

Community Report Fall 2016

CELEBRATING SUCCESSES AND FINDING SOLUTIONS IN 80214

The Jefferson Success Pathway Community Report is an opportunity to celebrate successes and find solutions, so that all students in the 80214 area thrive now and long into the future. Our children transform our lives everyday with their positivity and potential. We come together to learn from each other and grow, in order to tackle together any barriers students and families may face on the road to college, career, and life readiness.

Teachers, thank you! You are at the heart of the work accomplished with and for students. Teachers are our heroes. The Jefferson Success Pathway will work to fix problems, not errantly fix blame, by bringing together a coalition of families, educators, and partner organizations. Our aim is to listen well to the lessons our students and community can teach us in better supporting the hard and worthy work teachers invest daily.

Let's rally for ALL students' learning and life outcomes!

Amanda Stevens

Jeffco Public Schools Board Member

Jefferson Success Pathway Leadership Council Member

Over 30 Community Partners working together so that all kids in the 80214 zip code succeed from cradle to career

The Jefferson Success Pathway is a collective impact project aligned around six pathway goals

<p>1</p> <p>FAMILY HEALTH Children and families will be safe, healthy and well supported</p>	<p>2</p> <p>KINDERGARTEN READINESS Students will be prepared for kindergarten</p>	<p>3</p> <p>3RD GRADE READING Students will read at grade level by the end of 3rd grade</p>	<p>4</p> <p>5TH GRADE MATH Students will demonstrate grade level math skills by the end of 5th grade</p>	<p>5</p> <p>8TH GRADE MATH Students will demonstrate grade level math skills by the end of 8th grade</p>	<p>6</p> <p>COLLEGE/CAREER Students will graduate high school confident and competent for college or career</p>
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Collaboration to Collective Impact

We believe that by aligning all community members around a common vision and keeping them accountable to goals and indicators, ALL children can succeed from cradle to career. When we focus around improving these outcomes, we move from collaboration to collective impact. **This year's Community Report is the baseline and in successive years we will be measuring growth on these outcomes.**

Collaboration

Convene around programs/initiatives

Prove

Addition to what you do

Advocate for ideas



Collective Impact

Work together to move outcomes

Improve

Is what you do

Advocate for what works

*From Strive Together

80214 Schools

Edgewater Elementary School (2015-2016)

452 students
80.8% Hispanic
94.7% Attendance Rate
79.6% Free Lunch Rate/10.4% Reduced Lunch Rate
52.2% English Language Learners

Lumberg Elementary School (2015-2016)

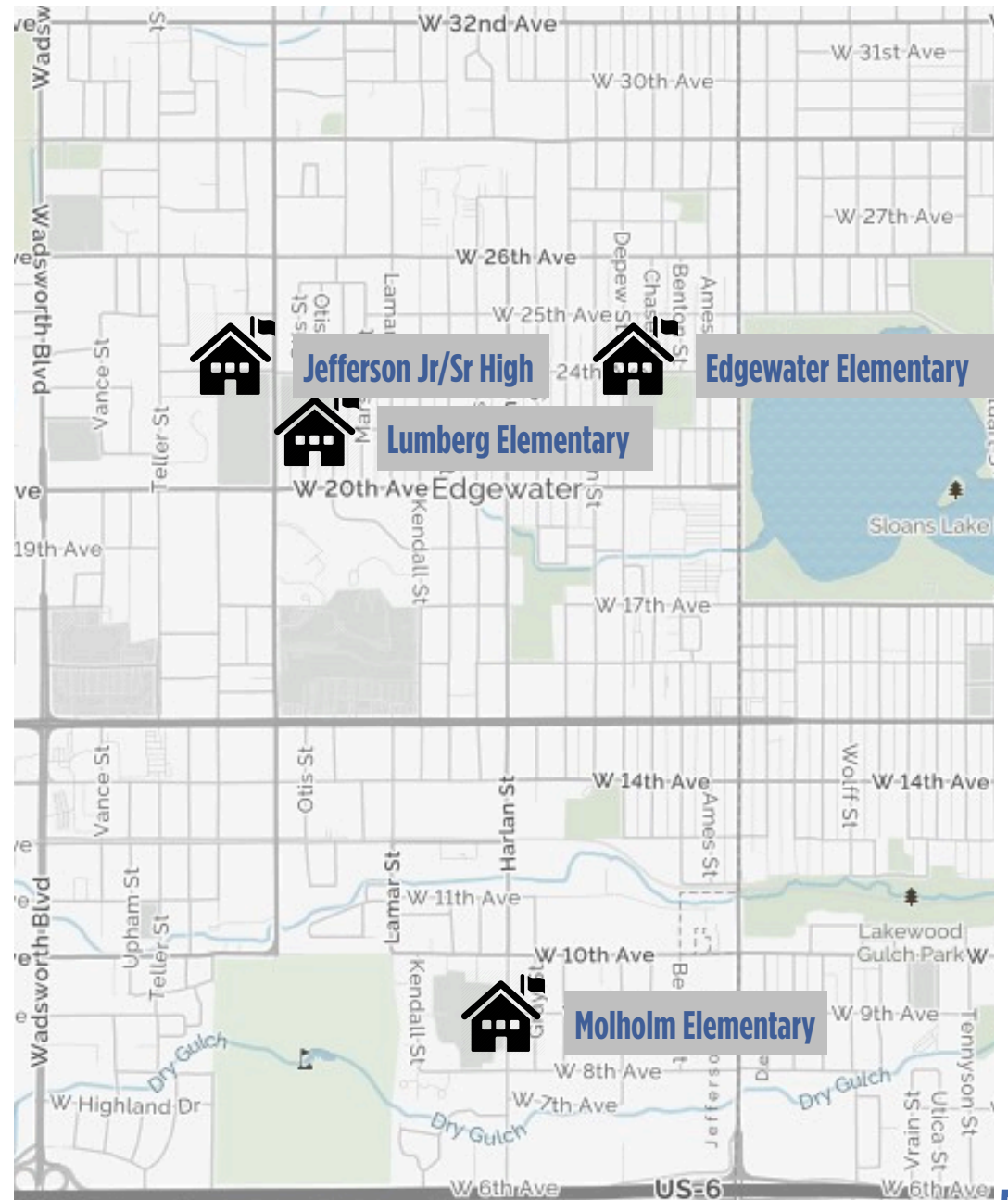
469 students
77.8% Hispanic
93.7% Attendance Rate
82.3% Free Lunch Rate/6.6% Reduced Lunch Rate
46.5% English Language Learners

Molholm Elementary School (2015-2016)

475 students
79.6% Hispanic
93.3% Attendance Rate
87.2% Free Lunch Rate/6.7% Reduced Lunch Rate
46.9% English Language Learners

Jefferson Junior/Senior High School (2015-2016)

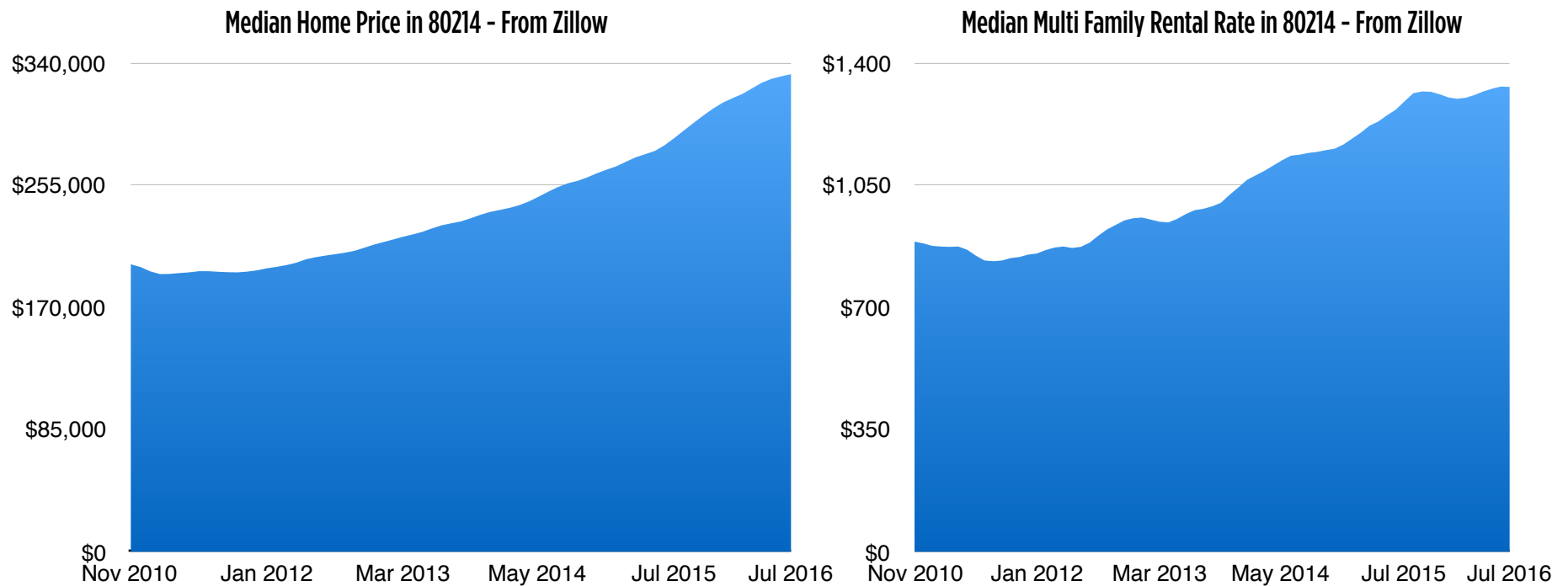
731 students
81.5% Hispanic
87.3% Attendance Rate
79.5% Free Lunch Rate/8.1% Reduced Lunch Rate
51.7% English Language Learners



Our Community in Transition

Our focus is on those children and families attending schools in the 80214 zip code of Jefferson County, Colorado. This zip code includes portions of southeastern Wheat Ridge, Edgewater and northeastern Lakewood.

This community is in a state of transition as home prices and rents are rising quickly due to the booming Colorado economy. This raises the immediacy of our project as families are being priced out of the area and affordable housing in metro Denver is increasingly hard to find. Student enrollment has a major impact on school funding and we are watching housing affordability for this reason.

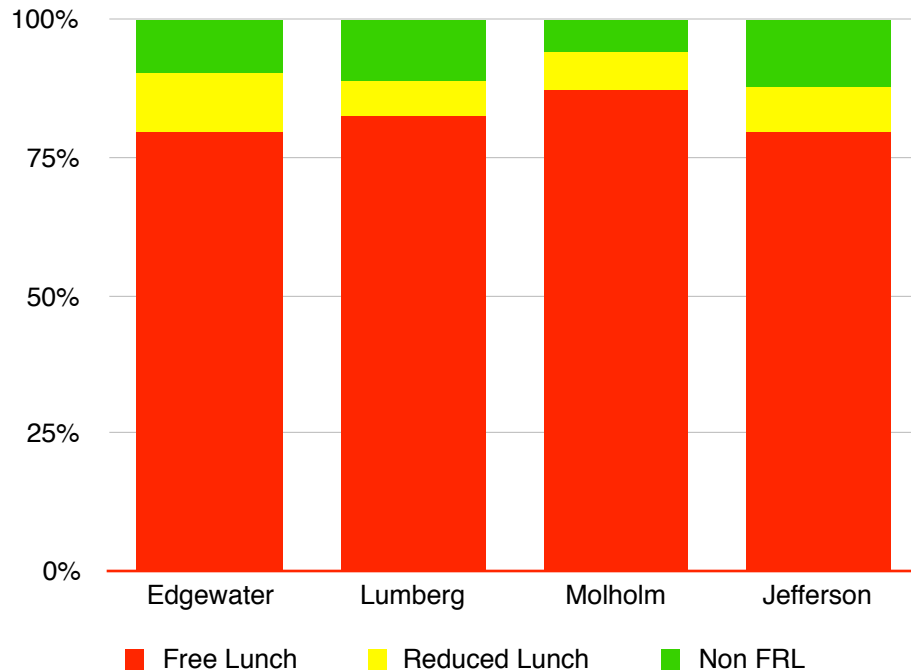


Goal 1: Family Health

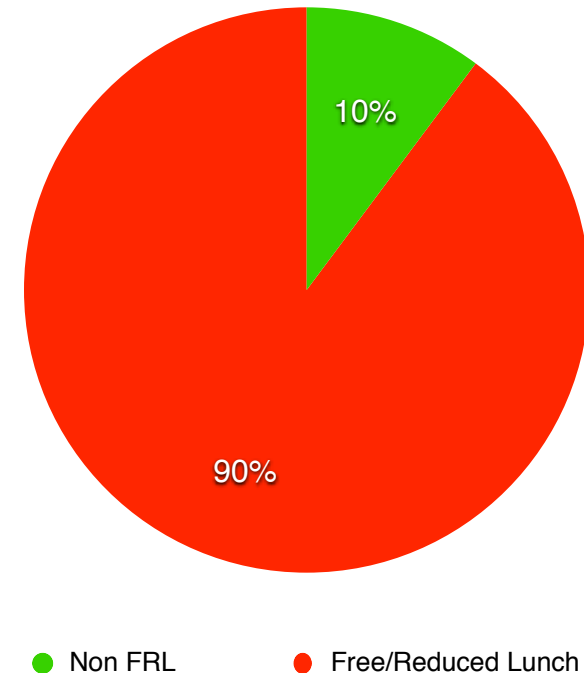
Children and families will be safe, healthy and well supported

One of the biggest roadblocks in 80214 is the lack of affordable housing. Many of our families on a tight budget find it hard to secure stable housing in the 80214 area. The indicator we use to measure family income is the percentage of students who receive free or reduced lunch rates. To receive reduced lunch rates, a family of four will make less than \$44,955 a year and to receive free lunch rates a family of four will make less than \$31,590 a year. **Given the current median multi-family monthly rental rate of \$1,331, families that receive free lunch rates would be spending half of their monthly income on rent. The stresses of an inadequate amount of family income have a large impact on success in the classroom.**

Free/Reduced Lunch Rates in 80214 Schools
2015-2016



Free/Reduced Lunch Rates Among 80214 Students
2015-2016



Connecting Families

With Resources to Empower Human Potential

Connecting Families with Social Safety Net Services

As families struggle to make ends meet on a limited income, connecting families with resources like WIC and TANF that are meant to empower them to take steps to self-sufficiency is essential. We have realized that our schools are hubs for our families and they are the perfect places to connect families with resources.

What Are Empowering Resources?

Services such as Colorado Works and Colorado's Temporary Assistance to Needy Families (TANF) program, provide financial assistance, job preparation and work opportunities to needy families to achieve economic and family stability goals. Jefferson County's TANF program integrates with other community work support programs such as the American Job Center and Workforce Investment Opportunity Act programs to maximize work supports for families. Colorado's Child Care Assistance Program (CCCAP) allows families to access quality child care and Supplemental Nutrition Assistance Program (SNAP) provides access to food. All provide strategic supports to empower family potential when it's most needed.

428

Households on WIC
in 80214

230

TANF Cases in
in 80214

Stories of Impact: Edgewater WIC

On any given day, parents and children can be seen coming and going from Jefferson County Public Health's Women Infants and Children (WIC) office located at 1711 A & B Sheridan Blvd. in Edgewater. It's a happy picture, moms and dads with infants and children benefitting from a program that offers them nutrition education, meal planning advice and vouchers to buy healthy foods at local grocery stores. Studies show that WIC improves the health of women, infants and children and is one of the nation's most successful and cost-effective nutrition intervention programs. Since its beginning in the U.S. and in Colorado in 1974, the WIC Program has earned the reputation of being one of the most successful Federally-funded nutrition programs in the United States. Edgewater and Jefferson County families who are enrolled in the program have benefitted from improved birth outcomes, diets, infant feeding practices, breastfeeding support, nutritional status and more! Many working families qualify for the WIC Program.

Empower Sustainable Change

“When we do for those in need what they have the capacity to do for themselves, we disempower them. Giving to those in need what they could be gaining from their own initiative may well be the kindest way to destroy people.” - Robert Lupton

With 90% of families in the 80214 area schools working hard to overcome the roadblocks of poverty, we are piloting projects that empower families. Instead of handing out free produce to families, this fall the Mountair Community Farm Stand at Molholm and the Jefferson Youth Farmer’s Market gave families an opportunity to shop with dignity for discounted, affordable produce.

Family Engagement Liaisons from our area schools are learning from successful models that have engaged parents. One of these ideas is the Miracle Shop that has seen success at Pleasant View Elementary in Golden. At the Miracle Shop families can shop for highly discounted holiday gifts for their children. Parents who don’t have the money to purchase toys will have the opportunity to work in the store for credits that they can use to purchase gifts for their children. This gives them the dignity to shop for toys instead being given free toys. Parents can shop for the toy that they know their child would want and feel the dignity of purchasing the gift themselves. We hope to see an area Miracle Shop in 2017.



Stories of Impact: Mountair Community Farm

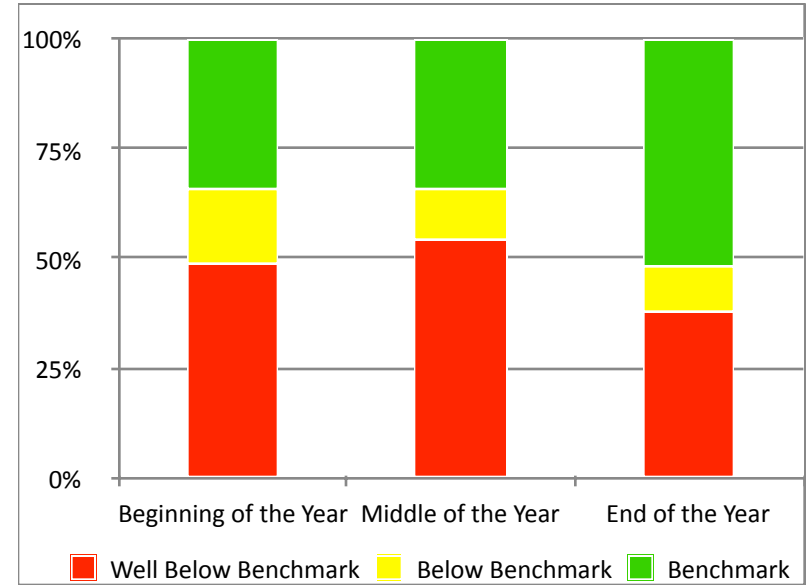
The Mountair Park Community Farm is winding down from its third growing season. The farm started growing into their half acre expansion where they have installed a pollinator garden with the Butterfly Pavilion, put in a raspberry patch, an orchard, built new production beds, installed two shade structures, and put in outdoor musical instruments! The farm hosted field trips, volunteer groups, participated in the Mountair Park Summer Camp, and grew a lot of food! This year they grew about 6,000 pounds of food, 1,000 pounds of which were donated to the Mountair Church Food Bank, the Action Center, and families at Molholm Elementary through the Cooking Matters Program and a donation based farm stand. The Mountair Farm is located near 13th and Depew in Lakewood.

Goal 2: Kindergarten Readiness

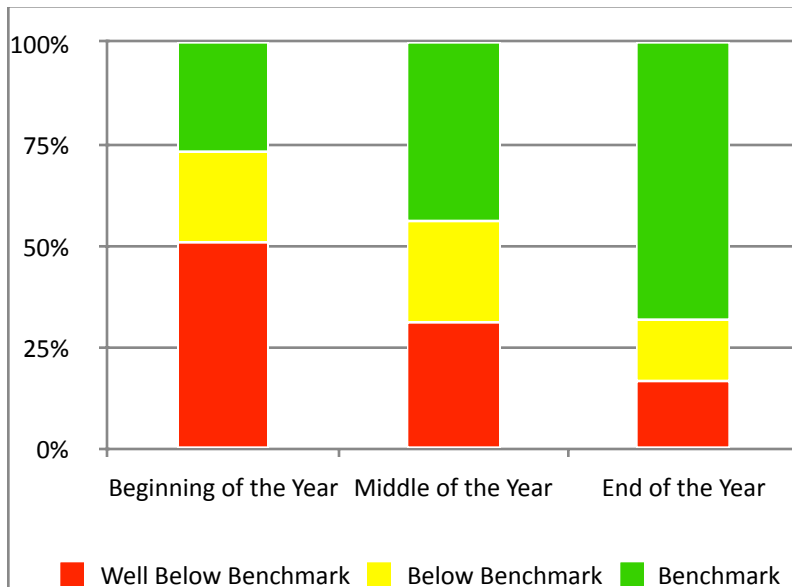
Students will be prepared for kindergarten

To measure readiness for kindergarten, we are using results of the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) test that kindergarten students take at the beginning of the school year. **This test measures the critical skills necessary for successful beginning reading though it doesn't measure the full spectrum of what it means to be ready for kindergarten.** The DIBELS test is done in English, so it is not an accurate measurement for students learning to read in Spanish within a dual language kindergarten classroom.

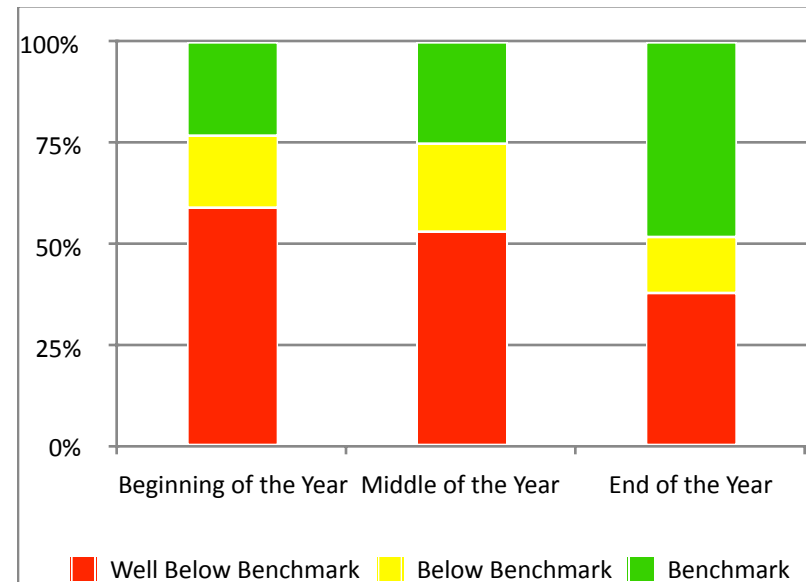
Edgewater Elementary
2015-2016



Lumberg Elementary
2015-2016



Molholm Elementary
2015-2016



Building the Foundation

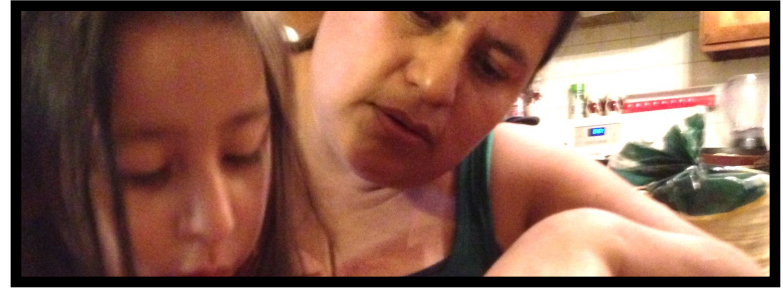
Increased Collaboration in Early Childhood

Strategies to Increase Kindergarten Readiness

In the 80214 area, we are blessed with excellent partners that span the whole continuum from birth to preschool. We are working to connect our partners and provide warm handoffs for families between these programs. Here are our partners working in the 80214 area focused on helping children be prepared for kindergarten:

- PreNatal Plus and Nurse-Family Partnership
- Jeffco WIC (Women, Infants and Children)
- PCHP (Parent-Child Home Program)
- PASO (Providers Advancing School Outcomes)
- Lakewood Head Start
- Jeffco Schools Preschools
- Jeffco Library
- Numerous private early childhood centers

We are also working hard to stay connected with other collaborations at the county and state levels so that we are not duplicating efforts. LAUNCH Together and Healthy Jeffco are two exciting collaborations that will improve our work to prepare more students for kindergarten.



Stories of Impact: Parent-Child Home Program

Jeffco Schools Foundation supports the Parent Child Home Program, the only one in the State, to low-income, at risk families in Edgewater. The program is a two year program beginning at age 16 months up through age 3. The primary caregiver and the child receive home visits which are rooted in age appropriate instruction for both the caregiver and child. With a free educational toy or book coming into home and twice weekly visits modeling by a trained home visitors in the child's native language, PHCP has been able to provide techniques to increase the child's vocabulary, language, love of literacy and self-regulation. The two generation program has connected Jefferson Area youth and their caregiver to other resources such as mental health referral and helps families navigate towards enrollment of their child in a high quality learning center.

Training and Equipping Parents

Providing Parents with Educational Tools

PASO: Training Parents as Early Childhood Experts

Thanks to the generous support of the Daniels Fund, Colorado Statewide Parent Coalition brought their highly effective PASO program to the 80214 area in the spring of 2016. This excellent program provides a free, 9 month training program for parents and family members who are already caring for younger children. The PASO program is focused on Latino, Spanish speaking providers and its purpose is to prepare children for kindergarten and school success.

This training is supplemented by visits twice a month by the Tias (trainers) to the homes of the caregivers to respond to questions, make sure all the relevant points were understood by the caregivers, and to discuss with them how the information might be applied to the care and education the caregivers are providing to the children.

PASO Family, Friend and Neighbor providers receive certification in First Aid, CPR, Universal Precautions, and Medication Administration. PASO also prepares providers to apply for the Child Development Associate certification (CDA), a National Credentialing Program based out of Washington DC.



Stories of Impact: Parent University

Parent University was one of the most successful parent engagement efforts and was led by principals and family liaisons at the four 80214 schools. The goal is to promote life success for parents and their children by increasing engagement of families in their child's education. Parent University provides learning opportunities to support parents as teachers who guide the learning of their children, and as learners themselves who want to acquire the skills to help their children. Parent University is based on the educational curriculum created by education advocate and diversity specialist Consuelo Castillo Kickbusch. Families from Lumberg, Molholm, Jefferson Jr/Sr and Edgewater meet once a month at Edgewater Elementary from 5:00 to 6:30 pm. Dinner and childcare are provided for families.

Metrics to Measure Success

Using MAP as Our Focus Assessment

What is MAP?

MAP (Measures of Academic Progress) is an adaptive assessment that provides information for all students regardless if they are currently below, at, or above grade level. The difficulty of each question is based on how well a student answers previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier.

Why MAP?

We have chosen to place more emphasis on MAP assessment results rather than CMAS (Colorado's state summative assessment) because MAP provides teachers and administrators with more precise timely performance information that educators can act upon with immediacy. Students take the MAP assessment three times per school year, and schools can access both achievement and growth information the next day after a child has completed the assessment. Since MAP results provide detailed information regarding students' current instructional levels (regardless of their age-grade level), our schools can use MAP data to target instruction more effectively for each student. School staff can also analyze student progress during the school year as students complete each benchmark assessment. This gives schools a more actionable description of student progress than the state assessment growth results, which are both delayed and limited in their applicability to current instructional needs.



Interpreting MAP

Student achievement percentiles describe student performance relative to historical performance at a given grade level and are based on NWEA (Northwest Evaluation Association) norms:

- Low = 20th percentile or lower.
- Low Average = 20th to 40th percentile.
- Average = 40th to 60th percentiles
- High Average = 60th to 80th percentiles
- High = 80th percentile or higher

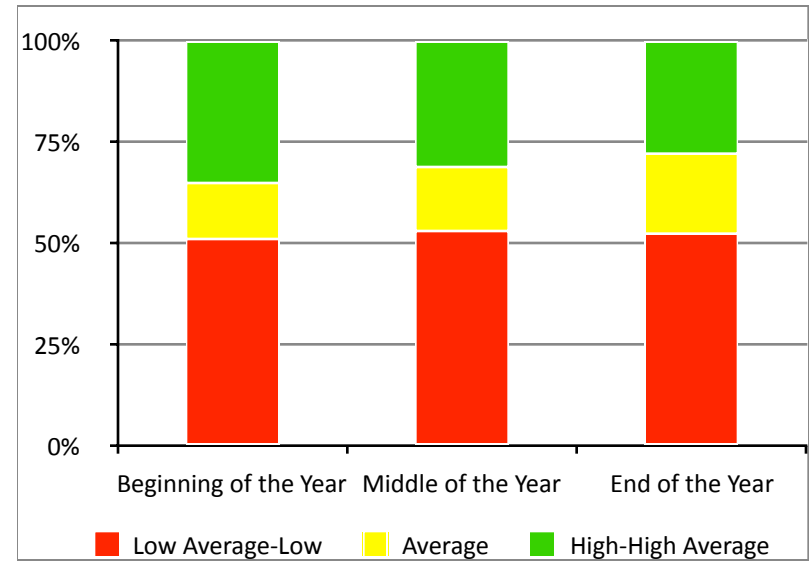
If a student scores at the 80% percentile, the student's score is equal to or higher than 80% of the scores. These percentile scores are helpful in seeing how a student performed relative to their peers in the same grade.

Goal 3: 3rd Grade Reading

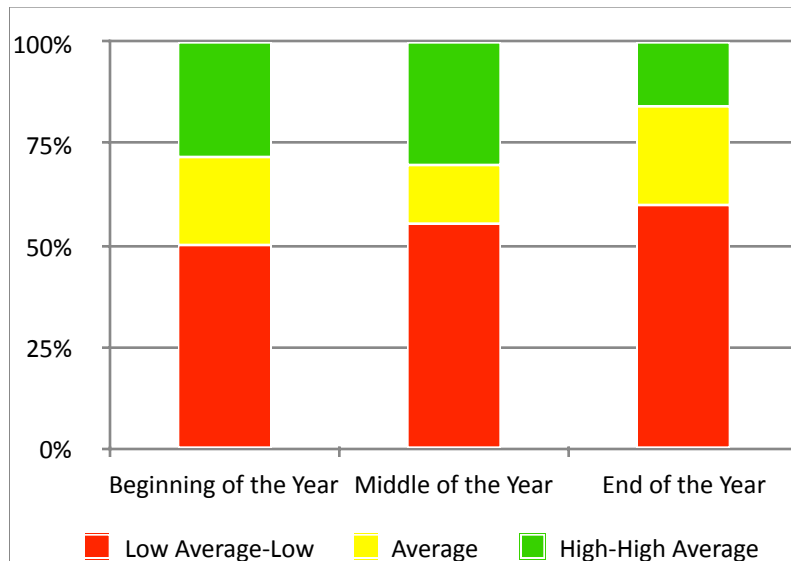
Students will read at grade level by the end of 3rd grade

Reading at grade level by the end of 3rd grade is an important indicator of a student's chances of graduating from high school. In third grade students transition from learning to read to reading to learn. We are using the MAP Reading Assessment results to track growth in reading for 80214 students. For English Language Learners, reading proficiency is usually behind by one year in English by third grade, but they should be at grade level in Spanish.

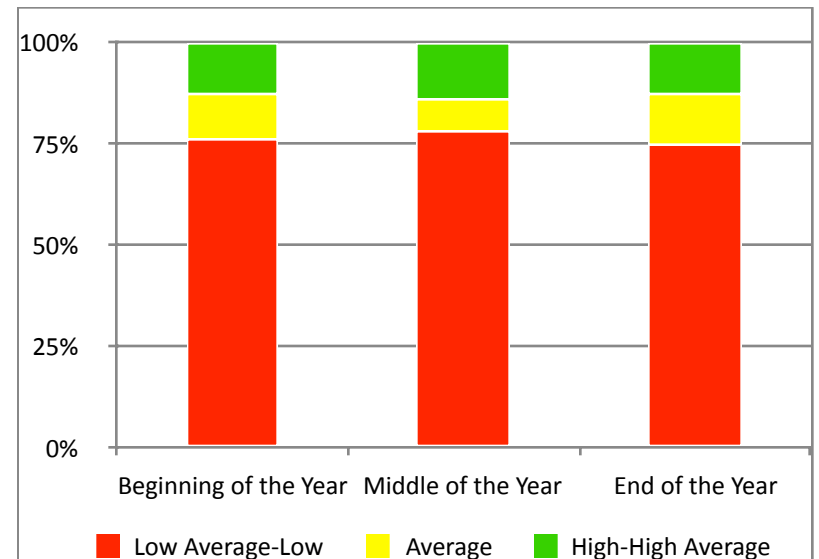
Edgewater Elementary
2015-2016



Lumberg Elementary
2015-2016



Molholm Elementary
2015-2016



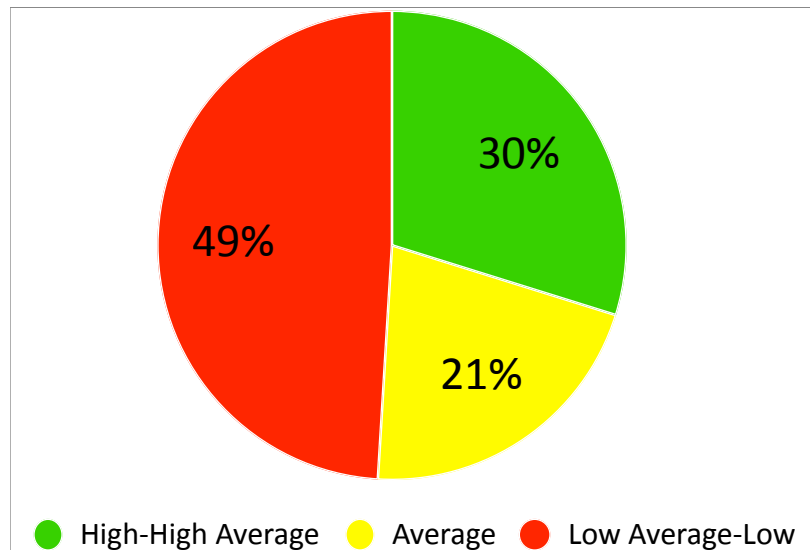
English Language Learners (ELL) and Success in School

49% of students in the 80214 schools are learning English

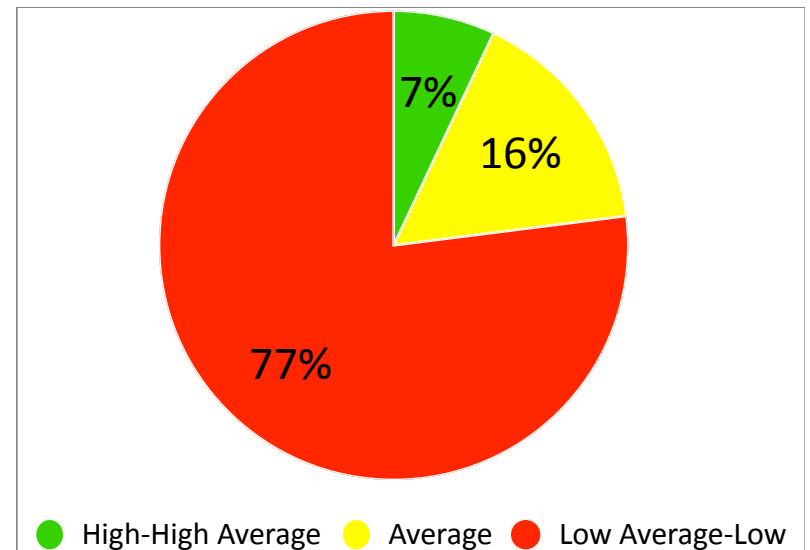
49% of students in the 80214 schools are learning English as a second language. Some of these students are Spanish speaking and learning in a dual language classroom. The goal is that these students will be proficient in English by 5th grade, but until then they will have more difficulty demonstrating proficiency on reading tests in English. It is important to bear in mind that dual language classrooms take different approaches to work toward the same expectations.

The One-Way Dual Language program option in all four 80214 schools is designed for native Spanish-speaking students. Instruction is delivered in English and Spanish in all subject areas. Students will develop high levels of academic proficiency in both languages.

80214 Schools 3rd Grade MAP Reading - Non ELL
2015-2016



80214 Schools 3rd Grade MAP Reading - ELL
2015-2016

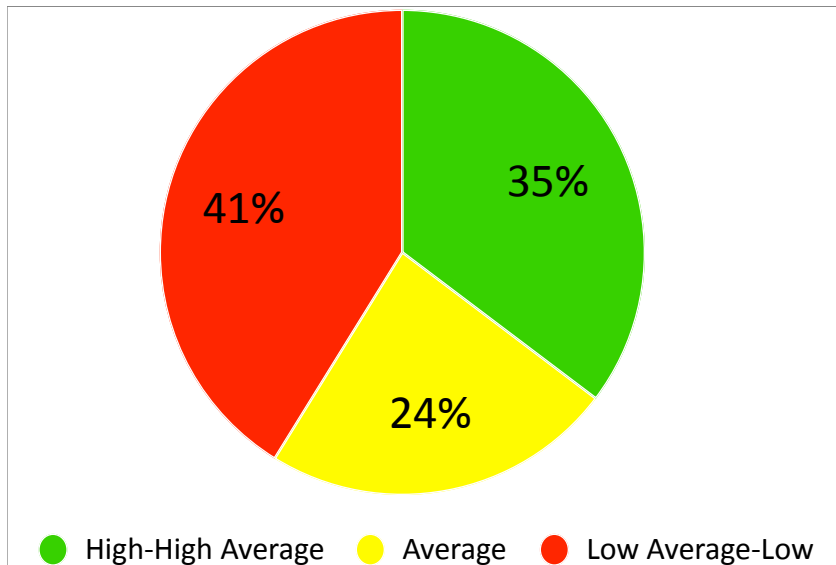


Overcoming Poverty Roadblocks to Succeed in School

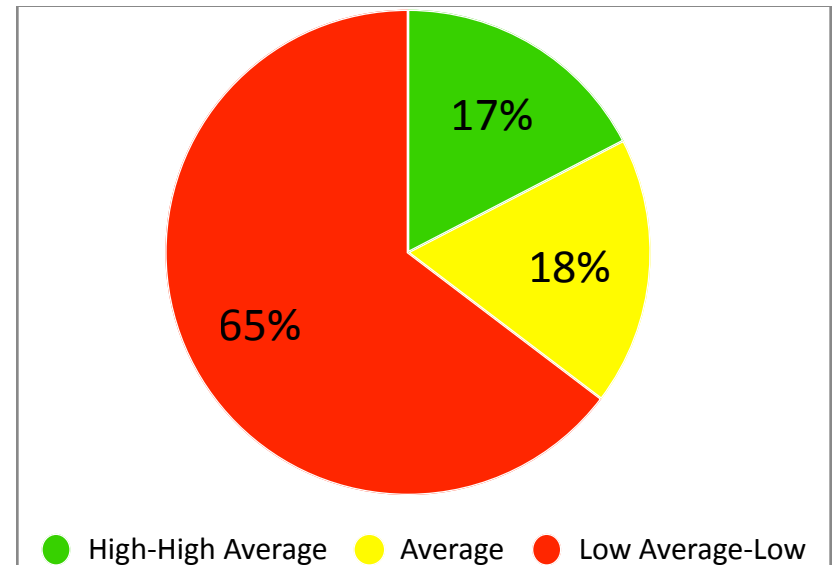
9 in 10 students are working hard to overcome the roadblocks of poverty

9 in 10 students in 80214 neighborhood schools receive free or reduced lunch rates (FRL) and are having to deal with the stresses of limited family income. The achievement gap refers to the observed, persistent disparity of educational performance of groups of students, especially groups defined by socioeconomic status (SES), race/ethnicity and gender. **On the 3rd grade MAP Reading Assessment, there was an 18% gap between non FRL students and FRL students who were high-high average.** One of the goals of the Jefferson Success Pathway is to offer targeted resources to students who receive free and reduced lunch to narrow the gap between FRL students and their peers.

80214 Schools 3rd Grade MAP Reading - Non FRL
2015-2016



80214 Schools 3rd Grade MAP Reading - FRL
2015-2016



Growing Readers

Strategies to Increase 3rd Grade Reading

Increased Professional Development Around Literacy

Community partners are working with Jeffco Schools to provide targeting professional development and training for kindergarten through 3rd grade teachers around literacy instruction.

Adding Little Libraries Around 80214 Schools

A community led initiative in Edgewater is adding Little Libraries, or “Book Nooks” as Edgewater residents call them, near the three Edgewater schools. Book Nooks are also be placed in area apartment complexes where many students live. This allows students and families to take or leave books for free. The hope is that this increases the amount of books in homes and as a result, the literacy skills of students.

Increasing the Amount of Books in 3rd Grade Classrooms

Full classroom sets of high-interest, bi-lingual and multi-level books were given to 3rd grade teachers at each elementary school. The goal is that these new books will help students expand vocabulary and content area knowledge with the ultimate aim of helping 3rd grade students reach grade level in reading.



Stories of Impact: Lumberg Reading Club

Almost 50 first through third grade students participated in Lumberg Reading Club for the 2015-16 school year. 30 adults from Jefferson Unitarian Church and Mile High Church each read with one to three students for an hour after school two days a week to foster a love of reading and practice reading skills.

The Lumberg Reading Club had outstanding end-of-year reading results. 82% of the LRC students made at least one year's growth on the DRA2 Reading Assessment. 13 of those students made 1.5 or more year's growth. Most of the students who did not make a year's growth are in the dual language program and learning to read in a second language. Those students made huge gains on their annual English test.

Professional Development

Investing in Teachers

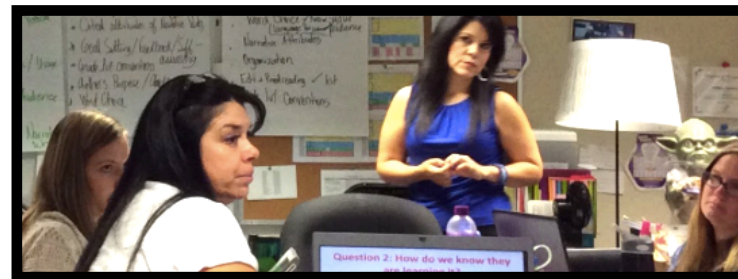
What Are Professional Learning Communities?

Professional Learning Communities (PLCs) consist of educators engaging in a process of recurring cycles of collective inquiry and action research in order to achieve better results for the students they serve. PLCs focus on the “3 Big Ideas:” 1) Learning, 2) Collaborative Culture, and 3) Results; and the “4 Essential Questions:”

- 1) What is it that we want our students to know and be able to do?
- 2) How will we know whether or not they learned it?
- 3) How will we respond when they don’t learn it?
- 4) How will we respond when they already know it?

To accomplish this, teachers at Edgewater, Lumberg, Molholm and Jefferson Junior/Senior High collaboratively worked in content and grade level teams to co-plan units and lessons, write common assessments, and analyze data to determine the instructional “next steps” for their students. In addition, schools re-wrote their vision and mission statements to reflect their belief in high expectations for all.

As one teacher noted, **“I have seen a lot of change. It’s change for the positive. It’s been extremely hard. I am that old dog and I am learning a lot of new tricks.”**



Stories of Impact: Teacher Retention Rates Rise

A recent study shows that teacher turnover does in fact harm student achievement especially among low achieving students (Ronfeldt, Loeb and Wyckoff, 2012). Teachers in the 80214 schools self-reported on the Highly Reliable Schools Survey that they had increased collaboration from Fall 2015 to Spring 2016 at all four neighborhood schools in the 80214 area. This impacted teacher retention rates from last school year to this school year as seen in the table below.

Teacher Retention Rates in 80214 Schools

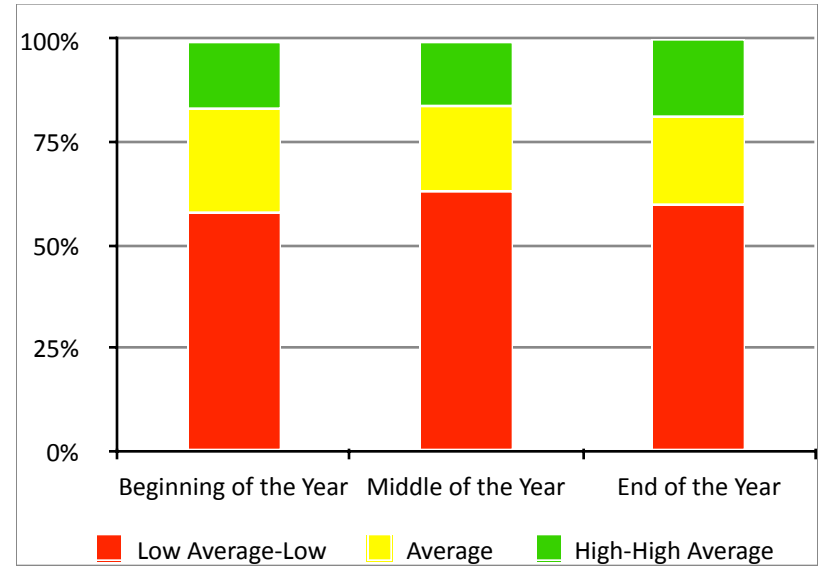
	2015-2016	2016-2017
Jefferson Jr/Sr	46%	87%
Edgewater	69%	74%
Lumberg	50%	74%
Molholm	49%	81%
Combined 80214 Schools	46%	81%

Goal 4: 5th Grade Math

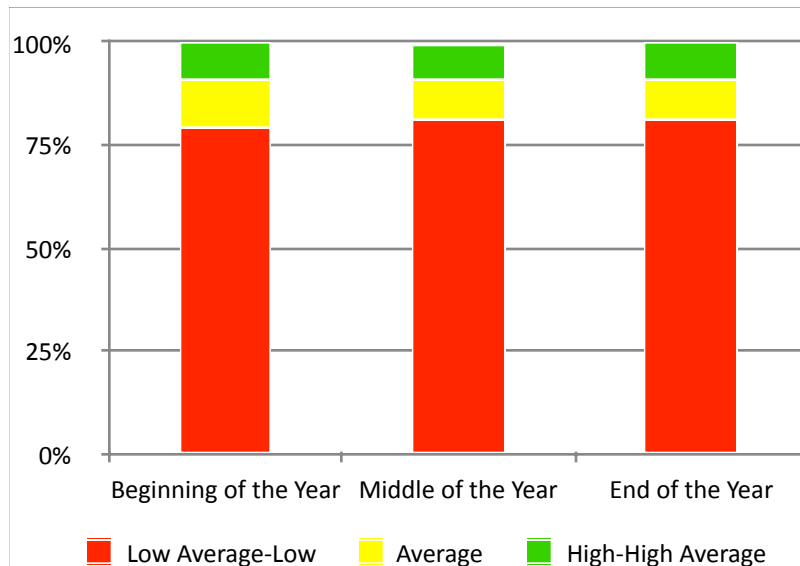
Students will demonstrate grade level math skills by the end of 5th grade

5th grade math is an important foundation for middle and high school math. We are using the MAP Math Assessment results to track progress in math. As we began this project we saw gaps in math scores at the high school level. As a result, we targeted 5th grade math so we could begin to address these gaps before high school.

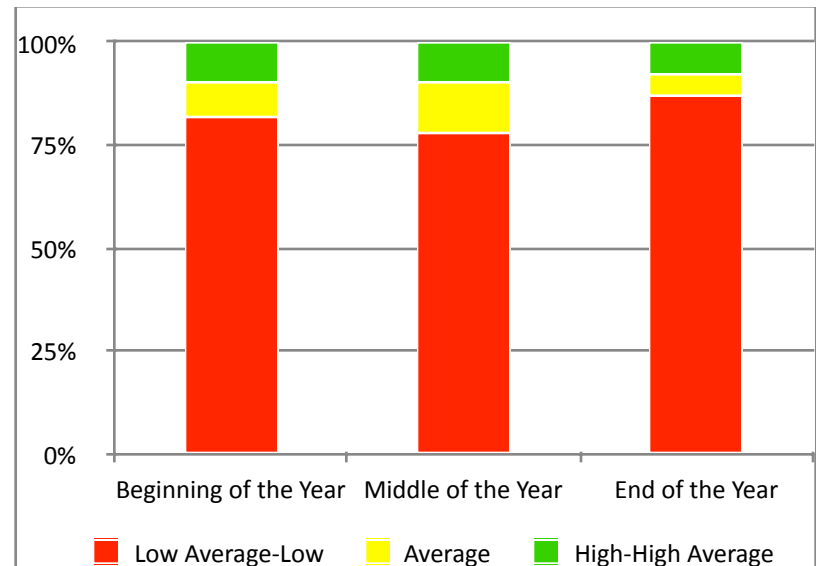
Edgewater Elementary
2015-2016



Lumberg Elementary
2015-2016



Molholm Elementary
2015-2016



Innovating in the Classroom

Grants to Increase 5th Grade Math Skills

Area teachers submitted applications for mini-grants which were aligned to the pathway goals. These projects were chosen because of the need to increase 5th grade math scores.

Lynn Morgan, 5th Grade Teacher at Edgewater Elementary

This grant will fund a workshop model where students will rotate through centers focusing on developing their math skills. Funds will be used to purchase different hands-on math games and activities.

5th Grade Teachers at Edgewater Elementary

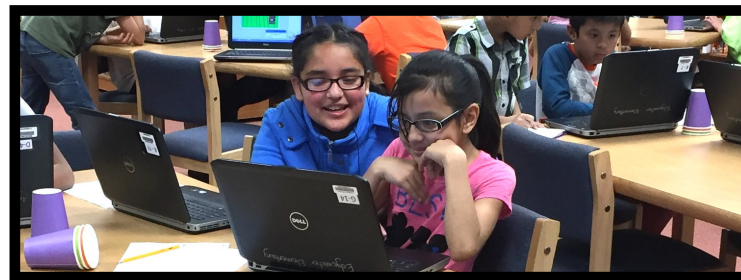
This grant will fund enrichment lessons using an Expressions literacy book: The Math Chef. The cooking lessons are geared to enhance students' measuring, fractions, volume, multiplication, division, geometry and estimating skills with real world applications.

Jen McCabe, 5th Grade Teacher at Lumberg Elementary

This grant will fund hands-on science equipment that will develop mathematic thinking and reasoning skills in relation to the scientific inquiry process.

5th Grade Teachers at Molholm Elementary

This grant will fund the purchase of Montessori math manipulatives for 5th grade classrooms.



Stories of Impact: OpenWorld Learning

OpenWorld Learning (OWL) is now in its 4th year at Edgewater Elementary. In that time OWL has taught dozens of students to write computer code after school and in summer camps. OWL has given away more than 20 laptops, many t-shirts, and a few tablets as students completed their work. Last year, Edgewater had OWL's number one programmer, Emily, and placed 3rd in the annual Tech Fair (a live coding competition). OWL also teaches leadership, friendship, and 21st century literacy skills. Best of all, this program is completely free to Edgewater Elementary students. For the past two years OpenWorld Learning has also been operating as an after school program at Lumberg Elementary.

Other Assessments

2015-2016 CMAS Results

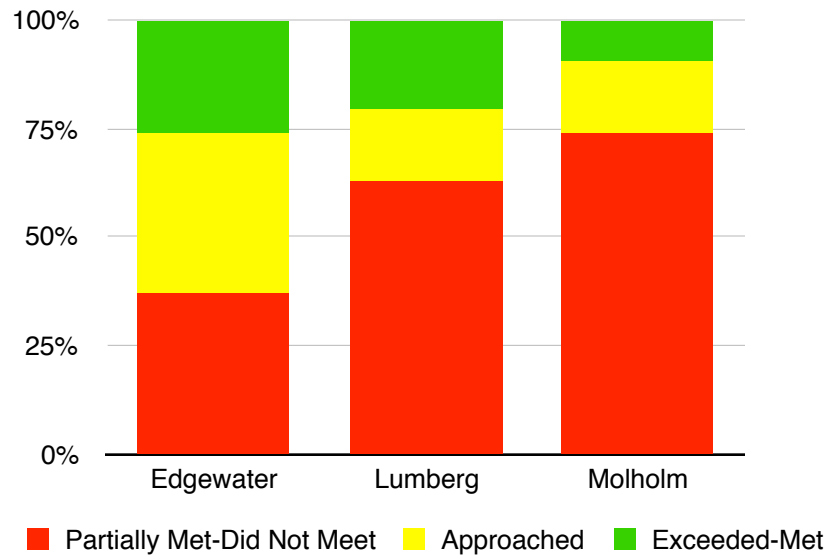
What is CMAS?

To accurately measure student mastery of 21st century college and career skills and expectations, Colorado adopted assessments that align with the Colorado Academic Standards. Colorado Measures of Academic Success (CMAS) assessments are the state's common measurement tool of student progress at the end of the school year in English language arts (ELA), math, science and social studies.

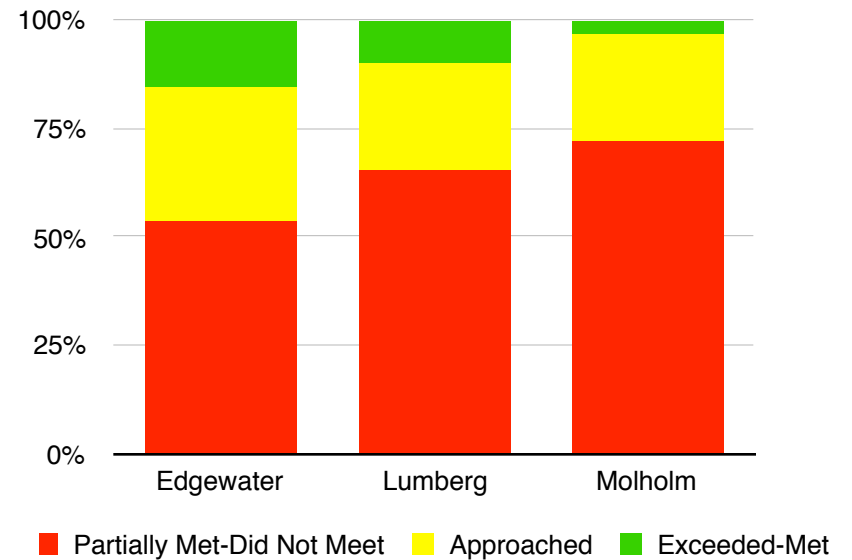
Interpreting CMAS

According to the Colorado Department of Education, the top two CMAS performance levels (Met and Exceeded Expectations) are on track for college and career. Not all 3rd grade students are represented in the CMAS results below as some took the Colorado Spanish Language Arts assessment.

3rd Grade CMAS ELA Results
2015-2016



5th Grade CMAS Math Results
2015-2016

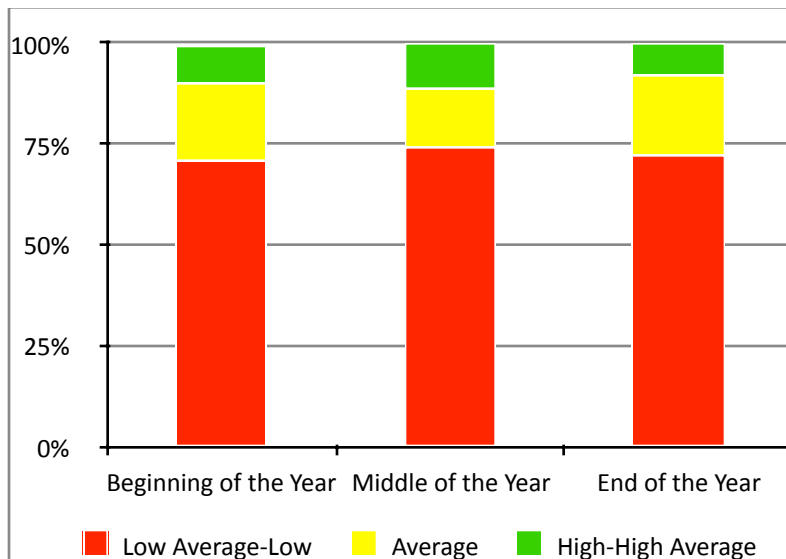


Goal 5: 8th Grade Math

Students will demonstrate grade level math skills by the end of 8th grade

8th grade math is an important indicator of which college prep math classes students will take in high school. Some students will take a combined Math 7/8 in 7th grade and then Algebra I in 8th grade. This will put them on track to take classes such as Geometry, Algebra II, Pre-Calc/Trigonometry or replace these with Advanced Placement classes. We are using the MAP Math Assessment results to measure whether students will be on track for these advanced math classes.

Jefferson Junior High
2015-2016



Student Spotlights

Joseph Cruz, Jefferson High Student

Joseph, a state officer for FCCLA (Family, Career and Community Leaders of America) represented Colorado at the National Conference

Kyle Cisneros, Jefferson High Student

Kyle won the 3A 126 weight class state championship title in wrestling

Paola Carrera, Edgewater Elementary Student

Paola won the Colorado Spanish Spelling Bee and competed at the National Spanish Spelling Bee in San Antonio, Texas

First Generation High School Graduates

In May 2016, over half of Jefferson graduates were the first member of their family to graduate high school

Goal 6: College and Career Readiness

Students will graduate high school confident and competent for college or career

Our desire is that students graduating from Jefferson Junior/Senior High School are confident of their next steps whether it be college or a career and that they are competent and have the right skills for these next steps. In the future, we are hoping to track trade certifications and other measures of career readiness.

Sophomore Year	Junior Year	Senior Year	Post High School
<p>10th Grade PSAT Scores Spring 2016</p> <p>398 Jefferson High Reading/ Writing</p> <p>430 Reading/ Writing Benchmark</p> <p>397 Jefferson High Math</p> <p>480 Math Benchmark</p>	<p>ACT Composite Scores Rise</p> <p>15.6 2015 Jefferson High</p> <p>16.0 2016 Jefferson High</p> <p>20.1 2015 State Average</p> <p>20.4 2016 State Average</p>	<p>Graduation Rates Rise?</p> <p>87 2015 Graduates</p> <p>93 2016 Graduates</p> <p>64.4% 2015 Graduation Rate</p> <p>?%* 2016 Graduation Rate</p> <p>*Graduation rates will be released in January 2017</p>	<p>Remediation Rates Fall</p> <p>69.7% Class of 2013</p> <p>58.8% Class of 2014</p>

College Graduation Track

Community partners on the College and Career Collaborative Action Team are working together to develop a College Graduation Track from Jefferson Jr/Sr High School to Red Rocks Community College. The focus of the initiative is on the portion of about 30 students who graduate from Jefferson but don't go on to college. The goal is to develop a two year experience complete with targeted programming and wrap around resources for the student and the family.

Senior Year

- Student will take part in Goodwill's CareerPlus Mentoring class
- Student will work with Goodwill and Counseling staff to fill out FAFSA forms and final steps to graduate high school
- Family will take part in various educational opportunities around preparing their student for college

Summer After Graduation

- Student will take part in a Summer Bridge experience at Red Rocks to prepare them with the skills necessary for the next steps
- Student will have assistance in finding a supportive job

First Year at Red Rocks Community College

- First year student will be paired with another student mentor at Red Rocks
- Student will have access to scholarships from partners



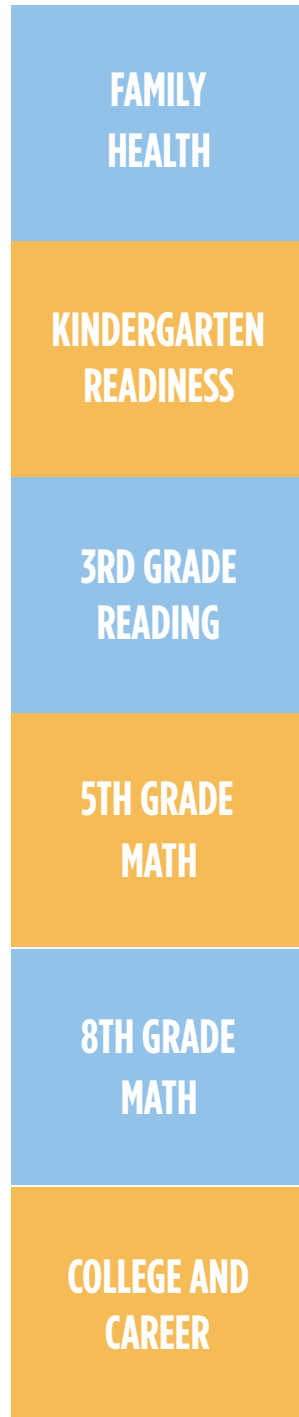
Stories of Impact: Street Cred

Street Cred is an interactive, activity based leadership and character education program at Jefferson Jr/Sr High School specifically developed for high-risk teenagers and is designed to improve personal ethics, teach problem solving, build awareness of effective life skills, promote positive study skills, and support students in their daily decision making. Street Cred offers students an opportunity to take a look at their own lives in a safe and collaborative environment, to reflect on their individual behavior, and to discuss the implications of their behavior.

Street Cred is a partnership between Rashaan Salaam SPIN Foundation, Jewish Family Services and Jefferson Jr/Sr High School staff.



Pathway Goals Summary



9 in 10 students are struggling against the roadblocks of poverty and limited income

3 in 10 kindergartners are demonstrating early literacy skills as they start school

2 in 10 3rd grade students are at grade level in reading at the end of 3rd grade

1 in 10 5th grade students are at grade level in math at the end of 5th grade

1 in 10 8th grade students are at grade level in math at the end of 8th grade

6 in 10 students are graduating high school but based on low ACT scores are they ready for college?



Next Steps for Community Partners

We have organized our Community Partners into three different Collaborative Action Teams to use this data to align resources, share best practices and scale up what works in the Jefferson Area.

Our Collaborative Action Teams:

- **Kindergarten Readiness**
- **K-12 Success**
- **College and Career Success**

These teams meet monthly to collaborate and strategize how to increase the milestone goals in their area of work.

For more information about these Action Teams, visit jeffersonsuccess.org.



Our Community Partners

Bright by Three

Jeffco Nurse-Family Partnership

Home Instruction for Parents of Preschool Youngsters (HIPPY)

Parent-Child Home Program (PCHP)

TRIAD Early Childhood Council

Child Care Innovations

Lakewood Head Start

Jefferson County Head Start

Jefferson County Public Library

Jeffco Public Schools

Jeffco 4-H

OpenWorld Learning

Jeffco Schools Foundation

Jefferson Unitarian Church

Mile Hi Church

Mountair Christian Church

Iglesia Apostólica

Red Rocks Community College

Rocky Mountain College of Art and Design (RMCAD)

Rashaan Salaam S.P.I.N. Foundation

Jovial Concepts

City of Lakewood

City of Edgewater

Jeffco Human Services

Jeffco Public Health

Alternatives Pregnancy Center

Whiz Kids Tutoring

Edgewater Collective

21st Century Community Learning Centers

Goodwill Industries

Jefferson Center for Mental Health (JCMH)

Metro Community Provider Network (MCPN)

Colorado Statewide Parent Coalition

Sprout City Farms

Our Leadership Council



Coming together is a

BEGINNING

Keeping together is

PROGRESS

Working together is

SUCCESS

Henry Ford



**For more information
visit jeffersonsuccess.org**