesses the power of existing relationships and efforts to align resources and funding to increase impact. Activities are strategically aligned so that key organizations complement, rather than duplicate, efforts and investments, thereby increasing the success of reaching common goals and outcomes. The role of data sets Collective Impact apart from other problem-solving processes. Under Collective Impact, data informs action plans and strategies. Rather than a static process, data is actively used for continuous improvement.

## Excelerate Success—Spokane’s Collective Impact

To support this work, Spokane County United Way has assumed the role of a “backbone” organization, focused on convening, staffing and organizing the collective efforts. United Way secured funding and technical support from StriveTogether, a nationally acclaimed Collective Impact initiative. **Excelerate Success** is one of over 100 communities that are part of this national Collective Impact movement. Although we look to our national partners for best practices and ideas, our approach is entirely local, building on our strengths and assets. **Excelerate Success** has been designed by Spokane County, for Spokane County.

In addition to United Way, the Spokane Regional Health District plays an important role with its considerable experience in data collection and analysis. Altogether our effort includes key organizations from multiple sectors of the community, working together toward a shared goal.

Since 2012, the initiative’s planning activities have focused on convening individuals from multi-sector networks to determine the indicators, milestones and action plans described in this report. By focusing on a common agenda, shared measurement, mutually reinforcing activities, continuous communication and strong backbone support, **Excelerate Success** aims to improve important cradle to career outcomes for our children and our community.

This report serves as an introduction to this work and provides a baseline look at where we are today with these educational milestones. On an annual basis, **Excelerate Success** will report out to the community on our progress in making changes within these outcomes.



# ACCOUNTABILITY STRUCTURE

**Excelerate Success** is focused on ensuring that the regional community's collective efforts are aligned to make positive, sustainable change for all children, every step of the way from cradle to career. There are many key players in this endeavor—education leaders, businesses, government, non-profit organizations, the faith community, parents and community stakeholders—who are all wrapping around our schools and families to reinforce collective, data-informed actions, measurable results, continuous improvement and shared accountability.

**Leadership Team:** Composed of key cross-sector leaders who provide strategic direction and oversight.

**Collaborative Action Networks (CANs):** Project teams consisting of cross-sector practitioners that implement strategic plans using local data to identify best practices and scalable implementation plans. Informs **Excelerate Success** members of action plans to ensure new and existing resources are leveraged towards data-informed practices.

**Operations Team:** Connects the work of the Leadership Team and the CANs by using data and community input to track progress and identify opportunities for action.

**Data Team:** Supports CANs and **Excelerate Success** with local data expertise and measurement recommendations.

**Backbone Staff:** Facilitates convening of **Excelerate Success** members and supports the administrative and operational needs of the collective impact initiative.



# EXCELERATE SUCCESS FRAMEWORK

The **Excelerate** Success framework focuses on milestones on the educational continuum that are of proven importance for students' academic success. Our goals are aspirational and our outcomes are measurable, serving as predictors of future success. Since this effort is about changing odds, we need to know if children are on track at key milestones.

The indicators included in our current framework will change over time. The current indicators are a proposed set identified by the **Excelerate** Success teams as important measures of student success. They will evolve and change with community needs, changes in data and most importantly, as **Excelerate** Success itself evolves and matures.

Each section of the **Excelerate** Success framework focuses on a different stage of the educational continuum. This continuum acknowledges the need for children to successfully progress from each stage of education ready for the next. The indicators included in our framework seek to outline the important steps necessary for students to be ready for the next academic level. We have raised-up both core and contributing indicators that will be tracked in order to measure student progress along the educational continuum. By regularly evaluating the data at these key milestones, we can identify what is working and areas where modifications are needed—the essence of continuous improvement.

## Elements of the **Excelerate** Success Framework

- Vision:** Where we want our community to be.
- Mission:** The purpose and primary objectives of **Excelerate** Success.
- Goals:** The shared community vision for each stage of the education continuum.
- Core Indicators:** Key measures that will be tracked to ensure students are prepared for the next stage in their educations.
- Contributing Indicators:** Other important measures that contribute to a child's odds of being successful. These may or may not be academic.
- Contextual Indicators:** Measures that can affect students at every stage of the education continuum and impact student success in each of the goal areas.
- Education Continuum:** Shows the importance of student success at every academic level.

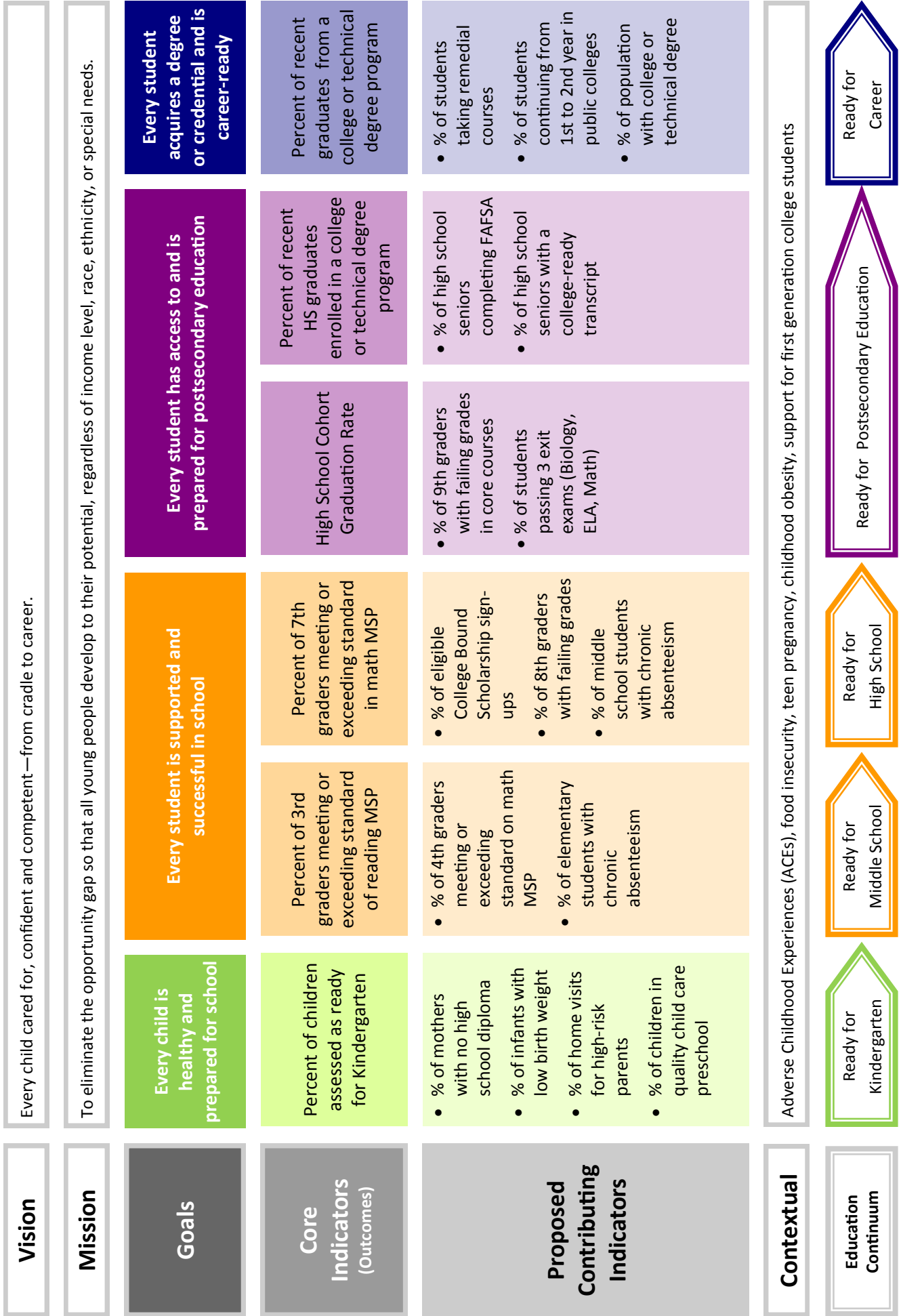


### DATA DETAILS

#### The Data

*The data provided in this report describe various elements of the **Excelerate** Success framework. The indicators are used to inform best practices and action planning. Since **Excelerate** Success seeks to improve education outcomes for all students in Spokane County, the indicators are presented at the county level. Unless otherwise noted, all charts and graphs include aggregate numbers for students from all fourteen of the Spokane County school districts.*

# Excelerate Success Framework



# CONTEXTUAL INDICATORS

There are many factors that affect student success. Some are academic but many are nonacademic. In fact, the indicators listed below can play a huge part in whether or not a student has a positive experience in school and goes on to meet their academic potential. The following are contextual indicators that can affect students at every stage of the education continuum and impact student success in each of the goal areas:

- Percent of population with high Adverse Childhood Experiences (ACEs) score
- Percent of students reporting food insecurity
- Percent of teen pregnancies
- Percent of children overweight or obese
- Support for first generation college students



## BRIGHT SPOT: At the Core

*24,280 children in Spokane County are food insecure, meaning they lack reliable access to affordable and nutritious food. Food insecurity can negatively impact a student's academic performance and can also lead to behavioral disruptions. Classroom teachers are all too familiar with the effect of students who are either anxious on Fridays that they will not have enough food over the weekend or come back hungry on Mondays. The impacts of food insecurity affect the educational experience of both the hungry child as well as the entire classroom.*

*One homegrown nonprofit is committed to reducing the number of hungry children in our community. At the Core provides weekend meals to hungry kids who rely on free breakfast and lunch at their schools during the week. At the Core began serving students in the Mead School District in 2010. By the fall of 2014, it will serve four districts in Spokane County – Deer Park, Mead, Spokane Public Schools and Riverside.*

*At the Core partners with Second Harvest Food Bank to provide packs of food that are discretely slipped into students' backpacks every Friday during the school year. Nearly 1,000 students selected by counselors at 20 local schools benefit from this weekend meal program.*

*At the Core, along with many other home backpack programs in Spokane County, use the power of collaboration. Because of these programs, children in our community know they will have something to eat over the weekend and the assurance that someone cares about their success.*

## Adverse Childhood Experiences (ACEs)


ACEs are significant childhood trauma that can result in actual changes in brain development. These changes may affect a child's learning ability and social skills and can result in long-term health problems.

Research from Washington State University Spokane looked specifically at the influence of ACEs on school success. Their study found that children with three or more ACEs were:

- Almost three times more likely not to succeed academically;
- Nearly five times more likely to have severe attendance problems; and
- Six times more likely to have severe school behavior problems.

In 2011 in Spokane County, 30% of adults had between 3-8 ACEs, which is considered a high ACEs score (Spokane Counts, 2013). High ACEs scores decreased as age, education and income increased, demonstrating the impact of poverty and educational attainment on health outcomes.

But there is reason for hope. Resiliency buffers the effects of trauma. With social support and resources children can build resiliency at any age.



### ACEs can include:

- Emotional abuse
- Physical abuse
- Sexual abuse
- Emotional neglect
- Physical neglect
- Mother treated violently
- Household substance abuse
- Household mental illness
- Parental separation or divorce
- Incarcerated household member

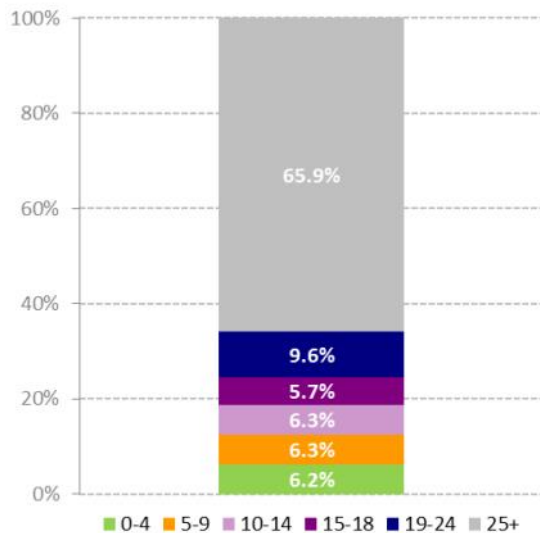
# SPOKANE COUNTY DEMOGRAPHICS



## Population

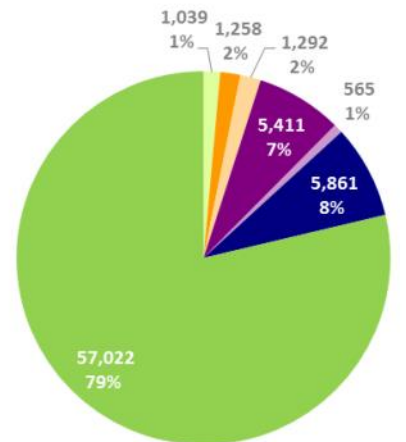
In 2013, 480,000 people lived in Spokane County. Over one-third of the population was comprised of youth ages 0-24.

POPULATION BY AGE



POPULATION BY AGE, SPOKANE COUNTY, 2013  
SOURCE: OFFICE OF FINANCIAL MANAGEMENT

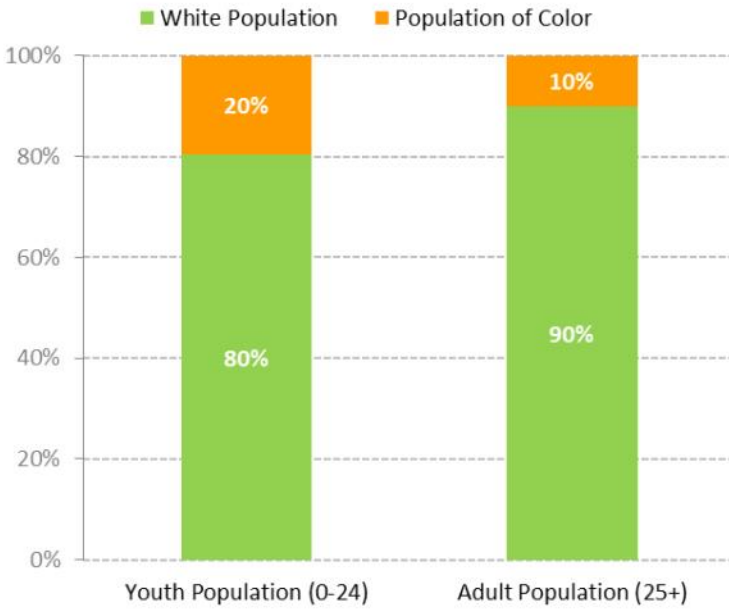
RACE/ETHNICITY OF K-12 STUDENTS



■ American Indian or Alaska Native Alone  
■ Asian Alone  
■ Black or African American Alone  
■ Hispanic or Latino of any Race(s)  
■ Pacific Islander Alone  
■ Two or More Races  
■ White Alone (Not Hispanic or Latino)

RACE/ETHNICITY OF STUDENTS ATTENDING A SPOKANE COUNTY SCHOOL, SPOKANE COUNTY, 2013  
SOURCE: OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

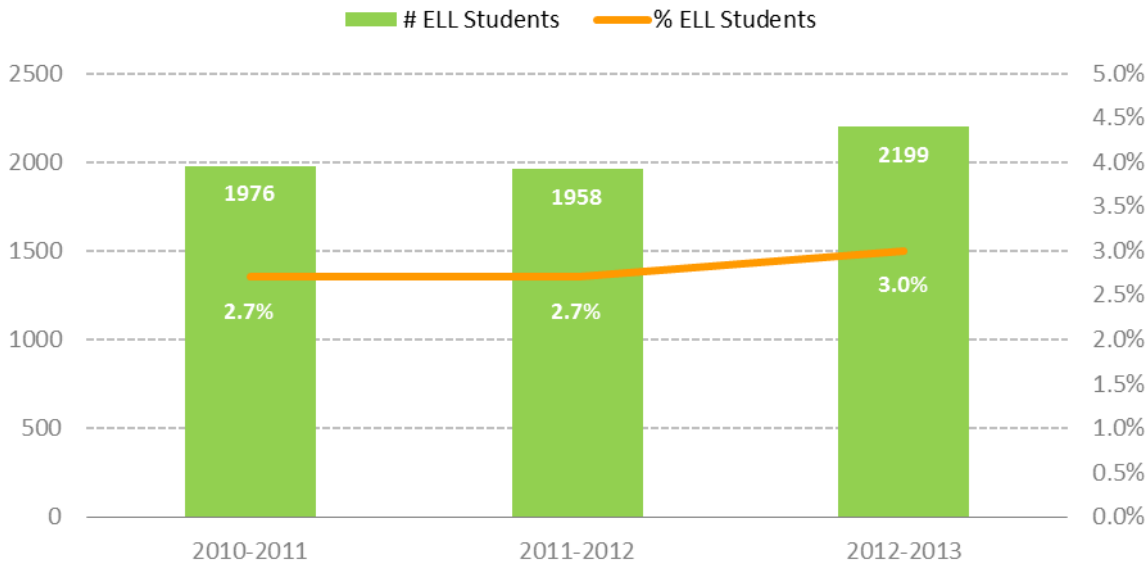
## DIVERSITY GROWTH



% OF YOUTH (0-24) AND ADULT (25+) POPULATION BY RACE, SPOKANE COUNTY, 2012  
SOURCE: WASHINGTON STATE OFFICE OF FINANCIAL MANAGEMENT, FORECASTING DIVISION

Our population is growing and changing; most notably, the population of Spokane County is becoming increasingly diverse. There are growing numbers of students of color and English Language Learners, especially within the youth population.

## ENGLISH LANGUAGE LEARNERS



ENGLISH LANGUAGE LEARNER ENROLLMENT IN SPOKANE COUNTY SCHOOL DISTRICTS OVER TIME, SPOKANE COUNTY  
SOURCE: OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION



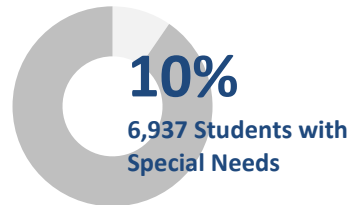
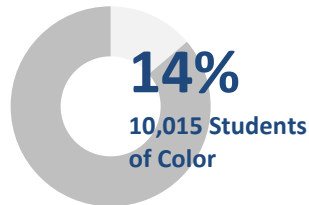
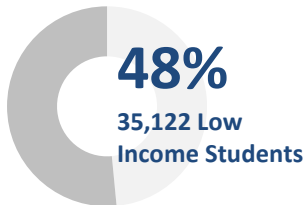
# Spokane County School Districts

During the 2012-2013 school year, 72,448 students attended fourteen Spokane County school districts.

## SPOKANE COUNTY SCHOOL DISTRICT POPULATIONS

School District	Students Enrolled	% of County-Wide Student Total
Central Valley School District	12,821	17.7%
Cheney School District	4,156	5.7%
Deer Park School District	2,570	3.5%
East Valley School District	4,469	6.2%
Freeman School District	905	1.2%
Great Northern School District	51	0.1%
Liberty School District	415	0.6%
Mead School District	9,466	13.1%
Medical Lake School District	1,884	2.6%
Nine Mile Falls School District	1,550	2.1%
Orchard Prairie School District	84	0.1%
Riverside School District	1,503	2.1%
Spokane School District	28,753	39.7%
West Valley School District	3,821	5.3%
<b>Spokane County</b>	<b>72,448</b>	<b>100.0%</b>

NUMBER OF STUDENTS BY SCHOOL DISTRICT, SPOKANE COUNTY, 2012-2013  
SOURCE: OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

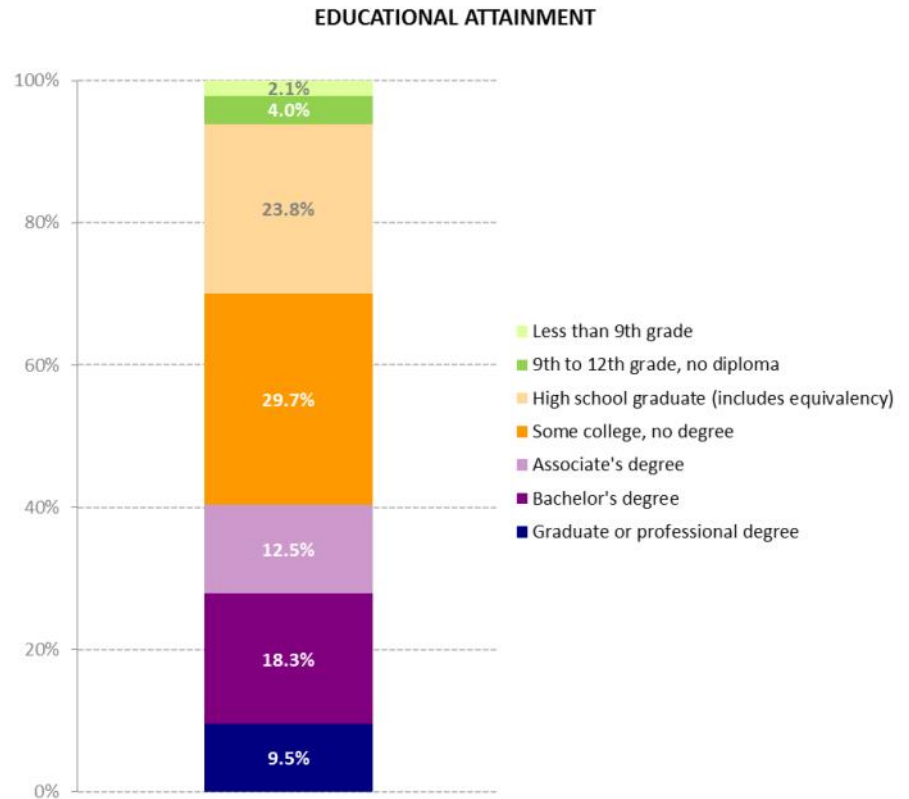




# Educational Attainment

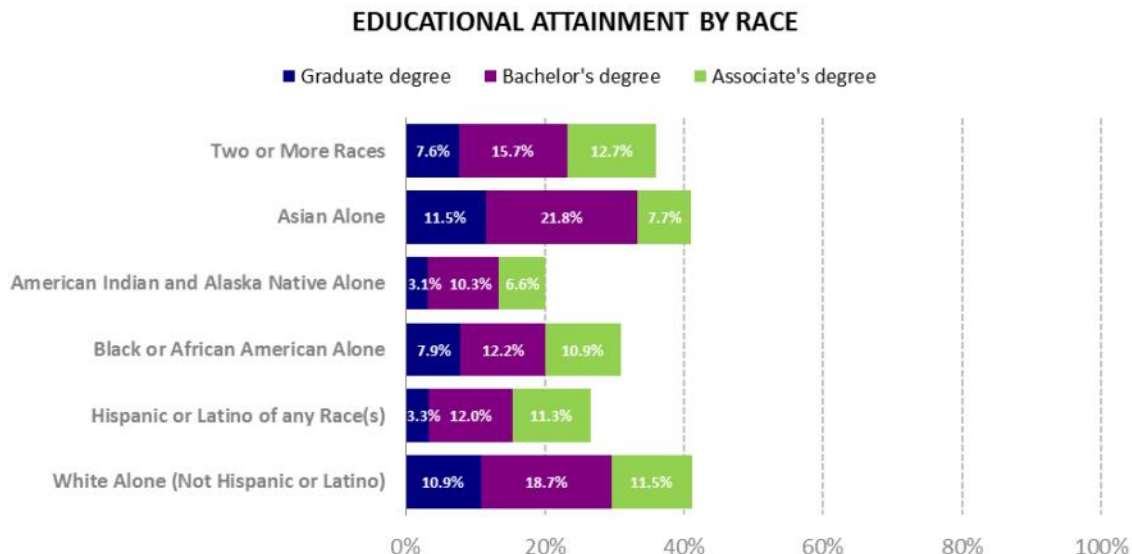
*“When every child has the opportunity to reach his or her potential, our entire community benefits—from a more skilled workforce, a stronger economy, and thriving neighborhoods.”*

In 2012, only 40.4% of adults ages 25-64 in Spokane County had completed a two- or four-year degree program. We will be working to find creative ways to increase the number of adults who have completed a degree or credential in our regional community.



EDUCATIONAL ATTAINMENT FOR POPULATION 25-64, SPOKANE COUNTY, 2012  
SOURCE: U.S. CENSUS BUREAU, 2012 AMERICAN COMMUNITY SURVEY

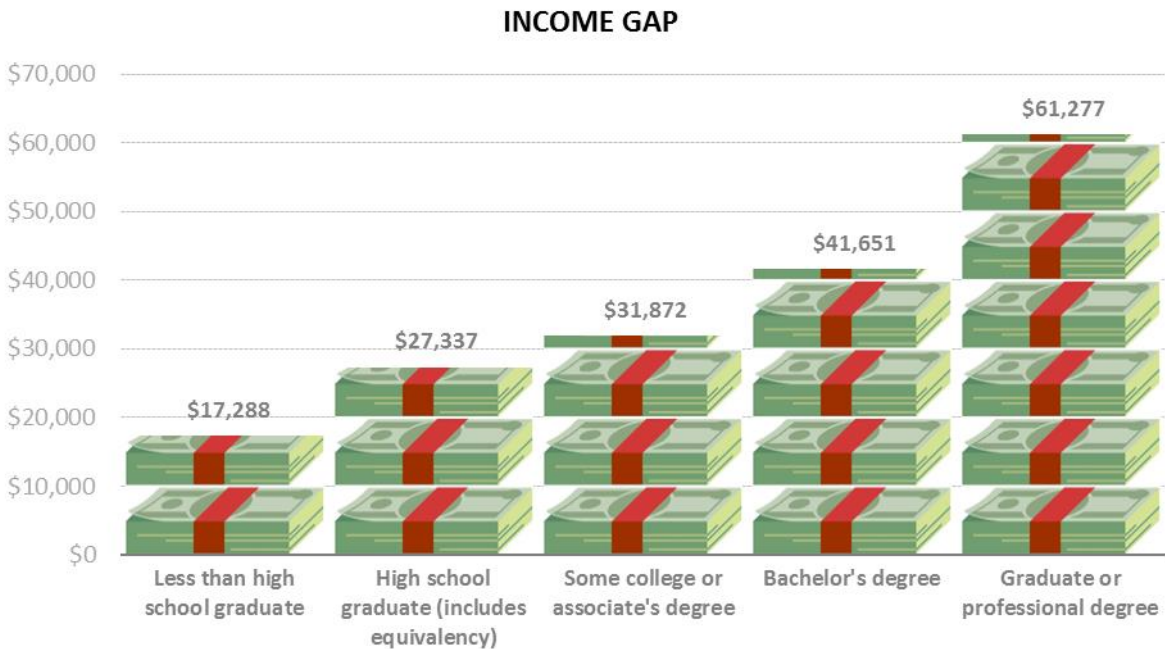
There is an obvious gap in educational attainment by race in Spokane County. Though some populations average over 40% with a postsecondary degree, others see averages closer to 20%.



EDUCATIONAL ATTAINMENT BY RACE FOR POPULATION 25+, SPOKANE COUNTY, 3-YEAR ESTIMATE  
SOURCE: U.S. CENSUS BUREAU, 2010-2012 AMERICAN COMMUNITY SURVEY  
\*DATA NOT AVAILABLE FOR NATIVE HAWAIIAN AND OTHER PACIFIC ISLANDER ALONE INDIVIDUALS

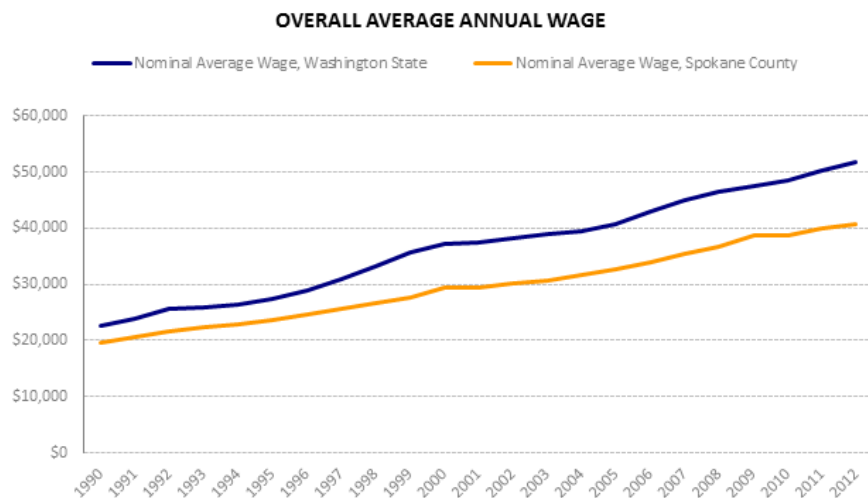
## Income

Income is an important part of a family's well-being. The Spokane Regional Health District's 2012 report, *Health Inequities in Spokane County*, states "Income is the indicator that most directly measures material resources and can influence health by its direct effect on living standards; specifically, access to better quality food, housing, and health care services."



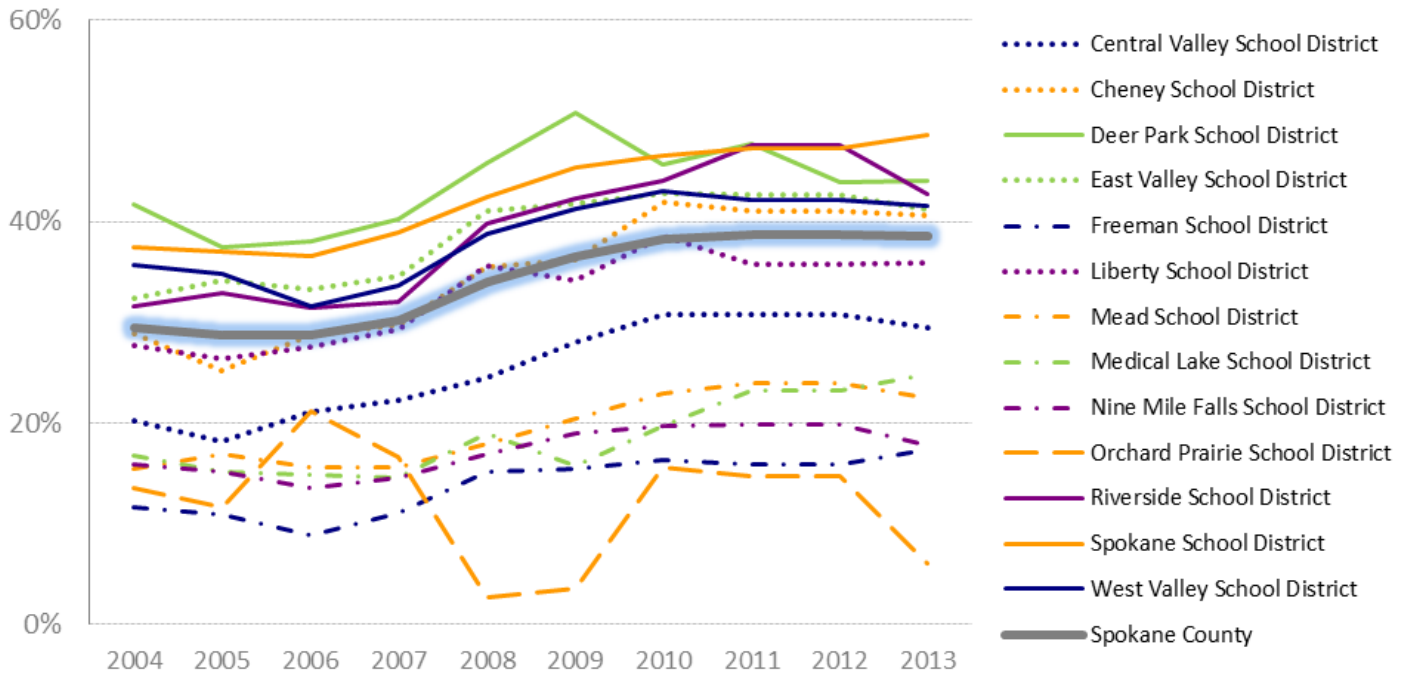
**AVERAGE ANNUAL INCOME BY EDUCATIONAL ATTAINMENT FOR POPULATION 25+, 2012**  
SOURCE: U.S. CENSUS BUREAU, 2012 AMERICAN COMMUNITY SURVEY

There is a persistent wage gap between workers in Spokane, the rest of our state and the nation. Spokane workers' earnings trail their peers elsewhere in Washington by over \$8,000 in per capita annual income and over \$10,000 in average annual wages (Washington State Employment Security Department, 2012). This ongoing gap puts Spokane County's residents at a disadvantage as a higher percentage of their incomes are spent on the necessities of life such as food and shelter, while less is available for critical services including education and healthcare that improve their families' quality of life in the short and long term.



**OVERALL AVERAGE ANNUAL WAGE OVER TIME, SPOKANE COUNTY, 2012**  
SOURCE: WASHINGTON STATE EMPLOYMENT SECURITY DEPARTMENT: LABOR MARKET AND ANALYSIS BRANCH

## FREE LUNCH ENROLLMENT



% OF STUDENTS ENROLLED IN FREE LUNCH OVER TIME, SPOKANE COUNTY  
SOURCE: OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

The schools and families of Spokane County have experienced greater poverty rates since the recent recession and are still working hard to recover from its negative impacts.

### DATA DETAILS

#### Free and Reduced Lunch Data

According to the Food and Nutrition Service Program guidelines for Washington State in 2013-2014, students are eligible for free lunch if their family's income is 130% of the federal poverty level (FPL). This means that a family of four qualifies for free lunch if their annual income is \$30,615 or less. Students are eligible for reduced lunch if their family's income is 185% of the FPL, which means that a family of four qualifies for reduced lunch if their annual income is \$43,568 or less.

### FREE/REDUCED LUNCH ENROLLMENT

October 2013 Count				
School Districts	Free Lunch	Reduced Lunch	Total Enrolled	% Enrolled
Central Valley School District	3,752	926	4,678	36.7%
Cheney School District	1,720	350	2,070	48.8%
Deer Park School District	932	220	1,152	54.4%
East Valley School District	1,945	415	2,360	50.0%
Freeman School District	162	58	220	23.5%
Liberty School District	139	47	186	48.1%
Mead School District	2,202	582	2,784	28.4%
Medical Lake School District	463	266	729	39.1%
Nine Mile Falls School District	279	118	397	25.3%
Orchard Prairie School District	3	0	3	6.0%
Riverside School District	660	116	776	50.2%
Spokane School District	14,505	2,475	16,980	56.9%
West Valley School District	1,594	344	1,938	50.6%
<b>Spokane County</b>	<b>28,356</b>	<b>5,917</b>	<b>34,273</b>	<b>46.5%</b>

FREE/REDUCED LUNCH ENROLLMENT BY DISTRICT, SPOKANE COUNTY, OCTOBER 2013  
SOURCE: OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

# EVERY CHILD IS HEALTHY AND PREPARED FOR SCHOOL

## Ready for Kindergarten

Preparing children for academic success starts before they ever step foot in a kindergarten classroom. Experiences such as being read to and developing responsive relationships with others all contribute to the development of a child’s brain, which is most active between birth and age three. This is why we consider a variety of contributing indicators for whether or not children are ready for kindergarten. A mother’s education, low birth weight, attending a quality child care center, and living in a high-risk household can all impact how a child learns and grows. Children who do not enter kindergarten prepared start behind and too often stay behind. **Excelerate Success** aims to work with partners—libraries, parents, community centers, and others—to improve early learning outcomes in Spokane County to make sure all children enter kindergarten prepared for success.



### Ready for Kindergarten Indicators

**Core Indicator:** Percent of children assessed as ready for kindergarten

**Contributing** Percent of mothers with less than a high school diploma

**Indicators:** Percent of infants with low birth weight

Percent of home visits for high-risk parents

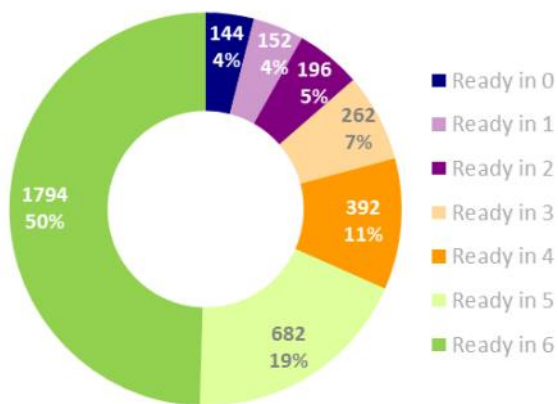
Percent of children in quality child care/preschool

## CORE INDICATOR: WaKIDS

The Washington Kindergarten Inventory of Developing Skills (WaKIDS), a joint project of the Washington State Department of Early Learning and the Office of the Superintendent of Public Instruction, is a kindergarten transition process that measures a child's readiness in six domains and allows families, early learning professionals and kindergarten teachers to share information about incoming kindergartners. WaKIDS is a great tool for many reasons: it provides students, parents, and teachers with a way to get to know each other early in the school year; it helps teachers understand their students' individual strengths; and it provides communities with the information needed to build a strong support system allowing every child to have a successful start to their education.

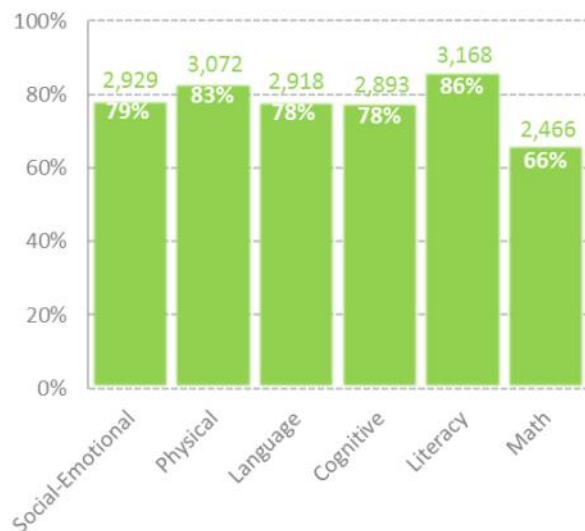
We face a big challenge; the gap seen later on in education achievement already exists when children enter kindergarten. The WaKIDS assessment shows just under half of entering kindergartners in Spokane County are ready in all six domains.

**KINDERGARTNERS READY IN NUMBER OF DOMAINS**



% OF KINDERGARTNERS ASSESSED AS READY IN # OF WAKIDS DOMAINS, SPOKANE COUNTY, 2013-2014  
SOURCE: OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

**READY FOR KINDERGARTEN BY DOMAIN**



% OF KINDERGARTNERS ASSESSED AS READY BY DOMAIN TYPE, SPOKANE COUNTY, 2013-2014  
SOURCE: OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION



### BRIGHT SPOT: Reach Out and Read

*Reach Out and Read is a nationwide pre-literacy program designed to build on a family's trusted relationship with their medical provider to promote an early love of reading and learning.*

*Participating doctors give young children new books at each well-child checkup, inspiring families to read together, starting when children are babies. During these well-child checks, providers are not just checking on a child's physical development, they are also teaching parents how cuddling together and sharing books builds language and literacy skills that will help children be ready for school.*

*Spokane County currently has a total of 11 Reach Out and Read programs, with 52 participating medical providers. These providers can be found in every corner of our community from the Fairchild Air Force Base Pediatrics Department to the Spokane Valley CHAS clinic to Providence Pediatrics in Indian Trail.*

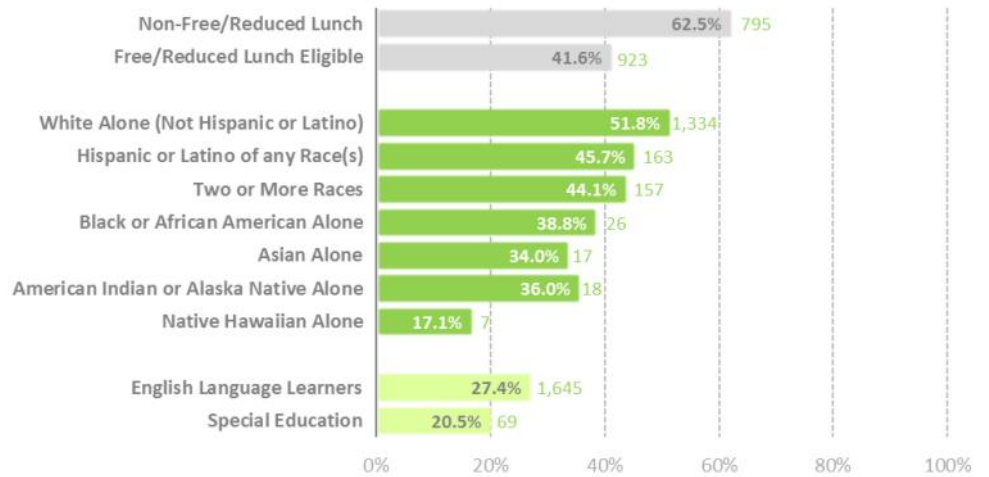
*In 2013, 4,299 books were distributed through 6,327 well-child checkups. With the addition of three new programs in January 2014, Reach out and Read expects to increase the number of well-child checkups by 50% in 2014 alone.*

## DATA DETAILS

### WaKIDS Data

The WaKIDS assessment was given for the second time in 2013-2014, with participation from 53 schools in eight Spokane County school districts. Since many more schools participated in the assessment during the second year, the two years of WaKIDS data cannot be compared for trend data. Though this is a new assessment and we're still learning how to use it to its fullest extent, it is an exciting step towards using evidence to improve kindergarten readiness in Spokane County.

### KINDERGARTEN READINESS



% OF KINDERGARTNERS ASSESSED AS READY IN 6 OF 6 DOMAINS BY DEMOGRAPHIC, SPOKANE COUNTY, 2013-2014  
SOURCE: OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

## CONTRIBUTING INDICATOR: Quality Child Care and Early Learning

Quality child care and early learning programs help ensure children enter kindergarten prepared to learn. Early Achievers serves as Washington's Quality Rating and Improvement System for child care providers. Early Achievers not only provides a mechanism to measure child care quality, but it also provides consultation and funding resources to help providers continually improve the quality of their care.

Though Spokane is making strides with Early Achievers, there is still work to be done. We need to increase access to and availability of quality child care providers so all children can get a jump start on their education.



Spokane County	Total # Providers	Total # Licensed Slots
Total Providers	259	9,541
Early Achievers Participants	109	6,409
Not Participating in Early Achievers	150	3,132

PROVIDERS PARTICIPATING IN EARLY ACHIEVERS, SPOKANE COUNTY, MARCH 2014  
SOURCE: COMMUNITY-MINDED ENTERPRISES, CHILD CARE AWARE OF EASTERN WA

# EVERY STUDENT IS SUPPORTED AND SUCCESSFUL IN SCHOOL



## Ready for Middle School

Elementary school is a time of learning and discovery. Children make new friends, learn new skills and begin to develop an attitude toward education. Students need strong support to be successful in school. Parents, teachers and the community can all contribute to ensuring students have a positive experience and go on to middle school excited and ready to continue learning.

### Ready for Middle School Indicators

**Core Indicator:** Percent of third graders meeting or exceeding standard on reading MSP

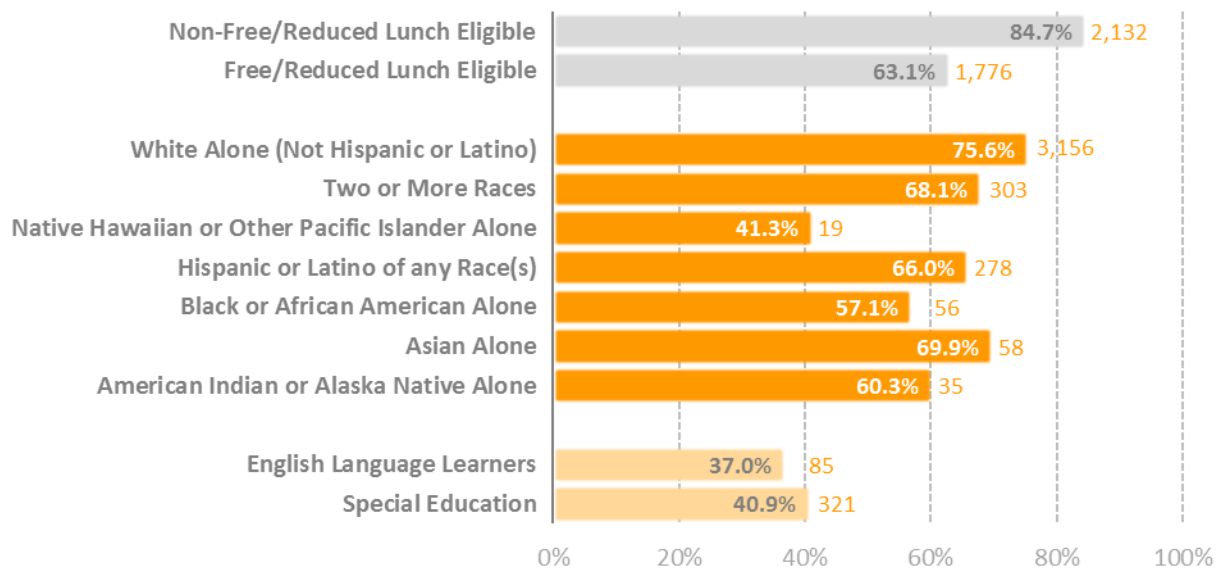
**Contributing** Percent of elementary school students with chronic absenteeism

**Indicators:** Percent of fourth graders meeting or exceeding standard on math MSP

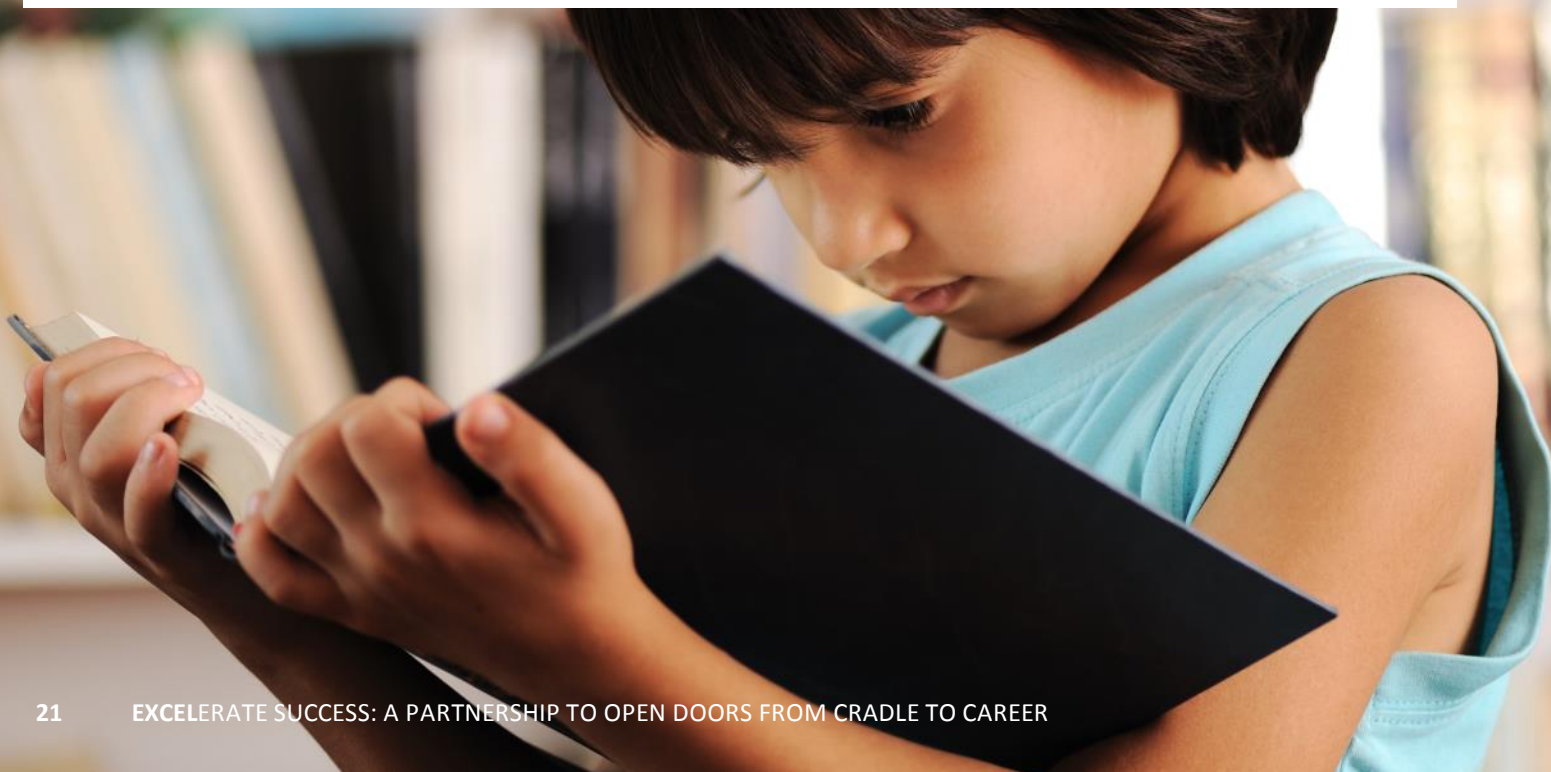
## CORE INDICATOR: Third Grade Reading MSP

The learning that happens early on in a child's life helps to prepare him or her for future school success. For example, the more words an eight-month-old infant hears, the larger the child's vocabulary will be at age three. Children living in low-income homes hear up to 30 million fewer words than other children by the time they are four years old (Campaign for Third Grade Reading). When children are read to, they are not only more likely to enjoy reading later on, but they are exercising important language and cognitive skills they will use for the remainder of their lives. Having a strong foundation in literacy early on will help children succeed in their coursework throughout their academic careers. The third grade reading Measure of Student Progress (MSP) identifies areas where students need more help with reading so literacy issues can be addressed to prevent difficulties with reading in later grades.

### THIRD GRADE READING



% OF THIRD GRADERS MEETING OR EXCEEDING MSP READING STANDARD BY DEMOGRAPHIC, SPOKANE COUNTY, 2012-2013  
SOURCE: OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION



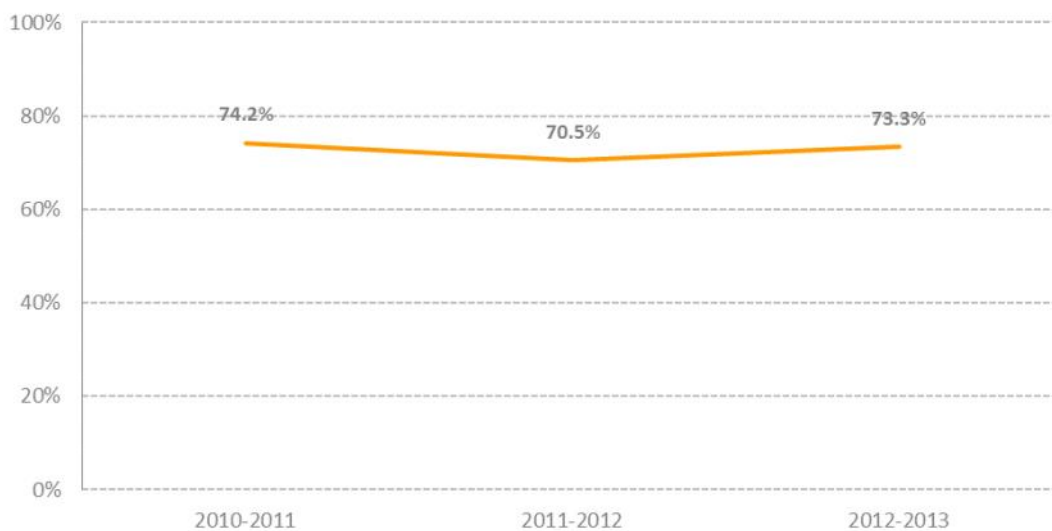


### Statewide Testing Data: MSP and Smarter Balanced Assessments

MSP tests are part of Washington State’s testing system required by the Education Reform Law of 1993. All public school students are tested, including those with disabilities and limited English proficiency.

Washington State recently adopted the Common Core State Standards (CCSS) in English language arts and mathematics, which will be assessed using the Smarter Balanced Assessments. Statewide testing will change from the MSP to Smarter Balanced assessments in the 2014-2015 school year in Washington State. According to OSPI, the new assessment is designed to “measure students’ learning, including the critical-thinking and problem-solving aspects of the new standards.”

#### THIRD GRADE READING



**% OF THIRD GRADERS MEETING OR EXCEEDING MSP READING STANDARD OVER TIME SPOKANE COUNTY, 2012-2013**  
SOURCE: OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

#### CONTRIBUTING INDICATOR:

#### Fourth Grade Math MSP

As with many other subjects, skills learned in math continue to build upon each other throughout school. For this reason, it is vital children receive basic concepts in mathematics early on. The fourth grade math MSP can help ensure students are taught math skills they need in later grades and students who are struggling can receive help before they fall too far behind.



## Ready for High School

Middle school is an exciting time for students. It is also an important time for preparing students for the rigors of high school. "Getting to Graduation and Beyond," a 2012 study conducted for Spokane Public Schools, found that nearly half of high school dropouts "could have been identified at the elementary or middle school level." Improving success in high school is possible by increasing awareness in middle schools of the need for high academic standards, social support and early identification of students who are at-risk of dropping out.



### Ready for Middle School Indicators

- Core Indicator:** Percent of seventh graders meeting or exceeding standard on math MSP
- Contributing Indicators:** Percent of eligible College Bound Scholarship sign-ups  
Percent of eighth graders with failing grades  
Percent of middle school students with chronic absenteeism



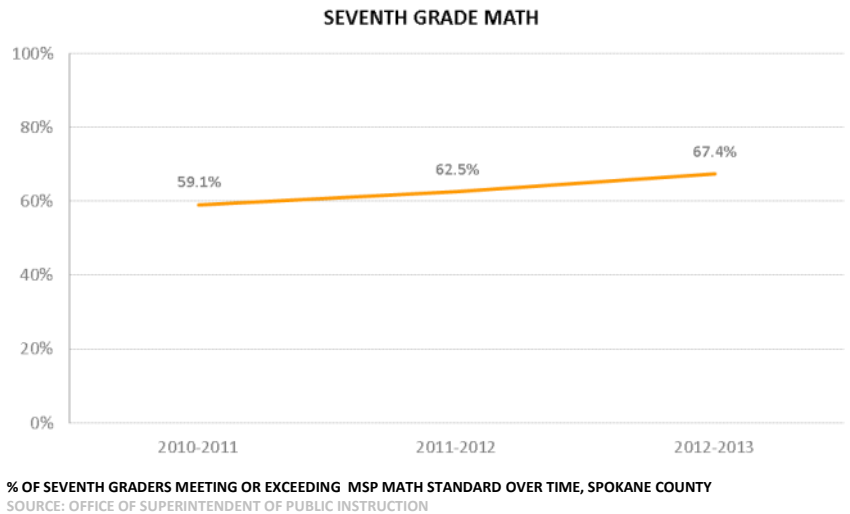
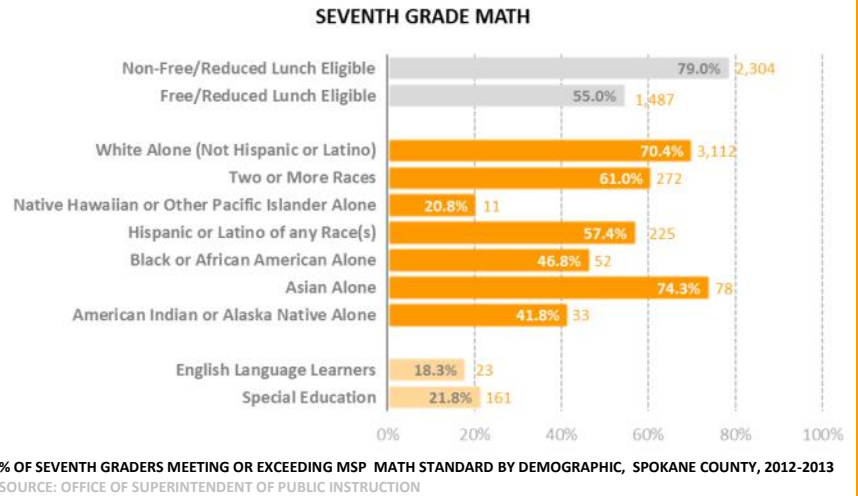
#### OPPORTUNITY SPOT:

We can help all children to have a dream-to see that college is a possibility for them. The data shows us there is an opportunity to increase College Bound Scholarship sign ups. Is this something you or your organization can help with?

## CORE INDICATOR: Seventh Grade Math MSP

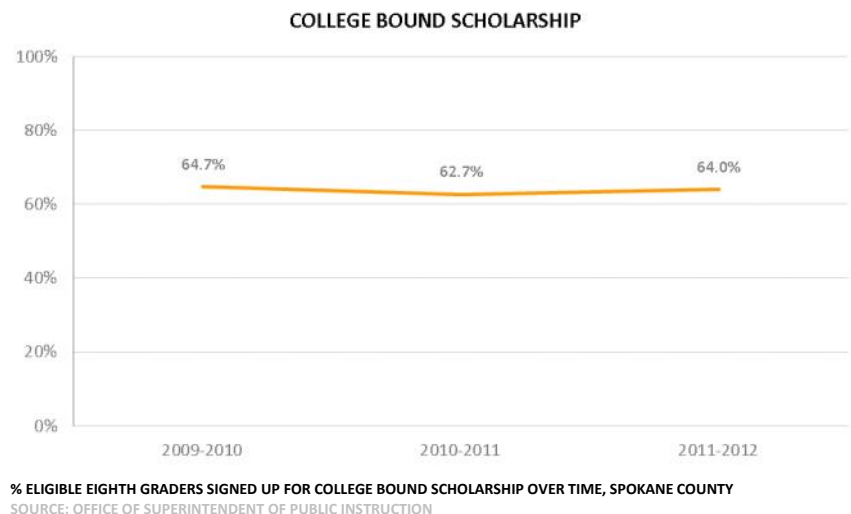
By the time students reach middle school they should have an increasingly complex understanding of mathematical concepts. The seventh grade math MSP is an important tool to identify areas where students may need additional help in the eighth grade, preparing them for more rigorous courses in high school.

According to Washington STEM, Washington State will see a 24% increase in jobs in science, technology, engineering and math (STEM) by 2018 and our state currently ranks fourth in the country for technology-based corporations. However, Washington ranks 46th in the nation for students who participate in graduate programs focused on science and engineering. Helping children understand and enjoy math will not only prepare them for the changing job market, but it will also help to ensure that the rapidly growing STEM fields will have qualified candidates to fill the emerging need.



## CONTRIBUTING INDICATOR: Eligible College Bound Scholarship Sign-Ups

Middle school is a great time for students to start thinking about college. The College Bound Scholarship program helps income-eligible students who want to go to college work towards admission while minimizing the worry that they will not be able to pay for tuition and books, allowing them to dream about the impossible. Students sign up for the program in the 7th and 8th grades and as long as they stay on track in school and are offered admission to a higher education institution they are provided tuition at the public institution rate and a book allowance.



# EVERY STUDENT HAS ACCESS TO AND IS PREPARED FOR POSTSECONDARY EDUCATION



## Ready for Postsecondary Education

Preparing students for graduation and postsecondary education are critical areas of focus in high school. Earning a high school diploma is not only necessary for continuing on to higher education; it is an important milestone for achieving positive outcomes later on in life. Graduating from high school affords students better employment prospects and higher wages, and has been proven to result in living a healthier lifestyle. Students who enroll in a higher education program and complete their degrees can expect even better results in all of these areas.

## Ready for Postsecondary Education Indicators, High School Graduation

**Core Indicator:** Percent of on-time high school graduations

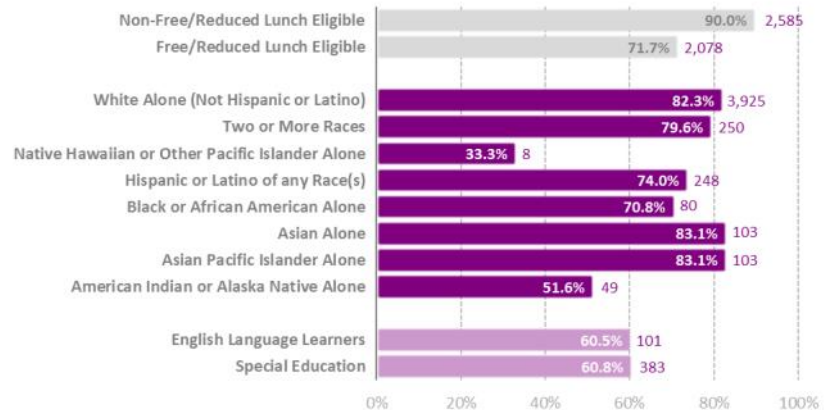
**Contributing** Percent of ninth graders with failing grades in core courses

**Indicators:** Percent of students passing three exit exams

## CORE INDICATOR: On-Time High School Graduations

There can be many barriers for students seeking to earn a high school diploma. Students living in low-income households are more likely to need to focus on issues other than school such as work, helping to support their families and living with distractions and difficulties that may not be as present in other households. Parents, teachers and the community can all work together to provide high school students the support and resources needed to earn a high school diploma, thus allowing them to create healthy and successful lives for themselves.

HIGH SCHOOL GRADUATION



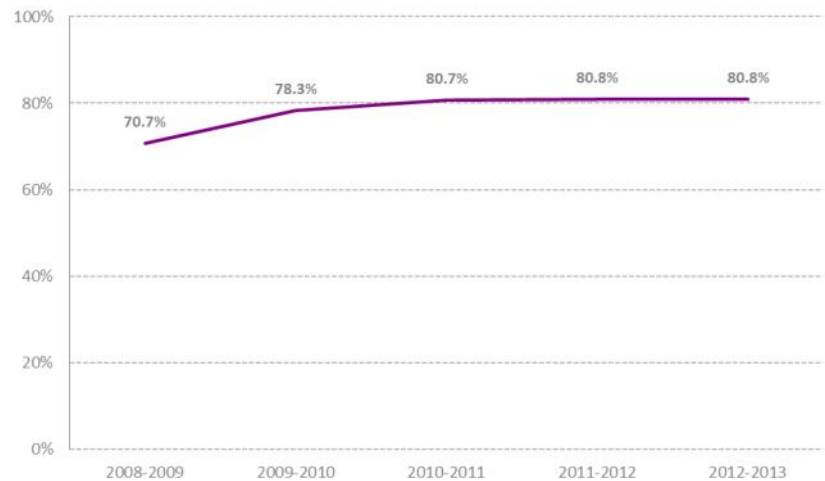
PUBLIC HIGH SCHOOL 4-YEAR GRADUATION RATE BY DEMOGRAPHIC, SPOKANE COUNTY, CLASS OF 2012  
SOURCE: OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

### DATA DETAILS

#### On-Time High School Graduation Rate

The on-time high school graduation rate includes the rates for all public high school students who graduated from a high school in a Spokane County school district in four years. Extended (or 5-year) graduation rates for Spokane County are available from a variety of other data sources, including the Community Indicators Initiative of Spokane and the OSPI Washington State Report Card.

HIGH SCHOOL GRADUATION



PUBLIC HIGH SCHOOL 4-YEAR GRADUATION RATE OVER TIME, SPOKANE COUNTY  
SOURCE: OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

## Ready for Postsecondary Education Indicators, Postsecondary Enrollment

**Core Indicator:** Percent of recent high school graduates enrolled in a college or technical degree program

**Contributing Indicators:** Percent of high school seniors completing FAFSA

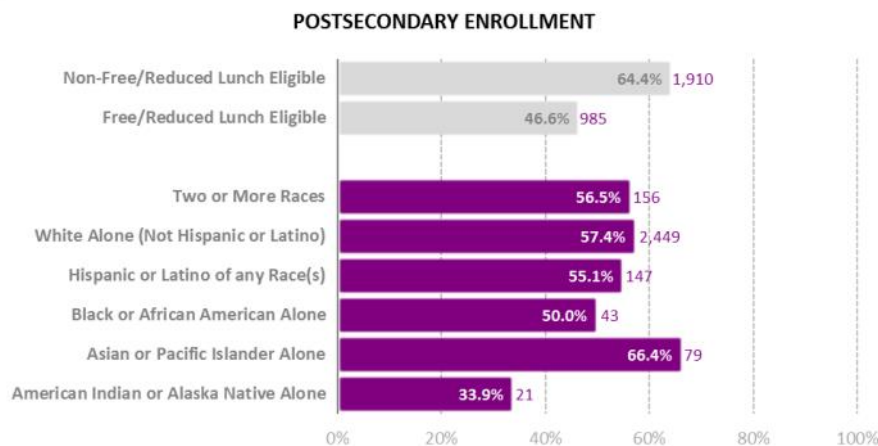
Percent of high school seniors with a college-ready transcript

### CORE INDICATOR: Postsecondary Enrollment

Students face many of the same challenges when trying to enroll in postsecondary education as they do when working towards high school graduation. For many low-income students, postsecondary education may not seem like a possibility. Students who need to work to earn money for basic needs may not have the resources to commit the time and money needed to earn a postsecondary degree or credential. Though it may seem impossible for many students, enrolling in postsecondary education is the first step to experiencing the social and financial benefits that come along with having completed a higher education program.



According to the 2012 Overview Report for Aggregated Districts – Urban/Suburban/Urban Fringe conducted by the Washington Student Transitions Information Project, “Of the 11,828 students in the aggregated cohorts of local, urban students, who attended an institution of higher education in 2009, whether right out of high school or at some other time in the future, a majority selected public 2-year institutions as their first choice with 52% attending Community Colleges of Spokane. Considering the entire aggregated cohort of 20,976 students, the proportion of students who do not attend college is 44%.”



#### DATA DETAILS

#### Postsecondary Enrollment Data

The postsecondary enrollment data includes all graduates from all Spokane County high schools who went on to enroll in a two- or four-year degree program, regardless of location. At this time, technical school enrollment information is not available for Spokane County, but will be included in future reports when it becomes available.

% GRADUATES OF A SPOKANE COUNTY HIGH SCHOOL ENROLLED IN A POSTSECONDARY PROGRAM BY DEMOGRAPHIC, SPOKANE COUNTY, 2011-2012  
SOURCE: OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION



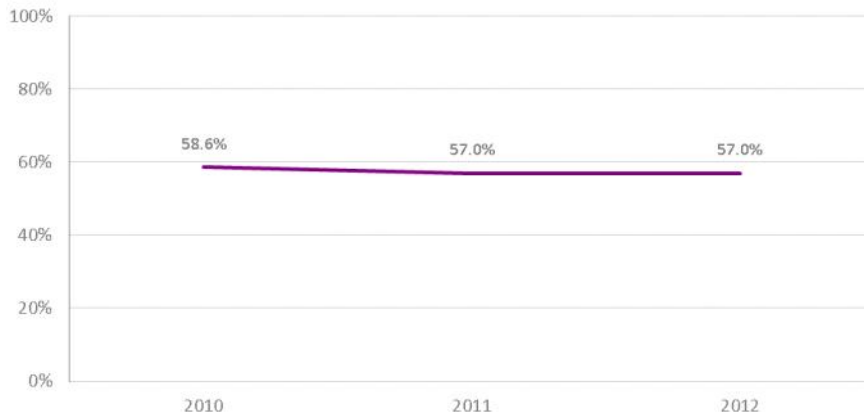
## BRIGHT SPOT: Gateway to College

Gateway to College (GtC) is a national dropout recovery and scholarship program. It provides students ages 16 to 20 who may not have been successful in high school the opportunity to get back on track and earn a high school diploma while simultaneously earning college credits toward an associate's degree, transfer credits or a certificate. GtC has been serving students at Spokane Falls Community College (SFCC) since Fall 2012.

The GtC program at SFCC partners with counselors and teachers from seven local school districts—Central Valley, Cheney, East Valley, Mead, Nine Mile Falls, Spokane and West Valley—to identify students with the academic skills, motivation, commitment and readiness to succeed in a college environment. Forty to fifty new students are accepted each quarter.

GtC is changing the lives of young people who are in a position to complete post-secondary education, leading to fulfilling and challenging careers.

### POSTSECONDARY ENROLLMENT



% GRADUATES OF A SPOKANE COUNTY HIGH SCHOOL ENROLLED IN A POSTSECONDARY PROGRAM OVER TIME SPOKANE COUNTY  
SOURCE: OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION



# EVERY STUDENT ACQUIRES A DEGREE OR CREDENTIAL AND IS CAREER-READY



## Ready for Career

Enrolling in postsecondary education is just the first step to being career-ready. Students who earn a postsecondary degree or credential enter the professional world with a marketable set of skills. Many career paths such as nursing, mechanical and electrical work and computer technology require formal postsecondary education to even be considered for employment. Students who go on to complete college are more likely to earn higher pay and benefits, have increased work stability, greater opportunities for mobility, and more professional options.

### OPPORTUNITY SPOT:

Real-world work experience is a vital piece of preparing students for a career. Businesses and organizations can help prepare work-ready graduates by partnering with colleges and universities to offer paid internships to students.

## Ready for Career Indicators, Postsecondary Completion

**Core Indicator:** Percent of recent graduates from a college or technical degree program

**Contributing Indicators:** Percent of students taking remedial courses

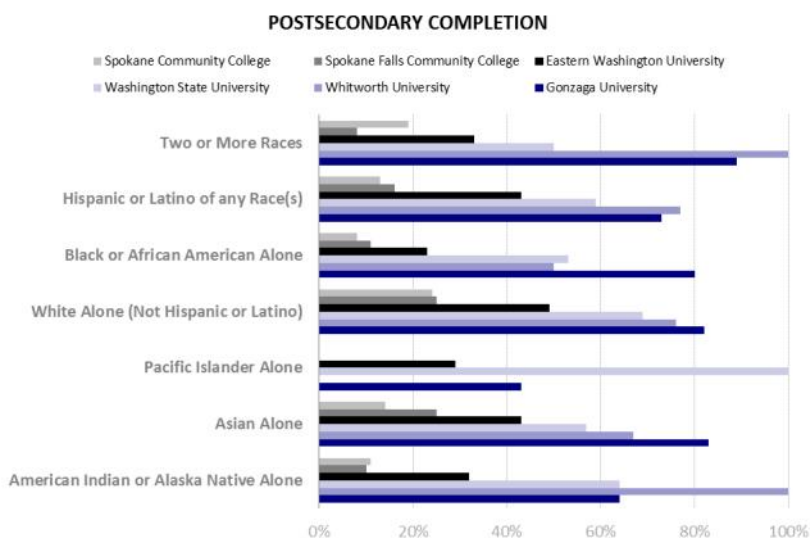
Percent of students continuing from first to second year in public colleges

Percent of population with college or technical degree



## CORE INDICATOR: Postsecondary Completion

There are many reasons students do not complete college—finding they cannot afford postsecondary education, having competing priorities such as work or family, or feeling unsure about which degree to pursue. Tracking postsecondary graduation rates in Spokane County can help higher education institutions and communities better understand where and why students are having difficulties completing degrees.



COMPLETION RATES FOR FULL-TIME, FIRST-TIME, DEGREE/CERTIFICATE-SEEKING UNDERGRADUATES GRADUATING WITHIN 150% OF NORMAL TIME TO PROGRAM COMPLETION BY DEMOGRAPHIC, SPOKANE COUNTY, 2011-2012  
SOURCE: U.S. DEPARTMENT OF EDUCATION, NATIONAL CENTER FOR EDUCATION STATISTICS, INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM

### DATA DETAILS

#### Postsecondary Completion Data

The postsecondary completion data includes data for full-time, first-time, degree/certificate-seeking undergraduates graduating within 150% of normal time to program completion.

Postsecondary data is gathered from the Integrated Postsecondary Data System (IPEDS), which may show different completion and retention rates than individual universities. However, the rates are consistent and serve as a valuable proxy until improved metrics can be used. These data may vary greatly for the community colleges, since only 11% of enrolled students are full-time while all others are part-time.



### BRIGHT SPOT: Place of Most Potential (POMP)

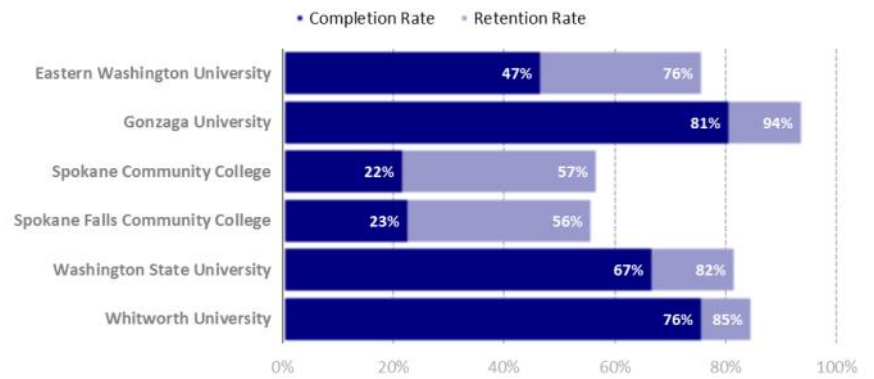
As part of our regional effort, we need to include strategies for increasing educational attainment for students of color. These strategies must genuinely address the diverse racial, cultural, tribal and language needs of students. Place of Most Potential (POMP), a local example of such an effort, focuses on increasing the educational attainment for students of color. Through the POMP program, students in seventh through twelfth grades meet with volunteers at least once a month, talk about their goals, understand what they need to do now to prepare for college and receive motivation for their future. Between 2006 and 2011, 98% of POMP participants went on to college. This program is not only about providing students of color in Spokane County with mentors, but is also creating “a college-going culture.” For these students, college is not an option, it is an expectation.



## CONTRIBUTING INDICATOR: Postsecondary Retention Rates

Students who discontinue their postsecondary studies are much less likely to go on to earn a postsecondary degree or credential. By monitoring first to second year retention rates at local postsecondary institutions, we can work together to ensure that students are getting the support they need to complete their degree.

### POSTSECONDARY RETENTION AND COMPLETION



POSTSECONDARY COMPLETION RATES AND FIRST TO SECOND YEAR POSTSECONDARY RETENTION RATES FOR FULL-TIME, FIRST-TIME STUDENTS, SPOKANE COUNTY, 2011-2012  
SOURCE: U.S. DEPARTMENT OF EDUCATION, NATIONAL CENTER FOR EDUCATION STATISTICS, INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM



### BRIGHT SPOT: Spokane's Workforce System

Everyone's journey to a career does not take the same route. Spokane is home to a vast network of career education and employment centers, coordinated by the Spokane Area Workforce Development Council. These centers include WorkSource Spokane, the Next Generation Zone, and over a dozen affiliated sites throughout the county, which collectively served over 30,000 individuals in 2013. These centers are designed to assist individuals with their employment needs, but ultimately, they help individuals advance their careers so they can enter the middle class and remain at a family wage level. This is critical to the success of our regional economy as our competitive advantage lies in the talent of our human capital. As the skills needs of businesses change and grow, the workforce system ensures a robust training network exists to meet the demands of local business. At the job-seeker level, this is accomplished through résumé and job search strategy assistance; financial literacy; entrepreneurial and leadership education; access to financial resources for funding postsecondary education; and direct connections to businesses for employment, mentorships, internships and job shadow opportunities.

# WHAT WE ARE DOING

## Collaborative Action Networks (CAN) - The Work

This report contains baseline data. This data will be regularly updated and the Collaborative Action Networks (CANs) will analyze movement to identify areas for continuous improvement. CANs represent groups of diverse and committed individuals (educators, community-based organizations, parents, systems-based stakeholders, etc.) focused on moving the needle on one specific community-level core indicator. The networks are not groups that direct others to do work, but instead use local data to identify shared actions. Our networks will develop action plans “collectively” to be implemented “collectively.”

Three networks have been prioritized for the upcoming year: Ready for Kindergarten, Third Grade Reading and Postsecondary Completion. Additional networks focused on other priorities will form in the next 12-18 months.

There are opportunities to join our networks— as a parent, as a student, as part of the education system, as a community partner organization. For these networks to be successful, we need diversity at the table.

## What We Can Do Together

The bright spots highlighted in this report demonstrate that already there are many success stories throughout Spokane County. Every day parents, teachers, schools, businesses and other community leaders are doing the hard work to provide a child with the opportunity for a positive future. While these bright spots are helping to position some students in our region for success, they do not reach nearly enough children. The real change will come when these bright spots are not limited pockets of our region, but touch every student. This requires systemic change. **Excelerate Success'** goal is to build on and accelerate these efforts so we can create systems-level change.

We all have a stake in creating a healthy, prosperous community that shares the aspiration of supporting its children. We heard in our community conversations that you want to be part of the solution. We know that many of you are already doing this. What we are suggesting is that we start to do things differently.

Opportunity gaps exist and our data tells us that we are doing better but that our trajectory has flattened. By coming together in an intentional way, using data to guide our work and making sure that we are using strategies that address the different types of supports needed by our students who face challenges, can we start to see the needle move. One fix does not work for all.

Help us define what our bold, regional goals should be. We encourage you to continue to be involved—join one of our action networks, participate in a community forum and continue to follow our progress on moving the needle. If bold action is wanted, we feel that bold goals are required. What got us to where we are today will not get us much further ahead. We need to work together—differently.

# PARTNERSHIP MEMBERS

## Leadership Team

<p><b>Vincent Alfonso, Ph.D.</b> Dean, Gonzaga University School of Education</p>	<p><b>Brad Arleth</b> Commander, Spokane Police Department</p>	<p><b>Alisha Benson</b> Vice President, Education and Workforce, Greater Spokane Incorporated, Executive Director Spokane STEM</p>
<p><b>Lisa Brown, Ph.D.</b> Chancellor, Washington State University Spokane</p>	<p><b>Antony Chiang, J.D.</b> President, Empire Health Foundation</p>	<p><b>Mike Dunn, Ed.D.</b> Superintendent, NorthEast Washington Educational Services District 101</p>
<p><b>Keith Georgeson M.D.</b> Medical Director/General Pediatric Surgeon, Sacred Heart Children's Hospital</p>	<p><b>Janet Gullickson, M.Ed.</b> President, Spokane Falls Community College</p>	<p><b>Rich Hadley</b> Retired CEO, Greater Spokane Incorporated</p>
<p><b>Tim Henkel</b> President and CEO, Spokane County United Way</p>	<p><b>Mark Hurtubise</b> President and CEO, Inland Northwest Community Foundation</p>	<p><b>Mark Mattke</b> CEO/Chief, Workforce Development Council</p>
<p><b>Joel McCullough, M.D.</b> Health Officer, Spokane Regional Health District</p>	<p><b>Reverend Lonnie Mitchell</b> Bethel AME Church</p>	<p><b>Gloria Ochoa, J.D.</b> Director, Local Government and Multicultural Affairs, City of Spokane</p>
<p><b>Shelly O'Quinn</b> Commissioner, Spokane County</p>	<p><b>Tammy Powers</b> Director, Children's Hospital and Women's Services at Providence Health and Services</p>	<p><b>Rhosea Rhodes</b> Chief of Staff, Whitworth University</p>
<p><b>Frank Straub, Ph.D.</b> Police Chief, Spokane Police Department</p>	<p><b>Brian Talbott</b> Superintendent, Nine Mile Falls School District</p>	<p><b>Jason Thackston</b> Senior Vice President, Energy Resources, Avista Corp.</p>
<p><b>Kathy Thamm</b> Executive Director, Community-Minded Enterprises</p>	<p><b>Wallace Williams</b> Executive Director, POMP; retired Director of Outreach WSU, former principal of John R. Rogers High School</p>	<p><b>Pam Veltri, Ph.D.</b> Superintendent, Medical Lake School District</p>

## Operations Team

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<p><b>Sylvia Olivers, Ph.D.</b> Director of Health Science Lab. and Education Outreach, Office of Research, Washington State University Spokane</p>	<p><b>Cleve Penberthy</b> Gateway To College</p>	<p><b>Sally Pritchard</b> Vice President of Community Impact, Spokane County United Way</p>
<p><b>Fred Schrupf</b> Director of Intervention and On-Time Graduation, Spokane Public Schools</p>	<p><b>John Traynor, Ph.D.</b> Assistant Professor, Gonzaga University School of Education</p>	<p><b>Lyndia Wilson</b> Division Director, Disease Prevention and Response, Spokane Regional Health District</p>

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<p><b>Helene Paroff</b> Assistant Superintendent, NorthEast Washington Educational Service District 101</p>	<p><b>Fred Schrupf</b> Director of Intervention and On-Time graduation, Spokane Public Schools</p>	<p><b>Lyndia Wilson</b> Division Director, Disease Prevention and Response, Spokane Regional Health District</p>

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<p><b>Luisita Francis, M.D.</b> Executive Director, <b>Excelerate</b> Success</p>	<p><b>Stephanie Bultema</b> Data Manager, <b>Excelerate</b> Success; Assessment and Evaluation Assistant, Data Center, Spokane Regional Health District</p>
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# THANK YOU

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Contributing writer and editor, data analysis and  
presentation, graphic design

**Tony Curtis**, Logos to Life  
Website design, video compilation

## A Special Thanks To:

Spokane County school superintendents and our education  
partners across cradle to career, for their support of  
**Excelerate Success**, our counties' children and their families.

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Wes Moore. 2014. United Way Community Leaders Conference Keynote Speaker.



24 hours  
in 1 day



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