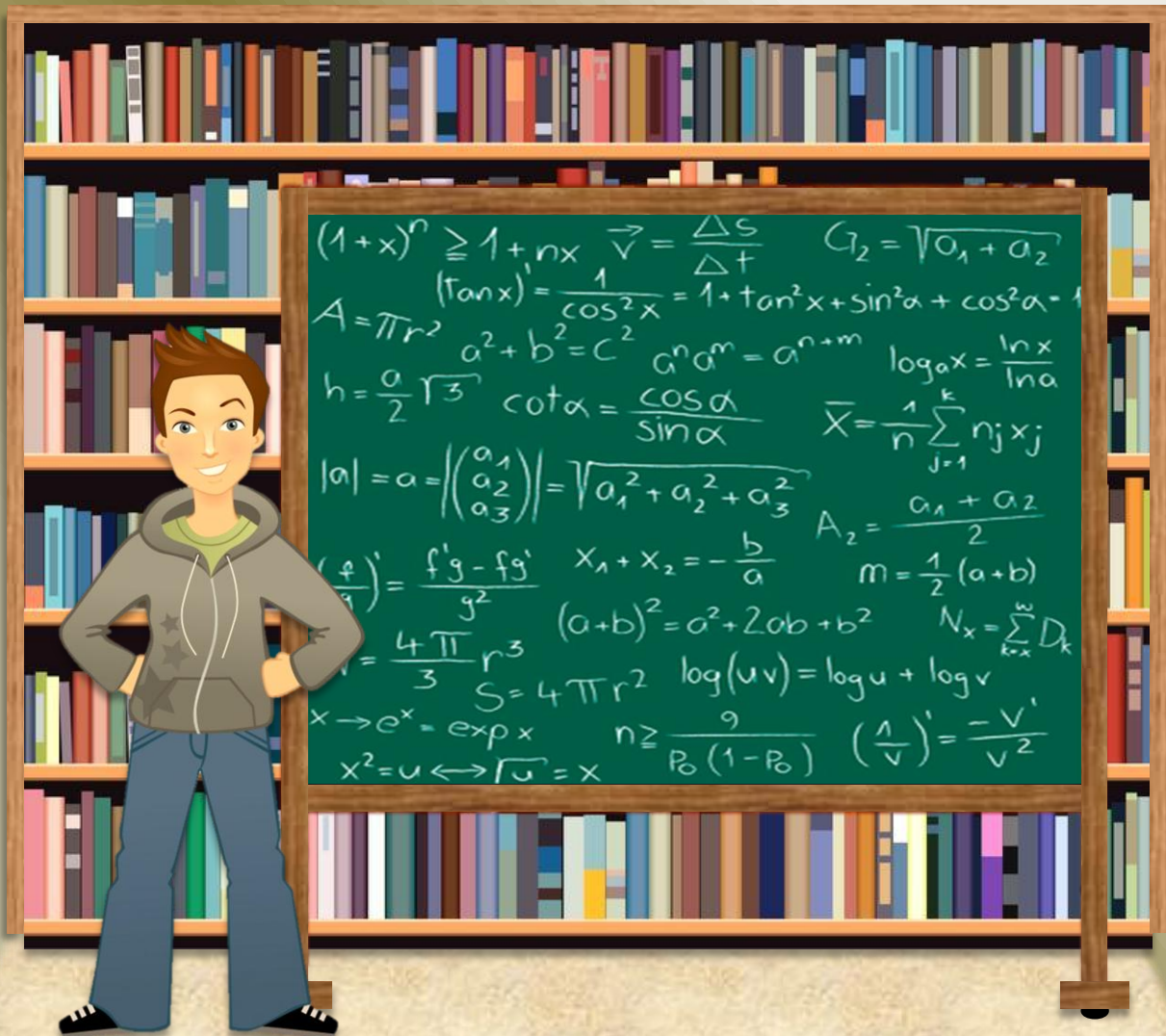


## Inpatient School Reengagement and Retention

...a program developed from the realization that drug use clouds cognitive abilities in children; the ability to reason, to communicate, and to express thoughts and ideas. Children who have damaged their brains by using harmful substances become frequent school dropouts. Daybreak steps in to solve this challenge by teaching these children how to relearn to learn, while they are in treatment at Daybreak's Inpatient facility in Spokane County's only "drug-free" school.



Daybreak Youth Services is a regional non-profit organization providing treatment services to youth and families troubled by substance use, addiction, and co-occurring psychological or behavioral disorders.



Thank you for your desire to learn more about one of Daybreak's impactful community projects. This short proposal provides an overview of Daybreak's *Inpatient School Reengagement and Retention (ISRR)* program. ISRR is designed to reduce student dropout rates, and to increase GED-based graduation rates through: (1) academic re-engagement for patients in treatment by offering a specialized curriculum during treatment that takes into account this population's cognitive and comprehension challenges; and (2) improvement of retention rates by providing tutor-intense catch-up learning and after-care follow-up for those who have fallen behind grade level in math and reading.

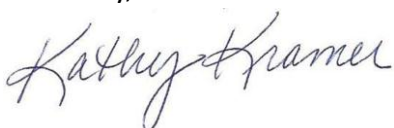
The need, solution, budget, organizational background, supporting data, and program success measures summaries should facilitate a clear understanding of the partnering opportunity outlined within. Please do not hesitate to contact us with any of your questions. We are delighted to correspond, to speak, or to meet with you.

Daybreak's core competency, for over 30 years, is the treatment and care of children with harmful substance addictions. During my six years of employ at Daybreak, I have met only one child who turned to drugs out of sheer rebellion. The most common cause of addiction for these at-risk children is a *mistake*; an attempt to cope with a traumatic life situation, like: the death of a parent; the breakup of their family; or the need for love and belonging. At-risk children deserve a second chance, and an opportunity to become healthy, contributing members of society, too.

We all have ways of dealing with life-challenges—some ways are good for us, and others, not so good. Children cannot always be expected to discern the difference. Daybreak stands ready to help give children that second chance at life.

Thanks you for your consideration!

Sincerely,

A handwritten signature in cursive script that reads "Kathy Kramer". The signature is written in black ink and is positioned above the typed name and contact information.

Kathy Kramer  
Development Director  
kkramer@daybreakinfo.org  
509-499-7757

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- 50% of children admitted to Daybreak’s residential inpatient treatment facility have already dropped out of school, intending never to go back. 95% of these patients are below grade level in arithmetic and reading.
- Residential inpatient treatment clients at Daybreak are children, ages 12–18. Daybreak operates an onsite alternative “sober” school with its own teacher and tutors licensed through Spokane County School District 81. Patients are automatically reenrolled into school when they enter treatment, and begin a catch-up curriculum. Those who are ready begin preparation for their GED.
- *Inpatient School Reengagement and Retention (ISRR)* is a specialized reengagement and retention education curriculum developed at Daybreak for child patients with drug-induced cognitive brain damage. These students must *relearn how to learn*. This program acknowledges those challenges, by teaching the child with short bursts of information, administered through multiple-modality (vision, sound, touch) engagement.
- The *Inpatient School Reengagement and Retention* curriculum is now the preferred teaching and tutoring methodology at Daybreak, yielding results for these children that are greater than those from the standard academic curriculum.
- The following components are required to fully implement the *ISRR* curriculum for all children receiving treatment at Daybreak’s residential inpatient facilities:
  - (A) specifically selected study materials for those needing high-interest low-level reading tools;
  - (B) online access to additional study materials;
  - (C) specialized reading software for low-level readers, and accompanying noise-blocking headphones;
  - (D) paper laminator to preserve single-sheet materials;
  - (E) GED online prep seats;
  - (F) GED test payments;
  - (G) a multi-function copy machine;
  - (H) projector screen; and
  - (I) shelving and paint.
- *Inpatient School Reengagement and Retention* can help over 300 children accumulate school credits during inpatient treatment at Daybreak each year, and graduate 40 drug-free teens, through classic circumstance, or the GED.

Child substance use, including tobacco, alcohol, and other drugs, has been well documented over the past 30 years, in national and statewide surveys, to be harmful to cognitive brain development for the processes of comprehension, literacy, and communication. Put simply, drug use clouds cognitive abilities in children, the ability to reason, to communicate, and to express thoughts and ideas. It is not a wonder why children using harmful substances fall behind or drop out of school. The *Inpatient School Re-engagement and Retention* program's overriding theme is simple. Information needs to be presented in short bursts to compliment short attention spans.

Daybreak's student patients do not have positive relationships or experiences in school. Inpatient treatment's accredited teacher determined that a new educational curriculum and teaching methodology are necessary to improve the academic results of Daybreak's residential inpatient treatment clients. The *Inpatient School Re-engagement and Retention* program is the result of considerable discussion, research, and analysis of data on the cognitive learning abilities of the childhood brain in response to harmful substance usage.

The typical school core curriculum includes a holistic well-rounded sampling of skills necessary to cope and succeed with everyday life challenges. As dropouts, children with addiction and mental health challenges will never obtain the academic skills that you and I take for granted (reading, writing and arithmetic), let alone the sciences and life skills needed to survive in the world (nutrition, shelter, employment).

*Inpatient School Reengagement and Retention* can be a solution for decreasing the high number of children who become school dropouts in Spokane County. The program has been created specifically for children, who need a completely different and engaging educational approach, and works by teaching in the patient's language of understanding. Without this opportunity, these children are likely to give up permanently on education.

Daybreak's *Inpatient School Reengagement and Retention* program reduces student dropout rates and increases GED-based graduation numbers through:

- reengaging children in the academic process by offering a specialized curriculum during treatment that takes into account the cognitive and comprehension challenges faced by these children;
- improving after-treatment school retention rates by providing tutor-intense, catch-up learning, while in treatment at Daybreak for those who have fallen behind grade level in math and reading; and
- facilitating GED test taking, while in treatment at Daybreak, with online GED test prep classes, practice tests, and exam opportunities.

The alternative “sober” school environment at Daybreak’s inpatient treatment facility provides a supportive academic environment in which students can experience success that they can build upon, as they transition from treatment to home, and alternative schooling to public schooling.

The results cause children to revalue themselves by controlling frustration and anger, which improves self-image and confidence to retain these kids in school after they leave treatment.

This program’s new teaching methodology may be the only way for many of these students to complete academic credits, or have a chance for the GED.

The success of patients in Daybreak’s *Inpatient School Reengagement and Retention* program is a turning point, which helps them reintegrate into the academic process, and increases their chances for becoming healthy, productive, and contributing members of society.

*Inpatient School Reengagement and Retention (ISRR)* is a new program. The ISRR methodology is based on positive trial outcomes from limited implementation on select patients with clinical characteristics that match those of projected program recipients (school dropouts, ages 12-18, below reading and mathematics grade levels of peers, with harmful substance induced damaged to cognitive abilities).

The program will be administered by Daybreak’s alternative “sober” school teacher, Luann Cummings (an expert at providing teaching to youth with learning challenges), and her tutors. Luann is licensed through the Spokane County School District 81. Her duties related to this program include oversight of curriculum, tutors, patient to school system transitioning, and program reporting.

Luann has determined that a new educational curriculum and teaching methodology are necessary to improve the academic results of Daybreak patients. *ISRR* is the result of considerable discussion, research, and analysis of data on the cognitive learning abilities of the childhood brain in response to harmful substance usage.

*ISRR* program dollars will facilitate the preparation and cleaning of a room (prior room use was for storage) at Daybreak’s inpatient facility for the new *ISRR* classroom. Program implementation includes: (WEEK 1) a new coat of paint, shelf installation (work performed by Daybreak’s maintenance department), ordering educational materials, supplies, and equipment; and IT wiring of computers; (WEEK 2) equipment and supplies setup completion for school district review and approval; (WEEK 3) prepare implementation of new curriculum, and tutor training by program coordinator; (WEEK 4) begin shift from standard school district curriculum to specialized *ISRR* classroom curriculum, introducing *ISRR* curriculum to newest patients while current patients complete the standard school district curriculum.

*Costs – Inpatient School Reengagement and Retention*

<i>Online GED Prep Seats</i>	<i>\$700</i>
<i>Additional Online Curriculum Access</i>	<i>\$1,000</i>
<i>GED Test Taking Cost for 40</i>	<i>\$3,000</i>
<i>Copier Lease , 2 Printers, 1 Laminator</i>	<i>\$4,000</i>
<i>Specialized Low-level Reader Software Kits</i>	<i>\$4,500</i>
<i>Specialized Curriculum Study Materials</i>	<i>\$5,000</i>
<i>10 Computers and Learning Software</i>	<i>\$7,000</i>
<b><i>Total Costs</i></b>	<b><i>\$25,200</i></b>

*Inpatient School Reengagement and Retention* will be sustained after startup, as a line item in Daybreak’s operating budget.

## ORGANIZATION BACKGROUND

Daybreak is a 501(c)3 nonprofit, licensed by the Departments of Health, and Social and Health Services, to treat youth, ages 10-18, whose lives are at risk due to harmful substance use, addiction, and psychological disorders. Daybreak has served Spokane and eastern Washington communities for over 30 years. The staff includes state licensed Chemical Dependency Professionals who are experts at providing treatment to at-risk youth.

Daybreak staff maintains a premier skill set in providing structured interventions and treatment to children and teens, with all ranges of substance use challenges, from early experimentation, to serious, life-threatening addiction and co-occurring mental health issues.

Focused treatment methodologies achieve results in shorter time periods of weeks. A strong and effective infrastructure manages data collection, service delivery, financial management, and patient safety; allowing attentive focus on the needs of our adolescent patients.

As a founding member of the national Network for the Improvement of Addiction Treatment (NIATx), we train treatment organizations around the country, and facilitate academic research on addiction, through its membership in the Clinical Trials Network of the National Institute on Drug Abuse.

Daybreak sees more than 1,000 adolescents annually in its Spokane inpatient and outpatient treatment and rehabilitation programs. Outpatient therapy for teens and their families include after school and evening sessions. Secure residential intensive inpatient treatment is available for adolescents with more serious issues. The residential inpatient facility can accommodate 40 boys and girls, ages 12 through 18.

Daybreak also offers: (a) life-skills training, which helps transition older teens into responsible adulthood; (b) an alternative “sober” school with a full-time accredited teacher and volunteer tutors; and (c) a new educational reengagement and retention program for inpatient clients with harmful-substance-induced, cognitive-process brain damage, that teaches children to *relearn how to learn*.

Services are offered to persons of all economic conditions, religious affiliations, and ethnic backgrounds. A personal approach is taken with each adolescent to achieve the following outcomes: (a) long-term abstinence from harmful substance usage; (b) solid family relationships; (c) personal responsibility for his/her actions; (d) continued accumulation of school credits while in treatment; and (e) an eventual graduation from high school, or the GED.

Daybreak and the *Inpatient School Reengagement and Retention* program provide a solution to the educational, and health and wellness needs of adolescents in treatment, who are too far behind in school to catch up to their peers through the normal academic processes. By not reengaging these children, or getting them back into school, their chances for continued after-treatment life-success can be easily lowered, through unproductive behavior that is typical of uneducated and idle individuals.

Daybreak's evidentiary data shows that drug treatment and educational reengagement must occur at the same time to boost a child's chances for life-success, after treatment.

Heavy users of harmful substances typically do not engage in productive and positive activities that benefit society. Their activities are known to create significant social losses. *Inpatient School Reengagement and Retention* helps to decrease the likelihood that program participants will engage in harmful substance use later, during their teen and adult years.

The uniqueness and value of this program is derived from Luann Cumming's (Daybreaks alternative "sober" school teacher) abilities for connecting with children, and understanding how to retrain their damaged brains, to restart their cognitive learning processes. A child's brain is still developing at these ages, and this marvelous organ has ways of healing itself that we have yet to completely understand. It is Luann's natural aptitude that makes this program useful and unique. Luann's teaching intuitions have taken years of study and practice to develop. She has honed a skillset that is desired in harmful-substance, rehabilitation facilities for children, world-wide. We can't clone Luann, or her unique intuitions; but her reengagement curriculum can be implemented, and made available to boost a child's after-treatment chances for life-success, for years to come.

Educated individuals who meet basic employment requirements, are more likely to have health insurance, and are more likely to use their healthcare to become healthier, productive members of society. It is important to keep as many children as we can in school and graduated.

The *Inpatient School Re-engagement and Retention* project outcomes will be determined by the Woodcock-Johnson pre- and post-testing system. Data on patients will be available for review as soon as the day of their discharge from treatment. This standardized national measure can determine functional levels in the key academic areas of mathematics, reading, and comprehension.

The comparison of pre-program results to post-program results will show significant improvements in the child's literacy levels and cognitive abilities.

Daybreak graduates are monitored when they return home, or to an interim half-way residence, to determine if these children are remaining in school and drug-free. Daybreak's transition specialist will measure collected data, coordinate and facilitate the reintroduction of children into school after treatment, manage the transfer of records between Daybreak and various state school systems, introduce children to school counselors for continued monitoring, and follow-up with children and families after treatment to verify and measure continuing academic participation.

Daybreak uses an electronic medical records system that can run reports on identified characteristics of the children served. This data is routinely evaluated to measure outcomes and performance.

## BENEFITS OF OUR PARTNERSHIP

If you choose to partner with Daybreak through the *Inpatient School Re-engagement and Retention* program, you can provide the following benefits to Spokane County:

- a reduction in Spokane County's school dropout rate;
- an increase in the number of GEDs obtained by children who previously had been school dropouts;
- a reduction in adult substance use, drug-related crime and incarcerations typical of those with uneducated and idle lifestyles; and
- an increase in the ready workforce for local businesses.

*Inpatient School Re-engagement and Retention* is the necessary approach for reaching children affected by addiction and mental health challenges. There is no other option, because the standard educational curriculum does not connect with children who have harmful-substance-induced cognitive-process brain damage. *ISRR* trains a child's mind to *relearn to how learn*.

After the program is launched, a child will be enrolled immediately into the *ISRR* program upon arriving for residential inpatient treatment at Daybreak. School enrollment is 100% for Daybreak inpatient clients; and those, who are ready, begin preparing for their GED as soon as possible.

The *relearning process* is slow at first; but with an adequate level of attention through tutoring, children graduating from Daybreak have caught up to, and even passed their grade level.

“Spokane is fortunate to have such a resource like Daybreak that promotes public safety and works to alleviate juvenile-related stress and crime.” -**Mayor Mary Verner**, Spokane, WA

“Daybreak is the region’s leading children’s alcohol and drug dependency treatment facility. Daybreak does very important work in our communities, and partners with Police and Sheriff’s Officers on a regular basis to help keep our teens and streets safe. It is my pleasure to partner with such a worthy organization that has done so much over the past 32 years to help law enforcement lower juvenile crime, drug abuse, and school drop-out rates in the Spokane and northern Idaho regions. The services Daybreak provides to youth and families in our communities are a very valuable asset.” -**Sheriff Ozzie Knezovich**, Spokane County

“My tour of Daybreak was an intense learning experience. I saw first-hand the unfortunate plight of many talented youth. Daybreak’s contribution to helping these kids develop skills and motivation for becoming responsible and successful citizens, employees, and family members earns significant respect from me. Special credit and recognition must be given for the professionalism, philosophy, and commitment of Daybreak’s leadership and staff. Daybreak is making an important difference for the youth and families of our community. Kindly join me in supporting the Daybreak cause.” -**Brian L. Pitcher**, PhD. Chancellor, WSU Spokane

# Testimonies from Daybreak graduates.

“I didn’t want to be at Daybreak. I felt like I was being abandoned. Now I’m thankful for Daybreak. It wasn’t punishment. It was another chance at life... and for a future.”

“I fought them [my parents], and I called them bad words and names. I told them I hated them. If they hadn’t put me in Daybreak, I’d be dead now from an overdose.”

“I went in a brat and came out a lady.”

“I had a choice—go to Daybreak or go to jail. I chose Daybreak, thinking I would just go through the motions, do my time, and when I got out, I’d be free to get high again. Instead I learned so much at Daybreak. It felt like I was being heard for the first time. That meant something to me. I have a future that is better than the problems I’m dealing with today. I am not going to do drugs again. Drugs are my problems. I deserve better.”

“Daybreak didn’t just focus on my drug abuse, but on my family and other problems. They found my cause for doing drugs and worked with me to fix that. I learned how to help myself and keep clean. I am a changed girl.”

“I tell the new kids coming in for treatment that it’s not punishment, it’s a second chance, and they should take it!”