

Jefferson R-1, McLain Community HS
 Capacity Building Site
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STAFFING/RESOURCES:	SUSTAINABILITY	
<p>Staff Members used to support CGP activities: Program Manager, , Administrative Assistant, School Administrator, School Counselor, Teacher, , , Dropout Prevention Specialist, , Fiscal Support for Grantees, Director of Dropout Prevention and Recovery, Career Development Specialist</p> <p>Partners/Vendors/Collaborators: Tri County Youth Council-Executive Committee / West Chamber of Commerce / Union Corridor Professionals / CDM Committee (Organized and Booked Speakers for all Meetings) / CTE Committee / Alameda Gateway Association / South Lakewood Business Association / Applewood Business Association / / Hank's Auto Body / Village Roaster / Denver Aquarium / La Dolce Vita / St. Anthony's / Colchin Automotive / Studio K / Shear Productions / Ralston Road Cafe / Twisted Sisters Salon / Universal Music Company / Golden Music Center / 3 Son's Italian / NamaStay Training / 5601 Garage / k9 Body Shop /</p>	<p>Applied for state grants Secured community partnerships for dropout prevention and re-engagement services</p>	<p>Shared CGP results with district administrators Training related to CGP strategies have been institutionalized</p>

DROPOUT PREVENTION ELEMENTS, METHODS & TATICS		
IDENTIFICATION		
INSTITUTIONAL CHANGE		
INTERVENTIONS & SUPPORTS		<p>Community Engagement: , Developed partnerships with community organizations and/or local businesses to enhance postsecondary and workforce readiness efforts, Formed partnerships with outside organizations to help meet the needs of the students (for example: mental health, substance abuse issues, homelessness, academic, extracurricular activities), Trainings and information passed to school personnel on community resources for students,</p> <p>Credit Recovery Options: Unit based, Course based , Blended learning model, 100% classroom based , , , , During the school day , , , , , , , , If the student needs the class to meet graduation requirements it is scheduled</p> <p>Outreach to Out-of-School Youth: Provide outreach and engagement efforts through the implementation of various models of case management, Utilization of the Response to Intervention (Rtl) model, Creating options and flexibility that includes diverse educational programming as well as collaboration across multiple agencies and systems, Specialized programming for high-risk youth (Assists with smooth transitions, integration of students into communities and stabilizing them in their educational and social settings), Building positive adult relationships (Provide mentoring programs and counseling programs), , Developed protocol for outreach and rapid recovery of dropouts,</p> <p>Multiple Pathways to Graduation: Creating options and flexibility that includes diverse educational programming as well as collaboration across multiple agencies</p>

and systems, , Reforming scheduling, grading, standards, assessment, retention, class assignment, course content and/or instructional practices, policies and procedures, Offer accelerated and/or credit recovery programs, ,

TARGET POPULATIONS

ALL STUDENTS: Yes, our CGP programs are designed to serve all students at our school			SECONDARY POPULATION:	TERTIARY POPULATION:
PRIMARY	SECONDARY	TERTIARY		
GRADE LEVEL: , , , , , , , RISK FACTORS: , , , , , , , RACE/ETHNICITY: , , , , , , , INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST): , , , , , , ,	GRADE LEVEL: , , , , , , , RISK FACTORS: , , , , , , , RACE/ETHNICITY: , , , , , , , INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST): , , , , , , ,	GRADE LEVEL: , , , , , , , RISK FACTORS: , , , , , , , RACE/ETHNICITY: , , , , , , , IPST: , , , , , , ,		

OUTCOMES RELATED TO KEY PROGRAM GOALS

ATTENDANCE	BEHAVIOR	CREDIT ACCUMULATION
OVERALL ATTENDANCE RATE FROM YR2 TO YR 3: TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN ATTENDANCE RATE?	OVERALL BEHAVIOR (SUSPENSIONS OR EXPLULSIONS) FROM YR2 TO Y3: TRENDS: TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN BEHAVIOR?	
GRADUATION	DROPOUT	DROPOUT RECOVERY

REFLECTING ON PROGRAM OUTCOMES

GRANT GOALS	2012-13 CGP EFFORTS
DECREASE AT-RISK BEHAVIOR	Indirectly Impacts
INCREASE ATTENDANCE	Indirectly Impacts
INCREASE COURSE COMPLETION	Directly Impacts
INCREASE GRADUATION RATE	Directly Impacts
INCREASE RE-ENGAGEMENT RATE	Indirectly Impacts
DECREASE DROPOUT RATE	Directly Impacts

WHAT WORKED WELL (2012-13) TO MAKE PROGRESS TOWARD ACHIEVING THE GRANT GOALS

Student feedback was that they were able to make better decisions upon graduation about what direction they were headed in. Gave them a better idea about what the world of work is like and what hard and soft skills are necessary.

BARRIERS TO IMPLEMENTATION

Commitment, priorities, (external barriers, such as transportation, economic situation) / Students have unrealistic expectations of entry level internship roles/responsibilities- have to be talked into maintaining internships. /

STUDENT SUCCESS STORY

PROFESSIONAL DEVELOPMENT TRAININGS ATTENDED
3rd Annual Dropout Prevention and Student Engagement Summit: (March 14, 2013) Eight workshops and training sessions were offered on topics such as assessing and enhancing school climate, making optimal use of early warning systems data, developing and maintaining school-family partnerships, creating multiple pathways and evaluating program effectiveness and implementation fidelity.
An Innovative Look at 21st Century Skills through a Service Learning Lens: (September 18, 2013) Increase understanding of classroom strategies to support student engagement, build skills to prepare learners for the 21st Century, and increase understanding of Service Learning.