



Eastside Pathways • **Community Report 2019**

Dear friends,

We are grateful for the constancy of this partnership's commitment to kids. As we continue to work with each other and our broader community to break down inequities and opportunity gaps in our systems, we're heartened by our nearly 70 partner organizations' passion, dedication, and expertise. Our growing willingness to dive into difficult conversations and areas that need to be tackled to improve outcomes for every child in East King County encourages us.

While the majority of our students excel, disparities in experience still exist and require our honesty about who is falling into opportunity gaps and why. The work before us remains daunting. We need systems that encourage our diving deep into root causes and exploring possible solutions together with our community.

With the progress we've made together in developing trusting, collaborative relationships and the modifications we've made as a partnership—a single unified board, additional permanent staff, partnership-wide strategic planning and commitment—we feel more ready than ever to leverage the power of collective impact and improve outcomes for our kids. Opportunities abound for people and organizations to take the lead in changing these outcomes. We invite you to join us.

Warmly,

Stephanie Cherrington
Executive Director

Sue Baugh
Board Chair



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Every youth graduates
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postsecondary plan.



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GOAL:
Every young adult attains
postsecondary education
or training and enters a
career of their choice.



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A Bigger Community

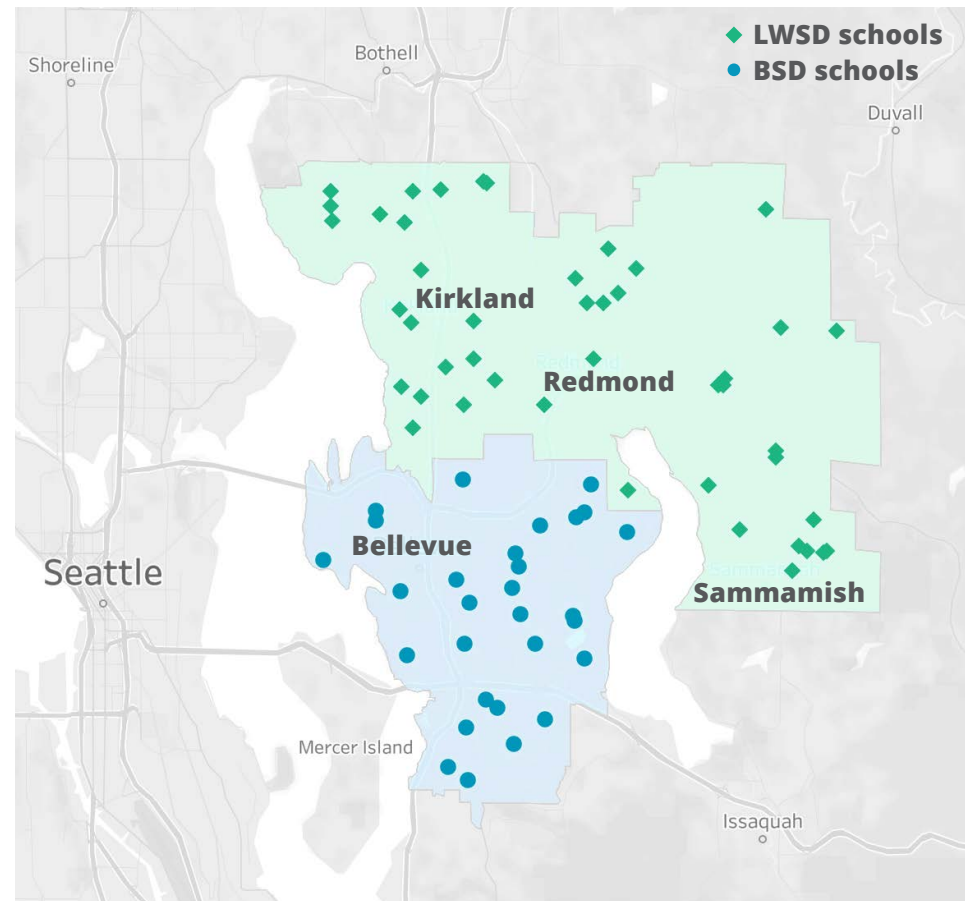
Geographic expansion in 2017 more than doubled our reach

Eastside Pathways began in 2011 in Bellevue, but as the name suggests, we always intended to grow beyond that geography.

This was in part because of our partners: many were already serving youth and families across the broader Eastside. Organizations like Youth Eastside Services, Hopelink, and Allegro Pediatrics saw the opportunity to leverage a cross-sector partnership that stretched multiple school districts and could achieve impact at scale.

After six years of building a solid foundation in the **Bellevue School District (BSD)**, the time was right to move into the **Lake Washington School District (LWSD)** which includes Redmond, Kirkland, and Sammamish. The City of Redmond and LWSD have taken leading roles in ensuring the expansion is thoughtful and deliberate.

The reach of our partnership—which initially served 40,000 young people in the Bellevue area—now includes **more than 100,000 youth**.



Vision

Every child happy, healthy, successful.

Mission

Eastside Pathways Partners work across organizations using our diverse strengths & skills to shape systems that support every child, step by step, from cradle to career.

Ultimate Goal

Every youth in East King County completes postsecondary education or training and enters a career of their choice.

Action

Adults work together differently to drive change in policies, practices, and procedures to break down barriers and eliminate opportunity gaps so that every child and youth thrives.

Advancing Racial Equity

As a partnership, Eastside Pathways is committed to identifying and dismantling systemic racial inequities by elevating awareness of biases faced by children and youth of color; and creating and strengthening environments in which vulnerable children succeed.

How We Work

Structured, focused collaboration creates lasting change

Every child deserves the opportunity to thrive. At Eastside Pathways, our goal is to help provide those opportunities by building a powerful network of partners focused on optimal health and development for our youth.

Many individuals and organizations share this ambitious vision, but too often they work in silos—leaving gaps and duplicating services. We bring them together, using a proven framework and data-driven approaches to find efficiencies, pool resources, and boost effectiveness.

Ultimately, we create better outcomes through better teamwork—giving as many children as possible the chance to be happy, healthy, and successful from cradle to career.

Eastside Pathways is a member of the StriveTogether national network which supports this style of community-wide work. Our work groups focus on a particular area of change with a measurable outcome. Different organizations come together to ask:

How can we work together differently so that this outcome improves?



Our Journey

Partnership entering new stage of growth and development



2011 – 2013

EMERGING

Eastside Pathways emerges as a scrappy startup for kids in Bellevue

Entirely volunteer-driven

Hands-on 501(c)(3) board leadership

Initial goals and indicators set

First initiative: 3rd grade reading (via School Readiness, Attendance, and Summer & Extended Learning)



2014 – 2018

ESTABLISHED

Partnership becomes more structured and expands to Lake Washington

Several paid staff, but still mostly volunteers

Partner Leadership Committee (PLC) launches for programmatic decisions

Goals and indicators revised

New initiatives: Mental Health & Wellbeing, Community Engagement, Racial Equity, Transitions, and Career Pathways



2019

SUSTAINABLE

Organizational maturity and new funding enable more sustainable, effective model

Moving toward mostly paid staff

Expanded board unifying cohesive community vision and aligned efforts

Prioritizing focus on eliminating inequities and opportunity gaps

Refining initiatives: Sharpening focus and enhancing support structures across collaboratives

Our Kids

50,840

Students enrolled in grades K-12 in the Bellevue and Lake Washington school districts

102,841

Young people ages 0-24 residing in the BSD and LWSU geographic area

100+

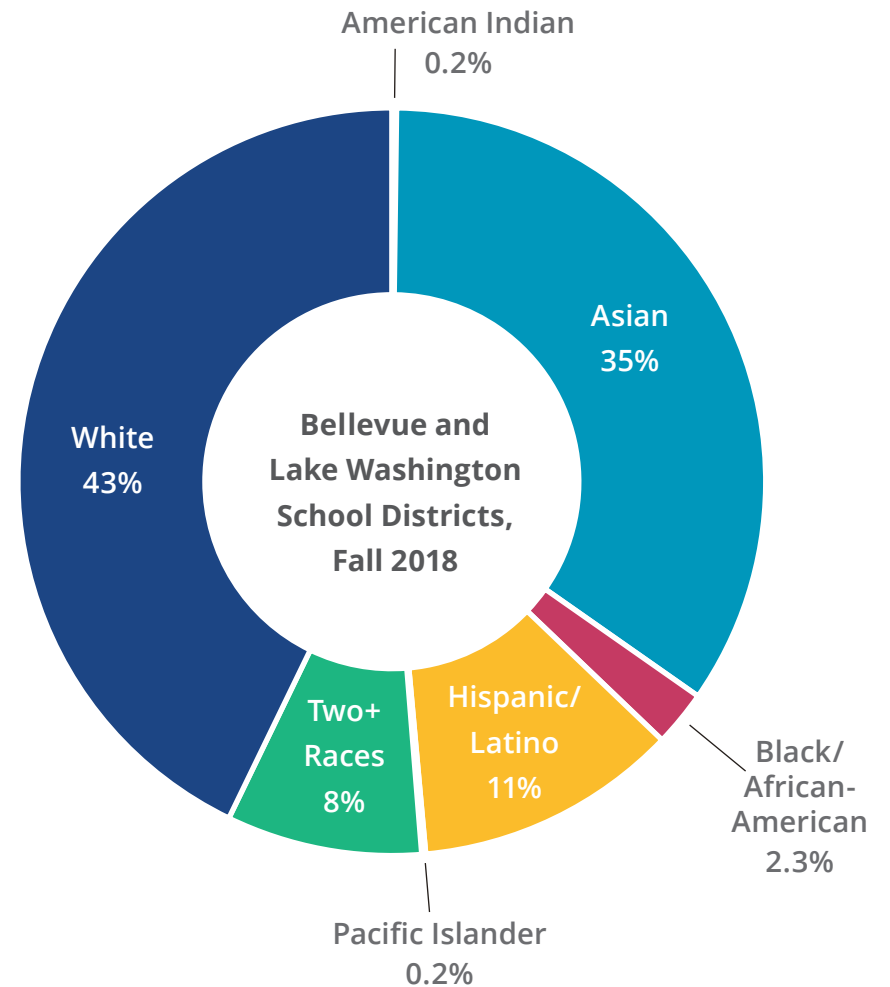
Languages spoken at home by students and families on the Eastside

565

Students experiencing homelessness in BSD and LWSU (1% of enrollment)

	Bellevue School District	Lake Washington School District	TOTAL
Total Enrollment (K-12)	20,631	30,209	50,840
American Indian	0.2%	0.2%	0.2%
Asian	41%	30%	35%
Black/African-American	3.0%	1.8%	2.3%
Hispanic/Latino	13%	10%	11%
Pacific Islander	0.2%	0.1%	0.2%
Two or More Races	9%	8%	8%
White	34%	49%	43%
Low Income	17%	10%	13%
Transitional Bilingual	15%	10%	12%
Special Education	9%	11%	10%

Note: Shaded rows indicate categories of special supports students can receive at school. A student may receive services from only one program, such as subsidized meals due to low family income. Other students may receive multiple services to address their individual needs. Race/ethnicity columns may not add to 100 due to rounding.



Equity Spotlight

Several populations are consistently over-represented in the opportunity gap. Here's a deeper look at one of them.

Improving equity for children with disabilities requires a change of beliefs.

Today, assumptions that children with disabilities cannot achieve success in and outside of school remain incredibly common—not to mention hurtful.

Kids with physical, social, or intellectual disabilities are capable and worthy, but we aren't spreading this message to their peers. Damaging stereotypes and expectations often go unaddressed.

This goes beyond bullying, although special-needs kids often are victimized on that front. Disabled children have both the desire and the ability to participate meaningfully in common academic and

recreational activities. What they need is the access.

For example, the WIAA, which governs school athletics and after-school activities, has not addressed participation for disabled students in a meaningful way. These students frequently are unwelcome in activities such as band or orchestra because performances might be “ruined” by kids who may not have the same skill, timing, or ability of others.

The disabled community doesn't want “special” treatment. Rather, they would like to be granted the dignity to fail—because that means they were given the opportunity to try.

Thank you to John Schwartz, President of the Bellevue Special Needs PTA, for this message.



“The gaps in equity remain not because efforts have been ineffective; they remain because few efforts have been tried in the first place.”

— John Schwartz, Father



Healthy Minds & Bodies

GOAL: Every child and youth attains optimal mental and physical health.





Ecosystems of Support

Multi-pronged strategy promotes youth mental health

Landscape

One in five young people nationwide have mental health challenges, but only 20% of them are connected to the services they need to address those challenges. This is also true in our area: many Eastside Pathways partners see kids facing serious stressors including anxiety, depression, and trauma.

The lack of a cohesive system of behavioral specialists makes access to care more difficult for youth and their families, so pulling together mental health providers

and other adults who can change systems is essential. It must become easier and more routine for kids to get care without barriers.

Plan of Action

The Mental Health and Wellbeing Collaborative zeroed in on two areas of focus to address the growing crisis:

- Large scale **prevention** via consistent social-emotional learning strategies
- Appropriate **intervention** via coordinated mental health services

Organizing behavioral health specialists across different organizations is complex. It requires time, resources, and dedicated leadership, and it requires them now because the challenge is growing.

In 2018, 34% of 12th graders in Bellevue and 35% in Lake Washington reported feeling so sad or hopeless for two weeks or more that they stopped doing their usual activities—an increase of 40% compared to just ten years ago. This is a warning sign for serious depression.

Youth Eastside Services

Taking the lead in coordinating providers

Youth Eastside Services (YES) has been working for more than 50 years to provide evidence-based counseling, substance abuse treatment, and psychiatric services for children, teens, and their families in East King County—regardless of their ability to pay.

Beginning in 2016, YES stepped into a leadership role in the Mental Health & Wellbeing Collaborative. “There are a lot of people in the community doing this work,” said David Downing, Chief Operating Officer of YES, “but there wasn’t a great way to organize our efforts. Rather than working together, it seemed that we were competing.”

The group identified that many kids access help through schools, but that help wasn’t always easy to access—or provide. For instance, providers might go to a school and find there was no space for them to work because nobody knew they were coming. “We needed an organized framework, a realignment of the way providers are placed at schools, and better communication,” said Patti Skelton-McGougan, Chief Executive Officer of YES.

Downing and two school district leaders began by meeting with organizations doing mental health work in the community and schools. From that, a subgroup took shape. The process yielded “a real mind shift,” Downing said. “Nobody alone is able to meet the needs that are out there because they’re simply too great.”

The subgroup created mapping for both districts to begin implementing system improvements such as designating a single contact for each school to manage provider space. “When we launched, kids started getting services more quickly,” Downing said. “Now, agencies are spending more time in schools; providers get in faster; everything works more efficiently.” It was a more methodical and strategic approach than ever before.

The results YES and other organizations are seeing illustrate the effectiveness of the structure Eastside Pathways provides, according to Skelton-McGougan. “Before, there wasn’t really a vehicle for us to discuss these issues with other organizations,” she said. “While we’ve always been engaged in collective work, this really gave us the ability to take it to a different level.”

Downing agrees but remains mindful of the road—and the effort—ahead. The subgroup continues to meet monthly to talk through issues, including access to hospitalization for high-needs youth and coordinated follow-up when they return home. “The progress we’ve made has taken a significant amount of very active work, and that’s not going to change,” he said.

“In the end, though, in addition to helping us operate more efficiently, it makes the services better and more accessible for these kids. There’s no question it’s the right thing to do.”



Early Learning

GOAL: Every child is ready to learn.



Enriching First Years

Historically, the link between early learning providers and the K-12 school system was minimal. A child’s preschool teacher, kindergarten teacher, pediatrician, faith leader, librarian, and favorite neighborhood adult never met—and the least connected kids and families fell through the cracks.

This lack of coordination shows up in big and small ways, but it especially impacts the early learning experiences of the most vulnerable children. The School Readiness Collaborative exists to change that.

Harnessing Partner Strengths

At monthly meetings, subgroups of the collaborative focused on four themes:

- Professional development for early learning providers
- Building family knowledge
- Promoting kindergarten readiness
- Increasing the use of developmental screenings and services

This enabled partner organizations to work on projects directly related to their priorities and expertise, while still benefiting from the cohesion and resources of the larger School Readiness Collaborative as a whole.

Engaging Latinx Families

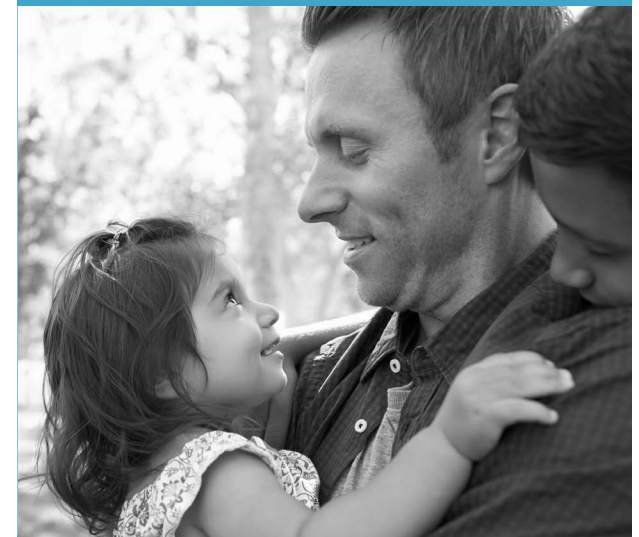
A Best Starts for Kids innovation grant awarded to Eastside Pathways in late 2018 enabled deeper engagement with the NISO Program to recruit and employ bilingual, bicultural community members trained specifically in early learning and other services.

Facilitators will reduce parenting stress, boost parent confidence, and improve advocacy. They also can help providers on the Eastside provide additional—and more relevant—programming for the Latino/Hispanic (or “Latinx”) community.

Data Strategy

The Data Council partnered with the School Readiness Collaborative in 2018 to provide evaluation expertise and an objective eye. Together, they zeroed in on the question: **What are the early learning experiences of entering kindergartners?**

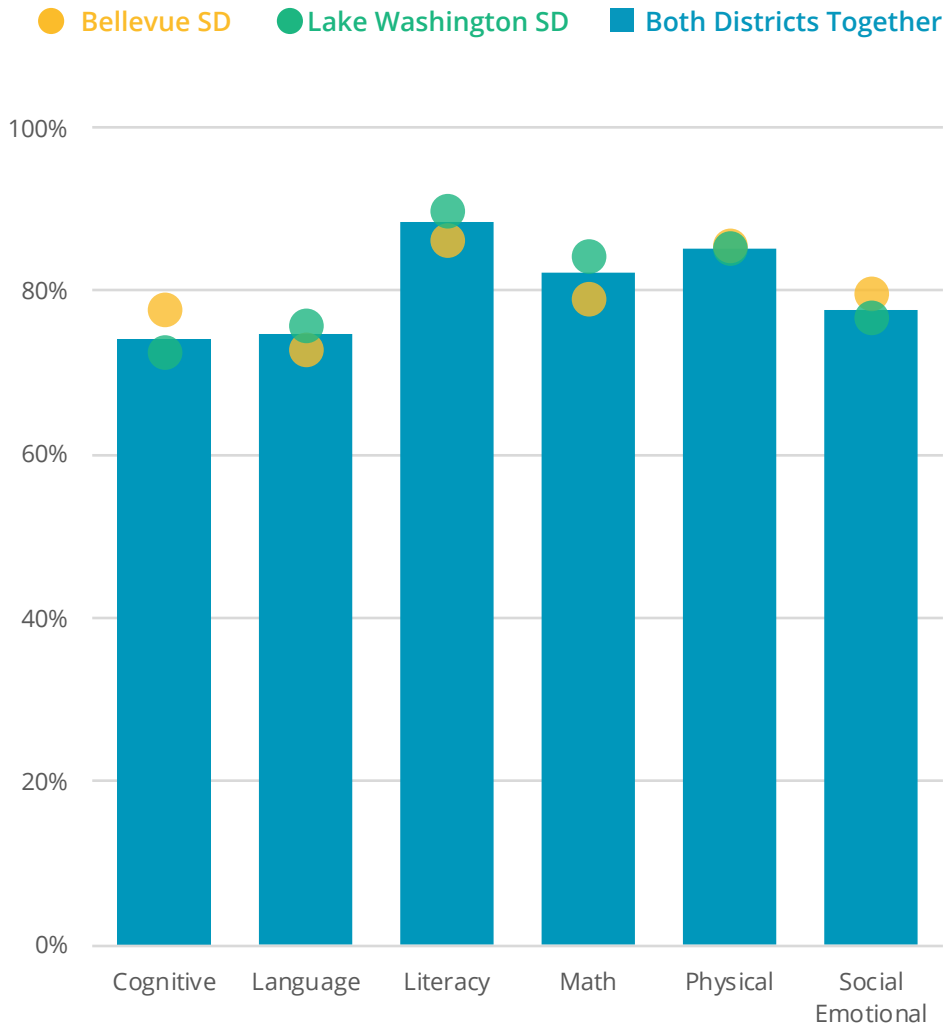
Neither district had the systems in place to collect this information, but a process emerged through shared vision and buy-in. Ultimately, kindergarten teachers were given data rosters to use with parents at the start-of-school Family Connections meetings. The data will be used to inform improvements in the early learning system.



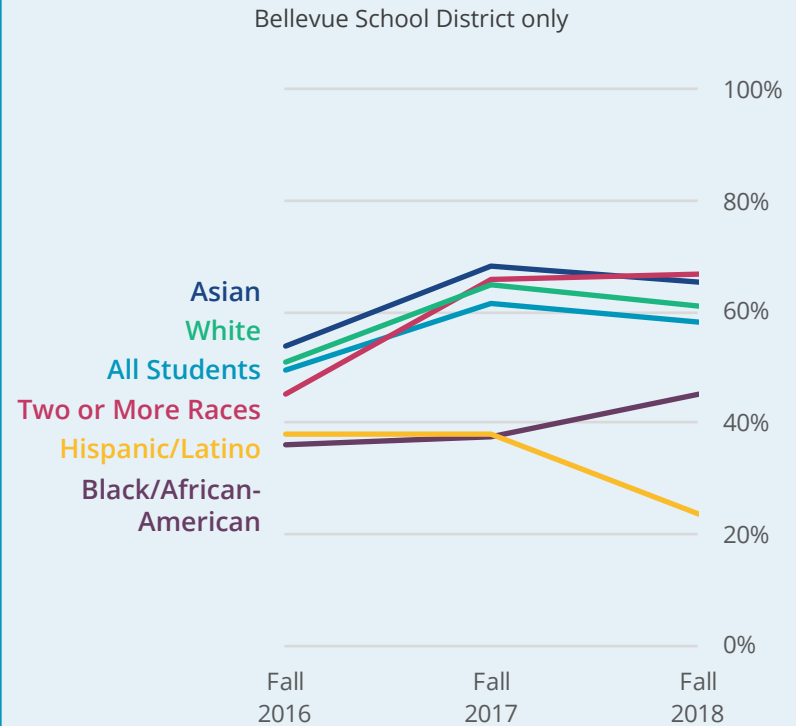


Data Tip: The range of typical development is very wide in young children. The WaKIDS whole-child assessment seeks to describe a typical child upon kindergarten entry and considers six different developmental domains.

Percent of Kindergarten Students Meeting Expectations by Domain, Fall 2018



Percent of Kindergarten Students Meeting All Six Domains, by Race/Ethnicity



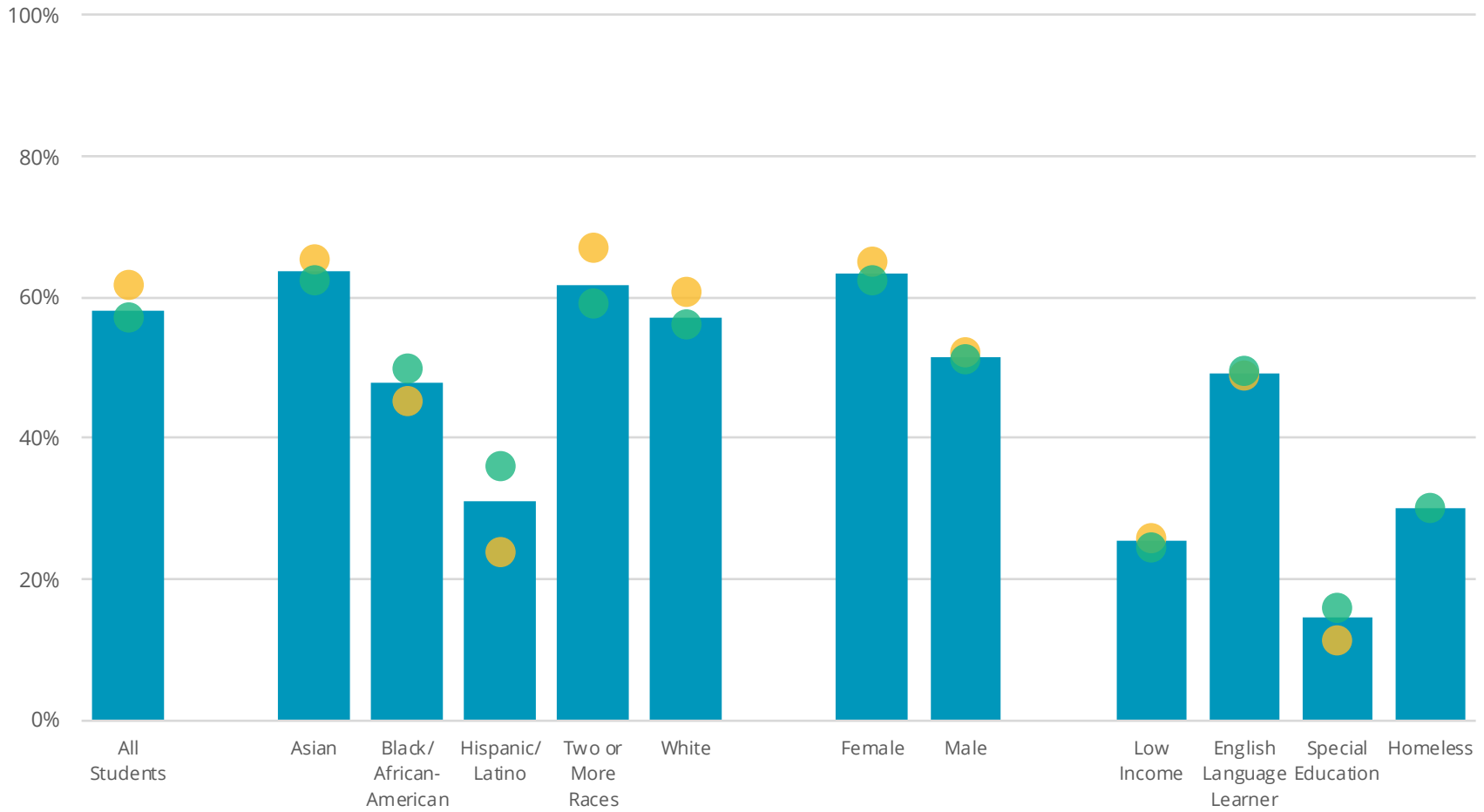
Note: Data shown only for Bellevue to reflect the service area of Eastside Pathways as of 2016. Due to relatively smaller group sizes for students identifying as Black, Hispanic, or Two or More Races, numbers can fluctuate greatly from year to year. Rate of ~60% for all students is consistent with rates of ~80% for individual domains (left graph) because students meeting expectations in one domain might not meet expectations in all others.



Data Tip: The WaKIDS assessment is unique among standardized state assessments in that it is **observational**, meaning teachers observe students going about their everyday activities rather than administering a separate exam.

Percent of Kindergarten Students Meeting All Six Domains, Fall 2018

● Bellevue SD ● Lake Washington SD ■ Both Districts Together



Note: Breakout data suppressed for American Indian/ Alaskan Native students, Native Hawaiian/ Other Pacific Islander students, and students experiencing homelessness (Bellevue only) due to small numbers.



Thriving School Years

GOAL: Every child thrives both in and out of school.





Landscape

When it comes to youth between the ages of 5 and 18, it's common for society to view schools as having primary responsibility for children's development and success. But schools cannot do it all alone, nor should they. The Eastside is moving toward a new vision where many different community organizations are getting involved and taking leadership roles in supporting the next generation.



Always Learning

Learning opportunities are not limited to the walls of a school building, and kids who lack access to enriching out-of-school-time opportunities are at a disadvantage.

This is especially true of students experiencing homelessness, a population which is on the rise locally and regionally. In 2018, several partners participating in the Summer and Extended Learning Collaborative worked together to deliver high-quality programming and services to Bellevue students experiencing homelessness.

The partners involved in the work included BSD, the Boys & Girls Clubs of Bellevue, the City of Bellevue, KidsQuest Children's Museum, and the Bellevue Family YMCA.

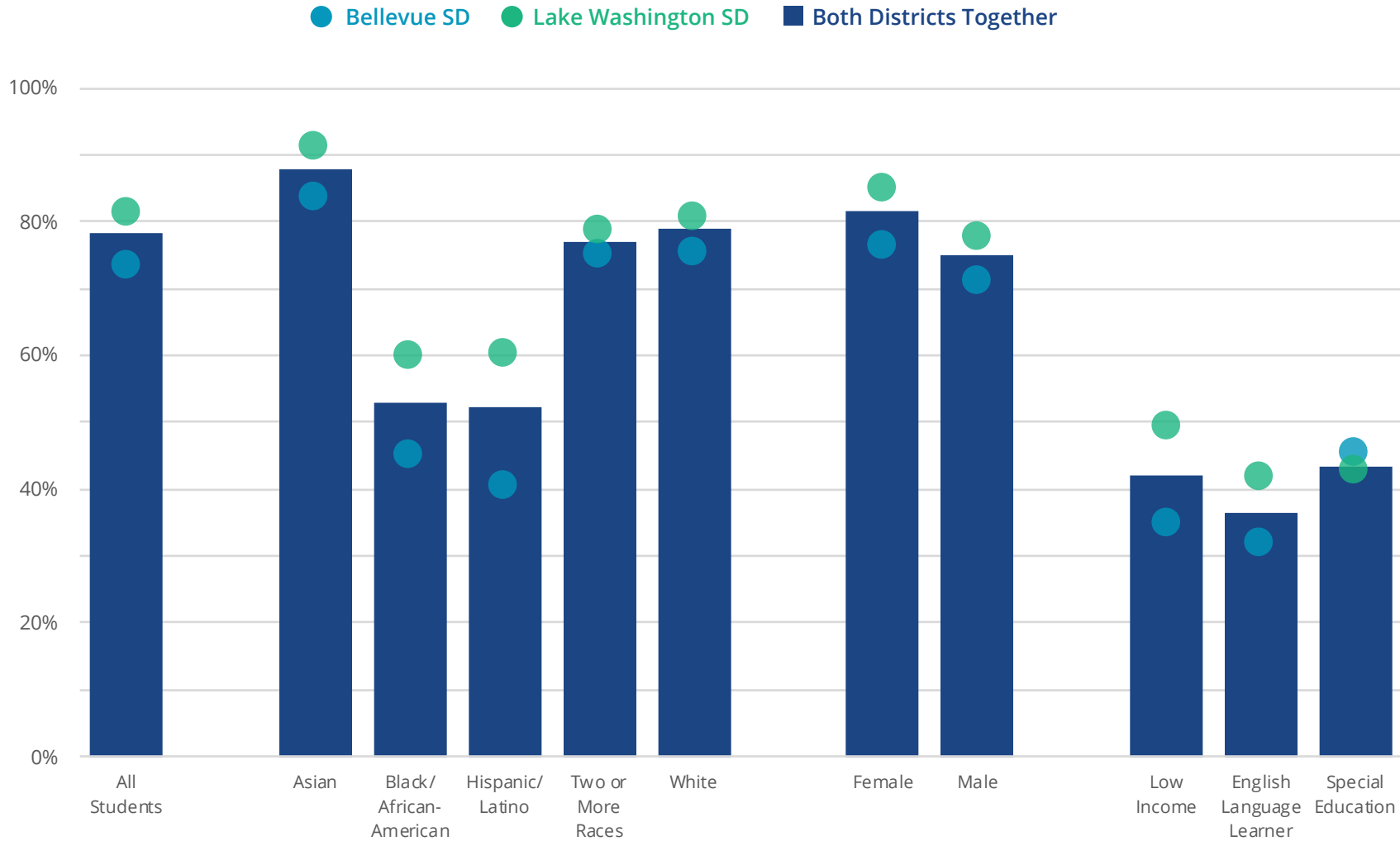
Funded through a Best Starts for Kids grant, the partners worked collectively to provide students with enriching experiences and stability when they were out of school to increase every participant's sense of belonging.

The collaborative also worked on a common scholarship application to streamline the process of applying for financial support at different organizations, as well as a matrix of resources and services to help school staff in the Family Connections Centers in 2017 and 2018.



Data Tip: Reading rates by third grade reflect an accumulation of experiences up to that point, including early learning and out-of-school opportunities. We currently use third grade reading primarily as a lagging indicator of early learning.

Percent of Third Grade Students Meeting Standards in English Language Arts, Spring 2018



Note: Breakout data suppressed for American Indian/Alaskan Native (n=5), Native Hawaiian/Other Pacific Islander (n=5), and migrant (n=1) students due to small numbers. Students in Special Education who were assessed on AIM instead of Smarter Balanced (n=45) not included in chart but had a pass rate of 67%. Rate for Black/African-American students includes grades 3-5.

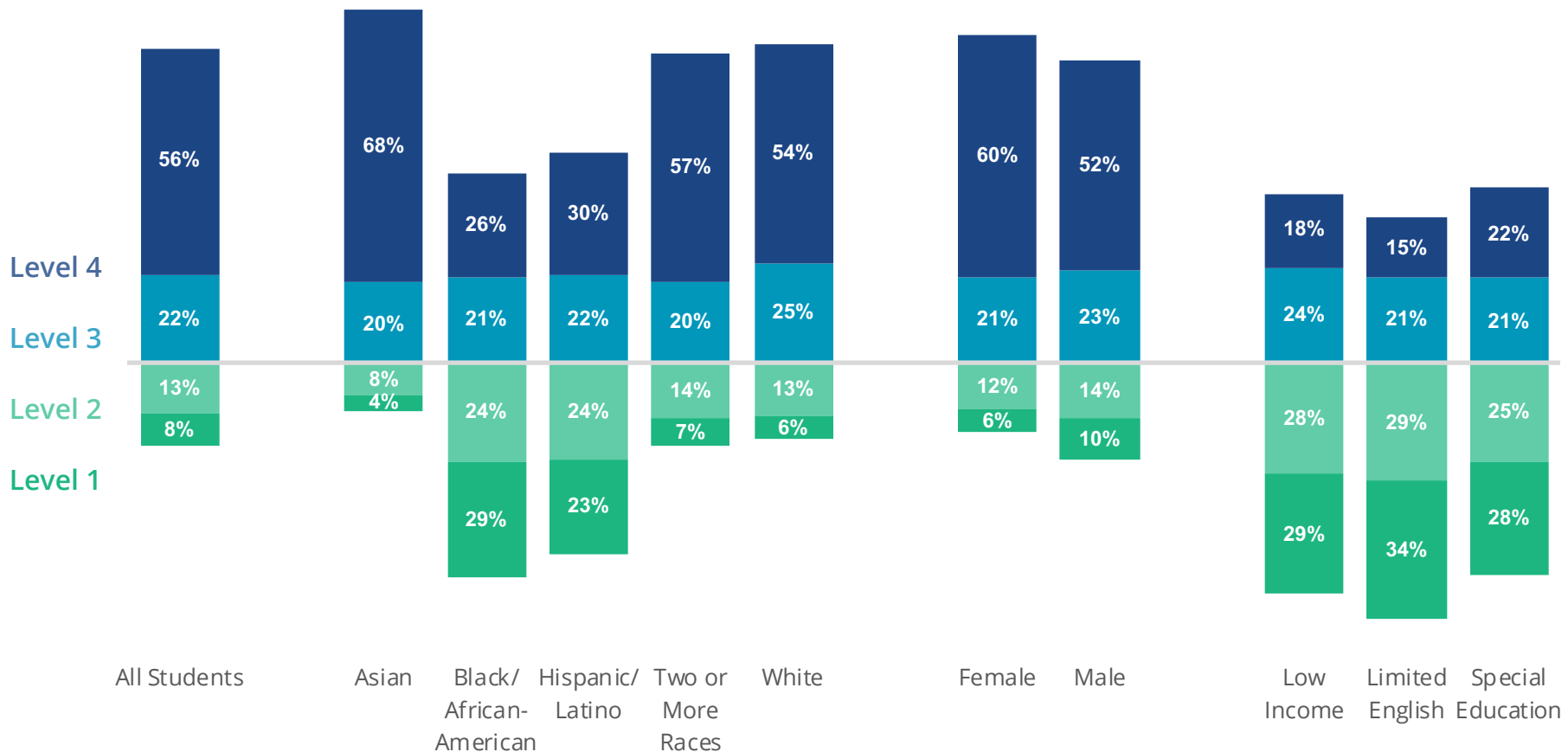
DATA: 3rd Grade Reading



Data Tip: Some students are very close to being proficient readers; others need more intensive support. This chart is a different view of the previous page's data. It shows the degree to which kids are approaching proficiency.

Percent of 3rd Grade Students on Different Levels in English Language Arts, Spring 2018

Level 3 and 4 considered proficient



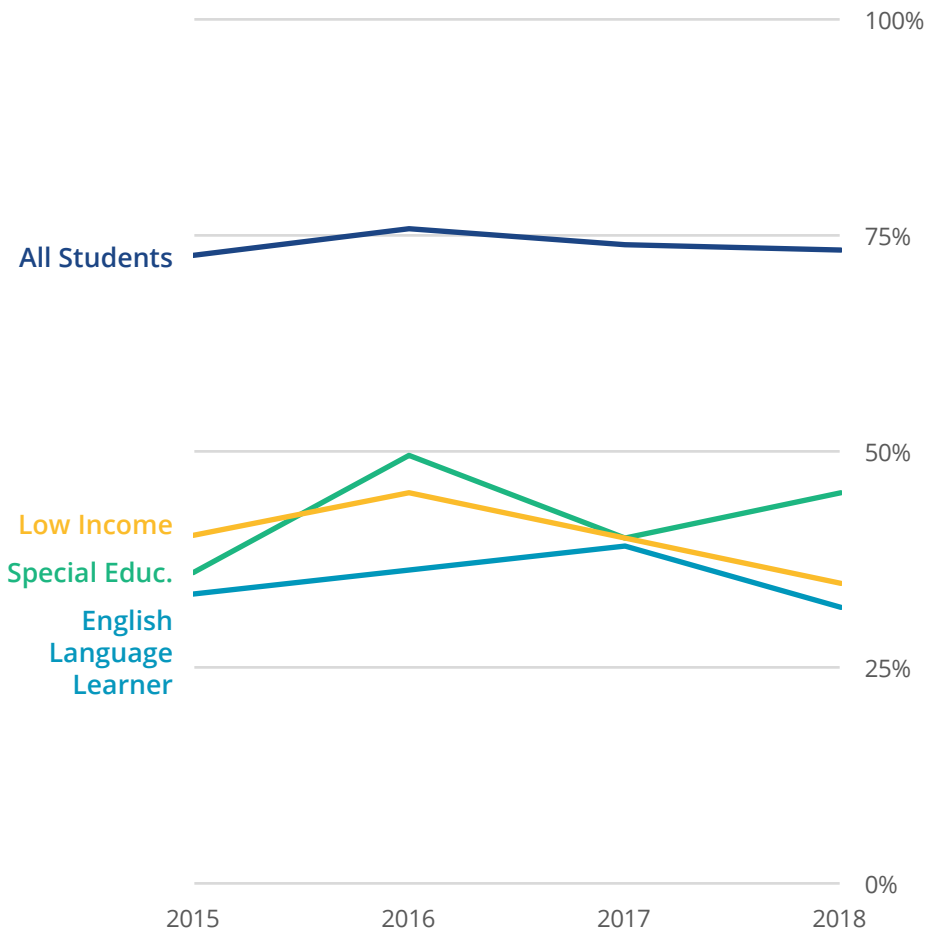
Note: Chart shows data for both districts together. Some columns may not add to 100 due to students who were enrolled but not assessed and thus coded as “no score” (n=46). Most of those (n=45) were students in Special Education who were assessed on AIM instead of Smarter Balanced. They had a pass rate of 67%. Breakout data suppressed for American Indian/Alaskan Native (n=5), Native Hawaiian/Other Pacific Islander (n=5), and migrant (n=1) students due to small numbers. Rate for black students includes grades 3-5.

DATA: 3rd Grade Reading

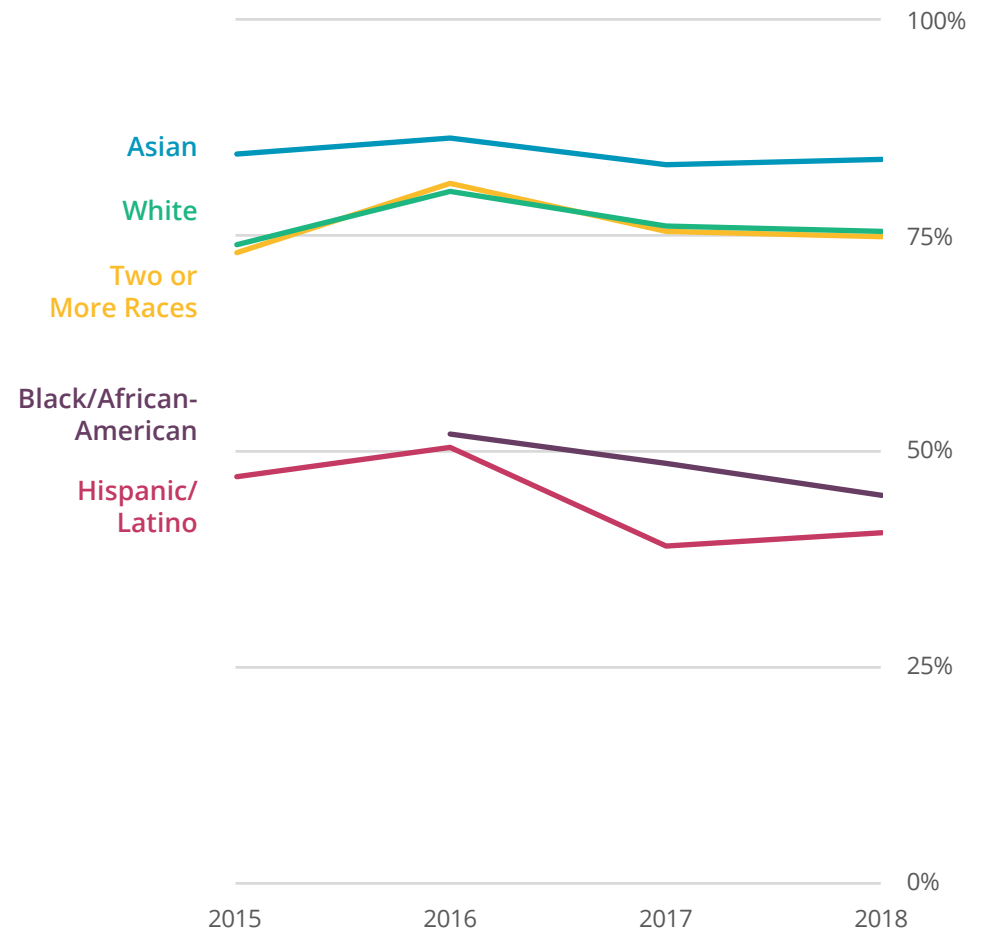


Data Tip: Eastside Pathways has been established in the Bellevue School District for nearly eight years, but in Lake Washington for less than two. This trend data shows Smarter Balanced results for Bellevue only.

3rd Grade English Language Arts by Special Programs
Bellevue School District



3rd Grade English Language Arts by Race/Ethnicity
Bellevue School District





High School Success

GOAL: Every youth graduates from high school prepared for their postsecondary plan.





Visualizing the Future

A high school diploma is an essential credential for work and for life. To change our community's story so that every young person is supported to achieve their diploma and more, young people must see a path to a future worth having.

Culturally Relevant Mentors

The Career Pathways Collaborative launched the “Pizza With a Purpose” program at Interlake High School in the 2017-18 school year. It arose out of feedback from the Black Students Union and Latinos Unidos at Interlake and was designed

to create an opportunity for students of color to engage with professionals of color around career options and opportunities.

The informal setting, in small groups, encouraged students to ask questions and engage in meaningful conversations with the professionals about their career and life paths — which, as any adult knows, is not always a straight line.

Following the Data

Similarly, the most well-known path through high school takes four years, but it can also

be different for some students. Whether due to being new to the English language, having special education needs, or other life circumstances, a four-year path is sometimes not appropriate or feasible.

Eastside Pathways has decided to track both four-year and five-year high school graduation rates and make that data available and known across multiple stakeholders in the community.

High school graduation is important to individuals and important to society. It is an outcome we all must own.

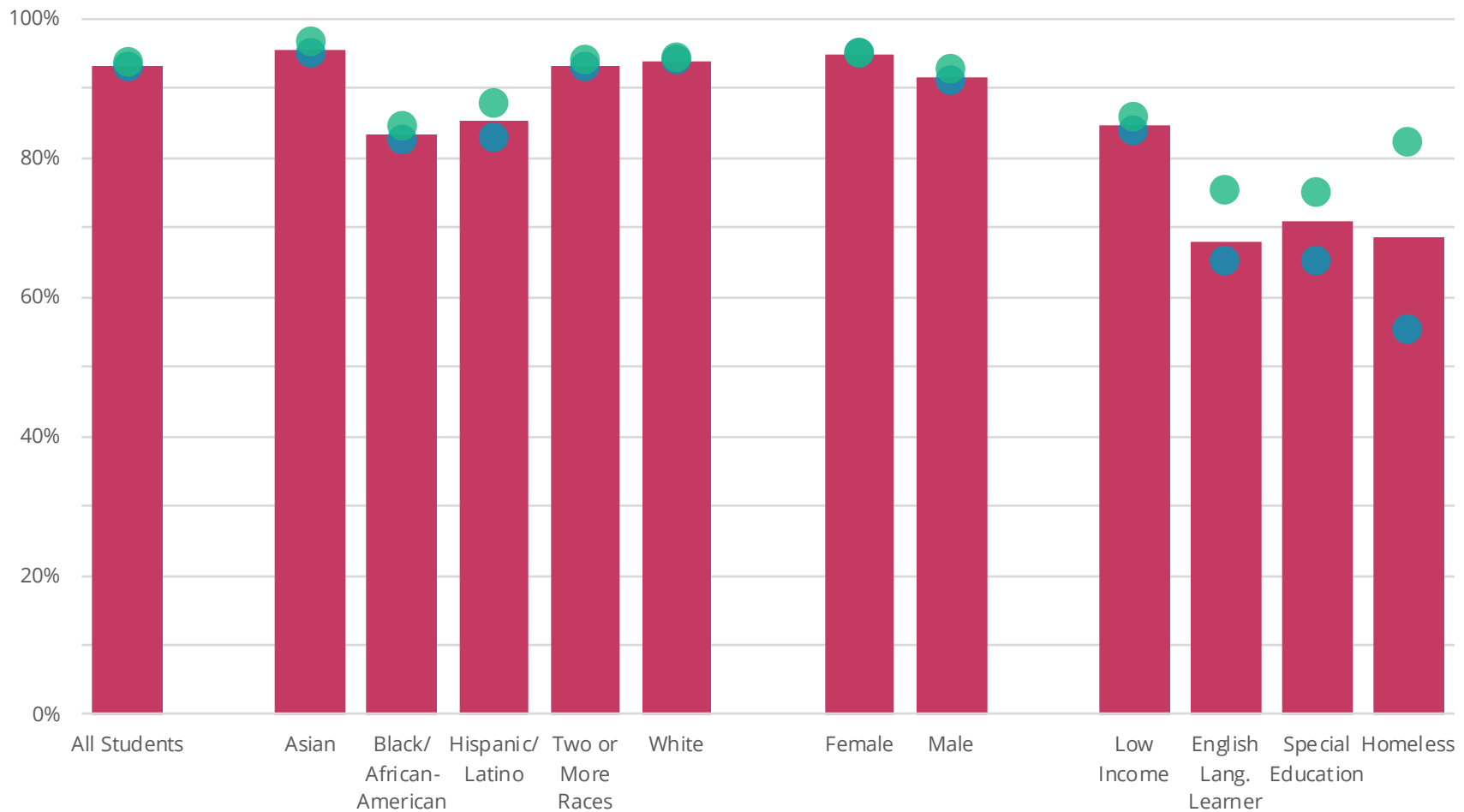
DATA: High School Graduation



Data Tip: The most common high school graduation timeline is four years, but some students (ex: English Language Learners) may require longer to finish, so we also track five-year rates. They are available on our [data dashboard](#).

High School Graduation Rate, Class of 2018 (4-Year Graduation)

● Bellevue SD ● Lake Washington SD ■ Both Districts Together

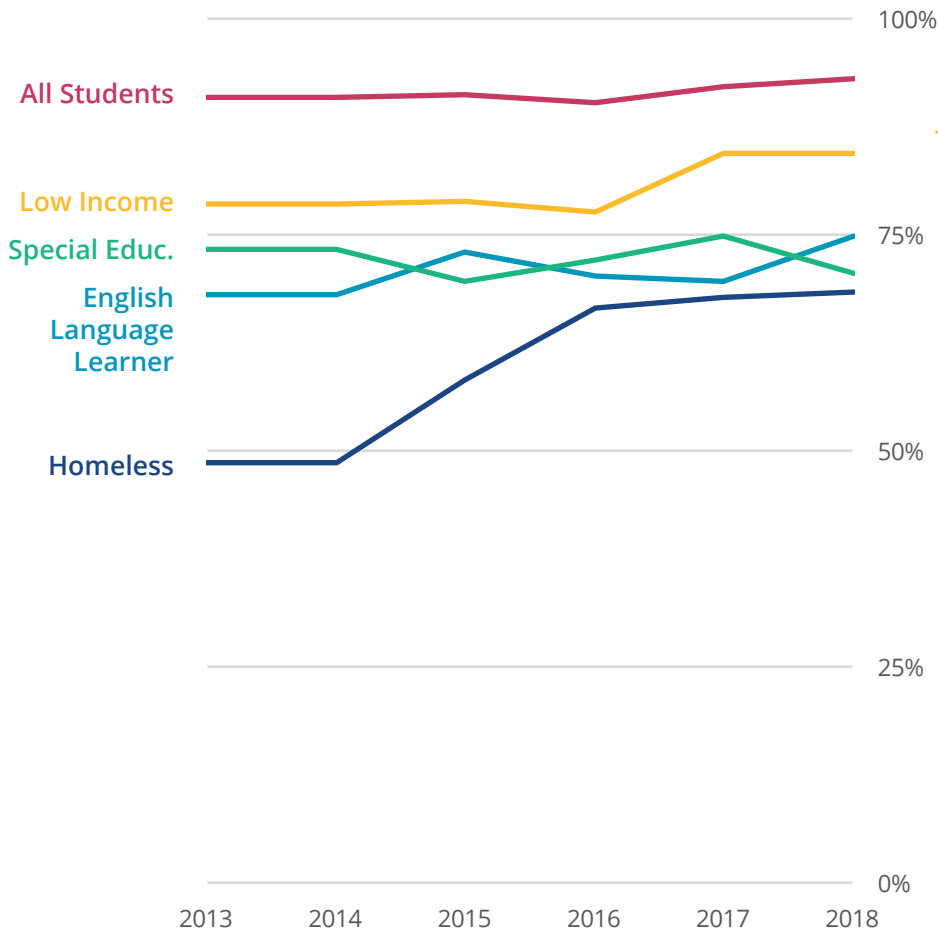


DATA: High School Graduation

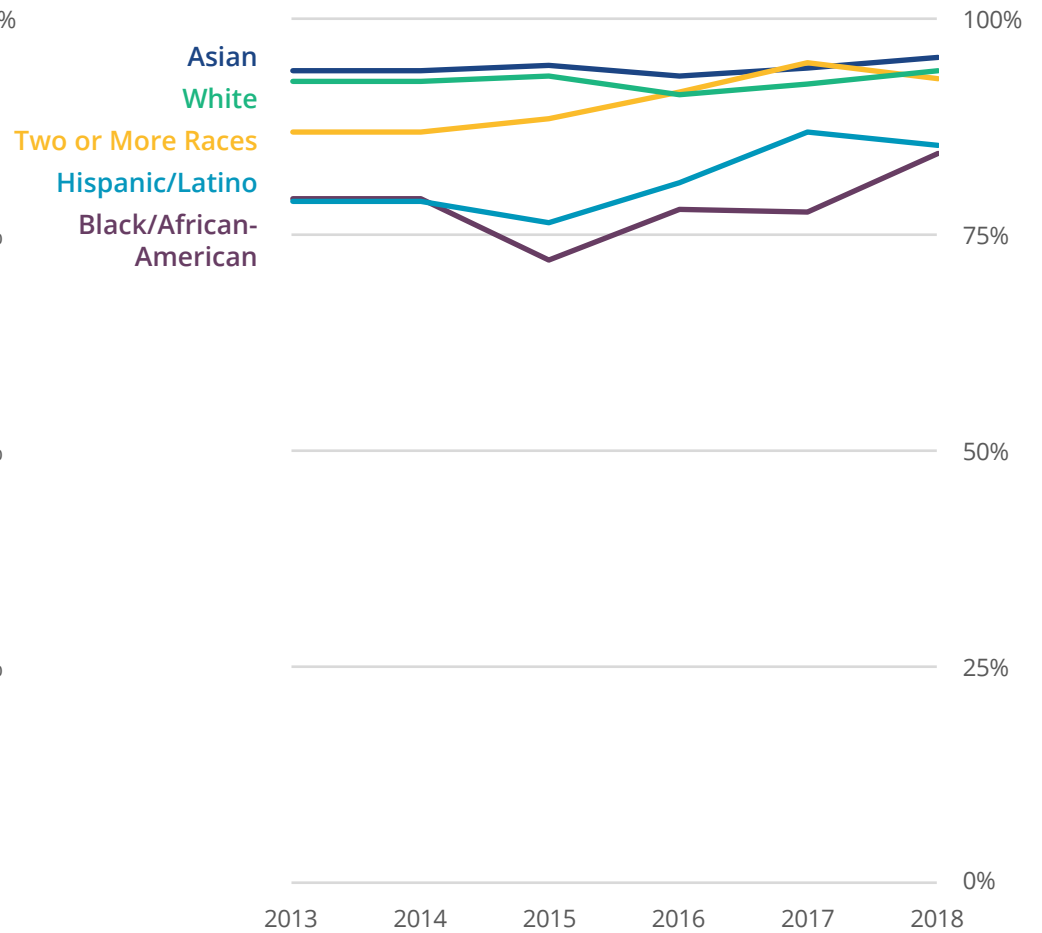


Data Tip: Graduation requirements change often due to local, state, and federal policy. Looking at year-to-year rates is not a perfect comparison, but it is useful for seeing whether gaps between student groups have changed over time.

Graduation Rates by Special Programs
Both Districts Together, 4-Year Rates



Graduation Rates by Race/Ethnicity
Both Districts Together, 4-Year Rates





Launching A Career

GOAL: Every young adult attains postsecondary education or training and enters a career of their choice.





Connecting to Careers

Graduating high school is a huge milestone and a huge transition. It can be a time of excitement, of curiosity, of satisfaction, but also of vulnerability, especially when strong supports do not exist. Our high schools work with students to develop plans for their postsecondary education and training. Then, after graduation, many systems that have been consistent for our youth are no longer in place.

Summer Melt

The Career Pathways Collaborative brought the Bellevue School District and Bellevue College (BC) together for two years to address “summer melt”, the phenomenon where a student who planned to attend college in the fall did not actually do so.

For the first time, both partners came together to share and evaluate data on how many kids, and which, were actually “melting” during the summer. This shone a spotlight on where the group could focus strategies. One effective strategy was to hold orientation sessions at each high school, where a BC staff member could help students enroll. This allowed

for a more seamless handoff from one organization to another.

The collaboration also yielded policy changes that have endured, including removing financial and technological barriers to registration and accepting registration earlier.

There is a current hiatus due to staffing changes. This, however, further exemplifies the interdependence of our partners and the need for Eastside Pathways to exist so that there is always an avenue back to collective work on shared priorities.

Business Engagement

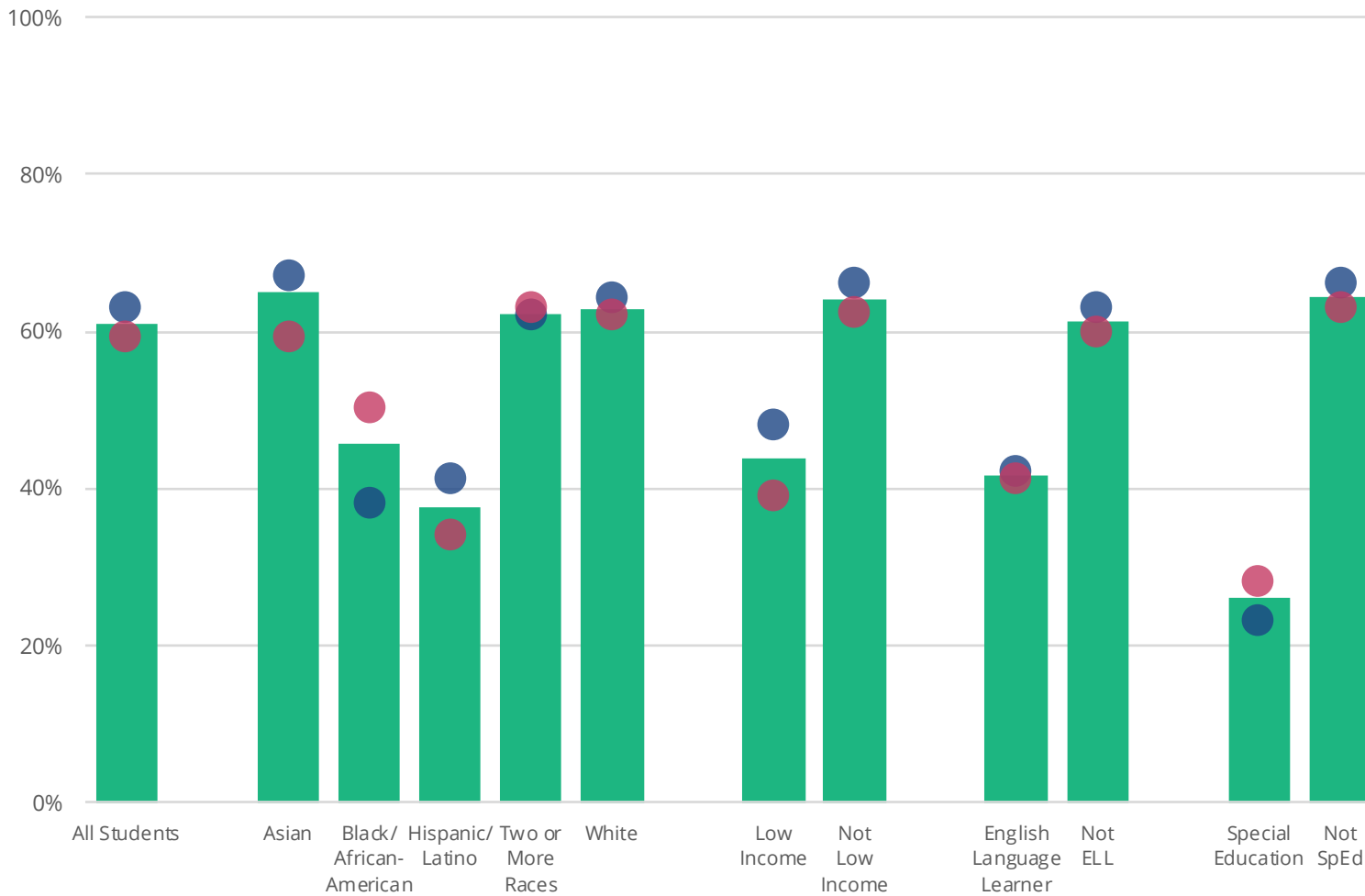
Passionate that our business community plays an important role in our youth’s thriving, the Business Engagement Group began to provide awareness and education to the business community on identified gaps and needs.

The group’s initial approach is currently being evaluated and re-strategized to find ways to make the most of this opportunity.

DATA: Postsecondary Credential

College Completion Within 6 Years of Graduating High School High School Class of 2012

● Bellevue SD ● Lake Washington SD ■ Both Districts Together



Data Limitations

Tracking progress in this area is limited by the availability of data. While not every student chooses college as their postsecondary path, that is the only one that currently has consistent data available.

A more robust measure of success for young adults would incorporate a wider range of choices and credentials, including professional licenses, military service, homemaking, and full-time employment.



What's Next

Partnership refining focus on priorities

What's Next

As we publish this community report, the Eastside Pathways Partnership is in an exciting phase of development. We're building on the professional relationships and processes we've established over the first eight years of the partnership. We're refining how we collaborate to achieve better outcomes for our Eastside youth.

We have a newly unified board overseeing the partnership and providing vision for its work. With funding for more permanent backbone staff members, we now can build even more consistent and effective practices across the partnership.

For the first time, we are co-creating our strategic plan. All partner organizations have been invited to help establish and vet our goals, as well as respond to key factors we've heard from within the partnership and from our broader community. These efforts aim at gaining alignment for the work of the partnership as well as within our partners' individual organizations.

"We've learned a lot from our norming and storming. We have looked at governance, and we've looked at systems and structures. I think we're poised now to do the work better than ever before."

– Judy Buckmaster, Bellevue School District

We are having more direct and honest conversations about what the data shows regarding systemic inequities and opportunity gaps. We're committed to developing time-bound, targeted goals and measures for the partnership not only at the big-picture level but also in the collaborative work. We commit to tracking and continuously improving our efforts.

We look forward to continuing this work with you and with our community and realizing the goal of every child in East King County thriving from cradle to career. Thank you for your continued and passionate commitment to our work. We still have lots to do!

Mapping Our Partnership

The Eastside Pathways Partnership includes nearly 70 public, private, and nonprofit organizations, each with its own programs and services. Mapping out the ecosystem of support is no small task.

The 2018 mapping results, which represented 47 organizations who shared their information via a survey, provided a baseline from which to build in the future. It was geared toward answering three questions:

- Which gaps need to be filled?
- Which services are duplicated?
- How can organizations leverage each other's strengths?

One example of a gap that emerged was that only three Eastside Pathways partners provide transportation services. There are likely other community entities that may provide these services outside of the Partnership; however, this highlights a possible issue which would be significant for a suburban community.

Explore the [overview](#) and [full results](#) on our website.



OUR PARTNERS

Early Childhood/K-12 Education

Bellevue School District
 Bellevue Schools Foundation
 Child Care Resources
 Children's Institute for Learning Differences
 Eastside Baby Corner
 FISHPOND Preschool
 KidsQuest Children's Museum
 Kindering
 Lake Washington School District
 Lake Washington Schools Foundation

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
 Lake Washington PTSA Council

Civic/Government

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

Community-Based Organizations

Alliance of People with disabilities
 Ashoka Seattle
 Asian Counseling and Referral Service
 Assistance League of the Eastside
 Athletes for Kids
 Backpack Meals for Kids
 Bellevue Family YMCA

Bellevue LifeSpring
 Bellevue Presbyterian Church
 Big Brothers Big Sisters of Puget Sound
 Boys & Girls Clubs of Bellevue
 Camp Kindness Counts
 Chinese Information and Service Center
 Eastside Heritage Center
 Eastside Legal Assistance Program
 Eastside Refugee and Immigrants Coalition
 Friends of Youth
 Girl Scouts of Western Washington
 Hopelink
 Imagine Housing
 India Association of Western Washington
 Jubilee REACH
 Leadership Eastside
 League of Education Voters
 LifeWire
 NISO Programs
 Olive Crest
 Pacific Science Center

Rainier Athletes
 St. Andrew's Lutheran Church
 SOAR of King County
 United Way of King County
 Westminster Chapel
 Year Up Puget Sound

Health

Allegro Pediatrics
 HealthPoint
 International Community Health Services
 Overlake Medical Center and Clinics
 Planned Parenthood of the Great Northwest
 Seattle Children's Bellevue Clinic and Surgery Center
 Sound Mental Health
 Youth Eastside Services

Business

Mainspring Wealth Advisors
 SkillSpire

Board of Directors

CHAIR

Sue Baugh Community Advocate

VICE CHAIR

Ted Dezember King County Housing Authority

TREASURER

Andrew Boyd Learner First

SECRETARY

Alka Machanda Community Advocate

Putter Bert KidsQuest Children's Museum

Tom Brewer Bellevue Presbyterian Church

Judy Buckmaster Bellevue School District

Matt Gillingham Lake Washington School District

Cathy Habib Community Advocate

Ron Harding City of Redmond

Megan Kennedy University of Washington

Byron Shutz Community Advocate

Patti Skelton-McGougan Youth Eastside Services

Kevin Skogen Mainspring Wealth Advisors

Helena Stephens City of Bellevue

Josephine Young Allegro Pediatrics

Siri Bliesner Lake Washington School District Liaison

Erica Melief Bellevue School District Liaison

Thanks also to Rahel Abraham, Alaric Bien, Joyce Carroll, Patrick Foran, and Roxanne Shepherd for their service.



www.eastsidepathways.org

CITATIONS

OSPI: Office of Superintendent of Public Instruction

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WaKIDS: OSPI, Fall 2018

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District Enrollment by Race/Ethnicity: OSPI, October 2018

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Smarter Balanced: OSPI, Spring 2018

Youth Residents: US Census, American Community Survey, 2017

Note: Eastside Pathways serves ages 0-26 but tally includes only ages 0-24 because of census age bins

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High school graduation: OSPI, 2019

Special programs: OSPI, October 2018

Homelessness: OSPI, 2017-18 year

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College Completion: National Student Clearinghouse, 2018, via data requests to Bellevue and Lake Washington school districts

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Depression: Healthy Youth Survey, 2018

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