



Eastside Pathways
Community
Report
2016



Community members,

Eastside Pathways aligns efforts and builds relationships across organizations in Bellevue, and that intentional work is paying off. Four years ago, most organizations were forced to do community engagement on their own. Two years ago, Eastside Pathways brought the Community Café model to Bellevue and integrated a common engagement tool across organizations. Now, the shared passion of this partnership has launched the *Promotores* program to harness the knowledge and leadership skills of our local Latino community. One of the communities most impacted by educational inequity is leading the work. That is systems change.

Yet equity gaps in outcomes for students in our diverse district are large, often 30 percentage points or more. This report highlights what we still need to do to close those gaps. By working collectively, we are making progress. Thank you for embracing the opportunity to build a better future for our children!

Warmly,

Amy R. Mack

Chair, Eastside Pathways Partner Leadership Committee
Executive Director, Year Up Puget Sound

Alaric Bien

Board Chair, Eastside Pathways Backbone
Senior Human Services Planner, City of Redmond

Who Are We?

A community rallying around our kids

Eastside Pathways refers to two things. It is a **Partnership** of over 60 organizations—public, private, and nonprofit—working together to shape systems to support all children, step by step, from cradle to career. It is also a small **Backbone** staff that mobilizes and supports the Partnership.

We are united by the vision of a community where every child is happy, healthy, and successful. We are currently focused on children in the Bellevue School District (BSD).

“Eastside Pathways brings the community together to get the most important and meaningful work done on behalf of our kids,” said Bellevue Mayor John Stokes. “Through this partnership, we are collaborating with like-minded

organizations to support children and remove barriers for them to be successful in academics and in life.”

StriveTogether Network

Eastside Pathways is a member of the national StriveTogether network of communities that follow the [collective impact](#) framework to support every child. This is a structured way for organizations to break out of silos and tackle complex challenges together.

The StriveTogether [Theory of Action](#) lays out quality benchmarks toward achieving broad-scale, lasting systems change. It guides our work as a community.

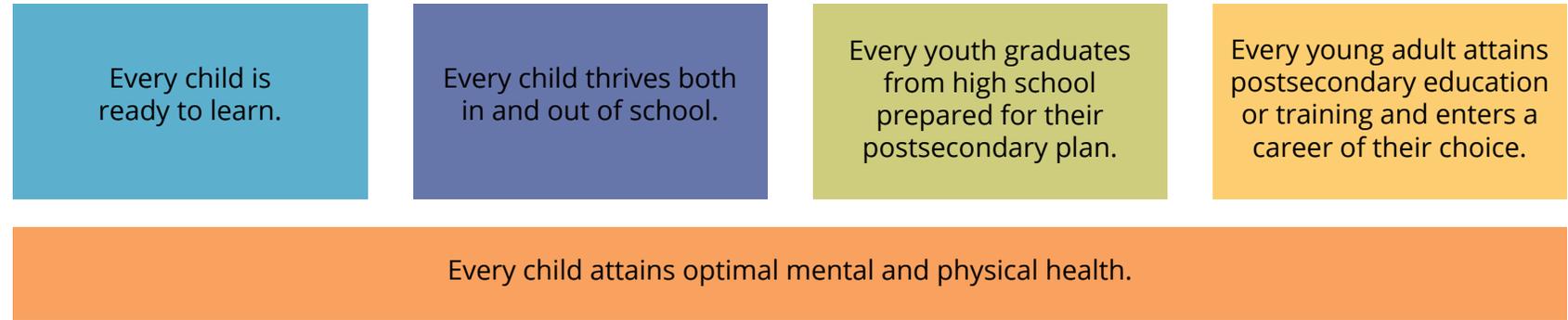


“Through Eastside Pathways we have undertaken a new way of working together that will last beyond any one organization or leader’s tenure. This is how Bellevue does business.”

– Dr. Tim Mills, Superintendent, Bellevue School District

Meeting Our Goals

We are guided by **five goals**. In 2016, a cross-sector group of partners refined these goals to reflect our evolving work. Our Partner Leadership Committee, comprised of executives from partner organizations, holds the Partnership accountable for making progress on these goals.



There are four **core indicators** of our progress. They are research-based milestones in a young person's life. We are working to identify data for a fifth indicator measuring workforce outcomes by age 26. Our 2016 results were:



We recognize and celebrate that there are many paths to these milestones and that no two journeys look exactly alike. An additional set of contributing indicators, including data around health, are also tracked and inform our work. Interactive [dashboards](#) on our website provide the most recent data for core and contributing indicators.



Committing to Partnership

Holding each other accountable for shared responsibility

The **Partner Leadership Committee (PLC)** is a cross-sector group of executives from more than a dozen partner organizations. It has strengthened and evolved since launching in late 2015 and now operates with a charter and bylaws.

The PLC serves as the decision-making and accountability body on behalf of the Partnership by working to:

- Align individual and organizational actions and funding to support shared goals.
- Promote the effective use of data.
- Ensure shared accountability and coordinated action along the age continuum.
- Advocate to better align funding around what works.

Like all of us at Eastside Pathways, PLC members believe that in order to achieve results for every child, all levels of the education, nonprofit, community, civic, and philanthropic sectors must work together to tackle the most pressing challenges and to take advantage of the biggest opportunities.

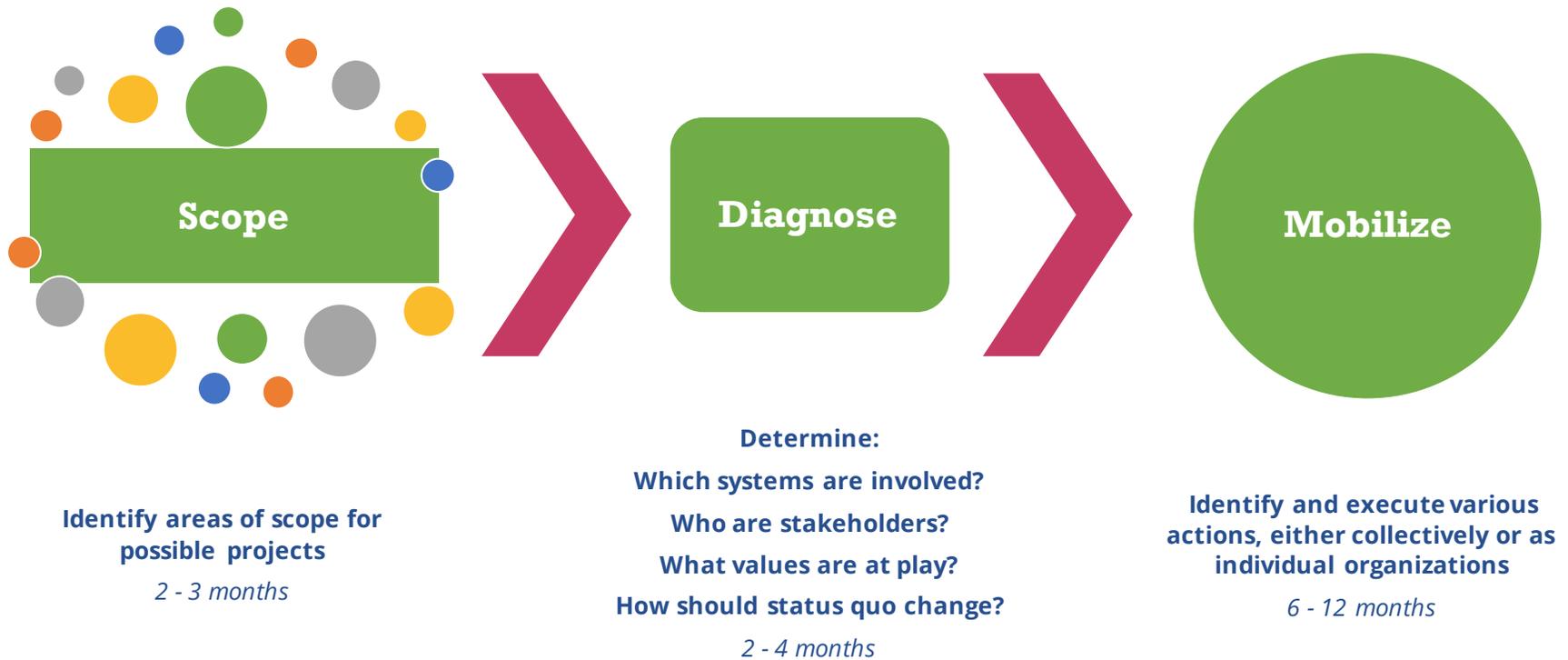
“I value Eastside Pathways a lot. I can call the Backbone staff or other leaders to get people to come together. I don't have to drive the agenda; I can participate without all the organizing. That's important because it allows me to focus on our direct service while still supporting the Partnership effort.”

– Ted Dezember, PLC Member and Senior Manager of Educational Initiatives and Youth Programs, King County Housing Authority

Leading Change

Creating lasting change across organizations is complex. We use the **adaptive leadership** model to determine the flow of projects and ensure progress throughout the year. Each Collaborative, a cross-sector work group of partners, tackles challenges that require a collective approach—in other words, not something that one organization could do in isolation.

Evaluation and consensus decision-making are part of every phase of our projects.



Snapshot of Our Community

Diversity in Bellevue continues to flourish

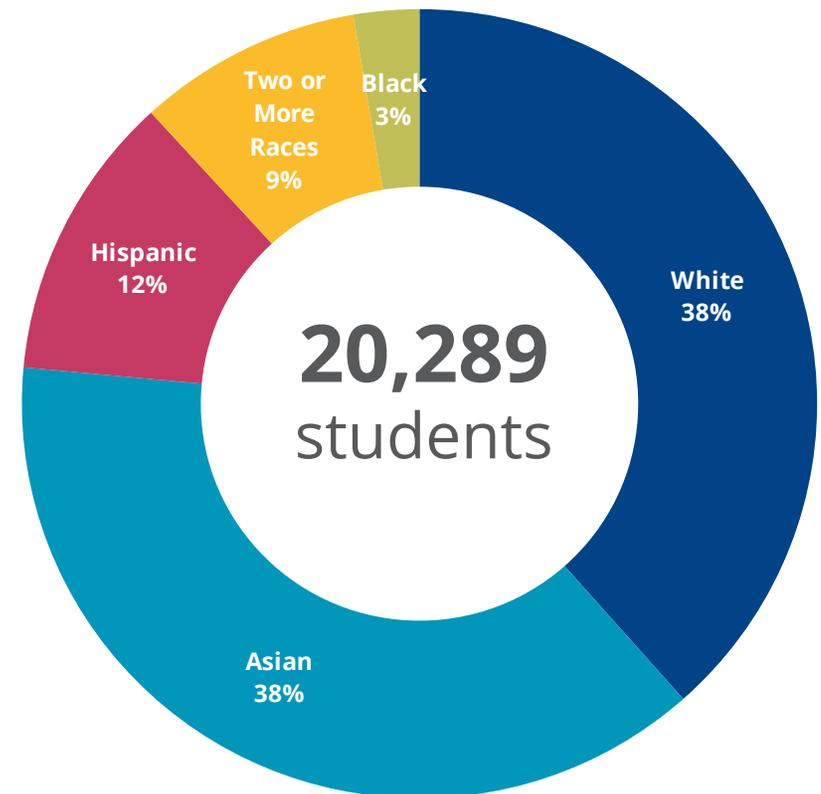
In addition to growing racial and ethnic diversity, there are now **95 first languages** spoken in the district. Thirty-five percent of students speak a first language other than English. The top two languages are Spanish and Mandarin Chinese with over 1,200 speakers each, followed by Korean, Russian, Telugu, Cantonese, and Japanese.

Adopted in 2014, the Diversity Advantage vision statement from the City of Bellevue declares, "Bellevue welcomes the world. Our diversity is our strength." By this measure, the Bellevue School District continues getting stronger.

Fast Facts on Student Need

- Over 3,700 students, or 19 percent, receive free or reduced-price meals at school.
- 14 percent are English Language Learners (ELLs).
- Special Education programs serve 7 percent of students.
- Homelessness increased slightly to 11.4 per 1,000 students, or over 1 in 100 children.
- Rates of child abuse and neglect declined to the lowest level since 2005. There were 15.6 cases per 1,000 youth in 2015.

Bellevue School District Enrollment, October 2016



Not shown: Pacific Islander 0.2%, American Indian 0.1%

Speaking Out, Speaking Up

Building on previous efforts that brought the Community Café model to Bellevue, we seek to build relationships through the work of our collaborative group called **Community Engagement for Cultural Integration**.

The initial focus for this group is understanding who is served by local organizations and finding where there are gaps in connectivity and engagement.

New Leaders: Promotores

Eastside Pathways took a big step forward in 2016 by bringing the *Promotores* program to Bellevue. This addresses a need for authentically engaging the local Hispanic community.

Eight Hispanic community members were selected for training and certification as *promotores*. They are Bellevue residents

representing a mix of ages, nationalities, and genders, and all were already trusted community members. They are liaisons for information, education, and outreach between families and organizations.

After their initial training (all delivered in Spanish), the *promotores* conducted 170 surveys asking community members about local strengths and issues. The responses were transcribed and translated. Results will be shared in late spring 2017 and will inform the Partnership's future work.

Many Eastside Pathways Partners supported this effort, including offering technical assistance, mentoring, or money for stipends. The model can be adapted for different cultural groups and contexts as our engagement work deepens.

Racial Equity

In 2016, the **Eastside Pathways Racial Equity Team (EPRET)** developed a mission statement to guide the Partnership's equity work:

Eastside Pathways believes that racial healing and racial equity are essential to accomplishing our mission of supporting children, families, and communities in creating and strengthening the environments in which vulnerable children succeed. As a partnership, we actively support efforts to identify and dismantle systemic racial inequities that limit opportunities and hold some children back.

We seek to inform and change hearts, minds, and the deeply held, often unconscious biases that are frequently at the core of structural racism. By elevating awareness and understanding of the inequities faced by children of color and by working together to change the way we support and partner, we seek to fundamentally improve outcomes for children confronted by these barriers and open pathways of opportunities for all.

Ready for School

Brain-building during the first five years sets children up for future success. We track each child's readiness for school at the beginning of kindergarten to assess the community's effectiveness in making the most of this developmental window.

For the first time, we have data from the state WaKIDS* system for all of our entering kindergartners. It shows that around **6 in 10** of our students entered kindergarten with expected skills in all six domains: social-emotional, physical, language, cognitive, literacy, and math.

Data collection is difficult because the range of normal development at this age is wide. For example, there is no exact right age to start using full sentences. WaKIDS seeks to describe the characteristics of a typical child upon kindergarten entry. For shorthand, we call this being "ready."

The WaKIDS tool is still being refined and is not yet ready for comparisons across schools, domains, or years.

* WaKIDS is the Washington Kindergarten Inventory of Developing Skills.

FIGURES 1 & 2

In each chart, white portions represent students who did not meet expectations in one or more domains. Data suppressed for around 230 students who were missing ratings in some domains.

"READY" FOR KINDERGARTEN IN SIX DOMAINS (Figure 1)



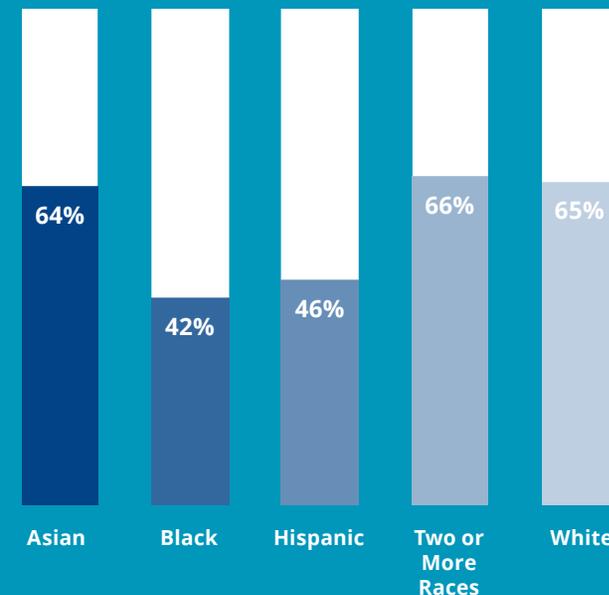
39% =

418 students fell short of expectations in one or more domains

61% =

661 students met widely held expectations in all six domains

"READY" FOR KINDERGARTEN IN SIX DOMAINS: FOCUS ON RACIAL EQUITY (Figure 2)



Starting Strong

Caring for our youngest learners—each and every one

Quality early learning is one of the wisest investments a society can make for the future. Our **School Readiness Collaborative** continues to work to ensure that the first years of a child's life are nurturing and productive.

In 2016, the Collaborative's main projects centered on family engagement and supporting access to high-quality early learning opportunities for all children.

Several projects in development could qualify for future funding under the “Best Starts for Kids” levy passed by King County voters in November 2015.

This collaborative investigated several opportunities:

- Developing a database of early learning programs
- Enabling an “Early Learning Connector” model to support families in accessing services
- Promoting early screenings for all children to identify and address any issues

The Collaborative also participated in a community-wide response to the unanticipated 100 percent loss of Head Start funding that exacerbated gaps in access to high-quality programming.





“Thank you, Eastside Pathways! When Partners and donors stepped up to generate funds for over 120 early learners, it was a major victory for our community.”

– Deborah Duitch, Director of Early and Extended Learning, Bellevue School District

Devastating Cuts

Coming together over lost funding

Bellevue’s plans to expand access for all children were dealt a blow in June 2016 by the **surprise elimination of all 151 Head Start preschool slots for low-income children**. Even worse, the district will not have an opportunity to apply to replace the slots for **five years**.

A coordinated community response emerged, supported by existing relationships through Eastside Pathways. For example:

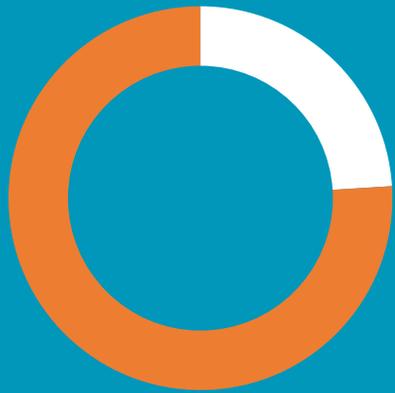
- The Bellevue Schools Foundation contacted media and led an emergency fundraising campaign.
- The school board approved a one-time allocation from district reserves to cover 65 slots, allowing the low-income preschoolers they served the previous year to continue on.
- The City of Bellevue and Child Care Resources contributed funds for several slots each.
- The Partner Leadership Committee wrote a letter of concern to PSESD, the local agency that had eliminated our funding.

Ultimately, this effort backfilled much of the funding, but it was a one-year solution. The many unknowns at the state and federal level leave the future of our low-income children in doubt.

We encourage concerned individuals and organizations to support scholarships for low-income families, speak with elected officials about this issue, and advocate for change.

This crisis is not over.

Third Grade Reading



24% =

365 students are not reading at grade level and need more support

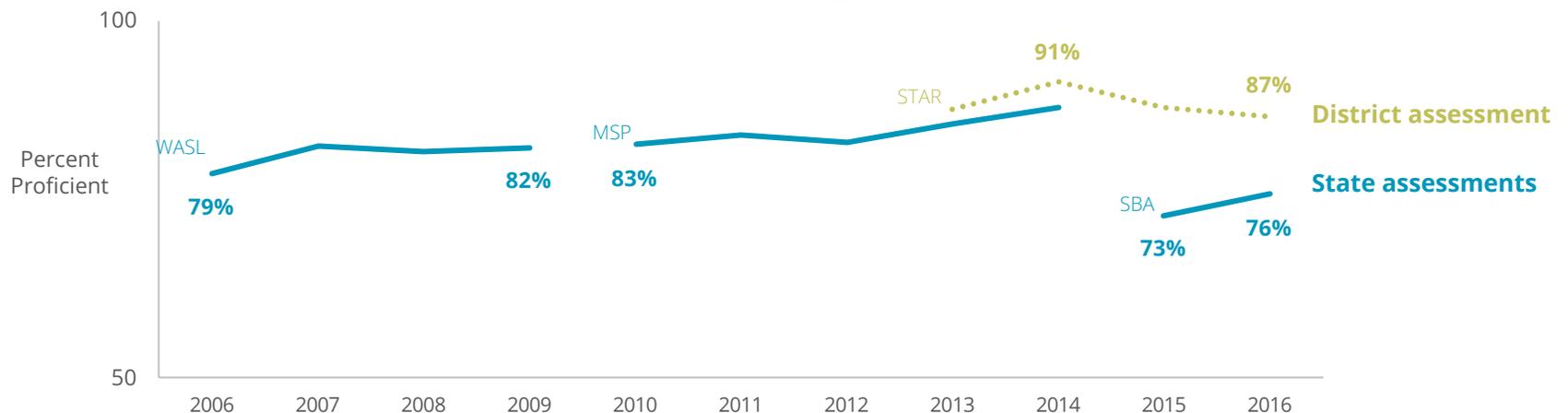
76% =

1,141 students are reading at grade level on the Smarter Balanced test

Each child deserves a solid literacy foundation for school and for life. Nearly a quarter of our Bellevue third graders need more support in mastering reading skills to get there.

Reading levels are approximately holding steady in Bellevue even as demographics change. As shown in the gaps below, the state assessment has changed twice since 2009. Each test requires setting a new baseline; we cannot compare results across different tests. The switch to the more rigorous Smarter Balanced Assessment (SBA) is especially dramatic. Thus, we use the STAR assessment administered by the school district to watch for trends. It is more volatile than state tests but is consistent year to year.

A Decade of Third Grade Reading in Bellevue



Equity Gaps in Reading

While Bellevue has consistently high reading rates compared to the state, gaps within the student population are large. Only around half of Hispanic and Black students met the standard for reading in 2016 (compared to at least 80 percent of other students), and a quarter scored at the lowest level.

Gaps based on family income, English language ability, special education status, and homelessness are similarly large—anywhere from 28 to 46 points.

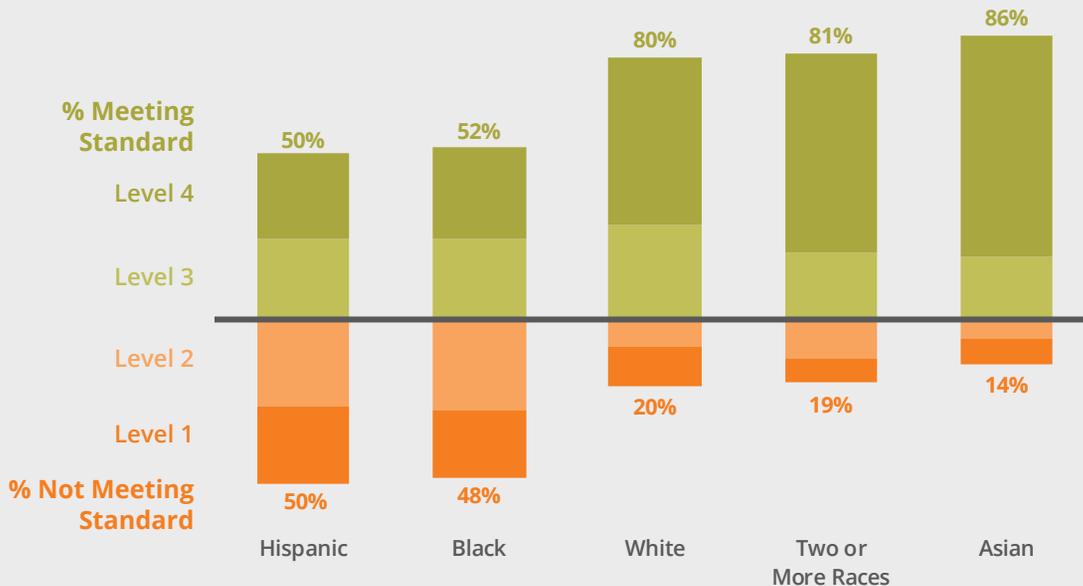
Most gaps are now larger as measured by Smarter Balanced compared to the old test. This was true statewide: when the

test changed, passing rates tended to drop more dramatically for vulnerable groups than for their more advantaged peers.

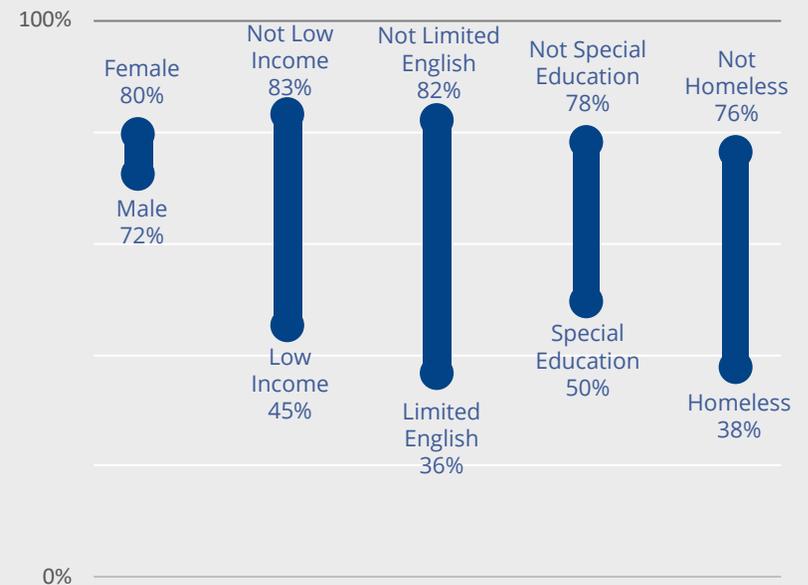
FIGURE 1: Bars compare distribution of scores across four proficiency levels. Students who passed with score of "Basic" (N=16) captured in Level 3.

FIGURE 2: Dots show percent meeting standard. Bars connecting dots show the size of the gap between them.

THIRD GRADE READING BY RACE/ETHNICITY (Figure 1)



THIRD GRADE READING SUBGROUP GAPS (Figure 2)





Staying on Track

In order to help each child read on grade level by third grade, the Partnership has adopted two strategies for elementary-age students.

School Time

Hours and days of missed learning add up quickly. Students are considered chronically absent if they miss 10 percent or more of the school year, which can be as little as two days a month.

Our **Attendance Collaborative** maintained its successful multi-year tardiness campaign while adopting a new focus on addressing and preventing chronic absenteeism. The collaborative started by engaging families and learning more about the barriers to attendance for chronically absent children at our Title I elementary schools.

Out-of-School Time

The focus of 2016 for the **Summer and Extended Learning Collaborative** was on helping families find, sign up for, and attend summer and after-school programming that meets their needs.

The group collaborated on informational materials for school-based Family Connection Centers and other connectors who are helping families access summer programming. This helped minimize the disruption for families who may have attended summer school in the past but are no longer eligible or needed help in navigating summer opportunities.

Grant Supports Attendance

Thanks to an endowment from the Bill Henningsgaard Fund for Children, Eastside Pathways is able to award an annual grant of \$5,000 to help one of our partner organizations. This fund was created through private donations after the unexpected passing of our founder in 2013, to honor Bill's commitment to the children of Bellevue. The 2016 grant winner was the BSD Community Truancy Board.

Truancy Tactics

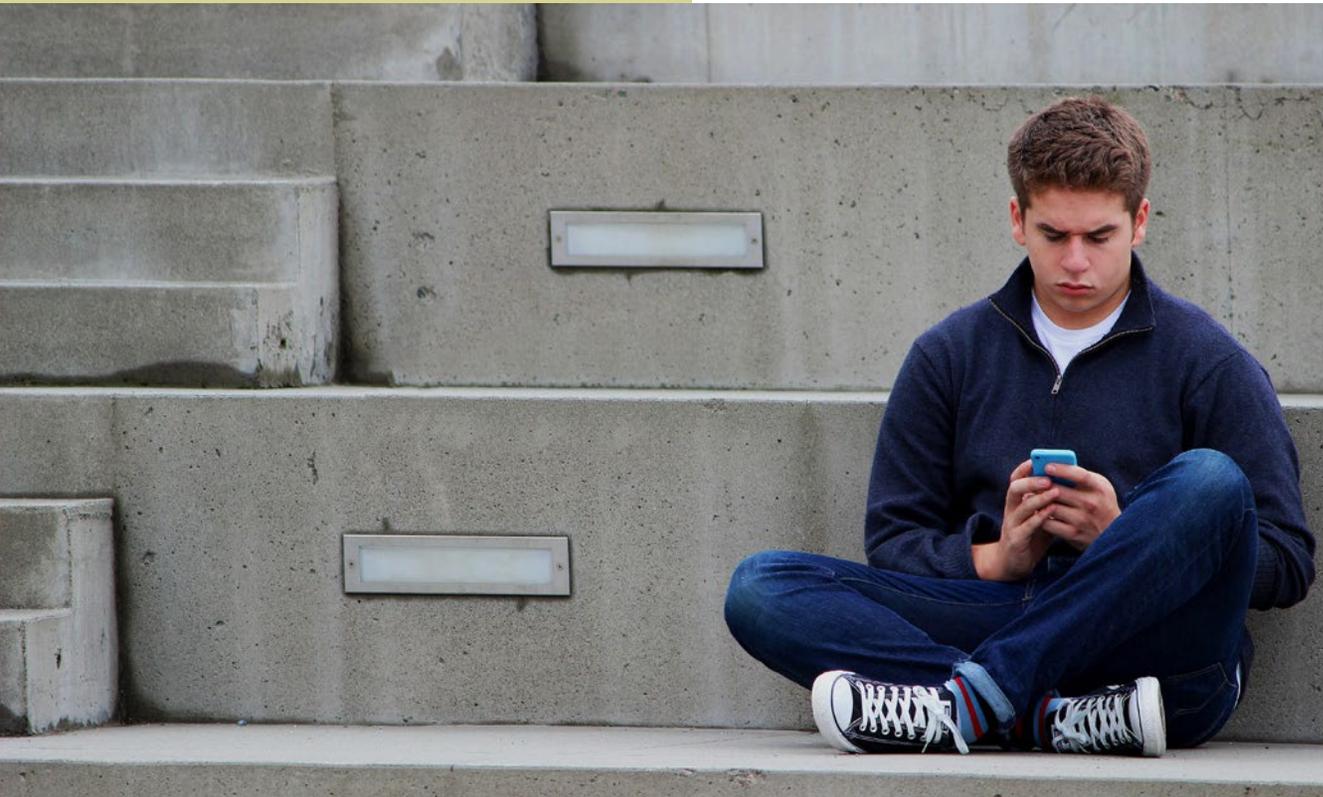
When students need an extra dose of structure or support to get attendance habits back on track, they connect with the Community Truancy Board at the Bellevue School District.

The Board meets weekly and is staffed with district employees and community volunteers. It serves nearly 50 chronically absent students per year.

At the Community Truancy Board meetings, conversations with students and their families surface many potential solutions to improve attendance. Some of them cost money.

The grant from the Bill Henningsgaard Fund for Children provides a flexible pool of resources to fulfill student and family needs. Transportation costs to attend school or Community Truancy Board meetings are the most common expense. Funds have also covered alarm clocks, registration fees for joining a class or sports activity, and are expected to support summer school fees.

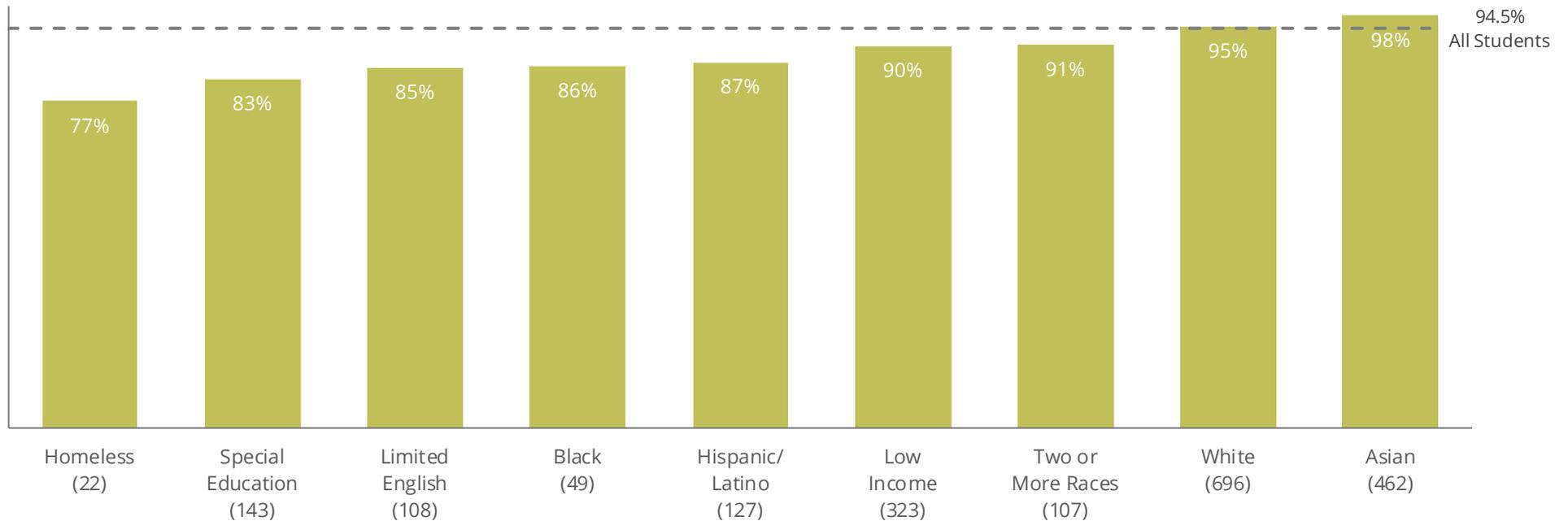
Beyond simply dollars, the grant has also helped build a culture among board members that when kids have an unmet need impacting their attendance, the community will find a way to address it. Board members have secured outside donations such as class materials and a YMCA pass to help get students back on track.



Who Finishes High School?

A high school diploma is typically the minimum credential for long-term employment and life success. In Bellevue, the five-year high school graduation rate for the class of 2015 was **94.5 percent**. This means **79 students** did not attain this crucial credential within five years of starting ninth grade. Graduation rates varied widely by subgroup.

In 2016, Eastside Pathways decided to track the five-year, rather than four-year, graduation rate to be inclusive of young people for whom a four-year time frame is not appropriate. Of all the partnership's indicators, graduation is where we are closest to meeting the 100 percent goal for student success.



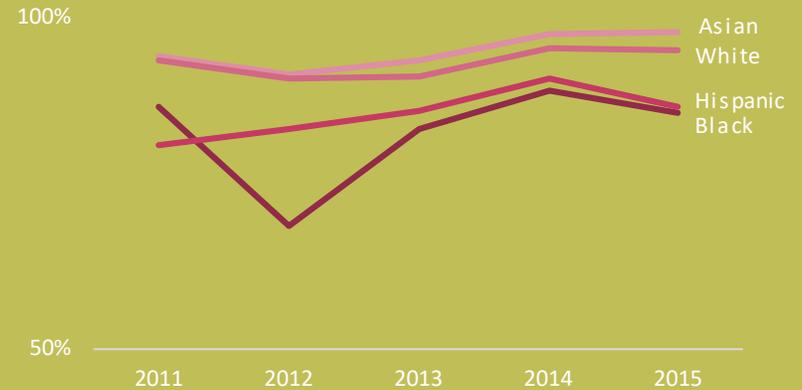
Numbers in parentheses indicate total students in subgroup.

Equity gaps persist

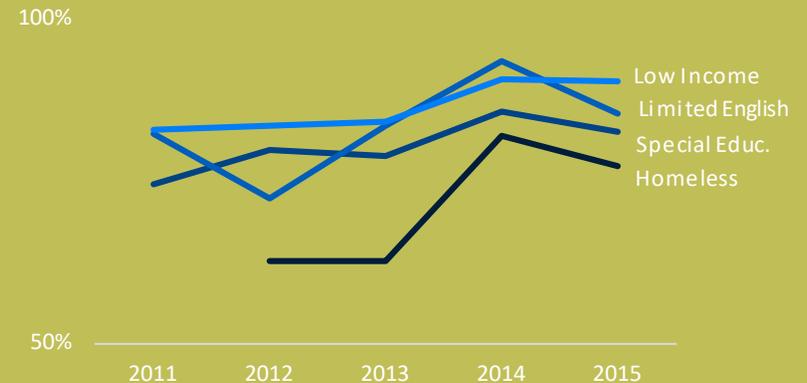
High school graduation requirements have been changing frequently, making it difficult to compare student completion trends over time. Even so, it is clear that equity gaps are persistent along the lines of race/ethnicity, family income, language, disability, and homeless status. Most gaps narrowed for the class of 2014 but have since widened again.

This also means that the 79 students who did not complete high school are not randomly distributed through the population. They are mostly male (71 percent), often Black or Hispanic (31 percent), and likely face an additional challenge such as low family income (39 percent), limited English proficiency (20 percent), a special education need (32 percent), and/or being homeless (6 percent).

TREND BY RACE/ETHNICITY (Figure 1)



TREND BY SPECIAL POPULATIONS (Figure 2)



Charts indicate percent of students in each class year who graduated from high school within five years.



Helping Youth Thrive

What Students Say

How do Bellevue students feel about their school climate? Beginning in 2015, the district decided to ask.

On surveys, around 70 percent of students in grades 3-7 say they feel like they belong at their school. This sense of belonging drops gradually in grades 8 and 9. After that, only half of students feel they belong.

The drop is more pronounced for some groups of students. English language learners, students of color, females, students in special education, and students receiving subsidized meals report lower overall rates of belonging.

Smoothing Transitions

Students are vulnerable to getting off track at transition points, but our systems don't always address the risk. The **Transitions Collaborative** is mobilizing around two projects to smooth the entry into middle and high school.

One project is an awareness campaign for students, families, school staff, and out-of-school providers. The other is a community of practice for stakeholders to share knowledge and resources about supporting kids through transitions.

Mental Health and Wellbeing

Beyond transition points, the **Mental Health and Wellbeing Collaborative** supports prevention and intervention more generally by connecting resources and services.

In fall 2016, the group developed an anonymous survey for high school health classes to understand the most prevalent issues students face and where they go to find support—or why they don't. Results are expected in spring 2017.

Postsecondary Credential

After high school, our aspiration is for young adults to further their education or training to develop their greatest talents and be competitive in a global marketplace.

In Bellevue, **65 percent** of 2010 high school graduates earned a two- or four-year degree within six years. Students who dropped out of high school are not included in this measure.

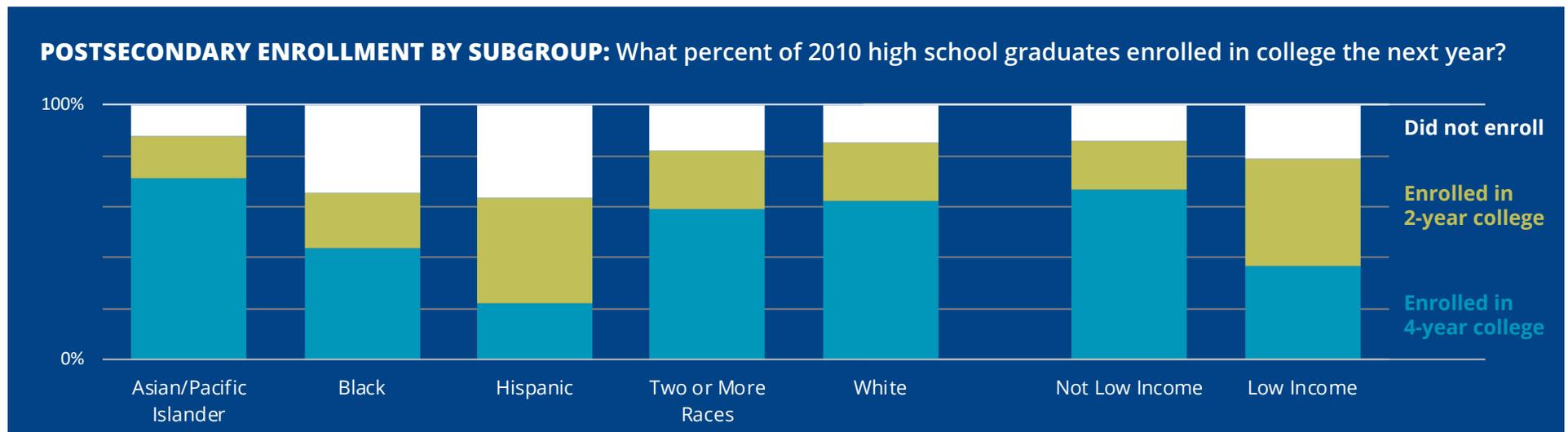
Limited Data on Equity Gaps

We cannot break out completion rates by subgroup due to data availability. However, we *can* track enrollment patterns which are a precursor to completing a degree.

The graph below shows that equity gaps were evident even in college enrollment for this cohort. Black and Hispanic students were particularly likely not to enroll at all.

In past years, gaps in postsecondary attainment have been some of our most stark. **It is all but certain that this 65 percent completion rate masks major inequities in who earns a degree.**

We will continue to work on data quality and access. Tracking students who earn a license or professional certificate rather than a college degree is a priority, although gathering this data can be difficult.



Exploring Careers

We want career success for every student. Our **Career Pathways Collaborative** launched two projects in 2016 to address systemic issues that keep this from being a reality.

Summer Melt

Some high school seniors who plan to go to college in the fall never make it there. The "summer melt" phenomenon is gaining national attention, and it happens in Bellevue.

By comparing future plans on senior surveys to actual college enrollment, the collaborative found that the baseline melt rate from BSD to Bellevue College—often the most accessible local postsecondary option—was 31 percent.

A subgroup that included BSD and Bellevue College representatives, among

others, mobilized to address the difficulty of that particular institutional transition.

Equity in Career Pathways

A second campaign aimed to facilitate access to career experiences.

It began with a pilot at Interlake High School working with students from the Black Student Union and Latino Student Union. The collaborative administered a questionnaire to understand what would help students connect with a career track.

Students placed a high value on internships, career day visits, and having career mentors who looked like them or were from their community. These and other findings will shape the Collaborative's next steps.

Business Engagement

Deepening involvement from the business sector is a strategic priority for Eastside Pathways. The **Business Engagement Group** is starting by working with one school that already requires students to have internships. The goal is to ensure that all youth at the Big Picture School have access and insight into, or experience with, professional careers.

This aligns with the Career Pathways mission and allows the group to test out new ways of working with the private sector, including exploring how individual businesses can modify their own practices to support kids from cradle to career.



Supporting Our Neighbors

Good things happen in a community that is more closely networked.

In summer 2016, 86 families at the Highland Village Apartments—one of the last affordable housing options in our area—learned that they would be evicted to make way for redevelopment. Many were also impacted by the Head Start funding cuts (see page 11).

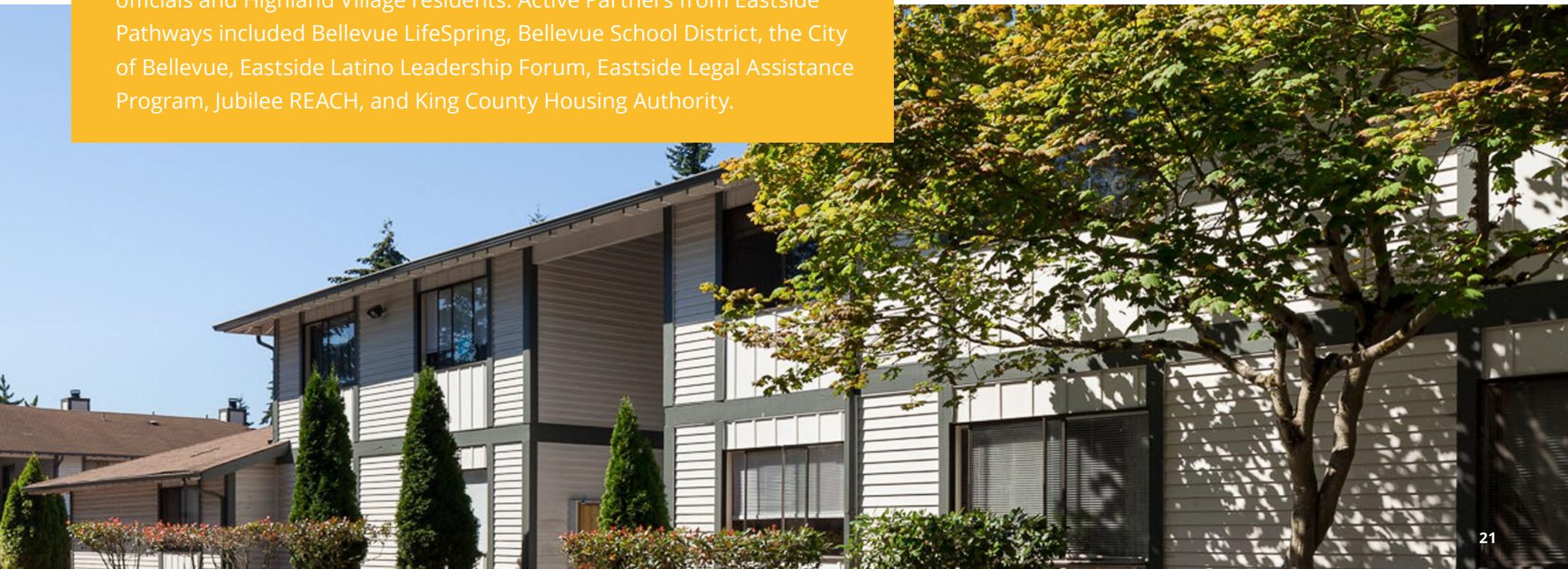
The wrap-around services coordinator at nearby Stevenson Elementary School sounded the alarm to Eastside Pathways. Thanks to relationships built over the past six years, word spread quickly through the Partnership in a ripple effect.

Ultimately, the King County Housing Authority was able to purchase the property to keep families from being forced to move. Many individuals and organizations were involved in this mobilization, including elected officials and Highland Village residents. Active Partners from Eastside Pathways included Bellevue LifeSpring, Bellevue School District, the City of Bellevue, Eastside Latino Leadership Forum, Eastside Legal Assistance Program, Jubilee REACH, and King County Housing Authority.

Did you know...

The 19% free and reduced-price meal rate in BSD understates the percent of Bellevue families in financial need.

The self-sufficiency standard (“living wage”) required for a Bellevue family with two young children is over \$77,000 per year. This is 70% more than the subsidized meals eligibility cutoff of \$45,000.



What's Next

Building momentum, changing outcomes

Nearly six years into this work, we have learned and re-learned how complex and necessary collective impact is. It requires personal and organizational shifts community-wide. If adults in the system aren't changing, then outcomes for kids aren't either.

2016 was a year of recommitment and focus. 2017 will be a year of digging in and taking action on our clarified priorities.

Priorities for 2017

There are more than ten active Eastside Pathways collaboratives and work groups. All are equipped to run strategic campaigns now that the adaptive leadership model is fully implemented.

The Partnership also selected two benchmarks from the StriveTogether Theory of Action. **Connecting academic data** across organizations for continuous improvement is one of our next priorities. The other is **allocating and aligning resources** to improve community-level outcomes.

Exploring Expansion

We chose the name "Eastside Pathways" in recognition of the interconnectedness of Eastside school districts and cities. Working in Bellevue was a starting point, not a final footprint. In 2017, we will explore the opportunity to work with the Lake Washington School District and the cities of Kirkland, Redmond, and Sammamish.



“Connecting with the work already underway in Bellevue will help Lake Washington School District engage as part of the broader Eastside community.”

– Dr. Traci Pierce, Superintendent, Lake Washington School District



OUR PARTNERS

Early Childhood/K-12 Education

Bellevue School District
 Bellevue Schools Foundation
 BKPlay Academy
 Child Care Resources
 Eastside Baby Corner
 FISHPOND Preschool
 KidsQuest Children’s Museum
 Kindering

Higher Education

Bellevue College
 College Success Foundation
 Lake Washington Institute of
 Technology
 Seattle Education Access
 University of Washington – Bothell

Parent and Teacher Groups

Bellevue Education Association
 Bellevue PTSA Council
 Bellevue Special Needs PTA

Civic/Government

Bellevue Youth Link
 City of Bellevue
 King County Housing Authority
 King County Library System
 Public Health - Seattle & King
 County (Eastgate Public Health)

Health

Allegro Pediatrics
 HealthPoint
 International Community Health
 Services
 Overlake Hospital Medical Center
 Planned Parenthood of the Great
 Northwest
 Prime Dental Group
 Seattle Children’s Bellevue Clinic
 and Surgery Center
 Sound Mental Health
 Youth Eastside Services

Nonprofit and Faith-Based

Alliance of People with disabilities
 Ashoka Seattle
 Assistance League of the Eastside
 Athletes for Kids
 Backpack Meals
 Bellevue Family YMCA
 Bellevue LifeSpring
 Big Brothers Big Sisters of Puget
 Sound
 Boys & Girls Clubs of Bellevue
 Camp Kindness Counts
 Chinese Information and Service
 Center
 Eastside Heritage Center
 Eastside Latino Leadership Forum
 Eastside Legal Assistance Program
 English Language Learners Alliance
 Friends of Youth
 Girl Scouts of Western Washington
 Hopelink
 Imagine Housing
 India Association of Western
 Washington

Jubilee REACH

Leadership Eastside
 League of Education Voters
 Olive Crest
 Pacific Science Center
 Rainier Athletes
 SOAR
 United Way of King County
 Westminster Chapel
 Year Up Puget Sound

Business

Mainspring Wealth Advisors
 Parker, Smith & Feek
 SkillSpire

CITATIONS

BSD: Bellevue School District

OSPI: Office of Superintendent of Public Instruction

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Kindergarten: See page 9

Third grade: See page 12

High school: See page 16

Postsecondary: See page 19

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Enrollment: OSPI, October 2016

Languages and special programs: BSD, "Demographics at a Glance," Oct. 2016

Homeless: BSD data request, 2015-16

Child Abuse Referrals: Washington State Dept. of Social and Health Services, "Profile on Risk and Protection for Substance Abuse Planning," 2015

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WaKIDS: OSPI, Fall 2016

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WASL, MSP, and SBA: OSPI, Spring 2006 through Spring 2016

STAR: BSD data request, Spring 2013 through Spring 2016

Note: 2014 MSP rate rolls up 2013 scores from six schools that piloted SBA (instead of taking MSP) that year

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SBA by race/ethnicity: BSD data request, Spring 2016

SBA subgroup gaps: OSPI, Spring 2016

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5-Year HS graduation: OSPI, Class of 2015 in 201

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5-Year graduation: OSPI, Class of 2011 in 2012 through Class of 2015 in 2016

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Sense of belonging: BSD data request, Panorama student survey, Spring 2016

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Postsecondary completion: National Student Clearinghouse (via BSD data request), 2010 graduates in 2016

Postsecondary enrollment: Education Research and Data Center, "High School Feedback Report," Enrollment for 2010 BSD high school graduates

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Summer melt: BSD senior survey (via BSD data request), Spring 2016; National Student Clearinghouse (via

BSD data request), Fall 2016 enrollment for 2016 high school graduates

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FRL eligibility: US Department of Agriculture, "USDA Child Nutrition Program Income Guidelines," 2016-17

Living wage: City of Bellevue Human Services Needs Update, 2015-2016, p. 122-123

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Backbone Staff and Volunteers

Project Leads: Kelly Jones and Mary Anne Dane
Support: Sujata Agrawal, Christine Chang, Stephanie Cherrington, Chris Enslein, Cathy Habib, Beverly Jacobson, Betsy Johnson, Nahyeli Mendivil, Monika Steen, Susan Sullivan

BSD Data Requests

Naomi Calvo
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Lynne Simpson
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Draft Review

Thank you to the Eastside Pathways Partner Leadership Committee, Board of Directors, Data Council, and Partners for reviewing this report.



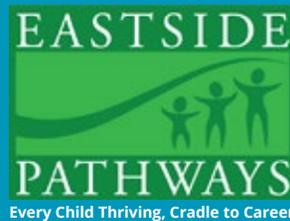
EASTSIDE PATHWAYS LEADERSHIP

Partner Leadership Committee

Putter Bert
Tom Brewer
Judy Buckmaster
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PO Box 913 • Bellevue, WA 98009
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