Dear Friends and Supporters,

What’s your secret sauce? The essence of our work can often be described in two or three words.

For the staff and board of Generation Schools Network, our secret sauce is RELATIONSHIPS (aka trust), INNOVATION and RESOURCES.

As we approach our 15th year and consider our impact, those are the critical factors in solving the educational challenges we face. In the photo below, you will see an outcome of this approach.

GSN was able to build leadership capacity in principals to serve their communities and students better through securing resources, developing and implementing a blended-learning program that met state requirements for a group of districts that did not have a program.

Thank you for doing your part in supporting student success by partnering with Generation Schools Network. During the 2018-2019 school year, we worked in 70 districts in 4 states to help 81,283 students thrive.

Wendy Loloff Cooper, CEO

The 10 principals from rural CO districts that received their principal licensure this year, plus their GSN coach and district superintendents.
Impact Totals

81,283
STUDENTS

5,418
TEACHERS

Financial Overview

FEES FOR SERVICE - $1,280,620 (89%)
FOUNDATIONS / GRANTS - $150,000 (10%)
CONTRIBUTIONS - $8,201 (1%)

TOTAL REVENUES - $1,438,821* (100%)

(10%) (1%)
(89%)

PROGRAM SERVICES - $1,214,285 (77%)
MANAGEMENT & GENERAL - $301,963 (19%)
FUNDRAISING - $57,437 (4%)

TOTAL EXPENSES - $1,573,685 (100%)

(19%) (4%) (77%)

*Does not include $347,800 of temporarily restricted net assets at the beginning of the year which were released from restrictions and used to fund current year expenses.
National Impact

Approved Provider States:
- Colorado
- Indiana
- Hawaii
- Louisiana
- Massachusetts

District Partners:
- California
- Ohio
- New York
To date, the CREC has brought in $17,604,706 to member schools and districts for work in the following areas: College & Career Readiness | Student-Centered Accountability Program | Teacher & Leader Efficacy | Teacher Recruitment & Retention | STEM | Social Emotional Learning & Students At-Risk

**REPRESENTING**

- **45,789** students
- **3,052** teachers
- **63** school districts

**Testimonials**

- Sophia Russell
- Cisco Perez

WATCH HERE

WATCH HERE
In 2018-2019, S-CAP expanded from 6-12 districts in Colorado. We implemented revised tools and processes to conduct System Support Reviews (SSRs) in each district. In addition, we continued the work of the Research Practice Partnership (RPP), a partnership of the member districts, Battelle for Kids, University of Colorado - Denver, and GSN.

This project is the work funded by our Hewlett Grant, and includes Deeper Learning Study Teams, facilitated by the Carnegie Foundation for the Advancement of Teaching. The S-CAP group was also a key part of an effort to pass legislation allowing for alternative accountability systems to complement the state system.
Social Emotional Learning Expansion

92% of TEACHERS responded positively to the statement "I have developed meaningful relationships with my Advocacy / SEL students."

89.96% of STUDENTS responded positively to the statement "My Advocacy / SEL teacher cares about me."

70.44% of STUDENTS responded positively to the statement "I feel like my Advocacy / SEL group is a safe space."

9,106 STUDENTS
607 TEACHERS
14 SCHOOL DISTRICTS

One 4th-grade Advocacy student said they learned “to be kind to others always, never disrespect others, use teamwork…and how to deal with problems without violence.”
Generation Schools partnered with South Central BOCES, San Luis Valley BOCES and Weld RE-3J School District to support students who have been expelled, are at-risk of expulsion or are habitually truant. In the EARSS program, professional Advocates are hired and trained to provide support to students and parents using a case management approach. The goals of the program include: Re-engage and support EARSS eligible students | Facilitate increased parent engagement | Improve school attendance | Increase student participation in SEL programs to develop the CASEL identified competencies | Decrease behavioral incidents | Reduce failing grades | Plan and prepare for post-secondary transition.

In Year 1 of the Weld RE-3J EARSS grant, 26% of students who were at risk of dropping out improved to a secure academic standing.
**Turnaround Leadership Program (TLP)**

At Bennett School District, **100%** of Cohort 2 participants responded that they felt their participation in the TLP program improved the quality of professional development at their district.

“*I think having the opportunity to dive into data, have access to the UIP, and work with data really allowed us to move forward as a district. I would like to see the implementation of this information given to us really take off and work in our favor.*” – Bennett participant

At Monte Vista School District, **100%** of participants responded that they saw an improvement in performance management and observation and coaching as a result of their participation in the program.

At Monte Vista School District, **80%** of participants responded that they were confident that the school(s) will continue to implement what was learned in TLP and that the school(s) will continue to make the turnaround efforts necessary to improve.

“*[The TLP program] was imperative in helping us learn how to ‘turn around’ our school improvement efforts to make a positive difference in our student growth and achievement.*” – Monte Vista participant

The cohort completes courses such as: Instructional Leadership, School Culture and Equity Turnaround Leadership
Creating Healthy Schools

Creation of 4 district-wide Health & Wellness plans created with community feedback and tied to community goals.

1,444 STUDENTS

10 SCHOOLS

Bullying Prevention

2,389 STUDENTS

12 SCHOOLS

160 TEACHERS
Teacher Retention

The Teacher Retention Plan Into Action grant in the SC BOCES continued and served 20 participants from 9 districts through Professional Learning Communities, mentoring, and a Summer Institute.

100% of participants agreed that MSP activities were useful, 90% of participants agreed that their capacity or confidence to take on leadership roles increased as a result of MSP Activities, and participants had the following feedback:

“It was the most worthwhile in-service I have ever participated in."

“Truly one of the best professional development experiences in my career.”

The Northeast Colorado BOCES and San Luis Valley BOCES were awarded a combined total of $1,010,426 through the CDE Teacher Retention Grant. This program will help districts support and retain math teachers by:

- Providing Master’s degrees or Dual Enrollment certifications through CSU-Global
- Holding regular PLC meetings to build a strong network of rural math educators across the BOCES
Principal Induction

100% of participants received their professional licensure after completing the program. Superintendents from participating districts say that they have seen principals “gain self-confidence as leaders,” with others reporting that “the greatest benefit has been increased communication and reflection with my principals.”

Participating principals note that “the program has given me new ideas and insight,” and that “the program has helped me evaluate my role and how I am helping the culture and academics of my school.”
GSN Staff List

Full-time GSN staff
Brittney Ames
Kirk Banghart
Wendy Cooper
Kate Fuller
Andee Ham
Lisa Leith
Micki Nelson
Katie Peyton
Ellen Sarkisian
Craig Spencer
Leslie Tjajadi
Ashleigh Valentine

AmeriCorps VISTAs
Yael Castellands
Meredith Foulke
Brianna Gaines
Jessica Green
Madeline Janicki
Kaela Loriz
Maggie Mather
Ryan Mills
Serena Whitaker

Part-time staff & Contractors
Erin Ax
Lee Morgan
Ed Porritt
Linda Ruiz
Victoria Sarkisian
Jen Sees
Shirley Smith
Donna Trujillo
Mary Jo Reinhard
CJ Roberts

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