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STUDENTS SUCCEED IN THE RESPOND TO EVERY ACADEMIC CRISIS HOLISTICALLY (REACH) PROGRAM: A POSITIVE EDUCATION JOURNEY FOR STUDENTS AT-RISK.

by

Amanda Annaliese Gil

A Dissertation

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ABSTRACT

The number of dropouts in the United States has become a national crisis and students who are at-risk are on the rise. Educational institutions have failed to create equity amongst all students and at-risk students continuously lack equitable services at school to meet their needs to succeed. Private schools especially, overlook the needs of their most disadvantaged students and have no services established to assist these students with the high standards and rigorous course load. One private school in Northern California has developed a prevention dropout program known as REACH (Respond to Every Academic Crisis Holistically). This service serves the bottom 5% of students who are low achieving. This program equips these students with the skill, resources, and support necessary to be successful at this private high school as well as reduces their chances of dropping out. In this study, the researcher proves how the REACH program helped students who were at-risk gain higher levels of self-esteem, increased academic achievement, improved classroom behavior, and developed healthier relationships with peers and teachers. The methodology selected included surveys, interviews, observations, archival data (student transcripts), and the researcher's journal. For three years, the researcher served in the field as a human instrument and investigated how this service made an impact on students who were at-risk. Students, parents, and teachers all agreed that the REACH program helped at-risk students with their self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers. The REACH program served as a positive educational experience for at-risk students to succeed in their academic and personal journey.

Keywords: Academic Achievement, At-Risk Students, Classroom Behavior, Dropout Prevention Programs, Equity, Self-Esteem, Relationships with Peers and Teachers

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CHAPTER 1: INTRODUCTION

Students who drop out of school serve as a potential liability to the social and economic stability of our nation (Bailey, 2020; Brendtro, et al., 1990; Conrath, 1994; Good, 2010; Owings, 1992; United States Department of Education, 1983; Watts, 2000). Every fall, over a million students who enter ninth grade fail to graduate with their peers four years later (America's Promise Alliance, 2015; Bailey, 2020). Approximately 7,000 students in the United States drop out of school every day (America's Promise Alliance, 2015; Bailey, 2020). This excessively high dropout rate threatens the nation and results in a tragic waste of young lives (Brendtro et al., 1990; Hahn, 1987; Watts, 2000).

Students who are at-risk are usually low academic achievers, exhibit low esteem, have poor attendance rates, and experience discipline problems (Bailey, 2020; Dynarski et al., 2008; Hahn, 1987; Sagun, 2010; United States Department of Education, 1983; Watts, 2000). Generally, these students come from low socioeconomic status families where parents have low educational backgrounds and low educational expectations for their children (Bailey, 2020; Dynarski et al., 2008; Hahn, 1987; Sagun, 2010; United States Department of Education, 1983; Watts, 2000). Students who have low incomes and are of a minority have a greater risk of dropping out of school (Bailey, 2020; Dynarski et al., 2008; Hahn, 1987; Sagun, 2010; United States Department of Education, 1983; Watts, 2000).

Schools are responsible for creating equity for all students including fairness and inclusion (Bailey, 2020; Vera et al., 2016; OECD, 2008; Sagun, 2010; Watts, 2000). Dropout prevention programs serve as an adequate resource that produces equity for at-risk students and supports their needs (Bailey, 2020; Vera et al., 2016; Sagun, 2010; Watts, 2000). Studies have shown that dropout prevention programs improve at-risk students' attendance rates, classroom

behaviors, self-esteem, and academic achievement (Vera et al., 2016; Kronick, 1997; Sagun, 2010; Watts, 2000). Research also reveals that at-risk students' chances to graduate, attend college, and be career-ready increases due to dropout prevention programs (Vera et al., 2016; Kronick, 1997; Sagun, 2010; Watts, 2000). Dropout prevention programs are the proactive approach to eliminating the at-risk problem in America and creating equity in schools (Bailey, 2020; Vera et al., 2016; O'Hanlon, 1999; Sagun, 2010; Watts, 2000).

Statement of the Problem

The dropout rate of high school at-risk students ages 18 years and younger is approximately 40% (Bailey, 2020; Natriello et al., 1990; Nowicki, et al., 2004). Studies have reported an 80% accuracy rate in predicting which students will drop out of high school (Bailey, 2020; Carnahan, 1994; Catterall, 1987; Nowicki et al., 2004). Educational institutions have the sole purpose of meeting their students' needs and creating equity for all (America's Promise Alliance, 2015; Vera et al., 2016). These dropout prevention programs play a significant role in the lives of at-risk students (America's Promise Alliance, 2015; Appelstein, 1998; Finn & Rock, 1997; Kronick, 1997; Natriello et al., 1990; Nowicki et al., 2004). The benefits include changed perceptions and attitudes towards school and learning, stronger relationships with peers and teachers, and fewer students dropping out of school (America's Promise Alliance, 2015; Appelstein, 1998; Finn & Rock, 1997; Kronick, 1997; Natriello et al., 1990; Nowicki et al., 2004).

Purpose of the Study

Owings (1992) research driver the purpose of this study. Typically, private high schools do not have dropout prevention programs for students who are at-risk. At-risk students usually do not have any services that meet their needs and help them with the high demands and rigorous

course load. Also, at-risk students receive limited support at home, lack the skills to help them achieve, and have experienced some sort of trauma. Most at-risk students leave private high schools due to GPAs and their inability to graduate (Owings, 1992).

In Northern California, one private high school identified the equity problem at their institution surrounding at-risk students. A dropout prevention program was created for at-risk students to provide them with the skills, resources, and support necessary to help them graduate. The purpose of this ethnographic study was to show how the Respond to Every Academic Crisis Holistically (REACH) program helped at-risk students with their self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers at this private high school.

Significance of the Study

Dropout prevention programs create equity for students who are most at-risk and successfully motivates them to achieve higher levels of social and academic success (Appelstein, 1998; Cellini & Kee, 2010; Comer, 1987; Donnelly, 1987; Vera et al., 2016; Druian, 1986; Dynarski et al., 2008; Kronick, 1997; Riley, 1986). These prevention programs' cost-effectiveness greatly benefits at-risk students and cause both short- and long-term advantages (Appelstein, 1998; Cellini & Kee, 2010; Vera et al., 2016; Dynarski et al., 2008; Kronick, 1997). The benefits to society outweigh the cost due to the improved efficiency and overall welfare of our nation (Appelstein, 1998; Bailey, 2020; Cellini & Kee, 2010; Vera et al., 2016; Dynarski et al., 2008; Kronick, 1997).

A thousand dollars invested in a dropout prevention program is a return of $1500 to $3500 in social benefits (Catterall, 2011; Vera et al., 2016; Dynarski et al., 2008; Kronick, 1997). Also, a cost of $10,038 for after-school programs produces benefits of $89,000 to $129,000 per

participant (Alliance for Excellent Education, 2003). The finals benefits include a saving of $40,500 in public health expenditures, $26,600 for reducing criminal activity, and decreased expenditures of public welfare amounting to $3,000 per student induced to graduate through programmatic efforts (Catterall, 2011; Vera et al., 2016; Dynarski et al., 2008; Kronick, 1997).

Many at-risk students lack the necessary skills to have a successful future (Appelstein, 1998; Vera et al., 2016; Dynarski et al., 2008; Kronick, 1997). Studies have shown that dropout prevention programs raise student attendance, increases academic achievement, boosts self-esteem, improves behavior, strengthens relationships, and enhances graduation rates (Appelstein, 1998; Bailey, 2020; Vera et al., 2016; Dynarski et al., 2008; Kronick, 1997). Also, dropout prevention programs create positive school experiences for at-risk students (Appelstein, 1998; DePaoli et al., 2018; Vera et al., 2016; Donnelly, 1987; Dynarski et al., 2008; Hanna, 2014; Kronick, 1997; Riley, 1986). Dropout prevention programs are the cost-effective strategy to strengthen our country's economy and the solution for our nation's at-risk crisis (Appelstein, 1998; Catterall, 2011; Vera et al., 2016; Donnelly, 1987; Dynarski et al., 2008; Kronick, 1997).

Research Questions

This study answers the following question:

> How does the REACH program at one private high school help at-risk students with their self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers?

Hypothesis

The hypothesis in this study is:

The REACH (Respond to Every Academic Crisis Holistically) program at one private high school helped at-risk students with their self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers.

Theoretical Framework

The body required the most basic survival needs before moving on to more complex ones (Maslow, 1943, 1954; Poston, 2009). Maslow's hierarchy addressed the needs students have and where they were in their lives from a psychological perspective (Maslow, 1943; 1954; Poston, 2009). This theoretical framework identified and addressed human beings' needs (Maslow, 1943; 1954; Poston, 2009). In Figure 1. 1 below, the hierarchy pyramid laid out the stages of needs: physiological needs (at the base), then safety needs, social needs, esteem needs, and self-actualization (at the very top) (Maslow, 1943; 1954; Pennie et al., 2016; Poston, 2009). Physiological needs were the basic needs, such as food, water, warmth, and rest (Maslow, 1943; 1954; Pennie et al., 2016; Poston, 2009). Another basic need was safety, which involved security and protection (Maslow, 1943; 1954; Pennie et al., 2016; Poston, 2009). Belongingness and love needs were psychological and addressed the need for affection, connections, and intimate relationships with friends, family, and romantic partners (Maslow, 1943; 1954; Pennie et al., 2016; Poston, 2009). Another psychological need was esteem, which included self-respect, self-worth, and gave people a sense of prestige and feelings of accomplishment (Maslow, 1943; 1954; Pennie et al., 2016; Poston, 2009). Self-actualization was the pinnacle need that served as self-fulfillment and reaching one's full potential (Maslow, 1943; 1954; Pennie et al., 2016; Poston, 2009).

Figure 1. 1
Maslow's Hierarchy of Needs

Abraham Maslow created the hierarchy of needs by studying and observing monkeys' priorities based on individual needs (Cullan, 1997; Maslow, 1943; Poston, 2009). The research revealed that monkeys chose food over play and water over food. If the monkey did not have food but had water, the group was less aggressive than those who had the water taken away. The same was valid for safety needs: monkeys established social roles and dominance when all physiological needs were present. After the study, Maslow transitioned this idea over to human behaviors: physiological needs over safety needs, safety needs over belongingness needs, and belongingness needs over esteem needs. These four needs form the first four components of the pyramid and were recognized as deficit needs. If a child does not have a specific need fulfilled, they are known as deficit. Maslow also associated "being needs" with self-actualization and how these internal concepts were at the top of the hierarchy pyramid (Cullan, 1997; Maslow, 1943; Poston, 2009).

The hierarchy of basic needs was the framework for understanding human motivational needs and assumed that the more satisfaction a person had at a level, the more likely they were to desire higher-order needs (Maslow, 1943; 1954; Pennie et al., 2016). Academic achievement

depended on the students' mental and emotional state (Deci, et al., 1991; Knitzer, 1999; Pennie et al., 2016; Roeser & Eccles, 2014; Short et al., 2013; Sznitman et al., 2011). Students experiencing emotional distress or non-academic cognitive challenges tended to fall behind in their academics and educational potential (Deci et al., 1991; Knitzer, 1999; Pennie et al., 2016; Roeser & Eccles, 2014; Short et al., 2013; Sznitman et al., 2011). Also, students from impoverished neighborhoods struggled to meet basic needs more than the population at large, and this struggle affected the hierarchical advancement beyond the basic needs (Coleman-Jensen, et al., 2013; Patel et al., 2010; Pennie et al., 2016; Wright et al., 2014). Studies have revealed that 49 million Americans live with insecurities, and 15.9 million were children under the age of 18 (Coleman-Jensen et al., 2013; Pennie et al., 2016). Also, 16 million students lived with families that struggle with poverty and food insecurity and 1.6 million students experienced some form of homelessness each year (Coleman-Jensen et al., 2013; National Center on Family Homelessness, 2009; Pennie et al., 2016; Wright et al., 2014). Many students exposed to an impoverished home environment were sleep deprived, and the homeless ones had an increased risk of being involved in acts of violence (Crawford et al., 2011; Gaetz, 2004; Kipkeet al., 1997; Patel et al., 2010; Pennie et al., 2016; Tyler & Johnson, 2004).

Students also failed to achieve higher-order needs when love, belonging, and esteem needs were deprived (Hall-Lande et al., 2007; McNeely & Falci, 2004; Pennie et al., 2016). Many students that felt ostracized by peers, teachers, or school climate were likely to struggle academically and act out (Hall-Lande et al., 2007; McNeely & Falci, 2004; Pennie et al., 2016). Studies have shown that 28% of students in grade 6-12 have experienced bullying, and 20 % of high school students in 9-12 have been victims of bullying (DeVoe & Bauer, 2011; Gladden et al., 2014; Kann et al., 2014; Pennie et al., 2016). Also, 15 % of students were targeted of

electronic aggression, 7% experienced intimidation with a weapon on the school campus, 8% were involved in a physical fight at school, and 7 % do not attend school because of safety concerns (Kann et al., 2014; Pennie et al., 2016; Williams & Guerra, 2007). These factors affected students' ability to contain love, belonging, and esteems needs and decrease their chance of moving up the pyramid (Kann et al., 2014; Pennie et al., 2016; Williams & Guerra, 2007).

Friendship variables also profoundly impacted school involvement, academic achievement, and esteem needs (Pennie et al., 2016; Wentzel et al., 2004; Wentzel & Caldwell, 1997). Experts have found that students struggled to produce academically due to low esteem needs through peer respect and had an increased risk for academic disengagement and isolation, which results in emotional distress (Kingery et al., 2011; Pennie et al., 2016). Students who lacked the basic physiological needs struggled with more advanced cognitive processes and exhibited impaired cognitive performances (Kingery et al., 2011; Pennie et al., 2016). These impaired cognitive performances included creativity, mental flexibility, and problem-solving (Alhola & Polo-Kantola, 2007; Curcio, et al., 2006; Horne, 1988; Pennie et al., 2016). Studies have shown that students struggle to remain engaged and connected to the school environment without a creative outlet (Pennie et al., 2016; Whitlock, 2006).

Maslow's Hierarchy of Needs affected everyone emotionally at every level (Medcalf et al., 2013; Poston, 2009; Steenbakkers et al., 2018). The studies revealed that if children had positive life experiences at an early age and their needs were being met; they developed high self-confidence and self-esteem and had a strong foundation for life, coping mechanisms, and the ability to problem-solve. Also, these children were emotionally healthy and had a stronger sense of self-control (Medcalf et al., 2013; Poston, 2009; Steenbakkers et al., 2018). Conversely, if children experienced negative life experiences at an early age and their needs were not met, then

those individuals had low-confidence and self-esteem. These children had an unstable foundation for life and seek approval from peers while developing a fear of making mistakes. In order for schools to meet student needs, they must first identify those needs, and Maslow's hierarchy of needs served as the most appropriate theoretical framework for understanding the complexities of the human body and mind (Medcalf et al., 2013; Poston, 2009; Steenbakkers et al., 2018; Watts, 2000).

Definition of Terms

For clarity of understanding, the following terms need to be defined.

21st-Century Skills: Are the skills for the future and refer to specific core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach to help students thrive in today's world (Education Terminology, 2019).

Academic Achievement: Refers to the percentage of students at a school who's learning currently meets or exceeds their grade-level standards (Singh, 2011).

Academic Support: Is a variety of instructional methods, educational services, or school resources provided to students in the effort to help them accelerate their learning progress, catch up with their peers, meeting learning standards, and succeed in school (Great Schools Partnership, 2013).

At-Risk: Includes elementary and secondary school students who, on the one hand, run the risk of not acquiring the knowledge, skills, and attitudes needed to become successful adults and, on the other hand, behave in ways that put them at-risk for not graduating from high school (Herr, 1989).

Classroom Behavior: Is the response of an individual or group to a stimulus. The stimulus may be an action, person, or something in the environment. The response typically is an action. Thus, classroom behavior is stimulus-driven responses that occur, especially within the classroom or how students act in the classroom in response to what is going on or present around them (Person, 2016).

Dropout: Is any student who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school (Bonneau, 2015).

Dropout Programs: Are services that provide student support, train staff, and improve school climate to prevent students from dropping out of school (Dropout Programs, (2019).

Equity: Means fairness and inclusion (OECD, 2008).

Executive Functions: Are inter-dependent cognitive skills that allow for daily functioning and interaction, both academically and socially. These skills include attention, working memory, planning, flexible thinking, and inhibition (Glossary of Terms, 2014).

Expanded Learning Time: Refers to any educational program or strategy intended to increase the amount of time students are learning, especially to improve academic achievement and test scores or reduce lost learning, learning gaps, and achievement gaps (Expanded Learning Time, 2013).

Fairness: Means that personal and social circumstances should not be an obstacle to achieving educational potential (OECD, 2008).

Holistic Approach: Refers to addressing the whole person, including their physical, mental, and emotional health, while considering social factors (How to Take a Holistic Approach to Problem Solving, 2019).

Inclusion: Means ensuring a basic minimum standard of education for all (OECD, 2008).

Need: Is a cognitive skill or domain where extra support may be necessary to help a child succeed (Glossary of Terms, 2014).

Private School: Is a school that does not receive its primary financial support from the government (Private School Definition, 2020).

Relationships: Are the positive connections between students, adults, and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support (Blum, 2005).

Respond to Every Academic Crisis Holistically (REACH): Is a dropout prevention program that provides at-risk students with the skills, resources, and support necessary to graduate from a private high school (REACH Handbook, 2019).

Self-Esteem: Reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. (Hewitt, 2009)

Social and Emotional Learning: Reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life. SEL skills include the ability to set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions, and understand and manage emotions (Social and Emotional Learning, 2019).

Limitations

The limitations that existed in this study were the selection of participants and the sample size. Another limitation was the selection of participants involved. Only students who were at-risk were selected for study and the rest of the student population at the high school were excluded. The researcher also selected teachers of at-risk students and did not include teachers of

non-REACH students from the same high school. The sample size had to be participants involved in the REACH program, along with their parents and teachers. These were the limitations presented in the study.

Delimitations

The delimitations presented in this research-based study included one private high school located in Northern California with a dropout prevention program called the Respond to Every Academic Crisis Holistically (REACH). All other private high schools in this area were excluded from the study due to the lack of dropout prevention programs established for at-risk students.

Summary

The problem in today's society is the growing number of at-risk students dropping out of school. Private educational institutions are failing to create equity amongst all students and do not provided adequate services to meet the needs of at-risk students. Maslow's Hierarchy of Needs served as the most appropriate theoretical framework for understanding the complexities of at-risk students. This study was significant due to a private high school creating a dropout prevention program to reduce the number of at-risk students dropping out of school. This private school in Northern California established a dropout prevention program to support their bottom 5% of low achieving students. These students who have been identified as at-risk were placed into a dropout prevention program to receive the support, resources, and skills necessary to be successful at the private high school. The purpose of this study was to show how the dropout prevention program helped at-risk students with their self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers.

Overview of the Study

This research-based study has five chapters. Chapter 1 focuses on the study's background, statement of the problem, the purpose of the study, definition of terms, the theoretical framework, the research question, limitations, and delimitations of the study. Chapter 2 concentrates on the literature review of our nation at-risk, compensatory programs, Title 1, who is at-risk, dropout rates, factors related, student characteristics, learning disabilities, mental disorders, other health impairments, Project REACH, dropout prevention programs, supporting staff, learning environment, Mindprint assessment, skills developed, resources, and outcomes. Chapter 3 reveals the study's methodology and describes the setting and participants, sampling procedures, instrumentation and measures, reliability, validity, data collection, data analysis, and a plan to address the ethical issues. Chapter 4 shows the study's results through demographics, and quantitative and qualitative data. Last, Chapter 5 closes with the data analysis, answering the research questions, comparing the results to the literature review, and recommendations for future research.

CHAPTER 2: REVIEW OF LITERATURE

The American education system has failed to educate students properly for many years and has placed our nation at-risk (Good, 2010; United States Department of Education, 1983). Many Americans have lacked the necessary skills to contribute to society and add value to the economy (Vera et al., 2016; Dynarski et al., 2008; United States Department of Education, 1983). In the early 80s, government officials saw America's turmoil in this area and decided to establish compensatory programs to support students with low academic performance (Davezies & Garrouste, 2020; Slavin, 1987; United States Department of Education, 1983). Title 1 serves as a compensatory program to increase student achievement in reading, language, and mathematics (Slavin, 1987, United States Department of Education, 1983). The Elementary and Secondary Education Act compliments Title 1 in creating programs that support the learning of students with high needs through pullout, in-class, add-on, replacement, and school-wide inventions (Karweit & Ricciuti, 1994; Slavin, 1987).

Americans identified as at-risk are the poor and low performing students who have a high probability of failing academically or dropping out of school (At-Risk Definition, 2013; Blazer & Gonzalez Hernandez, 2018; Fix et al., 2019; Kronick, 1997; Walker & Graham, 2019). The United States has decreased the number of students dropping out in schools over the years due to these prevention programs (Blazer & Gonzalez Hernandez, 2018; National Dropout Prevention Center/Network, 2009). Academic, school, and family factors all play a crucial role in the student's decision to drop out of high school (America's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018; Hammond et al., 2007; Hanover Research, 2011; Kennelly & Monrad, 2007; National Dropout Prevention Center/Network, 2009; Shannon & Bylsma, 2005). These related factors have caused students to alienate themselves, disengage from their learning,

misbehave, and have low-esteem (Amitay & Rahav, 2018; Blazer & Gonzalez Hernandez, 2018; Doll et al., 2013; Dynarski et al., 2008; Fix et al., 2019; Freeman & Simonsen, 2015; Hascher & Hagenauer, 2010; Hyman et al., 2004; National Dropout Prevention Center/Network, 2009; Razer et al., 2013; Rouche & Rouche, 1993; Schultz, 2011; Walker, S & Graham, L (2019). Other at-risk students struggle with learning disabilities, mental disorders, anxiety, depression, and Attention Deficit Hyperactive Disorder (ADHD), which significantly affects their ability to learn (ADHD, 2017; Miller, 2021; Zhu et al., 2017, 2019; Bobo, 2017; Gonzalez & Brown, 2019; Johnson et al., 2016; Schwartz & Feeny, 2007; Shaywitz, 2003; Symptoms and Diagnosis of ADHD, 2019). Dropout prevention programs boost at-risk students' academic performance, improves attendance records, corrects behavioral issues, and increases graduation rates (Vera et al., 2016; Dynarski et al., 2008). These programs are the solution to our nation's at-risk problem (Catterall, 2011; Donnelly, 1987; Kronick, 1997).

A Nation At-Risk

On August 26, 1981, Secretary of Education, Terrel Bell, created the National Commission on Excellence in Education to examine the quality of education in the United States and created *A Nation at Risk* report (Goldberg & Harvey, 1983; The National Commission on Excellence in Education, 1983). The *Nation at Risk* report was issued in April of 1983 to address the decline in America's education (Goldberg & Harvey, 1983; The National Commission on Excellence in Education, 1983). Terrel Bell and the Commission were responsible for providing leadership, constructive criticism, and practical assistance to public and private high schools during this time (Goldberg & Harvey, 1983; The National Commission on Excellence in Education, 1983). For 18 months, Terrel Bell and the Commission held public hearings, panel discussions, interviews, and a series of meetings with administrators, teachers, students, parents,

scholars, and public officials to collect information (Goldberg & Harvey, 1983; The National Commission on Excellence in Education, 1983). Once all data was collected, Terrel Bell and the Commission assessed the quality of teaching and learning in the United States public and private schools (Goldberg & Harvey, 1983; The National Commission on Excellence in Education, 1983). Then they compared American schools with other advanced nations and identified educational programs that resulted in notable student success (Goldberg & Harvey, 1983; The National Commission on Excellence in Education, 1983). The *Nation At-Risk* report showed that the educational foundation in the United States placed a significant threat on our future as a nation and all Americans (Goldberg & Harvey, 1983; The National Commission on Excellence in Education, 1983).

Terrel Bell and the Commission discovered that 23 million American adults were considered illiterate during their investigation and that America had scored last in student achievement compared to other international countries (Goldberg & Harvey, 1983; The National Commission on Excellence in Education, 1983). Also, Terrel Bell and the Commission found that The College Board's Scholastic Aptitude Tests (SAT) had dramatically declined due to many adolescents not possessing "higher-order" intellectual skills (Goldberg & Harvey, 1983; The National Commission on Excellence in Education, 1983). Mathematics and English scores decreased significantly throughout the years (Goldberg & Harvey, 1983; The National Commission on Excellence in Education, 1983). Many business and military leaders complained about the cost of remedial education and training programs to reteach their employees the necessary skills of reading, writing, spelling, and computation (Goldberg & Harvey, 1983; The National Commission on Excellence in Education, 1983). These deficiencies happened at a time with high demand for skilled workers in new fields that were accelerating rapidly due to

technology's evolution (Goldberg & Harvey, 1983; The National Commission on Excellence in Education, 1983).

The *Nation At-Risk* Report concluded our nation was at risk because, for the first time in the history of the country, the educational skills of one generation did not surpass, did not equal, and did even approach those of their parents (Goldberg & Harvey, 1983; The National Commission on Excellence in Education, 1983). Educational institutions lost sight of schooling's fundamental purposes and the high expectations and discipline efforts needed to obtain them (Goldberg & Harvey, 1983; The National Commission on Excellence in Education, 1983). Many individuals in our society did not possess the levels of skills, literacy, and training essential to participate in our national life fully (Goldberg & Harvey, 1983; The National Commission on Excellence in Education, 1983). Terrel Bell and the Commission declared that all people, regardless of race, class, or economic status, are entitled to a fair chance to receive the tools for developing their power of mind and spirit to the utmost (Goldberg & Harvey, 1983; The National Commission on Excellence in Education, 1983). The *Nation At-Risk* Report ultimately concluded that United States schools must be committed to achieving excellence in all areas (Goldberg & Harvey, 1983; The National Commission on Excellence in Education, 1983).

Compensatory Programs

Compensatory education began with President Johnson's "War of Poverty" (Connell, et al., 1992; Slavin, 1987). During the 1960s, educators, politicians, and parents had increased concern for children from low-income families (Davezies & Garrouste, 2020; Slavin, 1987). Researchers introduced the two concepts of "cumulative deficit" and the "vicious cycle of poverty," which referred to the belief that children who begin school performing behind their peers will remain falling continuously further behind (Davezies & Garrouste, 2020; Slavin, 1987;

Slavin, 1987). The belief stood that these students would likely exit from school at a point when they were still unprepared to compete successfully in society (Davezies & Garrouste, 2020; Slavin, 1987; Slavin, 1987).

Compensatory education was provided to schools with a high percentage of children whose families are below the poverty line (Davezies & Garrouste, 2020; Slavin, 1987; Snyder et al., 2019). State Educational Agencies must follow the federal guidelines in selecting the schools and the administration of these programs (Karweit & Ricciuti, 1994; Slavin, 1987; Synder et al., 2019). While the Local Educational Agencies (LEA) must abide by the federal and state directives when spending money on remedial teachers, instructional aides, and equipment (Karweit & Ricciuti, 1994; Slavin, 1987; Synder et al., 2019).

Compensatory education is federally supported and served as an operational base in the legislative act known as the Elementary and Secondary Education Act (ESEA), which passed in 1965 (Davezies & Garrouste, 2020; Slavin, 1987; Synder et al., 2019). The most extensive compensatory program is Title 1, budgeted at $16.4 billion per year (Synder et al., 2019). The program serves approximately 25 million students in nearly 60 percent of all public schools (Synder et al., 2019). Title 1 Grants provided accountability under the ESEA, in which state and local agencies are responsible for standards and assessments, measuring student academic progress, reporting performance, and supporting school improvement (Davezies & Garrouste, 2020; Slavin, 1987; Synder et al., 2019). The state and local agencies must provide all students equitable access to high-quality education to close the achievement gap (Davezies & Garrouste, 2020; Slavin, 1987; Synder et al., 2019).

Title 1

In 1965, Title 1 was established as part of the Elementary and Secondary Education Act (ESEA) (Davezies & Garrouste, 2020; Slavin, 1987; Synder et al., 2019). The purpose of Title 1 was to increase the reading and mathematics achievement of all low-achieving students within schools (Karweit & Ricciuti, 1994; Slavin, 1987; Synder et al., 2019). This massive program aimed to provide support to school districts with the highest numbers of poor and low-achieving students (Karweit & Ricciuti, 1994; Slavin, 1987; Synder et al., 2019).

Local education agencies (LEA) developed programs to help educationally deprived students catch up to their peers (Slavin, 1987; Synder et al., 2019). Title 1 funds provided instructional services to students in reading, mathematics, and language (Kennedy et al., 1986; Slavin, 1987; Synder et al., 2019). In 1981, Reagan's Education and Consolidation and Improvement Act changed how former Title 1 resources were distributed and monitored (Slavin, 1987, Synder et al., 2019). These efforts to increase monitoring ensured that only Title 1 eligible students received services and that those services were supplemental to the regular classroom instruction (Dougherty, 1985; Karweit & Ricciuti, 1994; Slavin, 1987; Synder et al., 2019).

There were two guiding principles in delivering Title 1 services such only eligible low-achieving students may benefit from these services, and these services must supplement local educational efforts (Slavin, 1987; Synder et al., 2019). The supplement requirements kept schools from using Title 1 funds to provide services that non-Title 1 students receive out of local funds (Slavin, 1987; Synder et al., 2019). State regulators audit Title 1 programs regularly to ensure that funds were only spent on eligible students and supplement local efforts (Karweit & Ricciuti, 1994; Slavin, 1987; Synder et al., 2019). Title 1 funds five principal models of service

delivery, including pullout, in-class, add-on, replacement, and school-wide inventions (Karweit & Ricciuti, 1994; Slavin, 1987; Synder et al., 2019).

In pullout models, students are taken out of their homeroom classes for thirty to forty minutes to receive remedial instruction in a subject they are having difficulty with (Karweit & Ricciuti, 1994; Slavin, 1987). A certified Title 1 teacher works with these at-risk students in a class of eight or fewer pupils (Karweit & Ricciuti, 1994; Slavin, 1987). The in-class model, an instructional aide, works with eligible students within the regular classroom setting (Karweit & Ricciuti, 1994; Slavin, 1987). Add-on programs consist of services outside the regular classroom, such as summer school and after-school programs (Karweit & Ricciuti, 1994; Slavin, 1987). Replacement models involves Title 1 students in self-contained classes in which they receive all of their instruction (Karweit & Ricciuti, 1994; Slavin, 1987). These programs require school districts to provide additional local resources to supplement Title 1 funds (Karweit & Ricciuti, 1994; Slavin, 1987). School-wide projects are for all students in a high poverty school that benefit from Title 1 funds (Karweit & Ricciuti, 1994; Slavin, 1987). These school-wide projects are rarely used because 75% of the students must be in poverty, and the districts have to provide matching funds to supplement the Title I allocations (Karweit & Ricciuti, 1994; Slavin, 1987).

Who is At-Risk?

The term at-risk best describes students or groups of students who have a higher probability of failing academically or dropping out of school (At-Risk, 2013; Blazer & Gonzalez Hernandez, 2018; Fix et al., 2019; Kronick, 1997; Walker, S & Graham, L, 2019). These students have several circumstances that can jeopardize their ability to complete school, such as homelessness, teenage pregnancy, incarceration, domestic violence, serious health issues, transiency (in the case of migrant-worker families), or other conditions (At-Risk, 2013; Kronick,

1997). At-risk can also refer to learning disabilities, low test scores, disciplinary problems, grade retentions, or any other learning-related factors that can adversely affect the students' academic performance and attainment (At-Risk, 2013; Kronick, 1997). Educators use the term "at-risk" to refer to a category of students or individual students who raise concerns based on specific behaviors observed (At-Risk, 2013; Kronick, 1997). These students are more likely to fail or drop out (At-Risk, 2013; Fix et al., 2019; Kronick, 1997). Many educators dislike the term "at-risk" because such labels can perpetuate societal perception, generalization, and stereotypes that contribute to students being higher at risk of failure or dropping out (At-Risk, 2013; Kronick, 1997).

Dropouts Rates

The number of high school dropouts in the United States has decreased in recent years because of educators' efforts to identify the students who are most likely to drop out of school (Blazer & Gonzalez Hernandez, 2018; The National Center for Education Statistics, 2018). Researchers found that the overall high school status dropout rate has decreased from 7.4% in 2010 to 5.8% in 2017 (Blazer & Gonzalez Hernandez, 2018; The National Center for Education Statistics, 2018). Studies have shown that students who did not complete high school are more likely to be unemployed, and when employed, they make less money on average than their peers who completed high school (Blazer & Gonzalez Hernandez, 2018; The National Center for Education Statistics, 2018). In 2018, the unemployment rate for recent high school dropouts was 13.7 %, and the average salary in 2017 for adults who dropped out ranged between $20,000 and $25,000 compared to $38,150 for high school graduates and $67,760 for graduates with a four-year degree (Bastrikin, 2020; Blazer & Gonzalez Hernandez, 2018).

Workers who drop out of high school tend to draw more substantial government subsidies in the form of welfare payments, food stamps, housing assistance and are more likely to be involved in criminal activities and to serve time in jail (Blazer & Gonzalez Hernandez, 2018; Dynarski et al., 2008; Freeman & Simonsen, 2015; Lynch, 2014). Studies show that over half of high school dropouts are on public assistance, and nearly 83% are incarcerated (Blazer & Gonzalez Hernandez, 2018; Bastrikin, 2019). In 2018 in California, the state spent nearly 65,000 each year per prisoner compared to $11,495 per student in public school (Blazer & Gonzalez Hernandez, 2018; Bastrikin, 2019). Over 60 % of individuals who dropped out of high school were rearrested for repeated criminal activity, and each year, $2 billion are lost in tax revenue due to lower earnings from high school dropouts (Blazer & Gonzalez Hernandez, 2018; Bastrikin, 2019). Researchers have concluded that dropping out of school is not a sudden act, but a gradual process of withdrawal and disengagement with dropout factors building and compounding over time (America's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018; Bridgeland, et al., 2006; Chappell et al., 2015; Dynarski et al., 2008; Freeman & Simonsen, 2015; Hanover Research, 2011; Hammond et al., 2007; Shannon & Bylsma, 2005; Sherman, 2011; National Dropout Prevention Center/Network, 2020).

Factors Related

In most cases, risk factors are situational rather than innate (Blazer & Gonzalez Hernandez, 2018; Freeman & Simonsen, 2015; Kaufman & Bradby, 1992). Many students have revealed that dropping out is related to risk factors in three different domains, including academic, school, and family-related (Blazer & Gonzalez Hernandez, 2018; Freeman & Simonsen, 2015; Kaufman & Bradby, 1992; Lucio et al., 2012). Students are identified according to their level of risk based on the number of risk factors they have accumulated over time (Chen

& Kaufman 1997; Horn & Chen, 1998; Lucio et al., 2012). One risk factor is considered low risk; two risk factors constitute a moderate risk; and students with three risk factors represents high risk (Chen & Kaufman 1997; Horn & Chen, 1998; Lucio et al., 2012). Studies have revealed that students who had two risk factors have much higher odds of dropping out of school than students who exhibit no risk factors (Chen & Kaufman 1997; Horn & Chen, 1998; Lucio et al., 2012). Also, researchers found that students who have one risk factor were four times more likely to drop out of school, students who had two risk factors were 13 times more likely to drop out, and students who had three factors for 30 times more likely to dropout (Chen & Kaufman 1997; Horn & Chen, 1998; Lucio et al., 2012).

Academics

One of the main reasons for students dropping out of school is poor academic performance, which includes failing course grades and low standardized test scores (Blazer & Gonzalez Hernandez, 2018; Dynarski et al., 2008; Hammond et al., 2007; Hanover Research, 2011; Johnston, 2010; Kennelly & Monrad, 2007; Sherman, 2011). Studies have shown that low or failing grades, especially across time, is the most accurate single predictor of students dropping out of school (Blazer & Gonzalez Hernandez, 2018; Freeman & Simonsen, 2015). Another crucial predictor of students dropping out is the failure to graduate to the next grade level (Blazer & Gonzalez Hernandez, 2018; Hammond et al., 2007; Johnston, 2010; Kennelly & Monrad, 2007; Lynch, 2014).

In 2018, 30% of U.S. students revealed that they dropped out of school due to failing grades, and 32% left due to the requirement of repeating a grade (Blazer & Gonzalez Hernandez, 2018). Excessive absenteeism was another critical predictor of students dropping out of school (America's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018; Bridgeland et al.,

2006; Hammond et al., 2007; Johnston, 2010; Kennelly & Monrad, 2007; Sherman, 2011). Attendance problems served as an early signal of student disengagement from the schooling process, and daily attendance reflected parental support and student motivation (America's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018). In 2018, studies were conducted to analyze over five years of attendance data for 587,000 K-12 students (Blazer & Gonzalez Hernandez, 2018; Utah Education Policy Center, 2012). The results revealed that each year that a student was chronically absent, their odds of dropping out approximately doubled (Blazer & Gonzalez Hernandez, 2018; Utah Education Policy Center, 2012).

Schools

Many school policies and practices contribute to the dropout problem in the United States such as lack of curriculum, inadequate services, and the disregard of students' individual learning styles (Blazer & Gonzalez Hernandez, 2018; Bridgeland et al., 2006; Dynarski et al., 2008; Fix et al., 2019; Hanover Research, 2011). Students also drop out of school due to the ineffective or unfair disciplinary policies and the lack of positive and trusting relationships between students and staff members (Blazer & Gonzalez Hernandez, 2018; Bridgeland et al., 2006; Dynarski et al., 2008; Fix et al., 2019; Hanover Research, 2011). Most researchers have concluded that creating a more personalized learning environment for students is the most effective way to tailor education and meet the different needs of students (America's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018; Bridgeland et al., 2006; Dynarski et al., 2008; Fix et al., 2019; Hanover Research, 2011; Johnston, 2010; Kennelly & Monrad, 2007; Sherman, 2011). Studies have shown that reduced class sizes allow teachers to interact with students on an individual level more frequently and decreases the number of disruptions (America's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018; Bridgeland et al.,

2006; Dynarski et al., 2008; Hanover Research, 2011; Johnston, 2010; Kennelly & Monrad, 2007; Sherman, 2011).

Students tend to disengage from school and feel socially isolated due to unfair disciplinary policies (Blazer & Gonzalez Hernandez, 2018; Kennelly & Monrad, 2007; Sherman, 2011). Studies have found that most school policies hinder students' active learning and harms students' and teachers' relationships (Blazer & Gonzalez Hernandez, 2018; Kennelly & Monrad, 2007; Sherman, 2011; Walker & Graham, 2019). Researchers have indicated that schools can lower student dropout rates by creating positive school climates and provide all students with equal access to relevant and rigorous curriculum (Blazer & Gonzalez Hernandez, 2018; Fix et al., 2019; Kennelly & Monrad, 2007; Sherman, 2011). Studies have shown that positive school climates facilitate student engagement and provide students with learning environments that are physically and emotionally safe (Blazer & Gonzalez Hernandez, 2018; Kennelly & Monrad, 2007; Sherman, 2011). The goal is to make all students feel welcomed, supported, and respected as individuals (Blazer & Gonzalez Hernandez, 2018; Kennelly & Monrad, 2007; Sherman, 2011). Researchers have concluded that fair discipline policies, student and teacher relationships, relevant curriculum, and adequate services can reduce the number of student dropouts (America's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018; Bridgeland et al., 2006; Chappell et al., 2015; Freeman & Simonsen, 2015; Hale & Canter, 1998; Hanover Research, 2013; Kennelly & Monrad, 2007; National Dropout Prevention Center/Network, 2009; Walker, S & Graham, L, 2019).

Family

Researchers have identified certain family factors that increase a student's risk of dropping out, such as parents devaluing education, lack of parental guidance or advice for school

success, and parents with low educational expectations for their children (America's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018; Hammond et al., 2007; Hanover Research, 2011; Kennelly & Monrad, 2007; National Dropout Prevention Center/Network, 2009; Shannon & Bylsma, 2005). Other family factors include frequently absent parents, incarceration of a parent, death of a parent, foster care placement, homelessness, and a sibling who previously dropped out of school (America's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018; Hammond et al., 2007; Hanover Research, 2011; Kennelly & Monrad, 2007; National Dropout Prevention Center/Network, 2009; Shannon & Bylsma, 2005). Studies have found that students whose families have low-income status tend to have higher dropout rates than students from families with high-income status (Blazer & Gonzalez Hernandez, 2018; Dynarski et al., 2008; Hammond et al., 2007; Johnston, 2010; Kennelly & Monrad, 2007; Lynch, 2014; Shannon & Bylsma, 2005; Sherman, 2011). In 2015, the dropout rate varied significantly by income level and revealed that 9.9% of at-risk students dropped out of school than to the 2.4% of non-at-risk students (Blazer & Gonzalez Hernandez, 2018; National Center for Education Statistics; 2016).

Research has shown that family responsibilities also prevent students from completing school (America's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018; Doll et al., 2013; Dynarski et al., 2008; Hammond et al., 2007; Hanover Research, 2011; Johnston, 2010; Sherman, 2011). Many studies have shown that students drop out of school because they need to work to provide for their family (America's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018; Doll et al., 2013; Dynarski et al., 2008; Hammond et al., 2007; Hanover Research, 2011; Johnston, 2010; Sherman, 2011). In 2018, 32% of U. S. students between 16-18 years old indicated that their reason for dropping out of school was to work and make money; 26% became a parent, and 22% had to care for a family member (Blazer & Gonzalez Hernandez,

2018; Bridgeland et al., 2016; Scott et al., 2015). Research has revealed that school policies are not flexible enough to accommodate for student's family responsibilities and that several students are forced to choose between school and family responsibilities daily (American's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018; National Dropout Prevention Center/Network, 2009; Shannon & Bylsma, 2005).

Student Characteristics

Alienation

Researchers have found that students who are at-risk are more likely to report feeling alienated and socially isolated at school (Amitay & Rahav, 2018; Blazer & Gonzalez Hernandez, 2018; Taines, 2012; Walker & Graham, 2019). Many students feel no connection to their teachers, peers, counselors, or school community (Blazer & Gonzalez Hernandez, 2018; Johnston, 2010; Lynch, 2014; Murad, 2015; Sherman, 2011; Walker & Graham, 2019). Studies have described alienation as an emotional state in which students feel a sense of detachment, powerlessness, and meaningless (Amitay & Rahav, 2018; Hascher & Hagenauer, 2010; Hyman et al., 2004; Razer et al., 2013; Schultz, 2011; Walker & Graham, 2019). Research had shown when students alienate themselves from school; they had a higher chance of failing classes and dropping out of school (Amitay & Rahav, 2018; Taines, 2012; Walker & Graham, (2019).

Many at-risk students have emotional build-ups that lowers their self-motivation levels (Amitay & Rahav, 2018; Fix et al., 2019; Taines, 2012). Research has shown the cause of student detachment and alienation is due to the standardized element of teaching and the knowledge measured (Amitay & Rahav, 2018; Razer et al., 2013; Schultz, 2011; Walker & Graham, (2019). Studies have revealed that schools often ignore the needs of at-risk students that require more attention, services, and support (Amitay & Rahav, 2018; Noguera, 2003; Osterman,

2000; Razer et al., 2013; Rumberger & Palardy, 2005). Researchers have found that larger schools with well-designed pedagogy and close student-staff relations are still more prone to heightened school alienation (Amitay & Rahav, 2018; Leung & Ferris, 2008). Studies have shown that students who are at-risk involve themselves more at smaller schools due to the nurturing of close relations (Amitay & Rahav, 2018; Lee & Burkam, 2000).

Disengagement

Studies have concluded that students who show disengagement in the classroom are more likely to drop out of school (America's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018; Walker & Graham, 2019). Many students leave high school early due to lack of motivation, boredom, and disaffection from peers and teachers (America's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018; Doll et al., 2013; Freeman & Simonsen, 2015; Hammond et al., 2007; Hanover Research, 2011; Kennelly & Monrad, 2007; National Dropout Prevention Center/Network, 2009; Walker & Graham, (2019). In 2018, 69 % of U.S. students who are at-risk were not motivated or inspired to work hard, and 47% said their classes were not exciting (Blazer & Gonzalez Hernandez, 2018; Bridgeland et al., 2016).

Researchers found that the most effective method to increase student engagement was for educators to design lesson plans focused on connecting students and teachers and explaining the curriculum's relevancy (Blazer & Gonzalez Hernandez, 2018; Bridgeland et al., 2016; Walker & Graham, 2019). Studies have shown that educators need to allow students to engage in instruction and provide active learning in lesson plans, which involves cooperative learning, experiential learning, and project-based learning (Blazer & Gonzalez Hernandez, 2018; Fix et al., 2019; The Nation Dropout Prevention/Network, 2009; Walker & Graham, 2019). Results also concluded that active learning increases students' self-esteem, decision-making, and classroom

behavior (Blazer & Gonzalez Hernandez, 2018; Fix et al., 2019; The Nation Dropout Prevention/Network, 2009; Walker & Graham, 2019).

Researchers also found that educational technology increases student engagement when utilized both inside and outside of the classroom (Blazer & Gonzalez Hernandez, 2018; Hanover Research, 2011; National Dropout Prevention Center/Network, 2009). Technology provides students with the opportunity to interact in authentic learning experiences and gives students an alternative method to learning for those who have had difficulty with the traditional methods (Blazer & Gonzalez Hernandez, 2018; Hanover Research, 2011; National Dropout Prevention Center/Network, 2009). Studies revealed that educational technologies could adapt to each student's unique learning style and increase students' excitement and passion for learning (Blazer & Gonzalez Hernandez, 2018; Hanover Research, 2011; National Dropout Prevention Center/Network, 2009). Educators could also increase student engagement by developing relationships with students and making them feel a sense of belonging to the school community (Blazer & Gonzalez Hernandez, 2018; Hanover Research, 2011; National Dropout Prevention Center/Network, 2009; Walker & Graham, (2019).

Behavioral Issues

Studies have indicated that dropout rates are higher for students with behavioral issues (Blazer & Gonzalez Hernandez, 2018; Freeman & Simonsen, 2015; Walker & Graham, (2019). Researchers describe disruptive, aggressive, anti-social, and high-risk behaviors as strong predictors of students who are at-risk of dropping out of school (Blazer & Gonzalez Hernandez, 2018; Dynarski et al., 2008; Freeman & Simonsen, 2015; Hammond et al., 2007; Hanover Research, 2011; Johnston, 2010; Sherman, 2011; National Dropout Prevention Center/Network, 2009; Walker & Graham, 2019). Effective dropout prevention programs have certified teachers

training behavioral and social skills to at-risk students (Blazer & Gonzalez Hernandez, 2018; National Dropout Prevention Center/Network, 2009). Experts also recommended educators cover topics that strengthen students' problem-solving and decision-making skills, and how to control their anger and appropriately express their emotions (Blazer & Gonzalez, 2018; Dynarski et al., 2008; Hernandez, 2018; Hanover Research, 2013; Johnston, 2010; Murad, 2015, Community Preventive Services Task Force 2018).

Low Self- Esteem

Studies have revealed that at-risk students are academically underprepared for college and have low self-esteem (Bulger & Watson, 2006; Fix et al., 2019; Rouche & Rouche, 1993; Walker & Graham, (2019). Many students who are at-risk are wary about their educational setting due to their poor self-esteem and painful early school experiences (Bulger & Watson, 2006; Fix et al., 2019; Rouche & Rouche, 1993; Walker & Graham, 2019). Researchers have found that at-risk students create their own disbelief in their ability, which leads to their self-fulfilling prophecy of failure (Bulger & Watson, 2006; Rouche & Rouche, 1993). Failures could cause students to behavior erratically towards peers and teachers such failures could include not having the proper school supplies, incomplete assignments, and not engaging in classroom activities (Bulger & Watson, 2006 Rouche & Rouche, 1993).

Researchers have discovered that at-risk students have lower self-esteem and are most resistant when taught how to be more actively engaged in their learning experience (Bulger & Watson, 2006; Grimes 1997; Seligman, 1975; Walker & Graham, (2019). Experts created the term "learned helplessness," which describes students who believe they do not influence their destiny (Bulger & Watson, 2006; Grimes, 1997; Seligman, 1975). Students who develop "learned helplessness" have an extremely external locus of control and lack the confidence to

achieve autonomy (Bulger & Watson, 2006; Grimes 1997; Seligman, 1975). “Learned helplessness” serves as a self-defense mechanism for students who are at-risk to view positive outcomes as internal and adverse outcomes as external (Bulger & Watson, 2006; Grimes 1997; Seligman, 1975).

Learning Disabilities

Studies have shown many children live with a disability such as intellectual, a hearing impairment, a speech or language impairment, a visual impairment, a severe emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, other health impairments, a specific learning disability, deaf-blindness, or multiple disabilities (Lyon et al., 2001; McLean & Smith, 2017; Individuals with Disabilities Education Act, 2018). Experts explain that children with disabilities require special education or related services to help support their needs (Lyon et al., 2001; McLean & Smith, 2017; Individuals with Disabilities Education Act, 2018). Researchers defined the term “specific learning disability,” which impairs children’s ability to listen, speak, read, write, spell, or do mathematical calculations (Lyon et al., 2001; McLean & Smith, 2017; Individuals with Disabilities Education Act, 2018). This disorder also causes perceptual handicaps, brain injuries, minimal brain dysfunction, dyslexia, and developmental aphasia (Lyon et al., 2001; McLean & Smith, 2017; Individuals with Disabilities Education Act, 2018). Studies found that the “specific learning disability” could affect children’s attention, visual processing, auditory processing, phonological processing, sensory-motor skills, cognitive abilities such as association, conceptualization, and expression (Lyon et al., 2001; McLean & Smith, 2017).

Dyslexia

In recent years, studies have shown that the term dyslexia had gained more attention from educational professionals in the United States and within state legislation (Gonzalez & Brown, 2019; McLean & Smith, 2017). In 2018, 33 new legislative bills involving dyslexia passed in the United States, and 42 states had laws geared towards dyslexia (Gonzalez & Brown, 2019; International Dyslexia Association, 2018; McLean & Smith, 2017; Youman & Mather, 2018). Educators and lawmakers had placed value on the importance of identifying students with dyslexia and providing appropriate inventions to support their needs (Gonzalez & Brown, 2019; McLean & Smith, 2017).

In the 2014-2015 school year, New Jersey administered dyslexia screening in all primary grades and supplied dyslexia-related professional development for teachers (Gonzalez & Brown, 2019; NJ Legislation, 2015). Researchers have found that the only state that mandates annual professional development for teachers in grades K-3 is New Jersey (Gonzalez & Brown, 2019; NJ Legislation, 2015). Experts believe that professional development for dyslexia is necessary to explain what it means to be literate and mostly what it means to be at risk for literacy difficulties (Gonzalez & Brown, 2019; Snow et al., 2005; Stanovich, 1986). Studies have shown that K-3 teachers are the first educators that can identify early signs of dyslexia and provide the appropriate intervention needed for students (Gonzalez & Brown, 2019; McLean & Smith, 2017).

Many studies have defined dyslexia as a specific learning disability that is neurobiological and is characterized by difficulties with accurate word recognition, poor spelling and decoding abilities (Gonzalez & Brown, 2019; McLean & Smith, 2017; The International Dyslexia Association, 2002). The difficulties with dyslexia stem from the phonological

component of language related to other cognitive abilities and effective classroom instruction (Davis, et al., 2011; Gonzalez & Brown, 2019; McLean & Smith, 2017). Researchers have found that students with dyslexia often experience reading comprehension problems that decreases their growth of vocabulary and background knowledge over the years (Gonzalez & Brown, 2019; McLean & Smith, 2017).

Early theories about dyslexia indicated that this learning disability was related to vision, hearing, or intellectual deficits, this information was no longer valid (Gonzalez & Brown, 2019; McLean & Smith, 2017; Shaywitz, 2003; Snowling & Hulme, 2012; Vellutino, 1981). Studies have shown that students with dyslexia have the most severe word learning difficulties due to the absence of deficient intellectual functioning or cognitive processing (Das, 2009; Gonzalez & Brown, 2019; McLean & Smith, 2017; Peterson & Pennington, 2012; Spear-Swerling, 2004; Stanovich, 1988). In Figure 2. 1 below, word learning difficulties include word recognition, spelling, and decoding, developing from weaknesses in students' phonological processing (Gonzalez & Brown, 2019; McLean & Smith, 2017).

Studies have found that phonological processing affects students' phonemic awareness, which could manipulate individual sounds in words (Gonzalez & Brown, 2019; McLean & Smith, 2017). Phonemic awareness also relates to early word reading in which readers need to decode words and encode them again, and manipulate language sounds (Gonzalez & Brown, 2019; McLean & Smith, 2017). Researchers have revealed that many students who lack or have weaknesses in phonemic awareness skills are reading by seeing and remembering the whole words, which is a slow and frustrating way to make sense of print (Gonzalez & Brown, 2019; McLean & Smith, 2017 Sawyer & Fox, 1991). Experts have admitted that this kind of reading lacks fluency and automaticity, which are critical components of fluent, efficient, and effective

reading (Gonzalez & Brown, 2019; LaBerge & Samuels, 1974; McLean & Smith, 2017; Pikulski & Chard, 2005; Rasinski & Padak, 2013).

Figure 2. 1
Dyslexia Symptoms

Studies have indicated that students benefit from early diagnosis of reading difficulties, word learning, and early research-based interventions (Gonzalez & Brown, 2019; McLean & Smith, 2017). Researchers have recommended that schools educate their teachers on the warning signs of dyslexia for all ages and grade levels (Gonzalez & Brown, 2019; McLean & Smith, 2017). Research has also revealed that the first warning signs in students are presented in preschool and kindergarten, and that includes trouble learning nursery rhymes, remembering the letters in the alphabet, recognizing letters in their name, and mispronounces familiar words (Gonzalez & Brown, 2019; McLean & Smith, 2017). Other warning signs involved persistent "baby talk," unable to recognize rhyming patterns, inability to associate letters with sounds, and a family history of reading/spelling difficulties (Gonzalez & Brown, 2019; McLean & Smith, 2017; Shaywitz, 2003). Researchers concluded that early detection of reading difficulties have

lifelong benefits for young students and could drastically improve student outcomes (Gonzalez & Brown, 2019; McLean & Smith, 2017; Wanzek & Vaughn, 2007).

Other Health Impairment

Researchers describe other health impairments as limited strength, vitality, or alertness, and many children experience heightened alertness to environmental stimuli (Lyon et al., 2001; Individuals with Disabilities Education Act, 2018). Other health impairments include chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome (Lyon et al., 2001; Individuals with Disabilities Education Act, 2018). Studies have concluded that all other health impairment disabilities adversely affect a child's educational performance (Lyon et al., 2001; Individuals with Disabilities Education Act, 2018).

ADHD

Research has identified attention-deficit hyperactivity disorder (ADHD) as relentless patterns of inattention, hyperactivity, and impulsivity that interfere significantly with a child's function (ADHD, 2017; Gordon, 2016; Symptoms and Diagnosis of ADHD, 2019). Students who have ADHD have difficulty concentrating on a task, paying attention, sitting still, and controlling impulsive behaviors (ADHD, 2017; Gordon, 2016; Symptoms and Diagnosis of ADHD, 2019). Studies have shown that students exhibit mostly inattentive behaviors, while others are predominantly hyperactive and impulsive; or both (ADHD, 2017; Gordon, 2016).

Experts explain hyperactive and impulsive behaviors as fidgeting, inability to sit still, verbal outbursts, excess energy, extreme impatience, interrupting others, and talking incessantly (ADHD, 2017; Gordon, 2016; Symptoms and Diagnosis of ADHD, 2019). Many students with

ADHD are easily distracted, have difficulty following instructions, forgetful, disorganized, oblivious to what is going on, and avoids mental exertion (ADHD, 2017; Gordon, 2016; Symptoms and Diagnosis of ADHD, 2019). Studies have illustrated that students diagnosed with ADHD are inattentive and have impulsive behaviors abnormal for their age, over an extended period, and in multiple settings including at home and in school (ADHD, 2017; Gordon, 2016). These erratic behaviors interfere significantly with students' schoolwork and social interactions (ADHD, 2017; Gordon, 2016).

Researchers have recommended students undergo a thorough examination by a trained clinician before being diagnosed and before starting any treatments such as behavioral therapy and medication (ADHD, 2017; Gordon, 2016; Symptoms and Diagnosis of ADHD, 2019). Studies have indicated that behavioral and psychotherapeutic methods successfully manage the symptoms of ADHD (ADHD, 2017; Gordon, 2016). Experts advise parents and children to attend therapy together to learn how to cultivate desired behaviors and minimize impulsive or inattentive ones (ADHD, 2017; Gordon, 2016). Researchers also recommend cognitive-behavioral therapy to teach students how to control their behaviors by understanding that their thoughts and feelings influence their actions (ADHD, 2017; Gordon, 2016).

Studies have shown that medications are prescribed to children for ADHD, such as Ritalin and Adderall (ADHD, 2017; Gordon, 2016; Symptoms and Diagnosis of ADHD, 2019). These medications help children pay attention and control their impulsive and hyperactive behaviors (ADHD, 2017; Gordon, 2016; Symptoms and Diagnosis of ADHD, 2019). Researchers have revealed that these medications have significant side effects including headaches, loss of appetite, and trouble sleeping (ADHD, 2017; Gordon, 2016; Symptoms and Diagnosis of ADHD, 2019). Studies have also indicated that boys are diagnosed with ADHD

more than girls with a rating of 2 to 1 and that girls experience the disorder differently than boys (ADHD, 2017; Gordon, 2016). Researchers have also concluded that many students outgrow their ADHD by the time they are young adults, and others have symptoms that seriously impair them long-term (ADHD, 2017; Gordon, 2016).

Mental Disorders

Studies have described mental disorders, also known as mental illnesses, as conditions that affect someone's thinking, feeling, and mood (Mental Disorders, 2019, Telles-Correia, Saraiva & Goncalves, 2018). Researchers have discovered many types of mental disorders including anxiety disorder, depression, Bobo, eating disorders, personality disorder, post-traumatic stress disorder, and psychotic disorder (Mental Disorders, 2019; Telles-Correia et al., 2018). Several factors have caused mental disorders, such as genes and family history, life experiences, biological factors, a traumatic brain injury, use of drugs or alcohol, severe medical conditions, and feelings of loneliness (Mental Disorders, 2019; Telles-Correia et al., 2018). Experts have believed that symptoms may be occasional or long-lasting and could affect someone's ability to relate to others and daily functions (Mental Disorders, 2019; Telles-Correia et al., 2018).

Bobo

Researchers have defined Bobo, also known as manic-depressive disorder, as significant depression or periods of mania-euphoria, poor judgment, and extreme risk-taking activity (Bobo, 2017; Johnson et al., 2016; Schwartz & Feeny, 2007). Studies have revealed that children experience bipolar differently than adolescence, and their episodes involve irritability and aggression as the main symptoms (Bobo, 2017; Johnson et al., 2016; Schwartz & Feeny, 2007). Other symptoms include drastic personality changes, inflated self-confidence, delusional

thinking, recklessness, decreased need for sleep, scattered attention, and psychotic episodes (Bobo, 2017; Johnson et al., 2016; Schwartz & Feeny, 2007). Experts have warned educators and parents to look out for signs in children such as loss of interest or pleasure, weight loss or gain, prolonged sadness, restlessness, and feelings of hopelessness, helplessness, and worthlessness (Bobo, 2017; González-Ortega et al., 2007). Studies have also explained that children could experience excessive or inappropriate guilt, school and friend avoidance, obsession with death, and plans of suicide or an actual suicide attempt (Bobo, 2017; Gonzalez-Ortega et al., 2016; Johnson et al., 2016; Schwartz & Feeny, 2007).

Researchers have concluded that Bobo is treatable; however, episodes of depression and mania are lifelong (Bobo, 2017; Gonzalez-Ortega et al., 2016; Johnson et al., 2016; Schwartz & Feeny, 2007). Medications are highly recommended as mood stabilizers to suppress manic symptoms and lower the frequency and severity of depressive episodes (Bobo, 2017, Gonzalez-Ortega et al., 2016). Studies have advised people suffering from bipolar to seek alternative treatments such as cognitive-behavioral therapy and family therapy to respond to symptoms (Bobo, 2017; Gonzalez-Ortega et al., 2016). Cognitive-behavioral therapy has helped patients recognize the triggers that spark their episodes (Bobo, 2017, Gonzalez-Ortega et al., 2016). Patients have also learned how their thoughts could influence their feelings and the different methods they could utilize to manage their behaviors (Bobo, 2017, Gonzalez-Ortega et al., 2016). Researchers have recommended family therapy to control the stress levels at home since homelife could cause episodes (Bobo, 2017; Gonzalez-Ortega et al., 2016). Experts have warned family members never to ignore indications of suicidal behavior such as changed eating habits, sleep patterns, personality, neglect to personal appearance, giving away personal belongings, and talk of suicide ("Bobo," 2017, Schwartz & Feeny, 2007).

Anxiety

Researchers have shown that the most common emotional problem that children suffer from is anxiety, which is overwhelming feelings of intense fear or worry (Miller, 2021; Zhu et al., 2019). A variety of anxiety disorders exist and could affect children differently (Miller, 2021; Sutaria et al., 2019). Studies have revealed the many types of anxiety disorders, including separation anxiety disorder, social anxiety disorder, selective mutism, generalized anxiety disorder, panic disorder, obsessive-compulsive disorder, and specific phobias (Miller, 2021; Zhu et al., 2019).

Experts have explained separation anxiety as a great deal of distress suffered by children when separated from their caregivers (Miller, 2021; Zhu et al., 2019). Symptoms of separation anxiety involve worrying about losing parents to illness or death, refuses to leave home for school, unreasonable fear of an event such as getting lost or being kidnapped, undue fear of sleeping or being alone, and persistent nightmares about separation (Miller, 2021; Sutaria et al., 2019). Researchers have concluded that children could also experience physical symptoms such as headaches or stomachaches due to separation or anticipation of separation (Miller, 2021; Sutaria et al., 2019).

Studies have revealed that the first sign of an anxious child is regularly stomachaches (Miller, 2021; Sutaria et al., 2019; Miller, 2017). Other anxiety symptoms include headaches, nausea, vomiting and diarrhea, a racing heart, shakiness, and sweating (Miller, 2021; Sutaria et al., 2019; Miller, 2017). Researchers have indicated that children's stomachs hurt due to their digestive system shutting down and sending blood to other areas of their bodies (Miller, 2021; Sutaria et al., 2019; Miller, 2017). During this moment, children are deciding to either flee danger or fight danger, and parents need to help children identify their feelings and connect those

feelings to an emotion (Miller, 2021; Sutaria et al., 2019; Miller, 2017). Experts believed these connections allow children to understand why they feel a certain way and gives them control in calming themselves down in high anxiety situations (Miller, 2021; Sutaria et al., 2019; Miller, 2017). Researchers have also recommended that parents not let their children avoid things they are afraid of, such as school, a social event, or a game (Miller, 2021; Sutaria et al., 2019; Miller, 2017). Children must learn how to tolerate situations that caused them stomachaches and headaches to prevent anxiety disorders from developing (Miller, 2021; Sutaria et al., 2019; Miller, 2017). Studies have concluded that a mental health professional should treat children with an anxiety disorder to learn techniques and exercises mindfulness training such as deep breathing, coping statements, coping ahead, and acceptance (Miller, 2021; Sutaria et al., 2019; Miller, 2017).

Researchers have identified another anxiety disorder known as a social anxiety disorder (Miller, 2021; Gray et al., 2019). Social anxiety disorder causes children to feel too self-conscious and causes them great difficulty socializing with peers and participating in class (Miller, 2021; Gray et al., 2019). Studies have shown symptoms of children wanting to avoid anxiety-induced social situations and suffering through them with intense distress (Miller, 2021; Gray et al., 2019). Other symptoms involve panic reactions such as shaking, sweating, shortness of breath, crying, or tantrums in response to social situations (Miller, 2021; Gray et al., 2019). Experts believed children might also fear appearing anxious and being judged negatively by their peers (Miller, 2021; Gray et al., 2019).

Selective mutism is another anxiety disorder that caused children to have a hard time speaking in settings like school and to their teachers due to “freezing up” with anxiety and inability to speak (Miller, 2021; Zhu et al., 2019). Researchers have recommended children with

selective mutism to seek professional counsel, especially when a child could speak in some settings and not others, and when the condition lasts for more than a month (Miller, 2021; Zhu et al., 2019). Studies have shown that in order for a child to be diagnosed with selective mutism, the inability to speak must interfere with school and social activities and cannot attribute to a communication disorder or lack of knowledge of the language being spoken (Miller, 2021; Zhu et al., 2019).

Next, researchers described generalized anxiety disorder as "worrying" about a wide variety of everyday things and stems from the excessiveness, duration, and lack of precipitating events (Miller, 2021; Donegan & Dugas, 2012). Children with generalized anxiety disorder often worry about school performance and struggled with perfectionism (Miller, 2021; Donegan & Dugas, 2012). Studies have shown a child diagnosed with a general anxiety disorder could have anxiety beyond their control, which could cause significant distress or impairment, and could last for at least six months (Miller, 2021; Donegan & Dugas, 2012). Symptoms included restlessness, feeling on-edge, fatigue, loss of focus, irritability, muscle tension, and trouble sleeping (Miller, 2021; Donegan & Dugas, 2012).

Experts have described panic disorders as another anxiety disorder that gives children unpredictable panic attacks, which are misinterpreted as impending death and heart-attack-like symptoms (Miller, 2021; Zhu et al., 2019). These attacks can be recurring, or unexpected, and other symptoms may include fear of the effects of an attack and a change from normal behavior to avoidance of places associated with the attack (Miller, 2021; Zhu et al., 2019).

Studies have revealed that obsessive-compulsive disorder makes children have intrusive thoughts and worries, which causes severe anxiety (Miller, 2021; Zhu et al., 2019). Children often develop specific rituals they feel compelled to perform to keep themselves calm and

control their anxieties (Miller, 2021; Zhu et al., 2019). Researchers have recommended seeking a professional diagnosis when children experience obsessions, compulsions, or both (Miller, 2021; Zhu et al., 2019). Researchers have defined obsessions as unwanted and intrusive thoughts, images, and impulses that make the child feel upset and anxious (Miller, 2021; Zhu et al., 2019). While compulsions serve as actions and rituals, children perform them to reduce their anxiety (Miller, 2021; Zhu et al., 2019).

The last anxiety disorder is known as a specific phobia, which causes children to have an excessive and irrational fear about a particular thing (Miller, 2021; Zhu et al., 2019). Researchers have found that particular objects significantly impair children's ability to function correctly, even though these objects are not considered dangerous (Miller, 2021; Zhu et al., 2019). Children could experience multiple phobias such as animal type (animals or insects), natural environment type (storms, heights, water), blood-injection-injury type (seeing blood, receiving an injection, or an injury), situational type (flying, driving, tunnels, bridges, enclosed space, public transportation), other types (loud sounds, costumed characters, choking, or vomiting) (Miller, 2021; Zhu et al., 2019).

Researchers have recommended cognitive-behavioral therapy, medicine, or both as the best anxiety treatments for children (Miller, 2021; Zhu et al., 2019). Studies have encouraged cognitive-behavioral therapy because children learn how their thoughts and actions affect the way they feel (Miller, 2021; Zhu et al., 2019; Kandasamy et al., 2019). Professional therapists can teach children how their emotions can change when they switch their distorted thinking and dysfunctional behavior (Miller, 2021; Zhu et al., 2019; Kandasamy et al., 2019). Another crucial technique for cognitive-behavioral therapy is exposure and response prevention (Miller, 2021, Kandasamy et al., 2019). Studies have shown how this prevention method gives children

exposure to the things that trigger their anxiety (Miller, 2021, Kandasamy et al., 2019). Therapists conducted this exercise in a safe environment where children could learn how to respond to each trigger in a healthy way (Miller, 2021, Kandasamy et al., 2019). Researchers have found that children gain a sense of control over their thoughts, actions, and emotions and start to feel their anxiety slowly fade away (Miller, 2021, Kandasamy et al., 2019). Medications are other alternative children could alleviate and manage symptoms (Miller, 2021; Zhu et al., 2019).

Major Depressive Disorder

Studies have described major depressive disorder as chronic feelings of sadness or worthlessness, irritability, lethargy, insomnia, and suicidal thoughts (Zhu et al., 2019; Schuch et al., 2017). Researchers have revealed that depression is a psychiatric disorder that takes away a person's ability to experience pleasure (Zhu et al., 2017, 2019; Schuch et al., 2017). Children with depression have dark moods and lack interest in things they use to enjoy (Zhu et al., 2017, 2019; Schuch et al., 2017). Depression also interferences with all aspects of a child's life and results in absences from school, difficulty socializing with friends, and suicidal thoughts (Zhu et al., 2017, 2019; Schuch et al., 2017).

Experts have confirmed that professionals diagnose depression when children experience negative feelings and physical symptoms that are persistent for a couple of weeks (Zhu et al., 2017, 2019; Schuch et al., 2017). Studies have also revealed that girls are twice as often diagnosed with depression than boys (Zhu et al., 2017, 2019; Schuch et al., 2017). Researchers have diagnosed crucial signs of depression as unusual sadness, reduced interest in activities, weight changes, significant shifts in sleep patterns, sluggishness, inappropriate guilt or unusually harshness on themselves, and suicide attempts (Zhu et al., 2017, 2019; Schuch et al., 2017).

Children are more at risk of developing depression when they have opposing temperaments, a family member with depression, or a chronic or disabling medical condition (Zhu et al., 2017, 2019; Schuch et al., 2017).

Studies have also found that mild cases of depression are treatable with specialized psychotherapies, but the most extreme cases need a combination of psychological and pharmacological therapies (Zhu et al., 2017, 2019; Schuch et al., 2017). Researchers believed the best approach was cognitive-behavioral therapy for psychological treatment in which children learn how their thoughts affect their actions, feelings, and behaviors (Zhu et al., 2019; Schuch et al., 2017). Another psychological treatment is behavioral activation, in which a professional encourages children to participate in activities they have lost interest in (Zhu et al., 2019; Schuch et al., 2017). The last approach experts recommended was interpersonal therapy, which focuses on the children's relations with peers and family and how those relationships could positively or negatively impact the child emotionally, mentally, and physically (Zhu et al., 2019; Schuch et al., 2017).

Studies have concluded that medicines such as serotonin, serotonin and norepinephrine, and norepinephrine and dopamine are proven to effectively combat depression (Zhu et al., 2017, 2019; Schuch et al., 2017). Researchers have found that children and young adults with major depressive disorder have increased their chances of committing suicide (Zhu et al., 2017, 2019; Schuch et al., 2017). Experts recommended that family members never ignore the warning signs of suicidal behaviors, which include neglect of personal appearance, giving away personal belongings, and talk of suicide or of "going away" or "not being a problem anymore" (Zhu et al., 2019; Schuch et al., 2017).

Dropout Prevention Programs

According to the research, a student drops out of school every nine seconds, and about 500,000 students drop out of school annually (Christie & Yell, 2008; Dynarski et al., 2008). Studies have shown that at-risk students are more likely to drop out of school due to low self-esteem and poor academic achievement (Hahn, 1987; Watts, 2000). Many students who are at-risk do not have adequate services to support their needs at school, and they continue to fall further behind their peers (Christie & Yell, 2008; Dynarski et al., 2008; Watts, 2000). Researchers have found that dropout prevention programs are the most successful in meeting the needs of students they serve and are efficient in improving student achievement, classroom behavior, self-esteem, relationships between peers and teachers, and graduation rates (Vera et al., 2016; Dynarski et al., 2008). Experts believed that adequate dropout prevention programs focus on early identification, effective intervention strategies, and partnerships with students, parents, educators, and administrators (Appelstein, 1998; Vera et al., 2016). Dropout prevention programs serve as a proactive approach in solving the at-risk problem in America (Vera et al., 2016; O'Hanlon, 1999).

The research shows that dropout prevention programs could identify students who are most at-risk of dropping out by creating an early warning system that uses student-level data (Blazer & Gonzalez Hernandez, 2018; Vera et al., 2016). Data required for identification include students' course grades, standardized test scores, grade retention/promotion history, attendance rates, and disciplinary infractions (Blazer & Gonzalez Hernandez, 2018; Vera et al., 2016). Studies have shown this process specifically targets high-risk students and supports educators in designing the necessary services to meet students' needs (Blazer & Gonzalez Hernandez, 2018; Community Preventive Services Task Force, 2018; America's Promise Alliance, 2015; Chappell

et al., 2015; Hanover Research, 2013; Johnston, 2010; Dynarski et al., 2008; Kennelly & Monrad, 2007; Bridgeland et al., 2006; National Dropout Prevention Center for Students with Disabilities, 2020). Researchers have recommended educational institutions use multiple dropout prevention strategies to increase program effectiveness (Blazer & Gonzalez Hernandez, 2018; Freeman & Simonsen, 2015; Hammond et al., 2007; National Dropout Prevention Center/Network, 2009; Community Preventive Services Task Force, 2018).

Studies have shown that effective prevention strategies include personalized and relevant instruction, a safe and nurturing learning environment, and skills needed to increase student achievement (Blazer & Gonzalez Hernandez, 2018; Dynarski et al., 2008; Hanover Research, 2013; Kennelly & Monrad, 2007; National Dropout Prevention Center for Students with Disabilities, 2020; Community Preventive Services Task Force, 2018). Researchers have suggested that educators equip students who are at-risk with an extra layer of support as they transition from middle school to high school (Blazer & Gonzalez Hernandez, 2018; Dynarski et al., 2008; Freeman & Simonsen, 2015; Kennelly & Monrad, 2007; National Education Association, 2019). Studies have proven that this critical transition period from middle school to high school is challenging for students who are at-risk of dropping out of high school (Blazer & Gonzalez Hernandez, 2018; Dynarski et al., 2008; Freeman & Simonsen, 2015; Kennelly & Monrad, 2007; National Education Association, 2019).

Academic support is another prevention strategy researchers have found that enhances students' academic achievement since academic failure causes students to drop out of school (Blazer & Gonzalez Hernandez, 2018; National Dropout Prevention Center/Network, 2009). Studies have concluded that students improve their academic achievement when they have services to support them before school, during study periods, after school, and during the

summer (Blazer & Gonzalez Hernandez, 2018; National Dropout Prevention Center/Network, 2009). Successful dropout prevention programs offer services to at-risk students such as tutoring in reading, writing, and mathematic, and an adequate teacher that can equip them with test-taking and studying skills (Blazer & Gonzalez Hernandez, 2018; Dynarski et al., 2008; Hanover Research, 2013; Johnston, 2010; Kennelly & Monrad, 2007; National Dropout Prevention Center/Network, 2009; Community Preventive Services Task Force, 2018).

Support

Researchers have concluded that schools need to assign adult advocates to students at high risk of dropping out (America's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018; Hanover Research, 2013). Studies have shown that at-risk students need to interact with adult advocates daily (America's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018; Hanover Research, 2013). Adult advocates offer guidance to at-risk students on academic and social needs, display positive behavior and decision-making, communicate with the student's family, and advocate for them (America's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018; Hanover Research, 2013). Researchers have revealed that students who have an ongoing relationship with adult advocates are more engaged in school, feel more connected to the school community, and have lower dropout rates (America's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018; Bridgeland et al., 2006; Dynarski et al., 2008; Hanover Research, 2013; Johnston, 2010; Kennelly & Monrad, 2007).

Experts believed that school environments play a critical role in a student's motivation to thrive and succeed (Bridgeland et al., 2006; Dynarski et al., 2008; Search Institute, 2018). Studies have proven that students build not only their academic skills but also their social and emotional skills at school that are essential for lifelong success (Bridgeland et al., 2006;

Dynarski et al., 2008; Search Institute, 2018). Researchers have shown that the relationships between students and teachers increase the student's motivation and learning even with the most challenging and unmotivated student (Bridgeland et al., 2006; Dynarski et al., 2008; Fix et al., 2019; Search Institute, 2018; Walker & Graham, 2019). Relationships between students and teachers increase students' self-esteem and improve their academic achievement (Bridgeland et al., 2006; Dynarski et al., 2008; Fix et al., 2019; Search Institute, 2018; Walker & Graham, 2019). Researchers have found that the relationship between students and teachers must be intentional and inclusive of creating a culture and community where relationships flourish (Bridgeland et al., 2006; Dynarski et al., 2008; Search Institute, 2018).

In fall 2018, 3,000 6th-12th grade students from 11 public schools completed a SPARK Youth Voice Survey (Pepler & Bierman, 2018; Search Institute, 2018). The survey revealed that students who experienced strong relationships with their teachers and school staff were more motivated and felt a sense of belonging at their school and community (Pepler & Bierman, 2018; Search Institute, 2018). Students were 3.7 times more likely to believe their school was fair and safe for everyone and 3.3 times more likely to feel like they belonged in the school (Pepler & Bierman, 2018; Search Institute, 2018). Also, students were 2.5 times more likely to work hard to learn in school, even if their effort did not affect their grade (Pepler & Bierman, 2018; Search Institute, 2018). Studies have also revealed that students were 2.3 times more likely to be committed to enjoying learning and 2.1 times more likely to set and work towards achievable goals (Pepler & Bierman, 2018; Search Institute, 2018).

The Search Institute researchers identify five elements of "development relationships" that motivate young people to be and become their best selves (Anderson & Jiang, 2018; Search Institute, 2018). Five elements of "developmental relationships" involve expressing care,

challenging growth, providing support, sharing power, and expanding possibilities (Anderson & Jiang, 2018; Search Institute, 2018). Studies have shown that students want teachers to show that students matter to them, push students to be their best, help students get things done, listen to students' ideas, and help students connect with new people and places in their community (Anderson & Jiang, 2018; Search Institute, 2018). Researchers have concluded that relationships serve as the driver of education reform and that these relationships allow teachers to connect learning with what matters to their students and what is relevant to their lives and as their futures (Anderson & Jiang, 2018; Fix et al., 2019; Search Institute, 2018; Walker & Graham, 2019). Experts believed that teachers use these relationships to tap into students' deeper motivations and challenge them to push themselves to learn (Anderson & Jiang, 2018; Search Institute, 2018).

Learning Environment

Studies have revealed that many students arrive at school with issues that affect their learning and behavior within the classroom (DePaoli et al., 2018; Hanna, 2014). Issues involve poverty, a lack of social skills, an unstable support system, or a disillusioned school concept (DePaoli et al., 2018; Hanna, 2014). Researchers have found that the results of these issues can make students appear disengaged and unmotivated to participate in their learning (Curwin, 2010; Daniels and Arapostathis, 2015; Hanna, 2014). Experts believed educators have the power to increase their students' motivation through the learning environment which they create within the classroom (DePaoli et al., 2018; Fix et al., 2019; Hanna, 2014; McCormick et al., 2013; Walker & Graham, 2019).

Researchers have concluded that students struggle with balancing several areas of their lives, such as the demands of athletics and academics, completing schoolwork and the desire to be with friends, and being in a relationship (Baker, et al., 2008; Hanna, 2014). Most students

have an “I do not care” attitude due to the protection of their personal or cultural identity while balancing the desire to learn (Baker, et al., 2008; Hanna, 2014). Studies have proven that a welcoming classroom environment is a way that educators could build strong relationships with their students, enhance academic achievement, improve classroom behaviors, and increase self-esteem (DePaoli et al., 2018; Hanna, 2014; Pigford, 2001; Stipek, 2006; Walker & Graham, (2019).

Experts have found that most teachers are uncomfortable with sharing parts of themselves with students or creating anything more than a superficial bond (McCormick et al., 2013; Hanna, 2014). Educational institutions have defined teachers’ roles, and educators have disconnected from their students due to the fear of intersecting their personal and professional lives (McCormick et al., 2013; Hanna, 2014; Palmer, 2007). Studies have shown that teachers who have a profound passion and come from a place of reciprocal respect create an allure that students cannot ignore (McCormick et al., 2013; Hanna, 2014). Researchers have linked student disengagement to a lack of student-teacher relationships, which is supposed to build trust and engagement within the classroom (Daniels & Arapostathis, 2005; Hanna, 2014; Locke & Davidson, 1999; Stipek, 2006; Walker & Graham, 2019). Researchers have revealed that students have trust issues since they never learned how to trust an adult within their home environment or in their past experiences with teachers (Cook et al., 2005; Ennis & McCauley 2002; Fix et al., 2019; Hanna, 2014; Walker & Graham, 2019).

Researchers have also found that students lack motivation due to the fear of being vulnerable, looking foolish in front of their peers, or wounding their already tenuous self-esteem (Hanna, 2014; Morganett 1991; Palmer, 2007; Walker & Graham, 2019). Studies have determined that educators’ best way to increase student motivation is to develop a caring

relationship with them and make them feel safe in their surroundings (DePaoli et al., 2018; Hanna, 2014; Maslow, 1987; Walker & Graham, 2019). Student disengagement is due to fear of judgment, poor academic achievement, low self-esteem, and lack of peer and teacher relationships (McCormick et al., 2013; Hanna, 2014; Walker & Graham, 2019). Experts believed teachers must confront students fears by developing a relationship with them and understanding how they could best support students' needs (McCormick et al., 2013; Hanna, 2014; Walker & Graham, 2019).

Researchers have revealed that teachers often lead classrooms from a dictator role, damaging their connections and relationships with students (McCormick et al., 2013; Hanna, 2014). Most educators believed that the best part of teaching is getting to know their students and their idiosyncrasies (McCormick et al., 2013; Hanna, 2014). Studies have shown that educators need to create a learning environment that established trust and encourages risk-taking from students and teachers (DePaoli et al., 2018; Hanna, 2014). Researchers have found that an emotionally honest classroom increases students' participation and learning (McCormick et al., 2013; Hanna, 2014). The four approaches that create an emotionally honest and trustworthy classroom are teachers modeling behaviors they wish to see from students, weaving humor into the fabric of the classroom, teachers holding themselves accountable for errors, and teachers overcoming the fear of showing their weaknesses and strengths to students (DePaoli et al., 2018; Hanna, 2014).

Researchers have concluded that when educators model their mistakes in front of students, trust builds between them, and students are more willing to disclose themselves without fear. (Gallager, 2011; Hanna, 2014). Students also become more supportive and compassionate towards each other within the classroom environment, and student motivation increased

(Gallager, 2011; Hanna, 2014). Studies have encouraged educators to infuse humor into the class's natural flow, such as laughter, joking, sarcasm, and sharing personally embarrassing stories (Hanna, 2014; Locke & Davidson, 1999; Shibinski & Martin, 2010). Humor creates a more engaging classroom environment, and students are less likely to be absent from class since the environment is an enjoyable place for them to learn (Hanna, 2014; Locke & Davidson, 1999; Shibinski & Martin, 2010). Experts also have recommended educators to hold high standards for students and themselves (DePaoli et al., 2018; Hanna, 2014). Teachers must assess their teaching effectiveness, own up to their mistakes, and ask for forgiveness to create mutual respect between them and students (McCormick et al., 2013; Hanna, 2014). The last piece of advice from experts was for educators to share their accomplishments and catastrophes equally with students (McCormick et al., 2013; Hanna, 2014). Vulnerability establishes trust between students, peers, and teachers and allows students to feel accepted and respected (DePaoli et al., 2018; Hanna, 2014). The model described by researchers generates engagement, creates accountability, and reveals triumphs and tragedies in which students and educators face (DePaoli et al., 2018; Hanna, 2014). Studies have encouraged educators to never giving up on trying to make that connect with students and not to be afraid of sharing themselves, their heart, and their passion for their profession because this will make all the difference in their students' lives (DePaoli et al., 2018; McCormick et al., 2013; Hanna, 2014).

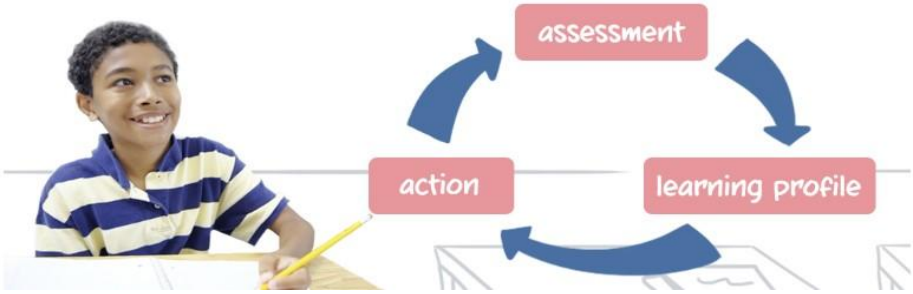
Mindprint Assessment

Mindprint is an online resource used to help educators understand how their students best learn and show the areas of difficulties students experience with processing speed, complex reasoning, or memory (Gosling, 2018). Students have approximately 60 minutes to complete an assessment based on a series of 9 short puzzle-like modules with no reading passages or math

computations (Gosling, 2018). All instruction for this assessment is in written form with a professional audio voice-over that measures accuracy and speed of performance in the significant domains of cognition (Gosling, 2018).

A learner's profile is generated from the assessment and shows the student's learning strengths and needs across the core domains of speed, complex reasoning, executive functions, and memory (Gosling, 2018). Students' strengths are identified, their areas of needs are recognized, and recommendations are verbalized (Gosling, 2018). In Figure 3. 1 below, educators could review these academic profiles and understand where students need support, why they need support, and which evidence-based strategies they could use to best support (Gosling, 2018).

Figure 3. 1
Three Steps to Improved Outcomes



Experts recommend educators use the learning strategies mentioned in the academic profiles to improve student learning outcomes (Gosling, 2018). All learning strategies are research-based and help students understand new information, remember more easily, read more efficiently, and focus on the task at hand (Gosling, 2018). Each student receives a personalized learning plan that provides the most beneficial instruction and study strategies (Gosling, 2018). Personalized learning plans cover six core categories and have over 500 evidence-based

strategies, including homework and study skills, reading, writing, math, group work/collaboration, self-awareness, and growth mindset (Gosling, 2018)

Skills Developed

Social and Emotional Skills

Studies have shown that our nation's youth is reaching staggering rates of mental health problems (Schonert-Reichl & Hymel, 2007; Zins et al., 2007). Researchers have concluded that by 2020, mental illness will be the country's leading health care cost (Schonert-Reichl & Hymel, 2007; Zins et al., 2007). The nature of school-based learning was relations, and more attention needs to be focused on students' social and emotional issues (Schonert-Reichl & Hymel, 2007; Zins et al., 2007). Researchers have found that students experience adverse outcomes when they fail to develop adequate social competencies (Coie & Dodge, 1983; Gresham, 2002; Gresham et al., 2006; Orange County Department of Education, 2018; Parker & Asher, 1987). Adverse outcomes include peer rejection, psychological disorders, dropping out of school, loneliness, criminality, and low academic achievement (Coie & Dodge, 1983; Gresham, 2002; Gresham et al., 2006; Parker & Asher, 1987). Experts believed that social and emotional skills provide the foundation for building and sustaining relationships, create a responsive, caring, and inclusive classroom, lead students to academic success, and becoming responsible citizens (Orange County Department of Education, 2018; Schonert-Reichl & Hymel, 2007; Zins et al., 2007).

Studies have revealed social and emotional skills equip students with the ability to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively (Elias, 2006; Orange County Department of Education, 2018; Schonert-Reichl & Hymel, 2007). Educators could teach these skills in a nurturing and caring learning environment that fosters

positive attitudes, behaviors, and thinking processes (Orange County Department of Education, 2018; Schonert-Reichl & Hymel, 2007; Zins et al., 2007). Researchers have identified the Collaborative for Academic, Social, and Emotional Learning (CASEL) as a set of social-emotional skills that increases students' brain functioning, methods of learning, and instruction, which ultimately improve students' performance in social roles and life tasks (Goleman, 1995; Orange County Department of Education, 2018; Schonert-Reichl & Hymel, 2007). In Figure 4. 1 below, Social and Emotional Learning (SEL) includes self-awareness, social awareness, self-management, relationship skills, and responsible decision-making (County Department of Education, 2018). Studies have shown a dozen countries have embedded social-emotional learning approaches within their school curriculum, including Hong Kong, Japan, Europe, the U.K., Australia, Canada, Africa, and Latin America (Schonert-Reichl & Hymel, 2007; Zins et al., 2007).

Researchers have also shown that many programs worldwide promote SEL through character education, violence prevention, anti-bullying, drug prevention, and school discipline (Schonert-Reichl & Hymel, 2007; Zins et al., 2007). Studies have found that SEL improves students' attitudes, increases motivation, provides a sense of belonging in school, positive behaviors, and improved academic achievement in standardized tests and grades (Goleman, 1995; Orange County Department of Education, 2018; Schonert-Reichl & Hymel, 2007). A quantitative analysis study revealed that students enrolled in an SEL program ranked at least ten percentage points higher on achievement tests, have significantly better attendance records, displayed more constructive and less disruptive classroom behavior, liked school more, had better GPAs, and were less likely to be suspended or disciplined (Orange County Department of Education, 2018; Schonert-Reichl & Hymel, 2007; Weissberg & Durlak, 2005). (See Figure 4. 1)

Figure 4. 1
Social and Emotional Learning

Researchers have found that educators hold the key to creating a caring and safe educational environment essential for SEL and academic achievement (Orange County Department of Education, 2018; Schonert-Reichl & Hymel, 2007; Zins et al., 2007). Researchers have also recommended that SEL be implemented in schools since schools are social places where learning is a social process for students (Schonert-Reichl & Hymel, 2007; Zins et al., 2007). Studies have proven that emotions significantly hamper students' learning and, ultimately, their success in school, and fostering students' social-emotional skills will help their development with the skills necessary for school and in becoming more caring, responsible, and concerned citizens (Orange County Department of Education, 2018; Schonert-Reichl & Hymel, 2007; Zins et al., 2007).

Executive Functioning Skills

Researchers have identified executive functions as mental processes needed to concentrate and pay attention (Burgess & Simons 2005; Diamond, 2013; Espy 2004; Miciak et al., 2019). Three core executive function skills exist: inhibition control, working memory, and

cognitive flexibility (Diamond, 2013; Lehto et al., 2003; Miciak et al., 2019). Researchers have shown that inhibition control deals with controlling one's attention, behavior, thoughts, and emotions to restrain from the internal willingness and surface lure to do what is more appropriate or needed (Diamond, 2013; Lehto et al., 2003; Miciak et al., 2019). Next, self-control stems from inhibitory control, which involves control over one's behavior and emotions (Diamond, 2013; Lehto et al., 2003; Miciak et al., 2019). Studies have found that students need to develop self-control to resist temptations and not act impulsively towards peers and teachers (Diamond, 2013; Lehto et al., 2003). Self-control also gives students the ability to stay disciplined on a task despite temptations to give up, move to more exciting work, or have a good time (Diamond, 2013; Lehto et al., 2003). Experts believed self-control helped students not blurt out what first comes to mind, which can be hurtful, offensive to others, or embarrassing to the student (Diamond, 2013; Lehto et al., 2003). Last, researchers have described inhibitory control as a challenge for young children to obtain; however, when self-control was present students are more likely to stay in school and less likely to make risky decisions (Diamond, 2013; Lehto et al., 2003). Studies have concluded that students grow up to have better physical and mental health, earn more money, are happier, and are more law-abiding as adults (Bailey 2007; Denson et al., 2011; Diamond, 2013).

Researchers have explained another core executive function skill as working memory: verbal and nonverbal (Baddeley & Hitch, 1994; Diamond, 2013; Miciak et al., 2019; Smith & Jonides, 1999). Working memory involves holding information in one's mind and mentally working with it (Baddeley & Hitch, 1994; Diamond, 2013; Smith & Jonides, 1999). Studies have shown that students need working memory to make sense of anything that unfolds over time, including written and spoken language (Baddeley & Hitch, 1994; Diamond, 2013; Miciak et al.,

2019; Smith & Jonides, 1999). Experts have found that working memory is required in mentally reordering items, translating instructions into action plans, incorporating new information into one's thinking, considering alternatives, and mentally relating information (Baddeley & Hitch, 1994; Diamond, 2013; Smith & Jonides, 1999). Researchers have revealed that working memory develops reasoning and is critical to students' ability to make connections between unrelated things, pull apart elements from a whole, and hence creativity that involves disassembling and recombining elements in new ways (Baddeley & Hitch, 1994; Diamond, 2013; Miciak et al., 2019; Smith & Jonides, 1999).

The last core executive functioning skill was cognitive flexibility, which is changed perspective spatially or interpersonally (Davidson, et al., 2006; Diamond, 2013; Garon et al., 2008; Miciak et al., 2019). Cognitive flexibility allowed students to change how they think about something and to think outside the box (Diamond, 2013; Stuss, et al., 2000). Studies have found that students with cognitive flexibility easily adjust to changing demands or priorities, admit they are wrong, and take advantage of sudden, unexpected opportunities (Diamond, 2013; Stuss et al., 2000). Also, executive functioning skills could improve even for students most behind (Diamond, 2013; Stuss et al., 2000). Experts believed that students who lack executive functioning skills benefit immensely from interventions and programs (Diamond, 2013; Flook et al., 2010; Karbach & Kray, 2009; Miciak et al., 2019). Executive functioning training reduced social disparities in academic achievement in the following areas: reading, writing, math, and overall health for students (Diamond, 2013; Miciak et al., 2019; O'Shaughnessy et al., 2003). Interventions also achieve small improvements in inhibitory control for students that shift the distribution of outcomes for salutary direction and make substantial improvements to health,

wealth, and crime rate for the nation (Denson et al., 2011; Diamond, 2013; Miciak et al., 2019; Moffitt et al., 2011)

Studies have concluded that executive functions are critical skills for success in the twenty-first century through creativity, flexibility, self-control, and discipline (Collins & Koechlin, 2012; Diamond, 2013; Lunt et al., 2012; Miciak et al., 2019). Executive functioning skills have given students the ability to play with ideas, adapt quickly to changed circumstances, resist temptations, stay focused, and meet new, unanticipated challenges (Collins & Koechlin, 2012; Diamond, 2013; Lunt et al., 2012). Students also could develop reasoning, problem-solving, and planning (Collins & Koechlin, 2012; Diamond, 2013; Lunt et al., 2012). Researchers have shown that executive functions and academic achievement suffer greatly when students ignore their mental, emotional, social, and physical needs (Diamond, 2013; Fairchild, et al.2009; Crescioni et al., 2011). Executive functioning skills are essential for mental and physical health, cognitive, social, psychological development, and success in school and life (Borella et al., 2010; Diamond, 2013; Lui & Tannock, 2007).

Resources

Parent Training

Researchers have found that the most challenging task educators face was improving parent involvement amongst the at-risk population (Vandergrift & Green, 1992; Webster-Stratton, & Reid, 2018). Many parents felt uncomfortable, embarrassed, or guilty when they walk onto campus, and others experience inadequacy, shyness, or resentment (Vandergrift & Green, 1992; Webster-Stratton, & Reid, 2018). Researchers have shown that schools with sizeable at-risk population have a broad spectrum of parent involvement which include parents who are committed to their children but do not participate, those who participate but are not

supportive, and parents who neither support nor participate in their child's education (Vandergrift & Green, 1992; Webster-Stratton, & Reid, 2018). Parents who are supportive and willing to attend the conferences, answer phone calls and are involved in the decision-making (Vandergrift & Green, 1992; Webster-Stratton, & Reid, 2018). Studies have identified the most challenging type of parents are the ones that attend all the events but are not supportive at home (Vandergrift & Green, 1992; Webster-Stratton, & Reid, 2018). Unsupportive parents do not participate in their child's education and are challenging to reach but the most important group to focus on to improve involvement (Vandergrift & Green, 1992; Webster-Stratton, & Reid, 2018). Experts have revealed that many unsupportive parents are at-risk themselves and fail to see how their actions significantly affect their child (Vandergrift & Green, 1992; Webster-Stratton, & Reid, 2018).

Studies have indicated that the key to building more parent involvement was communication and meeting parents where they are (Vandergrift & Green, 1992; Webster-Stratton, & Reid, 2018). Schools have realized that most of their parents fall into non-supportive and non-active (Vandergrift & Green, 1992; Webster-Stratton, & Reid, 2018). Researchers have disclosed that the secret to parent training is "knowing who the parents are" and that school has many strategies to increase involvement (Vandergrift & Green, 1992, Webster-Stratton, & Reid, 2018). Strategies included take-home activities, home visits, making connections with other parents, and meet with parent advocates (Vandergrift & Green, 1992; Webster-Stratton, & Reid, 2018). Experts believed these strategies ensure an appropriate match between parent's levels of commitment, willingness, and ability to be involved (Vandergrift & Green, 1992; Webster-Stratton, & Reid, 2018)

Researchers have also found that a realistic starting point for improving parent involvement, especially among at-risk populations, was establishing a rapport between educators and parents and did not expect a high level of commitment or participation (Vandergrift & Green, 1992; Webster-Stratton, & Reid, 2018). Studies have stated that a simple conversation with a classroom teacher in person or over the phone builds more parent support (Vandergrift & Green, 1992; Webster-Stratton, & Reid, 2018). Experts have indicated that the "ideal parent" was willing, able to participate, and committed to their child's education (Vandergrift & Green, 1992; Webster-Stratton, & Reid, 2018). According to the research, this type of parent is a rare breed among the at-risk population, and schools need to improve parent training by assess the parents' needs and getting to know them on individual basis (Vandergrift & Green, 1992; Webster-Stratton, & Reid, 2018). Educators should offer parents a broad range of activities to encourage, support, and participate in and include non-threatening and low commitment opportunities (Vandergrift & Green, 1992; Webster-Stratton, & Reid, 2018). Researchers have concluded that parent training increased parent involvement, parent participation, parent support, and parent education (Stringfield, 1997; Webster-Stratton, & Reid, 2018). Studies recommend that educators used the partnering approach due to the parent's effectiveness rather than the hierarchical teacher to parent approach (Cochran, 1988; Stringfield, 1997; Webster-Stratton, & Reid, 2018).

Tutoring

According to the research, tutoring was one of the primary instruction forms in early European colleges, royalty, and the upper class (Rheinheimer et al., 2010; Pascarella & Terenzini, 2005). This instruction mode had a long history in higher education and continues to be an integral part of academic support programs for the at-risk student population, such as those

likely to drop out due to inadequate preparation (Rheinheimer et al., 2010; Pascarella & Terenzini, 2005). Researchers have shown that tutoring increase students' persistence, academic achievement, retention, and degree attainment (Astin, 1993; Rheinheimer et al., 2010; Rheinheimer & Mann, 2000). Many educational institutions have academic support programs that include tutoring and advisory services for at-risk students (Rheinheimer et al., 2010; Pascarella & Terenzini, 2005). Tutoring such as peer, professional, and supplemental plays a crucial role in at-risk students' sense of social and academic integration (Astin, 1993; Bean & Eaton, 2001; Rheinheimer et al., 2010; Pascarella & Terenzini, 2005; Tinto, 2000).

Experts believed that peer and professional tutoring were essential parts of academic support services and that peer tutors possess high cognitive abilities and are excellent role models for at-risk students (Rheinheimer et al., 2010; Pascarella & Terenzini, 2005). Researchers have indicated that at-risk students were less likely to seek help when needed, and peer tutors increased at-risk students' ability to develop good study habits and attitudes (Rheinheimer et al., 2010; Pascarella & Terenzini, 2005; Zimmerman, 2000). Also, researchers revealed that educators had to encourage and empower at-risk students to utilize tutoring since early academic success promotes self-efficacy (Collins, 2007; Rheinheimer et al., 2010; Zimmerman, 2000).

Researchers have recommended that peer and professional tutors articulate their duties, responsibilities, and expectations for the students that they tutor (Rheinheimer et al., 2010; Tinto, 2000). Studies have shown that students received immediate benefits when they attend and were prepared for tutoring sessions (Rheinheimer et al., 2010; Tinto, 2000). Benefits included study skills, test-taking skills, a positive academic role model, increased knowledge, and academic achievement (Rheinheimer et al., 2010; Tinto, 2000). Experts have indicated that one of the best

predictors for academic success was good grades and good grades reduced dropout rates (Rheinheimer et al., 2010; Tinto, 2000).

Another support strategy researchers recommend for at-risk students was supplemental instruction (SI) (National Center for Supplemental Instruction, 1997; Rheinheimer et al., 2010). SI produced trained leaders who served as facilitators, tutors, upper-class students, or professional tutors (National Center for Supplemental Instruction, 1997; Rheinheimer et al., 2010). Leaders attended courses with at-risk students, took notes, read texts, provided positive feedback, and explained content (Burmeister, 1995; Eig, 1997; National Center for Supplemental Instruction, 1997; Rheinheimer et al., 2010). Studies have concluded that SI was crucial to the academic integration, social integration, and academic performance of students who are at-risk of dropping out (National Center for Supplemental Instruction, 1997; Rheinheimer et al., 2010). Also, SI significantly improved students' academic performance, self-esteem, classroom behavior, peer and tutor relationships, and retention (National Center for Supplemental Instruction, 1997; Rheinheimer et al., 2010).

Mentoring

Experts have found that "intergenerational mentoring" programs were the best approach for supporting at-risk students who suffer from emotional turmoil and academic failures (Keating et al., 2002; Mano, 2007). Intergenerational mentoring connected at-risk students with older caring adults and established ongoing face-to-face relationships that provided consistent support, guidance, and help for when the student goes through a difficult or challenging situation or period of life (Keating et al., 2002; Mano, 2007). Studies have revealed that at-risk students exhibited problematic behaviors due to the lack of care they receive from their family and relatives (Mano, 2007; Dappen & Isernhagen, 2005). Researchers have proven that mentoring

improves at-risk students' maturity levels, self-esteem, academic achievement, classroom behavior, relationships with peers and teachers and develops them into respectable members of society (Mano, 2007; Dappen & Isernhagen, 2005). Experts believed that caring adult mentors served as positive role models for students at-risk of reaching their full development and potential (Mano, 2007; Dappen & Isernhagen, 2005).

The U.S. Department of Justice estimated that 5 to 15 million children benefited from being mentored by a caring adult (Keating et al., 2002; Grossman & Garry, 1997). Studies have found that the average cost per child per year for a well-run mentoring program is about $1,000 per child (Keating et al., 2002; Grossman & Garry, 1997). Students with lower social support levels were more withdrawn, hopeless about their future, inattentive, and harmful to others (Keating et al., 2002; Grossman & Garry, 1997). Researchers have determined that mentoring programs provided students with social support that improved their overall well-being, developed resiliency, and decreased their delinquent behavior (Keating et al., 2002; Grossman & Garry, 1997). Studies have concluded that children survive abusive and neglectful upbringings when they have healthier relationships outside the home (Keating et al., 2002; Stein et al., 2000; Rutter, 1995).

Researchers have determined that many mentoring programs rely heavily on donations and volunteers (Keating et al., 2002; Slicker & Palmer, 1993). Most programs only provide mentors once or twice a month, which is an insufficient amount of time to fully support at-risk students' needs (Keating et al., 2002; Slicker & Palmer, 1993). Studies have shown that mentoring programs required more frequent face-to-face contact to be more effective for at-risk students (Keating et al., 2002; Slicker & Palmer, 1993). Big Brother/ Big Sister is the best volunteer mentoring program in the United States that matched at-risk youth with an adult

mentor (Frecknall, & Luks, 1992; Keating et al., 2002). Studies about this program revealed that mentors affected students' academic achievement, classroom behaviors, relationships with peers, teachers and family, self-esteem, and social enrichment (Frecknall, & Luks, 1992; Keating et al., 2002). Researchers have concluded that students who were mentored were 46% less likely to start using drugs, 27% less likely to start drinking, 52% less likely to skip a day of school, and 37% less likely to skip a class (Frecknall, & Luks, 1992; Keating et al., 2002). Also, students reported that their trust in parents increased and that they felt more supported by friends, peers, and teachers (Frecknall, & Luks, 1992; Keating et al., 2002).

Parents also took surveys about their students being mentored, and the experts have found that student achievement improved significantly with a 47% increase in school grades, 49% increase in school attendance, and 55% increase in relationships with family members (Frecknall & Luks; 1992; Keating et al., 2002). Also, 70% of mentored students improved their relationships with friends, 83% improved their self-esteem, 58% experienced fewer behavior problems, and 60% became responsible (Frecknall & Luks; 1992; Keating et al., 2002). Researchers have concluded that mentoring was not sufficient without intense contact (Frecknall, & Luks, 1992; Keating et al., 2002). Studies have found the presence of caring adult mentors helped at-risk students feel better about themselves, navigate through problems more effectively, and engage in more age-appropriate tasks (Frecknall, & Luks, 1992; Keating et al., 2002). Caring adult mentors also increased students' exposure to prosocial activities that allowed them to feel a sense of belonging and created a healthier lifestyle (Frecknall, & Luks, 1992; Keating et al., 2002). Experts have recommended youth groups as another useful resource in helping students who are at-risk manage their problems in the sense of community that shows them that other students face similar problems (Frecknall, & Luks, 1992; Keating et al., 2002).

Outcomes

Self-Esteem

Studies have shown that self-esteem was an essential component of an adolescent's healthy development and successful transition into adulthood (Chubb et al., 1997; Connor, et al., 2004). Researchers have described self-esteem as a person's feeling of self-worth or a person's view of their competency and worthiness (Connor et al., 2004; Rosenberg, 1965; Overholser et al., 1995). High self-esteem contributes to adolescents' overall well-being, and low self-esteem attracts risky behaviors and adverse developmental outcomes (Connor et al., 2004; McGee et al., 2001; Overholser et al., 1995). Self-esteem was also related to how one thinks, feels, and responds to stressful life events (Connor et al., 2004; Overholser et al., 1995). Experts have found that many factors correlated to the development of self-esteem in adolescence such as academic ability, social acceptance, body image, gender differences, school environment, media influences, socioeconomic status, age, ethnicity, and relationships with family and friends (Connor et al., 2004; Phinney et al., 1997).

Researchers have shown that an adolescent's school environment played a significant influence on healthy self-esteem development, and this development could be disrupted by the transition from junior high to high school or transferring to a new school (Connor et al., 2004; Eccles et al., 1984; Seidman et al., 1996; Wigfield et al., & Midgley, 1991). Studies have revealed that during a transition or a transfer, students' social networks are interrupted during a crucial time when friends and peers influence the adolescent's development of self-esteem (Connor et al., 2004; Eccles et al., 1984; Seidman et al., 1996; Wigfleld et al., 1991). Students who remained in a stable school environment had a significant increase in levels of self-esteem than those adolescents' who changed schools (Cairns et al., 1990; Connor et al., 2004). Also,

students who received support during their academic transition from junior school to high school raised their self-esteem and decreased their chances of dropping out (Cairns et al., 1990; Connor et al., 2004).

Experts believed that dropout prevention programs increased students' self-esteem and improved retention amongst students who are at-risk of dropping out (Connor et al., 2004; Dugger & Dugger, 1998; Reilly & Reilly, 1983). Studies had revealed that students gained confidence through finding their purpose, developing character, learning social and emotional skills, growing a passion for learning, and having teachers who act as transformative agents of change (Ching, 2019; Gibson & Barr, 2015). Educators guided students to identify their strengths and talents and affirmed their potential to be positive contributors to society (Ching, 2019; Gibson & Barr, 2015). Researchers have explained that students who find their purpose could create positive change for themselves and increase their confidence in school (Ching, 2019; Gibson & Barr, 2015). Students who have a newfound purpose could guide their actions and behaviors at school and in their relationships with peers and teachers (Ching, 2019; Gibson & Barr, 2015). Researchers have shown that students could overcome their learning challenges by having a strong sense of definite purpose and feeling supported in their learning by their teachers and peers in the school environment (Ching, 2019; Gibson & Barr, 2015). Educators who focused on building these skills in the classroom have shown a 62% increase in improving students' self-esteem (Ching, 2019; Gibson & Barr, 2015).

Academic Achievement

Researchers have described academic achievement as the current level of a student's learning and the percentage of students who currently meet or exceed their grade-level standards (Singh, 2011). These achievements were measured using statewide tests in math and reading.

Studies have also found that achievement was also measured using state assessments in science. (Singh). Educational institutions have established equity through a baseline of knowledge and skills that all students must master regardless of their background (Singh). Researchers believed that measuring academic achievement provided important information about students' mastery of standards (Singh). Studies have found that academic achievement helped states identify the schools where students struggled to achieve proficiency on state tests (Singh). The academic achievement data also helped states recognize and prioritize which schools would benefit from support (Singh). Researchers recommended that students' scores not determine which courses students should or should not take during their K-12 years (Singh). Schools should also examine multiple sources of student-level data to plan instruction and support for individual students (Singh).

Researchers have identified several factors that affected the achievement gap and the ability of at-risk students to succeed (Parsley & Corcoran, 2003). These factors significantly impact the academic achievement of individual students and schools (Parsley & Corcoran, 2003). Data revealed that teacher-relationships, parent or caregiver and student relationships, motivation, and peer influence affect at-risk students' academic achievement (Parsley & Corcoran, 2003; Peart & Campbell, 1999). Studies have shown that the relationship between students and teachers had a powerful influence on academic outcomes. (Parsley & Corcoran, 2003). Researchers have found that many students identify teachers as the most important relationships in their lives and this relationship affects students' behaviors including educational investment and academic achievement (Peart & Campbell, 1999,).

Parent participation also enriches students' school experience while empowering students to meet academic standards. Studies have shown that parental involvement enhances school

performance and was a predictor of student success (McNeal 2001). For motivation, at-risk students tend to be unmotivated in schools due to their developed belief system that they could not succeed (Marglois & McCabe, 2004). Researchers found that self-efficacy influences motivation, and enthusiastic teachers who create a safe environment promote self-efficacy (Marglois & McCabe, 2004). This environment encouraged learning and achievement for students (Marglois & McCabe, 2004). Studies have also shown that positive peer relationships increased academic achievement in at-risk students. Positive peer relationships improved at-risk students' self-esteem, sense of belonging, and academic performance (Hardcastle, 2006; Marglois & McCabe, 2004).

Classroom Behavior

Researchers have indicated that most students who are at risk have social and behavioral patterns that impede instruction (Lane et al., 2007; Walker et al., 2004). At-risk students often misinterpreted neutral social cues as hostile, exhibit verbal and physical aggression, and demonstrate a high non-compliance level (Lane et al., 2007; Walker, 2004). Studies have recognized the academic characteristics of these adolescents as low levels of academic engagement and below-average performance in core academic areas such as reading, writing, and math (Lane et al., 2007; Mattison et al., 1998; Nelson et al., 2004; van Acker & Talbott, 1999). Students required increased attention to their academic needs since their academic deficits tend to broaden over time, and students are more likely to experience academic failure, grade retention, and drop out before graduation (Lane et al., 2007, Phillips & Welsh, 2007; Wager & Davis, 2006; Wagner et al., 2005). Researchers have found that educators need to focus on improving at-risk students reading performance due to the collateral effects reading had on

behaviors since reading was a keystone skill that allowed students to access all subsequent learning (Lane et al., 2007; O'Shaughnessy et al., 2002; Petras et al., 2004).

Experts have revealed that students' "uncivil" behavior was increasing, and these attitudes were threatening effective learning in the classroom (Horner & Sugai, 2019; Shiba et al., 2000). Researchers have also identified a link between the general level of disruptive behavior and more extreme acts of violence (Horner & Sugai, 2019; Shiba et al., 2000). Studies have determined that exclusion and punishment were the most common responses in conduct disorder in schools and were ineffective at producing long-term reductions in problem behavior (Costenbader & Markson, 1998; Horner & Sugai, 2019; Nieto, 1999; Sprick et al., 2002). Researchers have also shown that school outcomes do not improve with exclusionary discipline and are associated with higher school dropout rates (Horner & Sugai, 2019; Skiba et al., 1997; Sprick et al., 2002). Schools that punish problem behaviors without a proactive support system increased students' aggression, vandalism, truancy, and dropout (Horner & Sugai, 2019; Mayer et al., 1995). Experts have concluded that the most effective responses to improved behavior and reduced school violence involve social skills training, academic restructuring, and behavioral interventions (Elliot, Hamburg & Williams, 1998; Guerra et al., 1994; Horner & Sugai, 2019).

Studies have also proven that transcendental meditation significantly alters an adolescent's brain waves, hormones, and sympathetic activity, which caused higher performance on scales of self-actualization, cognitive and behavioral flexibility, and mental health (Alexandra, Gelderloss, Rainforth, 1991; Alexander, et al., 1989; Dillbeck; 1977; Dillbeck & Bronson; 1981; Rosaen & Benn, 2006; Wallace et al., 1971). Meditation reduced incidences of school absenteeism, rule infractions, and suspensions (Barnes, 2004; Rosaen & Benn, 2006). Researchers have found significant improvements in attention regulation, perception, creativity,

and self-control for adolescents (Benn, 2004; Rosaen & Benn, 2006; So & Orme-Johnson, 2001). Meditation also helped prevent negative, damaging behaviors in adolescents and taught students calming techniques when faced with emotional turbulence (Benn, 2004; Rosaen & Benn, 2006). Experts believed that students increased their self-reflection and awareness, academic performance, and flexibility to situational demands and expanded their ability to look inwardly at themselves and their relationships with others (Benn, 2004; Rosaen & Benn, 2006). Meditation developed students' emotional intelligence, behavioral control, and ability to stay on task at school (Benn, 2004; Rosaen & Benn, 2006). Researchers also believed that meditation positively impacts adolescents by improving social-emotional capacities and academic achievement (Rosaen & Benn, 2006; So & Orme-Johnson, 2001).

Peer and Teacher Relationships

Researchers have revealed that a sense of belonging for students was attained through mutually beneficial social relationships between students and their peers and teachers (Finn, 1989; Meloro, 2005; Usla & Gizir, 2017). Studies have indicated that students, teachers, and peers constitute the most significant determinants of a student's education (Osterman, 2000; Usla & Gizir, 2017; Voelkl, 1997; Wentzel at al., 2010). These relationships significantly affected adolescents' feelings towards school and helped increase their social and academic competence (Osterman, 2000; Usla & Gizir, 2017; Voelkl, 1997; Wetzel et al., 2010). Experts have found that classrooms were social contexts in which various interactions occurred amongst students and their interactions with peers and teachers impacted their sense of belonging, self-esteem, engagement, academic motivation, and learning (Corso et al., 2013; Usla & Gizir, 2017; Wentzel, 1999).

Researchers have revealed that a sense of belonging was significant for an adolescent's

well-being and was associated with positive aspects of adolescents' school-related experiences (Cemalcilar, 2010; Goodenow & Grady, 1993; Johnson, 2009; Jose et al., 2012; Newman et al., 2007; Osterman, 2000; Usla & Gizir, 2017). Studies have defined school belonging as the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment (Goodenow & Grady, 1993; Usla & Gizir, 2017). Experts have identified several positive adolescent outcomes due to having a sense of belonging at schools such as strong commitment to school goals, engagement in school activities, academic motivation and achievement, and a sense of well-being (Jose et al., 2012; Goodenow & Grady, 1993; Usla & Gizir, 2017; Wentzel et al., 2010). Negative factors involved school disengagement, low self-esteem, disciplinary problems, and low expectations of future success (Booker, 2004; Corso et al., 2013; Crandall, 1981; Goodenow & Grady, 1993; Osterman, 2000; Usla & Gizir, 2017).

Studies have shown that positive relationships with teachers predict changes in student motivation outcomes such as a sense of belonging, interest in school, engagement, effort, and academic achievement (Giani & O'Guin, 2010; Goh & Fraser, 1998; Goodenow & Grady, 1993; Murdock, 1999; Sullivan et al., 2008; Usla & Gizir, 2017; Wentzel, 1998). Researchers have found that teacher support had the most direct effect on adolescent engagement beyond parents and peers (Connell & Wellborn, 1991; Murray & Greenberg, 2000; Newmann, 1992; Usla & Gizir, 2017; Wentzel, 1998). Highly effective schools had caring environments that exhibited homelike atmospheres in which the teachers treated all students with respect and care and interacted with them in relationships similar to the extended family (Tosolt, 2010; Usla & Gizir, 2017). Students' sense of belonging and engagement increased when teachers expressed care, behave sensitively, communicate respectively, and showed interest (Giani & O'Guin, 2010; Ma,

2003; Usla & Gizir, 2017). Researchers have determined that educators could motivate students to learn, prevent and diffuse disturbing behavior, and reduce classroom conflict (Giani & O'Guin, 2010; Ma, 2003; Usla & Gizir, 2017). Positive relationships with teachers helped students understand differences and communicate that they are valuable, capable, and worthy of being heard (Giani & O'Guin, 2010; Hughes & Kwok, 2007; Usla & Gizir, 2017).

Studies have revealed that peer relationships also have a particular significance in adolescents' sense of school belonging (Law et al., 2013; Ma, 2003; Osterman, 2000; Pittman & Richmond, 2008; Stewart, 2008; Usla & Gizir, 2017). Peer relationships and supportive friendships satisfy adolescents' needs to belong and fulfill the need to connect with others (Berndt, 2004; Booker, 2004; Stewart, 2008; Usla & Gizir, 2017). Researchers have shown that acceptance and support from peers were essential components to increase school belonging and academic and social competence (Osterman, 2000; Usla & Gizir, 2017). Peer relationships contributed to the social development and learning of empathy, caring, social responsibility, negotiation, persuasion, cooperation, comprise, emotional control, social and emotional support, and conflict resolution (Rohrbeck & Gray, 2014; Usla & Gizir, 2017). Experts believed that students' peers could act as socialization agents who model and mold their behaviors and beliefs and solidify their own (Rohrbeck & Gray, 2014; Usla & Gizir, 2017). Researchers have also determined that peer group stability leads adolescents to having higher levels of school belonging, self-esteem, and academic achievement (Ma, 2003, Usla & Gizir, 2017). Studies have indicated the lack of and change to peer groups could lead to lower levels of school belongingness, less positive feelings toward school, and academic disengagement for students (Ryan, 2001; Usla & Gizir, 2017). Researchers have concluded that rejection from one's peers

lowered students' level of interest in school and increased their chances of dropping out (Osterman, 2000; Usla & Gizir, 2017).

College Readiness

Experts believed students who are at-risk were college-ready when they understood the nature of college, recognized that a college education was vital to their future success, and had positive perceptions about college (Radcliffe & Bos, 2013; Schaefer, 2014). At-risk students also needed to understand the process of college admissions and establish short- and long-term goals that supported their desire to attend college (Radcliffe & Bos, 2013; Schaefer, 2014). Researchers have revealed University campus tours as a strategy used to prepare students who are at-risk for the idea of college (Radcliffe & Bos, 2013; Schaefer, 2014). Studies have recommended that educators provide at-risk students with the opportunity to spend the day on a university campus observing classes and dining halls and visiting the admissions office and financial aid office (Radcliffe & Bos, 2013; Schaefer, 2014). At-risk students needed to learn about the application process, college life, and college benefits (Radcliffe & Bos, 2013; Schaefer, 2014). Researchers encouraged educators to have students partake in writing marathons during their university campus tour to write down questions to ask and to express any thoughts, feelings, and emotions during this experience (Radcliffe & Bos, 2013; Radcliffe and Stephens, 2010; Stephens et al., 2007). Writing marathons served as a reflection for at-risk students to look back on while making the life-changing decision to attend college (Radcliffe & Bos, 2013; Radcliffe and Stephens, 2010; Stephens et al., 2007).

Researchers suggested students who are at-risk attend presentations given by college students to promote college readiness (Haskins & Rouse, 2013; Radcliffe & Bos, 2013). Presentations consisted of college students telling their own stories about their decision to attend

college, the atmosphere of college classes, participating in campus life, and the benefits of a college degree (Haskins & Rouse, 2013; Radcliffe & Bos, 2013). Studies have also found that college representative presentations could serve as a different approach in reaching at-risk students (Haskins & Rouse, 2013; Radcliffe & Bos, 2013). College representatives could offer a different perspective behind college admissions, financial aid, explain the majors and minors available, and how to get involved on campus (Haskins & Rouse, 2013; Radcliffe & Bos, 2013). Researchers have shown that many at-risk students lack information about the nature of college, how to apply to college, how to access financial resources, and how to enroll in college due to no family history of higher education (Haskins & Rouse, 2013; Radcliffe & Bos, 2013). Experts encouraged students who are at-risk to attend as many college presentations as possible to obtain the knowledge necessary on college entrance requirements, the application process, tuition, financial aid, and campus life (Haskins & Rouse, 2013; Radcliffe & Bos, 2013).

Studies have also indicated that educators could support students who are at-risk with college entrance tasks such as visiting the high school's college resource room, select favored colleges, apply on a state-wide college admissions site and initiate the Free Application for Federal Student Aid (FAFSA) (Haskins & Rouse, 2013; Radcliffe & Bos, 2013). Educators could also partner with the high school counseling department to learn about the additional resources available and guide at-risk students to search for useful college information (Haskins & Rouse, 2013; Radcliffe & Bos, 2013). Experts believed this guidance from educators could equip students who are at-risk with the skills necessary to be college-ready (Haskins & Rouse, 2013; Radcliffe & Bos, 2013). Researchers have shown that these strategies implemented by educators could improve students' academic and college perceptions and increase self-esteem and academic achievement (Haskins & Rouse, 2013; Radcliffe & Bos, 2013). Studies have

concluded that campus tours, college presentations, and educator support could increase at-risk students' likelihood of attending college and develop positive future outcomes (Haskins & Rouse, 2013; Radcliffe & Bos, 2013).

Conclusion

In summary, the United States educational system had failed to educate all students for many years and had placed our nation at significant risk both academically and economically. At-risk students were a significant concern to our nation due to the lack of adequate resources and their academic failures. Prevention programs and evidence-based strategies have decreased the number of dropouts over the years in the United States. Educational institutions are now creating equity amongst students and developing dropout prevention programs to support their most at-risk students' needs. Dropout prevention programs effectively provided students who are most at-risk with the necessary skills, resources, and support to gain academic achievement and stay in school. Students who are most at-risk were provided with qualified teachers to interact daily, a safe nurturing environment to learn in, parent training, tutoring, and mentoring. The positive outcomes at-risk students received were a boost in self-esteem, increased academic achievement, improved classroom behavior, relationships with peers and teachers, and college-readiness.

CHAPTER 3: METHODOLOGY

This chapter's methodology includes sampling procedures, setting and participants, instrumentation, reliability, validity, data collection, data analysis, ethical issues, and a summary. In this study, the researcher investigated how the REACH program helped at-risk students with their self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers.

The REACH Program

The REACH (Respond to Every Academic Crisis Holistically) program was designed to provide academic support to the bottom 5% of low performing students at a private high school in Northern California. Many of these at-risk students struggled to keep pace with the rigorous curriculum and high standards expected of them at the college preparatory. The REACH program was established to create equity amongst all students by providing a service to at-risk students that meet their individual needs. Many factors affected these students' ability to learn. These factors included learning disabilities, low socioeconomic status, parent education, family responsibilities, and mental disabilities. These factors also caused students to have high absent rates, low test scores, disciplinary issues, and subject retention. As a result, these students experienced low self-esteem, poor academic achievement, behavioral issues, and unhealthy relationships with peers and teachers. These students had a high probability rate of failing academically and being asked to leave school. The REACH program served as a prevention dropout program and as an adequate service for at-risk students. Refer to Appendix: A for the REACH Handbook for students, parents and staff.

These students were identified early through course grades, standardized test scores, grade/subject retention, attendance rates, and disciplinary infractions. REACH was designed to

provide an extra layer of support to at-risk students as they transition from middle school to high school. However, the program opened to sophomores, juniors, and seniors who did not have access to this service their freshman year. All these students joined the REACH program and partnered with the REACH staff, parents, teachers, and counselors to improve their self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers. REACH I focused on supporting freshman and sophomore classes, while REACH II was filled with students who did not graduate REACH I and any juniors and seniors that needed the service. Extended REACH served as an after-school class to expand students' learning time and work with tutors. This hands-on support was provided to REACH students during school, after school, and over the summers. Refer to Appendix: B for the REACH course descriptions.

Two REACH I classes were offered during the school day as an elective course to take the entire school year. Students interacted with adult advocates (REACH teachers) daily to support their academic and social needs. These adult advocates also communicated with the student's family, teachers, and counselors. Many skills were developed in REACH I class such as social and emotional skills and executive functions skills. Social and emotional skills included self-awareness, self-management, relationships skills, and responsible decision making. Executive functioning skills involved time-management, organization, attention, task initiation, goal setting, and accountability. Students were also trained on how to behave appropriately in the classroom setting by removing their distractions, listening and following directions, raising their hands and asking questions, and taking notes. REACH I class allowed students to learn a skill, practice the skill, and then apply them to their academics and life. Students also had time to reflect in their journals about their skills and how they could improve themselves in these specific areas taught. Refer to Appendix: C for examples of the REACH classes lesson plans.

If the REACH student needed an additional year, they were enrolled in the REACH II class. One REACH II class was offered during the school day as an elective course to take the entire school year. REACH II was a continuation of REACH I and built upon the foundation taught in year one. The REACH II class reinforced many of the skills described above and concentrated on students' mindsets, areas of support, and future possibilities. REACH II also helped students attend class, complete their assignments, and prepare for quizzes and tests. Students constantly had individual meetings with REACH teachers to check-in, review grades, and create missing assignments checklist. REACH teachers also worked with students individually and in group settings to help them with their reading, writing, and math.

Extended REACH was another class offered to students to expand their learning time. This class was offered after-school and available to all students in the REACH program. Extended REACH classes were offered twice a week with two, hour and a half, sessions for students to attend. Students with no extracurricular activities attended the first session, while students with extracurricular activities attended the second session. Students had a designated room to report to that was a distraction-free environment. Peer tutors were also available for group or individual settings. Peer tutoring was an essential part of the REACH program and provided students with excellent role models that possessed high cognitive abilities. These tutors helped students develop good study habits and attitudes. Also, students could take their make-up quizzes and tests for other classes during that time.

The REACH staff included three teachers, one coach, one teacher assistant, and one administrator. All staff members were trained and served as advocates for all REACH students. Staff members were responsible for modeling the behavior and effort; they wanted to see from their students. REACH teachers provided students with consistent support, guidance, and help in

school and their daily lives. The REACH program also provided students with a safe, nurturing learning environment that established trust and respect between peers and staff members. REACH teachers were determined to increase student motivation by developing caring relationships with them and making them feel safe in their surroundings. Refer to Appendix: D for the REACH job descriptions.

The REACH program also provided information and training night to parents. REACH teachers realized early on that parent involvement was crucial for student success and wanted to provide parents with different opportunities to engage in their child's learning. Once a month, REACH teachers held training sessions for parents to learn about the school's technology and provided them with important information to best support their students. The REACH program had many strategies to increase parental involvement such as home visits, phone calls and text messages, and meetings via Zoom and in person. REACH teachers applied the partnership approach with parents to effectively support the student rather than offend them with the hierarchical teacher to parent approach. Parent training increased parent involvement, parent participation, parent support, and parent education.

The REACH program also provided teachers with student information including background, home life, learning disabilities, mental disorders, and past traumas. This information allowed teachers to be more understanding and empathic towards the student and their situation. REACH teachers also held training sessions to help teachers learn how to better support their at-risk students in the classroom and their lives. Teachers learned how to create a positive school-related experience for their students and strategies to help them become more academically motivated and feel a sense of belonging. REACH teachers helped teachers express their care, behave sensitively, communicate respectively, and showed interest in their students. These were

the strategies implemented by the REACH program to provide extra support to at-risk students, parents, and teachers.

Sampling Procedures

The sampling procedure in this study was non-random sampling. Non-random sampling was a technique used by the researcher to obtain the right samples needed for the study (Creswell, 2013). REACH I and II students, parents, and teachers were identified as the right samples due to their involvement in the REACH program. Another sampling procedure utilized in this study was purposive sampling. Purposive sampling served as an approach for non-random sampling and involved selecting a sample based on the researcher's experience or knowledge of the group (Creswell, 2013). The researcher spent three years working with REACH I and II students, parents, and teachers and knew that these people were the right participants for the study. REACH I and II students, parents, and teachers were the only samples that provided the most adequate and efficient data to the researcher.

In purposive sampling, the researcher chose homogenous sampling as another specific method used to collect data. Homogenous sampling selects participants who have very similar experiences (Creswell, 2013). REACH I and II students struggled with their academic achievement, self-esteem, classroom behavior, and relationships with peers and teachers. They were all low performing students who were at-risk of failing courses and being asked to leave the private high school. The parents involved in the study had an at-risk student in the REACH program and partnered with the REACH staff to best support their student. All teachers in the study had REACH I and II students in their classrooms and had worked closely with the REACH program for three years. These kinds of samplings allowed the researcher to gather in-depth data about the REACH program's ability to help at-risk students.

The last sample utilized in this study was criterion sampling. Criterion sampling selects participants who meet some criteria to interview (Creswell, 2013). REACH II students, parents, and teachers had met the researcher's criteria to be interviewed. All participants were involved with the REACH program for three years and could explain how the service helped them with their self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers.

Setting and Participants

This study was conducted at a private high school located in Northern California. The enrollment was 1627 students with a 14:1 student to faculty ratio and an average class size of about 22 students. Seniors had a 99% college-bound rate. The private high school had two equitable services to provide support to students in Special Education and students most at-risk. Students in the Special Education Program worked closely with the learning specialist and had Individualized Education Plans (IEP) that granted them specific accommodations that helped them learn. The most at-risk students were placed into the REACH program.

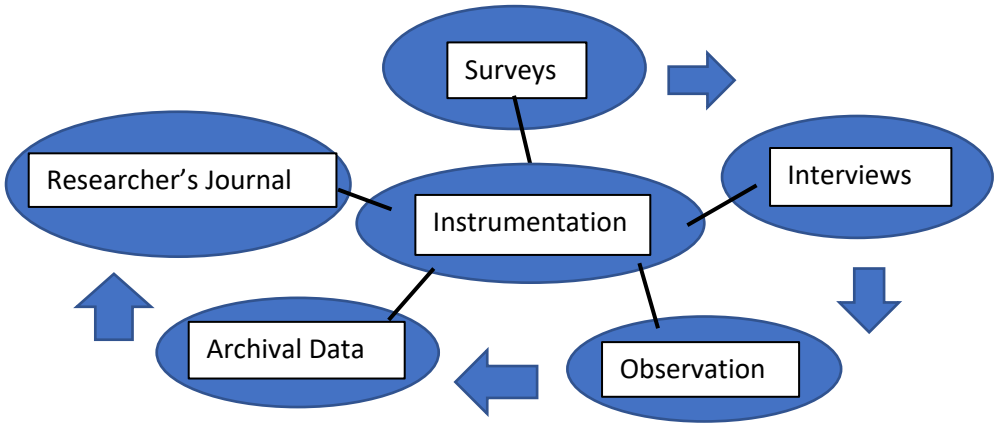
The REACH program offered a REACH I class, a REACH II class, and an Extended REACH class that was provided after-school twice a week. This study focused on how the REACH program helped at-risk students with their self-esteem, academic achievement, classroom behavior and relationships with peers and teachers. Approximately 85 subjects participated in this study, including students, parents, and teachers who were involved in the program. The REACH program had 35 students enrolled in the program ranging from freshmen, sophomores, juniors, and seniors. Pre- and post-surveys were taken by 15 REACH I students and parents. 40 REACH teachers completed post-surveys only. Interviews were conducted on five REACH II students, parents, teachers.

The private high school had 135 teachers, and roughly 50 of these teachers had REACH students in their classes. These teachers completed post surveys at the end of the semester on their REACH students. The teachers who participated in the study taught various subjects such as mathematics, English, history, science, world languages, physical education, and electives. The researcher selected five teachers to interview whom all taught different subjects. The subjects included English, math, history, language, and science. All participants in this study were recruited from the REACH program and selected based on who volunteered to participate.

Instrumentation and Measures

This study was mixed-methods and consisted of both quasi-experimental quantitative and qualitative research from an ethnographic approach. The researcher focused heavily on qualitative research since most of the data collected were unstructured and non-numerical. Figure 5. 1 below shows that the data was gathered via surveys, interviews, observations, archival data (student transcripts), and memoing the researcher's journal (Creswell, 2013).

Figure 5. 1
Instrumentations



In this study, the researcher gave pre and post surveys to REACH I students and parents and only post surveys to teachers who had REACH students in their classes. The pre- and post-

surveys were based on the Likert scale and had a 1-4 rating. All surveys had the 1st rating as "strongly disagree," and the 4th rating as "strongly agree." There was no selection for a neutral rating. The demographics questions were placed lasted on the survey to ensure participants answered the questions related to the research question first.

The demographics and characteristics on the pre-surveys for each subject included:

1. Student surveys focused on gender, age, grade level, ethnicity, and scholarship status.
2. Parent surveys concentrated on gender, age, ethnicity, material status, and level of education.
3. Teacher surveys focused on age, gender, ethnicity, subject taught, years teaching, and education level.

All participants spoke English, and no consent forms or surveys were needed for translation. All REACH student participants were under the age of 18, and no consent forms were needed for students over 18. The researcher obtained consent forms from all participants, including REACH I & II students, parents, teachers, and a Site Authorization Form. All participants were emailed a description of the study to review, and a consent form was attached to grant the researcher's permission to use the participants in the study. Consent forms were collected from July 1, 2020, through July 1, 2021. The researcher ensured that all participants understood that their cooperation was voluntary and that there were no repercussions if they decided not to participate. No compensation was issued to human participates.

The researcher served as a faculty member at the private high school and supervised the REACH program. In this study, the researcher didn't experience a conflict of interest at the individual level, such as a bias in judgment. This bias in judgment did not cause the researcher to overlook important data or to misperceive critical observations. The researcher's bias did not

creep into the research question, the choice of research design, the selection of research participants, or how the data was collected, analyzed, interpreted, and ultimately published. The researcher made every effort to avoid their individual bias in this study.

The researcher and the researcher's University Supervisor were the only people who had access to the records, data, tapes, and other documentation for this study. The researcher's University Supervisor was the ONLY person to have access to the students, parents, and teachers' identities and to all the information that was associated with their identities since all documents were coded and no names were used in the study, ONLY the code to preserve students, parents, and teachers' confidentiality. All digital data were stored on the researcher's laptop and were coded that way; if a breach of data occurred, there wasn't a breach of confidentiality as there was no way to connect the names to the coding. The data and documentation for this study will be destroyed on August 15, 2023. Also, the name of the school was not mentioned in the study. Tables 1, 2, 3, and 4 below display the sample questions for the pre- and post-surveys for REACH I students and parents. Table 5 below demonstrates the sample questions for teachers' post-surveys.

Note: All surveys were placed into a Google Form using a Likert Scale with the 1st rating as "strongly disagree" and the 4th rating as "strongly agree."

Table 1

Sample Pre-Survey Questions for REACH I Students

1. Last year, I felt comfortable raising my hand and asking the teacher a question.
2. Last year, I had an easy time listening and following directions.
3. Last year, I used a planner to write down all my assignments.

Table 2

Sample Pre-Survey Questions for REACH I Parents

1. Last year, my student had an easy time focusing and paying attention in class.
2. Last year, my student turned in all their assignments on time.
3. Last year, my student felt prepared to take quizzes and tests.

Table 3

Sample Post-Survey Questions for REACH I Students

1. The REACH program provides me with caring adults that I can trust and depend on.
2. The REACH program provides me with tutors for additional help with schoolwork in Extended REACH.
3. The REACH program provides me with a place on campus to complete my homework after-school in Extended REACH.

Table 4

Sample Post-Survey Questions for REACH I Parents

1. The REACH program provides me with informational meetings to attend.
2. I can rely on the REACH program to help me with my student's teachers or my student's grades or answer any questions.
3. The REACH program is in constant communication with me via emails and phone calls about my student.

Table 5

Sample Post-Survey Questions for REACH Teachers

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1. The REACH program provides me with REACH student's backgrounds, homelife, and/or learning disabilities.
2. The REACH program helps me as a teacher have more empathy towards our REACH students.
3. The REACH program makes me feel like I am a part of a team and that I am not alone.

Interviews

The researcher interviewed five REACH II students and parents, as well as five REACH teachers. All interviews were conducted on the digital platform Zoom and recorded by the researcher to analyze later. Questions for these interviews were created after the researcher reviewed the pre-survey data. The researcher had open-ended and semi-structured questions developed to start the conservation with the participants once the interview started. During the interview, the researcher had follow-up questions to the REACH II students, parents, and teacher responses (Creswell, 2013).

The potential risks for human participants in this study were the psychological trauma and the emotional discomfort experienced during the interviewing process. REACH II students and parents had intimate conversations with the researcher online and were asked to answer some personal questions. Students and parents had to recall some traumatic and distressing event(s). The researcher made sure to minimize these risks by showing empathy towards students and parents during the interview process. Students and parents had the interview questions ahead of time to review and were prepared for the conversation.

If any students or parents felt uncomfortable answering a specific question, the researcher respected the participant's request not to answer that question. When the interview happened, the researcher listened closely to the participants and made sure to ask for the participant's permission between questions to keep moving along in the interview. Students and parents did not any difficulty answering the questions, and no breaks were needed for participants to compose themselves. Also, the researcher only went as far as the participant would let them, and once the participant was finished the interview was concluded. No students experienced any psychological or emotional distress during the research process and no referrals were needed for students to see their counselor for support. Tables 6, 7, and 8 below display the sample interview questions for REACH II students, parents and teachers.

Table 6

Sample Interview Questions for REACH II Students

1. How has the REACH program helped you increase your self-esteem? (Give 2-3 examples).
2. How has the REACH program helped you raise your grades and GPA? (Give 2-3 examples).
3. How has the REACH program helped you improve your classroom behavior? (Give 2-3 examples).

Table 7

Sample Interview Questions for REACH II Parents

1. How has the REACH program helped your student in their relationships with their peers and teachers? (Give 2-3 examples).
2. What used to be your student's biggest challenges/struggles they faced in school? (List 2-3)
3. Is there anything else I should know that might help me understand how the REACH program has influenced your student's success?

Table 8

Sample Interview Questions for REACH II Teachers

1. How has the REACH program helped you as a teacher? (Give 2-3 examples).
2. Can you provide a specific student that you have seen the most progress in the REACH program and why?
3. Do you have any recommendations for the REACH program?

Observations

During this study, the researcher served as a participant-observer and a member of the REACH program. Students were observed once a month by the researcher in the REACH I, REACH II, and Extended REACH classes. After each observation, the researcher filled out an observation form. Refer to Appendix: E for the REACH Observation Form.

Archival Data

Archival data analyzes records or documents such as student records, standardized test scores, and retention rate (Creswell, 2013). In this study, the researcher examined REACH students' academic transcripts with a specific focus on their academic grades and their 9th, 10th, and 11th grade GPAs. This information allowed the researcher to see how the REACH program helped improved students' academic achievement.

Researcher's Journal

Memoing involves the researcher keeping personal documentation about their time in the field (Creswell, 2013). For three years, the researcher kept a personal journal about their time

and experiences in the REACH program. The researcher also documented students' backgrounds, homelife, and journeys throughout their time in the REACH program.

Reliability

The researcher had a high degree of reliability from the start of this study. Two REACH II students and parents tested pre- and post-surveys before surveys were given to REACH I students and parents. All students, parents, and teachers completed a pre- and post-survey on Google Forms with Likert Scale questions ranging from 1 to 4 ratings. During the interview process, REACH II students, parents, and teachers were separated into groups and asked questions based on the research question and sub-questions. Each interview was conducted on the virtual platform Zoom and recorded by the researcher to analyze later. After each interview, the researcher spent 15 minutes reflecting in their journals about the conversation that transpired with the participant and focused on significant themes and patterns.

The researcher completed observations in the REACH I, REACH II, and Extended REACH classes on the same day of every month. These observations gave the researcher the ability to track students' progress throughout the semester and year. After every observation, the researcher spent about 10 minutes, filling out the observation forms for students. Then the researcher spent about 15 minutes journaling about their experience in the classroom that day and highlighting significant themes and patterns. Next, the researcher reviewed the REACH student's transcripts for the archival data. Each REACH student's transcript was examined to identify their course grades and their 9th, 10th, and 11th grade GPAs. Lastly, the researcher journaled consistently about the REACH students and how this service impacted their self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers. These were all the researcher's measures to ensure a high degree of reliability in this study.

Validity

The researcher utilized several different methods to determine what was intended to be measured. First, the researcher recognized their own biases, such as being a student who was at-risk and participating in Special Education Services in high school and college. Also, the researcher worked for the private high school and helped start the REACH program. Second, the researcher spent an extensive amount of time in the field, building relationships with students, parents, and teachers. The relationships between the participants and the researcher were vital to the study. Next, the researcher had all participants complete a writ large to ensure the accuracy and credibility of the study's results and conclusion (Creswell & Poth, 2018). These member checks protected this study's validity and guaranteed that the researcher held to the record (Creswell, 2013). Lastly, the researcher collected multiple forms of data for triangulation purposes such as surveys, interviews, observations, archival data (student transcripts), and the researcher's journal. The researcher took all these measures to provide a robust, valid, and reliable study (Creswell, 2013).

Data Collection

Figure 6. 1 below shows that data was collected through surveys, interviews, observations, archival data (student transcripts), and the researcher's journals.

Surveys

Surveys were first created and validated in the researcher's doctoral program courses. Peers and professors completed the surveys and recommended condensing the number of questions to focus on the research question and sub-questions. The surveys were then given to students to test the pilot and to provide feedback to the researcher. Students suggested making the language more straightforward on the survey for their peers to understand. Once the surveys

and consent forms were created on a Word Doc, the researcher transferred the information into separate Google Forms to send out to students, parents, and teachers electronically.

Next, the researcher called all REACH I parents to ask them to participate in the study. During the phone calls, the researcher read off a script to introduced themselves, explained the purpose of the study, and asked parents to be participants and their student(s). If the parents did not answer the researcher, then left a voicemail. After all the phone calls were made, the researcher sent out emails to the volunteer participants containing consent forms and pre-surveys. A week later, the researcher composed a follow-up email to the parents who had not signed the consent form nor completed the pre-survey. Two weeks later, the researcher asked students to give their parents the consent forms and have them take the pre-surveys.

Once parents gave consent, students met with the researcher during class to take the pre-surveys. Students were pulled out into individual breakout rooms during class with the researcher. The researcher wanted to ensure students had as much time as they needed to fill out the pre-surveys and ask questions. Next, the researcher explained to students the purpose of the study and obtained their signatures on the Child Assent Form. The researcher then read the directions, and the pre-surveys were emailed out for the students to complete. All data was collected and saved onto the platform Google Forms for further analysis.

For post-surveys, the researcher had students complete their surveys during class. The researcher placed the student into a breakroom, send them the post-survey via email, and answered questions. All students filled out the post-surveys in this manner and then were asked by the researcher to give their parents the post-surveys. Each student agreed to give their parents the post-survey to complete. The researcher then sent the student an email containing the parent post-survey. Every student was sent a friendly reminder via text message from the researcher to

remind them to give their parents the post-surveys to fill out. These were the methods used by the researcher to collect all post-surveys from students and parents.

For teacher post-surveys, the researcher composed an email explaining the study's purpose and asked for the teacher's participation. The teacher consent forms, and the post-surveys were attached to the email for the teacher's convenience, and a deadline date was given to ensure that the teachers completed the survey. Before the email was sent, the researcher had a REACH teacher revise the email for clarification, edits, and ensure the links to the consent form and post-survey worked. Every teacher that had a REACH student(s) in their class was sent an email. The researcher also sent out a friendly reminder email each week to help teachers remember to complete the post-survey.

Interviews

The interview questions were designed after the researcher reviewed the pre-surveys' results given to REACH I, students and parents. These interview questions were created specifically to answer the research question and sub-questions. The researcher contacted REACH II parents via telephone and read a scripted describing the study's purpose and the type of participation required for parents and students in the interview. Once REACH II parents volunteered to be a part of the study and their student, the researcher sent out an email with the parent and student consent forms and the interview questions. The researcher wanted the participants to feel comfortable and prepared going into the interview.

All interviews were conducted on the Zoom platform. Before the interview, the researcher spent time reviewing the consent forms with students and parents and answering any questions. Interviews were recorded, and interview questions were displayed on the screen for the participant. The interviewer asked the questions as the participant answered, and the

researcher on specific questions asked follow-up questions to have the participant go deeper in their response. After each interview, the researcher spent 15 minutes reflecting in their journals and identifying themes, patterns, and behaviors to analyze later. All interview recordings were transferred into a folder and then uploaded onto the website REV for transcription.

Observations

Observations were conducted once a month for 45 minutes during the REACH I & II classes and in Extended REACH. The researcher sat on the classroom's side to ensure the visibility of all students and the teacher. During this time, the researcher watched the students closely and focused on the themes of self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers. The researcher wrote down their observations on the designed form created to record this data. After the observations were completed, the researcher spent about 10 minutes reflecting in their journal about specific students and the classroom experience for that day. All completed observation forms were kept in a specialized folder and stored safely to reduce the risk of being misplaced.

Archival Data

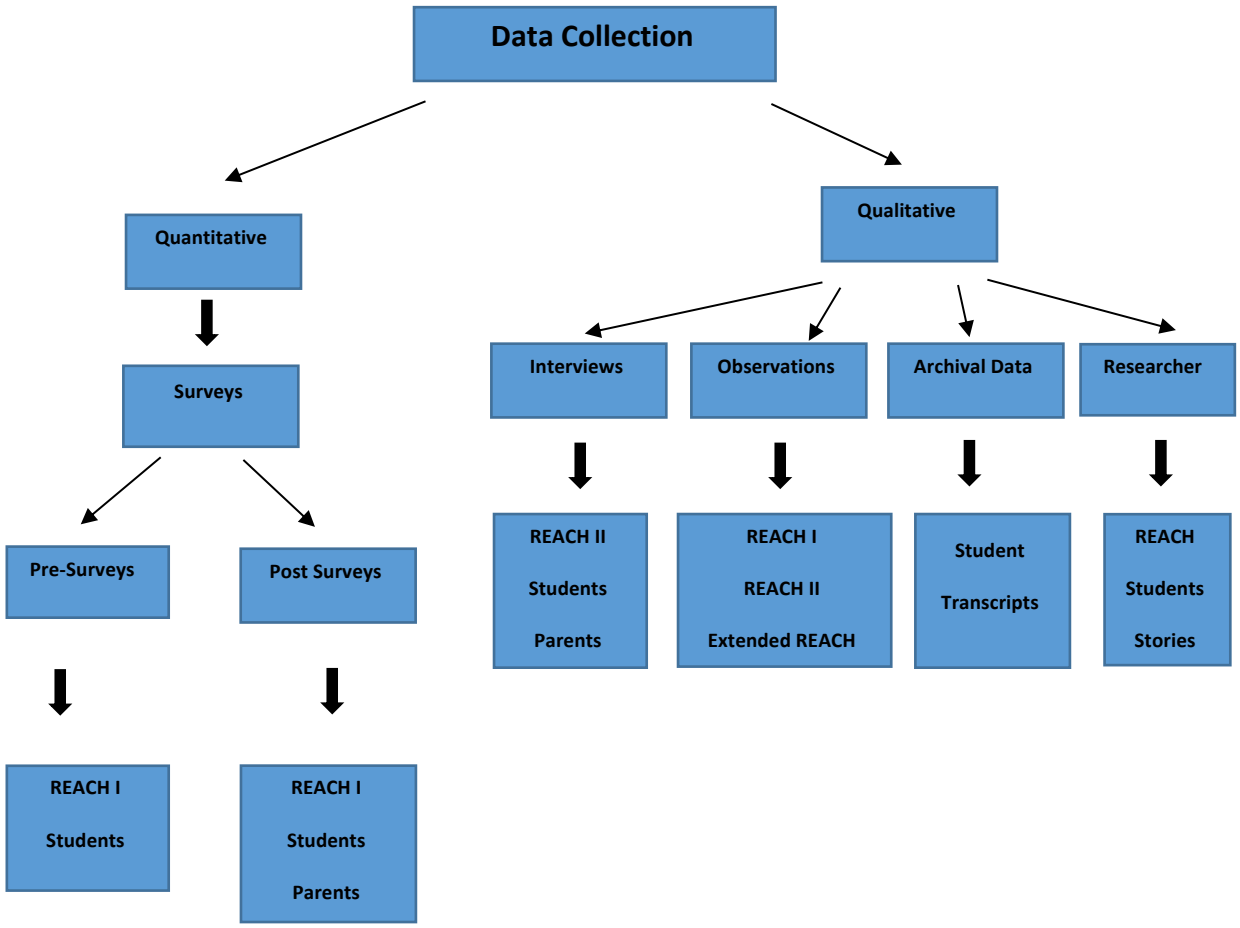
For archival data, the researcher reached out to the Academic Coordinator for students' academic transcripts. Then, the researcher created individual academic files for the student's transcripts to be stored. The researcher reviewed each student's academic transcript and highlighted their class GPAs throughout their years at the private high school. The files were stored off-site in a secure location to protect the confidentiality of students' personal information.

Researcher's Journal

The researcher purchased several composition notebooks before starting their journey with the REACH program. During data collection, the researcher served as a human instrument

and provided detailed accounts about their time in the field. These accounts included the background, stories, and interactions between REACH students, parents, and teachers. The researcher made sure to memo in their journals daily, and sometimes multiple entries were entered. The researcher wanted to ensure all encounters involving the REACH program and the students, parents, and teachers were recorded.

Figure 6. 1
Quantitative and Qualitative Data Collection



The researcher had a detailed plan to analyze the data, including surveys, interviews, observations, archival data (student transcripts), and the researcher's journal.

Surveys

Pre-surveys were given to REACH I students and parents to understand their experiences at their previous school. Demographic questions were included in this survey to determine the study's population compared to the whole school demographics. Questions on the pre-surveys were placed in a specific order to gather the appropriate data needed for the study. Post-surveys were given to REACH I students, parents, and teachers to discover how the REACH program improved REACH students' self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers. For post-surveys, demographic questions were only given to teachers to determine the REACH teacher population compared to the private high school's whole teacher population. Questions on the post-survey were placed in a specific order by the researcher to gather all the necessary data to answer the research question. The researcher compared the pre- and post-surveys of student and parent responses, and the teacher post-survey responses were also included in the study.

Interviews

The researcher chose verbatim transcription to transcribe the interview data, and every word was written down, including the pauses, stutters, and filler words such as "ahs" and "ums." These transcriptions allowed the researcher to take unstructured and semi-structured data from in-depth interviews to organize the data into themes and patterns for analysis. First, the researcher read through each interview transcripts and highlighted relative information connected to the research question and sub-questions. Then, the researcher read through each interview again, coding excerpts, and conducted that process several times. Next, the researcher grouped

the codes according to themes and started to interpret the research findings. This type of coding allowed the researcher to create a more systematic and rigorous analysis. These codes provided transparency and reflexivity and enabled the researcher to find insights that genuinely represented the data and the human stories behind them.

The researcher used Nvivo coding for the data analysis on the interviews. Participant's own words from the interviews were placed into the study. These excerpts from the participant's own words were given instead of the researcher's interpretation. The researcher wanted to use the participant's spoken language to stay as close as possible to their intent and meaning.

Observations

Inductive coding was the ground-up approach that the researcher chose for observation data. The researcher started with the Observations Forms, reviewed the data several times, and highlighted relevant information connected to the research question. The researcher then grouped the data into themes such as self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers. This coding provided organization and structure to the researcher to examine the data in a systematic way to increase the validity of their analysis.

Archival data (Student Transcripts)

The researcher reviewed all REACH students' transcripts and highlighted the relevant data connected to the research question. Then, the transcripts were grouped into freshman, sophomore, juniors, and seniors and regrouped into the amount of time each student spent in the REACH program. After reviewing the data, the researcher determined to utilize class GPAs from students joining the REACH program and their GPAs before and after the program. The researcher analyzed 8th grade GPAs (before the REACH program) and 9th GPAs (in the REACH program) for year one REACH students. Students in the program for two years; the

researcher showed their year one and two GPAs (while in the REACH program) and their third year GPA (after the REACH program). The researcher also evaluated the student's GPAs who were in the REACH program for all three years. Next, the researcher analyzed the data of students who joined the program their second year and decided to use their year one (before the REACH program) GPAs and their year two and three (in the REACH program) GPAs. Last, the researcher found year three students who joined the program and determined to include their year one and two (before the REACH program) GPAs and their year three (in the REACH program) GPAs. This coding limited potential biases in the way the researcher analyzed the data.

Researcher's Journal

The researcher's journal was the last piece of data to be analyzed, and the themes were originated from the interviews. Themes included self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers. Multiple rounds of coding were conducted by the researcher to ensure the data's interpretation and for the ultimate findings. All data from the researcher's journal were separated into specific categories for further coding. The researcher noticed a pattern trending while going through the coding process. Specific REACH students and their experiences in the program were genuinely representing the data and answering the research questions. Student stories were the researcher's primary focus when analyzing the data and interpreting the findings.

Ethical Issues

Many action steps were taken to reduce and eliminate the ethical issues in this study, such as consent forms, confidentiality, and data storage (Creswell, 2013). Many consent forms had to be signed before the collection of data could begin. First, the researcher had to obtain consent from the head of the department and the Principal to conduct the study on the private school's

campus. The site authorization form was signed by both the head of the department and the school's principal. Next, the researcher sent out consent forms to all the participants that volunteered for the study, including students, parents, and teachers. Refer to Appendix: F for the student, parent, and teacher consent forms.

For confidentiality, the researcher coded student's names in documents associated with their identity. Student's names were not used in the study, only the code to preserve their confidentiality. All digital data was stored on the researcher's laptop. Since the data was coded, a breach of confidentiality could not be possible due to the disconnection of names to codes. The researcher's University Supervisor was the only person to have access to all the records, data, recordings, and other documentation and students' identities. All data and documentation will be destroyed on August 15, 2023.

The researcher was also trained and certificated by the National Institutes of Health (NIH) to conduct research on human participants. This course educated the researcher on their obligations to protect the right and welfare of the research subjects. Several procedures were put into place by the researcher to protect their human participants in this study. Refer to Appendix: G for the researcher's NIH certification.

Summary

This chapter covered the sampling procedures, setting and participants, instrumentation, reliability, validity, data collection, data analysis, and the ethical issues presented in this study. The researcher conducted their study at a private high school in Northern California, and the participants included REACH I & II students, parents, and teachers. Many instrumentations were utilized in this study, such as surveys, interviews, observations, archival data (student transcripts), and the researcher's journal. A high degree of reliability was presented throughout

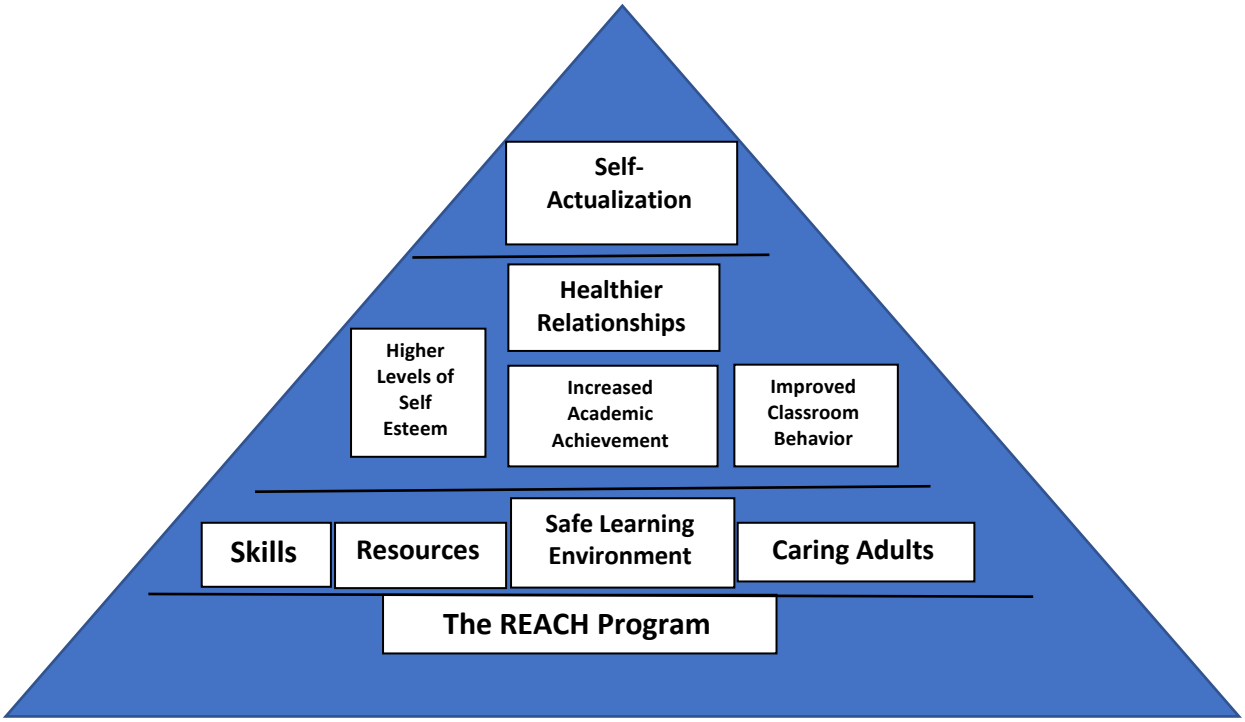
the study based on the researcher's consistent measures. The researcher also ensured validity by recognizing their own biases, spending an extensive amount of time in the field, conducting member-checks, recording the valid findings, and using multiple data forms for triangulation purposes (Creswell, 2013). An extensive plan was set in place by the researcher to collect and analyze the data and eliminate any ethical issues such as consent forms, confidentiality, and data storage (Creswell, 2013).

CHAPTER 4: RESULTS

Introduction

The purpose of this study was to investigate how the REACH program at one private high school helped at-risk students with their self-esteem, academic achievement, classroom behavior and develop healthier relationships with peers and teachers. Based on Maslow Hierarchy of Needs (1965), the REACH program served the physiological needs, safety needs, belongingness and love need, and esteem needs of their most at-risk students. The program's purpose was to help at-risk students reach their full potential as students and future citizens. Figure 7. 1 below demonstrates a visual representation of the REACH program's pyramid to self-actualization. Demographic results were presented first in this study, followed by the quantitative results from pre- and post-surveys. Then, the qualitative data results from interviews, observations, archival data (student transcripts), and the researcher's journal were presented. Next, the analysis for the quantitative and qualitative data were presented. The results were placed into specific themes to answer the research question.

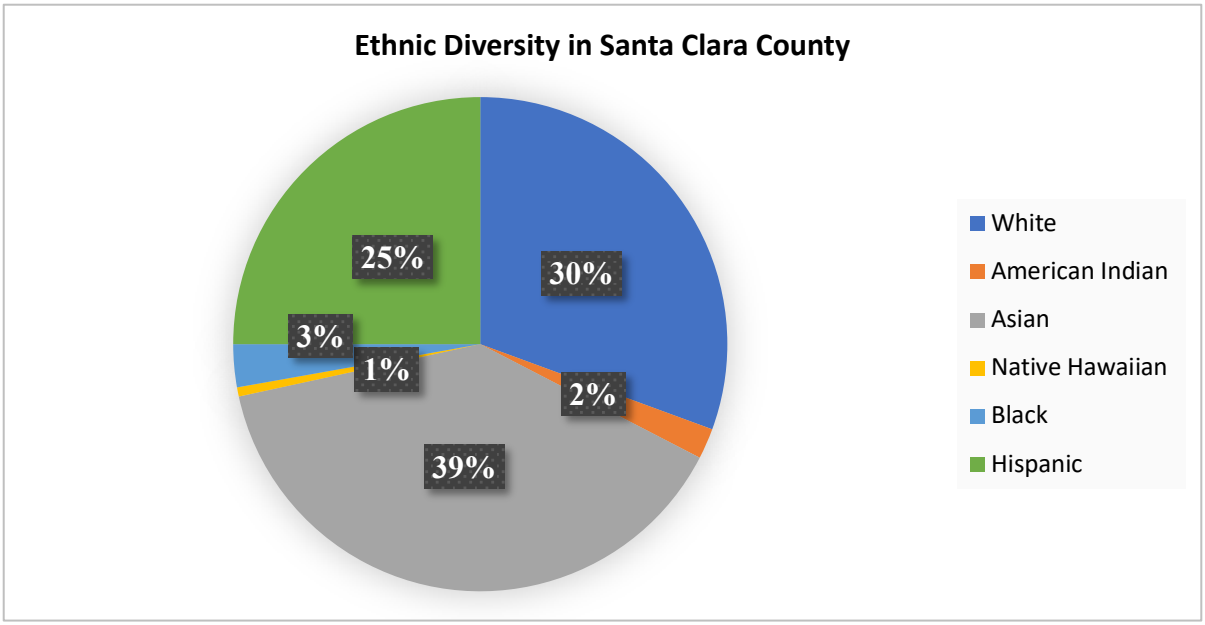
Figure 7. 1
The REACH Programs Pyramid to Self-Actualization



Demographics of Santa Clara County

The private school was in Santa Clara County, a major employment center for the region (dominated by the technology sector) and provided more than a quarter of all Bay Area jobs. Santa Clara County had one of the highest median family incomes ($111,069) in the country and had a wide diversity of cultures, backgrounds, and talents. There were 411 public schools in Santa Clara County and had a student population of 272,132. Figure 8. 1 below represents data collected from the US Census Bureau population estimates for 2019. It shows the ethnic diversity of Santa Clara County as 30% White, 2% American Indian, 39% Asian, 1% Native Hawaiian, 3% Black, and 25% Hispanic (*N*=1,927,852).

Figure 8. 1
Ethnic Diversity of Santa Clara County Demographics at the Private School



In the past few years, the private school had made steady progress towards having a student body whose ethnic composition reflected the surrounding community. The 2019 ethnic composition in Santa Clara County shown in Figure 8. 1 is like the private school's ethnic composition of students displayed in Figure 9. 1 below. This ethnic diversity of students included 1% American Indian or Alaska Native, 39% Asian, 4% Black, 8% Hispanic, 0.5% Native Hawaiian, 28% White, and 20% preferred not to answer (N=1627). The private school continued to work on having a student body that mirrors their community.

In contrast, the private school's teacher ethnic composition was vastly different from the students and the Santa Clara County population. As shown in Figure 10. 1 below, the private school's employee ethnic composition consists of 0% American Indian or Alaska Native, 9% Asian, 5% Black, 10% Hispanic, 2% Native Hawaiian, 4% two or more races, 70% White. The private school was dominated by white teachers while serving more than half of their students who are of other ethnicities. Students of other ethnicities, besides white, totaled 70%, while white teachers at the private school totaled 70%. The comparison between student and employee

ethnic compositions was surprising since more than half of the student population is not white, and the employee population is.

Figure 9. 1
Ethnic Diversity of Student Population

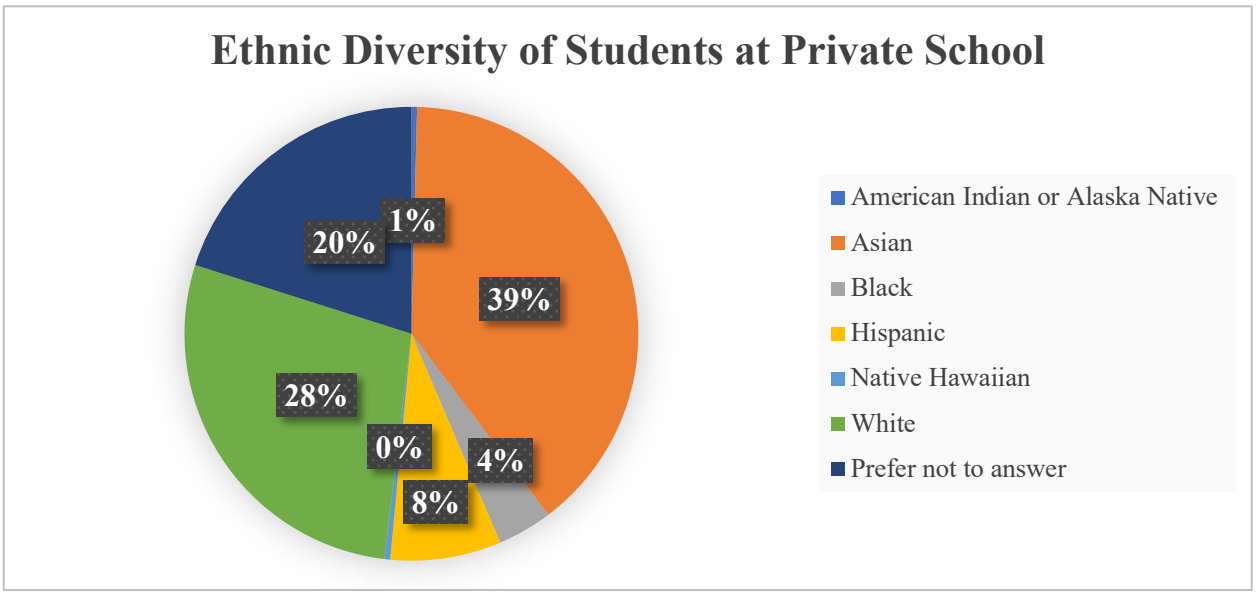
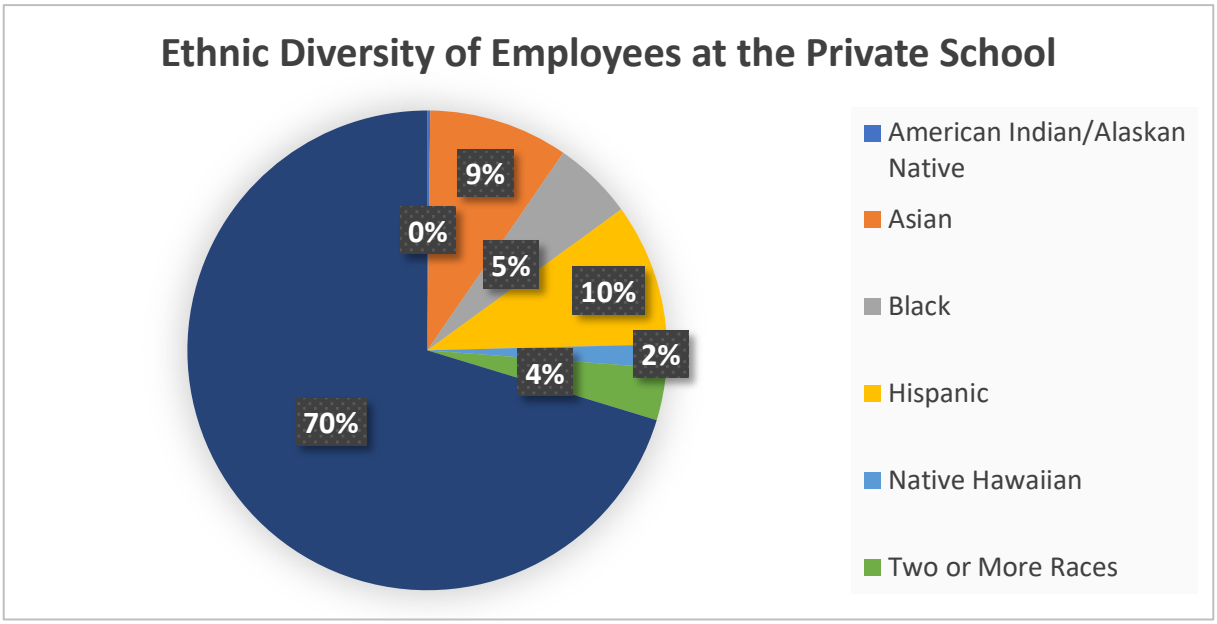


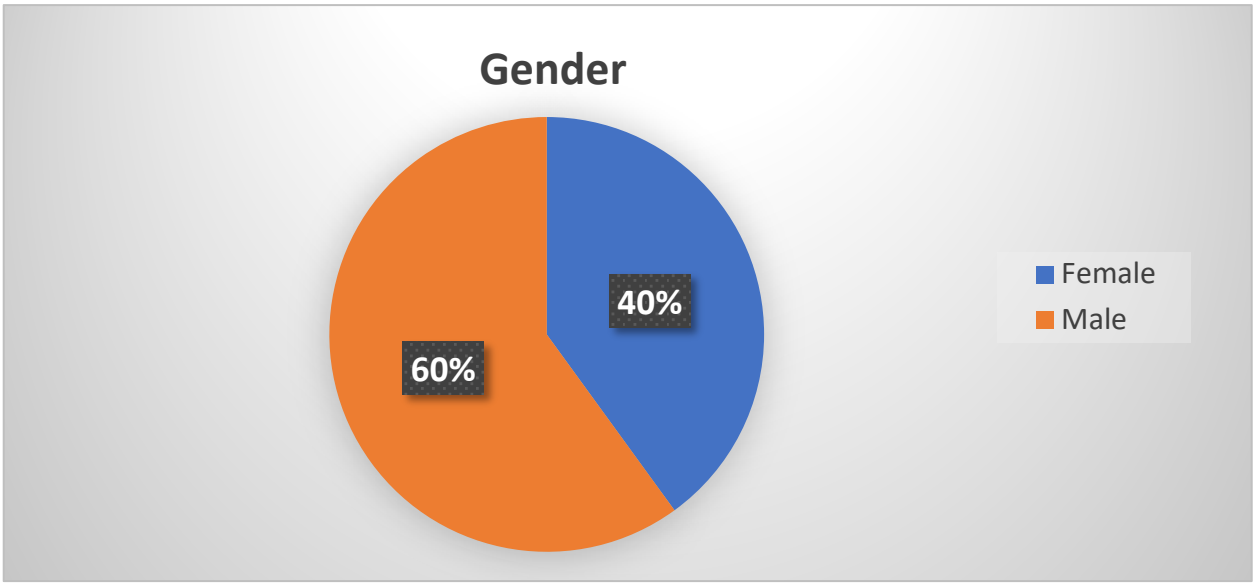
Figure 10. 1
Ethnic Diversity of Employee Population Demographics of the REACH Program



REACH I Students

Fifteen surveys were completed by REACH I students in the program. Out of 15 students, 60% (*n*=9) were males and 40% (*n*=6) were female. The class breakdown included: 87% (*n*=13) freshman, 6% (*n*=1) sophomore, and 7% (*n*=1) junior. Before high school, 73.3% (*n*=11) of students went to a private middle school, while 26.7% (*n*=4) went to a public middle school. Only, 6.7% (*n*=1) of students were on scholarship at the private school and the rest of the 93.3% (*n*=14) paid to attend the high school. The ethnic breakdown of students was 53% (*n*=8) White, 20% (*n*=3) Black, 7% (*n*=1) Hispanic, 7% (*n*=1) Pacific Islander, and 13% (*n*=2) Indian. Figure 11. 1 below represents REACH I students' gender results.

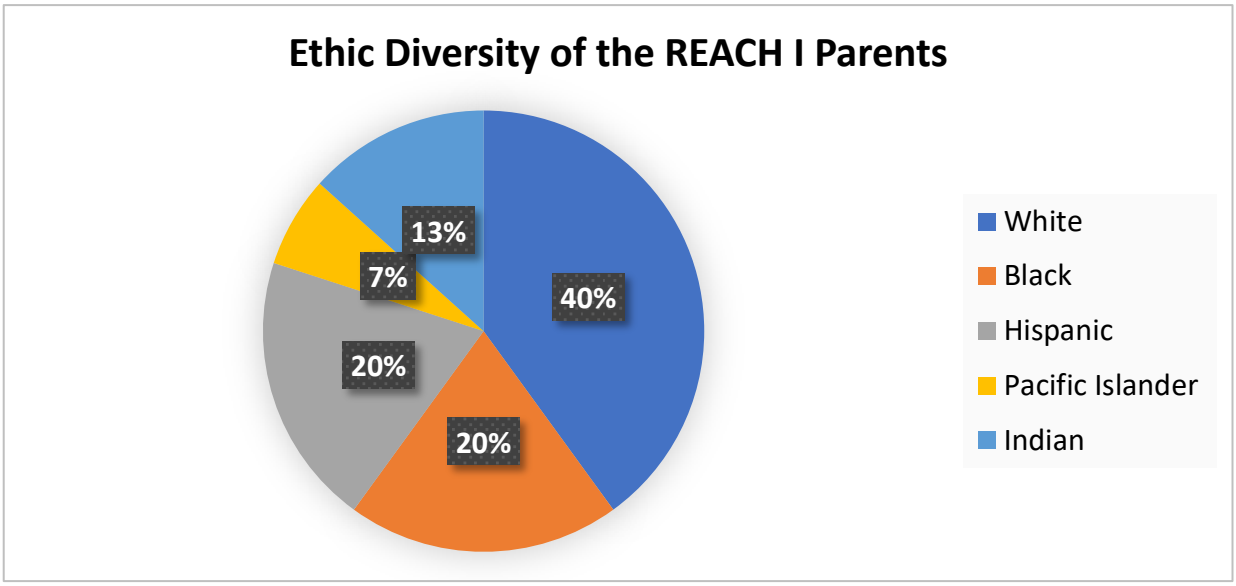
Figure 11. 1
Gender of REACH I Students



REACH I Parents

Fifteen REACH I parents completed surveys and the demographic data revealed that 33.3% (*n*=5) of parents had their high school diploma, 40% (*n*=6) earned a bachelor's degree, and 26.7% (*n*=4) attained a master's degree. Also, 66.7% (*n*=10) of the parents marked their marital status as married, 26.7% (*n*=4) were divorced, and 6.7% (*n*=1) were single. The age of REACH I parents ranged from 13.3% (*n*=2) 30 to 40 years old, 33.3% (*n*=5) 40 to 50 years old, 46.7% (*n*=7) 50 to 60 years old, and 6.7% (*n*=1) 60 to 70 years old. Lastly, the ethnic breakdown of REACH I parents was 40% (*n*=6) White, 20% (*n*=3) Black, 20% (*n*=3) Hispanic, 7% (*n*=1) Pacific Islander, and 13% (*n*=2) Indian. Figure 12. 1 below represents the REACH I parents' marital status.

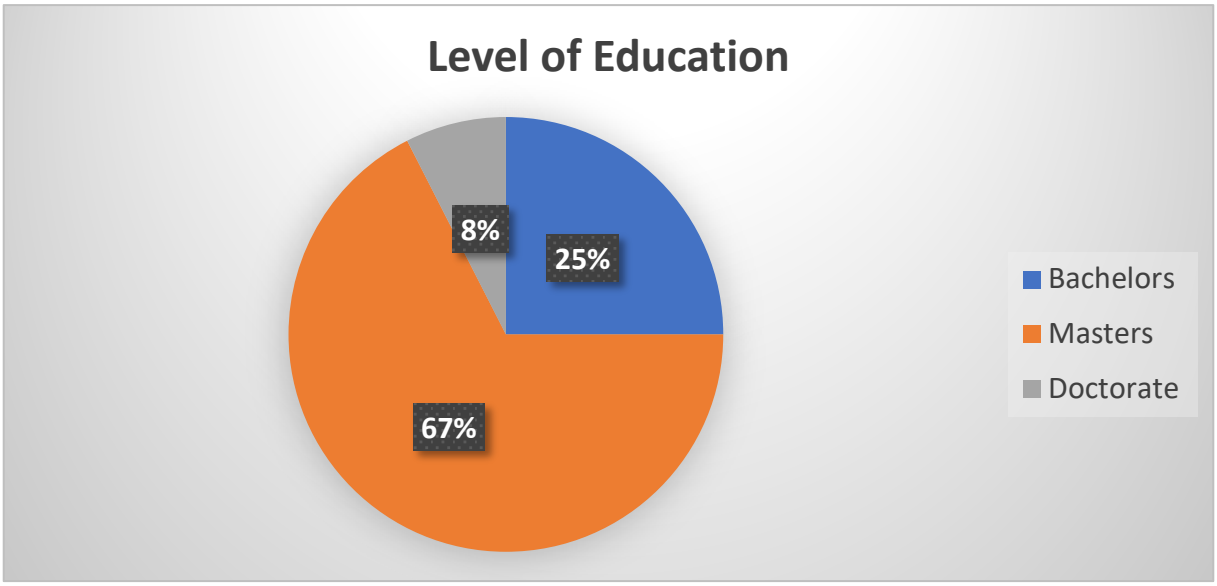
Figure 12. 1
Ethnic Diversity of REACH I Parents



REACH I Teachers

Forty REACH I teachers completed surveys and the demographic data revealed that 60% (*n*=24) were female and 40% (*n*=16) were male. Also, 72% (*n*=29) of the teachers were White, 10% (*n*=4) were Black, 5% (*n*=2) were Asian, 10% (*n*=4) were Hispanic, and 3% (*n*=1) were Native American. The subjects taught by teachers were 15% (*n*=6) English, 12% (*n*=5) math, 10% (*n*=4) science, 13% (*n*=5) history, 10% (*n*=4) language, and 40% (*n*=16) electives. For number of years taught by teachers, 5% (*n*=2) were 0 to five years, 7% (*n*=3) were five to ten years, 30% (*n*=12) were 10 to 15 years, 28% (*n*=11) were 15 to 20 years, and 30% (*n*=12) were 20 plus years. Lastly, teachers were asked their level of education 25% (*n*=10) had a bachelors, 67% (*n*=27) obtained a masters, and 8% (*n*=3) earned a doctorate. Figure 13. 1 below represents the REACH teachers' education level.

Figure 13. 1
Teacher's Level of Education Quantitative Data Analysis



Research Question

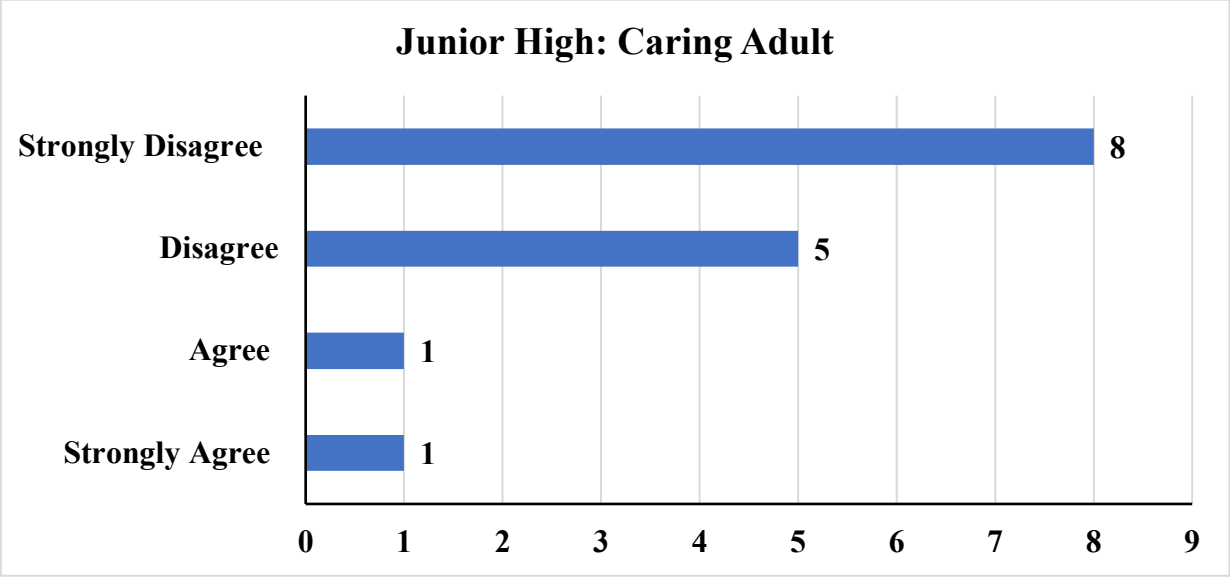
1. How did the REACH program at one private high school help at-risk students with their self-esteem, academic achievement, classroom behavior, and relationships with peer and teacher?

REACH I Student Pre-Survey Results

The pre-student survey used a four-point Likert scale to gauge students' experience in junior high regarding resources, self-esteem, academic achievement, classroom behaviors, and relationships with peers and teachers. Response options were strongly disagreed, disagreed, agreed, and strongly agreed. Students were also asked to reflect on their junior high experiences and rate the services provided. For the junior high resource results, 26.7% (n=4) of students strongly disagreed, 46.7% (n=7) disagreed, and 26.7% (n=4) agreed to having access to tutors. In junior high, 53.3% (n=8) of students strongly disagreed, 20% (n=3) disagreed, and 26.7% (n=4) agreed to having a place of campus to complete their homework after-school. When students were asked if they had someone at their junior high that they could trust and depend on,

53% (*n*=8) of students strongly disagreed, 33% (*n*=5) disagreed, 7% (*n*=1) agreed, and 7% (*n*=1) strongly agreed. Figure 14. 1 below represents students' responses about having a caring adult that they could trust and depend on in junior high.

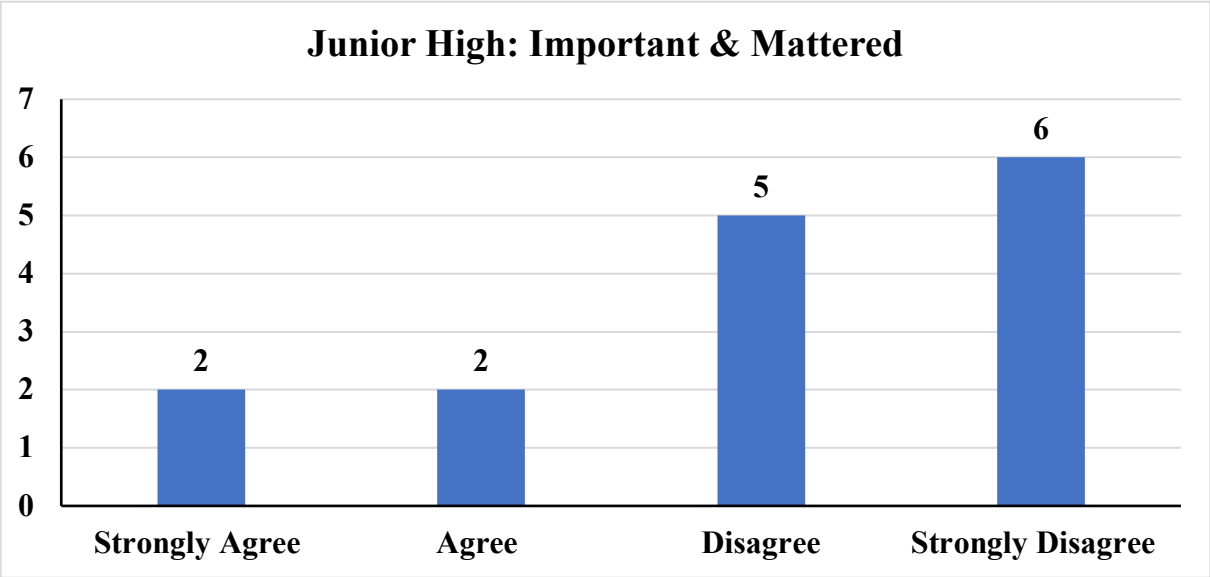
Figure 14. 1
In Junior High Students had a Caring Adult



Self-Esteem Data

For the junior high self-esteem results, 53% (*n*=7) of students strongly disagreed, 27% (*n*=5) disagreed, 7% (*n*=1) agreed, and 13% (*n*=2) strongly agreed to having confidence in themselves and their academics. In junior high, 33.3% (*n*=5) of students strongly disagreed, 40% (*n*=6) disagreed, 13.3% (*n*=2) agreed, and 13.3% (*n*=2) strongly agreed that they could be successful. When students were asked if they believed that they were important and mattered in junior high, 40% (*n*=6) of students strongly disagreed, 34% (*n*=5) disagreed, 13% (*n*=2) agreed, and 13% (*n*=2) strongly agreed. Figure 15. 1 below represents students' responses on their belief that they were important and that they mattered in junior high.

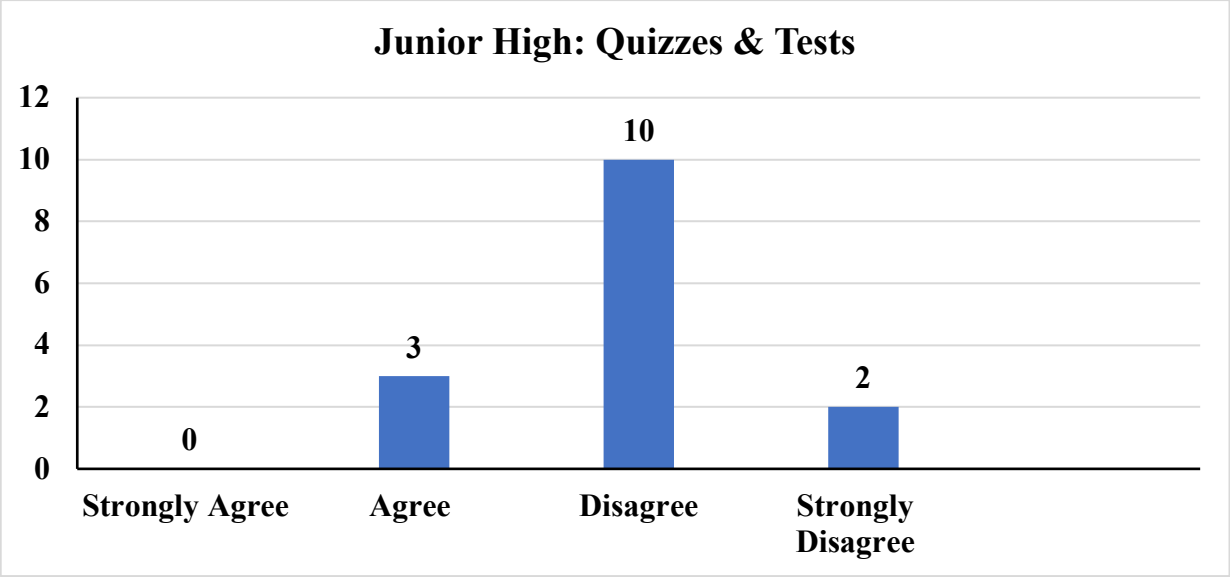
Figure 15. 1
In Junior High Students believed They Were Important and Mattered



Academic Achievement Data

For junior high academic achievement results, 47% (*n*=7) of students strongly disagreed, 33% (*n*=5) disagreed, 13% (*n*=2) agreed, and 7% (*n*=1) strongly agreed to using a planner to write down all their assignments. In junior high, 33% (*n*=5) of students strongly disagreed, 47% (*n*=7) disagreed, and 20% (*n*=3) agreed to completing their schoolwork. When students were asked if they felt prepared to take quizzes and tests in junior high, 13% (*n*=2) of students strongly disagreed, 67% (*n*=10) disagreed, and 20% (*n*=3) agreed. Figure 16. 1 below represents students' responses to how prepared they felt for quizzes and tests in junior high.

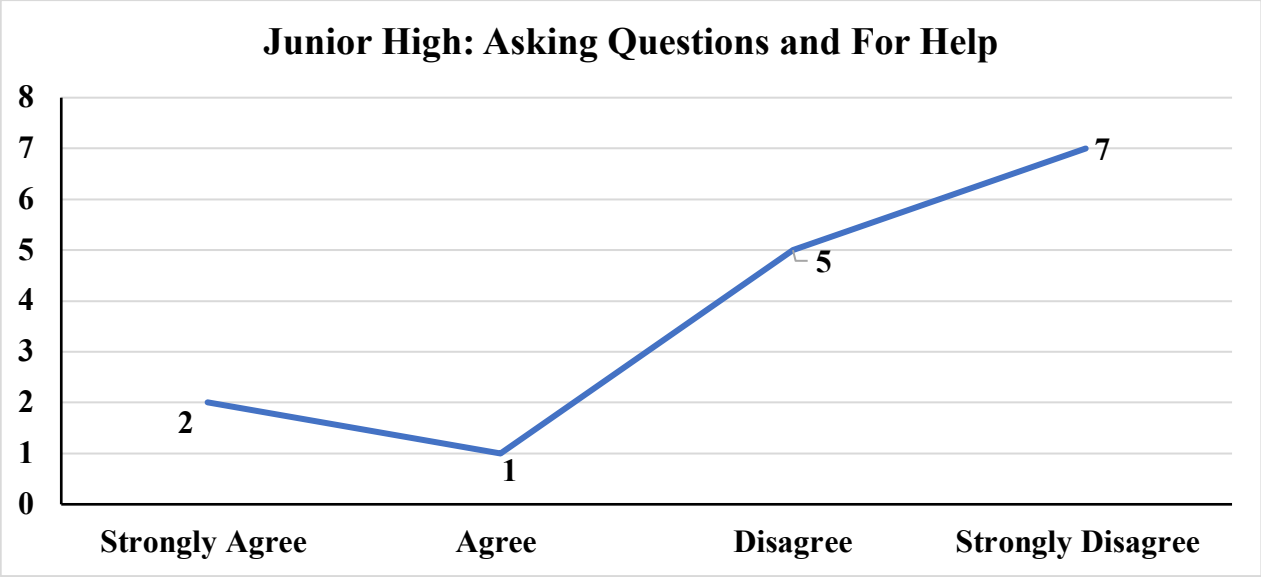
Figure 16. 1
In Junior High Students Felt Prepared for Quizzes and Tests



Classroom Behavior Data

For the junior high classroom behavior results, 47% (*n*=7) of students strongly disagreed, 33% (*n*=5) disagreed, and 20% (*n*=3) agreed to having an easy time focusing and paying attention in class. In junior high, 47% (*n*=7) of students strongly disagreed, 33% (*n*=5) disagreed, 7% (*n*=1) agreed, and 13% (*n*=2) strongly agreed to feeling comfortable asking questions and for help. When students were asked if they had an easy time listening and following directions in junior high, 33% (*n*=5) of students strongly disagreed, 53% (*n*=8) disagreed, 7% (*n*=1) agreed, and 7% (*n*=1) strongly agreed. Figure 17. 1 below represents students' responses to how comfortable they felt asking questions and for help in junior high.

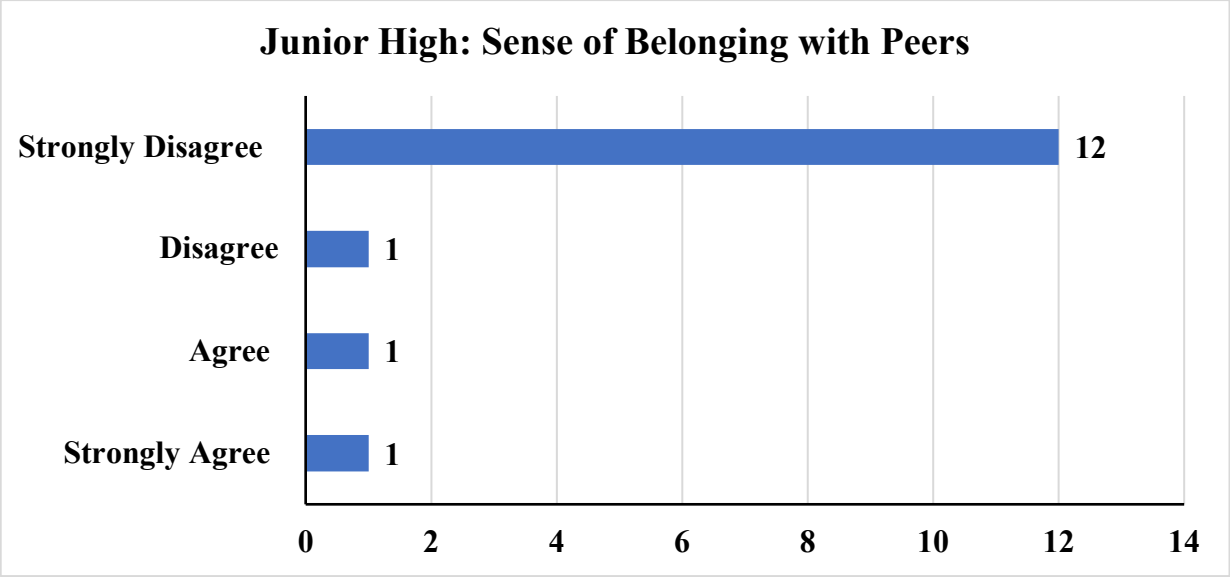
Figure 17. 1
In Junior High, Students Were Comfortable Asking Questions and For a Help



Relationships with Peers Data

For the junior high peer relationship data, 73.3% (*n*=11) of students strongly disagreed, 6.7% (*n*=1) disagreed, 13.3% (*n*=2) agreed, and 6.7% (*n*=1) strongly agreed that they had an easy time making friends at school. In junior high, 60% (*n*=9) of students strongly disagreed, 26.7% (*n*=4) disagreed, and 13.3% (*n*=2) agreed that they made personal connections with their peers. When students were asked if they felt a sense of belonging with their peers in junior high, 80% (*n*=12) of students strongly disagreed, 6.7% (*n*=1) disagreed, 6.7% (*n*=1) agreed, and 6.7% (*n*=1) strongly agreed. Figure 18. 1 below represents students' responses to their sense of belonging with their junior high peers.

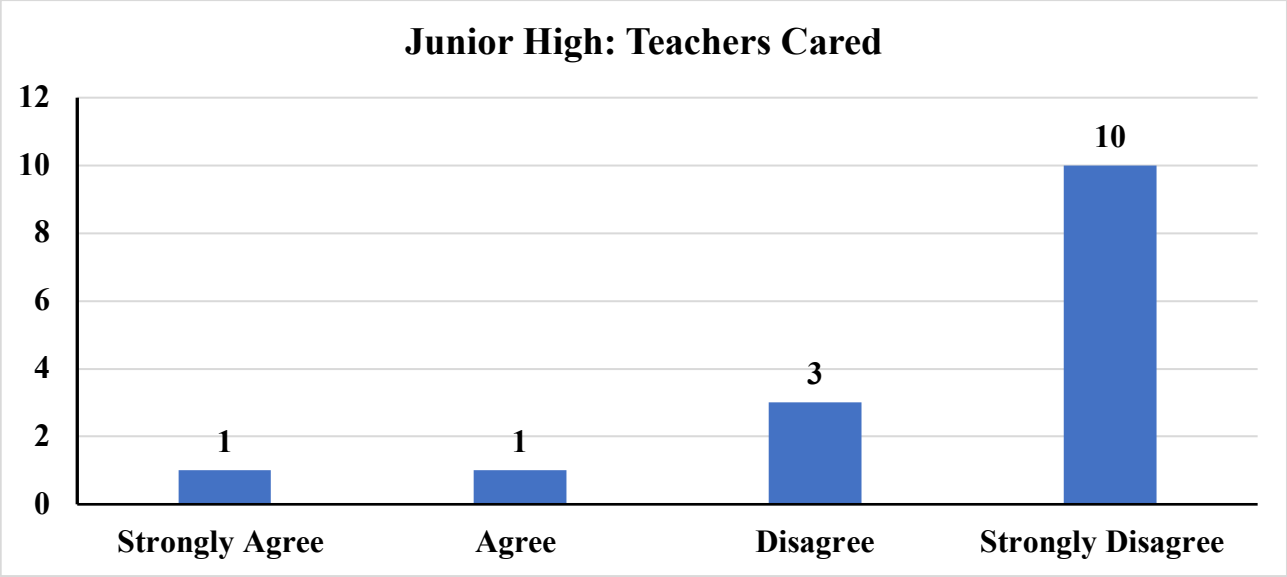
Figure 18. 1
In Junior High, Students Felt a Sense of Belonging with Their Peers



Relationships with Teacher Data

For junior high teacher relationship data, 67% (*n*=10) of students strongly disagreed, 20% (*n*=3) disagreed, 7% (*n*=1) agreed, and 6% (*n*=1) strongly agreed that their junior high teachers cared about them and wanted them to succeed. In junior high, 55.3% (*n*=8) of students strongly disagreed, 33.3% (*n*=5) disagreed, and 13.3% (*n*=2) agreed that their junior high teachers connected with them on a deeper level. When students were asked if their junior high teachers understood them, 55.3% (*n*=8) of students strongly disagreed, 33.3% (*n*=5) disagreed, and 13.3% (*n*=2) agreed. Figure 19. 1 below represents students' responses to how their junior high teachers cared about them and wanted them to succeed.

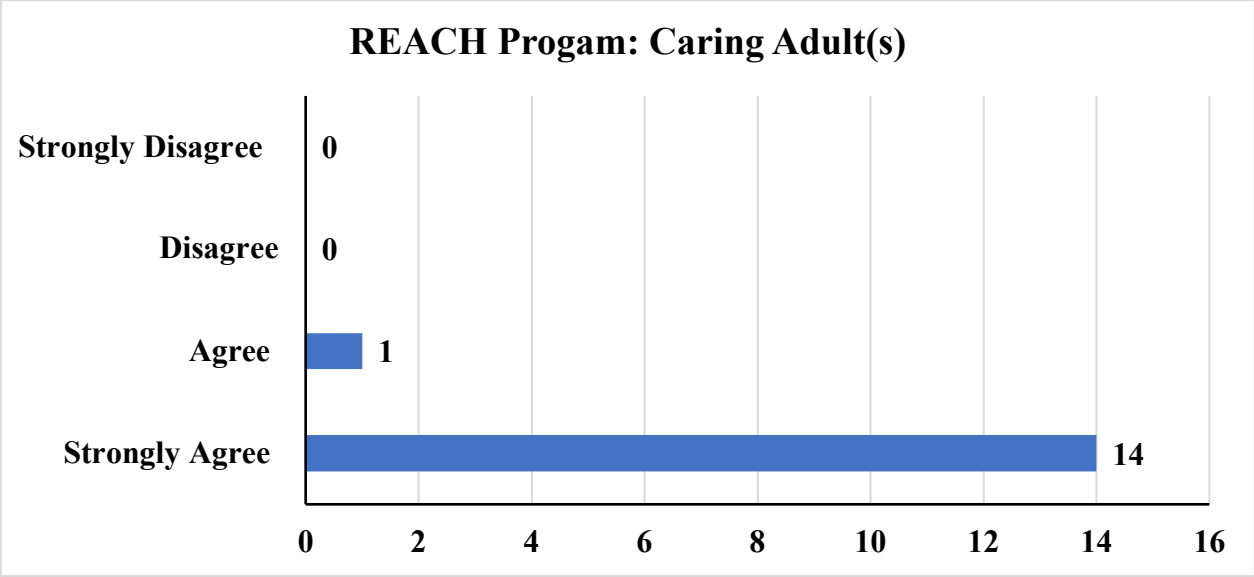
Figure 19. 1
In Junior High, Students Felt Teachers Cared



REACH I Student Post-Survey Results

The Post-Student Survey used a four-point Likert scale to gauge students' experience in the REACH program regarding resources, self-esteem, academic achievement, classroom behaviors, and relationships with peers and teachers. Response options were strongly disagreed, disagreed, agreed, and strongly agreed. Students were asked to reflect on their REACH program experiences and rate the services provided. For resources data, 93.3% (n=14) of students strongly agreed, and 6.7 (n=1) agreed that the REACH program provided them with a caring adult(s) they could trust and depend on. When asked if the REACH program provided students with a place on campus to complete their homework after-school, 73.3% (n=11) strongly agreed, and 26.7% (n=4) agreed. Results revealed that 66.7% (n=10) of students strongly agreed, and 33.3% (n=5) agreed that the REACH program provided them with tutors for additional help with schoolwork in the after-school Extended REACH class. Figure 20. 1 below represents students' responses to how the REACH program provided them with a caring adult(s).

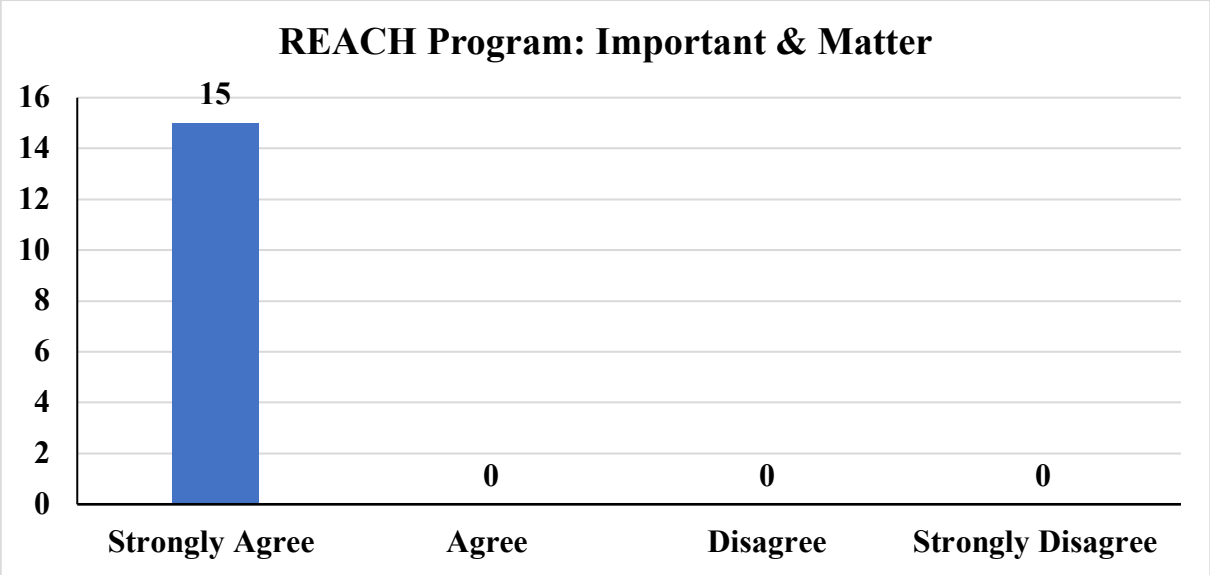
Figure 20. 1
The REACH Program Provided a Caring Adult(s) to Students



Self-Esteem Data

For self-esteem data, 73% (*n*=11) of students strongly agreed, and 27% (*n*=4) agreed that the REACH program helped them be more confident in themselves and their academics. When asked if the REACH program helped students believe they could be successful in school, 80% (*n*=12) strongly agreed, and 20% (*n*=3) agreed. Results revealed that 100% (*n*=15) of students strongly agreed that the REACH program made them feel important and that they mattered. Figure 21. 1 below represents the students' responses to how the REACH program made them feel important and mattered.

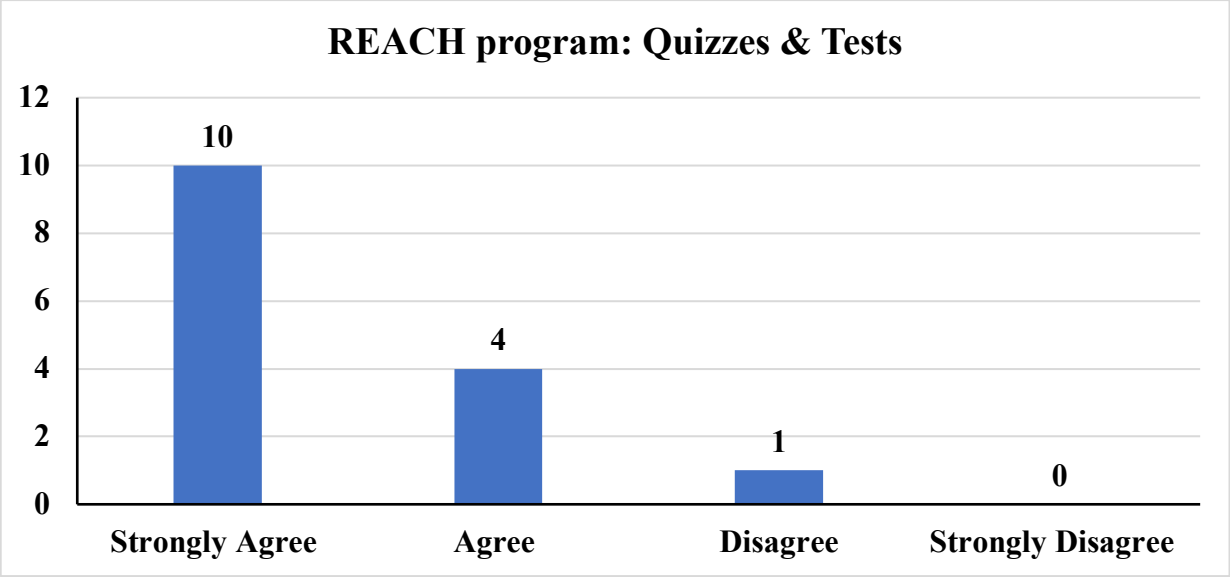
Figure 21. 1
The REACH Program Made Students Feel Important and Mattered



Academic Achievement Data

For academic achievement data, 93.3% (n=14) of students strongly agreed, and 6.7% (n=1) agreed that the REACH program helped them use a planner to write down their assignments. When asked if the REACH program helped students complete their work for their other classes, 93.3% (n=14) strongly agreed, and 6.7% (n=1) agreed. Results revealed that 66.7% (n=10) of students strongly agreed, 26.7 % (n=4) agreed, and 6.6% (n=1) disagreed that the REACH program helped students prepare for quizzes and tests in their other classes. Figure 22. 1 below represents the students' responses to how the REACH program helped students prepare for quizzes and tests in their other classes.

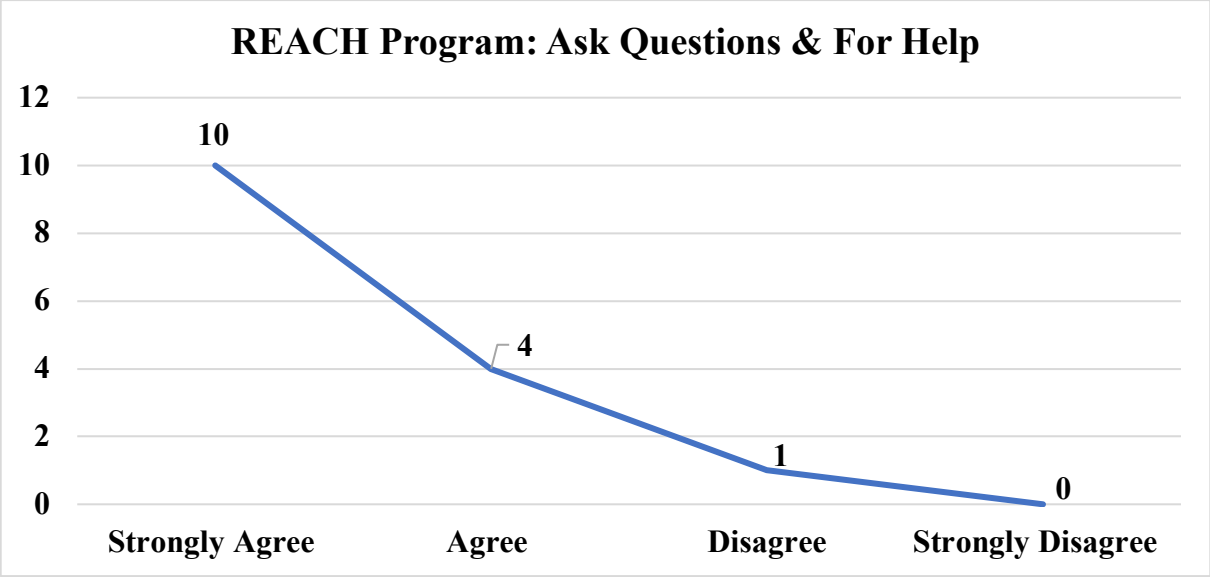
Figure 22. 1
The REACH Program Helped Students Prepare for Quizzes and Tests



Classroom Behavior

For classroom behavior data, 86.7% (*n*=13) of students strongly agreed, and 13.3% (*n*=2) agreed that the REACH program helped them learn how to focus and pay attention in class. When asked if the REACH program helped students feel more comfortable asking questions and for help 66.7% (*n*=10) strongly agreed, 26.7 % agreed (*n*=4), and 6.7% (*n*=1) disagreed. Results revealed that 66.7% (*n*=10) of students strongly agreed, and 33.3% (*n*=5) agreed that the REACH program helped students listen and follow directions. Figure 23. 1 below represents the students' responses to how the REACH program helped students focus and pay attention.

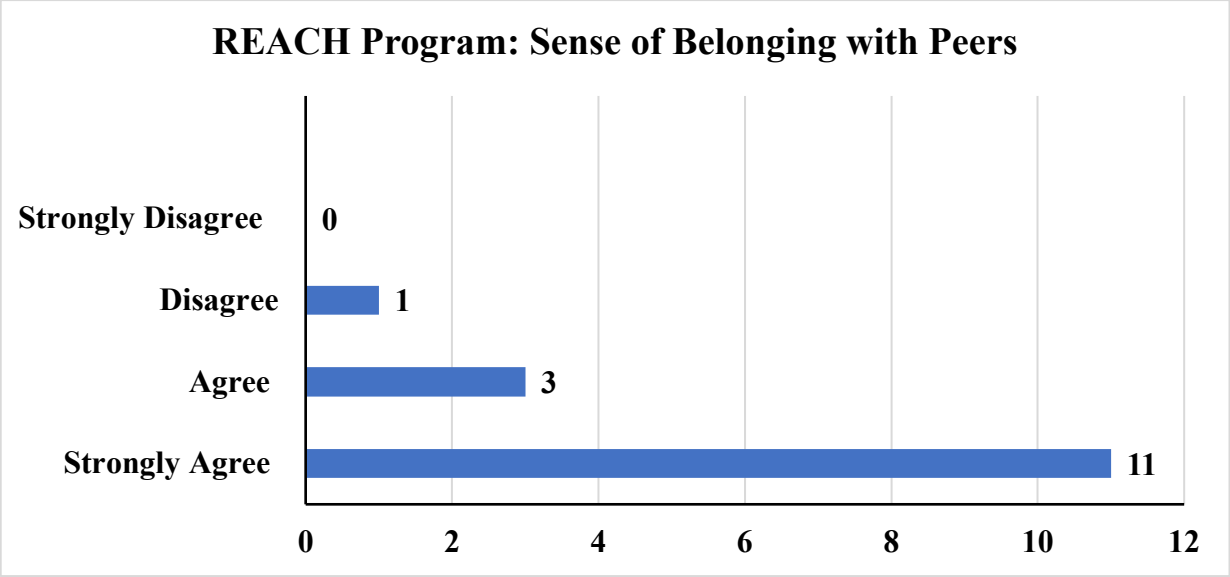
Figure 23. 1
The REACH Program Helped Students Ask Questions and For Help



Relationships with Peers

For peer relationship data, 46.7% (*n*=7) of students strongly agreed, 33.3% (*n*=5) agreed, and 20% (*n*=3) disagreed that the REACH program helped them make new friends at school. When asked if the REACH program helped them make personal connections to their peers 33.3% (*n*=5) of students strongly agreed, 46.7 % (*n*=7) agreed, and 20% (*n*=3) disagreed. Results revealed that 73.3% (*n*=11) of students strongly agreed, 20% (*n*=3) agreed, and 6.7% (*n*=1) disagreed that the REACH program helped them feel a sense of belonging with their peers. Figure 24. 1 below represents the students' responses on how the REACH program helped them feel a sense of belonging with their peers.

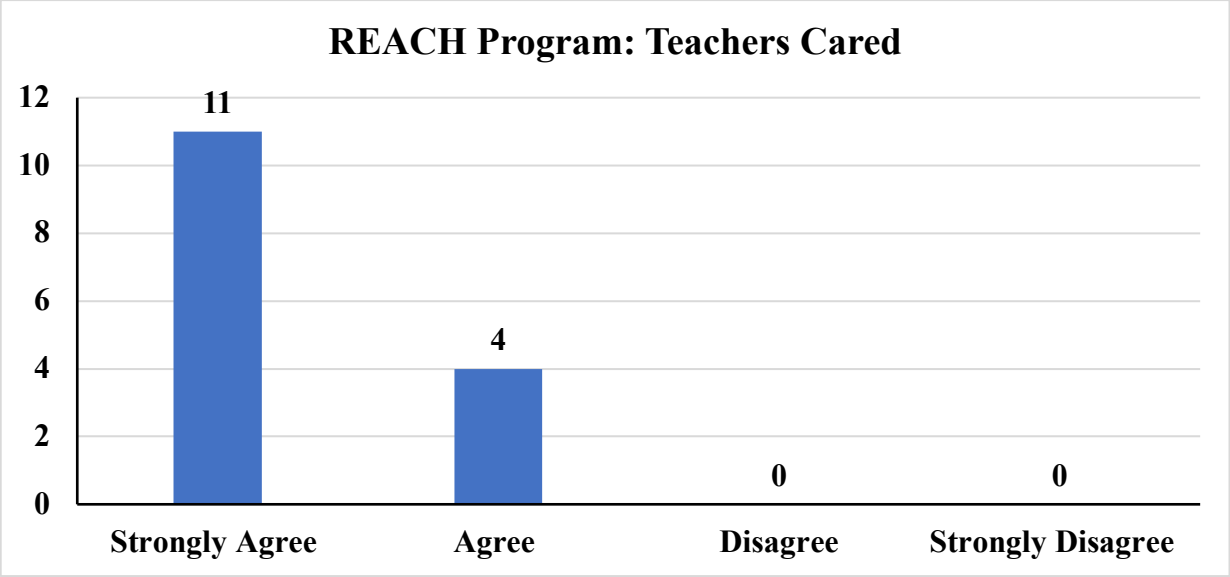
Figure 24. 1
The REACH Program Helped Students Feel a Sense of Belonging



Relationships with Teachers

For teacher relationships data, 73.3% (*n*=11) of students strongly agreed, and 26.7% (*n*=4) agreed that the REACH program helped them believe that their teachers cared about them and wanted them to succeed in their classes. When asked if the REACH program helped students connect with their teacher on a deeper level 53.3% (*n*=8) of students strongly agreed, 33.3% (*n*=5) agreed, and 13.3% (*n*=2) disagreed. Results revealed that 46.7 % (*n*=7) of students strongly agreed, and 53.3% (*n*=8) agreed that the REACH program helped their teachers understand them better. Figure 25. 1 below represents students' responses on how the REACH program helped students believe that their teachers cared about them and wanted to see them succeed.

Figure 25. 1
The REACH Program Helped Students Believe Teachers Cared

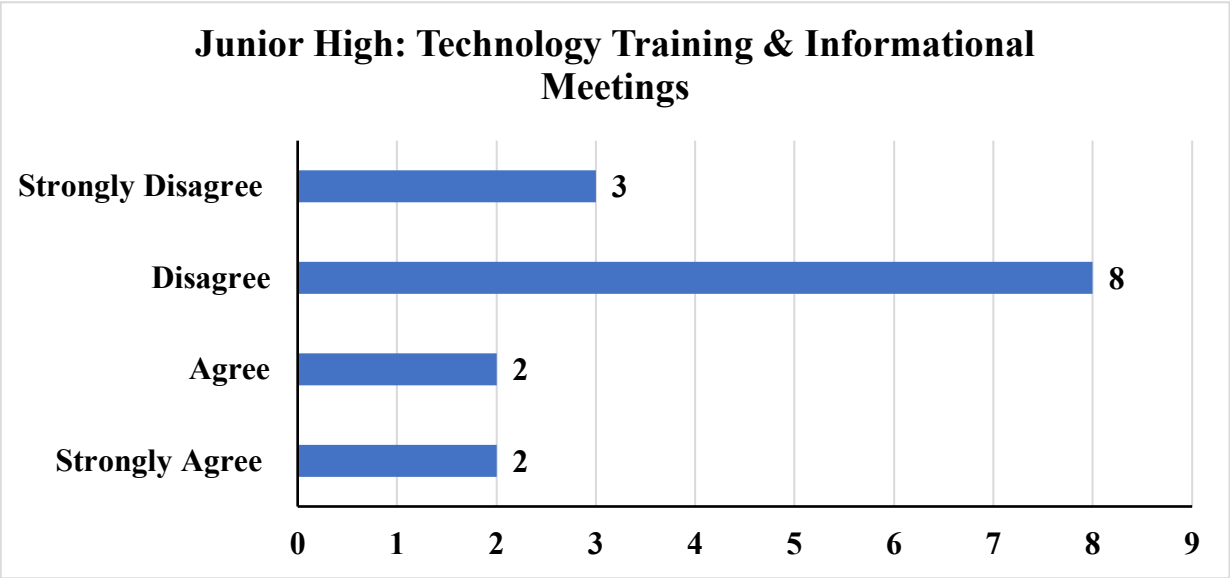


REACH I Parents Pre-Survey Results

The pre-parent surveys used a four-point Likert scale to have parents assess their experience in their student's junior high regarding resources, self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers. Parents had the option to respond with strongly disagreed, disagreed, agreed, and strongly agreed. For junior high resource data results, 20% (n=3) of parents strongly disagreed, 54% (n=8) disagreed, 13% (n=2) agreed, and 13% (n=2) strongly agreed that their student's junior high provided them with technology training and informational meetings. In junior high, 40% (n=6) of parents strongly disagreed, 27% (n=4) disagreed, 20% (n=3) agreed, and 13.3% (n=2) strongly agreed that they could rely on their student's junior high to help them with their student's teachers, student's grades, or answer their questions. When parents were asking if their student's junior high was in constant communication with them via email and phone call about their student, 27% (n=4) of parents strongly disagreed, 27% (n=6) disagreed, 13% (n=2) agreed, and 27% (n=3) strongly agreed.

Figure 26. 1 below represents parent responses on their student's junior high providing technology training and informational meetings.

Figure 26. 1
In Junior High, Parents Received Technology Training and Informational Meetings

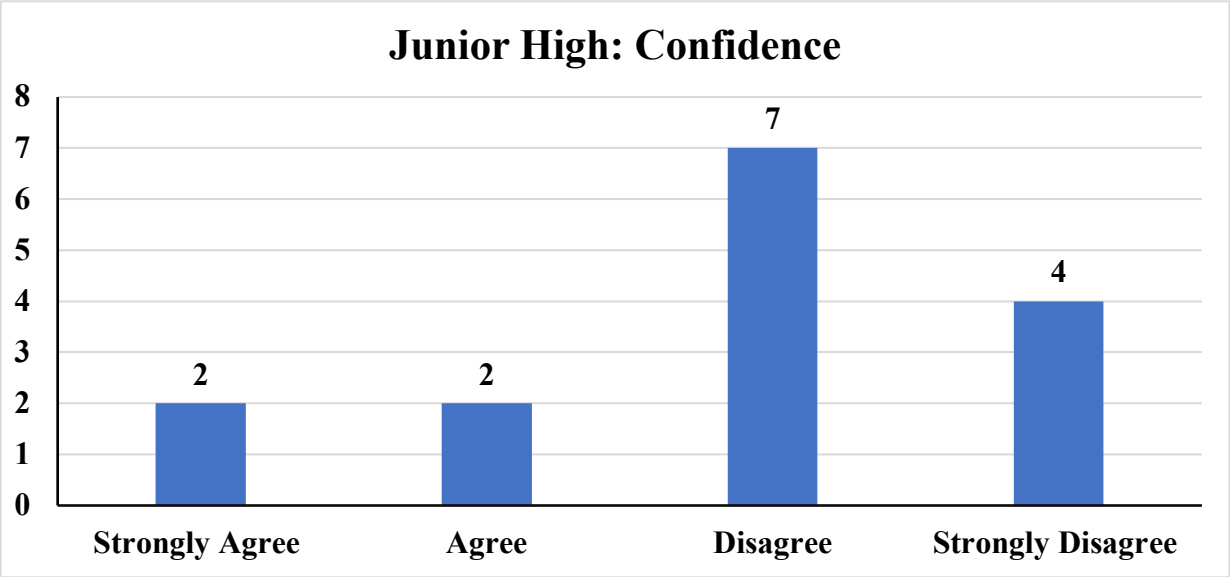


Self-Esteem Data

For the junior high self-esteem data results, 27% (n=4) of parents strongly disagreed, 47% (n=7) disagreed, 13% (n=2) agreed, and 13% (n=2) strongly agreed that their student was confident in themselves and their academics. In junior high, 27% (n=4) of parents strongly disagreed, 47% (n=7) disagreed, 13% (n=2) agreed, and 13% (n=2) strongly agreed that their students believed they could be successful. When parents were asking if their students felt like they were important and that they mattered in junior high, 40% (n=6) of parents strongly disagreed, 34% (n=5) disagreed, 13% (n=2) agreed, and 13% (n=2) strongly agreed. Figure 27. 1 below represents parent responses on their students' confidence in themselves and their academics in junior high.

Figure 27. 1
In Junior High, Parents Believed Their Student Felt Confident in Themselves and their

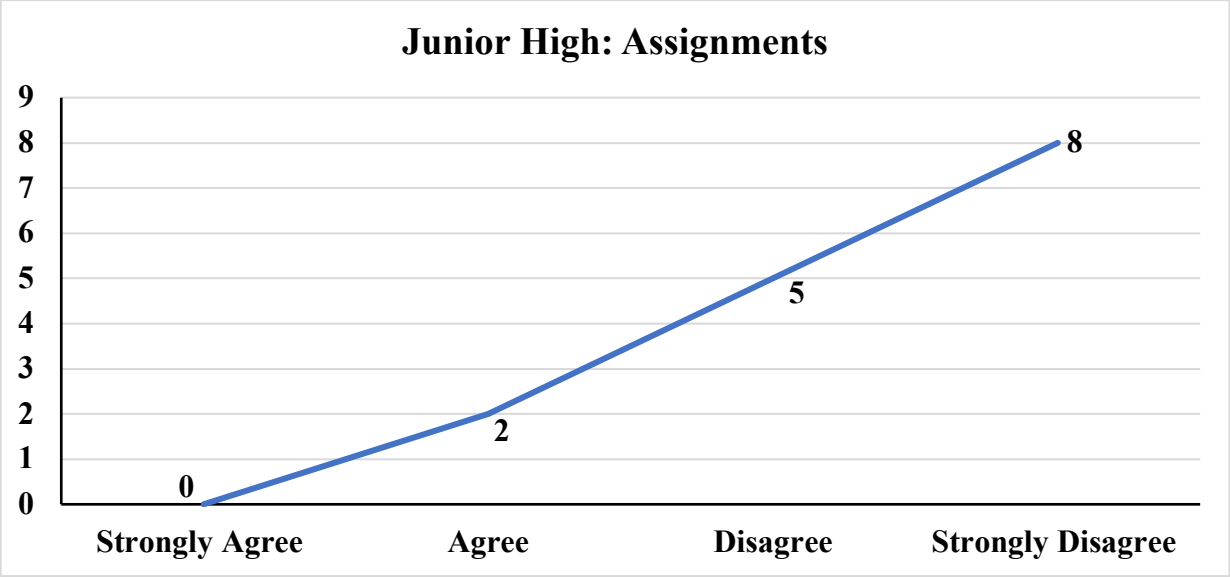
Academics



Academic Achievement Data

For the junior high academic achievement data results, 53% (*n*=8) of parents strongly disagreed, 33% (*n*=5) disagreed, 7% (*n*=1) agreed, and 7% (*n*=1) strongly agreed that their students used a planner to write down their assignments. Results revealed that 53% (*n*=8) of parents strongly disagreed, 34% (*n*=5) disagreed, and 13% (*n*=2) agreed their students completed and turned in their assignments in junior high. When parents were asking if their students felt prepared for tests and quizzes in junior high, 40% (*n*=6) of parents strongly disagreed, 40% (*n*=6) disagreed, 13% (*n*=2) agreed, and 7% (*n*=1) strongly agreed. Figure 28. 1 below represents parent responses on their student completing work and turning in their assignments in junior high.

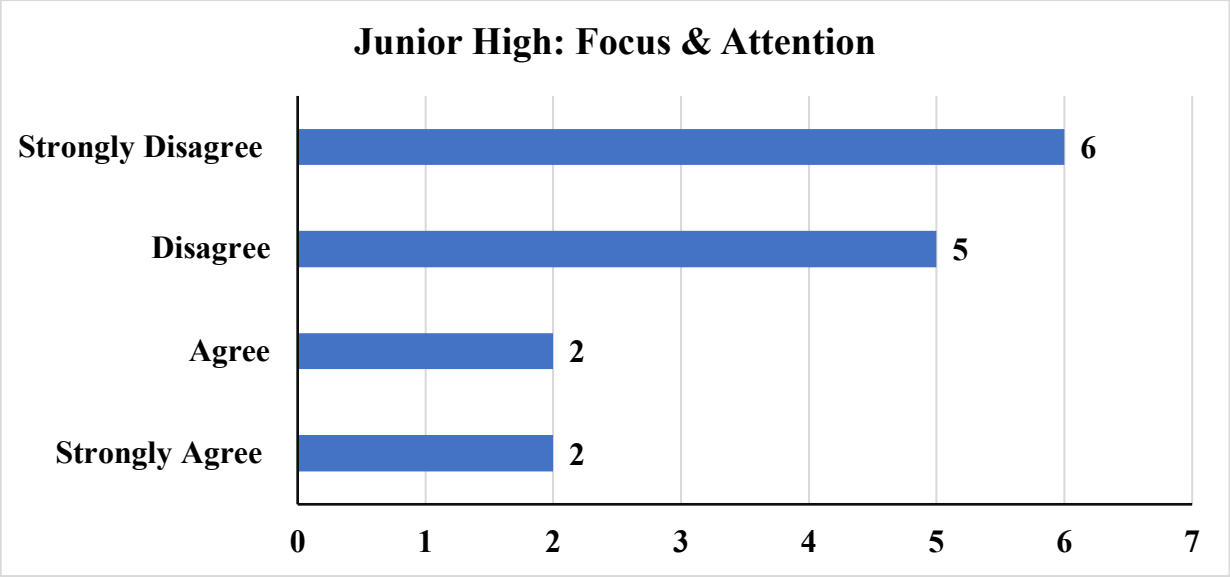
Figure 28. 1
In Junior High, Students Completed Their Work and Turned In their Assignments



Classroom Behavior Data

For the junior high classroom behavior data results, 40% (*n*=6) of parents strongly disagreed, 34% (*n*=5) disagreed, 13% (*n*=2) agreed, and 13% (*n*=2) strongly agreed that their student had an easy time focusing and paying attention in class. Results revealed that 27% (*n*=4) of parents strongly disagreed, 53% (*n*=8) disagreed, 13% (*n*=2) agreed, and 7% (*n*=1) strongly agreed that their students felt comfortable asking questions and for help in junior high. When parents were asking if their students had an easy time listening and following directions in junior high, 20% (*n*=3) of parents strongly disagreed, 54% (*n*=8) disagreed, 13% (*n*=2) agreed, and 13% (*n*=2) strongly agreed. Figure 29. 1 below represents parent responses on their student's ability to focus and pay attention in junior high.

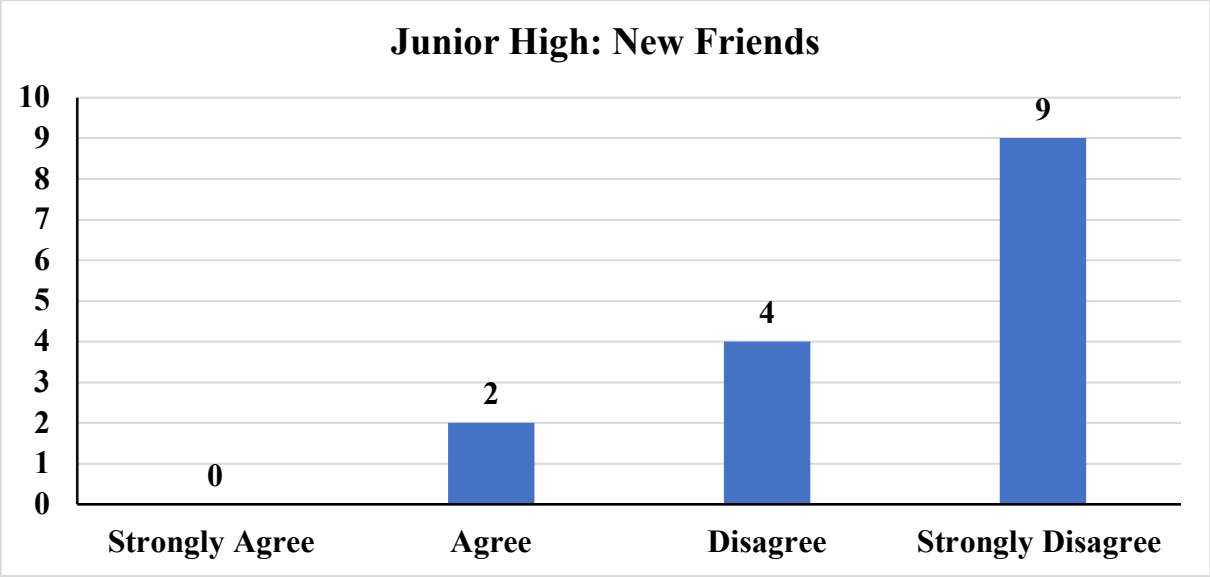
Figure 29. 1
In Junior High, Students Focused and Paid Attention in Class



Relationships with Peers Data

For the junior high peer relationship data, 60% (*n*=9) of parents strongly disagreed, 27% (*n*=4) disagreed, and 13% (*n*=2) agreed that their students had an easy time making friends at school. In junior high, 40% (*n*=6) of parents strongly disagreed, 34% (*n*=5) disagreed, 13% (*n*=2) agreed, and 13% (*n*=2) strongly agreed that their students made personal connections with their peers. When parents were asked if their students felt a sense of belonging with their peers in junior high, 27% (*n*=4) of students strongly disagreed, 60% (*n*=9) disagreed, 7% (*n*=1) agreed, and 6% (*n*=1) strongly agreed. Figure 30. 1 below represents parent responses to their students having an easy time making friends at their junior high.

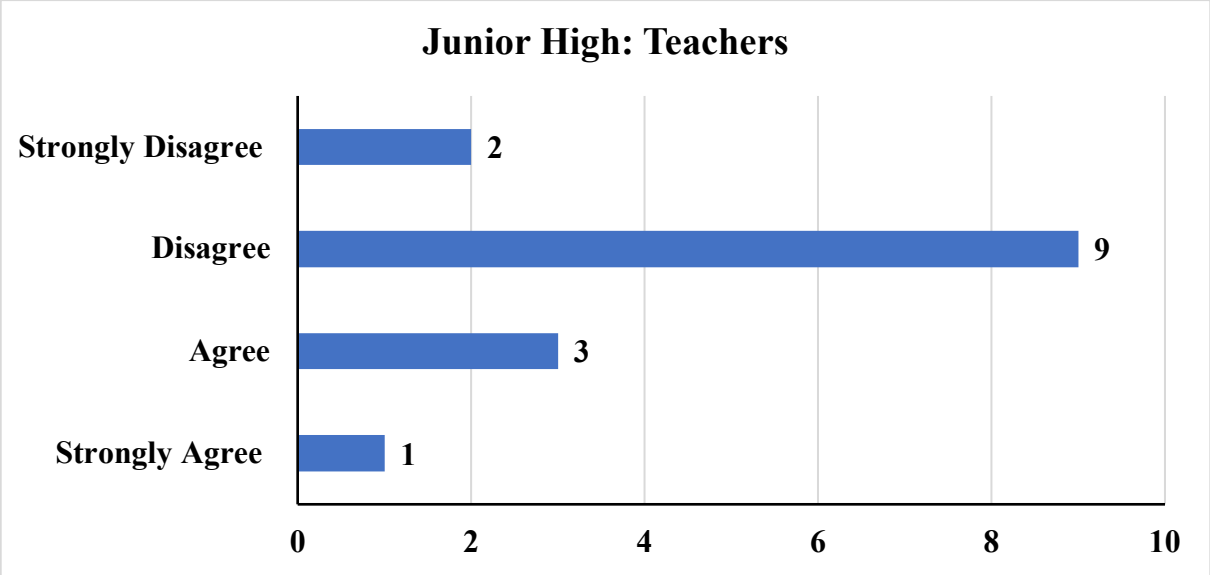
Figure 30. 1
In Junior High, Students Made New Friends



Relationships with Teacher Data

For the junior high teacher relationship data, 40% (*n*=6) of parents strongly disagreed, 40% (*n*=6) disagreed, 13% (*n*=2) agreed, and 7% (*n*=1) strongly agreed that their student believed that their teachers cared about them and wanted them to succeed. In junior high, 27% (*n*=4) of parents strongly disagreed, 47% (*n*=7) disagreed, 13% (*n*=2) agreed, and 13% (*n*=2) strongly agreed that their students felt connected to their teachers on a deeper level. When parents were asked if their student felt understood by their junior high teachers, 13% (*n*=2) of parents strongly disagreed, 60% (*n*=9) disagreed, 20% (*n*=3) agreed, and 7% (*n*=1) strongly agreed. Figure 31. 1 below represents parent responses to their students feeling understood by their junior high teachers.

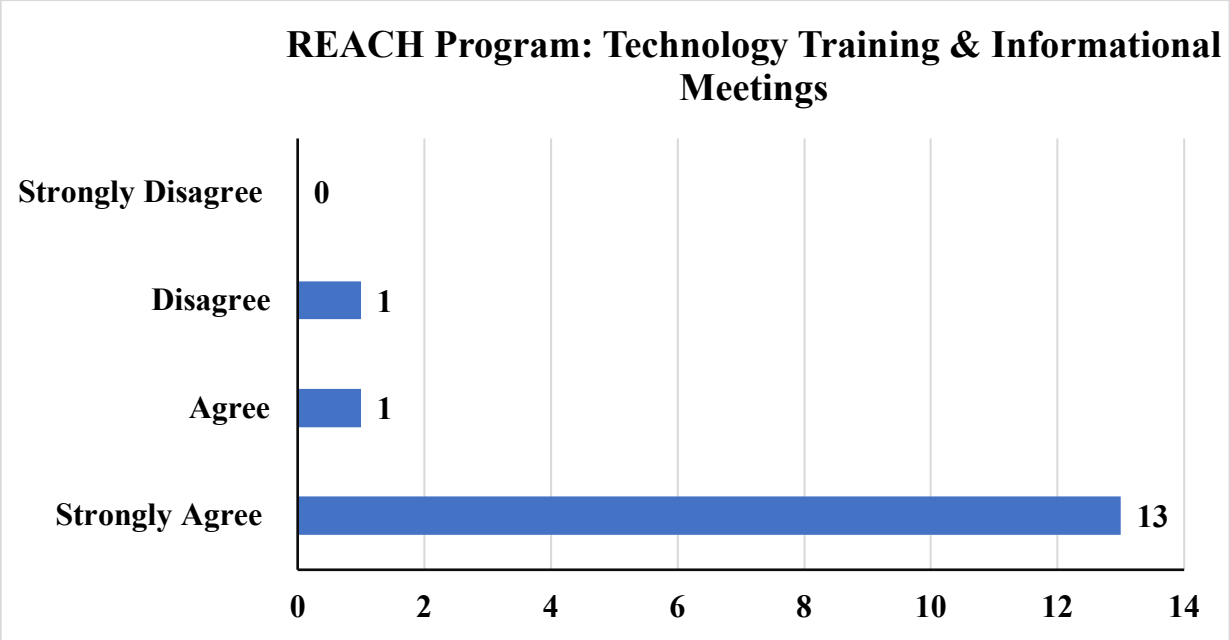
Figure 31. 1
In Junior High, Students Felt Understood by Teachers



REACH I Parents Post-Survey Results

The post-parent surveys used a four-point Likert scale to gauge parents' experience in the REACH program regarding resources, self-esteem, academic achievement, classroom behaviors, and relationships with peers and teachers. Response options were strongly disagreed, disagreed, agreed, and strongly agreed. Parents were asked to reflect on their students' experience in the REACH program and rate the services provided. For the resource data results, 86.7% (n=13) of parents strongly agreed, 6.7% (n=1) agreed, and 6.7% (n=1) disagreed that the REACH program provided them with technology training and informational meetings. Results revealed that 100% (n=15) of parents strongly agreed that they could rely on the REACH program to help them with their students' teacher, students' grades, or answer their questions. When parents were asking if the REACH program was in constant communication with them via email and phone call about their student, 80% (n=12) of parents strongly agreed, 13.3% (n=2) agreed, and 6.7% (n=1) disagreed. Figure 32. 1 below represents parent responses on how the REACH program provided them with technology training and informational meetings.

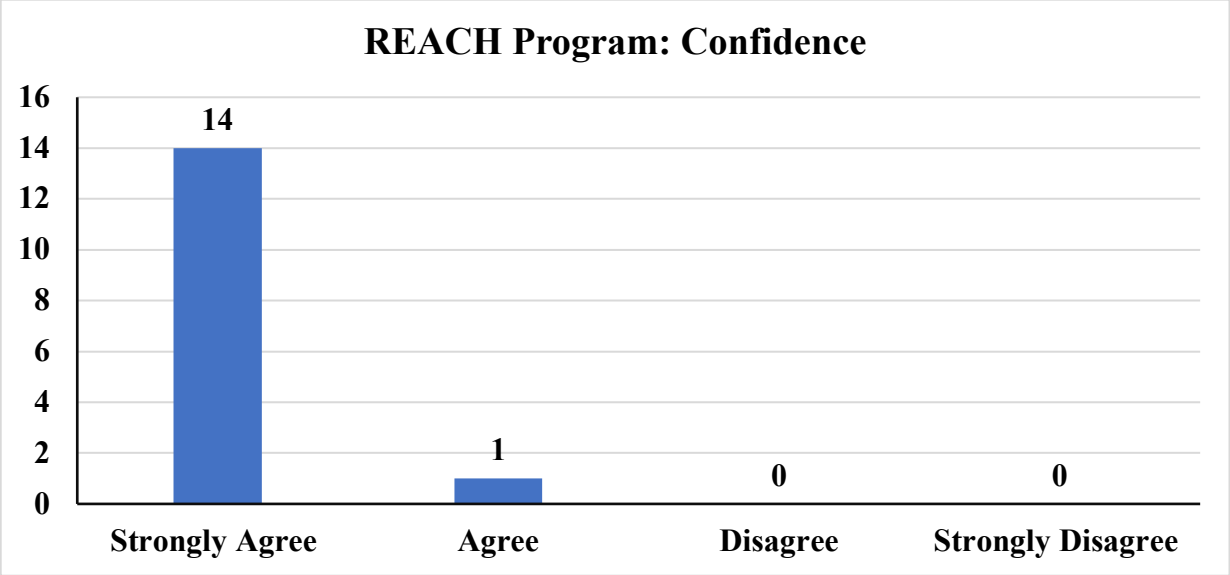
Figure 32. 1
The REACH Program Provided Parents Technology Training and Informational Meetings



Self-Esteem Data

For the self-esteem data results, 93.3% (*n*=14) of parents strongly agreed, and 6.7% (*n*=1) agreed that the REACH program helped their students be more confident in themselves and their academics. Results revealed that 93.3% (*n*=14) of parents strongly agreed, and 6.7% (*n*=1) agreed that the REACH program helped their students believed they could be successful. When parents were asking if the REACH program made their students feel important and that they mattered 93.3% (*n*=14) of parents strongly agreed, and 6.7% (*n*=1) agreed. Figure 33 below represents parent responses on how the REACH program helped their students be more confident in themselves and their academics.

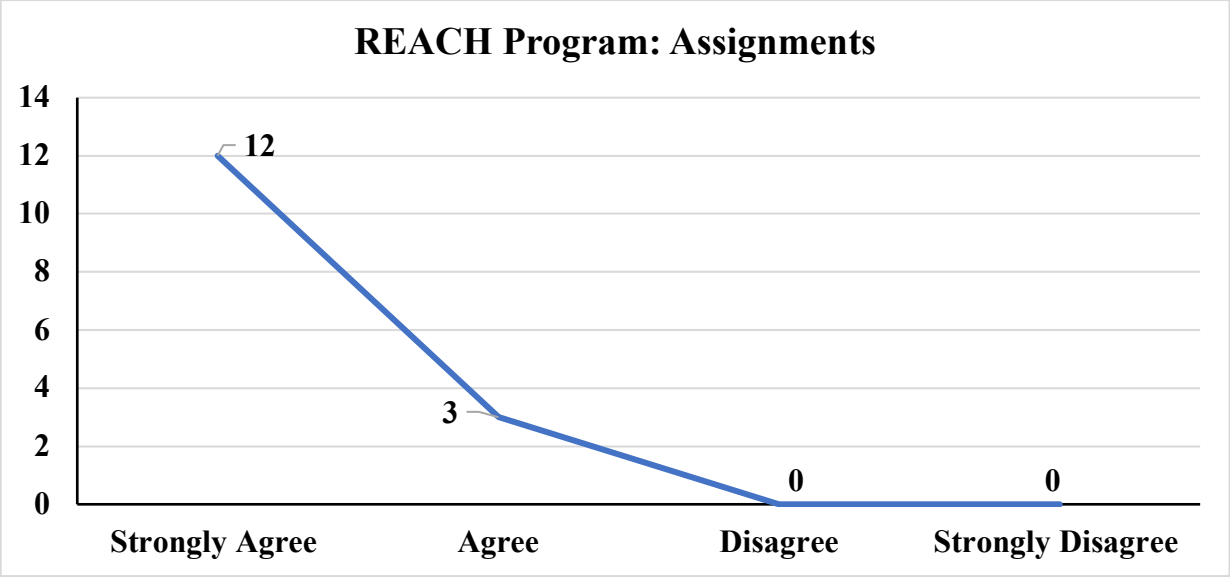
Figure 33. 1
The REACH Program Gave Students More Confidence in Themselves and Their Academics



Academic Achievement Data

For the academic achievement data results, 66.7% (*n*=10) of parents strongly agreed, 26.7% (*n*=4) agreed, and 6.7% (*n*=1) disagreed that the REACH program helped their students used a planner to write down their assignments. Results revealed that 80% (*n*=12) of parents strongly agreed, and 20% (*n*=3) agreed that the REACH program helped their students complete and turn in their assignments. When parents were asking if the REACH program helped their students prepare for tests and quizzes, 66.7% (*n*=10) of parents strongly agreed, and 33.3% (*n*=5) agreed. Figure 34. 1 below represents parent responses on how the REACH program helped their students complete work and turned in their assignments.

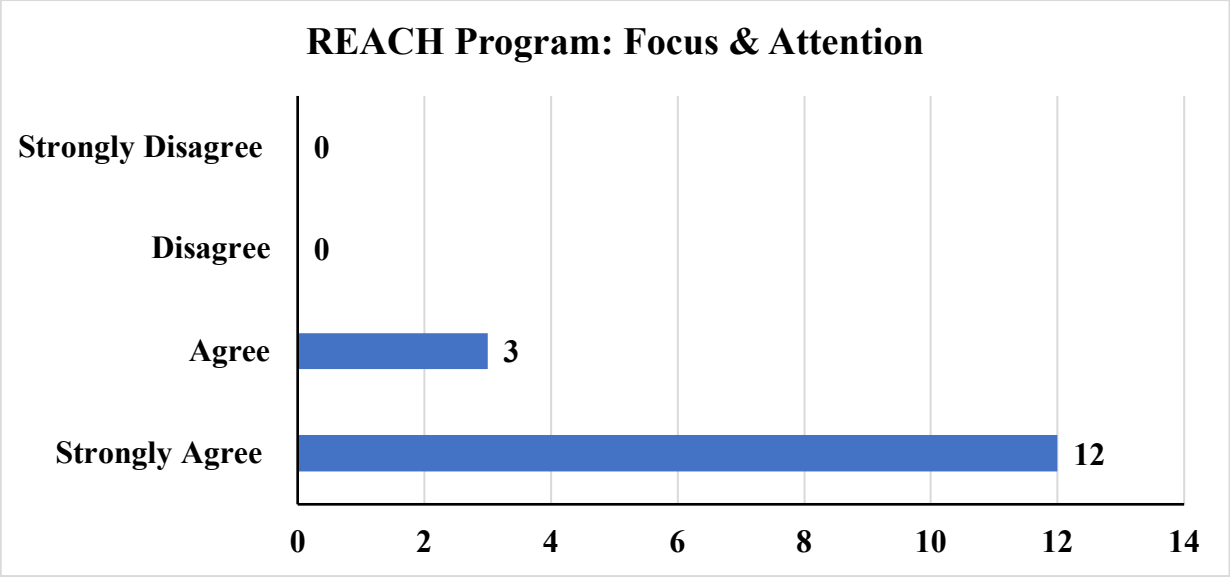
Figure 34. 1
The REACH Program Helped Students Complete Work and Turn in Assignments



Classroom Behavior Data

For the classroom behavior data results, 80% (*n*=12) of parents strongly agreed, and 20% (*n*=3) agreed that the REACH program helped their students focus and pay attention in class. Results revealed that 80% (*n*=12) of parents strongly agreed, 13.3 (*n*=2) agreed, and 6.7% (*n*=1) disagreed that the REACH program helped their students feel comfortable asking questions and for help. When parents asked if the REACH program helped their students listen and follow directions in class and on assignments, 73.3% (*n*=11) of parents strongly agreed, and 26.7% (*n*=4) agreed. Figure 35. 1 below represents parent responses on how the REACH program helped students focus and pay attention in class.

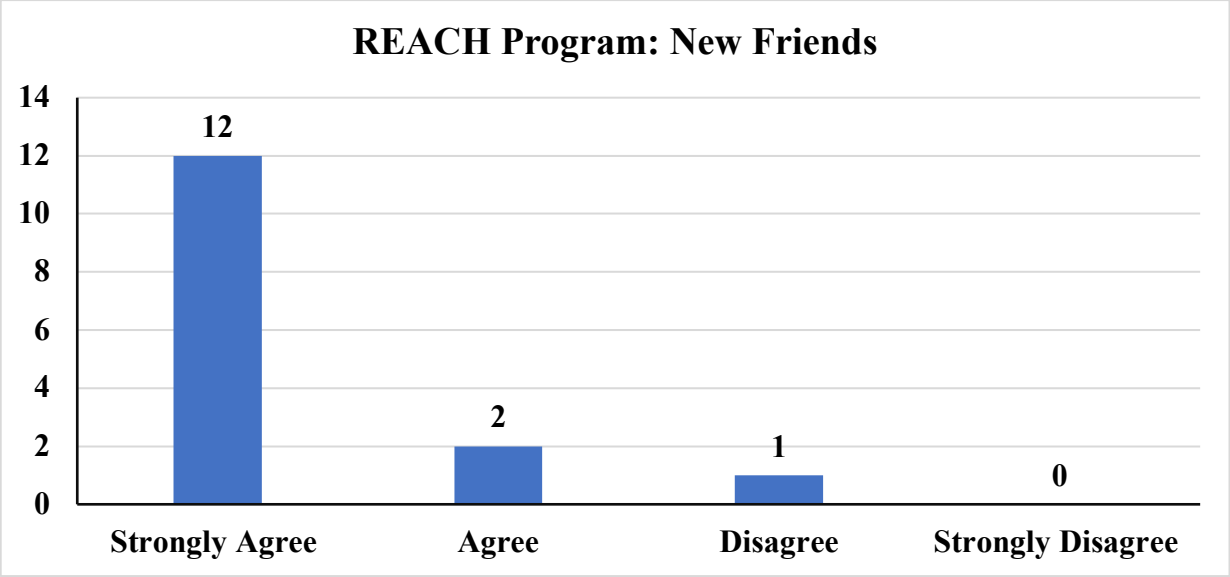
Figure 35. 1
The REACH Program Helped Students Focus and Pay Attention in Class



Relationships with Peers Data

For the peer relationship data, 66.7% (*n*=10) of parents strongly agreed, 20% (*n*=3) agreed, and 13.3% (*n*=2) disagreed that the REACH program helped their students make new friends at school. Results revealed that 60% (*n*=9) of parents strongly agreed, 26.7% (*n*=4) agreed, and 13.3% (*n*=2) disagreed that the REACH program helped their students made personal connections with their peers. When parents were asked if the REACH program helped their students feel a sense of belonging with their peers, 80% (*n*=12) of parents strongly agreed, 13.3% (*n*=2) agreed, and 6.7% (*n*=1) disagreed. Figure 36. 1 below represents parent responses to the REACH program helping their students make new friends in school.

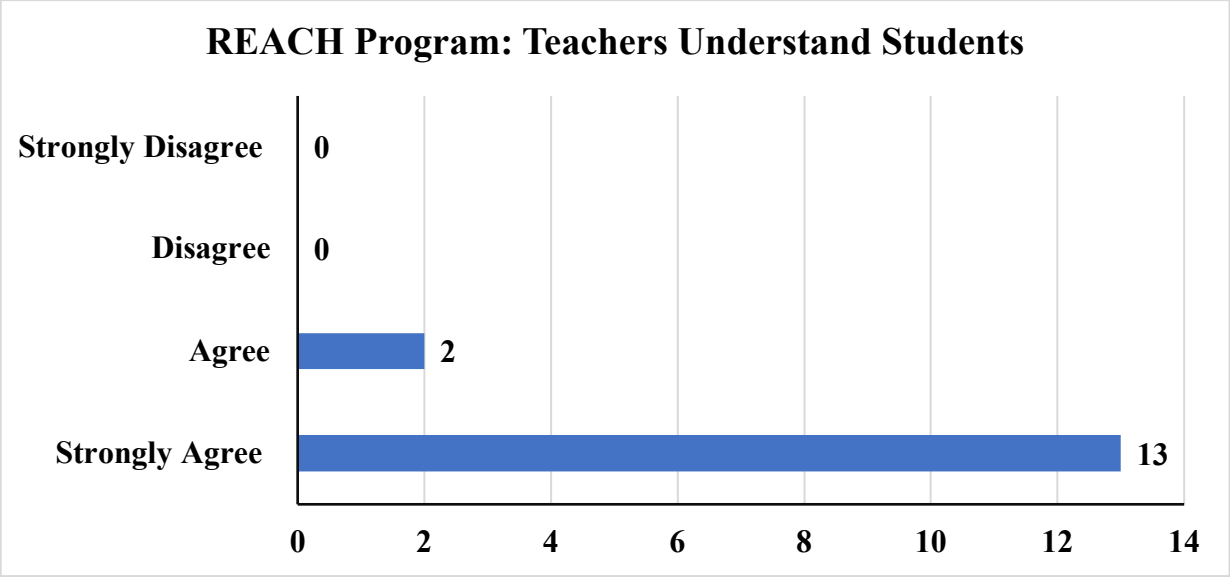
Figure 36. 1
The REACH Program Helped Students Make New Friends



Relationships with Teacher Data

For the teacher relationship data, 80% (*n*=12) of parents strongly agreed, and 20% (*n*=3) agreed that the REACH program helped their students believe that their teachers cared about them and wanted them to succeed. Results revealed that 73.3% (*n*=11) of parents strongly agreed, and 26.7% (*n*=4) agreed that the REACH program helped their students feel connected to their teachers on a deeper level. When parents were asked if the REACH program helped their students' teachers understand them better, 86.7% (*n*=13) of parents strongly agreed, and 13.3% (*n*=2) agreed. Figure 37. 1 below represents parent responses to the REACH program helping teachers understand their students.

Figure 37. 1
The REACH Program Helped Teachers Understand Students

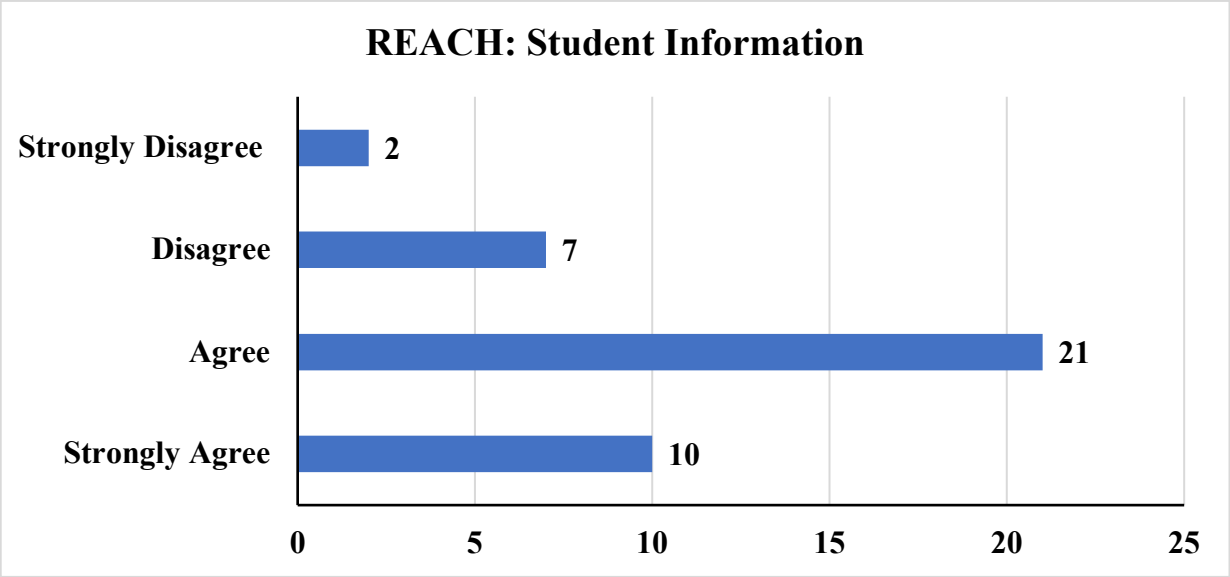


REACH I Teacher Post-Survey Results

The post-teacher surveys used a four-point Likert scale to gauge teachers' experience in the REACH program regarding the resources and their students' self-esteem, academic achievement, classroom behaviors, and relationships with peers and teachers. Response options were strongly disagreed, disagreed, agreed, and strongly agreed. Teachers were asked to reflect on their REACH program experiences and rate the services provided for them and the students. For the resource data results, 25% (n=10) of teachers strongly agreed, 52% (n=21) agreed, 18% (n=7) disagreed, and 5% (n=2) strongly disagreed that the REACH program provided teachers with student's backgrounds, home-life, family responsibilities, learning disabilities, and mental disorders. Results revealed that 55% (n=22) of teachers strongly agreed, 30% (n=12) agreed, 10% (n=4) disagreed, and 5% (n=2) strongly disagreed that the REACH program was in constant communication with them via email and phone calls about their REACH students. When teachers were asked if they could rely on the REACH program to help them receive REACH student's assignments and have students' make-up quizzes and tests in REACH, 60%

(n=24) of teachers strongly agreed, 30% (n=12) agreed, and 10% (n=4) disagreed. Figure 38. 1 below represents teacher responses on how the REACH program provided them with REACH students' backgrounds, home-life, family responsibilities, learning disabilities, and mental disorders.

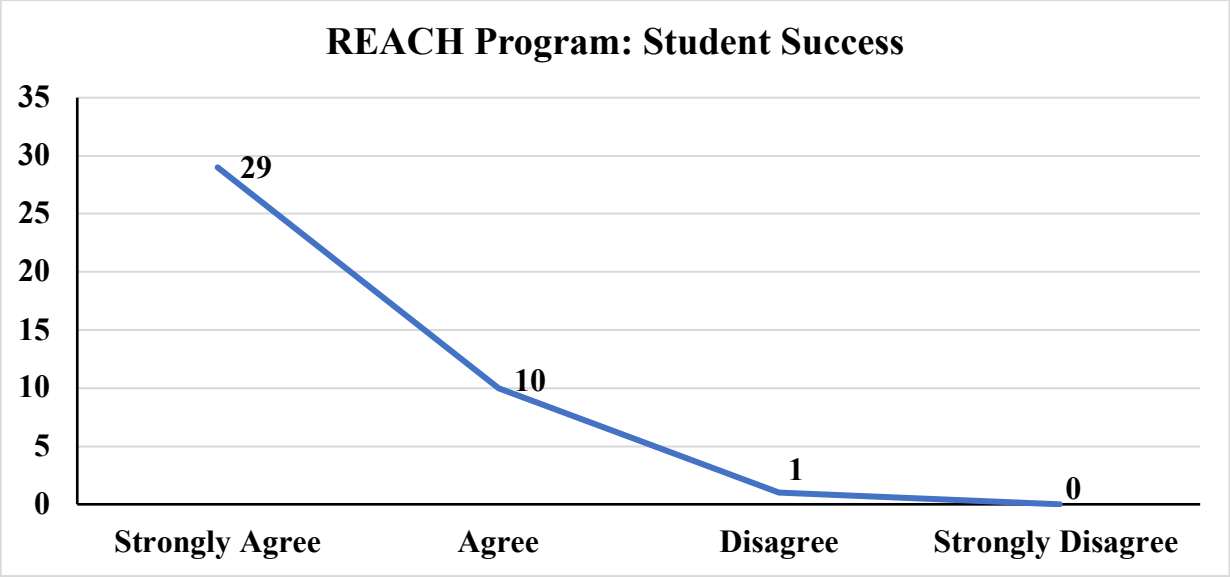
Figure 38. 1
The REACH Program Provided Teachers with Student's Information



Self-Esteem Data

For the self-esteem data results, 67% (n=27) of teachers strongly agreed, 28% (n=11) agreed, and 5% (n=2) disagreed that the REACH program helped REACH students have more confidence in themselves and their academics. Results revealed that 72% (n=29) of teachers strongly agreed, 25% (n=10) agreed, and 3% (n=1) disagreed that the REACH program helped REACH students believed they could be successful in school. When teachers were asked if the REACH program made REACH students feel important and mattered 80% (n=32) of teachers strongly agreed, and 20% (n=1) agreed. Figure 39. 1 below represents teacher responses on how the REACH program helped REACH students believe they could be successful.

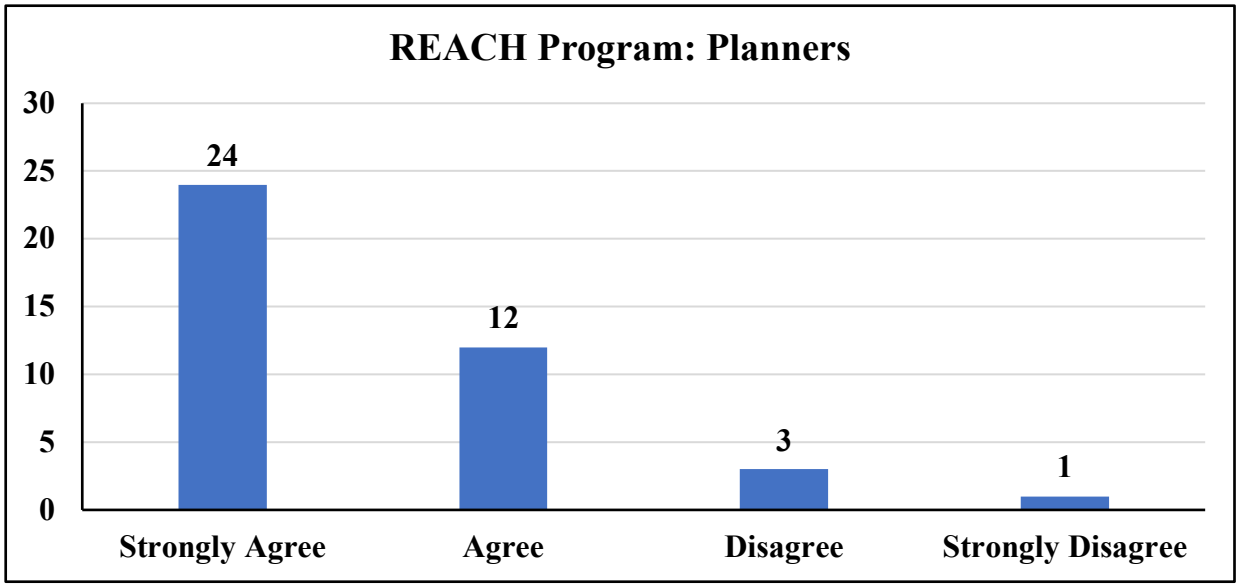
Figure 39. 1
The REACH Program Helped Students Believe They Could Be Successful in School



Academic Achievement Data

For the academic achievement data results, 56% (n=24) of teachers strongly agreed, 35% (n=12) agreed, 7% (n=3) disagreed, and 2% (n =1) strongly disagreed that the REACH program helped REACH students use a planner to write down their assignments for class. Results revealed that 57% (n =23) of teachers strongly agreed, 27% (n =11) agreed, 13% (n =5) disagreed, and 3% (n =1) strongly disagreed that the REACH program helped REACH students complete and turn in their assignments. When teachers were asking if the REACH program helped REACH students prepare for their test and quizzes, 57% (n =23) of teachers strongly agreed, 27% (n =11) agreed, 8% (n =3) disagreed, and 8% (n =3) strongly disagreed. Figure 40. 1 below represents teacher responses on how the REACH program helped REACH students use a planner to write down their class assignments.

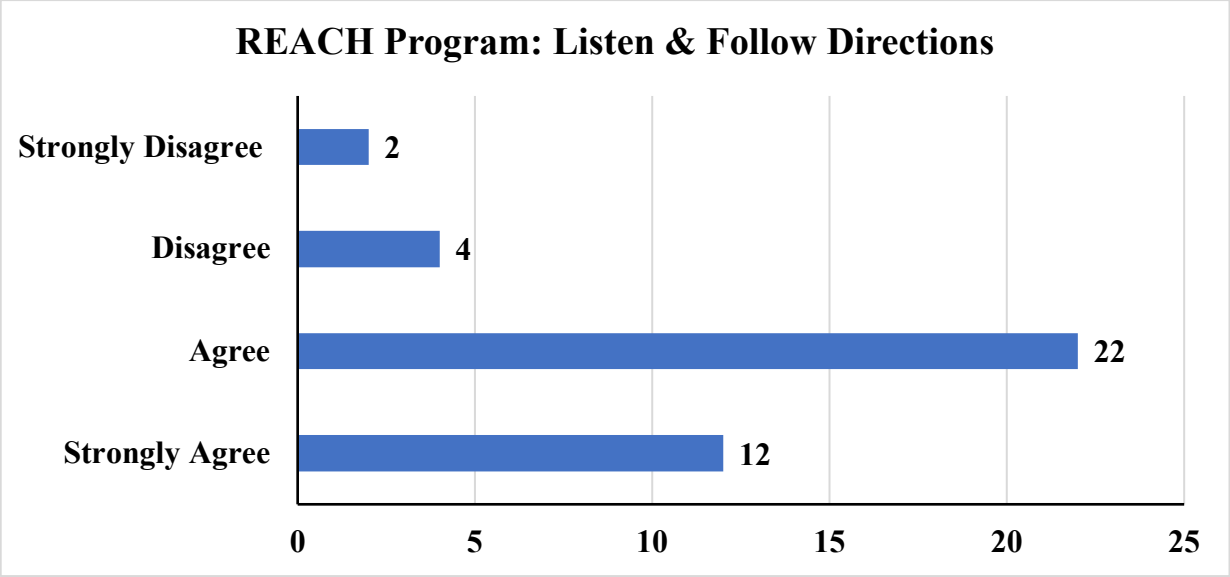
Figure 40. 1
The REACH Program Helped Students Write Down their Assignments in a Planner for Class



Classroom Behavior Data

For the classroom behavior data results, 35% (n =14) of teachers strongly agreed, 55% (n =22) agreed, 7% (n =3) disagreed, and 3% (n =1) strongly disagreed that the REACH program helped students focus and pay attention in class. Results revealed that 35% (n =14) of teachers strongly agreed, 50% (n =20) agreed, 12% (n =5) disagreed, and 3% (n =1) strongly disagreed that the REACH program helped REACH students feel comfortable asking questions and for help in class. When teachers were asking if the REACH program helped REACH students listen and following directions in class and on assignments, 30% (n =12) of teachers strongly agreed, 55% (n =22) agreed, 30% (n =4) disagreed, and 5% (n =2) strongly disagreed. Figure 41. 1 below represents teacher responses on how the REACH program helped REACH students listen and follow directions in class and assignments.

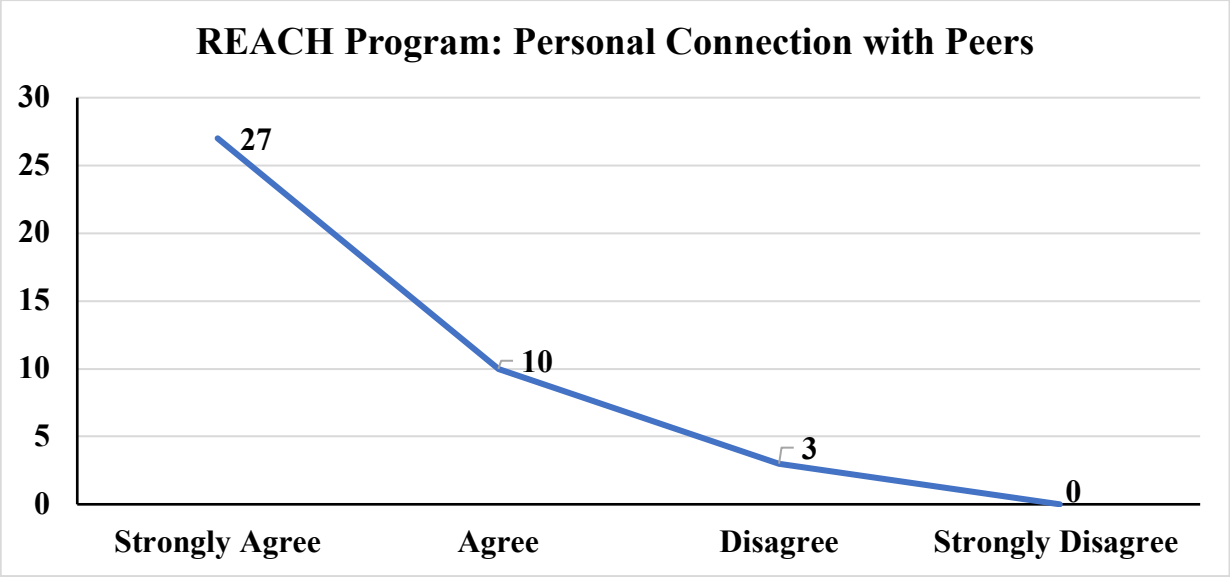
Figure 41. 1
The REACH Program Helped Students Listen and Follow Directions



Relationships with Peers Data

For the peer relationship data, 62% (n =25) of teachers strongly agreed, 33% (n =13) agreed, and 5% (n =2) disagreed that the REACH program helped REACH students make new friends at school. Results revealed that 67% (n =27) of teachers strongly agreed, 25% (n =10) agreed, and 8% (n =3) disagreed that the REACH program helped students make personal connections with their peers. When teachers were asked if the REACH program helped REACH students feel a sense of belonging with their peers 80% (n =32) of teachers strongly agreed, and 20% (n =8) agreed. Figure 42. 1 below represents teacher responses to the REACH program helping REACH students make personal connections with their peers.

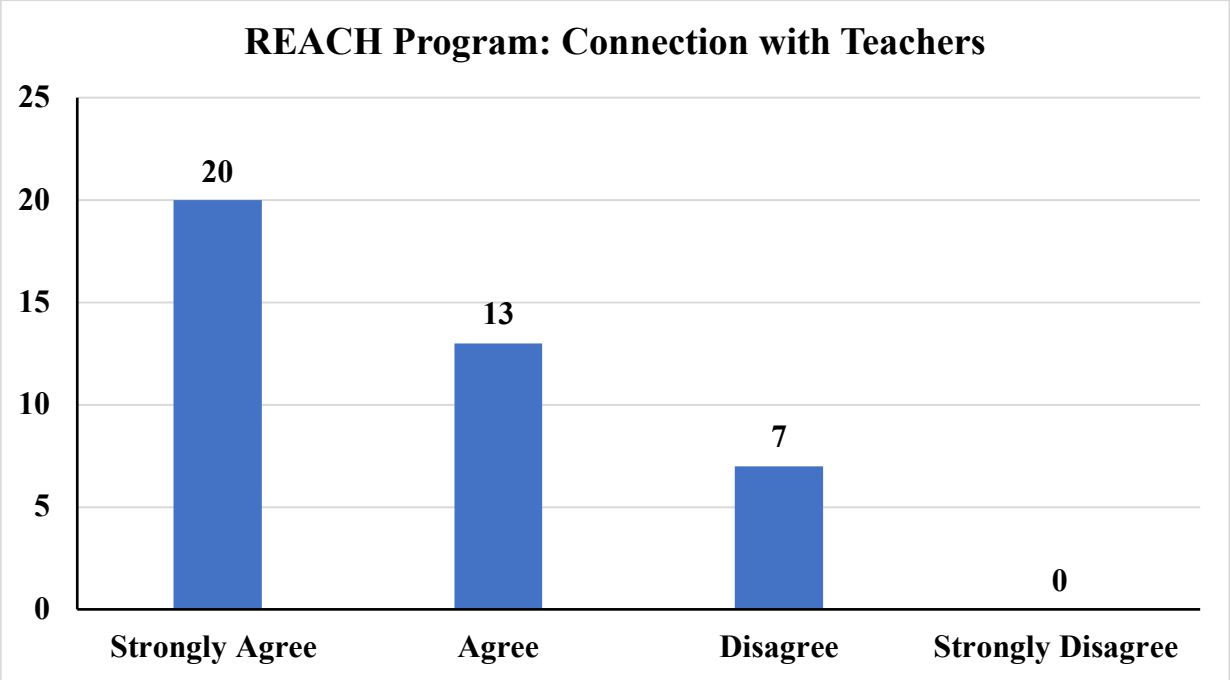
Figure 42. 1
The REACH Program Helped Students Make Personal Connections with Peers



Relationships with Teacher Data

For the teacher relationship data, 80% (n =32) of teachers strongly agreed, 12% (n =5) agreed, and 8% (n =3) disagreed that the REACH program helped REACH students believe that their teachers cared about them and wanted them to succeed. Results revealed that 50% (n =20) of teachers strongly agreed, 32% (n =13) agreed, and 18% (n =7) disagreed that the REACH program helped REACH students feel connected to their teachers on a deeper level. When teachers were asked if the REACH program helped them understand REACH students, 75% (n =30) of teachers strongly agreed, 20% (n =8) agreed, and 5% (n =2) disagreed. Figure 43. 1 represents teacher responses to the REACH program helping students connect with their teacher on a deeper level.

Figure 43. 1
The REACH Program Helped Students Connect with Teachers



Findings of Qualitative Research

Interviews were conducted on five REACH students, parents, and teachers. The researcher focused on the research question when collecting the data to answer how the REACH program helped students with their self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers (see Table 9).

Research Question #1

1. How did the REACH program help you with your self-esteem?

Student A

"The REACH program made me realize that I'm in control with all of what I'm doing at school and for my future. It was the constant reassurance that the REACH teachers gave me. They made me believe that I could do it and they celebrated my successes. They also gave me a lot of tools that help me get to where I wanted to be. And just again, it's like you have a family

backing you up. So, if you ever feel like you need help, there's always just a line of people who are ready to help you" (Student A, personal communication, October 18, 2020).

Student B

"The REACH program has helped me have a stronger self-esteem by teaching me different learning skills that will help me through high school. I came to this school when I was a freshman, so I didn't know anyone. It was hard for me to make new friends, but REACH opened a new door for me to have more confidence and make me feel comfortable to talk to my teachers and new classmates. The REACH teachers believed in us and made everyone feel important in their own unique way. And, made us feel like a team going for the same goal in being successful in high school" (Student B, personal communication, October 15, 2020).

Student C

"The REACH program helped my self-esteem mainly with school actually, because I remember I used to be really embarrassed about how low my grades were and with the help of the REACH staff, I was able to raise those grades and have more time to focus on myself too. I was able to have more time to hang out with my friends or go on trips, anything like that. But it was all because of the REACH teachers believing in me and my ability that helped my self-esteem with school" (Student C, personal communication, October 4, 2020).

Student D

"I have this thing where it's like, if I feel alone, then I'm not really going to be very outgoing, if that makes sense. Just knowing that the REACH teachers and a bunch of different teachers are backing me up on certain things and believing in me makes me feel like I can do it. The REACH teachers support makes me more comfortable to reach out more to my teachers and do my work because I feel like, "Oh, I'm not like alone because Ms. *** can see everything I'm

doing," or like, "They're helping me with this. Definitely the extra support and help and just being with me on certain things makes me feel more confident" (Student D, personal communication, October 4, 2020).

Student E

"I've gotten a lot more confident with writing emails to my teachers because I used to not be very good at that, and I'm not as nervous with communicating with them because I used to not like that. But in REACH, we always have to write emails all the time, so I've gotten a lot better at it and I like it a lot more. I also like that even when I feel I haven't done my best or I don't like the work I did, all that matters is that I tried. I liked that part, too. The REACH teachers make it seem like it's okay even if I tried and I don't like it. They helped me believe in myself and in the work, I do. Me just doing my best is enough" (Student E, personal communication, October 12, 2020).

Table 9

Student Responses for Self-Esteem

Student A:	It was the constant reassurance that the REACH teachers gave me. They made me believe that I could do it and they celebrated my successes. They also gave me a lot of tools that help me get to where I wanted to be.
Student B:	The REACH teachers believed in us and made everyone feel important in their own unique way. And, made us feel like a team going for the same goal in being successful in high school.
Student C:	But it was all because of the REACH teachers believing in me and my ability that helped my self-esteem with school.
Student D:	Just knowing that the REACH teachers and a bunch of different teachers are backing me up on certain things and believing in me makes me feel like I can do it.
Student E:	The REACH teachers make it seem like it's okay even if I tried and I don't like it. They helped me believe in myself and in the work, I do. Me just doing my best is enough.

Research Question #1

1. How did the REACH program help your student with their self-esteem (see Table 10)?

Parent A

The REACH program increased her self-esteem, I think because now she is able to say, "I need help," and that was her hardest part. She now comes with clear examples of where she's stuck, and REACH gives her a place where she can gain support especially in math. She had trouble in math, especially and they moved really quickly. REACH became the place where she could say, "I need help and here's what I need, and

I need support," and she would get that support (Parent A, personal communication, October 4, 2020).

The biggest thing that I recognized is that my daughter is a very smart girl, but I think she was starting to get frustrated and before she really started to get into the REACH program, she started to lose some of her confidence. She didn't want to be the kid that stayed after school or had to have a special program because she wasn't doing well. I tell you, the REACH program has given her a lot of confidence and again, just having caring teachers, surround her, I mean, gave her so much confidence and so much pride. That's the biggest thing. She would send her dad and I text messages say, "This teacher said this about me today in class" and this was so rewarding to her and just filled up her spirits, true story (Parent A, personal communication, October 4, 2020).

The REACH program and their staff has given her a lot of confidence with her academics. So, it really has built a really good foundation for her. With the focus now that she has on school, her grades are great and she sits back and she's like, "Wow, I can't believe this." I said, "Yeah, see we told you, you were smart, you just weren't believing us." Now she's stepping into it and she sees it which is really nice to see" (Parent A, personal communication, October 4, 2020).

Parent B

My child now has confidence in her ability to handle her academic. She is super smart but learns in a way that I think is not the same as other students. She needs that extra time to think it through, to process the information and to grasp the concepts she is being taught. And then she's able to do it. Unfortunately, schools are structured for the masses and teachers can't do one-on-one. And I understand that. But my child can't

process all the material being thrown at her so quickly and she becomes lost. Then, the self-esteem kicks in and she doesn't think she can do it. But once she understands it, it's explained to her, then she's like "Oh yeah, I got that". And then she can do it. That's what I love about the REACH program, she is able to receive that one-on-one support and have someone help her understand what she needs to do. The REACH staff reassures her that she is smart and can do this work (Parent B, personal communication, October 30, 2020).

Also, the REACH program had students complete Mindprint assessments, and my child was ecstatic when she got her results back. Because all the areas that she thought were here weaknesses turned out to be her strengths. Her whole perception of herself changed and she felt confident in herself and her ability to succeed in her academics. The REACH program taught her how she best learns and gave her the resources to strengthen her weaknesses which I am truly grateful for. She takes full advantage of the after-school program that REACH provides and meets with a tutor often to receive extra help. She is much more confidence in herself and prepared to handle her academics (Parent B, personal communication, October 30, 2020).

Parent C

I will text him, hey how are you?, Are you having a good day? I love you, no response. But he will instantly text me, "Dad I got a 94 percent on test", "Dad, I have a 3.0. All my homework is turned in". He is proud of himself and lets you know. His grades make him feel good about himself and I feel really, really good about that (Parent C, personal communication, October 4, 2020).

Because even though he didn't do the work before, which resulted in the bad grades and the failing classes, he still hurt. Nobody wants to fail. It wasn't like he didn't try; he just became overwhelmed. There was a lack of responsibility and time management and the combination of other things, but he still felt bad when he wasn't doing good. I could see now that the REACH program helped him hang in there and worked through it (Parent C, personal communication, October 4, 2020).

The REACH staff is teaching him all the stuff that needs to be taught and I love this program. I wish every school could benefit from this program. The REACH program is the thing that I like most about this school, because without it, he'd be at some other school around here and not at this school. I know students everywhere could benefit from this program (Parent C, personal communication, October 4, 2020).

Parent D

I say this all the time. My kids are at this school because it's where I want them to be, but we're not what they call lifers. They only started at private school during high school. So, all their friends, everyone they grew up with all went to a different school. And it was actually really hard to get them to go, to feel comfortable, to make a friend. I kept saying, "You have to be a friend to make a friend," and I can't tell you how many ways I have seen the REACH program and the relationships with the teachers has helped them build their self-esteem. So, now they do feel they belong, and they do feel comfortable (Parent D, personal communication, October 11, 2020).

My children had amazing grades until they got to eighth grade and eighth grade was the turning point where they felt they weren't smart and played into the role of a sports jock. Their past teachers would just crush their self-esteem in the classroom and

make them feel like they couldn't do it. And unfortunately, that carried into high school, but then REACH stepped in and made it happen for my kids. REACH gave them tools, gave them the confidence, made them understand the significance of them doing their work and turning their work in on time and being consistent with contacting their teachers and counselors. Now, they believe in themselves and believe that they can do it (Parent D, personal communication, October 11, 2020).

REACH has also opened new doors for my children and have helped them raise their self-esteem. One of my children was looking for an elective and a REACH teacher told them to try learning an instrument. My child ended up joining the class and was amazing on the piano. Now, I have musicians. It just comes natural to them. They just sit down, they hear something, and play it. And it's so awesome. And I'm just like, wow, I had no idea. We ended up buying a piano and now they just play at home for fun. I am finding, I have singers too, they can carry a note. REACH finds all these amazing talents these students have been blessed with. Because a REACH teacher told my child to try that instrument class, a whole new door opened up and it wasn't just one child, it was multiple. So, it's nice to see that my children listen, trust and take guidance from their REACH advisers because they were able to have this amazing door open for them. I am grateful for the program giving my children the confidence to pursue the talents that God gave them (Parent D, personal communication, October 11, 2020).

Parent E

The REACH program helped my daughter develop more self-esteem when her grades started to get better. And as they got better, I think what I see now from her, when I talk to her about academics such as History, or English, or any other academic focused

topic, she doesn't fall back. She's happy to stand up, with her chest out and have the conversation. She doesn't get defensive anymore. Now she's very confident. And so, the first thing I would say, she's developed a confidence around her ability to do the schoolwork. Because she didn't always think she could do it. And she thought something was wrong with her. And that clearly isn't the case. She just needed to learn how to process information, the way she needs to digest it (Parent E, personal communication, October 12, 2020).

And the second thing, is the REACH program has given her a degree of accountability. We still get the PowerSchool updates, her mom and me. And we still review them daily. But now, when we go to address, or say, "Hey, listen. This happened. What does that mean?" She's got answers for us. Almost as if she's preparing for us to come to her now. And so, I had a conversation with her just the other day, where we talked about our expectations now. And she said to me, "Well, that's not what our expectations used to be." Her mom and I's expectations that is. And I said, "Yeah. But now you've raised the bar. So, we raised our expectations. The bar doesn't always stay as low as it was. As you grow, we grow." This is how adults work. This is how life works. And this is how she started to approach her academics due to the support of the REACH program (Parent E, personal communication, October 12, 2020).

Table 10

Parent Responses to Student's Self-Esteem

Parent A:	The REACH program and their staff has given her a lot of confidence with her academics. So, it really has built a really good foundation for her.
Parent B:	My child now has confidence in her ability to handle her academic. That's what I love about the REACH program, she is able to receive that one-on-one support and have someone help her understand what she needs to do. The REACH staff reassures her that she is smart and can do this work".
Parent C:	He will instantly text me, "Dad I got a 94 percent on test", "Dad, I have a 3.0. All my homework is turned in". He is proud of himself and lets you know. His grades make him feel good about himself and I feel really good about that.
Parent D:	REACH gave them tools, gave them the confidence, made them understand the significance of them doing their work and turning their work in on time and being consistent with contacting their teachers and counselors. Now, they believe in themselves and believe that they can do it.
Parent E:	Now she's very confident. And so, the first thing I would say, she's developed a confidence around her ability to do the schoolwork.

Research Question #1

1. How did the REACH program help at-risk students with their self-esteem (see Table 11)?

Teacher A

I think the students in the REACH program, their self-esteem has been able to increase by seeing their success. That they came from a place where not turning in work or not being successful on quizzes and tests were just accepted as norm, where now they see that as... Do they still get zeros, and do they sometimes still not do well in tests? Yes. But the REACH students see that they have the support that they really need, and that causes their self-esteem to just increase day-to-day (Teacher A, personal communication, October 10, 2020).

I am working with a student who's in the REACH program and in the REACH I class this year. I have met with the REACH staff and his parents on several different occasions. And he comes into my English 9 classroom now, and he's able to see his small successes. In fact, he got a grade on an essay and a grade on a quiz that he originally got a very low score but had the opportunity to work a little harder and improve those scores. And he was so excited. He didn't even believe me when I told him what his grade was. He had to check for himself that he had a B in the class. And just seeing him see that he can be successful, and there are people out there who aren't just going to give him zeros. But the REACH program and English class, we're able to say, "Hey, you can do this. It may take a little bit longer, but if you work hard..." I think he was able to see a success and that really caused his self-esteem to increase (Teacher A, personal communication, October 10, 2020).

Many students who didn't show academically that their self-esteem increased, were able to gain confidence through the love and care that the REACH program gave them as well as the support from the teachers on campus. REACH gave these students the foundation to realize that they can ask for help when they need it and that caused their self-esteem to grow on campus. Many REACH students still come and visit my classroom because of the facilitation of the REACH staff who allowed them to just be themselves and to ask for help when they need it. And I think that is really a testament to the program (Teacher A, personal communication, October 10, 2020).

Teacher B

I think the REACH student's that used the program to its effectiveness, had a feeling of ownership, like they know what to do. These students knew how to ask for help. They didn't feel paralyzed. Many REACH students come to mind when thinking about every time I would tell them to get out their planners and they were like, "Yes, that's right. I need to write this down." And they are very diligent about it. That sense of ownership, I think, was really evident, and therefore, knowing that they had the ability to change their future gave them that boost of self-esteem. The idea that I'm a victim of my circumstance or my predispositions, therefore I have no control over my future. The enemy of self-esteem. There was no more of that (Teacher B, personal communication, October 11, 2020).

A student that comes to mind is from last year. At the beginning, and for most all of semester one, he just had low energy. Didn't want to do his work or engage in class. If he didn't do his work, it was whatever to him. He was super late to class or didn't even show up. But in the second semester, he had better attendance. And he also showed more

concern for his academic work. I also noticed towards the end of the semester, it wasn't often, but there were times where he did choose to answer a question. And in my mind, I was like, "Oh, I hope he gets it right." And then he did. And it was like, "Yes." And so, we had mini celebrations together. Or there was also a small project that we did. And it was a drawing project. And he's like, "I've never drawn in my life, but this is the best work I've ever done." And so, he was super proud of project. He wanted it back actually because he's like, "This is the best I've ever done." So yeah. Small attitude changes for sure and a bit more of self-esteem. But this is huge for a student like him I think (Teacher B, personal communication, October 11, 2020).

Teacher C

I teach freshmen, so I really see the beginning of a student's academic journey and the final product. The beginning starts with tearing down the "I can't mentality" as well as the increased self-esteem students develop with their peers. As freshmen, students are unsure of themselves. They are terrified of their peers and their teachers, they don't participate, they don't ask questions, they don't know who they are. REACH helps them break through these barriers that are holding them back and gives them the confidence to ask for help. Students would rather fail then to ask for help and REACH doesn't allow that approach. REACH teaches students the skills to communicate properly and walks alongside them as they learn the skills needed to gain success. It's such a beautiful process to see especially when I substitute for a higher upperclassman class and I see my past REACH students engaging and participating. They answer and ask questions now. They aren't distracted by their iPads. They have a confidence about themselves that

allows them to feel more comfortable with peers and in doing their work (Teacher C, personal communication, October 15, 2020).

Teacher D

The big one that immediate comes to mind when I think of self-esteem is a senior I had last year that was a part of the REACH program. He was in my US History class and I remember at the beginning of year. He comes up to me and says "Hey, I'm not good at history". And he was one of the students who I got really, really excited about, because by the end of the semester, to see how he was just from the beginning of the first semester to the end of it, he went from never wanting to talk in class, never wanting to be in a group where he didn't have one of his friends with him to being one of my most active students, not just in learning, but in classroom behavior (Teacher D, personal communication, October 13, 2020).

Halfway through the semester, he got transferred to another class period of mine and he hated it because he didn't have any of his friends. And the minute he left the first-class period he was in; the classroom became unmanageable. So, I cut a deal with the counselor to get him back into that first period with his friends, because the only way I could get the kids controlled was if he did it. And to me, that was huge because he learned leadership. He didn't just learn how to do history. He learned how to be a leader and how to use his talents. And that's the big one for me that just comes into my head anytime I think about self-esteem and REACH (Teacher D, personal communication, October 13, 2020).

Teacher E

Early, I had mentioned a bit about REACH students advocating for themselves. I had a REACH student last year who didn't seem to not have as much self-esteem as some of his peers. And being in the REACH program, I definitely felt like even when he was nervous to talk to me, he was still able to communicate how he felt, and let me know what he needed. And I felt like he was a kid who definitely needed that self-esteem booster and got it from being in the REACH program. And, it was actually nice, because he was in a class with one of his friends who should have been in the REACH program. But because the one student was in REACH, there were aspects of him being in there that benefited his friend and actually helped him succeed because he worked a lot with the student that was in REACH. So, I think the skills being taught in the program are being passed along to other students, and this helped the REACH student and the friend both bring up their self-esteems (Teacher E, personal communication, October 11, 2020).

Table 11
Teacher Responses to Students' Self-Esteem

Teacher A:	I think the students in the REACH program, their self-esteem has been able to increase by seeing their success. REACH students also gain confidence through the love and care that the REACH program gives them as well as the support from the teachers on campus.
Teacher B:	I think the REACH student's that used the program to its effectiveness, had a feeling of ownership, like they know what to do. These students knew how to ask for help. They didn't feel paralyzed.
Teacher C:	REACH helps them break through these barriers that are holding them back and gives them the confidence to ask for help.

Teacher D: He learned how to be a leader and how to use his talents. And that's the big one for me that just comes into my head anytime I think about self-esteem and REACH.

Teacher E: REACH students advocating for themselves.

Research Question #2

1. How did the REACH program help you with your academic achievement (see Table 12)?

Student A

Well, before I entered REACH I had a 1.2 GPA and by the end of the year I finished with a 3.5 GPA. I think what helped me again was just having a ton of people ready to help me and having the tools to be successful and having the resources during the school day, but also after school. Being able to get that extra help outside of the 80-minute class period was really helpful. So, the REACH program definitely opened some doors for me, and it gave me the tools to realize like, "Oh, once my grades go down, I don't have to stop trying". I learned time management, reaching out to teachers, how to approach a teacher, how to ask for the help and get the help that I needed, how to communicate with staff and people in places of authority, how built a relationship with them and just get missing work in (Student A, personal communication, October 18, 2020).

Student B

The REACH program has helped me tremendously in having good grades. REACH taught me different study habits and ways to communicate with my teachers, and after-school REACH has helped me tremendously. I'm able to get a lot of help and have a quiet place to focus and study. I also received help from tutors. I didn't have a

tutor before REACH and at first it was a little different because I wasn't used to having a person to help me through it. It was uncomfortable. Then after a while, I was able to get used to the tutor and to have them be able to help me, so it was actually better in the long run and just made things a lot easier (Student B, personal communication, October 15, 2020).

Student C

After school REACH and tutoring, going in there to work with my tutor, having him help me with bio and math, just overall helped me keep my grades in check. REACH also tells me whenever I have missing assignments, so I am able to get on that in REACH class or after-school and get that done. I went from having 20 missing assignment to only a couple then to none. My grades have gone up because all that support REACH gives me. They push me to finish my assignments in class and with them, so I don't have to do the work alone at home because most of the time I am busy and won't do it (Student C, personal communication, October 4, 2020).

Student D

I think REACH has help me bring up my grades because of the different things we learn in class about like how to do MLA formatting and work citation. I didn't know that I was getting marked off for some of these things and when I do it right then I get a better score. Then that helps raise my grades in general. REACH also teaches us different skills and just helps remind me to do my work or turn in all my late work to get credit and then that will help raise my grades and GPA. REACH also shows us how to use all the different apps to help us prepare for test like Quizlet. I use that a lot now for flash cards (Student D, personal communication, October 4, 2020).

Student E

REACH helps me a lot with my grades because it doesn't necessarily do things for you, but they do a lot of behind-the-scenes things to help with the small things, like writing emails to teachers and reminded them like "Oh, they finished this assignment," because the teacher may have forgotten to update our grade. Or just small things like reminding us to set up a test that we weren't there for or encourage us to ask our teacher if we can retake a quiz or do test corrections. All this stuff is too hard to do ourselves. Sometimes, REACH forces us to have tutors even if we don't want it or don't like it. But it does help a lot. It helps me get my work done and gets me more comfortable talking with people. I used to be afraid of tutors and to ask for help. I didn't want them looking at my work, but I learned that they are just there to support me and help me (Student E, personal communication, October 12, 2020).

Table 12

Student Responses to Academic Achievement

Student A:	I think what helped me again was just having a ton of people ready to help me and having the tools to be successful and having the resources during the school day, but also after school.
Student B:	REACH taught me different study habits and ways to communicate with my teachers, and after-school REACH has helped me tremendously.
Student C:	After school REACH and tutoring, going in there to work with my tutor, having him help me with bio and math, just overall helped me keep my grades in check.
Student D:	REACH also teaches us different skills and just helps remind me to do my work or turn in all my late work to get credit and then that will help raise my grades and GPA.

Student E: REACH helps me a lot with my grades because it doesn't necessarily do things for you, but they do a lot of behind-the-scenes things to help with the small things, like writing emails to teachers. REACH forces us to have tutors even if we don't want it or don't like it. But it does help a lot.

Research Question #2

1. How did the REACH program help your student with their academic achievement (see Table 13)?

Parent A

It's amazing the amount of support that we have received from the REACH program. My daughter had a very difficult time keeping up with the course load in most of her classes. She constantly fell behind in a lot of her classes due to the pace of the class. She struggled to complete and turn in her assignments, and she wasn't understanding the material. REACH helped her organize her assignments in a planner weekly to show her what needs to get done. They also provided her with tutors to help her understand the material she was confused with and gave her time in class to work on her missing assignments. She constantly had people helping her and rooting for her. This helped her grades go up and helped her stay on top of things. Knowing that she has people that are paying attention to her and really supporting her is just amazing. She just feels so good when she receives an email from the staff saying, "Listen, we're rooting for you and good job but don't forget to get these things done. It's going to be important." I mean, these constant emails and reminders really made a big difference (Parent A, personal communication, October 4, 2020).

Parent B

The reason why my child's grades and GPA have gone up is due to the grade reports that the REACH program provides to me. These grade reports are the number one most helpful thing that REACH has been able to offer me as a parent. Every couple of weeks, the REACH staff will send out a grade report with the exact missing assignments outlined that way I can help her get back on track. If I could get that every other day, that would be so beneficial. I know it's not their job to do that, but when they have done it, it's like a Bible for me. I am looking at that and say, "okay, let's work on this". And we do. We work on her assignments together. For me, it's a visual guide and lets me be able to help my daughter with her academics. The great thing about the REACH program is it keeps us motivated and on track, because she can slip off track very easily. But when we receive those reports and when she attends the REACH class, and does after-school and tutoring, her grades do improve, and she is able to get her work done. And, again, it's just that extra boost of support and help that she's able to get with REACH, that helps her get her assignments completed (Parent B, personal communication, October 30, 2020).

Parent C

What happens with my student, I mean probably with most students. But what happens is, he'll get behind in assignments. It usually starts with him missing a couple of days of school, from being sick and already being behind on some upcoming projects, assignments or tests. Assignments won't get turned in and then they start to pile up. As more stuff comes in, he starts to become overwhelmed. And at that point, that's when the crash comes. The big crash and the, "Oh my gosh, how do I get out of this? How's this going to happen?" And then the stress and all the emotions that he goes through when he

self-reflects and realizes how he got here. Then he is in a situation of, how do I get out of it? and is it even possible?"(Parent C, personal communication, October 4, 2020).

And then comes the REACH program ready to help him raise his grades and GPA by helping him get his assignments in, letting us know when things aren't turned in, helping him prepare for his tests a head of time, not waiting for the last minute, and providing tutors. REACH helped him create a plan and gave him a chance to fix things before it was too late. That really helped him fix everything before it was too late. The REACH program was there with him every step of the way teaching him how to stay on top of things, be accountable, and take ownership of his academics. The staff took care of things, looking into things, constantly communicated through emails, calls, texts and things like that, it's just helped a student and a student's father like us to just still be here, hanging in there. Because I already know if it wasn't for REACH, we wouldn't be there, and I know the REACH program is effective because he is still at this school (Parent C, personal communication, October 4, 2020).

Parent D

My children's grades have raised because of the REACH program. And especially the part of the REACH program where they are engaging with the student in the classroom, outside the classroom, and even at home, "Hey, did you get this in? Why don't you CC me? Email the teacher, let me know too, I will get on the teacher as well." It's that support that they have. It's the support that they gather from the teacher, it's that extra help that they need. I mean, it's like I said, coming to a brand-new school and not knowing anybody and just knowing, just because they play sports, just knowing the football team, on campus it's not enough. REACH has given my children self-esteem,

friends, better grades, tutors, resources, extra love and support. Gosh, all of it helps and REACH has been in every aspect of the word a savior for my kids (Parent D, personal communication, October 11, 2020).

I have seen my children grow socially, emotionally, mentally, and spiritually. I have seen my children grow because I have a few there, I've seen them grow into an adult, not just a teenager, but a young adult. Making decisions and being responsible because REACH wants them to be, and they tell me, "I have to be at school until five because I'm going to Extended REACH". REACH holding my kids accountable for their work not being done or their work getting done, this has helped them grow in so many different ways. I thought they wouldn't get there and hoped maybe they would in college, but being a part of REACH program, it's nice to see that they were able to hit these landmarks in their lives, on their own and with REACH. I mean, as a parent, I can only do my best and try my best, but it takes a village and REACH has really been that village for me and my children (Parent D, personal communication, October 11, 2020).

Parent E

Before the REACH program, she had very poor grades and below a 2.0 GPA. And what I can tell you today is that her GPA is a 3.45. Which is only slightly below my son. He's has very little issues with academics. He's always excelled in that area. So, he didn't like that. He was only slightly better than her. He's at 3.5. But in terms of grades, I would say the REACH program increased her grades at least a grade and a half, maybe two. In some classes she always did well. But in others, such as Math and English, and Science she always struggled. And so, in those areas, she may have gone from an F up to

a B and A. Which is where she is now. Again, that's huge (Parent E, personal communication, October 12, 2020).

It really is about accountability in the REACH program. The staff is constantly working with the students going through class assignments, or missing work, scheduling meetings and tutoring, and communicating with the parents and teachers. That repetition has been taught to her, drilled into her, the notion of accountability and structure. Where, I don't think she had that in the first place. And she's far more structured now than she ever was. Oftentimes I'll come up and I'll go, "Hey, listen. What about that?" "Yeah dad. I'm just finishing it right now"(Parent E, personal communication, October 12, 2020).

Table 13

Parent Responses to Student's Academic Achievement

Parent A:	REACH helped her organize her assignments in a planner weekly to show her what needs to get done. They also provided her with tutors to help her understand the material she was confused with and gave her time in class to work on her missing assignments.
Parent B:	When we receive those grade reports and when she attends the REACH class, and does after-school and tutoring, her grades do improve, and she is able to get her work done. And, again, it's just that extra boost of support and help that she's able to get with REACH, that helps her get her assignments completed".
Parent C:	The REACH program helped him raise his grades and GPA by helping him get his assignments in, letting us know when things aren't turned in, helping him prepare for his tests a head of time, not waiting for the last minute, and providing tutors.

Parent D:	REACH has given my children self-esteem, friends, better grades, tutors, resources, extra love and support. Gosh, all of it helps and REACH has been in every aspect of the word a savior for my kids.
Parent E:	It really is about accountability in the REACH program. The staff is constantly working with the students going through class assignments, or missing work, scheduling meetings and tutoring, and communicating with the parents and teachers.

Research Question #2

1. How did the REACH program help at-risk students with their academic achievement (see Table 14)?

Teacher A

I think the best way the REACH program helped grades and GPAs increase is really by just being a bridge between a student, who traditionally may act out if they got a low score on a test or a quiz or a homework assignment. REACH really helped these students build a bridge to their teachers and taught them how to be advocates for themselves. This is what caused their grades to raise (Teacher A, personal communication, October 10, 2020).

REACH also has helped these students see that they can be successful. And that's because REACH really took the student, who would normally not ask for help, and said, "Hey, no. We'll come and advocate alongside you". And build that bridge with teachers and allowed those students to be successful (Teacher A, personal communication, October 10, 2020).

I have many students that come in as a freshman into my class and think that school is not for them. They don't feel successful but when they get into the REACH program they learn what it takes to be successful. Many of our REACH students come from a public school that didn't offer resources that REACH provides. When students take advantage of the support, tutoring and after-school program they see success, their GPA increase, and they graduate from the program" (Teacher A, personal communication, October 10, 2020).

Teacher B

So, I guess one would be getting assignments done. Two would be done on time. Those are two different things, but when REACH students started to do these two things their grades started to up. Many students from the REACH program were able to become increasingly consistent at getting things in on time. Because they started coming to tutoring more often and taking ownership of their learning and recognizing the fact that they needed extra help. These students caught the message REACH was teaching them and started to become much more consistent. The REACH students whose grades improved were the ones that took the REACH programs advice, took ownerships of their academics, got their assignments done, and came in for tutoring (Teacher B, personal communication, October 11, 2020).

My favorite line was from a REACH student last year. He was missing a bunch of assignments, and came in and was like, "I don't expect full credit, but I'll take half credit for this" And I was like, "Okay, I'll meet you." So that negotiation skills, the humility to say, "No, I don't expect you to compensate me fully for not great choices, but what can we do?" Meet halfway in the middle. I think those negotiation skills improve

self-esteem, again, because it's a matter of ownership's now in my control (Teacher B, personal communication, October 11, 2020).

Teacher C

One of the best parts about the REACH program for these students is the accommodation plan, where a team of caring adults, who realize that these students need help and not necessarily in a way where they need an actual accommodation plan. But in a way where, they are taken care of and taught proactiveness, responsibility, accountability, and stuff like that. So, having REACH, I think is a big part of defeating the "I can't mentality" that these students have. And so, without this program, a student doesn't do an assignment, they get a zero. For a student who is in the REACH program, who normally they'd see that and go, "Well, I guess it's done. It's over" (Teacher C, personal communication, October 15, 2020).

But in REACH, they're asked questions, they're held accountable. It's like, "No, it's not done. And we're going to take care of this. Your grades can be good. And we are going to work on this." So yeah, I think the main part is, again, defeating the "I can't mentality" and the REAH program being somebody there who's going to follow through with them and literally make them... You can't just say "I'm defeated. I can't do this, or I'm not going to do this." Now because of REACH, It's like, You thought you were going to get away with this. You're not. Now, let's get to work. These are the things that helped REACH students grades go up (Teacher C, personal communication, October 15, 2020).

Teacher D

This one's harder for me because the grades don't always lodge in my brain the way the other ones do like classroom behavior and self-esteem. However, I did have another REACH student who also had a huge boost in self-esteem and told me straight up at the beginning of the year, "Oh, I don't do well in school". And it was really cool to see a student realize that it's not all about preconceived intellect or intelligence. It's about choices and work and work ethic. And this was really cool to see him and other REACH students, by the end of the year, realized that it's not about this intelligence or the smartness we talk about, but it's just about effort (Teacher D, personal communication, October 13, 2020).

And he was a student who I saw his grades go up because he learned in REACH to just put forth the effort and to make school a priority. And it was really cool to see him succeed. I saw him two days before my last day as a teacher. And he was just... I don't know. He seemed way more confident than he was the first day I met him. I guess, relational, again not just the ability to succeed in school, but I got to see him blossom as a person. He went from never wanting to ask questions or answer questions to answering it. And I don't know. I get excited about that. And once again, he was another student who I got to see when I was leaving and just the conviction and how him and other REACH students say hello. I just look at that and I think it's a huge success, because they're not just saying hello to each other on campus anymore. I think that they are legitimately caring for each other in a way that I wish more high schoolers would. And REACH is to thank for this (Teacher D, personal communication, October 13, 2020).

Teacher E

Most REACH students don't turn in work which greatly impacts their grades. REACH does a fantastic job communicating with these students and gets to the bottom of things, like why didn't you do any of these assignments? Do you need more time? Do you need help? Is there something going on? REACH isn't just there to give them the ability to make up their work, REACH is there to give them that extra tender, love and care as well as provide them with a place to go and the support necessary to help them complete their assignments. REACH also even gives them that like lifeline to be like, well, you need to talk to this teacher if you're not understanding the material and encourages them to attend tutoring and office hours. I mean, REACH has definitely benefited these students and has given them the confidence to get their work done which automatically helps their grades (Teacher E, personal communication, October 11, 2020).

I have seen many REACH students benefit from this program. When they first came into my class, they were really disengaged, and I don't think they had a lot of confidence that they could do it. But throughout the year, I have seen more involvement from them. There was a switch where they started asking more questions. And I think they started to understand the material more, but it was because they started reaching out and we started communicating better. And I honestly think REACH helped me communicate better as well, because I definitely struggled on my own. And REACH facilitated something that really gave me the ability to communicate with these kids (Teacher E, personal communication, October 11, 2020).

Also, their work is getting better. Like the things they turn in, they are putting thought into their work and it's coming out right. All they need to do is just do their

work. And when something comes up, I am thankful that the REACH program lets me know that huge stuff is going on that is out of their control. But when REACH students are turn in the work, they are doing it right. And they are passing my class. I'm thankful for REACH and what they have done for these kids. They just seemed more confident, and they are able to work with their peers more. But I definitely see a change. Their entire attitude has changed and their confidence to complete the work is there. Now, they want to study and get good grades on their work and exams. And I think that's great, that they know that they can achieve that level of success, especially in my class (Teacher E, personal communication, October 11, 2020).

My REACH students now hold me accountable because sometimes I forget to put grades in and they're very much like, I want to see my grade go up. And I am like, absolutely. Let's get this done. So honestly, it brings me so much joy to see them be happy of their successes and it's not even an expectation. It's just that they want that encouragement. And I love that the REACH program has helped these students, that means more to me than anything (Teacher E, personal communication, October 11, 2020).

Table 14

Teacher Responses to Students' Academic Achievement

Teacher A:	When students take advantage of the support, tutoring and after-school program they see success, their GPA increase, and they graduate from the program.
Teacher B:	Many students from the REACH program were able to become increasingly consistent at getting things in on time. Because they started coming to tutoring more often and taking ownership of their learning and recognizing the fact that they needed extra help.
Teacher C:	The REACH program teaches students proactiveness, responsibility, and accountability. I think the main part is, again, is defeating the "I can't mentality" and the REACH program being somebody there who's going to follow through with them and literally make them. These are the things that helped REACH students grades go up.
Teacher D:	I saw his grades go up because he learned in REACH to just put forth the effort and to make school a priority.
Teacher E:	REACH provides them with a place to go and the support necessary to help them complete their assignments. REACH also even gives them that like lifeline to be like, well, you need to talk to this teacher if you're not understanding the material and encourages them to attend tutoring and office hours.

Research Question #3

1. How did the REACH program help you with your academic achievement (see Table 15)?

Student A

Before REACH, I wasn't super focused in the classroom. The classroom was a social environment for me. And like I said, I like going to school because there's people there. So, I would just look around the classroom and see who I could talk too and not really do anything. The REACH program made me realize that I want bigger things for my future than just to go to a community college, which I thought my entire life and I didn't have any other aspirations besides that. Until I saw how much REACH was helping me with my grades and teaching me different skills to be more successful. So, I started shutting up in class and listening to my teachers and wanting to get my work done and not just goof off. REACH taught me you got to work for it. It's not just handed to you. No matter how much money you have, however. You could pay for the Harvard tuition, but if you're not trying in school, you're never going to reach there (Student A, personal communication, October 18, 2020).

Student B

The REACH program has improved my classroom behavior by giving me more confidence to ask questions when I need help. It also gave me different ways to communicate with my teachers and the ways I should approach them. REACH helped me learn how to be successful in the classroom. Like, code-switching. We need to match the environment we are in. We also need to put the work in. Come to class on time, pay attention, do the work. We need to want it" (Student B, personal communication, October 15, 2020).

Student C

The REACH program made me realize how much I was off task. Actually, how much the entire REACH class was off task. And we would get off task a lot. We would be on our phones, playing games on our iPads, watching shows, looking at our social media. Then we would call each other names and be mean to each other. But the REACH teachers would always call us out and check us about our behavior (Student C, personal communication, October 4, 2020).

One thing that really helped us stop being mean to each other was the notebooks that REACH gave us last year. The REACH teachers said that instead of saying things out loud, we'd have to write it down. I feel like that completely shifted the classroom behavior and we all started getting along a lot more because of that (Student C, personal communication, October 4, 2020).

Another thing I learned was how to be quiet a little more because I talk in class a lot. REACH made me realized, "Hey, when I'm talking in class, I'm not hearing anything the teacher is saying. It's going in one ear and coming out the other", so by being quiet and just sitting there and listening, I will understand what going on and I won't have to deal with doing my work later because I can get it done in class (Student C, personal communication, October 4, 2020).

Student D

REACH has helped me changed my classroom behavior because I struggled a lot with staying focused in class and I wouldn't pay attention, but kind of zone out a little bit or start talking to my friends. I was also really scared to ask questions if I was lost. REACH taught me different strategies to pay attention like taking notes, removing my distractions,

sitting in the front of the class, creating a checklist. I am now able to pay attention easier because of the little tricks REACH has taught me (Student D, personal communication, October 4, 2020).

Student E

In class I used to just sit there and listen, but I wouldn't really remember anything or get anything out of it. I would mostly forget everything I just heard. I learned in REACH how to take notes to help me remember the information. So, now I've started taking more notes and not just writing down everything the teacher says but writing down the important details I have to remember for later. I also write down reminders, only the important things like test dates and things that are going to be on the test, so I don't forget them because I have trouble with remembering if I just sit there (Student E, personal communication, October 12, 2020).

Table 15

Student Responses to Classroom Behavior

Student A:	I started shutting up in class and listening to my teachers and wanting to get my work done and not just goof off. REACH taught me you got to work for it.
Student B:	We also need to put the work in. Come to class on time, pay attention, do the work. We need to want it.
Student C:	Another thing I learned was how to be quiet a little more because I talk in class a lot. REACH made me realized, "Hey, when I'm talking in class, I'm not hearing anything the teacher is saying. It's going in one ear and coming out the other," so by being quiet and just sitting there and

listening, I will understand what going on and I won't have to deal with doing my work later because I can get it done in class".

Student D: REACH has helped me changed my classroom behavior because I struggled a lot with staying focused in class and I wouldn't pay attention. REACH taught me different strategies to pay attention like taking notes, removing my distractions, sitting in the front of the class, creating a checklist.

Student E: In class I used to just sit there and listen, but I wouldn't really remember anything or get anything out of it. I would mostly forget everything I just heard. I learned in REACH how to take notes to help me remember the information.

Research Question #3

1. How did the REACH program help your student with their classroom behavior (see Table 16)?

Parent A

REACH made my daughter sit in the front of all her classes and if she didn't the teachers made sure to place her in the front because REACH told them too. This made my daughter pay attention and be more engaged in the classroom. She wasn't able to get distracted or hid from the teacher because she was right there in front. REACH also made sure that my daughter was sitting next to other students in her classes that earned good grades. The purpose of this was for my daughter to have a good example of a student and to have someone that could help her if she was struggling. At first, she hated this and was upset with REACH about this but then she learned that this was the best thing for her. She couldn't get off-task, she couldn't be a social butterfly, she couldn't hide. REACH made her step outside her comfort zone and this made her blossom. Now, she participates

in class, she asks questions, she is involved and understands what's going on because she is right in the action. Her self-esteem has increased because of this as well as her grades. REACH sure knew what they were doing, and I am grateful for this program (Parent A, personal communication, October 4, 2020).

Parent B

My child's behavior has drastically improved because of the REACH program. She was shy and quiet. She never asked for helped. You wouldn't even know she was in your classroom. She was constantly lost in class and didn't know what was going on. But she has participated more in REACH program. She doesn't say that she doesn't want to go to REACH or doesn't want to be a part of that, like she did early on. I think she finds value in it. I think she knows that this is a program that can help her and support her. She has gotten much better about going to Extended REACH and receiving tutoring. The support she received in REACH has helped her in her other classes as well. Because now, she has the confidence to raise her hand and speak out openly in class and ask for help, or even just contribute to say what she knows and what she's thinking about. The REACH program has help her improve in these areas (Parent B, personal communication, October 30, 2020).

Parent C

In the classroom, he is more interested and is focused on what he is doing. I am no longer getting emails from teachers saying he has 22 missing assignments, or he has a 36% in this class. These emails were just devasting because I would get these emails from classes, three or five of them, where he'd be doing bad and may not pass. We haven't been getting those lately. This took a toll on us. It really upset us, stressed us, and tired us out.

Not from the emails, but from the performance that my son wasn't doing or the lack of performance and effort. But we haven't been getting those emails anymore. His behavior has changed in the sense of turning in his work, putting effort into his work, and engaging in the classroom. He knows what's going on so that way he knows what to get done which in return makes him feel good. It's the whole process of the REACH program manifesting itself and now he's thinking about his actions and the consequences that he will have to face for those actions. The REACH program is starting to get through to him, which I thought was possible (Parent C, personal communication, October 4, 2020).

The REACH program is the most important thing that he's learning at that school right now. The REACH program is teaching him about life and these skills that he is learning are so important because now he will be prepared for every job, and how he conducts his life, and in everything else he does. He is going to take the REACH program and learn not to just to get by in his classes but learn how to be responsible, discipline, self-motivated, accountable, prioritize, not wait till the last minute, and not do the bare minimum because he is really good at that. His intentions are good, but he get sidetracked so easily. The REACH program and the extra accountability that you all hold him too, I know is the only reason why he's still going to that school (Parent C, personal communication, October 4, 2020).

Parent D

The REACH program helped my children's classroom behavior an incredible amount. Coming into the REACH program at first and just in high school in general, one thing I would telling them, you need to be your own advocate. You need to be your own advocate, if you cannot, then you need to tell me so that I can help you. And

unfortunately, that felt right through the crack. Nobody was saying anything, things were happening too fast, they didn't understand, they didn't want to ask, but REACH taught them too, saying no, we'll go together and together we will be your advocate (Parent D, personal communication, October 11, 2020).

The first example that comes right to my mind is the food that the REACH program provides to my children. They have peanut butter and jelly sandwiches, cup of noodles, bars, chips, and drinks in both the REACH classes and in Extended REACH. I love my children to pieces; they are bright and intelligent. However, when they don't have a snack and are hungry. Their whole world is turned upside down. Everything is completely wrong, when it really isn't. But REACH know this and is prepared for them. As soon as they enter the class their snacks are right there for them. It's amazing. This helps my children because instead of being hungry and unable to focus. They now have the energy to get through class and get their work done (Parent D, personal communication, October 11, 2020).

Another example is the REACH program limits the distractions for my children in class and at home. When we started with REACH and with each child of mine, I have gone through this, where it's exciting, we're at a brand-new school, they have an iPad for the first time. They are now able to access all their social media on this device and watch movies and shows and play games while being in class. Each child was distracted by the device instead of pay attention in class. The REACH program stepped in and worked with me to block these accounts from their iPads at school and to limit their usage at home. Now, my children can pay attention in class and participate since they don't have the distractions anymore (Parent D, personal communication, October 11, 2020).

Parent E

In class, she was afraid and timid. She used to run into a situation that she didn't understand or couldn't comprehend. She was scared to go to class because she never knew what was going on. She just sat there quiet, not understanding the material being taught. Then she fell behind and instead of doing the things that she now does; she would regress and step back. And almost closed her eyes and assumed that if I don't think about it long enough, it's going to go away. Until one missing assignment become five, and five become 10 and 10 become a D in a class. And now she is in a hole, she can't dig herself out of. She quickly ran away from things that concern her, scare her, or things she couldn't figure out. Whereas now she willing to take on the challenge. She is participating in class, she is raising her hand answering and asking questions, and engaging with her classmates and teacher. The REACH program has put her in an environment, where it's safe to not know and be able to ask questions or to ask for help. She now knows she can't avoid things and that she needs to face them head on because they aren't going to just disappear and go away. Also, she realizes that her teachers are here to help her, and support her, and will do anything they can to help her be successful. All she has to do is ask (Parent E, personal communication, October 12, 2020).

Table 16

Parent Responses to Student's Classroom Behavior

Parent A:	REACH made my daughter sit in the front of all her classes. Now, she participates in class, she asks questions, she is involved and understands what's going on because she is right in the action.
Parent B:	She has the confidence to raise her hand and speak out openly in class and ask for help, or even just contribute to say what she knows and what she's thinking about. The REACH program has help her improve in these areas.
Parent C:	In the classroom, he is more interested and is focused on what he is doing. His behavior has changed in the sense of turning in his work, putting effort into his work, and engaging in the classroom.
Parent D:	Each child was distracted by the iPad instead of pay attention in class. The REACH program stepped in and worked with me to block these accounts. Now, my children can pay attention in class and participate since they don't have the distractions anymore.
Parent E:	Now, she is participating in class, she is raising her hand answering and asking questions, and engaging with her classmates and teacher. The REACH program has put her in an environment, where it's safe to not know and be able to ask questions or to ask for help.

Research Question #3

1. How did the REACH program help at-risk students with their academic achievement (see Table 17)?

Teacher A

Oh my gosh, classroom behavior has changed immensely. Before REACH students would act out in a lot of ways, they would feel depressed in class, they would feel frustrated in class. Now, they have a place to go with REACH and be able to let off some of that steam. REACH students don't need to be as frustrated. They know, because of REACH, that they have advocates on their side. People who just are simply there to help them be successful. And that always helps improve classroom behavior. And they're also able to now come back into class and feel like, okay, I don't need to act out because REACH has given me other tools, like advocacy and even simple skills, like test-taking skills. Those are the things that have helped improve their classroom behavior, because now they have the foundation of skills that allow them to be successful in class (Teacher A, personal communication, October 10, 2020).

A perfect example would be one of the REACH students who I had last year. He didn't experience a lot of success in school and within the first couple of months of being in REACH, he went from somebody who didn't really talk a lot in class, and he didn't really engage with a lot of other classmates, to someone who would not stop answering questions. He just felt super empowered, and he felt like he really could be successful once he learned how to engage and participate. And it was a great opportunity just to watch him grow over the course of the year in a way that I don't think he even knew that he could be successful in (Teacher A, personal communication, October 10, 2020).

Another student that I love to talk about is didn't have REACH his freshman year. And he struggled constantly in class. He was a great kid but just didn't have the resources available to him. Then his junior year, he was placed into REACH and we got to see him be successful. He was able graduate, and that was something that was a huge success for him and his family and that helped improve his life forever, because the REACH program intervened. The REACH program helped him take those next steps forward in his life and helped him earn a scholarship to play football. Now he's attending college (Teacher A, personal communication, October 10, 2020).

Teacher B

Classroom behavior. I have the perfect example. I have one student from the REACH program whose energy goes in the wrong direction, which is almost dangerous in the sense of classroom management. Because he is an automatic influencer, and he will just take the whole class with him. So, the recognition on his part was huge when he caught himself in class and was like "Okay, I'm ready to listen." And it took about two and a half minutes for him to figure that out, because I kind of gave him one of those stares. But the fact that he caught himself... And he wasn't trying to be rebellious. He's just Mr. Energy and constantly out of his sit, moving around all over the place, going up to other students while they are trying to listen and pay attention. He just didn't understand, and it didn't even phase him. Again, he wasn't trying to be rebellious. He wasn't trying to be rude. He just did not understand and needed someone to teach him the appropriate behavior in the classroom. For instance, you would ask the class a question and instead of him raising his hand to tell you the answer he would just spit it out.

REACH was able to teach him classroom etiquette which helped his classroom behavior tremendously (Teacher B, personal communication, October 11, 2020).

Teacher C

The first major one for classroom behavior is REACH students never wanted to sit close to the front, but REACH students need the front. So definitely when REACH students are in the front, close to the teacher, that's the first level of accountability. I need to sit up, I need to have my eyes open, I need to be paying attention. The second part of classroom behavior is sitting REACH students amongst I don't know, I guess, amongst students who are, I guess high performing or among students who do pay attention in class. When students start to separate themselves and vibe around different people, it changes the behavior, I think quite a bit. And then also I've noticed a lot in REACH students that fear, is a thing. And I'm not sure where that develops, but fear that maybe the teacher won't listen to them and maybe they really do have an excuse for why something happened, but they've made that excuse so many times before. They feel that we aren't going to listen to them (Teacher C, personal communication, October 15, 2020).

And so, I love it when a REACH student has the courage to ask me about something in class or try and correct something, "Hi, Mrs. *****, you didn't put in my grade for this. Can you please fix it? Thank you." A REACH student normally wouldn't do that. But being in REACH now, students are given the courage and the tools to be able to communicate with the teacher when something really is wrong, and something needs to be addressed (Teacher C, personal communication, October 15, 2020).

Teacher D

Classroom behavior... Oh, man. I think that's the biggest thing I've seen with the REACH students is that classroom behavior is the cornerstone where a lot of the other stuff comes into play. The grades go up as well as their self-esteem when students learn to pay attention and take notes. All the REACH students started taking notes in my class and paying more attention to my lectures. And because of that, their grades didn't drop, and they became more confident in the classroom. They have honed into talking to the teacher, letting the teacher know, "I'm here. I'm here. I'm here." And something I've noticed with every one of my REACH students, when they come into class they say hello and they say goodbye when they leave. And I can't tell you how many students, because it's all of them. Their behavior began to shift because as they became present, everything else fell into place. And that was something that I loved to see (Teacher D, personal communication, October 13, 2020).

One of the REACH students, where I saw his biggest shift, was he started taking notes during my lectures. And I don't require notes to be turned in. But, because of REACH they learned that notetaking is a good habit. And because of this, his classroom behavior changed. He would come to class and I could see him take his notebook out. Something just clicked. So, he would be a student... And several other REACH students. But the behavior that I saw with them was an absolute shift from the moment they entered REACH to even being in there for a little bit (Teacher D, personal communication, October 13, 2020).

Also, there are a lot of REACH students I've seen just learning how to interact in small ways, like how to say hello to a teacher, how to write an email. That's another big

one with classroom behavior. I can picture several emails I got at the beginning of this year that, “Oh, man. This student wrote a real email.” They didn’t say “u” they spelled “you” out and didn’t use the number two they use “to”. So that’s a huge thing. I haven’t seen any REACH students send out emails that weren’t professional. And I think that’s a huge stamp for these kids’ success, that they could know how to write an email (Teacher D, personal communication, October 13, 2020).

Teacher E

Those iPads are killer when it comes to classroom behavior. REACH students were just so distracted. They would be watching shows, playing games, on their social media. I would have to constantly move around the room to manage this problem and tell them, “Hey, you can’t be watching shows in class”. But that doesn’t happen in my class anymore. That’s not even a concern that I have. I don’t have to fight them about it. Like I actually forgot that it happened because I worked with REACH very extensively being like, Hey, this is an issue. These students are doing this. They’re playing these games in my class, they aren’t paying attention. And about, I think midway through the semester, it just went away. The REACH students stopped doing it. I’m really happy because once REACH students got rid of that distraction from their iPads, it was like, wow, they can actually engage. They can participate. They’re raising their hands. They’re wanting to ask questions. They’re wanting to be involved. Whereas before they were lost because they didn’t know what was going on because they weren’t paying attention. I thank REACH for that, and I do think it’s super funny. That I had that issue and I completely forgot about it (Teacher E, personal communication, October 11, 2020).

Table 17

Teacher Responses to Students' Classroom Behavior

Teacher A:	He didn't experience a lot of success in school and within the first couple of months of being in REACH, he went from somebody who didn't really talk a lot in class, and he didn't really engage with a lot of other classmates, to someone who would not stop answering questions. He just felt super empowered, and he felt like he really could be successful once he learned how to engage and participate.
Teacher B:	So, the recognition on his part was huge when he caught himself in class and was like "Okay, I'm ready to listen."
Teacher C:	REACH students are in the front, close to the teacher, that's the first level of accountability. I need to sit up, I need to have my eyes open, I need to be paying attention.
Teacher D:	Classroom behavior is the cornerstone where a lot of the other stuff comes into play. The grades go up as well as their self-esteem when students learn to pay attention and take notes. All the REACH students started taking notes in my class and paying more attention to my lectures.
Teacher E:	I'm really happy because once REACH students got rid of that distraction from their iPads, it was like, wow, they can actually engage. They can participate. They're raising their hands. They're wanting to ask questions. They're wanting to be involved.

Research Question #4

1. How did the REACH program help you with your relationships with peers and teachers (see Table 18)?

Student A

I made new friends in REACH. The REACH students aren't cliquey at all, but they all just know each other. And they were like people I thought were interesting. I thought they were all really cool people. I was surprised that they were all really down to earth people who have fun ideas and are nice to talk too. I saw them as just being loud and falling in the quad. In REACH, I learned to pick what I say more because you never know what someone's going through. You don't know what someone's home life looks like. And you don't know if their parents tear them down constantly and call them stupid. So, I think especially when you're in the class and you're talking to these people, you learn boundaries more and definitely gave me a different perspective of boundaries. I like that I get to know them better and be more vulnerable. REACH is a good bonding experience (Student A, personal communication, October 18, 2020).

REACH helped me build better relationships with my teachers. I learned that teachers appreciate it when you come in after class. It clearly shows effort and shows that you want to do better and that you want to do well in their class and when reaching out, teachers take that to heart. And they like seeing students who try hard and talk to them and try to understand the content, because that's showing that you're learning and you're trying to do better and you're improving (Student A, personal communication, October 18, 2020).

I became closer with some of my teachers, even teachers who I didn't particularly like. I would go visit them in class or hunt them down. And not only was I talking to them in classes more, but I'd also see them in the halls, and I'd be like, "Oh, how was your weekend? How was this?". REACH made me feel like less people were working

against me and more people were working with me (Student A, personal communication, October 18, 2020).

Student B

The REACH program has helped me tremendously with meeting new people and making new friends. I have also learning how to communicate better with my peers and teachers, and this has given me more confidence to meet new people. REACH has several events for people's birthdays and for the holidays, which made me interact with my peers and teachers more. I am able to now connect with them on a more personal level and understand who they are. This again makes it easier for me to make new friends. I have also gained a lot more confidence in communicating with my teachers and asking questions when I need help. Now, teachers know me, and this has definitely helped our relationship (Student B, personal communication, October 15, 2020).

Student C

With my peers, again, referring back to the notebook situation. REACH taught me that we shouldn't just constantly talk crap about each other in person even if we are joking. It' hurtful and offensive. And we don't know what someone is going through. So, REACH told us to write down the things we want to say in a notebook, and no one would ever find out about what it said and that I feel like helped me with my relationships with my peers. Because I learned to keep thinks to myself and to think before I speak. This really changed the class attitude, behaviors and relationships (Student C, personal communication, October 4, 2020).

With my teachers, I have good relationships now. Because REACH was there. If I had something missing, my teacher would be like, "Hey, Ms. *** emailed me. Do you

need any help in class?”. This showed me that my teachers actually cared about me and wanted to help me. This really helped my relationship with the teacher and my academics a lot (Student C, personal communication, October 4, 2020).

Student D

I’ve always felt left out of things with my friends that got really good grades. They would say something like, “Oh, I got a B on my math test and I didn’t even study”, like I couldn’t relate to them. So, it’s really nice to make new friends with students like me in the REACH program. We have the same struggles and school isn’t easy for us, but we are there to work together to become more successful. I really like being in REACH because I feel like I am a part of something. Like a family, where I feel safe to be myself and not get judged by people who are smarter than me (Student D, personal communication, October 4, 2020).

Before REACH, I would barely reach out to my teachers. I would barely talk to my teachers after a class or in the hallways, not because I didn’t care, but I didn’t really feel the reason to, or I was just kind of nervous too. Now, I’ve gotten to know my teachers a lot more because REACH has us reach out to them all time. We constantly send them emails in REACH class about our missing assignments, or questions we have. REACH encourages me to communicate to my teachers, so they know what’s going on. This helps my teachers know me better and helps me know them better, if that makes sense (Student D, personal communication, October 4, 2020).

Student E

REACH was helpful in making new friends. I feel like everyone is easy to talk too because we are all going through the same things. I feel like because I learn differently

like the others I am able to bring more to the conversation if we are all talking together as a group. I don't have to just agree with everyone else anymore. I can say what I think and have an opinion that everyone is going to respect and listen too. I can be myself and not get judged by others (Student E, personal communication, October 12, 2020).

REACH has taught me that teachers may seem like they're scary but they're not as scary as you think they are. And it's okay to not understand everything or to not get it the first time. It's also okay to say when you need extra time or extra help or an extension. It's also helpful when you ask teachers questions. So, now I have better relationships with my teachers since I have been doing these things. REACH also helped me learn that I can reach out to my teachers on my own and I don't have to wait for them to reach out to me. So, I've gotten more used to that, too (Student E, personal communication, October 12, 2020).

Table 18

Student Responses to Relationships with Peers and Teachers

Student A:	Peers: I made new friends in REACH. I like that I get to know them better and be more vulnerable. REACH is a good bonding experience.
	Teachers: I became closer with some of my teachers. REACH made me feel like less people were working against me and more people were working with me.
Student B:	Peers: The REACH program has helped me tremendously with meeting new people and making new friends. I am able to now connect with them on a more personal level and understand who they are.

Teachers: I have also gained a lot more confidence in communicating with my teachers and asking questions when I need help. Now, teachers know me, and this has definitely helped our relationship.

Student D: Peers: It's really nice to make new friends with students like me in the REACH program. We have the same struggles and school isn't easy for us, but we are there to work together to become more successful.

Teachers: Now, I've gotten to know my teachers a lot more because REACH has us reach out to them all time. We constantly send them emails in REACH class about our missing assignments, or questions we have.

Student E: Peers: REACH was helpful in making new friends. I feel like everyone is easy to talk too because we are all going through the same things.

Teachers: REACH has taught me that teachers may seem like they're scary but they're not as scary as you think they are. It's also okay to say when you need extra time or extra help or an extension. It's also helpful when you ask teachers questions. So, now I have better relationships with my teachers since I have been doing these things.

Research Question #4

1. How did the REACH program help your student with their relationships with peers and teachers (see Table 19)?

Parent A

REACH has helped my daughter make beautiful connections with her peers and teachers. She had a handful of friends that she was close with on her dance team but now she has new relationships with students who are musicians, band members, athletes, club leaders, in the science and math realm of things because many of these students are tutors for REACH or in the REACH classes. REACH does a great job of building student

relationships through the conversations they have in class to the parties they host. My daughter loves when REACH has parties. They provide pizza, cookies and drinks at lunch for a holiday or as a reward for the REACH students. She told me that she likes most about REACH is that everyone is involved, everyone is included from the REACH students to the tutors to the REACH graduates. It's like a family that keeps getting bigger and bigger (Parent A, personal communication, October 4, 2020).

Her relationships with her teachers have grown as well. Teachers aren't the enemy anymore, they are more of the ally, which she didn't think so before. She thought teachers were mean and didn't want to help her. REACH has changed her perspective on teachers and really helped her connect to her teachers on a deeper level. A big thing that I appreciate that REACH did was teaching her how to write a proper email that greets teachers and thanks them. This is important because it shows a sign of respect which hoping the teachers see and recognize. It makes me happy that she is connecting to her teachers and the REACH program is to thank for that (Parent A, personal communication, October 4, 2020).

Parent B

The REACH program is not about comparing students. The REACH staff focuses on each student's own strengthens and weaknesses and the goal are to get each student to the highest level that they can get to. Not having them push the other students down in the head to get them half an inch up. Which helps student's relationships with one another because they don't see each other as a competition. The REACH program also celebrates the successes of students and it doesn't have to mean getting an A on a test. Sometimes if they are struggling, getting a C on a test is a reason to celebrate. Sometimes

turning in all the assignments on time, is a reason to celebrate. And those are all small victories for everyone involved. The REACH program has really helped her feel a part of things at the school and helps her continue to work on being better as a student with her new friends there by her side (Parent B, personal communication, October 30, 2020).

My child's perception of her teachers has changed she knows now that her teachers really do care about her and want to see her succeed. Every interaction I've had with her teachers and the REACH program and the people involved, they've always been supportive of her. When teachers give her back that feedback, "hey, great job". I can see her face light up and her self-esteem goes up, and that little bit of extra pick-me-up, if you will, is what kicks in as part of this, so when she's successful and gets a win. It's fantastic. Her teachers and the REACH program have always let her, and I know that she's completely capable and that they are totally confident in her abilities. And so, I think it's helped her to know that the teachers are on her side, and they're not an enemy or someone to be afraid of. And yeah. So, I think it has helped her in a sense to know that everyone is on her side to see that she succeeds (Parent B, personal communication, October 30, 2020).

Parent C

Before if one of his friends were coming over or he was going to go somewhere with his friends, he would say "everything is done dad. It all done, don't worry" and not have nothing finished. But now he will say no to his friends or going somewhere because he wants to finish something for school. Now he's actually stepping up and doing what he has to do first and then go have fun with his friends. So, there's a difference in relationship with his peers because he's putting his priorities first. He knows with the

REACH program there is no way around this and now he's thinking about the consequences and then the feeling of accomplishment when he's doing well (Parent C, personal communication, October 4, 2020).

I believe his relationships with his teachers have gotten much better as well because they could see that he's actually trying. They are seeing more effort and they're seeing that he's trying harder, and they view him a little bit differently now. We don't like to label people, but we subconsciously just do that. Maybe now, they see him as a student that tries a little harder because I don't hear him blaming his teachers anymore. Because the biggest thing is he'd blame things on the teachers, and they go harder against him. He would blame teachers for stuff that he didn't do properly or do adequately or prepare for. Then we'd go back and forth with teachers which probably made them frustrated and tired of the excuses, tired of having to answer emails that they shouldn't have to answer to because he's been less than honest with his dad at home. He's telling us these things to make himself look better and placing the blame on his teachers when it was a 100% him. He is doing less of that now and him and his teachers have a better relationship because of that and now they see a kid that's putting in more effort than before (Parent C, personal communication, October 4, 2020).

Parent D

My children's relationships with their peers and teachers have changed since being in the REACH program. Because the program helped my kids learn how to speak to adults, how to communicate, how to be patient, and be willing to accept and ask for help. As plainly as that is, sometimes that's really hard to ask for help and say, I sat in your class, I listened to you, I took notes, I just still am not understanding anything, that

alone is hard, and REACH has helped my kids to show them. It's not scary if you don't understand, there's not a dumb question, they make sure you do understand so you can produce work, incredible work and good work and work on time. My children have matured in a way that they can respectively speak to an adult or a teacher, and a peer. I liked that REACH has put the ball in the court of my child and just guides them along the way (Parent D, personal communication, October 11, 2020).

I am thankful. Each child has made connections with teachers through REACH, have built relationships with tutors through REACH, has mentors through REACH, has a new network of friends through REACH, and associates with many of their peers through REACH. Many of these relationships will carry on outside their time at the school. My oldest just graduated and I love that he still talks to his teachers, REACH staff and friends that he made through the REACH program. Also, my children thrive especially when they feel loved, appreciated, nurtured, and supported. And they thrive much more than just being put somewhere with no support. The REACH program gives them all of these things and more and we have been super blessed that they can be a part of this program (Parent D, personal communication, October 11, 2020).

Parent E

Being at school with a rigorous curriculum and being in classes with other students that have 4.2 to 4.5 GPA is crush to someone self-esteem, especially to someone who struggles in school. It was just one of those things where she felt like she didn't belong. She kept trying and kept failing. Then she joined the REACH program where there were other students like her that struggled in their classes and that didn't get good grades. She felt a sense of belonging with these students and made new friends. A sense

of camaraderie and of like, “okay. These are my people. This is my family at school. This is who I’m in it with. And if I need help, or if I am having a tough day, I can go to these people. Because they are experiencing the same things that I’m going through that the other students can’t relate too”. Also, since her grades have started going up she has more confidence going into conversations with her peers that have good grades. She is starting to feel like she belongs at this school now compared to before (Parent E, personal communication, October 12, 2020).

Relationships with her teachers have changed as well. Before, she wouldn’t not say a word to her teachers. She would get in and get out as quickly as possible, trying to not get noticed or not to get seen. If she was facing a problem she would avoid it. Her mother and I would be the ones having to step in. Now, when I see a missing assignment I will bring it to her attention and she say, “I’ve already emailed the teacher”. The REACH program has trained her to reach out to her teachers. It’s automatic now. And again, it’s the repetitive nature of the same situation over, and over again, over the course of a couple of years has now taught her, if I do this, then do that, then do this, then I get the results that I’m looking for (Parent E, personal communication, October 12, 2020).

For example, last week she was able to schedule a meeting with her teacher and explain to him why she didn’t feel comfortable speaking in front of the class. She was able to open up and be vulnerable with her teacher for them to come to agreement on how to earn more points for participation. This interaction allowed her to connect with her teacher on a deeper level and she felt more empowered because of this. The REACH program was the reason why this happens. The REACH staff worked with her to schedule the meeting and prepare her to have that conversation with her teacher. This

program is teaching her how to be her own advocate and how to make things happen for herself. And in return allows the teacher to understand what going on and how to help her overcome this fear of public speaking. Two years ago, she would have taken that D due to participation. Whereas now she is more confident to speak to her teachers and is more self-aware (Parent E, personal communication, October 12, 2020).

Table 19

Parent Responses to Student's Relationships with Peers and Teachers

Parent A:	Peers: Now she has new relationships with students. REACH does a great job of building student relationships through the conversations they have in class to the parties they host. Teachers: Teachers aren't the enemy anymore, they are more of the ally, which she didn't think so before. REACH has changed her perspective on teachers and really helped her connect to her teachers on a deeper level.
Parent B:	Peers: The REACH program has really helped her feel a part of things at the school and helps her continue to work on being better as a student with her new friends there by her side. Teachers: My child's perception of her teachers has changed she knows now that her teachers really do care about her and want to see her succeed. I think it's helped her to know that the teachers are on her side, and they're not an enemy or someone to be afraid of.
Parent D:	Peers: Each child has a new network of friends through REACH and associates with many of their peers through REACH. Teachers: Also, my children thrive especially when they feel loved, appreciated, nurtured, and supported.
Parent E:	Peers: Then she joined the REACH program where there were other students like her that struggled in their classes and that didn't get good grades. She felt a sense of belonging with these students and made new friends. Teachers: This interaction allowed her to connect with her teacher on a deeper level and she felt more empowered because of this.

Research Question #4

1. How did the REACH program help at-students with their relationships with peers and teachers (see Table 20)?

Teacher A

I think with their peers; REACH student saw in the REACH program that there were other students like them that difficulty in school. And I think that really helped their relationship with their peers, because REACH gave them a built-in community that allowed them to relate to one another and allows them to really see connections with other people on our campus like teachers, tutors, and faculty (Teacher A, personal communication, October 10, 2020).

To be truthful, our campus is fairly rich, and a lot of our REACH students don't have those same opportunities. And so, they feel very isolated in a lot of their classes, because they are dealing with things that maybe other students on our campus have never even thought about dealing with or thought about that other students deal with. And so, REACH gave these students a built-in community to help them see that there are other students like them, and we can be successful together in our community"(Teacher A, personal communication, October 10, 2020).

I think with teachers, it was different because students oftentimes will sit in silence, and REACH doesn't allow them to do that. REACH doesn't allow them to sit in silence. They will every day get pulled up and talked to and asked questions about things, and emails are sent, and meetings are made. And so, I think between a student who didn't have the REACH program, we wouldn't really necessarily know all that's going on at home or all that's going on in their lives. But because these students are in the REACH

program, they have built-in advocacy for them. And so, the REACH program just creates better relationships between teachers and students, because it allows for students to have an advocate who is a role model, who is an adult, who's also a teacher, go and talk to another teacher where students maybe feel like they can't do that right off the jump, right at beginning. But REACH students are now able to have that bridge with their teachers. I have REACH students still who come in all the time. And we have a personal relationship because of the REACH program really pushed them to come to me and ask for help (Teacher A, personal communication, October 10, 2020).

Teacher B

REACH students realized that teachers are not the enemy and started seeing us as allies, I think. And they also learned to take initiative, so that's definitely improved our relationship. For like the high energy students, REACH helped them understand how their behavior impacts others and to modify accordingly, realizing this benefits them and others. That definitely, in a classroom setting, in a group setting, is definitely helpful. Then for the quieter kids, REACH got them to connect with their peers rather than being very isolated. This was such a good thing (Teacher B, personal communication, October 11, 2020).

Teacher C

Well, I think the relationship with REACH students have changed because now they have the courage to be able to talk to their teachers and teachers now have the ability to know what's going on in their lives a bit more. REACH helps teachers understand students and brings clarity to certain situations. Because us teachers don't mean to make assumptions about students, but we do, and REACH helps us with that. REACH takes

away the stigma that surrounds these students who are at-risk and need extra help. It's not like teachers look down on students who need extra help, but I think in the minds of REACH students, if they have more questions than everybody else or they need more time than everybody else, or the teacher just said all the directions and they didn't catch it, there is a certain amount of pressure, pressure to maintain this reputation. Therefore, REACH students feel like they have this reputation to maintain (Teacher C, personal communication, October 15, 2020).

And so, what I think what the REACH program does is it helps take away that pressure because these students are not in this program because they suck or anything. They're in the program because they just need extra help. They need extra tools. So yeah, I think also peer relationships grow as well when non-REACH students are given the opportunity to tutor REACH students. And normally students who like to tutor, they're not looking at REACH student's thinking, "Ha, you're dumb. You need help." Normally, students who volunteer to tutor, it's because they like to teach. And so, it's cool watching peers' hand in hand, pulling each other up and support one another. This also changes the perception that REACH students have about their peers and tutors. REACH students now believe that their peers aren't making fun of them or against them and that their peers are another resource to ask for help (Teacher C, personal communication, October 15, 2020).

Teacher D

The last day I was at school, I was packing up my classroom and I had several REACH students come in. And they didn't come in and like, "Oh. What happened? What happened?" It was legitimate like, "How are you doing? What's going on?" "Are you okay?". And that stood out to me the most because I didn't have a lot of people come by

like that. But every one of my REACH students reached out either face-to-face, or by email or by Instagram. Every one of my REACH students that I've had in the last three years reached out. And I think to me, I see that as coming from the REACH program. REACH has taught them how to make personal connections with their teachers and peers. And now, REACH students are able to hear about something, go talk to the person, ask why, try to figure it out, and make sure the person's okay. I mean, to me, that what we expect adults to do, and these REACH students are doing that (Teacher D, personal communication, October 13, 2020).

I saw the REACH students not just excel in education, but it was obvious to me that the program is teaching them about how to be aware of others' needs and desires and weaknesses and strengths, because that's what they're learning about themselves. By them learning about themselves they are now able to learn how to connect to others. And that just really stood out to me, just that level of vulnerability and courage to come in and ask me "How I am doing?". To me, I can't think of another thing that really shows how strong these REACH students are becoming in their ability to relate to other humans and by having empathy, compassion, and love in their hearts (Teacher D, personal communication, October 13, 2020).

Teacher E

I have really good relationships with my REACH students. And I think that's because I now have this like bridge with the REACH program to be able to communicate and to have an adult advocate to tell students, like your teacher's not out to get you. They want you to pass. Which is very much how I feel and vice versa. I also know now that the REACH students aren't ignoring me because they don't like me, or they don't like my

class. They're ignoring me because maybe there's other factors at home or maybe they're struggling, and they just are afraid to talk to me about it. I think the biggest thing that has helped my relationships with REACH kids is the communication especially when are struggling or don't understand something. They aren't afraid of me anymore. Now that I have built a relationship with them and them with me, we are able to understand each other better and see each other's efforts. The REACH program has given these students extra care and is their safety blanket which has really helped them be able to trust others especially their peers and teachers. I think now my REACH students feel like, "Hey, Mr. **** cares about us. He wants us to do well. He wants us to succeed and he's going to do everything he can to do that (Teacher E, personal communication, October 11, 2020).

The REACH program has helped their students have connection to each other which then carries over to the classroom with their peers. It's like they build these new relationships in REACH and now they have this new-found confidence in themselves which definitely helps them connect with their peers. It was transformative for me and exciting to see the friendships being made in my class across the GPA's and grades. They were all just friends with each other and had a very tight bound between them. Like a team, with a mentality of we're all in this together. REACH has helped them build that support group. And just seeing each year go by of them being like more encouraging and more motivating and more like, "Hey, we need to get this done, come over here. Let's do it right now together (Teacher E, personal communication, October 11, 2020).

And it's like, wow, this comradery that the REACH program is building for these kids and helping them connect with their peers is so transformative. Those REACH students are very close knit. Like I see them hanging out with each other all the time and

they’re just a very tight knit group. My REACH students don’t seem particularly cliquey. They get along just fine with everyone. They don’t separate themselves from the rest of the group anymore. So, the REACH program has given these students a close-knit family, and now they are also branching out in their classes as well (Teacher E, personal communication, October 11, 2020).

Table 20

Teacher Response to Students' Relationships with Peers and Teachers

Teacher A:	Peers: REACH gave these students a built-in community to help them see that there are other students like them, and we can be successful together in our community.
	Teachers: And we have a personal relationship because of the REACH program really pushed them to come to me and ask for help.
Teacher B:	Peers: REACH got them to connect with their peers rather than being very isolated.
	Teachers: REACH students realized that teachers are not the enemy and started seeing us as allies.
Teacher C:	Peers: REACH students now believe that their peers aren't making fun of them or against them and that their peers are another resource to ask for help.
	Teachers: Well, I think the relationship with REACH students have changed because now they have the courage to be able to talk to their teachers and teachers now have the ability to know what's going on in their lives a bit more.
Teacher D:	Peers & Teacher: REACH has taught them how to make personal connections with their teachers and peers. By them learning about themselves they are now able to learn how to connect to others.

Table 20 (continued)

Teacher E:	Peers: It's like they build these new relationships in REACH and now they have this new-found confidence in themselves which definitely helps them connect with their peers.
	Teachers: Now that I have built a relationship with my REACH students and them with me, we are able to understand each other better and see each other's efforts.

Observations

The researcher chose five REACH students' Observation Forms that best answered the research question. These five students were identified as the most at-risk students at the private high school and have been a part of the REACH program for the past three years. All five students scored a Needs Support (below average) rating in every category on the Observation Form their first month in the REACH program. After three years, all five students had improved their scores with an Age Appropriate (average) rating or a Strength (above average) rating.

Self-Esteem-Beginning

Table 21 displays the Observations Form results of all five students during their first month in the REACH program. The first category focused on students' self-esteem in the following three areas: asking and answering questions, communicating with the teachers, and their skills related to the academic tasks. Every student scored a Needs Support (below average) rating in every category of self-esteem. In Table 21, the researcher represented the rating as an "N" to represent Needs Support (below average).

Table 21

Students' Self-Esteem Rating Their First Month in the REACH Program

Self Esteem	Student A	Student B	Student C	Student D	Student E
Ask questions/answer questions	N	N	N	N	N
Communicate with teacher	N	N	N	N	N
Skills related to the academic task	N	N	N	N	N

N=Needs Support

Self-Esteem-End

Table 22 shows the REACH program impact on all five students' self-esteem at the end of their third year in program. The researcher used an "S" to illustrate the Strength (above average) rating, and an "A" to symbolize the Age Appropriate (average) rating. As shown in Table 22, Student A's confidence to ask and answer questions rating increased to an "S" rating and their ability to communicate with their teacher and the skills related to academic tasks raised to an "A" rating. Student B's self-esteem to ask and answer questions improved to an "S" rating while their ability to communicate with teachers enhanced to an "A" rating and their skills related to academic tasks. Student C's confidence to ask and answer questions increased to an "A" rating, and their ability to ask questions and their skills related to academic tasks raised to an "S" rating. Student D's self-esteem to ask and answer questions improved to an "A" rating while their ability to communicate with teachers improved to an "S" rating and their skills related to academic tasks. Student E rated an "A" in their ability to ask and answer questions, communicate with teachers, and complete academic tasks.

Table 22

Students' Self-Esteem Rating at the End of Their Third Year in the REACH Program

Self Esteem	Student A	Student B	Student C	Student D	Student E
Ask questions/answer questions	S	S	A	A	A
Communicate with teacher	A	A	S	S	S
Skills related to the academic task	A	A	S	A	A

A=Age-Appropriate S=Strength

Academic Achievement- Beginning

Table 23 displays the Observations Form results of all five students during their first month in the REACH program. The second category focused on students' academic achievement in the following four areas: following teacher's directions, organizing work, work habits, and completing tasks. Every student scored a Needs Support (below average) rating in every category of academic achievement. In Table 23, the researcher represented the rating as an "N" to represent Needs Support (below average).

Table 23

Students' Academic Achievement Rating Their First Month in the REACH Program

Academic Achievement	Student #1	Student #2	Student #3	Student #4	Student #5
Follow teacher's directions	N	N	N	N	N
Organized work and work habits	N	N	N	N	N
Completes Task	N	N	N	N	N

N=Needs Support

Academic Achievement- End

Table 24 shows the REACH program's impact had on all five students' academic achievement at the end of their third year in program. The researcher used an "S" to illustrate the Strength (above average) rating and an "A" to symbolize the Age Appropriate (average) rating. As shown in Table 24, Student A increased their rating to an "A" in all four academic achievement areas such as following teacher directions, organizing their work, work habits, and completing tasks. Student B also improved their rating to an "A" in following teacher directions, organizing work, work habits, and completing tasks. Student C significantly raised their rating to all "S" ratings in following teacher directions, organizing work, work habits, and completing tasks. Student D significantly enhanced their rating in all four areas of following teacher directions, organizing work, work habits, and completing tasks to an "S." Student E rated an "A" in their ability to follow teacher directions, organize work, work habits, and complete tasks.

Table 24

Students' Academic Achievement Rating at the End of Their Third Year in the REACH Program

Academic Achievement	Student #1	Student #2	Student #3	Student #4	Student #5
Follow teacher's directions	A	A	S	S	A
Organized work and work habits	A	A	S	S	A
Completes Task	A	A	S	S	A

A=Age-Appropriate S=Strength

Classroom Behavior- Beginning

Table 25 displays the Observations Form results of all five students during their first month in the REACH program. The third category focused on students' classroom behavior in the following four areas: staying in their seats, talking out, disruptive behaviors in class, and attention span. Every student scored a Needs Support (below average) rating in every category of classroom behavior. In Table 25, the researcher represented the rating as an "N" to represent Needs Support (below average).

Table 25

Students' Classroom Behavior Rating Their First Month in the REACH Program

Classroom Behavior	Student #1	Student #2	Student #3	Student #4	Student #5
Staying in seat	N	N	N	N	N
Talking out	N	N	N	N	N
Behaviors disrupt class	N	N	N	N	N
Attention Span	N	N	N	N	N

N=Needs Support

Classroom Behavior- End

Table 26 shows the REACH program's impact on all five students' classroom behavior at the end of their third year in program. The researcher used an "S" to illustrate the Strength (above average) rating and an "A" to symbolize the Age Appropriate (average) rating. As shown in Table 26, Student A increased their rating to an "A" by staying in their seat, no disruptive behavior in class, and their attention span. An "S" rating was given to Student A in the one area of not talking out. Student B enhanced their rating to an "A" by staying in their seat, no disruptive behaviors in class, and their attention span. An "S" rating was given to Student B in the one area of not talking out. Student C improved their rating to an "A" in not talking out and attention span plus significantly increased their rating to a "S" by staying in their seat and no disruptive behaviors in class. Student D received an "A" rating in not talking out and attention span and raised their rating to an "S" by staying in their seat and no disruptive behaviors in class.

Student E rated an “A” by staying in their seat, not talking out, no disruptive behaviors in class, and attention span.

Table 26

Students’ Classroom Behavior Rating at the End of Their Third Year in the REACH Program

Classroom Behavior	Student #1	Student #2	Student #3	Student #4	Student #5
Staying in seat	A	A	S	S	A
Talking out	S	S	A	A	A
Behaviors disrupt class	A	A	S	S	A
Attention Span	A	A	A	A	A

A=Age-Appropriate S=Strength

Relationships- Beginning

Table 27 displays the Observations Form results of all five students during their first month in the REACH program. The fourth category focused on students’ relationships with their peers and teachers in the following four areas: being friendly and respectful towards adults and peers, interacting appropriately with peers in social settings and academic settings, respecting other’s safety and personal space, and engaging with peers. Every student scored a Needs Support (below average) rating in every category of students’ relationships with peers and teachers. In Table 27, the researcher represented the rating as an “N” to represent Needs Support (below average).

Table 27

Students' Relationships with Peers and Teachers Rating Their First Month in the REACH Program

Relationship	Student #1	Student #2	Student #3	Student #4	Student #5
Friendly and respectful towards adults	N	N	N	N	N
Friendly and respectful towards peers	N	N	N	N	N
Interacts appropriately with peers in social setting	N	N	N	N	N
Interacts appropriately with peers in academic setting	N	N	N	N	N
Respects other's safety and personal space	N	N	N	N	N
Engages with peers	N	N	N	N	N

N=Needs Support

Relationships- End

Table 28 shows the REACH program's impact on all five students' relationships with peers and teachers at the end of their third year in program. The researcher used an "S" to illustrate the Strength (above average) rating and an "A" to symbolize the Age Appropriate (average) rating. As shown in Table 28, Student A increased their rating to an "A" with being friendly and respectful towards peers, interacting appropriately with peers in social and academic settings, and respecting others' safety and personal space. An "S" rating was given to Student A in the two areas of being friendly and respectful towards adults and engaging with peers. Student

B enhanced their rating to an “A” in the four areas of being friendly and respectful towards peers, interacting appropriately with peers in social and academic settings, and respecting others’ safety and personal space. An “S” rating was given to Student B in the two areas of being friendly and respectful towards adults and engaging with peers. Student C improved their rating to an “A” in engaging with peers plus significantly increased their rating to an “S” in the areas of being friendly and respectful towards adults and peers, interacting appropriately with peers in social and academic settings, and respecting others’ safety and personal space. Student D received an “A” rating in engaging with peers and raised their rating to an “S” in the areas of being friendly and respectful towards adults and peers, interacting appropriately with peers in social and academic settings, and respecting others’ safety and personal space. Student E rated an “A” in their ability to be friendly and respectful towards adults and peers, interact appropriately with peers in social and academic settings, respect others’ safety and personal space, and engage with peers.

Table 28

Students' Relationships with Peers and Teachers Rating at the End of Their Third Year in the REACH Program

Relationship	Student #1	Student #2	Student #3	Student #4	Student #5
Friendly and respectful towards adults	S	S	S	S	A
Friendly and respectful towards peers	A	A	S	S	A
Interacts appropriately with peers in social setting	A	A	S	S	A
Interacts appropriately with peers in academic setting	A	A	S	S	A
Respects other's safety and personal space	A	A	S	S	A
Engages with peers	S	S	A	A	A

A=Age-Appropriate S=Strength

Archival Data

The researcher collected academic transcripts to show how the REACH program improved students' overall class GPA. Archival data revealed students' grades before, during, and after their time in the REACH program. These results showed how the REACH program improved students' academic achievement at the private school.

Students in REACH for One Year

The REACH program targeted year one students to join the program due to their transition into high school. Many students in the REACH program had low GPAs from their 8th grade year and had made drastic improvements to their year one GPAs with the REACH program's support. Students A, B, and C had low GPAs coming into the REACH program and improved their GPAs by 0.7 to 0.9-points. Student A had a 2.5 GPA their 8th-grade year and a 3.4 GPA year one. Student A GPA increased by 0.9-points from being involved with the REACH program. Student B earned a 2.6 GPA in 8th-grade and a 3.5 GPA their freshman year. Student B GPA increased by 0.9-points with the help of the REACH program. Student C received a 2.5 GPA in their 8th-grade year and finished with a 3.2 GPA in year one in high school. Student C improved their GPA by 0.7-points from being involved with the REACH program. The REACH program used these types of measurements when deciding to graduate students from the program or not. Table 29 revealed Student A, B, and C's 8th-grade GPA compared to their year one GPA with the REACH program's support.

Table 29

Students' Class GPAs Year One and Two Compared to Their Year Three GPAs in the REACH Program

Students	8th Grade GPA	Year One GPA
Student A	2.5	3.4 (with REACH)
Student B	2.6	3.5 (with REACH)
Student C	2.5	3.2 (with REACH)

Students in REACH for Two Years

In some cases, students do not graduate their first year in REACH due to the measurements and students' ability to handle their academics independently. Students were placed into REACH for an additional year. Students A, B, and C were all placed into the program in year one and year two. After year two, Students A, B, and C graduated from the program and handled their academics on their own for year three. Students A, B, and C's GPAs increased by .5 to .8-points from year one to year two in the program. Year three, Students A, B, and C were on their own and improved their GPAs by .6 to 1.1-points compared to year one.

Student A received a 2.5 GPA in year one and a 3.1 GPA in year two while being in the REACH program. Student A's GPA raised by 0.6-points while participating in the REACH program. In year three, Student A earned a 3.3 GPA on their own and improved their GPA by 0.8-points from year one. Student B obtained a 2.4 GPA in year one and a 3.2 GPA in year two in the REACH program. Student B increased their GPA by 0.8-points while being in the program. In year three, Student B earned a 3.5 GPA on their own and improved their GPA by 1.1-points compared to year one. Student C received a 2.6 GPA in year one and a 3.1 GPA in year two in the REACH program. Student C GPA increased by .05-points while being involved in the program. In year three, Student C earned a 3.2 GPA independently and increased their GPA by 0.6-points from year one. Table 30 displays Students A, B, and C GPAs year one and two in the REACH program and year three on their own.

Table 30

Students GPAs Year One and Two in the REACH Program and Year Three on Their Own

Students	Year One GPA	Year Two GPA	Year Three GPA
Student A	2.5 (with REACH)	3.1 (with REACH)	3.3
Student B	2.4 (with REACH)	3.2 (with REACH)	3.5
Student C	2.6 (with REACH)	3.1 (with REACH)	3.2

Students in REACH for Three Years

Some students were a part of the REACH program for more than two years in rare cases. These students were considered the most at-risk at the private school and required the maximum amount of support. Students A, B, and C GPAs stayed the same or increased by .1 to .3-points from year to year. Student A received a 2.0 GPA in year one, 2.3 GPA in year two, and 2.4 GPA in year three. Student A had a .3-point GPA increase from year one to year two then a 0.1-point GPA increase from year two to three, and a 0.4-point GPA increase from year one to year three. Student B earned a 2.0 GPA in year one, 2.2 GPA in year two, and 2.5 GPA in year three. Student B had a 0.2-point GPA increase from year one to year two, then a 0.3-point GPA increased from year two to three, and a 0.5-point GPA increase from year one to year three. Student C earned a 2.1 GPA in year one, 2.1 GPA in year two, and 2.4 GPA in year three. Student B had no GPA increase from year one to year two then a 0.3-point GPA increased from year two to three, and a 0.3-point GPA increase from year one to year three. Table 31 displays Students A, B, and C GPAs year one, two, three in the REACH program.

Table 31

Students GPAs Year One, Two, Three in the REACH Program

Students	Year One GPA	Year Two GPA	Year Three GPA
Student A	2.0 (with REACH)	2.3 (with REACH)	2.4 (with REACH)
Student B	2.0 (with REACH)	2.2 (with REACH)	2.5 (with REACH)
Student C	2.1 (with REACH)	2.1 (with REACH)	2.4 (with REACH)

Year Two Students

The REACH program targeted year one and two students. However, there were a few exceptions for year two and year three students involved in the program to provide equity to the students who did not have REACH available to them their freshman and sophomore year. Students who join the program in year two and three stayed in the program until they were ready to graduate from REACH.

Students A, B, and C joined the REACH program in year two and stayed in the program for year three. Students A, B, and C GPAs increased between 0.4 to 0.5-points every year they were in the REACH program. Student A earned a 2.1 GPA in year one, a 2.5 GPA in year two, and a 3.0 GPA in year three. Student A increased their GPA by 0.4-points year two and 0.5-points in year three after their time in the REACH program. Student B received a 2.3 GPA in year one, a 2.8 GPA in year two, and a 3.1 GPA year in three. Student B improved their GPA by 0.5-points in year two and 0.3-points in year three after their time in the REACH program. Student C obtained a 2.2 GPA in year one, a 2.6 GPA in year two, and a 3.1 GPA in year three. Student C raised their GPA by 0.4-points in year two and 0.5-points in year three after their time

in the REACH program. Table 32 shows Students A, B, and C GPA in year one without the REACH program compared to in year two and year three with the REACH program.

Table 32

Students GPA in Year One Without the REACH Program Compared to in Year Two and Year Three with the REACH Program

Students	Year One GPA	Year Two GPA	Year Three GPA
Student A	2.1	2.5 (with REACH)	3.0 (with REACH)
Student B	2.3	2.8 (with REACH)	3.1 (with REACH)
Student C	2.2	2.6 (with REACH)	3.1 (with REACH)

Year Three Students

Students A, B, and C joined the REACH program in year three and increased their GPAs by 0.7 to 1.6-points. Student A had a 2.6 GPA their freshman year, a 2.1 GPA their sophomore year, and a 3.6 GPA their junior year in the REACH program. Student A GPA improved by 1.5-points from year two to year three after being in the REACH program. Student B started with a 2.5 GPA in year one, then a 2.4 GPA in year two, and finished with a 3.7 GPA in year three in the REACH program. Student B GPA increased by 1.5-points during their time in the REACH program. Student C received a 2.4 GPA their freshman year, then a 2.3 their sophomore year, and obtained a 3.0 GPA their junior year in the REACH program. Student C GPA raised by 0.7-points from their year two GPA. Table 33 shows Student A, B, and C's year one and year two GPAs compared to their year three GPAs in the REACH program.

Table 33

Students GPAs Year One and Two Compared to Their Year Three GPAs in the REACH Program

Student	Year One GPA	Year Two GPA	Year Three GPA
Student A	2.6	2.1	3.6 (with REACH)
Student B	2.5	2.4	3.7 (with REACH)
Student C	2.4	2.3	3.0 (with REACH)

Journal

The researcher spent three years in the field documenting at-risk students' backgrounds, interactions and experiences in the REACH program. These stories below show how the REACH program helped at-risk students with their self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers.

Self-Esteem

Student A joined the REACH program the second semester of his junior year in high school. He had a 1.5 GPA with no self-esteem, skills, or direction. His father passed away unexpectedly when he was nine years old and was the oldest child of six. He became the father figure to his siblings and handled a lot of the family responsibilities at home. At school, he was a scholarship athlete for football and struggled greatly with his academics. He constantly felt like he was not good enough and battled the doubt that his past teachers and coaches had about him. In class, his go-to phrase was "I can't" and he would give up on himself before he even tried. He had no scholarship offers to play football in

college and would talk about leaving school to become a drug lord. His life completely changed once he found the confidence in himself due to the care and support of the REACH program"(Researcher, personal communication, May 2019).

The REACH program worked with Student A part of his junior year and all of his senior year. They identified that his area of need was his self-esteem. Student A needed constant reassurance about his ability to complete his work, take quizzes and tests, and deal with his issues at home. He required someone by his side telling him "you can" and "you will." They trained him to think about doing school and football not just for himself but for his family. He would go on long walks with the staff and vent to them about the school, football, and life. The staff would make him think about his options, behaviors, decisions, actions, and consequences. He started making better choices for himself in all areas of his life and started to see positive changes around him. His grades started to improve, he started to receive scholarship offers to colleges, and he would be able to graduate from high school. All he needed was a caring adult to believe in him and his abilities to be successful in helping him start believing in himself (Researcher, personal communication, June 2020).

Student A graduated with a 2.5 GPA in high school and received a scholarship to play football at Montana State University. Now, the staff receives messages from him saying, "Excuse my French, but I am kicking a** in the classroom. I have been called stupid my whole life in the classroom, and I hated it, but YOU believed that I could be more than just a ballplayer and do something lucrative with my life. Thank you so much Ms. ***". The REACH program intervened at the right time for him in high school and gave him the resources to succeed. Student A graduating from high school was a huge

success for him and his family and helped him improve his life forever. Him joining the REACH program and us intervening quickly in his life so quickly allowed him to take the next step forward and attend college (Researcher, personal communication, September 2020).

Academic Achievement

Student B joined the REACH program when he was a junior at the private high school. He was known around campus as a troublemaker due to his disrupted behavior in class and his disciplinary issues. He had a hard time following the school rules and acted out constantly. Many teachers struggled with him not being motivated to improve himself intellectually and academically. He allowed others to do his work for him, especially his mother. She completed most of his homework, projects and tests, his freshman and sophomore years. Many teachers labeled him as a problem child, and he wanted to maintain that reputation. The REACH program identified him as one of their students most at-risk students due to his behavior and low academic achievement. Student B earned a 2.6 GPA his freshman year and a 2.1 GPA his sophomore year (Researcher, personal communication, December 2019).

The REACH staff worked closely with Student B to improve his behavior and academic achievement. Each week, a staff member sat down with him to help organize his planner that mapped out his entire schedule for the week including homework, test, projects, and essays. This schedule assisted him in remembering to do his assignments and to study for his tests. Next, the REACH program provided him a tutor for most of his classes such as Geometry, Marine Biology, American Literature, and US History in the REACH class. Once a week, Student B worked with his tutor for an hour to understand

the material he was learning in his classes. He started to feel empowered when he understood the concepts and could complete his assignments on time. As soon as he started to see his grades improve he began to come to Extended REACH after-school to work on his homework and prepare for a test, essays and projects that he had coming up (Researcher, personal communication, May 2020).

Student B's GPA increased to a 3.7 after his first year in the REACH program. He graduated from the program but still sends messages to the staff throughout his senior year showing off his 4.0 GPA and all the A's he has in his classes. The REACH program came into his life at the right time and allowed him to say, "I am smart. My mom does not have to do my work for me. I can do this". This student nearly flunked out of school and realized that his mom doing his homework for him was not helping him at all. Then he turned everything around with the help of the REACH program. Student B took advantage of all the REACH program resources such as the REACH class, tutors, one-on-one support, and Extended REACH. These resources allowed him to improve his academic achievement (Researcher, personal communication, September 2020).

Classroom Behavior

Student C joined the REACH program when she was a freshman in high school and graduated the program after her sophomore year. She struggled with bipolar which is a mental disorder, and experienced mood swings quite often during school hours. Her disorder caused her to have manic episodes and depressive episodes. During her manic episodes, she would feel very "up," "high," "jumpy," and "wired." Then with the depressive episodes, she would be very "sad," "down," "restless," and "forgetful." The REACH program immediately identified her as a student who was most at-risk due to her

8th transcripts plus teacher recommendations but were not unaware of her mental disorder until a couple of months into her freshman year (Researcher, personal communication, December 2018).

Many of Student C's teachers complained about her behavior in the classroom due to the inappropriate comments to teachers and peers, being disrespectful, putting her hands-on others, watching movies and shows on her iPad, and not being able to stay in her seat. The REACH program received several emails from teachers about Student C's unexpectable classroom behavior. After a phone call home, the REACH staff learned about Student C's Bobo and shared this information with her teachers. The REACH program worked closely with Student C, her parents, and teachers to best support her classroom needs. Student C was taught in REACH class about code-switching and that she needed to change her behaviors, actions, and mannerisms to match being in the school environment. She needed to learn how to keep her hands to herself, not say everything that came to mind, put away the distractions, and stay in her seat. The REACH program was able to help her learn how to manage her disorder by developing her social and emotional skills such as self-awareness, self-management, and social awareness. She had the power to control her outburst she just needed the REACH program to practice these skills and have them be reinforced (Researcher, personal communication, May 2019).

The REACH staff was in constant communication with Student C's teachers and parents. When problems occurred, the REACH staff asked all teachers to notify them directly to handle the issues. The REACH staff then contacted the parents to work together to handle the behavior issues in the classroom regarding Student C. Many

protocols were set into place for Student C to be successful in the classroom. She had a designated place on campus to decompress during breaks to help her stay calm. All her teachers had a codesign for her when she was off task since being called out in class would only trigger her episodes. After two years of teaching, practicing, and reinforcing her behaviors. Student C's classroom behaviors started to improve, and she was learning how to manage her emotions. This year and a half in the REACH program has been crucial to her development and her ability to be still attending the private high school (Researcher, personal communication, December 2019).

Relationships with Peers

In the second year of the REACH program, REACH II was created, and these students were considered the most at-risk students on campus due to not graduating the program after year one. All these students came from a very tough home life and took their anger, frustration, and hurt out on each other every day in REACH II. They would constantly tear each other down, make fun of one another, and call each other names such a stupid, dumb, and idiot. Students started to get into arguments with one another and threaten each other that eventually lead to physically alternations. The REACH teacher tried deducting points of their grades, assigning seats to separate students, and sending some students to the office. However, nothing worked (Researcher, personal communication, December 2019).

Until the REACH teacher passed out journals to all the students and told them that they must write down anything mean, nasty, or negative they wanted to say about someone else. The teacher also told them that this was their personal journal and that they would not get in trouble for what they wrote down in the journal as long as they did not

say it out loud or show anyone. This journal was given to them before class and collected at the end of class. The purpose of the exercise was to stop all negativity happening through the students' actions, behaviors, and words. For the first week, the teacher had to remind the students as they were about to say something mean or nasty, "write in the book." Then students started writing in their journal but tell their classmates "I am writing about you in my journal." After a couple of weeks, all the negativity in the classroom went away. Students started catching themselves before saying something negative and would say never mind. If a student did slip and say something mean the entire class would correct them (Researcher, personal communication, March 2020).

This one exercise changed the whole dynamic in the classroom and improved the relationships between the students. Students started to be kind and compassionate towards each other. Instead of making fun of one another for failing, they started helping one another be successful. They also started to show empathy towards each other's situations. Eventually, the REACH II class become a safe place where they could go and be supported by people who cared about them. This transformation was a beautiful experience, and this is how the REACH program helped the REACH II student build healthier relationships with their peers (Researcher, personal communication, May 2020).

Relationships with Teachers

Before the REACH program, many teachers' perceptive students who were at risk as lazy, not caring, troublemakers, and as a problem. They were completely unaware of the students' backgrounds and homelife issues. Teachers would automatically assume a student was lying or that their actions and behaviors were unreasonable. Therefore, at-risk students viewed their teachers as the enemy and were resistant to interacting with

them. The relationships between students and teachers were broken due to the lack of communication and awareness (Researcher, personal communication, January 2020).

The REACH program was able to mend these broken relationships between students and teachers. For example, Student D was showing up late, not turning in his homework, and having disrupted behavior in his math class. The math teacher was fed up with Student D and wrote an email to the REACH program stating that "she was done giving grace to this student." After receiving this email, REACH personnel contacted the family immediately and learned important information that needed to be relayed to the teacher (Researcher, personal communication, March 2020).

The REACH personnel composed an email to the teacher asking her not to give up on the student and explained the reasoning for his behavior. Student D had many family responsibilities at home since his father was a single parent and he was the oldest. He showed up late to class due to take his siblings to school in the mornings. Also, he could not complete his homework on time due to picking-up his sibling after school, helping them with their homework, cooking, cleaning, entertaining them, and getting them ready for bed. His father worked extra shifts at the hospital to support their family. Also, one of his siblings was on the autism spectrum, and his father was leaning him off his ADHD medicine (Researcher, personal communication, March 2020).

This information was vital for the teacher to know since his behaviors were offending the teacher and hurting their relationship. Once the teacher became aware of the situation, she did everything to help Student D be more successful in her class. She worked with him one on one when his schedule allowed, she let him turn in his work without deduction, and she did not mark him tardy when he arrived late. Student D was

able to see how much his teacher care about him and was willing to go out of her way to help him. He learned how to communicate with her better by sending her reminder emails the night before or even little thank you notes. Student D and his math teacher's relationships blossomed with the REACH program help (Researcher, personal communication, June 2020).

Now, student D visits his old math teacher's classroom all the time during breaks or lunches and even goes to her when he needs help with his higher-level math. They were both able to understand each other better and work together to be successful in her class" (Researcher, personal communication, September 2020).

Data Analysis

Quantitative Data

In this section, the researcher compared students and parents pre- and post-surveys based on the REACH students' self-esteem, academic achievement, classroom behavior, and relationships with peers and teacher in junior and high school. The researcher only used the post-surveys of teachers to differentiate against students and parents' post-survey responses based on the same themes.

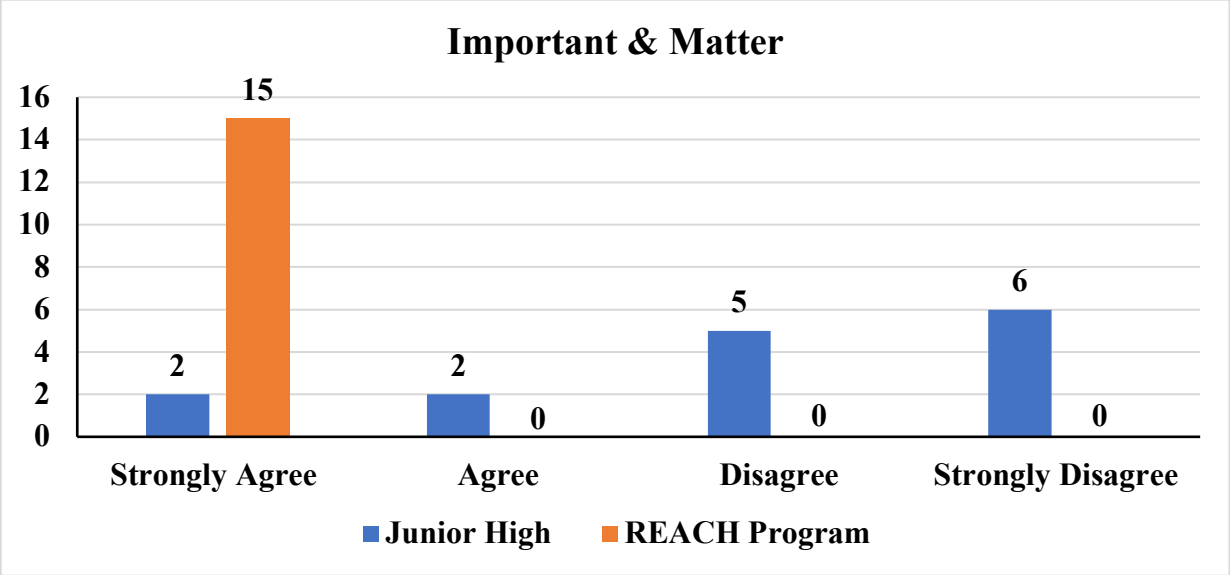
Student- Student Self-Esteem Results

Many REACH I students experienced low self-esteem in junior high due to not feeling important and mattered, not having confidence in themselves and their academics, and not believing that they could succeed in school. The researcher gave pre- and post-surveys to students to compare their self-esteem in junior high to their self-esteem in high school. Pre-surveys results showed 40% (n=6) of students strongly disagreed, 34% (n =5) disagreed, 13% (n =2) agreed, and 13% (n =2) strongly agreed that they felt important and mattered in junior high.

After the pre-surveys were gathered, the researcher waited until the end of the year to collected post-surveys from the REACH I students. Post-surveys asked students to rate the REACH program and the services provided to them in high school. Results revealed 100% (n =15) of students strongly agreed that the REACH program helped them feel important and mattered. Figure 44. 1 below shows student responses based on their self-esteem in junior high and high school.

Figure 44. 1

Student Responses to Feeling Important and Mattered



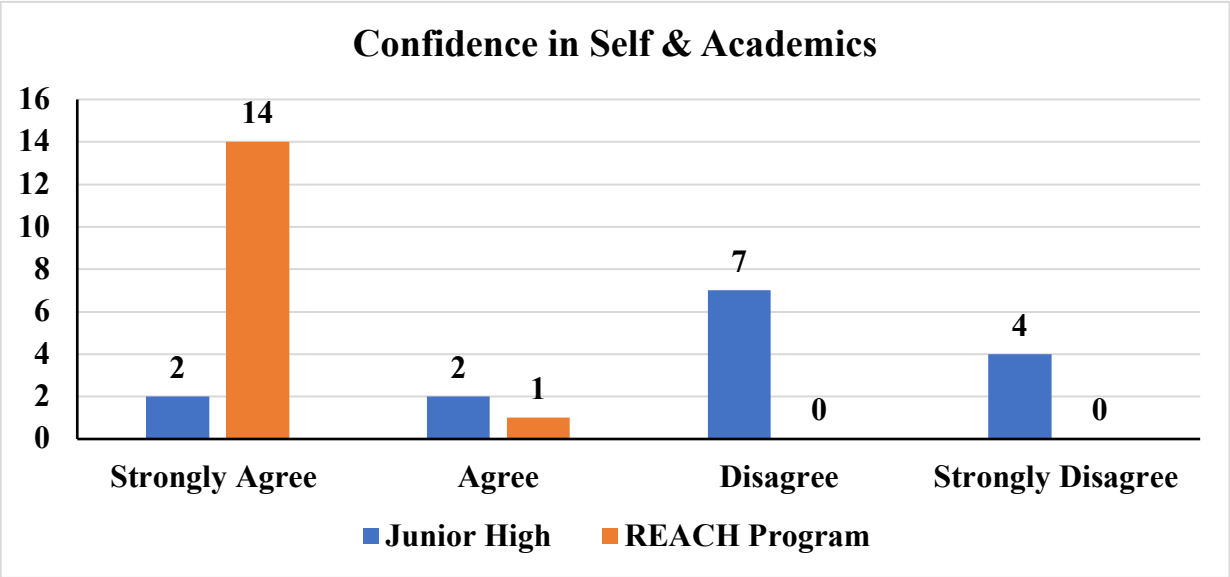
Parent- Student Self-Esteem Results

Several REACH I parents believed that their students experienced low self-esteem in junior high due to not feeling confident in themselves and their academics, not feeling important and mattered, and not feeling like they could succeed in school. The researcher gave pre- and post-surveys to parents to compare their students' self-esteem in junior high to their students' self-esteem in high school. Pre-survey results revealed 27% (n =4) of parents strongly disagreed, 47% (n =7) disagreed, 13% (n =2) agreed, and 13% (n =2) strongly agreed that their students felt confident in themselves and their academics in junior high. After the pre-surveys were gathered, the researcher waited until the end of the year to collected post-surveys from the REACH I parents. Post surveys asked parents to rate the REACH program and the services provided to their students in high school. Results revealed that 93.3% (n =14) of parents strongly agreed, and 6.7% (n =1) agreed that the REACH program helped their students feel confident in

themselves and their academics. Figure 45. 1 below represents parent responses based on their student's self-esteem in junior high and high school.

Figure 45. 1

Parent Responses to Students Feeling Confident in Themselves and Their Academics



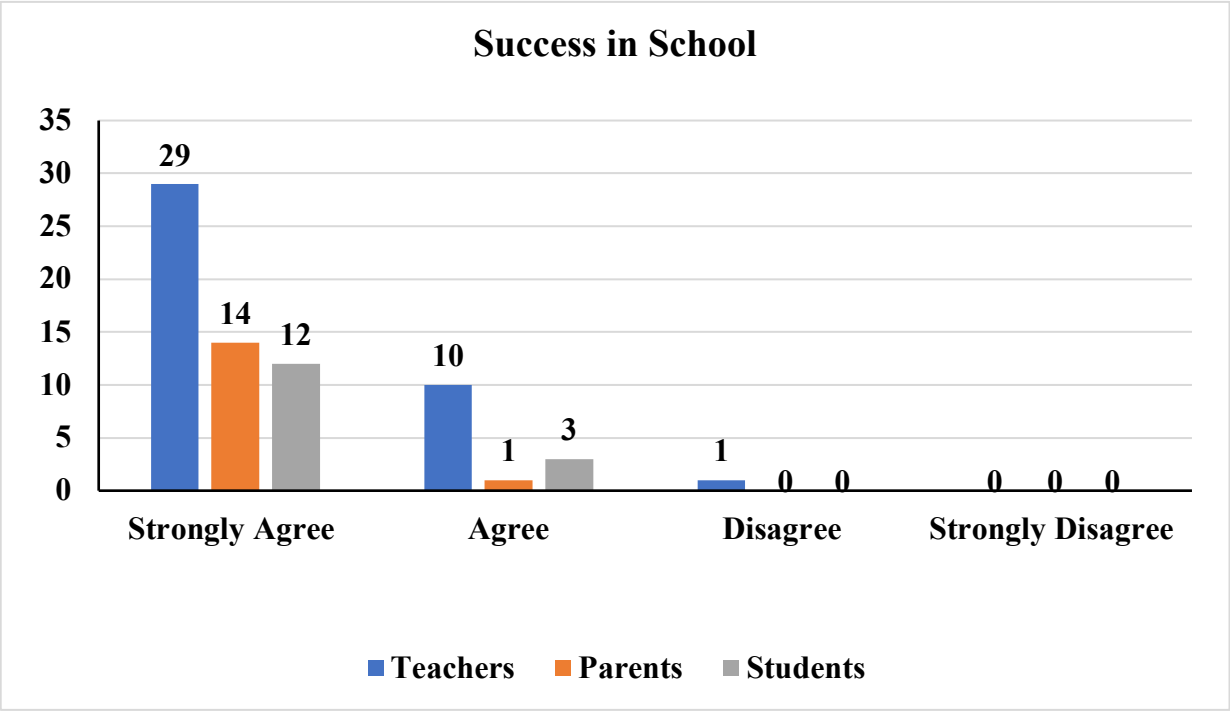
Teacher- Student Self-Esteem Results

Teachers of REACH I students only completed post-surveys. The researcher compared the teacher post-surveys to the student and parent post-surveys regarding the students' self-esteem after being in the REACH program. Teacher post-survey results showed 72% (n =29) of teachers strongly agreed, 25% (n =10) agreed, and 3% (n =1) disagreed that the REACH program helped students believe they could be successful in school. The teacher post-survey results were similar to the student and parent responses given in the post-surveys. Parent post-surveys revealed 93.3% (n =14) of parents strongly agreed, and 6.7% (n =1) agreed with the statement that the REACH program helped their students believed they could succeed in school. Student post-surveys results also showed 80% (n =12) of students strongly agreed, and 20% (n

=3) agreed. Figure 46. 1 below compares teacher, parent, and student post-survey responses based on the REACH program helping students increase their self-esteem.

Figure 46. 1

Teacher, Parent, and Student Responses to Students Being Successful in School



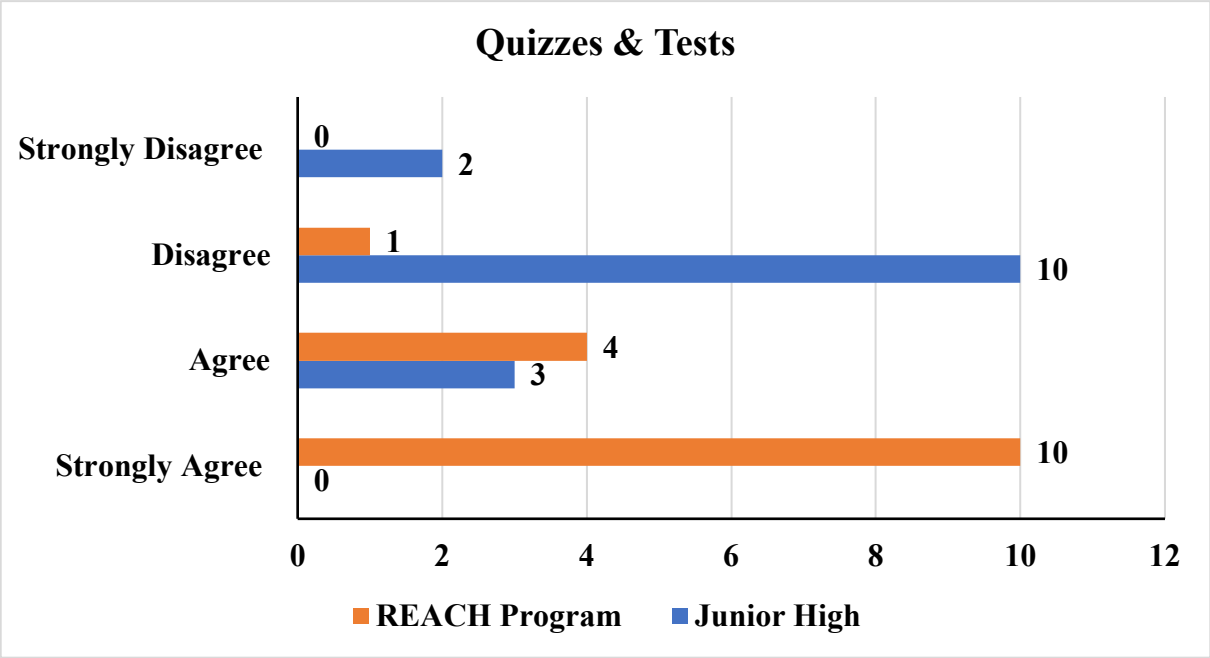
Student- Student Academic Achievement Results

Many REACH I students experienced low academic achievement in junior high due to not feeling prepared for quizzes and tests, not completing and turning in their assignments, and not using a planner to write down their assignments. The researcher gave pre- and post-surveys to students to compare their academic achievement in junior high to their high school academic achievement. Pre-surveys results showed 13% (n =2) of students strongly disagreed, 67% (n =10) disagreed, and 20% (n =3) agreed that they felt prepared for quizzes and tests in junior high. After the pre-surveys were gathered, the researcher waited until the end of the year to

collected post-surveys from the REACH I students. Post-surveys asked students to rate the REACH program and the services provided to them in high school. Results revealed 66.7% (n =10) of students strongly agreed, 26.7 % (n =4) agreed, and 6.6% (n =1) disagreed that the REACH program helped them prepare for their quizzes and tests in other classes. Figure 47. 1 below represents students' responses based on their academic achievement in junior high and high school.

Figure 47. 1

Student Responses to Feeling Prepared for Quizzes and Tests



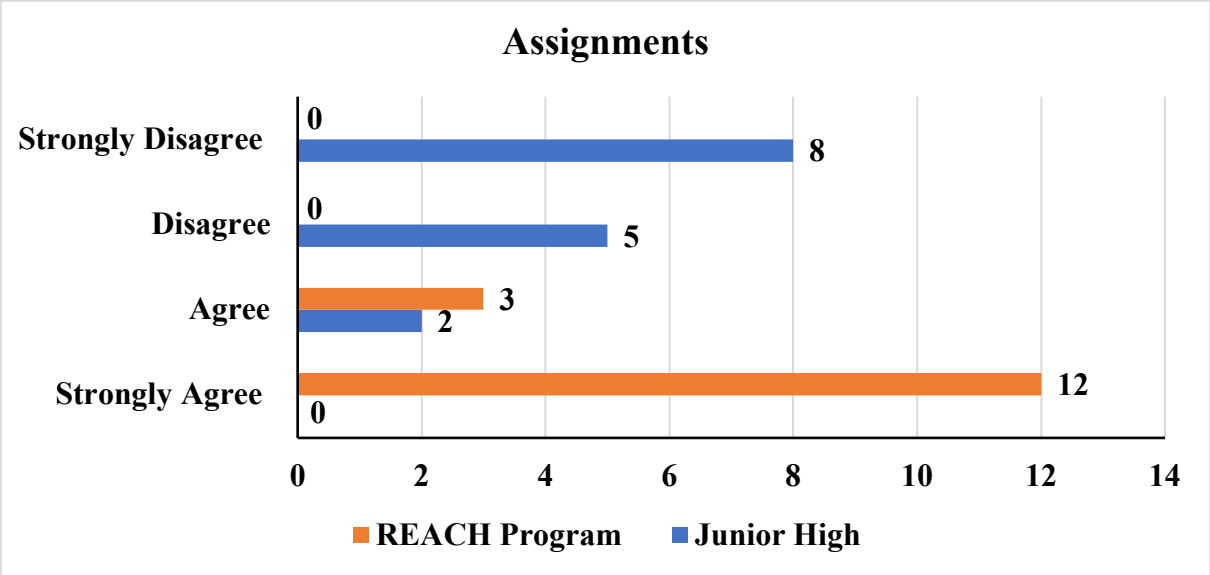
Parent- Student Academic Achievement Results

Several REACH I parents believed that their students experienced low academic achievement in junior high due to not completing and turning in their assignments, not feeling prepared for quizzes and tests, and not using a planner to write down assignments. The researcher gave pre- and post-surveys to parents to compare their students' academic

achievement in junior high to their students' academic achievement in high school. Pre-survey results revealed that 53% (n =8) of parents strongly disagreed, 34% (n =5) disagreed, and 13% (n =2) agreed that their student completed and turned in assignments in junior high. After the pre-surveys were gathered, the researcher waited until the end of the year to collected post-surveys from the REACH I parents. Post surveys asked parents to rate the REACH program and the services provided to their students in high school. Results showed that 80% (n =12) of parents strongly agreed, and 20% (n =3) agreed that the REACH program helped their students complete and turn in high school assignments. Figure 48. 1 below represents parent responses based on their students' academic achievement in junior high and high school.

Figure 48. 1

Parent Responses to Students Completing and Turning in Work



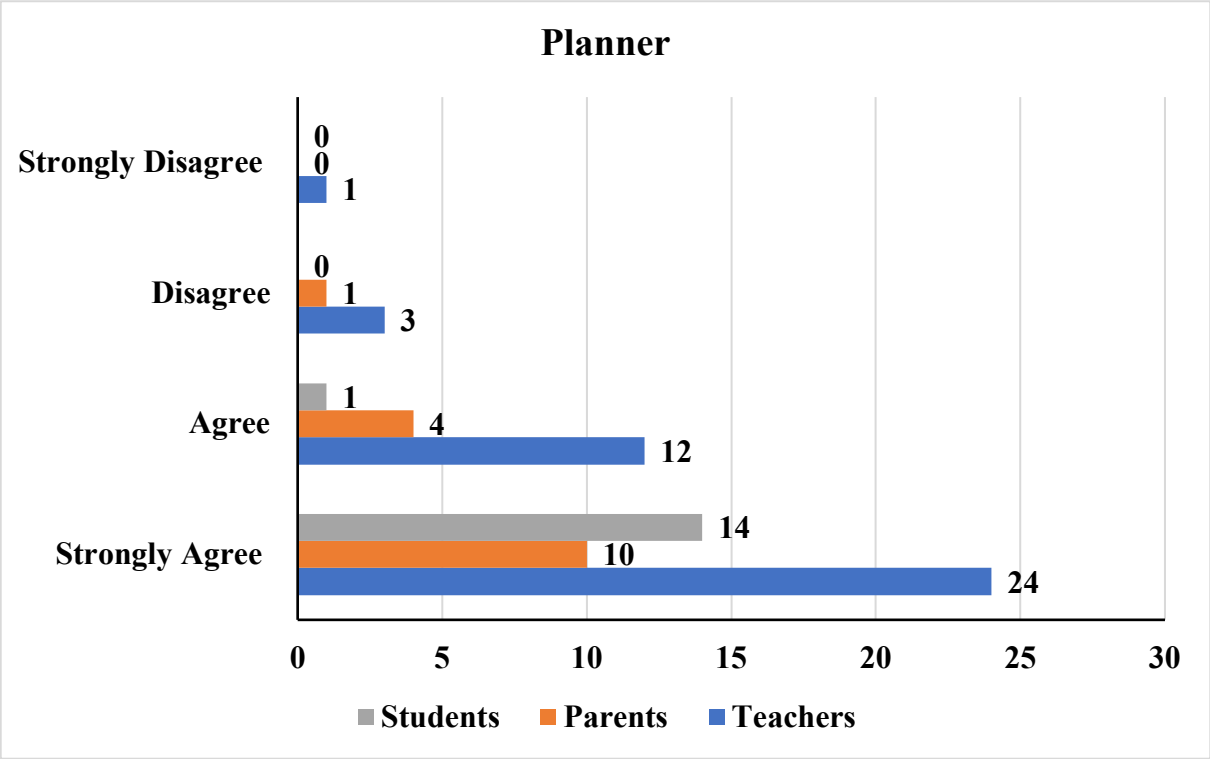
Teacher- Student Academic Achievement Results

Teachers of REACH I students only completed post-surveys. The researcher compared the teacher post-surveys to the student and parent post-surveys regarding the students' academic

achievement after being in the REACH program. Teacher post-survey results showed 56% (n =24) of teachers strongly agreed, 35% (n =12) agreed, 7% (n =3) disagreed, and 2% (n =1) strongly disagreed that the REACH program helped students use planners to write down their assignments for their other classes. The teacher post-survey results were similar to the student and parent responses given in the post-surveys. Parent post-survey results revealed 66.7% (n =10) of parents strongly agreed, 26.7% (n =4) agreed, and 6.7% (n =1) disagreed with the statement that the REACH program helped their student utilize a planner to remember their assignments. Student post-survey results also showed 93.3% (n =14) of students strongly agreed, and 6.7% (n =1) agreed. Figure 49. 1 below compared teacher, parent, and student post-survey responses based on the REACH program helping students increase their academic achievement.

Figure 49. 1

Teacher, Parent, and Student Responses to Students Utilizing a Planner

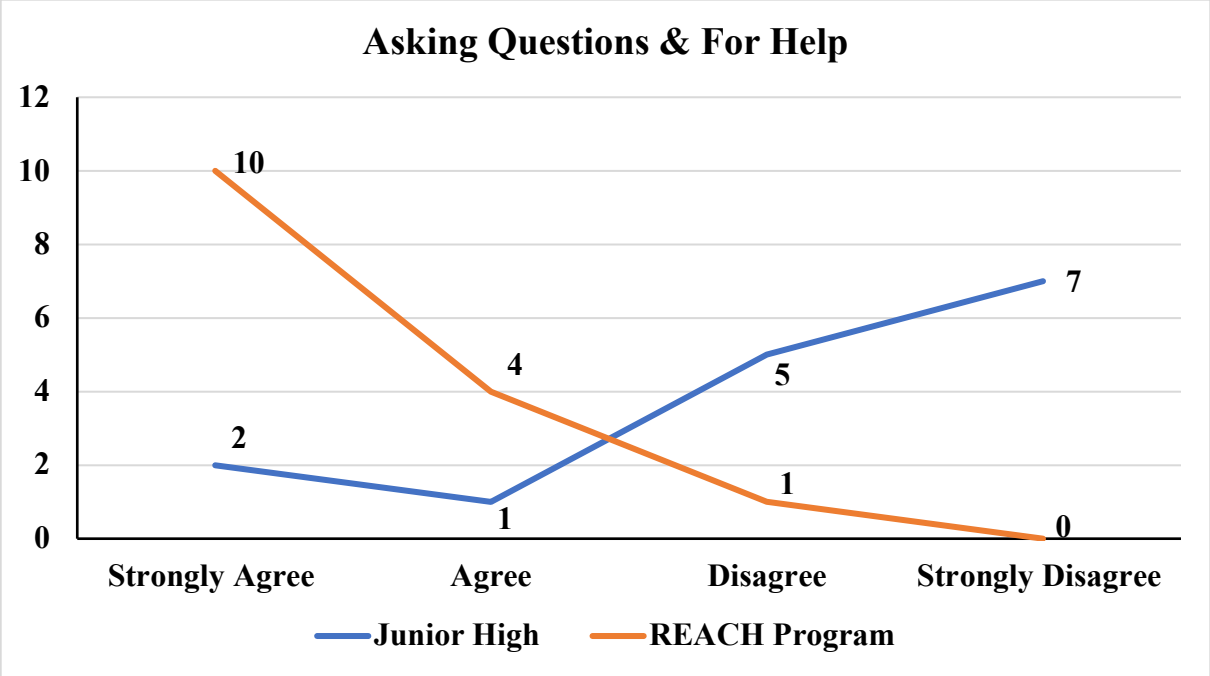


Student- Student Classroom Behavior Results

Many REACH I students experienced poor classroom behavior in junior high due to not feeling comfortable asking questions and for help, not focusing and paying attention, and not listening and following directions. The researcher gave pre- and post-surveys to students to compare their classroom behavior in junior high to their high school classroom behavior. Pre-surveys results showed 47% (n =7) of students strongly disagreed, 33% (n =5) disagreed, 7% (n =1) agreed, and 13% (n =2) strongly agreed to feeling comfortable asking questions and for help in junior high. After the pre-surveys were gathered, the researcher waited until the end of the year to collected post-surveys from the REACH I students. Post-surveys asked students to rate the REACH program and the services provided to them in high school. Results revealed 66.7% (n =10) strongly agreed, 26.7 % agreed (n =4), and 6.7% (n =1) disagreed that the REACH program helped them feel more confident asking questions to their teachers and for help. Figure 50. 1 below represents students' responses based on their classroom behavior in junior high and high school.

Figure 50. 1

Student Responses to Feeling Comfortable Asking Questions and For Help



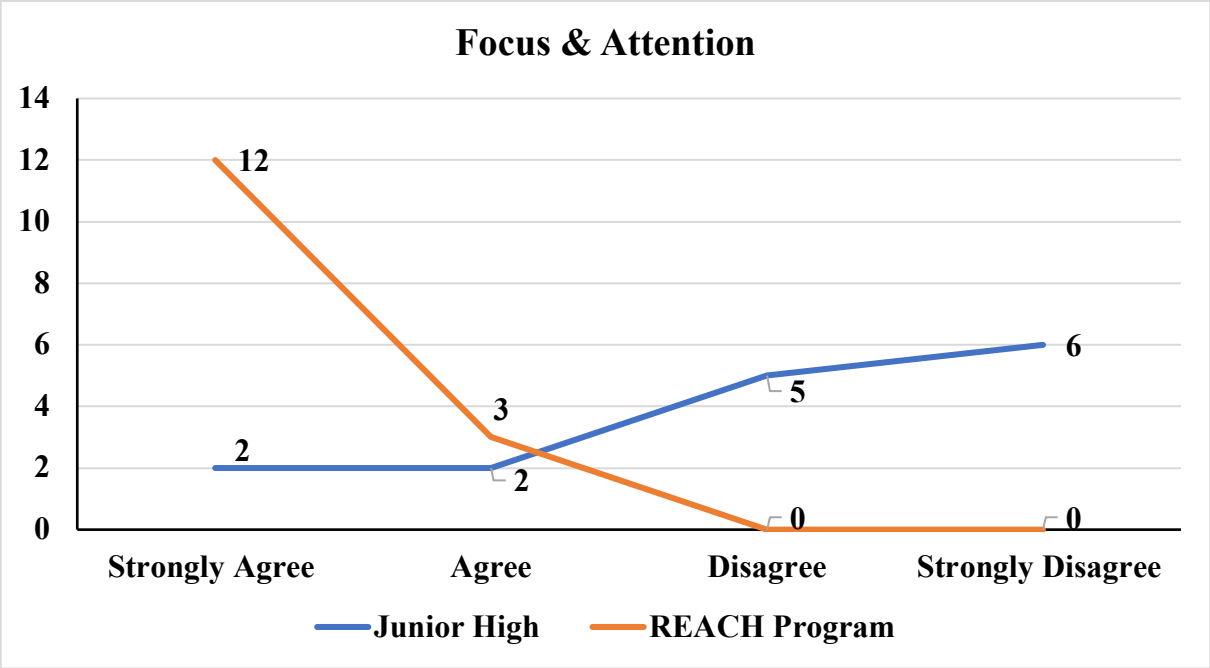
Parent- Student Classroom Behavior Results

Several REACH I parents believed that their student experienced poor classroom behavior in junior high due to not focusing and paying attention, not feeling comfortable questions and for help, and not listening and following directions. The researcher gave pre- and post-surveys to parents to compare their students' classroom behavior in junior high to their students' classroom behavior in high school. Pre-survey results revealed 40% (n =6) of parents strongly disagreed, 34% (n =5) disagreed, 13% (n =2) agreed, and 13% (n =2) strongly agreed that their student had an easy time focusing and paying attention in junior high. After the pre-surveys were gathered, the researcher waited until the end of the year to collected post-surveys from the REACH I parents. Post surveys asked parents to rate the REACH program and the services provided to their students in high school. Results showed 80% (n =12) of parents

strongly agreed, and 20% (n =3) agreed that the REACH program helped their students learn how to focus and pay attention in their high school classes. Figure 51. 1 below represents parent responses based on their students' classroom behavior in junior high and high school.

Figure 51. 1

Parent Responses to Students Focusing and Paying Attention



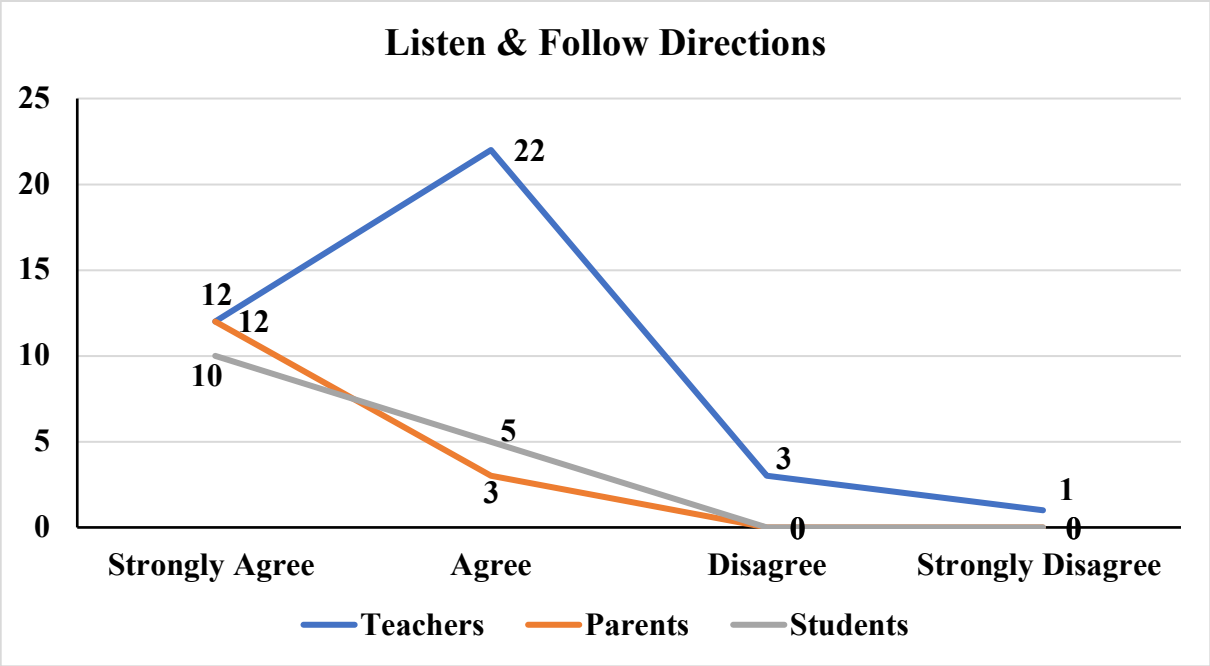
Teacher- Student Classroom Behavior Results

Teachers of REACH I students only completed post-surveys. The researcher compared the teacher post-surveys to the student and parent post-surveys regarding the students' classroom behavior after being in the REACH program. Teacher post-survey results showed 35% (n=14) of teachers strongly agreed, 55% (n=22) agreed, 7% (n =3) disagreed, and 3% (n =1) strongly disagreed that the REACH program helped students to listen and follow directions in their high school classes. The teacher post-survey results were similar to the student and parent responses given in the post-surveys. Parent post-survey results revealed 80% (n =12) of parents strongly

agreed, and 20% (n =3) agreed that the REACH program taught their students' various strategies to listen and follow directions. Student post-survey results also showed 66.7% (n =10) of students strongly agreed, and 33.3% (n =5) agreed. Figure 52. 1 below compared teacher, parent, and student post-survey responses based on the REACH program helping students improve their classroom behavior.

Figure 52. 1

Teacher, Parent, and Student Responses to Students Listening and Following Directions



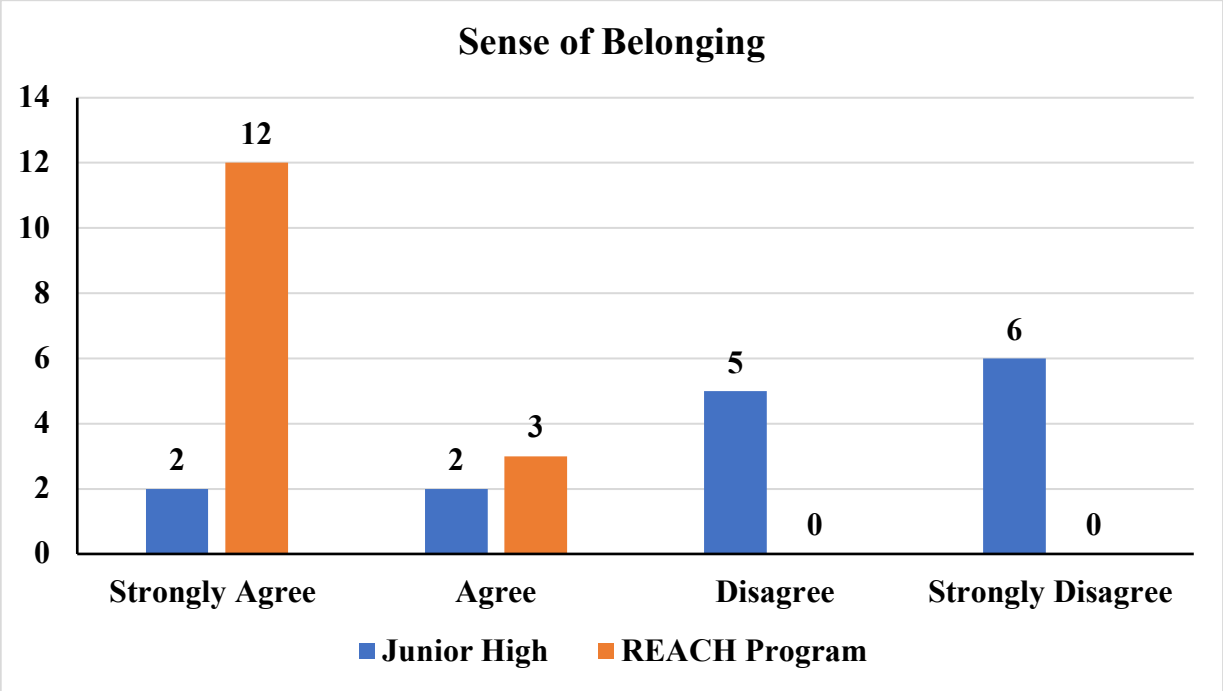
Student- Student & Peer Relationships Results

Many REACH I students lacked relationships with peers in junior high due to not feeling a sense of belonging, no opportunities to make personal connections, and having a hard time making new friends. The researcher gave pre- and post-surveys to students to compare their relationships with peers in junior high to their relationships with peers in high school Pre-surveys results showed 80% (n =12) of students strongly disagreed, 6.7% (n =1) disagreed, 6.7% (n =1)

agreed, and 6.7% (n =1) strongly agreed that they felt a sense of belonging with their peer in junior high. After the pre-surveys were gathered, the researcher waited until the end of the year to collected post-surveys from the REACH I students. Post-surveys asked students to rate the REACH program and the services provided to them in high school. Results revealed 73.3% (n =11) of students strongly agreed, 20% (n =3) agreed, and 6.7% (n =1) that the REACH program helped them feel a sense of belonging with their peers. Figure 53. 1 below represents students' responses based on their relationships with junior high and high school peers.

Figure 53. 1

Student Responses to Feeling a Sense of Belonging with Peers



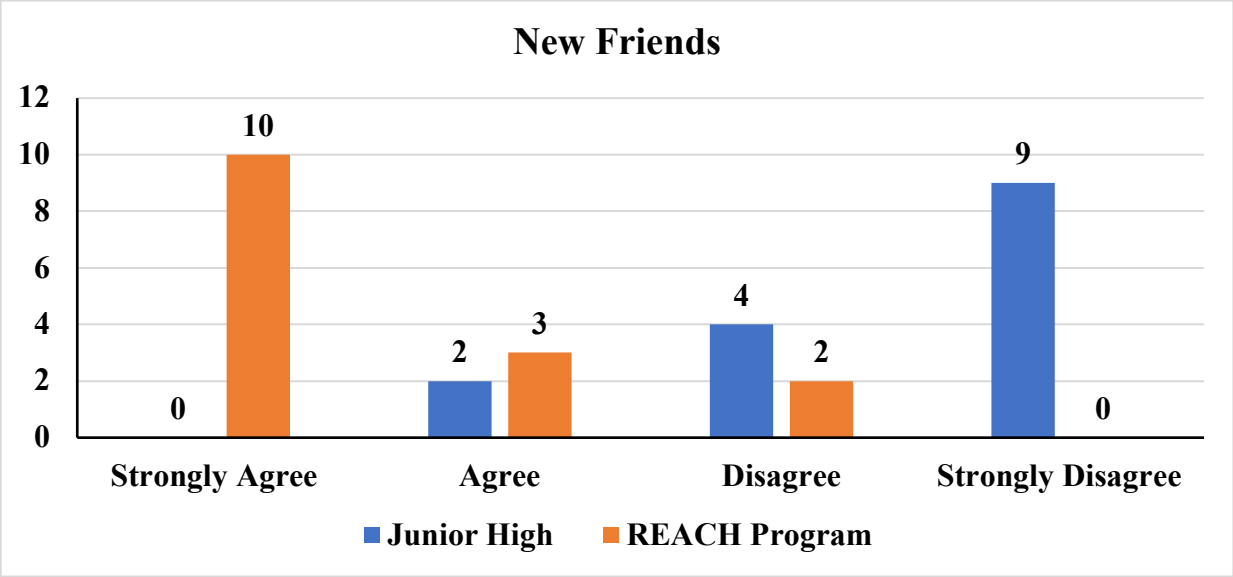
Parent- Student & Peer Relationships Results

Several REACH I parents believed that their students lacked relationships with their junior high peers due to having a hard time making new friends, no opportunities to make

personal connections, and no sense of belonging. The researcher gave pre- and post-surveys to parents to compare their student's relationship with peers in junior high to their student's relationship with peers in high school. Pre-survey results revealed 60% (n =9) of parents strongly disagreed, 27% (n =4) disagreed, and 13% (n =2) agreed that their students had an easy time making friends in junior high. After the pre-surveys were gathered, the researcher waited until the end of the year to collected post-surveys from the REACH I parents. Post surveys asked parents to rate the REACH program and the services provided to their students in high school. Results showed 66.7% (n =10) of parents strongly agreed, 20% (n =3) agreed, and 13.3% (n =2) disagreed that the REACH program helped their students make new friends in high school. Figure 54. 1 below represents parent responses based on their students' relationships with peers in junior high and high school.

Figure 54. 1

Parent Responses to Students Making New Friends

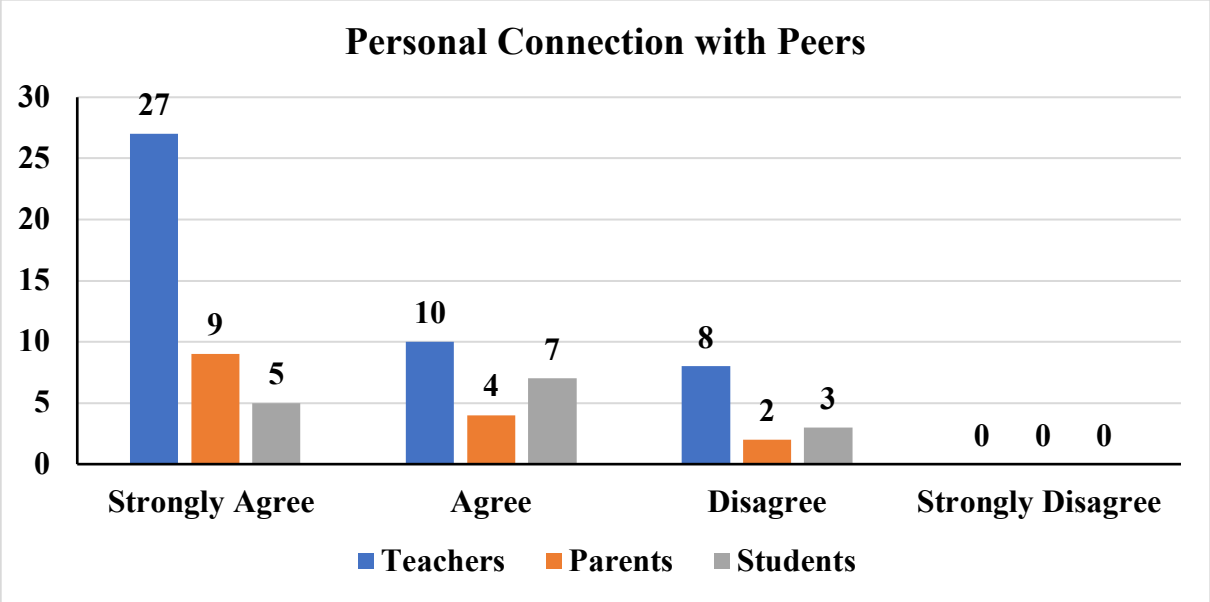


Teacher- Student & Peer Relationships Results

Teachers of REACH I students only completed post-surveys. The researcher compared the teacher post-surveys to the student and parent post-surveys regarding the students' relationships with peers after being in the REACH program. Teacher post-survey results showed 67% (n =27) of teachers strongly agreed, 25% (n =10) agreed, and 8% (n =3) disagreed that the REACH program helped students make personal connections with their peers. The teacher post-survey results were similar to the student and parent responses given in the post-surveys. Parent post-survey results revealed 60% (n =9) of parents strongly agreed, 26.7% (n =4) agreed, and 13.3% (n =2) disagreed that the REACH program helped their students made personal connections with their peers. Student post-survey results also showed 33.3% (n =5) of students strongly agreed, 46.7 % (n =7) agreed, and 20% (n =3) disagreed. Figure 55. 1 below compared teacher, parent, and student post-survey responses based on the REACH program helping students make personal connections with their peers.

Figure 55. 1

Teacher, Parent, and Student Responses to Students Making Personal Connections with Peers



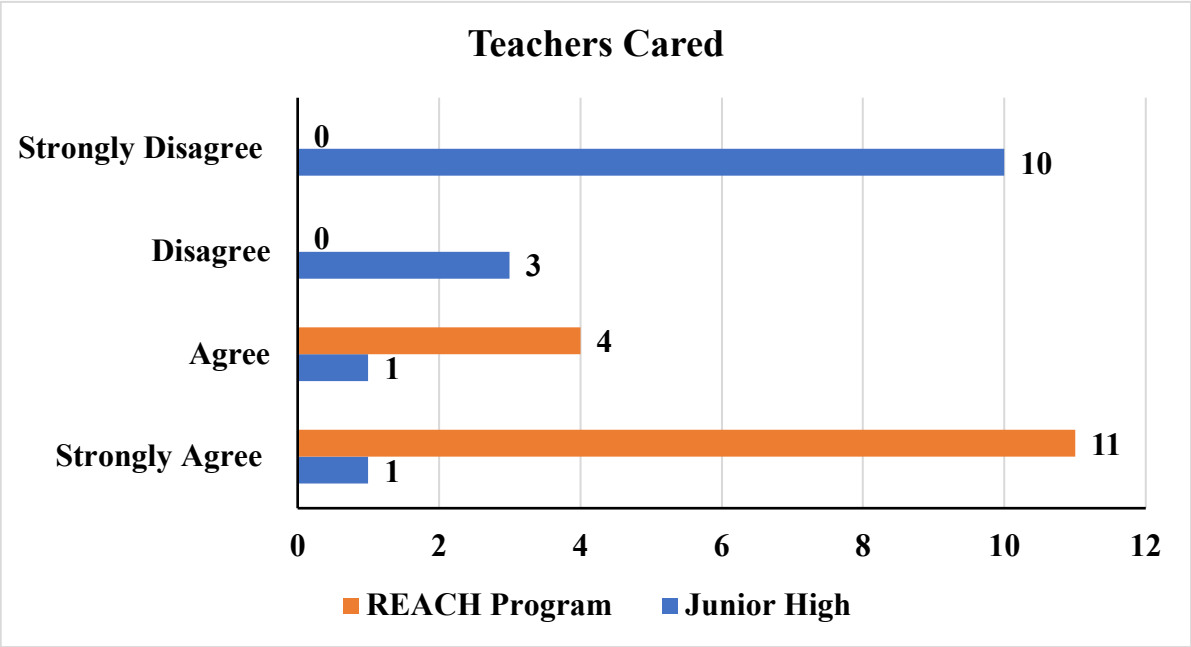
Student- Student & Teacher Relationships Results

Many REACH I students lacked relationships with their teachers in junior high due to not feeling cared about, misunderstood, and not having deep connections with their teachers. The researcher gave pre- and post-surveys to students to compare their relationships with teachers in junior high to their relationships with teachers in high school Pre-surveys results showed 67% (n =10) of students strongly disagreed, 20% (n =3) disagreed, 7% (n =1) agreed, and 6% (n =1) strongly agreed that their teachers cared about them and wanted them to succeed in junior high. After the pre-surveys were gathered, the researcher waited until the end of the year to collected post-surveys from the REACH I students. Post-surveys asked students to rate the REACH program and the services provided to them in high school. Results revealed 73.3% (n =11) of students strongly agreed, and 26.7% (n =4) agreed that the REACH program helped them believe that their teachers cared about them and wanted them to succeed in their classes. Figure

56. 1 below represents students' responses based on their relationships with teachers in junior high and high school.

Figure 56. 1

Student Responses to Teachers Caring About Them and Wanting Them to Succeed



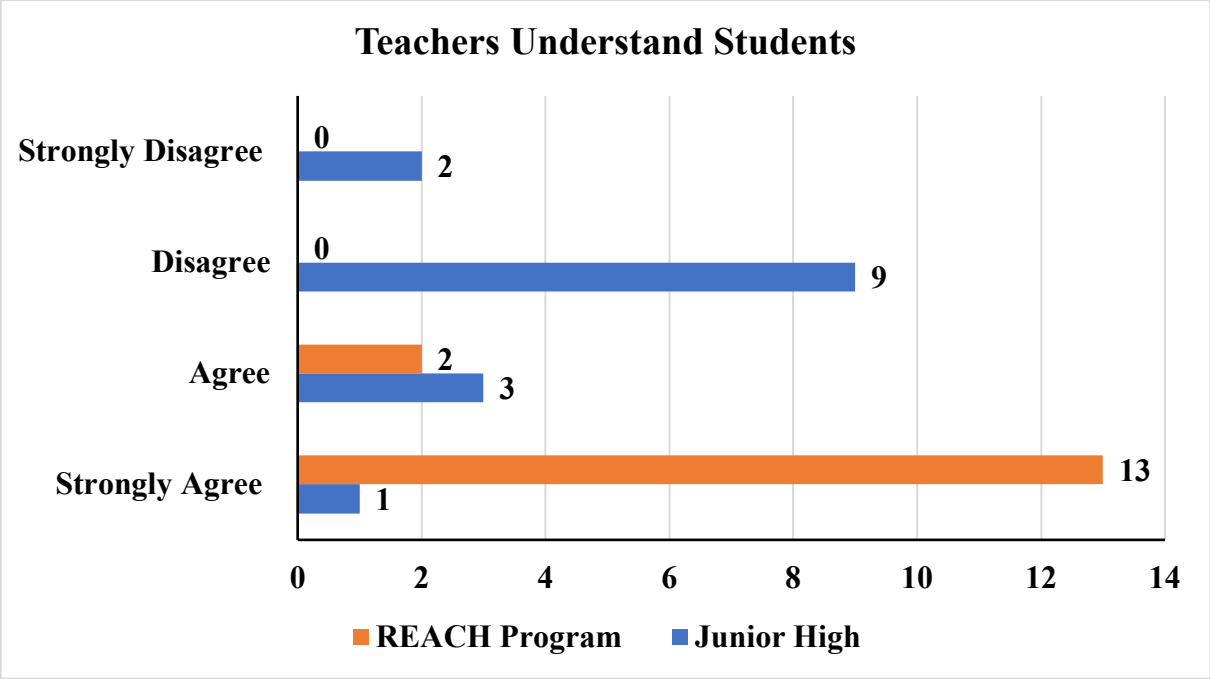
Parent- Student & Teacher Relationships Results

Several REACH I parents believed that their students lacked relationships with teachers in junior high due to feeling misunderstood, not cared about, and no personal connection to teachers. The researcher gave pre- and post-surveys to parents to compare their student's relationship with teachers in junior high to their student's relationship with teachers in high school. Pre-survey results revealed 13% (n =2) of parents strongly disagreed, 60% (n =9) disagreed, 20% (n =3) agreed, and 7% (n =1) strongly agreed that their students felt understood by their teachers in junior high. After the pre-surveys were gathered, the researcher waited until the end of the year to collected post-surveys from the REACH I parents. Post surveys asked

parents to rate the REACH program and the services provided to their students in high school. Results showed 86.7% (n =13) of parents strongly agreed, and 13.3% (n =2) agreed disagreed that the REACH program helped their students feel more understood by their teachers in high school. Figure 57. 1 below represents parent responses based on their students' relationships with teachers in junior high and high school.

Figure 57. 1

Parent Responses to Students Feeling Understood by Teachers



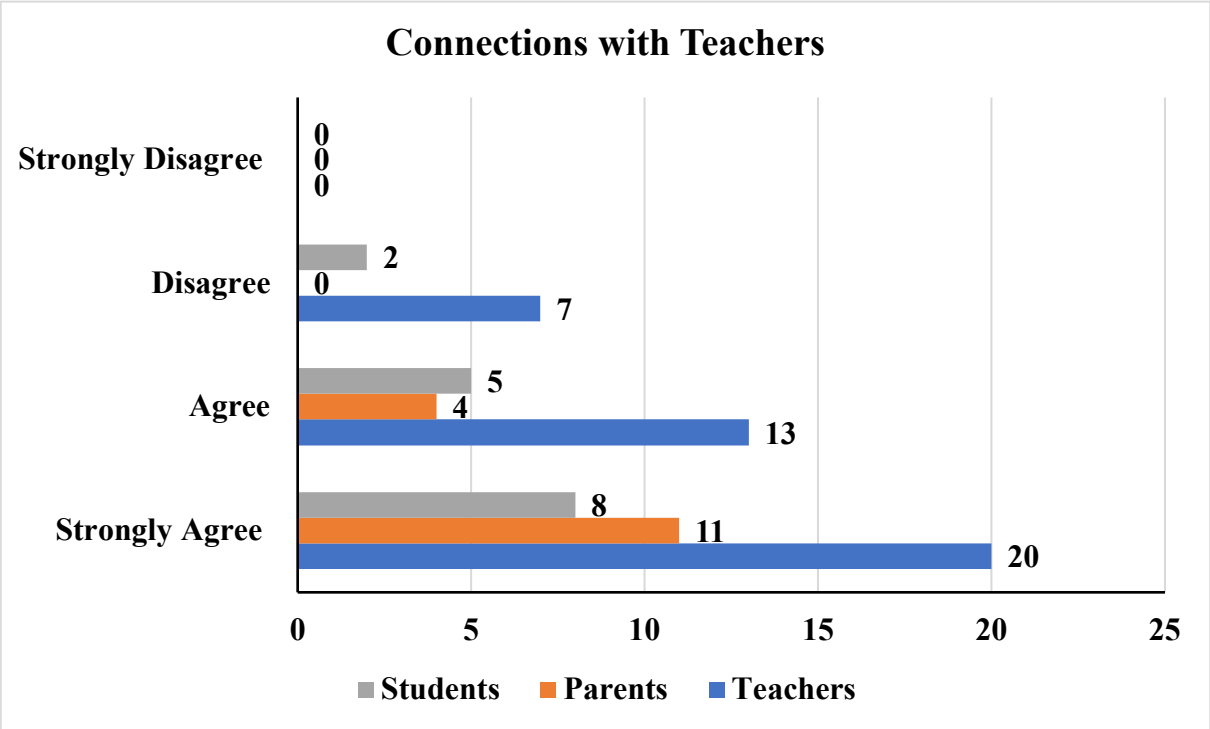
Teacher - Student & Teacher Relationships Results

Teachers of REACH I students only completed post-surveys. The researcher compared the teacher post-surveys to the student and parent post-surveys regarding the students' relationships with teachers after being in the REACH program. Teacher post-survey results showed 50% (n =20) of teachers strongly agreed, 32% (n =13) agreed, and 18% (n =7) disagreed that the REACH program helped students feel connected to their teachers on a deeper

level. The teacher post-survey results were similar to the student and parent responses given in the post-surveys. Parent post-survey results revealed 73.3% (n =11) of parents strongly agreed, and 26.7% (n =4) agreed that the REACH program helped their students have a deeper connection with their high school teachers. Student post-survey results also showed 53.3% (n =8) of students strongly agreed, 33.3% (n =5) agreed, and 13.3% (n =2) disagreed. Figure 58. 1 below compared teacher, parent, and student post-survey responses based on the REACH program helping students make personal connections with their teachers.

Figure 58. 1

Teacher, Parent, and Student Responses to Students Making Personal Connection with Teachers



Qualitative Data

In this section, the researcher compared students, parents, and teachers interview responses based on REACH students' self-esteem, academic achievement, classroom behavior and relationships with peers and teachers.

Self-Esteem

Five REACH I students, parents, and teachers had interviews with the researcher. The researcher compared the student, parent, and teacher responses regarding the students' self-esteem after being in the REACH program. Interview data revealed that the REACH I students gained higher self-esteem levels due to the REACH teachers believing in them and their ability to succeed in school. Table 34 displays the REACH I students' statements regarding how the REACH program helped them gain confidence in themselves and their academics. Parent interview data showed that their students' confidence increased due to the REACH teachers walking alongside the students' and reassuring them that they could handle their academics. Table 35 demonstrates the REACH I parents' responses regarding how the REACH program increased their students' self-esteem. Teacher interview data also revealed that the REACH teachers helped students be more confident in themselves and their own advocates. Table 36 shows the REACH I teachers remarks about how the REACH program helped students gain higher self-esteem levels. For student, parent, and teacher self-esteem data, the feedback aligned with how the REACH program was helping students with their self-esteem.

Table 34

Student Responses for Self-Esteem

Student A:	It was the constant reassurance that the REACH teachers gave me. They made me believe that I could do it and they celebrated my successes. They also gave me a lot of tools that help me get to where I wanted to be.
Student B:	The REACH teachers believed in us and made everyone feel important in their own unique way. And, made us feel like a team going for the same goal in being successful in high school
Student C:	But it was all because of the REACH teachers believing in me and my ability that helped my self-esteem with school.
Student D:	Just knowing that the REACH teachers and a bunch of different teachers are backing me up on certain things and believing in me makes me feel like I can do it.
Student E:	The REACH teachers make it seem like it's okay even if I tried and I don't like it. They helped me believe in myself and in the work, I do. Me just doing my best is enough.

Table 35

Parent Responses for Students' Self-Esteem

Parent A:	The REACH program and their staff has given her a lot of confidence with her academics. So, it really has built a really good foundation for her.
Parent B:	My child now has confidence in her ability to handle her academic. That's what I love about the REACH program, she is able to receive that one-on-

	one support and have someone help her understand what she needs to do. The REACH staff reassures her that she is smart and can do this work.
Parent C:	He will instantly text me, “Dad I got a 94 percent on test”, “Dad, I have a 3.0. All my homework is turned in”. He is proud of himself and lets you know. His grades make him feel good about himself and I feel really good about that.
Parent D:	REACH gave them tools, gave them the confidence, made them understand the significance of them doing their work and turning their work in on time and being consistent with contacting their teachers and counselors. Now, they believe in themselves and believe that they can do it.
Parent E:	Now she's very confident. And so, the first thing I would say, she's developed a confidence around her ability to do the schoolwork.

Table 36

Teacher Responses for Students’ Self-Esteem

Teacher A:	I think the students in the REACH program, their self-esteem has been able to increase by seeing their success. REACH students also gain confidence through the love and care that the REACH program gives them as well as the support from the teachers on campus.
Teacher B:	I think the REACH student’s that used the program to its effectiveness, had a feeling of ownership, like they know what to do. These students knew how to ask for help. They didn't feel paralyzed.

Teacher C:	REACH helps them break through these barriers that are holding them back and gives them the confidence to ask for help.
Teacher D:	He learned how to be a leader and how to use his talents. And that's the big one for me that just comes into my head anytime I think about self-esteem and REACH.
Teacher E:	REACH students advocating for themselves.

Academic Achievement

Five REACH I students, parents, and teachers had interviews with the researcher. The researcher compared the student, parent, and teacher responses regarding the students' academic achievement after being in the REACH program. Interview data revealed that the REACH I students increased their academic achievement due to the resources provided to them by the REACH program such as Extended REACH and tutoring. Table 37 displays the REACH I students' statements regarding how the REACH program helped them raise their grades and test scores. Parent interview data showed that their students' academic achievement raised due to the REACH teachers providing missing assignments reports, tutoring, and the REACH classes. Table 38 demonstrates the REACH I parents' responses regarding how the REACH program increased their students' academic achievement. Teacher interview data also revealed that students' grades, and test scores started to raise due to the REACH teachers encouraging students to attend office hours, tutoring, and REACH classes. Table 39 shows the REACH I teachers remarks about how the REACH program helped students increase their academic achievement. For student, parent, and teacher academic achievement data, the feedback aligned with how the REACH program was helping students raise their grades and test scores.

Table 37

Student Responses for Academic Achievement

Student A:	I think what helped me again was just having a ton of people ready to help me and having the tools to be successful and having the resources during the school day, but also after school.
Student B:	REACH taught me different study habits and ways to communicate with my teachers, and after-school REACH has helped me tremendously.
Student C:	After school REACH and tutoring, going in there to work with my tutor, having him help me with bio and math, just overall helped me keep my grades in check.
Student D:	REACH also teaches us different skills and just helps remind me to do my work or turn in all my late work to get credit and then that will help raise my grades and GPA.
Student E:	REACH helps me a lot with my grades because it doesn't necessarily do things for you, but they do a lot of behind-the-scenes things to help with the small things, like writing emails to teachers. REACH forces us to have tutors even if we don’t want it or don’t like it. But it does help a lot

Table 38

Parent Responses for Students Academic Achievement

Parent A:	REACH helped her organize her assignments in a planner weekly to show her what needs to get done. They also provided her with tutors to help her understand the material she was confused with and gave her time in class to work on her missing assignments.
Parent B:	When we receive those grade reports and when she attends the REACH class, and does after-school and tutoring, her grades do improve, and she is able to get her work done. And, again, it's just that extra boost of support and help that she's able to get with REACH, that helps her get her assignments completed"
Parent C:	The REACH program helped him raise his grades and GPA by helping him get his assignments in, letting us know when things aren't turned in, helping him prepare for his tests a head of time, not waiting for the last minute, and providing tutors.
Parent D:	REACH has given my children self-esteem, friends, better grades, tutors, resources, extra love and support. Gosh, all of it helps and REACH has been in every aspect of the word a savior for my kids.
Parent E:	It really is about accountability in the REACH program. The staff is constantly working with the students going through class assignments, or missing work, scheduling meetings and tutoring, and communicating with the parents and teachers.

Table 39

Teacher Responses for Students Academic Achievement

Teacher A:	When students take advantage of the support, tutoring and after-school program they see success, their GPA increase, and they graduate from the program.
Teacher B:	Many students from the REACH program were able to become increasingly consistent at getting things in on time. Because they started coming to tutoring more often and taking ownership of their learning and recognizing the fact that they needed extra help.
Teacher C:	The REACH program teaches students proactiveness, responsibility, and accountability. I think the main part is, again, is defeating the “I can't mentality” and the REACH program being somebody there who's going to follow through with them and literally make them. These are the things that helped REACH students grades go up.
Teacher D:	I saw his grades go up because he learned in REACH to just put forth the effort and to make school a priority
Teacher E:	REACH provides them with a place to go and the support necessary to help them complete their assignments. REACH also even gives them that like lifeline to be like, well, you need to talk to this teacher if you're not understanding the material and encourages them to attend tutoring and office hours.

Classroom Behavior

Five REACH I students, parents, and teachers had interviews with the researcher. The researcher compared the student, parent, and teacher responses regarding the students' classroom behavior after being in the REACH program. Interview data revealed that the REACH I students improved their classroom conduct due to the REACH teachers equipping students with the skills on how to listen and pay attention in class. Table 40 displays the REACH I students' statements regarding how the REACH program helped them enhance their classroom mannerisms. Parent interview data showed that their students' classroom behavior changed due to the REACH teachers coaching them on how to participate and stay engaged during class. Table 41 demonstrates the REACH I parents' responses regarding how the REACH program altered their students' classroom conduct. Teacher interview data also revealed that students' classroom behavior improved due the REACH teachers helping students recognize their conduct in class. Table 42 shows the REACH I teachers remarks about how the REACH program helped students enhance their classroom behavior. For student, parent, and teacher academic achievement data, the feedback aligned with how the REACH program was helping students change their mannerisms in class.

Table 40

Student Responses for Classroom Behavior

Student A:	I started shutting up in class and listening to my teachers and wanting to get my work done and not just goof off. REACH taught me you got to work for it.
Student B:	We also need to put the work in. Come to class on time, pay attention, do the work. We need to want it.
Student C:	Another thing I learned was how to be quiet a little more because I talk in class a lot. REACH made me realized, "Hey, when I'm talking in class, I'm not hearing anything the teacher is saying. It's going in one ear and coming out the other, so by being quiet and just sitting there and listening, I will understand what going on and I won't have to deal with doing my work later because I can get it done in class”.
Student D:	REACH has helped me changed my classroom behavior because I struggled a lot with staying focused in class and I wouldn’t pay attention. REACH taught me different strategies to pay attention like taking notes, removing my distractions, sitting in the front of the class, creating a checklist.
Student E:	In class I used to just sit there and listen, but I wouldn't really remember anything or get anything out of it. I would mostly forget everything I just heard. I learned in REACH how to take notes to help me remember the information.

Table 41

Parent Responses for Students Classroom Behavior

Parent A:	REACH made my daughter sit in the front of all her classes. Now, she participates in class, she asks questions, she is involved and understands what's going on because she is right in the action.
Parent B:	She has the confidence to raise her hand and speak out openly in class and ask for help, or even just contribute to say what she knows and what she's thinking about. The REACH program has help her improve in these areas.
Parent C:	In the classroom, he is more interested and is focused on what he is doing. His behavior has changed in the sense of turning in his work, putting effort into his work, and engaging in the classroom.
Parent D:	Each child was distracted by the iPad instead of pay attention in class. The REACH program stepped in and worked with me to block these accounts. Now, my children can pay attention in class and participate since they don't have the distractions anymore.
Parent E:	Now, she is participating in class, she is raising her hand answering and asking questions, and engaging with her classmates and teacher. The REACH program has put her in an environment, where it's safe to not know and be able to ask questions or to ask for help.

Table 42

Teacher Responses for Students Classroom Behavior

Teacher A:	He didn’t experience a lot of success in school and within the first couple of months of being in REACH, he went from somebody who didn't really talk a lot in class, and he didn't really engage with a lot of other classmates, to someone who would not stop answering questions. He just felt super empowered, and he felt like he really could be successful once he learned how to engage and participate.
Teacher B:	So, the recognition on his part was huge when he caught himself in class and was like “Okay, I'm ready to listen.
Teacher C:	REACH students are in the front, close to the teacher, that's the first level of accountability. I need to sit up, I need to have my eyes open, I need to be paying attention.
Teacher D:	Classroom behavior is the cornerstone where a lot of the other stuff comes into play. The grades go up as well as their self-esteem when students learn to pay attention and take notes. All the REACH students started taking notes in my class and paying more attention to my lectures.
Teacher E:	I'm really happy because once REACH students got rid of that distraction from their iPads, it was like, wow, they can actually engage. They can participate. They're raising their hands. They're wanting to ask questions. They're wanting to be involved.

Relationships with Peers & Teachers

Five REACH I students, parents, and teachers had interviews with the researcher. The researcher compared the student, parent, and teacher responses regarding the students' relationships with peers and teachers after being in the REACH program. Interview data revealed that the REACH I students were capable of developed healthier relationships due to the REACH teachers providing them with opportunities to build personal relationships with their peers and teachers. Table 43 displays the REACH I students' statements regarding how the REACH program helped them develop closer relationships with their peers and teachers. Parent interview data showed that their students' relationships changed due to the REACH teachers creating a safe and nurturing community for students to learn about their peers and teachers. Table 44 demonstrates the REACH I parents' responses regarding how the REACH program altered their students' interactions with their peers and teachers. Teacher interview data also revealed that students' relationships developed due to the REACH teachers helping students make more personal connections with their peers and teachers. Table 45 shows the REACH I teachers remarks about how the REACH program helped students develop personal relationships with their peers and teachers. For student, parent, and teacher data for relationships, the feedback aligned and showed how the REACH program helped students develop healthier relationships with their peers and teachers.

Table 43

Student Responses for Relationships with Peers and Teachers

Student A:	*Peers:* I made new friends in REACH. I like that I get to know them better and be more vulnerable. REACH is a good bonding experience.
	Teachers: I became closer with some of my teachers. REACH made me feel like less people were working against me and more people were working with me
Student B:	*Peers:* The REACH program has helped me tremendously with meeting new people and making new friends. I am able to now connect with them on a more personal level and understand who they are.
	Teachers: I have also gained a lot more confidence in communicating with my teachers and asking questions when I need help. Now, teachers know me, and this has definitely helped our relationship.
Student D:	*Peers:* It's really nice to make new friends with students like me in the REACH program. We have the same struggles and school isn't easy for us, but we are there to work together to become more successful.
	Teachers: Now, I've gotten to know my teachers a lot more because REACH has us reach out to them all time. We constantly send them emails in REACH class about our missing assignments, or questions we have
Student E:	*Peers:* REACH was helpful in making new friends. I feel like everyone is easy to talk too because we are all going through the same things.

Table 43 (continued).

	Teachers: REACH has taught me that teachers may seem like they're scary but they're not as scary as you think they are. It's also okay to say when you need extra time or extra help or an extension. It's also helpful when you ask teachers questions. So, now I have been doing these things.

Table 44

Parent Responses for Students Relationships with Peers and Teachers

Parent A:	*Peers:* Now she has new relationships with students. REACH does a great job of building student relationships through the conversations they have in class to the parties they host.
	Teachers: Teachers aren't the enemy anymore, they are more of the ally, which she didn't think so before. REACH has changed her perception on teachers and really helped her connect to her teachers on a deeper level.
Parent B:	*Peers:* The REACH program has really helped her feel a part of things at the school and helps her continue to work on being better as a student with her new friends there by her side".
	Teachers: My child's perception of her teachers has changed she knows now that her teachers really do care about her and want to see her succeed. I think it's helped her to know that the teachers are on her side, and they're not an enemy or someone to be afraid of.

Parent D:	*Peers:* Each child has a new network of friends through REACH and associates with many of their peers through REACH. *Teachers:* Also, my children thrive especially when they feel loved, appreciated, nurtured, and supported.
Parent E:	*Peers:* Then she joined the REACH program where there were other students like her that struggled in their classes and that didn't get good grades. She felt a sense of belonging with these students and made new friends. *Teachers:* This interaction allowed her to connect with her teacher on a deeper level and she felt more empowered because of this.

Table 45

Teacher Responses for Students Relationships with Peers and Teachers

Teacher A:	*Peers:* REACH gave these students a built-in community to help them see that there are other students like them, and we can be successful together in our community. *Teachers:* And we have a personal relationship because of the REACH program really pushed them to come to me and ask for help".
Teacher B:	*Peers:* REACH got them to connect with their peers rather than being very isolated. *Teachers:* REACH students realized that teachers are not the enemy and started seeing us as allies.

Teacher C: *Peers:* REACH students now believe that their peers aren't making fun of them or against them and that their peers are another resource to ask for help.

Teachers: Well, I think the relationship with REACH students have changed because now they have the courage to be able to talk to their teachers and teachers now have the ability to know what's going on in their lives a bit more.

Teacher D: *Peers & Teacher:* REACH has taught them how to make personal connections with their teachers and peers. By them learning about themselves they are now able to learn how to connect to others.

Teacher E: *Peers:* It's like they build these new relationships in REACH and now they have this new-found confidence in themselves which definitely helps them connect with their peers.

Teachers: Now that I have built a relationship with my REACH students and them with me, we are able to understand each other better and see each other's efforts.

Summary

This chapter revealed the findings and analysis of the data collected in this study. The demographic results of Santa Clara Country, the private school, and the REACH program were presented first. The Santa Clara Country demographics displayed the region's ethic diversity, while the private school demographics represented the students and employee's diversity. The REACH program demographics were also revealed and represented the students, parents and

teachers in the program. Next, the researcher disclosed the quantitative data found through the pre- and post-surveys given to REACH I students and parents. Data for the REACH I teachers was only presented through post-surveys. After the qualitative data was revealed through interviews, observations, archival data, and the researcher's personal journal. Last, the analysis for both the quantitative and qualitative data were shown through the pre- and post-surveys and the interviews given to the REACH students, parents and teachers. The combination of triangulation data allowed the researcher to answer the researcher question and prove how the REACH program helped at-risk students with their self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers.

CHAPTER 5: CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

Introduction

The at-risk population amongst students in the United States has been a problem for many years. Uneducated students have been turning into unemployed adults, which harms our nation's economy. This study has shown through Maslow's Hierarchy of Needs that students cannot achieve self-actualization when their self-esteem needs, social needs, safety needs, and physiological needs are not met. This study has proven that dropout prevention programs are the solution to solving our nation's at-risk crisis and helps students achieve higher-order needs. In Northern California, one private high school recognized they had an at-risk problem and implemented a service known as the REACH program. The REACH program was designed to identify students' needs and equip them with the skills, resources, and support necessary to success at a private high school. This study has proven that the REACH program created a positive school experience for at-risk students and helped them with their self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers. In this chapter, the research questions were answered, and recommendations have been given.

Research Questions Answers

How did the REACH Program help at-risk students boost their self-esteem?

The REACH program helped at-risk students boost their self-esteem through the love and support given by the REACH teachers. Every day, students worked with their REACH teachers and received one-on-one support both academically and personally. Students felt that they mattered and were important by their REACH teachers due to the time, attention, and interactions. For example, Student A stated, "It was the constant reassurance that the REACH teachers gave me that helped me believe that I could do it" (Student A, personal communication,

October 18, 2020). These daily interactions allowed the REACH teachers to identify the specific need(s) in each student and be the one to fill into that gap. The REACH teachers gave students positive reinforcement daily to help change their perceptions of themselves and their abilities. REACH teachers served as students' personal advocates on campus and communicated regularly with parents, teachers, and counselors. Student B felt that "the REACH teacher believed in us and made everyone feel important in their own unique way" (Student B, personal communication, October 15, 2020). Students had their personal needs met by the REACH program and teachers on and off-campus. REACH teachers modeled, taught, corrected, and reinforced the behaviors expected of the students. Students needed the REACH teachers to help them recognize they were smart and could do the work. Student D indicated that the REACH teacher's belief in them made they feel more confident (Student D, personal communication, October 4, 2020). Also, students wanted to feel a part of a team and have their successes celebrated. These positive experiences allowed students to develop mentally, emotionally, physically, and socially. Students started becoming their own advocates due to the new-found confidence in themselves and their abilities. Caring adults were what students needed to boost their self-esteem. Students were longing for an adult to be there for them, believe in them, and helping them navigate through high school and life. Student C believed it was all because of the REACH teachers believing in her and her ability that helped with her self-esteem with school (Student C, personal communication, October 4, 2020). The REACH program provided students with caring adults, and these relationships between the students and teachers were essential in helping students boost their self-esteem.

Experts have recommended that at-risk students interact with adult advocates daily (America's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018; Hanover Research,

2013). In the REACH program, at-risk students worked with adult advocates daily in their REACH classes and Extended REACH. Experts believed that adult advocates guide at-risk students through their academic and social needs, display positive behavior and decision-making, and communicate with students' families and teachers (America's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018; Hanover Research, 2013). In this study, REACH students received academic support and social guidance from their REACH teachers. REACH teachers demonstrated positive behavior and decision making and constantly communicate with students' families and teachers. Experts have determined that at-risk students were more engaged in school and felt more connected to the school community when they had adult advocates (America's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018; Bridgeland et al., 2006; Dynarski et al., 2008; Hanover Research, 2013; Johnston, 2010; Kennelly & Monrad, 2007). This study found that the relationships developed between REACH students and REACH teachers increased students' self-esteem and improved their academic achievement. Studies have also revealed that developmental relationships between students and teachers were essential when expressing care, challenging growth, providing support, sharing power, and expanding possibilities (Anderson & Jiang, 2018; Search Institute, 2018). The researcher found that the REACH teachers showed students that they mattered to them, pushed students to be their best, helped students get things done, listened to students' ideas, and helped students connect with new people in their community. Adult advocates were significant in boosting students' self-esteem both in this study and in other studies.

How did the REACH Program help at-risk students increase their academic achievement?

The REACH program helped at-risk students increased their academic achievement through the REACH classes, Extended REACH, and peer tutoring. In the REACH classes,

students learned different study habits and test-taking skills, which helped them prepare for their quizzes and tests in other classes. For example, Student A stated, “I think what helped me was having a ton of people ready to help me and having the told to be successful and the resources during school and after” (Student A, personal communication, October 18, 2020). REACH teachers helped students utilize a planner to organize their schedules and write down their assignments. The planners also assisted students in remembering their coursework and agendas. Parent A indicated that REACH helped her daughter organize her assignments in a weekly planner to show her what needs to get done (Parent A, personal communication, October 4, 2020). Students meet with REACH teachers weekly to review their grades and create missing assignments checklists to complete. In class, REACH teachers helped students with their assignments and double-checked that their work was submitted. Students were also encouraged to attend office hours, Extended REACH, and tutoring after-school to help increase their academic achievement. Extended REACH provided students with a distraction-free environment to complete their assignments and work with peer tutors. Peer tutoring helped students understand the material being taught and prepared them for their quizzes and tests. Student C felt that after-school REACH and tutoring helped him with biology, math, and overall helped him keep his grades in check (Student C, personal communication, October 4, 2020). The REACH program’s resources helped students learn how to be accountable for their academics and how to utilize the services available to them. Students also raised their grades and test scores by making school a priority and putting forth the effort. Teacher D believed that his students grades went up because they learned in REACH to just put forth the effort and make school a priority (Teacher D, personal communication, October 13, 2020). These resources provided by the REACH program were essential in helping students’ increase their academic achievement.

Experts believed that tutoring increased at-risk students' persistence, academic achievement, retention, and degree attainment (Astin, 1993; Rheinheimer et al., 2010; Rheinheimer & Mann, 2000). This study revealed that the REACH program provided at-risk students with tutoring in the REACH classes and after school in Extended REACH to help students' increase their self-esteem, academic achievement and develop relationships with their peers. Studies have shown that peer tutoring was an essential part of academic support services, and that peer tutors were excellent role models for at-risk students (Rheinheimer et al., 2010; Pascarella & Terenzini, 2005). Peer tutors in the REACH program possessed high cognitive abilities and increased at-risk students' ability to develop good study habits, test-taking skills, knowledge, attitude, and academic achievement. Experts also determined that educators should encourage and empower at-risk students to utilize tutoring since early academic success improves self-efficacy (Collins, 2007; Rheinheimer et al., 2010; Zimmerman, 2000). The REACH program required at-risk students to receive tutoring if their GPA was below a 2.5 and if they have any D's or F's. Students were resistant to attend peer tutoring at first and then received immediate benefits from attending. Data revealed that REACH students were learning and understanding the material, turning in assignments, improving quizzes and test grades scores, and boosting their self-esteem. Peer tutoring was another resource that benefited at-risk students that both in this study and in other studies.

How did the REACH Program help at-risk students improved their classroom behavior?

The REACH program helped at-risk students improve their classroom behavior by teaching them various skills and strategies to act appropriately in the classroom environment. These skills and strategies included removing distractions, sitting in the front of the classroom, taking notes, raising their hands to answer and ask questions, creating checklists, and code-

switching. For example, Student A stated, “REACH taught me different strategies to pay attention like taking notes, removing my distractions, sitting in the front of class, and creating checklist” (Student A, personal communication, October 18, 2020). Students were given opportunities in the REACH classes to practice these skills and strategies before applying them to their other classes. REACH teachers were conscious about correcting and reinforcing appropriate classroom behavior to help students be more mindful about their actions during class. The goal was to have students recognize their behaviors in other classes and corrected themselves to stay engaged in their learning. Educators noticed a drastic improvement in REACH students and their ability to participate in the classroom. Teacher A indicated that REACH students felt more empowered and that they could be successful in the classroom once they learned how to engage and participate in REACH (Teacher A, personal communication, October 10, 2020). The skills and strategies learned in the REACH program helped students to understand what was happening in their classes. Students were able to listen and follow directions on different assignments, activities and tasks. They were able to contribute to class discussions and group projects. Also, students were able to pay attention and stay focused during lectures. Students were stopping themselves from talking, putting away their devices, and asking for help. Teacher E felt that the REACH program taught students how to get rid of their distractions. Students were now able to actually engage, participate, raise their hands, ask questions because they wanted to be involved (Teacher E, personal communication, October 11, 2020). The skills and strategies taught in the REACH program were essential in helping students improve classroom behavior.

Experts believed educators increased students’ motivation through the learning environment they create in the classroom (DePaoli et al., 2018; Fix et al., 2019; Hanna, 2014;

McCormick et al., 2013; Walker & Graham, 2019). The REACH program created a welcoming classroom environment for at-risk students to build strong relationships between their peers and teachers. This type of learning environment enhanced students' self-esteem, academic achievement, and classroom behavior. Studies have proven that teachers increased student motivation by making students feel safe in their surroundings and developing caring relationships with them (DePaoli et al., 2018; Hanna, 2014; Maslow, 1987; Walker & Graham, 2019). The REACH program created a learning environment based on trust and respect between students, peers, and teachers. Studies have revealed a four approach that established an emotionally honest and trustworthy classroom such as modeling behavior, displaying humor, holding people accountable, and teaching vulnerability (DePaoli et al., 2018; Hanna, 2014). REACH teachers modeled their mistakes in front of students and were willing to be vulnerable with them. Students were resistant at first but then started to become more supportive and compassionate towards each other and their teachers. Humor was also used in the classroom by REACH teachers to encourage laughter, joking, sarcasm, and sharing embarrassing personal stories. Studies have revealed that humor created a more engaging classroom environment and helped students attend class since the environment was an enjoyable place to learn (Hanna, 2014; Locke & Davidson, 1999; Shibinski & Martin, 2010). REACH teachers held high standards for themselves and the students. Teachers were accountable for their teaching effectiveness, owning their mistakes and asking for forgiveness to create mutual respect with students. This accountability from the teachers allowed students to own their part in their journey academically and personally. REACH teachers were also vulnerable with students to establish trust between them. Students felt accepted and respected by teachers due to their vulnerability. Experts have revealed that this four-approach model generated engagement, created accountability, and

developed relationships between students and teachers (DePaoli et al., 2018; Hanna, 2014). This study and other studies have both proved that a safe and nurturing learning environment was essential in developing at-risk students' classroom behavior.

How did the REACH Program help at-risk students develop relationships with their peers?

The REACH program helped at-risk students develop relationships with peers and teachers by giving them a sense of belonging and providing them with opportunities to made personal connections. For example, Parent E stated, "the REACH program helped her daughter feel a sense of belonging with her peers and she was able to make new friends because there were other students like her in the REACH classes that struggled and didn't get good grades (Parent E, personal communication, October 12, 2020). REACH classes were created to provide students with a safe and nurturing learning environment. The REACH classes were filled with students who had similar struggles with school due to their deficits. Students had to learn to be vulnerable with both their peers and teachers. REACH teachers allowed students to connect with their peers in the classed by having intimate conversations, class bonding activities, and birthday/holiday parties. Student B felt that the REACH program helped him connect with his peers on a more personal level and helped him understand who they were (Student B, personal communication, October 15, 2020). Students learned about each other's personal stories and struggles, which allowed them to show empathy towards one another. These experiences allowed students to connect with their peers and build new friendships.

REACH teachers also worked hard with students to change their perceptions about teachers and see them as allies instead of enemies. Teacher B indicated that REACH students realized that teachers were not the enemy and started seeing them as allies (Teacher B, personal communication, October 11, 2020). Students were pushed to communicate with their teachers

daily through email and in-person. REACH teachers had students reach out to their teachers regularly to ask questions, for help, and receive extensions on their work. Student D revealed that she has gotten to know her teachers a lot more because REACH had them reach out to their teachers all time (Student D, personal communication, October 4, 2020). Students were then able to see how much their teachers care about them and wanted them to succeed. Teachers and students were working together on ways to help the student be more successful in their classes. Students felt loved, supported, and empowered by their teachers' willingness to help them. Teachers and students' relationships developed when students realized that their teachers were on their side. Student A expressed that she became closer with her teachers because REACH made her feel like less people were working against her and more people were working with her (Student A, personal communication, October 18, 2020). Students' personal connections with their peers and teachers made them feel a sense of belonging at school. These methods utilized by the REACH program were essential in helping students develop relationships with their peers and teachers.

Studies have determined that at-risk students experience similar student characteristics at school, such as alienation, disengagement, behavioral issues, and low self-esteem (America's Promise Alliance, 2015; Blazer & Gonzalez Hernandez, 2018; Walker & Graham, 2019). The REACH students shared similar student characteristics at the private high school. Many REACH students felt no connection to their teachers, peers, counselors, and school community. Studies have revealed that schools often ignore the needs of at-risk students that require more attention, services, and supports (Amitay & Rahav, 2018; Noguera, 2003; Osterman, 2000; Razer et al., 2013; Rumberger & Palardy, 2005). Before the REACH program, the private high school neglected the needs of at-risk students who required more attention and support. Many REACH

students disengaged and alienation themselves from school due to feeling alone and not having a support system. Behavioral issues were also a problem with REACH students. Behavioral issues were another characteristic that the experts found that affected drop-out rates among at-risk students (Blazer & Gonzalez Hernandez, 2018; Dynarski et al., 2008; Freeman & Simonsen, 2015; Hammond et al., 2007; Hanover Research, 2011; Johnston, 2010; Sherman, 2011; National Dropout Prevention Center/Network, 2009; Walker & Graham, 2019). Several REACH students rebelled against the disciplinary policies and acted out due to wanting the attention of their teachers and administrators. REACH students wanted to be noticed and acting out was the only way they were receiving it. Experts believed that self-esteem was another contributing factor to drop-out rates (Bulger & Watson, 2006; Fix et al., 2019; Rouche & Rouche, 1993; Walker & Graham, 2019). At the private high school, several REACH students had painful early school experiences that damaged their self-esteem, their ability to do well in school, and their relationships with peers and teachers. The REACH program had to rebuild students' self-esteem for them to be capable of having relationships with others. This study and other studies have both proved that a sense of belonging and personal connections was essential in developing at-risk students' relationships with peers and teachers.

Experts believed that social and emotional skills were the foundation for building and sustaining relationships, creating a responsive, caring and inclusive classroom, helping students achieve academic success and becoming responsible citizens (Schonert-Reichl & Hymel, 2007; Zins et al., 2007). The REACH program taught social and emotional skills to at-risk students to helped students recognize and manage emotions, develop care and concern for others, create positive relationships, make responsible decisions, and handle challenging situations effectively. Studies have found that educators held the key to creating a caring and safe environment

essential for social and emotional learning and academic achievement (Schonert-Reichl & Hymel, 2007; Zins et al., 2007). REACH teachers were significant in this study and created a safe environment for at-risk students to learn these essential social and emotional skills to be able to develop relationships with their peers and teachers. Experts also recommended teaching executive functioning skills to help students resist temptations, stay focus, and adapt to changed circumstances (Collins & Koechlin, 2012; Diamond, 2013; Lunt et al., 2012). REACH students were able to develop reasoning, problem-solving, and planning. Studies have revealed that executive functioning skills were essential for mental and physical health, cognitive, social, psychological development, and success in school and life (Borella et al., 2010; Diamond, 2013; Lui & Tannock, 2007). Executive functioning skills were essential to develop in REACH students to help them mentally, emotionally, socially, and physically. This study and other studies have both proved social and emotional skills and executive functioning skills were vital in helping at-risk students develop themselves and their relationships with peers and teachers.

Recommendations to Improve the REACH Program

Students

During the interview process, all REACH students recommended going on field trips to visit colleges in the REACH II class. REACH II students were interested in learning about college's nature and understanding the process of college admissions. Experts have recommended that educators provide at-risk students with the opportunity to spend the day on a university campus (Radcliffe & Bos, 2013; Schaefer, 2014). REACH students wanted to explore college life and determine the benefits of college. The researcher in this study suggested that the REACH teachers incorporate college visits into their curriculum to expose at-risk students to the atmosphere of college. Students should tour the college campuses, classes, dining halls, dorms,

and the admission and financial aid office. REACH students also wanted college students who were at-risk to be guest speakers in the classroom and explain their journey to college. REACH teachers should have college students also talk about getting involved on campus, explaining majors and minors, and their experiences in college. The researcher recommended that REACH teachers partner with the high school counseling department to learn about additional resources to help guide students to college information. REACH teachers could help students select favored colleges, apply on the state-wide college admissions site, and initiate the Free Application for Federal Student Aid (FAFSA). For a future study, future researchers could examine which approach impacts at-risk students at a private high school the most: college tours, college presentations, or educator support.

Parents

During the parent interviews, the researcher received several recommendations from parents to improve the REACH program. Parent A suggested that the REACH program provide additional REACH classes throughout the school day to give more at-risk students the opportunity to receive support and inquire the skills needed to succeed. Parent A also thought that a life skills class would be beneficial to all students as an elective (Parent A, personal communication, October 4, 2020). Parent B proposed that the REACH classes be available to students all four years to eliminate the parents and students' stress on whether they will return to the REACH program the following year (Parent B, personal communication, October 30, 2020). Parent C advised that the REACH program hire more staff to support the number of students in the program. Parent C understood how much time and effort each student required and believed that additional staff would reduce the burn out of REACH teachers (Parent C, personal communication, October 4, 2020). Parent D believed that more parent training and informational

night were necessary to help educate parents. Parent D recommended having parent nights once a month to help parents navigate the technology used at the school and provide parents with the necessary information to support their students (Parent D, personal communication, October 11, 2020). Parent E suggested that the REACH teachers provide a monthly call or write about their child to give parents feedback on their students' area of need and specific skills they have mastered (Parent E, personal communication, October 12, 2020). All recommendations from parents should be closely examined by the REACH teachers and be implicated in the program. For a future study, future researchers could examine the burn-out rate of private high school educators that work with at-risk students.

Parent Involvement

Experts have determined that educators' most challenging task was parental involvement amongst the at-risk population (Vandergrift & Green, 1992; Webster-Stratton, & Reid, 2018). REACH teachers experienced the same challenge with their at-risk students' parental involvement. Studies have revealed that unsupportive parents do not participate in their child's education and were the most challenging to reach but the most essential group to focus on with improving involvement (Vandergrift & Green, 1992; Webster-Stratton, & Reid, 2018). Many REACH parents were unsupportive and failed to see how their lack of involvement affected their at-risk child academically, emotionally, mentally, and socially. Experts have recommended that educators "know who the parents are" and to have various strategies to increase parental involvement (Vandergrift & Green, 1992, Webster-Stratton, & Reid, 2018). The REACH teachers found that these strategies were the most efficient for increasing parental involvement such as home visits, phone calls, zoom meetings, and recorded training sessions. Studies have shown these strategies matched the appropriate level of parent commitment, willingness, and

ability to be involved (Vandergrift & Green, 1992; Webster-Stratton, & Reid, 2018). The REACH teachers also identified that the partnering approach worked best to increase parental involvement and that approach promoted parent participation, support, and education. Experts have learned that educators using the partnering approach created parent effectiveness rather than the hierarchical teacher to parent approach (Cochran, 1988; Stringfield, 1997; Webster-Stratton, & Reid, 2018). This study and other studies have proved that parental involvement was crucial to the success of at-risk students.

Teachers

During the teacher interviews, the researcher received several recommendations from teachers on enhancing the REACH program. Teachers A suggested that the upper administration provide more funding to the REACH program in terms of more resources and staff. Teacher A also recommended showing REACH students what is beyond their bubble, such as presenting them with opportunities to go on mission trips and traveling abroad (Teacher A, personal communication, October 10, 2020). Teacher B suggested having quarterly meetings with teachers to discuss the students and collaborate on different approaches to serve the REACH students. Teacher B also advised having students and parents join the teacher meetings once a semester to give feedback and received input from the families (Teacher B, personal communication, October 11, 2020). Teachers C mentioned helping specific students and families receive testing from the county to identify learning disabilities and have an accommodation plan created for those who need it (Teacher C, personal communication, October 15, 2020). Teacher D suggested reaching out to all teachers and seeing who would be interested in being a REACH mentor. Teacher mentors would meet with REACH students weekly to check in with them while building personal relationships (Teacher D, personal communication, October 13, 2020). Teacher

E recommended having teacher training sessions once a month for teachers to attend and gain strategies on how to best support at-risk students. Trainings could also be recorded and send out to teachers to view on their own time (Teacher E, personal communication, October 11, 2020). For a future study, future researchers could examine using specific teachers as mentors for at-risk students and how these relationships could significantly impact at-risk students' experiences at a private high school.

Extending REACH

The private high school should design a REACH program facility to support the teachers and students. This REACH faculty would be equipped with teacher offices, a classroom for the REACH classes, supply and food closets, and a testing and tutoring center. REACH students would have everything they needed in one location including teachers, tutors, classes, food, and areas to complete their work and tests. This REACH facility would give at-risk students a facility of their own that they could belong too.

Another suggestion for the REACH program would be to incorporate supplemental instruction into their services. The REACH program could hire peer tutors, upper-class students, or peer classmates to produce trained leaders for at-risk students. These leaders would attend courses with the REACH students and take notes, read the text, provide positive feedback, and explain content. Experts believed that supplemental instruction was essential for academic integration, social integration, and academic performance for at-risk students (National Center for Supplemental Instruction, 1997; Rheinheimer et al., 2010). For a future study, future researchers could examine how supplemental instruction helped at-risk students at a private high school improve their academic performance.

Recommendations for Other Private High Schools

Experts have revealed that dropout prevention programs successfully meet students' specific needs and were efficient in improving students' self-esteem, academic achievement, classroom behavior, relationships with peers and teacher, and graduation rates (Vera et al., 2016; Dynarski et al., 2008). The REACH program at one private high school helped at-risk students with their self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers. Experts have stated that efficient dropout prevention programs focused on early identification, effective intervention strategies, and partnerships with students, parents, teachers, and administrators (Appelstein, 1998; Vera et al., 2016). The REACH program was able to identify at-risk students early on due to their course grades, standardized test scores, grade retention, attendance rates, and disciplinary infractions in junior high. Studies have revealed that this data was required in identifying which students were most at-risk and recommended equipping students with an extra layer of support during their transition from middle school to high school (Blazer & Gonzalez Hernandez, 2018; Vera et al., 2016; Freeman & Simonsen, 2015; Kennelly & Monrad, 2007; National Education Association, 2019). REACH Students were identified during their transition period from middle school to high school and were placed into the REACH program their freshman year for an extra layer of support. The REACH classes were created to equip at-risk students with the skills, resources and support necessary to succeed at the private high school. REACH students also received additional help for their summer school classes too. Studies have determined that students increase their academic achievement when they have services to support them during school, after school, and over the summers (Blazer & Gonzalez Hernandez, 2018; National Dropout Prevention Center/Network, 2009). The REACH program also partners with students, parents, teachers, and administration to best support the

child and their needs. REACH teachers were in constant communication with all parties that pertained to the student. The REACH program was an efficient dropout prevention program due to early identification, effective interventions strategies, and the partnership with students, parents, teachers and administrators. This study and other studies have proved that dropout prevention programs were essential in helping at-risk students with their self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers. The REACH program could and should be implemented at other private high schools as a dropout prevention program for at-risk students.

Summary

Chapter 5 was the final discussion of all the results concluded in this study. The REACH program created a positive educational experience for at-risk students and helped them with their self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers. Recommendations were also given by students, parents, and teachers on how to enhance the REACH program. This study suggested that the REACH program build their own facility for students and teachers and add supplemental instructions to their services. The REACH program was proved an efficient dropout prevention program, and other private schools should implement this program into their high schools for at-risk students. In closing, here are some final remarks from students, parents, and teachers about the REACH program.

Students

"I would describe the REACH program as a family. And REACH makes you feel like you fit in and you belong" (Student A, personal communication, October 18, 2020).

"REACH gave me supporting staff and a group of friends that I can relate too. I feel like I belong and can be successful here at this school" (Student A, personal communication, October 15, 2020).

"I would call the REACH program a safe place for us to build our confidence in an environment of people who care about us and just want what's best for us" (Student E, personal communication, October 12, 2020).

Parents

"The REACH program has really supported him and is 100% the only reason why he's still at that school" (Parent C, personal communication, October 4, 2020).

"The REACH teachers there have been amazing, and I would say the REACH program for my kids has been a safe place where they can go and get support and not feel inferior, not feel that they're not the only person who doesn't get it" (Parent D, personal communication, October 11, 2020).

"The REACH teachers are always available, they are always supportive, they have made it easy for my daughter to communicate with them, and they have given her a supportive structure" (Parent E, personal communication, October 12, 2020).

Teachers

"REACH is a place that students can go to for all of their academic, social, and emotional needs" (Teacher A, personal communication, October 10, 2020).

"I see the REACH program as a support in the holistic sense. They are dealing with the global skills, the executive functioning skills, the planning skills, and not just academics" (Teacher B, personal communication, October 11, 2020).

"To me, the REACH program is a resource class where students have the ability to go to a space with academic coaches. I would even say more like, a life coach because the REACH staff is teaching kids lifelong skills. These students have these adults who care about them as a person, almost holistically" (Teacher C, personal communication, October 15, 2020).

Conclusion

In Northern California, a private high school implemented a dropout prevention program known as the REACH program for their most at-risk students. This study proved that the REACH program helped at-risk students with their self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers. Students in the program were able to boost their self-esteem through the love and support from their REACH teachers. The REACH program helped students increase their academic achievement through the REACH classes, Extended REACH, and peer tutoring. Students were also able to improve their classroom behavior through the various skills and strategies taught in the REACH classes to help students act appropriately in the classroom setting. Last, students were able to develop relationships with their peers and teachers due to the REACH program giving them a sense of belonging and providing them with the opportunities to made personal connections. The REACH program assisted at-risk students in these specific areas to help them succeed in school and life. Other private schools should utilize this study to implement a dropout prevention program at their institutions for at-risk students.

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APPENDIX

Appendix A: REACH Handbooks

REACH Student Handbook

REACH: *Respond to Every Academic Crisis Holistically*

Purpose

The purpose of the REACH program is to motivate the individual student to become a life-long learner, as well as a productive and contributing member of his or her community. This program serves students who are facing barriers in their educational success. Student achievement depends not only on academic skills, but also on social, emotional, and family stability factors that affect the student's ability to learn. REACH acts as the gateway between teachers and family and aims to improve barriers in student learning. The program provides students with an opportunity to recapture a sense of purpose, regain self-esteem, and succeed academically.

Mission Statement

The REACH program is committed to partnering with parents and educators to meet the academic, physical, spiritual, and social-emotional needs of our students. We strive to provide the resources and support that empower our students to reach their educational goals and personal potential. Students are holistically developed and equipped with the skills necessary to graduate Valley Christian High School, serve God, and be college and career ready.

Vision

We envision the REACH program as a thriving learning community that provides students with both educational and real-world learning opportunities, which will engage the whole student in the learning process. Students are provided a nurturing and safe environment that fosters a

rigorous academic, technological, and spiritual curriculum to prepare them for their future endeavors.

Student Behavior and Participation

The REACH class provides our highest level of staff intervention and care. In addition, this class utilizes group interaction and support to achieve the best outcomes. Due to the specialized nature of this course, any student enrolled in the course must be an active participant in the class. If a student refuses to put forth effort into schoolwork or group activities, or if behavior becomes a concern, a warning will be sent home. If that is not effective, a conference will be called with a parent to discuss the terms for remaining in the course.

REACH Attendance Policy

Missing classes or arriving late will negatively affect your grades and learning in the classroom. While we do not want a student, who is ill to come to school, please make every effort to plan vacations and appointments outside of school hours. In addition to the VCHS student handbook policies, please be aware if tardies or absences become a concern, the REACH program may need to create an attendance contract with you in order to remain in the program.

REACH COACH In-Class Observation

The REACH Coach will conduct in class student observations as needed during the school year. Observations will be to assess how the student is applying REACH skills in coursework and asses any student or teacher concerns.

REACH Accommodations

The REACH team has some limited ability to assist the student in making accommodations to improve academic learning. REACH accommodations are used on a short-term basis while the

student undergoes training on academic skills. All REACH accommodations are determined on a case-by-case basis by our Student Services Counselor.

REACH Student Academic Probation

If a REACH student has a GPA of 2.0 or lower at any point in the semester, the student will be placed on REACH Probation. This is a proactive step, which is taken before VCHS Academic probation takes place. Students placed in REACH probation will have a parent and student conference to create an academic plan. In addition, Extended REACH attendance will become mandatory until the probation is lifted. Students with a GPA of 2.0 or lower at the end of the semester will be placed on VCHS academic probation and an academic hold may be put in place, which prevents re-enrollment for next school year until the hold is lifted.

Mindprint Assessments

Students will take a 60-minute assessment at the beginning of the year to test their processing speed, complex reasoning, and memory. This assessment will help the REACH staff and teachers understand how students best learn and show the areas of difficulties students are experiencing. Once the assessments have been completed, students will send teachers an email about their assessment and highlight their areas of strength and the areas of support as well as recommendations on how they best learn. Students will be given the opportunity to meet with the REACH staff to learn about their assessment.

Extended REACH

Extended REACH (E.R.) is our after school supervised study hall, which is run by REACH. Students can receive academic support and test administration is available as well as peer tutoring. E.R. is offered on Mondays and Wednesdays from 3:00 pm- 5:00 pm and will begin

August 24th. E.R. is typically an optional resource for REACH students. If a student is placed on REACH academic probation, E.R. attendance will become mandatory.

Reach Grade

Grading Categories:

Type	Percentage of Final Grade
CLASS PREPARATION (fully charged IPAD, binder, homework, textbook, pens & paper	30%
PARTICIPATION (on-time, engaged, on-task)	30%
COOPERATION & RESPECT (collaborative, positive attitude, respectful in behavior & speech)	30%
Attendance (attending class)	10%

Grading Scale:

Letter Grade at Semester	**Intended Message for student and parent**
A	Student is excelling
A-	Student is grasping academic skills being taught
B+	Student is showing inconsistent progress
B	Student is struggling with academic skills being taught
B-	Student seems to be seriously struggling, even with REACH intervention
Below B-	VP will schedule a meeting with the parent

REACH grades are not meant to pull down your GPA. Because of this, we have an altered grading scale as shown above. If a REACH coach is concerned, an action plan will be developed. If a parent has concerns about their student's progress, please contact REACH to develop an action plan. It is our goal to partner with our parents for success. If the REACH course grade drops below a B- in the class, the student may be removed from REACH.

Students in REACH I with a D or F in a core class at the end of the school year must extend the learning into the first two weeks of summer to remediate their grade. Summer school may also be required.

Student Expectations

- Attend class every day and arrive on time.
- Make school a priority.
- Keep track of your schedule (set reminders on phone and/or iPad).
- Purchase all books for each subject and necessary school supplies.
- Complete and submit assignments in class.
- Charge iPad every night for class the next day.
- Communicate with your REACH team
    - Let REACH know right away if you have a problem or question. Email reach@vcs.net
- Choose Integrity
    - Be straightforward about how you are doing and what you have turned in. This class creates a community based on trust.
- Be Committed

- You can better yourself as a student when you buy into our program steps and are willing to be an active part of the REACH learning community.

Student Contract

I understand and agree to adhere to the REACH program policies and procedures. I understand that I must actively participate in the REACH program and adhere to REACH policies in order to remain in the class. I understand that continued lack of school attendance, failure to turn in schoolwork, and concerning behavior are all grounds for removal from the REACH class.

_____ _____

Student Signature *Date*

REACH Parent Handbook

REACH: *Respond to Every Academic Crisis Holistically*

Purpose

The purpose of the REACH program is to motivate the individual student to become a life-long learner, as well as a productive and contributing member of his or her community. This program serves students who are facing barriers in their educational success. Student achievement depends not only on academic skills, but on social, emotional, and family stability factors that affect the student's ability to learn. REACH acts as the gateway between teachers and family and aims to improve barriers in student learning. The program provides students with an opportunity to recapture a God-given sense of purpose, regain self-esteem, and succeed academically.

Mission Statement

The REACH program is committed to partnering with parents and educators to meet the academic, physical, spiritual, and social-emotional needs of our students. We strive to provide the resources and support that empower our students to reach their educational goals and personal potential. Students are holistically developed and equipped with the skills necessary to graduate Valley Christian High School, serve God, and be college and career ready.

Vision

We envision the REACH program as a Christ-centered, thriving learning community that provides students with both educational and real world learning opportunities, which will engage the whole student in the learning process. Students are provided a nurturing and safe environment that fosters a rigorous academic, technological, and spiritual curriculum to prepare them for their future endeavors.

Goals

1. Create opportunities for personal, social, spiritual, and emotional growth
2. Strengthen social and emotional skills, 21st century skills, and executive functioning skills
3. Build student's confidence in their academics
4. Establish a sense of belonging for students centered around Jesus Christ
5. Developing a partnership with parents and educators
6. Assist students and parents to identify the best path for academic success. Factors include attendance, minimal tardies, effort on schoolwork, and grades.

Student Behavior and Participation

The REACH class provides our highest level of staff intervention and care. In addition, this class utilizes group interaction and support to achieve the best outcomes. Due to the specialized nature

of this course, any student enrolled in the course must be an active participant in the class. If a student refuses to put forth effort into schoolwork or group activities, or if behavior becomes a concern, a warning will be sent home. If that is not effective, a conference will be called with a parent to discuss the terms for remaining in the course.

REACH Attendance Policy

Missing classes or arriving late negatively affects grades and learning in the classroom. Please make every effort to plan vacations and appointments outside of school hours. With our new technology, students will be able to attend class from home even when slightly ill. For more serious illness, follow the VCS student handbook to notify the school of absences. Please email REACH if your child has a medical or personal issue that is affecting school attendance such as surgery or extended illness etc. In addition to the VCHS student handbook policies, please be aware if tardies or absences become a concern, the REACH program may need to create an attendance contract with you and your student in order to remain in the program.

REACH COACH In-Class Observation

The REACH Coach will conduct in-class student observations as needed during the school year. Observations will be to assess how your student is applying REACH skills in coursework and asses any student or teacher concerns. When possible, the REACH coach, will share observational notes with the parent(s).

REACH Accommodations

The REACH team has limited ability to assist the student in making accommodations to improve academic learning. REACH accommodations are used on a short-term basis while the student undergoes training on academic skills.

Mindprint Assessments

Students will take a 60-minute assessment to test their processing speed, complex reasoning, and memory. This assessment will help the REACH staff and teachers understand how students best learn and show the areas of difficulties students are experiencing. Once the assessments have been completed, students will send teachers an email about their assessment and highlight their areas of strength and the areas of support as well as recommendations on how they best learn. Parents will be given the opportunity to meet with the REACH staff to learn about their student's assessment.

REACH Student Academic Probation

If a REACH student has a GPA of 2.0 or lower at any point in the semester, the student will be placed on REACH Probation. This is a proactive step, which is taken before VCHS Academic probation takes place. Students placed in REACH probation will have a parent and student conference to create an academic plan. In addition, Extended REACH attendance will become mandatory until the probation is lifted. Students with a GPA of 2.0 or lower at the end of the semester will be placed on VCHS academic probation and an academic hold may be put in place, which prevents re-enrollment for next school year until the hold is lifted.

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REACH Student Benchmarking

Students and Parents will be given a questionnaire near the beginning of the year to assess student strengths and weaknesses. The same questionnaire will be given near the end of the school year for student benchmarking. In addition, REACH staff can compare student academic standing with the progress report from the previous school year.

Reach Grade

Grading Categories:

Type	Percentage of Final Grade
CLASS PREPARATION (fully charged IPAD, binder, homework, textbook, pens & paper	30%
PARTICIPATION (on-time, engaged, on-task)	30%
COOPERATION & RESPECT (collaborative, positive attitude, respectful in behavior & speech)	30%
ATTENDANCE (attending class)	10%

Grading Scale:

Letter Grade at Semester	**Intended Message for student and parent**
A	Student is excelling
A-	Student is grasping academic skills being taught
B+	Student is showing inconsistent progress
B	Student is struggling with academic skills being taught

B-	Student seems to be seriously struggling, even with REACH intervention
Below B-	VP will schedule a meeting with the parent

REACH grades are not meant to pull down your GPA. Because of this, we have an altered grading scale as shown above. If a REACH coach is concerned, an action plan will be developed. If a parent has concerns about their student's progress, please contact REACH to develop an action plan. It is our goal to partner with our parents for success. If the REACH course grade drops below a B- in the class, the student may be removed from REACH.

Students in REACH I with a D or F in a core class at the end of the school year must extend the learning into the first two weeks of summer to remediate their grade. Summer school may also be required.

Parent Involvement

Parents, as the primary educators in a child's life, are an important influence in the academic success of the student. You can support REACH learning at home in several ways including:

1. Create a learning space for your child with limited distractions (ex. in an office, at the kitchen table).
2. Help students keep track of their schedule (set reminders on phone and/or iPad).
3. Make sure students have access to all "subjects" books and the necessary school supplies.
4. Encourage students to complete and submit their assignments in class.
5. Help students remember to charge their iPADs every night for class the next day.
6. Do not schedule appointments during school hours (your student's presence is vital for their academic success).

7. Make school a priority.
8. Encourage your child to make good choices such as proper sleep, healthy eating, and reasonable life balance with electronics.
9. Converse with your student about what he or she is learning.
    - If you notice your child is not working on homework at home on a regular basis, your student is likely avoiding work and needs additional follow up.
10. Check Moodle at least once per week
    - Have your student show you the current Moodle page for each course on his or her IPAD. Teachers use Moodle to list in-class activities, homework assignments and upcoming tests. Although REACH provides accountability, your student needs support at home to encourage proper student habits.
11. Check PowerSchool once per week
    - Access PowerSchool, to keep up to date on grades, attendance, and discipline marks (such as IPAD off task marks).
12. Review Tests
    - If your student does poorly on a test, please contact the teacher within the next week to discuss what steps are needed to improve test performance.
    - Often times, tests may not be removed from the classroom. Parents can set up an appointment to review the test and may ask a REACH staff member to join that meeting if desired.
13. Communicate with REACH
    - Our REACH teacher and coaches want to help. Email us with questions or concerns. <u>When emailing a teacher of any subject, please also CC the REACH</u>

team: reach@vcs.net so we can support you. Likewise, if you schedule a meeting with a teacher, please notify REACH.

- Please email REACH if there are any changes in the student's home-life, health, or circumstances that could impact their academics.
- Our REACH team appreciates your responses to emails and phone calls when supporting your student.

Parents please be aware that the REACH team and administration will be closely working with your student. In the event that the administration has, a continued concern about your student's behavior, attendance or progress, parent involvement will be necessary to create a plan to address the situation moving forward.

Parent Contract

I understand and agree to adhere to the REACH program policies and procedures. I understand that my student must actively participate in the REACH program and adhere to REACH policies in order to remain in the class. I understand that continued lack of school attendance, failure to turn in schoolwork, and concerning behavior are all grounds for removal from the REACH class.

_____ _____

Parent Signature Student Name

REACH Staff Handbook

REACH: *Respond to Every Academic Crisis Holistically*

Purpose

The purpose of the REACH program is to motivate the individual student to become a life-long learner, as well as a productive and contributing member of his or her community. This program serves students who are facing serious barriers in their educational success. Student achievement depends not only on academic skills, but on social, emotional, and family stability factors that affect the student's ability to learn. REACH acts as the gateway between teachers and family and aims to improve barriers in student learning. The program provides students with an opportunity to recapture a sense of purpose, regain self-esteem, and succeed academically.

Mission Statement

The REACH program is committed to partnering with parents and educators to meet the academic, physical, spiritual, and social-emotional needs of our students. We strive to provide the resources and support that empower our students to reach their educational goals and personal potential. Students are holistically developed and equipped with the skills necessary to graduate Valley Christian High School, serve God, and be college and career ready.

Vision

We envision the REACH program as a thriving learning community that provides students with both educational and real-world learning opportunities, which will engage the whole child in the learning process. Students are provided a nurturing and safe environment that fosters a rigorous academic, technological, spiritual curriculum to prepare them for their future endeavors.

Goals

7. Create opportunities for personal, social, spiritual, and emotional growth

8. Strengthen social and emotional skills, 21st century skills, and executive functioning skills
9. Build student's confidence in their academics
10. Establish a sense of belonging for students centered around Jesus Christ
11. Developing a partnership with parents and educators
12. Assist students and parents to identify the best path for academic success. Factors include attendance, minimal tardies, effort on schoolwork, and grades.

Student Identification Procedures

A student must meet at least two of the following characteristics to qualify for the REACH program:

a. Learning Disabilities
b. Behavioral Issues
c. Low Achievement Scores
d. Stressful home life
e. Poor attendance, missing one or more days a week
f. Frequently tardy
g. Lacks social and emotional skills, soft skills, and/or executive functioning skills
h. Low motivation to complete assignments or study for test
i. Lacks confidence in their ability to learn
j. Negative peer influence
k. No sense of belonging
l. No future plans

Mindprint Assessments

Students will take a 60-minute assessment at the beginning of the year to test their processing speed, complex reasoning, and memory. This assessment will help the REACH staff and teachers understand how students best learn and show the areas of difficulties students are experiencing. Once the assessments have been completed, students will send teachers an email about their assessment and highlight their areas of strength and the areas of support as well as recommendations on how they best learn.

REACH Academic Testing

If at any time, REACH staff feel that a student could benefit from having learning disability testing a meeting with our Student Services counselor will be called. If that counselor concurs, VCHS will contact the family to make a referral for learning disability testing.

REACH Academic Accommodation

In cases where learning disability testing is not affordable for the family, or if REACH determines the need for a short-term accommodation plan, REACH will arrange accommodations deemed necessary as listed below.

Test Extra Time: If a REACH student is regularly unable to finish tests within the time allotted, REACH can work with the teacher to allow the student extra time. This arrangement needs to be made before a test is handed out. The teacher may choose to stay late to continue the test or send the student to Resource room or Extended REACH to allow more time. Extra time length should be agreed upon before the test begins. Whoever administers the test should record the start and stop time for evaluation.

Test Extensions: If a REACH student does not feel prepared for a test/quiz, the REACH team can approve the student to reschedule the test without penalty or take their test in Extended

REACH or afterschool testing. Test make-up will need to occur within 3 school days. Test extensions need to be arranged with the teacher. To protect test integrity and prevent cheating, REACH will only allow a test extension on a limited basis. Reasons for the extension would be as follows:

Multiple tests on the same day

Excused Absent from class during test review

Excused Absent from class during a key lesson or activity that will be assessed

Extenuating Circumstances

Class Notes: For the best interest of the teacher and student, REACH recommends that teachers share a cliff note version of their PowerPoint with students that focuses on key terms, concepts, and the most important information needed to gain from the lecture. These cliff notes will take the stress off of students to take notes during the lecture and to allow them to focus on the information being taught. Also, these notes can help students better prepare for quizzes and tests.

· Priority Seating: If you use a seating chart, place REACH students in the front of the classroom to encourage participation.

· IPAD Use: IPADS are often a temptation. Clearly communicate when the IPAD is not needed and should be put away. Teachers are asked to make use of IPAD off task marks on PowerSchool to communicate with stakeholder

REACH Late Homework Policy

We typically have a REACH late work policy to prevent students from getting discouraged and giving up. However, with the distance learning late work and homework pass policies are so different from other years, we don’t yet know what needs our students may have. Our team will

work with admin and communicate with you if we are asking for a special accommodation or extension. Our plan is to coach our students on existing distance learning homework policies and stay in communication with stakeholders to make distance learning successful for these students.

Extended REACH

Extended REACH (E.R.) is our after school supervised study hall, which is run by REACH. Students can receive academic support and peer tutoring. Test administration is also available to teachers and students. E.R. will be offered on Mondays and Wednesdays from 3:50 pm- 5:30 pm. E.R. is typically an optional resource for REACH students. In the event that a student is placed on REACH academic probation, E.R. attendance will become mandatory.

Teacher Expectations

Teachers who have a REACH student in their class will be asked to collaborate with REACH in the following ways:

- Communicate any concerns and be willing to work with REACH staff (Behavior concern, disengaged, lacking required materials, poor quizzes and tests scores).
- Adhere to REACH accommodations policy examples include extra time on tests, test extensions, and providing cliff notes to students.
- Respond to REACH student, parent, counselor and/or REACH staff emails in a timely manner. Use the "Reply all" function so all parties are informed.
- Infrequent class observations may occur to ensure the student is applying REACH skills in other classes

Potential challenges in distance learning or in the classroom.

- Fearful of asking or answering questions.
- Unclear on how to turn assignments in.

- Underdeveloped executive function skills.
- Short attention span.
- Easily distracted.
- Takes a great amount of time to complete work.
- Turning assignments in late.
- May need instructions or concepts repeated or explained a different way.

Ways teachers can support REACH students

- Build relationships by getting to know your REACH students.
- Provide positive feedback and encouragement.
- Constantly check-in on students to make sure they are staying on task.
- Keep students in the classroom with you instead of letting them complete work on their own.
- Create checklists for students to accomplish.
- Repetition and Hands-On learning is key
- Visually show students what you want them to do.
- Notify REACH when a big project or test is coming up that way we can encourage students to start preparing.
- Mark assignments and late work as collected. This helps the REACH staff immensely!!!!
- Grade work in a timely manner will encourage students to keep placing forth the effort and will motivate them to keep working.

Appendix B: Course Descriptions

REACH (Respond to Every Academic Crisis Holistically)

REACH provides students with the skills, resources, and support necessary to be successful in their academics. The staff takes their time in developing a relationship with each student to identify the specific needs they have. Students have a safe environment to develop academically, take positive risk, and build meaningful relationships with their classmates and teachers. Skills taught include time-management, organization, asking for help, study skills, test taking skills, soft skills and executive functioning skills. Our goal is to develop independent learners, who take ownership of their education.

Course Number	0975B
Grade Level	9,10
Pre-Requisite	Instructor Approval, Counselor Recommendation
Application and/or Audition Date	None
Credits	10
VCHS Graduation Credit	Elective
UC Approval	None
Fees	None

REACH II (Respond to Every Academic Crisis Holistically)

REACH II is a continuation of REACH I. REACH II provides students with another year in acquiring the skills, resources, and support necessary to be successful in their academics. The staff is committed to working with students to strengthen their areas of need as well as implementing different strategies to increase their ability to perform academically. Skills taught include accountability, confidence, self-control, initiative, and social and emotional skills. Our goal is for students to be equip in handling their academic journey on their own.

Course Number	0975D
Grade Level	10
Pre-Requisite	Instructor Approval, REACH I
Application and/or Audition Date	None
Credits	10
VCHS Graduation Credit	Elective
UC Approval	None
Fees	None

Extended REACH

Extended Reach is an after-school program for students to work in a distraction free-environment and have the opportunity to receive assists from student-tutors in a group or individual setting. Two separate times are available to students for the convenience of extra-curricular activities. Supervisors are available for students who need an extra layer of support in creating and executing an academic action plan. This may be added as a mandatory attendance requirement if an academic counselor deems it necessary for academic success.

Course Number	0975C
Grade Level	9,10,11,12
Pre-Requisite	Counselor Approval
Application and/or Audition Date	None
Credits	None
VCHS Graduation Credit	None
UC Approval	None
Fees	None

Appendix C: Examples of Lesson Plans

Lesson Plan

1. **Check-in with the students and ask them questions (10 minutes)**
    a. Who still needs their books for classes?
    b. Does anyone still need their syllabus sign for other classes?
    c. What is one thing you are struggling with right now? (Go around the room and call on students)
2. **Introduce Weekly/Monthly Planners (15 minutes)**
    a. Explain the benefits of using a planner and their purpose
    b. break down the **monthly section** of the planner
        i. **major assignments**
        ii. **quizzes/test/projects/ presentations/ essays**
    c. break down the **weekly section** of the planner
        i. **classwork/homework**
        ii. **to do list**
    d. tell them to fill out their planners every day!!!!
    e. when teachers assign homework put assignments in the planner.
    f. ***have students show you their planners give them time to fill out their planners***
3. **Students Complete Homework (20 minutes)**

Lesson Plan

1. **Ice Breaker**
    a. What do you want to be when you grow up?

   b. Call on each student to answer the question and engage with them for a bit.

2. **Recap with Planners**

   a. Color coordinate to help with the different subjects.

   b. Write out each subject in planners every day

   c. If no homework put none.

3. **Demonstrate "How to write a Proper Email"- (Show Visuals Below)**

   a. Explain cc and bc as well.

4. **Have students write an email to teachers all in ONE EMAIL**

   a. We will find out who is good at following directions.

5. **Students' complete homework.**

HOW TO WRITE AN EMAIL TEACHERS WILL LOVE

SUBJECT: One to four words here

1. Hello or Dear (name here),
2. Formal compliment.
3. Formal Text Message.
4. Formal close, say Thank you.
5. Full Name here.

*When you are asking for a favor, such as to submit work late, *always* be polite and anticipate how the teacher or friend would prefer the information delivered. Some people prefer email, and others prefer work printed out and handed in to their box.

THE EXAMPLE

*Also your Teacher will love you if you include a easy to understand file name that describes what this is.

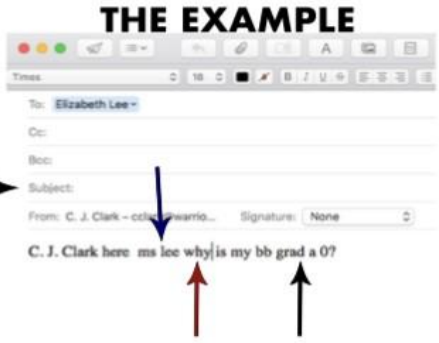
HOW TO WRITE AN EMAIL TEACHERS WILL HATE

No Subject

1. No respect for teacher's name.
2. No kind greeting just business.
3. Informal message with errors.
4. Demanding tone and rudeness.

*When you submit an email like this it offends the person who recieves it, making it more difficult for them to understand what you want. You want to be kind in order to be clear and to recieve a kind response; as opposed to being rude and recieving a rude response. Also if you do not do any work to communicate (such as remember the cirumstances, share which chapter, show them what was done, and offer it to them what is currently marked as in Powerschool) then the person does not see what the problem is.

THE EXAMPLE



Lesson Plan

1. **Teach students "How to Take Notes" (15 minutes) (PowerPoint attached)**
    a. *Have students take notes on the PowerPoint in their journals.*
    b. After the lecture, students must take a picture of their notes and email their notes to **reach@vcs.net**.
2. **Students complete their homework (25 minutes)**

How to Take Notes

Active Listening

- Identifying **important information**.
- Writing down **KEY WORDS/PHRASES**.
- Knowing when you are **"LOST"** and **ask QUESTIONS**.

Before Class

- **Check Moodle** for lesson plan.
  - **Print** out lecture notes
- **Review** the chapter in the textbook.
- Identity **topics** and **bold words** in chapter.

During Class

- **Follow along** in textbook during lectures.
  - **Listen** to make connections.
  - Write as if you are **texting**.
    - **Draw** visuals.

Important Take-A-Ways

- Write the **DATE** on notes.
- **Fold** 1/3 of the left side of the paper.
- **Create questions** on the left side.

TAKE NOTES WHEN A TEACHER SAYS

"This will be on the test"

"This is an important point"

"This is not in your textbook, but it is important"

Take Notes when a Teacher…

- **Repeats** the same information twice.
- Speaks slowly and **gives you time to write.**
- Explains the **same concept** several different ways.

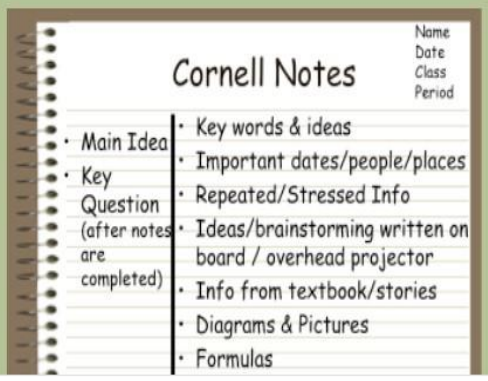
Other Considerations

- Draw **visuals**
  - **Sketches, diagrams, charts, symbols**
- Write as **little as possible**
- Use same **abbreviations** you use for texting
- Use as much **space** as you need to create **clear notes**.

After Class

- **Reread** your notes within 24 hours after class.
- **Create questions**.
- Your questions become an instant **study guide**.

How to Organize your Notes



Appendix D: Job Descriptions

REACH TEACHER JOB DESCRIPTION

Job Title: REACH Teacher

Job Family: Certificated

Reports To: Principal of the High School, REACH Coach

Number/Titles of Subordinates: N/A

Peers: High School Faculty

Purpose of the Position

This REACH teacher will apply their spiritual walk, academic training, and teaching ability to instruct At-Risk students. This position is designed to provide students with the wisdom and resources to be successful in their academics and future endeavors including college and career readiness. Instruction time will be focused on guiding students to become proactive in their learning through modeling, relationship building, and skill building. The REACH teacher will work closely with the REACH coach who serves as a student mentor and program coordinator.

Professional Qualifications:

- Possess the technical skills to teach successfully in a 1:1 iPad learning environment
- Committed to accepting learners—mentally, spiritually, physically, and academically—as God created them. It means teaching students at their individual level of understanding and providing instruction at a pace at which they can succeed to their highest potential
- Maintain a current ACSI teaching certificate
- Maintain state teaching credentials, if applicable
- Hold a master's degree in the subject matter or is willing to pursue one

- Strong understanding of executive functions
- Proven experience working with struggling students and students with accommodations
- Willingness to be trained as a resource teacher
- Utilizes a growth mindset approach to students and professional development
- Willingness to search for creative solutions to educational barriers
- Serve as a Christian role model and a consecrated Christian, dedicated to the purpose and goals of the Christian school
- Be in regular attendance at a local church
- Be in agreement with the VCS Statement of Faith and be committed to daily prayer and spiritual growth (I Timothy 2:1-8; I Timothy 3:1-13; I Thessalonians 5:11-28; Romans 12:14-21; Galatians 6:1-10)

Personal Qualifications:

- Be committed to enforce and follow VCS policies and procedures
- Have the skill to make and effectively communicate timely decisions
- Have the ability to foster creativity and be responsible for supporting innovative ideas solutions
- Able to construct positive relationships and capable of relating well to both students and parents
- Be a strong team player who is able to work collaboratively
- Highly nurturing and relational demeanor with students
- Ability to motivate and inspire others
- Experience with the assets and challenges at-risk students face
- Evidence of timely and appropriate communication

- Willingness to respond to urgent communication after hours
- Comfortable with phone use to communicate with parents and stake holders

Teaching Responsibilities:

A. Planning and Preparation

a. Plan instruction based upon characteristics of the students being taught (At-Risk) as well as developing specific understanding of the actual student (type of intelligence, learning styles, culture, and background)

b. Design instruction and curriculum based upon content expertise and best pedagogical practices in cooperation with REACH Coach

c. Set clear, relevant, rigorous, suitable, and assessable learning outcomes for the course, units, and daily lesson plans

d. Design effective and appropriate student assessments, including rubrics to measure success

e. Apply knowledge of and ability to use resources and technology, both from within and outside VCS, to support student learning to the instructional design

f. Design learning experiences that are sequenced and structured, which are aligned with instructional outcomes and are appropriate for the length of class time (85 minute block schedule) and 1:1 learning environment

g. Monitor the progress of individual students and use information to adjust teaching strategies

h. Support and adhere to the VCHS policy of homework limits (no more than) of 30 minutes per class for regular college prep classes

B. Create a classroom environment conductive to learning

a. Create a safe classroom environment conducive to learning and positive risk-taking

b. Establish a culture for learning (this is important, you can do it, I won't give up on you)

c. Manage student behavior in the classroom by establishing and enforcing expectations

d. Foster classroom community where students support and encourage one another

e. Create an effective digital learning environment

f. Organize physical space to support the learning environment

g. Foster the presence of the Fruit of the Spirit.

h. Support students mentally, physically, emotionally, spiritually, and academically while providing meaningful feedback and constant encouragement

C. Daily Instruction

a. Communicate with students clearly and effectively

b. Use instructional techniques to elicit thoughtful responses

c. Engage students in learning

d. Use assessments throughout the instructional process and provide meaningful constructive feedback

e. Demonstrate flexibility and responsiveness in the classroom based on students' needs

f. Coordinate classroom tutoring schedule

g. Schedule field trips, guest speakers, and class parties

Professional Responsibilities:

A. Reflect thoughtfully and accurately on teaching

- **a.** Participate in a department-specific Professional Learning Community (PLC) during collaboration approximately twice a month
- **b.** Uses teacher evaluation process to reflect on teaching practices

B. Familiarize yourself with individual student needs by reading through each student file, noting items of significance for learning and progress

C. Collaborate with REACH Coach for student selection (summer), evaluation, and recommendations for future student needs

D. Timely and accurately updates records

- **a.** Regularly update PowerSchool including grading assignments (weekly)
- **b.** Maintain a clear and accurate teacher site including objectives, activities, homework, and standards— to the VCHS Learning Management System (LMS) Moodle, located at learn.vcs.net
- **c.** Take attendance and marks tardies as appropriate
- **d.** Maintain accurate and complete records of students' progress and development

E. Communicate with stakeholders (students, parents, counselors, administration)

- **a.** Pro-actively relay clear information about the class to stakeholders
- **b.** Pro-actively share information about individual students as needed
- **c.** Engage stakeholders in the class as needed
- **d.** Contact parents if a student is struggling (C- or lower)
- **e.** Respond to communication within 24 hours
- **f.** Build relationships with students, staff, parents and administration based on respect, trust and love

F. Service to the school and support of school leadership

- **a.** Participates in mandatory school events, such as Open House, one dance chaperoning, homecoming, and graduation
- **b.** Fulfill professional responsibilities, such as accreditation documentation and supervision duties, with a positive and professional attitude
- **c.** Support students:
  - **i.** Attends student performances/competitions
  - **ii.** Tutors students and is available to extra help
  - **iii.** Participate in school spirit through spirit week participation and spirit week supervision

G. Show Christ-like professionalism

- **a.** Integrity and ethical Christian conduct
- **b.** Positive attitude conveyed in word and deed
- **c.** Logical thinking and practical decision-making
- **d.** Attendance
  - **i.** Attends all REACH specific events including but not limited to REACH: parent orientation, student orientation (SOS), and retreats.
  - **ii.** Attends faculty devotions (twice a week) for 15 minutes
  - **iii.** Participation in monthly faculty prayer and share group
  - **iv.** Attends weekly departmental meetings
  - **v.** Attends weekly collaboration day meetings for 40 minutes
  - **vi.** All weekly Wednesday chapels
  - **vii.** All rallies (varies)

viii. Teacher Orientation week (week prior to the start of school)

ix. In-Service Days (5 days, including the staff spiritual retreat)

x. Back-to-School Night (Sept)

xi. PSAT testing day (Oct)

xii. Fall homecoming game (Oct)

xiii. College and Career Day (minimum day before Thanksgiving)

xiv. Baccalaureate

xv. Graduation

xvi. Fall and Spring Open House (Saturdays)

xvii. PTPF teacher appreciation dinner

e. Punctuality

i. Meetings

ii. Grade deadlines

iii. PowerSchool updates

iv. Moodle pages

v. Supervision duty (twice a week for 15 minutes)

vi. On campus 7:15am – 3:00pm each day

f. Compliance with school regulations

g. Uses Matthew 18 as a model to handle personal conflict

h. Designs clear and appropriate plans and materials for substitutes

i. Provide required documentation, such as, but not limited to Teacher Goal-Setting (fall), Teacher Self-Evaluation (spring), Textbook Updates (spring), etc.

Essential Functions:

- Content-specific instruction
- Department collaboration
- Curriculum development and implementation
- Spiritual role modeling and mentoring
- Professional duties

Non-Essential Functions:

- Club monitor and/or advisor
- Coaching

Supervisory Responsibilities:

- Teachers share TORT liability coverage and will be assigned an area on campus for before- or after-school supervision of students.

Knowledge and Skills:

- Content knowledge
- Teaching ability
- Aptitude to learn new technology
- Creation of rubrics
- Creation of a variety of assessment methods
- Data-driven instruction, including benchmark (interim) assessment creation and analysis

Fiscal Responsibilities (Budget responsibilities, approval privileges, reporting, and auditing):

- None

Physical Demands: lifting, walking, equipment operations

- Ability to operate a computer and other office equipment—no heavy lifting

- Ability to operate a computer, iPad and other office equipment.
- While performing the duties of this job, the employee is regularly required to talk and hear.
- The employee is frequently required to walk; stand; sit.
- The employee is occasionally required to stoop, kneel or crouch.
- The employee must regularly lift and/or move up to 25 pounds.
- The employee may occasionally climb stairs.
- Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

Working Conditions and Environment: travel, usual work hours, environmental conditions

A. The High School Teacher will be assigned a classroom in which to conduct class. In some cases, a teacher travels between classrooms.
B. The High School Teacher also has access to a teachers' lounge in which to prepare for class, copy materials needed for class, grade student work, and eat lunch.

REACH COACH JOB DESCRIPTION

Job Title: REACH COACH

Job Family: Certificated

Reports To: Principal of the High School

Number/Titles of Subordinates: REACH Teacher, Extended REACH Supervisor

Peers: Department Heads

Main Purpose of the Position

This position oversees the REACH program for at-risk students in terms of curriculum, instruction, environment, and support. In addition, the REACH Coach serves as the primary student mentor for REACH students. The REACH coach works closely with the REACH Teacher, Extended REACH Supervisor, and all students associated with the program.

Professional Qualifications:

- Possess the technical skills to assist students successfully in a 1:1 iPad learning environment
- Committed to accepting learners—mentally, spiritually, physically, and academically—as God created them. It means teaching students at their individual level of understanding and providing instruction at a pace at which they can succeed to their highest potential.
- Maintain a current ACSI teaching certificate
- Maintain state teaching credentials, if applicable
- Hold a master's degree in the subject matter or is willing to pursue one
- Certification as educational behavior specialist or willingness for professional development in this area

- Utilizes a growth mindset approach to students and professional development
- Willingness to search for creative solutions to educational barriers
- Serve as a Christian role model and a consecrated Christian, dedicated to the purpose and goals of the Christian school.
- Be in regular attendance at a local church
- Be in agreement with the VCS Statement of Faith and be committed to daily prayer and spiritual growth (I Timothy 2:1-8; I Timothy 3:1-13; I Thessalonians 5:11-28; Romans 12:14-21; Galatians 6:1-10).

Personal Qualifications:

- Be committed to enforce and follow VCS policies and procedures
- Have the skill to make and effectively communicate timely decisions
- Have the ability to foster creativity and be responsible for supporting innovative ideas and solutions
- Able to construct positive relationships and capable of relating well to both students and parents
- Be a strong team player who is able to work collaboratively
- Highly nurturing and relational demeanor with students
- Ability to motivate and inspire others
- Ability to enforce policies when needed
- Uses Matthew 18 as a model to handle personal conflict

Coach Responsibilities:

A. Planning and Preparation

a. Review files of accepted students to identify potential REACH students

    i. Contact potential REACH families to encourage enrollment and build relationships

    ii. Assist high school counselors with REACH course selection and student schedules

b. Set the vision and direction of the REACH program

c. Advocate for REACH program and REACH student needs

d. Educate staff on working with at-risk students and provide suggestions and solutions for ways to engage and encourage students toward progress

    i. Organize REACH teacher orientation during fall Collaboration

    ii. Facilitate VC Connect sessions to educate teachers about at-risk student concerns

e. Collaborate with REACH teacher on curriculum, standards, expectations and learning environment

f. Attend counselor meetings on a monthly basis to collaborate with counselor and student needs.

g. Attend each department head meetings to collaborate with teachers serving REACH students

h. Attend weekly meetings with Vice Principal to provide updates on REACH program

i. Coordinate REACH events

    i. Parent Orientation

    ii. REACH Student Orientation

    iii. REACH retreat

iv. Field Trips

v. Coaches Dinner for ER collaboration

vi. Individual and Class rewards and celebrations

j. Create and award graduation certificates

k. Research other successful at risk student programs for the purpose of improving best practices and program components

B. Student Mentoring and Evaluation

a. Perform monthly individual mentoring meetings with students

b. Build relationships with students based on trust, respect and love

c. Observe student's behavior during core classes to assess their needs

d. Assist students in meeting with teachers about assignments and make-ups

e. Monitor REACH alumni to ensure grades and behavior are meeting VCS standards

f. Coordinate meetings with parents, students, counselors, and administration as needed

g. Provide training to REACH alumni to become mentors to REACH students

h. Monitor REACH tutors and identify potential mentors

i. Participate in a bi-weekly meeting with Lead Teacher and Supervisor to discuss student's grades, behaviors and expectations

j. Observe and evaluate students during Extended REACH

C. Supervision of REACH team

a. Observe and Evaluate REACH teacher

i. Provide suggestions and feedback on teacher lesson plans based on evolving student needs

b. Attend Extended REACH on a bimonthly basis to evaluate ER Supervisor and ER students

c. Serve as liaison between coaches/club supervisors to ensure students are able to balance schoolwork with extracurricular activities

Professional Responsibilities:

H. Communicate with stakeholders (students, parents, counselors, administration)

a. Pro-actively relay clear information about the class to stakeholders

b. Pro-actively share information about individual students as needed

c. Engage stakeholders in the class as needed

d. Contact parents if a student is struggling (C- or lower)

e. Respond to communication within 24 hours

f. Build relationships with students, staff, parents and administration based on respect, trust and love

I. Service to the school and support of school leadership

a. Participates in mandatory school events, such as Open House, one dance chaperoning, homecoming, and graduation

b. Fulfill professional responsibilities, such as accreditation documentation and supervision duties, with a positive and professional attitude

c. Support students:

i. Attends student performances/competitions

ii. Tutors students and is available to extra help

iii. Participate in school spirit through spirit week participation and spirit week supervision

J. Show Christ-like professionalism

a. Integrity and ethical Christian conduct

b. Positive attitude conveyed in word and deed

c. Logical thinking and practical decision-making

d. Attendance

i. Attends all REACH specific events including but not limited to REACH: parent orientation, student orientation, Coaches dinner, and retreats.

ii. Attends faculty devotions (twice a week) for 15 minutes

iii. Participation in monthly faculty prayer and share group

iv. Attends weekly departmental meetings

v. Observes and assists Extended REACH as needed

vi. All weekly Wednesday chapels

vii. All rallies (varies)

viii. Teacher Orientation week (week prior to the start of school)

ix. In-Service Days (5 days, including the staff spiritual retreat)

x. Back-to-School Night (Sept)

xi. PSAT testing day (Oct)

xii. Fall homecoming game (Oct)

xiii. College and Career Day (minimum day before Thanksgiving)

xiv. Baccalaureate

xv. Graduation

xvi. Fall and Spring Open House (Saturdays)

xvii. PTPF teacher appreciation dinner

e. **Punctuality**

i. Meetings

ii. Supervision duty (twice a week for 15 minutes)

iii. On campus 7:15am – 3:00pm each day; can alter schedule on Extended REACH observation days

f. Compliance with school regulations

g. Uses Matthew 18 as a model to handle personal conflict

Essential Functions:

- Spiritual role modeling and mentoring
- Professional duties

Non-Essential Functions:

- Club monitor and/or advisor
- Coaching

Supervisory Responsibilities:

- Teachers share TORT liability coverage and will be assigned an area on campus for before- or after-school supervision of students.

Knowledge and Skills:

- Content knowledge
- Teaching ability
- Aptitude to learn new technology

Fiscal Responsibilities (Budget responsibilities, approval privileges, reporting, and auditing):

- Assist with REACH and Extended REACH budget and expenditures

Physical Demands: lifting, walking, equipment operations

- Ability to operate a computer and other office equipment—no heavy lifting
- Ability to operate a computer, iPad and other office equipment.
- While performing the duties of this job, the employee is regularly required to talk and hear.
- The employee is frequently required to walk; stand; sit.
- The employee is occasionally required to stoop, kneel or crouch.
- The employee must regularly lift and/or move up to 25 pounds.
- The employee may occasionally climb stairs.
- Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

Working Conditions and Environment: travel, usual work hours, environmental conditions

C. The REACH Coach will travel between classrooms.

D. The REACH coach also has access to a teachers' lounge in which to prepare for class, copy materials needed for class, grade student work, and eat lunch.

E. Occasional travel to different schools to gain insight and perspectives on their At-Risk Programs

EXTENDED REACH SUPERVISOR JOB DESCRIPTION

Job Title: Extended REACH Supervisor

Job Family: N/A

Reports To: High School Principal, REACH Coach

Number/Titles of Subordinates: N/A

Peers: High School Faculty

Purpose of the Position

This position provides Extended REACH supervision and instructional assistance to at-risk high school students while maintaining a safe learning environment. Supervision will take place in a modified study hall setting. This position will also collaborate with parents, coaches, and extracurricular staff as needed.

Professional Qualifications:

- Education and/or Experience: Bachelor's Degree with a proficient background in Math and English.
- Prior experience working in a school setting, preferably with at-risk students
- Committed to enforce and follow VCS policies and procedures
- Ability to proctor multiple tests at the same time while maintaining test security
- iPad Skill: Capable of taking attendance and evaluating students' progress on an iPad. Possesses knowledge in navigating through an iPad and utilizing apps/websites including Notability, PowerSchool, Moodle, Quizlet, Google Calendar, etc. Ability to use Apple classroom to monitor students on their iPads and track their activity. If not knowledgeable, willing to attend training.

- Serve as a Christian role model and a consecrated Christian, dedicated to the purpose and goals of VCS.
- Be in regular attendance at a local church
- Be in agreement with the VCS Statement of Faith and be committed to daily prayer and spiritual growth (I Timothy 2:1-8; I Timothy 3:1-13; I Thessalonians 5:11-28; Romans 12:14-21; Galatians 6:1-10)

Personal Qualifications:

- Committed to accepting learners—mentally, spiritually, physically, and academically—as God created them
- Works well with others from diverse backgrounds
- Utilizes conflict resolution techniques
- Ability to motivate and inspire others
- Be a strong team player who is able to work collaboratively
- Ability to appropriately communicate with students, teachers, and parents
- Implements effective behavior management methods for adolescent students
- Exercises good judgment and works well in an environment with constant interruptions

ESSENTIAL DUTIES AND RESPONSIBILITIES

D. Classroom Environment (90 Minutes)

a. Create a safe classroom environment conducive to learning and positive risk-taking

b. Establish a culture for learning (this is important, you can do it, I won't give up on you)

c. Manage student behavior in the classroom by establishing and enforcing expectations

d. Create a testing environment which maintains test security and provide students with a quiet space to focus

e. Foster classroom community where students support and encourage one another

f. Establish a culture for academic accountability (honest two way communication about assignments and challenges)

g. Create an effective digital learning environment

h. Organize physical space to support the learning environment

i. Foster the presence of the Fruit of the Spirit.

j. Support students mentally, physically, emotionally, spiritually, and academically while providing meaningful feedback and constant encouragement

E. Daily Tasks:

a. Records attendance and handles students' confidential records

b. Organizes tests that need to be administered each day making sure to follow instructions from individual teachers.

c. Ensure tests are secured at all times and properly returned to teachers after completion

d. Teaches students about character, integrity, and manners

e. Works with students, one-on-one or in group settings, to complete assignments and to assist students with a better understanding of class material

f. Motivates reluctant learners to complete assignments and study for tests

g. Collaborate with students on setting educational goals and how to achieve them

h. Supervises tutors and students working on classroom assignments and projects

i. Monitors students grades in PowerSchool weekly to provide effective assistance with academics

j. Manages student behavior

F. Supervisor Duties

a. Collaborates with athletic coaches and extra-curricular supervisors to balance student academic needs with extra-curricular program/sport participation and coordinate E.R. attendance schedule

b. Communicates frequently with the REACH COACH regarding student status, issues and needs

c. Orders E.R. snacks and beverages and enforce classroom rules regarding food

d. Interacts thoughtfully and courteously with students, staff and parents

e. Professionally represents VCS in interactions with parents, staff, and students

f. Responds to communication from stakeholders within 24 hours

g. Familiar with individual student needs by reading through each student file, noting items of significance for learning and progress

Professional Responsibilities

Other duties may be assigned

A. Completes attendance log and fills out monthly student progress reports

B. Attends parent/student meeting if necessary and responds back to emails from students, parents, teachers, and administration within 24 hours

C. Complete Extended REACH report every other week and submit to REACH Coach

D. Attendance

i. On campus from 2:30-6:30 p.m.

ii. REACH Student Orientation

iii. REACH Parent Orientation

iv. REACH team dinner for faculty orientation

v. Bi-,monthly check in meetings with REACH Coach and supervisor

vi. Monthly meetings with athletics department to communicate needs and coordinate schedules

E. Participates in Extend REACH Orientation with the REACH Coach prior to start

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required.

PHYSICAL DEMANDS

- Ability to operate a computer and other office equipment—no heavy lifting
- While performing the duties of this job, the employee is regularly required to talk and hear.
- The employee is frequently required to walk; stand; sit.
- The employee is occasionally required to stoop, kneel or crouch.
- The employee must regularly lift and/or move up to 25 pounds.
- The employee may occasionally climb stairs.
- Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

Appendix E: Observation Form

Print Form

STUDENT OBSERVATION FORM

(To be completed by SST designee)

RE 1c

You must "Save As" this form as a "PDF" on your computer before filling out, or your information will not be saved.

Student _____ School _____

Observation #: _____ Observations in at least ***TWO*** settings are required for each referral.

Observer: _____ **Position:** _____

Subject(s) Observed/Date/Time

	Subject	Date	Time
1			
2			

Learning Situation (Check all that apply)

- ☐ Regular Classroom
- ☐ Resource Classroom
- ☐ Outdoors / Gym
- ☐ Other _____

Number of Adults (teachers, TAs, etc.) _____

Number of Students _____

- ☐ Whole Class
- ☐ Small Group
- ☐ Cooperative learning
- ☐ Individual instruction
- ☐ Independent Work
- ☐ Unstructured
- ☐ Other _____
- ☐ Other _____

Physical Environment

Lighting	☐ Bright	☐ Adequate	☐ Dim
Seating Arrangement	☐ Rows facing front	☐ Desk clusters	☐ U-shaped facing front
Student Placement	☐ Middle/back of room	☐ Front of room	☐ Separated from other students
Temperature	☐ Hot	☐ Comfortable	☐ Cold
Noise Level	☐ Noisy	☐ Moderate	☐ Quiet

Student Behaviors Observed

(Please rate the student's behavior in each of the following areas relative to other students in the classroom.)

	Rating: Strength (Above Average)	Age-Appropriate (Average)	Weakness (Below Average)
Academic/Instructional Behaviors			
Skills related to the academic task	☐	☐	☐
Attentive to instruction and tasks	☐	☐	☐
Follows along with instruction/task	☐	☐	☐
Constructively contributes to class	☐	☐	☐
Follow teacher directions/task instructions	☐	☐	☐
Organized work and work habits	☐	☐	☐
Works carefully and neatly	☐	☐	☐
Completes tasks	☐	☐	☐
Work willingly and without frustration	☐	☐	☐
Social Behaviors			
Friendly and respectful toward adults	☐	☐	☐
Friendly and respectful toward peers	☐	☐	☐
Interacts appropriately with peers in social setting	☐	☐	☐
Interacts appropriately with peers in academic setting	☐	☐	☐
Respects others' safety and personal space	☐	☐	☐
Engages with peers	☐	☐	☐
General Behavior and Conduct			
Staying in seat	☐	☐	☐
Activity level	☐	☐	☐
Talking out	☐	☐	☐
Behaviors disrupt class	☐	☐	☐
Attention span	☐	☐	☐
Easily excitable	☐	☐	☐

Summarize and discuss the student's observed academic and functional skills (include strengths and weaknesses noted):

_____ Signature of Observer

_____ Date

OHS-OCS PS 09/12

Appendix F: Consent Forms

STUDENTS ENROLLED IN THE RESPOND TO EVERY ACADEMIC CRISIS HOLISTICALLY (REACH) PROGRAM:

A SUCCESSFUL JOURNEY FOR STUDENTS AT-RISK

Teacher Consent Form

The study in which you are being asked to participate is designed to investigate if evidence supports how the REACH program has helped students who are at-risk develop higher levels of self-esteem, increase academic achievement, improve classroom behavior, and establish healthier relationships with peers and teachers. This study will also include teachers' experiences working with students who are at-risk and the REACH program. Amanda Gil will be conducting this study under the supervision of Belinda Dunnick Karge, Ph.D, Doctoral Studies Professor, Concordia University Irvine, **** *******, Principal, and **** ******, Head of the Department, from ****** ******** Schools. This study has been approved by the Institutional Review Board, Concordia University Irvine, in Irvine, CA.

PURPOSE: The purpose of this ethnographic mixed methods student is to determine how the REACH program impacts the lives of students who at-risk through self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers. In this study, the researcher will use instruments such as surveys, interviews, observations, archival data, and the researcher's journal to measure how the REACH program has affected their students holistically. The perspective of these teachers will add value to the data collected since teachers work with these students daily and with the REACH program. A mixed method study (combining both quantitative and qualitative data) is recommended to better understand the research question by

converging both quantitative (numeric trends) and qualitative (detail view) data and to advocate for the REACH program as needed for student who are at-risk.

RESEARCH QUESTION:

1. How does the REACH program at one private high school help students, who are at-risk, gain higher levels of self-esteem, increase academic achievement, improve classroom behavior, and develop healthier peer and teacher relationships?

DESCRIPTION: Teacher Participants will be asked to participate in as many of the following sections as they feel comfortable participating in.

1. Provide opportunities for the REACH supervisor, Amanda Gil, to observe students in the classroom (45 minutes)
2. Opportunities to consult with the REACH supervisor in support of students who are at-risk in the classroom (30 minutes)
3. Complete a survey based on student, parent, and teacher participants (15 minutes).
4. Interviews regarding student participants and the REACH program (30 minutes).

PARTICIPATION: Participation is strictly voluntary, and the data collected will solely be used for the purpose of the study and not shared with administration or fellow participants. Participants can participate in one, a few or all of opportunities listed above.

CONFIDENTIALITY OR ANONYMITY: Data collected throughout the study includes observations, surveys, interviews, conversations, teacher and parent meetings, etc. and will remain confidential in a locked file cabinet off-site throughout the duration of the study and destroyed once the study is completed. Participants have the ability to opt out of any area of the study. The name of the school will not be used in the study.

ONLY My University Supervisor, Dr. Karge and I will have access to the records, data, tapes and the other documentations for this study. Dr. Karge will be the ONLY person to have access to your identity and the information that is being associated to your identity. All documents will be coded, and your name will not be used in the study, ONLY the code to preserve your confidentiality

DURATION: The study will start on August 15, 2020 and end on August 15, 2021. The data and documentation will be destroyed on August 15, 2023.

RISKS: Potential risk may be psychological through the collection of data via surveys, interviews, consulting. This could potentially result in emotional stress. Another potential risk may be the invasion of privacy for teachers as the researcher goes into their classrooms to observe students and to document their teaching sessions via video/audio/photograph for future analyzing purposes.

BENEFITS: Teacher's may benefit from consulting with the REACH supervisor to learn about student's background, family dynamics, and their areas of strength and support. Also, teachers may gain different strategies to better support students who are at-risk and see students' self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers improve.

VIDEO/AUDIO/PHOTOGRAPH: Researcher will be taking field notes of observations in the classroom and may opt to video/audio/photograph teaching session with students to analyze at a later time.

Please note level of participation below by initialing next to true statements.

I give permission to video/audio/photograph teaching sessions. _____

I do not give permission to video/audio/photograph record teaching sessions. _____

CONTACT: Any questions or concerns can be directed to principal, **** ******, head of department, **** *******; researcher: Amanda Gil, agil@vcs.net; or Concordia Supervisor: Belinda Karge, Belinda.karge@cui.edu.

RESULTS: Participants will be provided with the information to review the findings of the study prior to the researcher publishing the study. Participants will also be given access to view the published findings of the study at a later date.

CONFIRMATION STATEMENT:

I have read the information above and agree to participate in your study.

Signature: _____ Date: _____

Printed Name: _____

The extra copy of this consent form is for your record.

STUDENTS ENROLLED IN THE RESPOND TO EVERY ACADEMIC CRISIS HOLISTICALLY (REACH) PROGRAM:

A SUCCESSFUL JOURNEY FOR STUDENTS AT-RISK

Parent Consent Form

The study in which you are being asked to participate is designed to investigate if evidence supports how the REACH program has helped students who are at-risk develop higher levels of self-esteem, increase academic achievement, improve classroom behavior, and establish healthier relationships with peers and teachers. This study will also include the parents' experiences with their child's educational journey and their work with the REACH program. Amanda Gil will be conducting this study under the supervision of Belinda Dunnick Karge, Ph.D, Doctoral Studies Professor, Concordia University Irvine, **** *******, Principal, and **** ******, Head of the Department, from ****** ********* Schools This study has been approved by the Institutional Review Board, Concordia University Irvine, in Irvine, CA.

PURPOSE: The purpose of this ethnographic mixed methods student is to determine how the REACH program impacts the lives of students who at-risk through self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers. In this study, the researcher will use instruments such as surveys, interviews, observations, archival data, and the researcher's journal to measure how the REACH program affected their students holistically. The perspective of the student's parent(s) will add value to the data collected since parents are a part of their child's educational experience and will work closely with the REACH program for several months. A mixed method study (combining both quantitative and qualitative data) is recommended to better understand this research question by converging both quantitative

(numeric trends) and qualitative (detail view) data and to advocate for the REACH program as needed for students who are at-risk in an educational setting.

RESEARCH QUESTION:

1. How does the REACH program at one private high school help students, who are at-risk, gain higher levels of self-esteem, increase academic achievement, improve classroom behavior, and develop healthier peer and teacher relationships?

DESCRIPTION: Parent Participants will be asked to participate in as many of the following sections as they feel comfortable participating in.

1. Provide opportunities for the REACH supervisor, Amanda Gil to observe parent and teacher/administration meetings (45 minutes).
2. Opportunities to consult with the REACH supervisor to better support your child in school and at home (30 minutes).
3. Complete a survey based on student, teacher and parent participants as well as the REACH program (15 minutes).
4. Interviews regarding student participants and the REACH program (30 minutes).

PARTICIPATION: Participation is strictly voluntary, and the data collected will solely be used for the purpose of the study and not shared with administration or fellow participants. Participants can participate in one, a few or all of opportunities listed above.

CONFIDENTIALITY OR ANONYMITY: Data collected throughout the study includes observations, surveys, interviews, conversations, teacher and parent meetings, etc. and will remain confidential in a locked file cabinet off-site throughout the duration of the study and destroyed once the study is completed. Participants CAN have the ability to opt out of any area of the study. The name of the school will not be used in the study.

ONLY My University Supervisor, Dr. Karge and I will have access to the records, data, tapes and the other documentations for this study. Dr. Karge will be the ONLY person to have access to your identity and the information that is being associated to your identity. All documents will be coded, and your name will not be used in the study, ONLY the code to preserve your confidentiality

DURATION: The study will start on August 15, 2020 and end on August 15, 2021. The data and documentation will be destroyed on August 15, 2023.

RISKS: Potential risk may be psychological through the collection of data via surveys, interviews, and consulting. This could potentially result in emotional stress. Another potential risk may be invasion of privacy for parents as the researcher will be observing and documenting what is discussed during parent/teacher meetings for future analyzing purposes.

BENEFITS: Parent's may benefit from consulting with the REACH supervisor to learn more about their student's areas of strength and support as well as the recommendations given to help their child best learn. Also, parents may gain different strategies to help improve their student's self-esteem, academic achievement, classroom behavior, and relationships with peers and teachers.

VIDEO/AUDIO/PHOTOGRAPH: Researcher will be taking field notes of observations in the meetings and may opt to video/audio/photograph conferences with parents, students, and teacher to analyze at a later time.

Please note level of participation below by initialing next to true statements.

I give permission to video/audio/photograph parent/teacher meetings. _____

I do not give permission to video/audio/photograph parent/teacher meetings. _____

CONTACT: Any questions or concerns can be directed to principal, **** ******, head of department, **** *******; researcher: Amanda Gil, agil@vcs.net; or Concordia Supervisor: Belinda Karge, Belinda.karge@cui.edu.

RESULTS: Participants will be provided with the information to review the findings of the study prior to the researcher publishing the study. Participants will also be given access to view the published findings of the study at a later date.

CONFIRMATION STATEMENT:

I have read the information above and agree to participate in your study.

Signature: _____ Date: _____

Printed Name: _____

The extra copy of this consent form is for your record.

PARENTAL INFORMED CONSENT

Dear Parent(s),

I will be conducting a study to determine how the REACH program has helped students who are at-risk develop higher levels of self-esteem, increase academic achievement, improve classroom behavior, and create healthier relationships with peers and teachers. This research is a part of my final project for my doctoral degree at Concordia University Irvine, Ca.

Participation in this study involves being a part of the REACH program and taking a voluntarily survey lasting 15 minutes at two different times during the school year. Participants also may be asked to partake in a 30-minute interview. Occasionally, I will be video and audio recording teaching session (lasting no longer than 45 minutes) that your child may be a part of to analyze later. This study's duration will be from August 15, 2020 through August 15, 2021.
I am writing to ask for your permission to collect data from your child and to use the findings in my final project. This information may include student surveys and/or interviews, observations in the classroom, and samples of the student's progress.

**** ******, Principal, and **** *******, Head of Department, has approved this study to be implemented at ****** ********* Schools, San Jose, Ca. Your student's information and feedback on observations, surveys, and interviews will remain confidential.

ONLY My University Supervisor, Dr. Karge and I will have access to the records, data, tapes and the other documentations for this study. Dr. Karge will be the ONLY person to have access

to your child's identity and to the information that be associated to your child's identity as all documents will be coded your child's name will not be used in the study, ONLY the code to preserve your child's confidentiality. The data and documentation will be destroyed August 15, 2023.

The name of the school will not be used in the study.

Although the risks appear minimal, should the student experience psychological or emotional distress at any time during the research standard school procedures will be followed and the student will be referred immediately to their school counselor for confidential support.

Adhering to the rules and regulations by the National Institutes of Health Office and Extramural Research minimizes potential risks to participants. Participants can opt out of the study at any time. If the student doesn't participate in the study, they will still be a part of the REACH program without any penalties.

This study is strictly voluntary for participates. You may contact me at any time regarding your child's involvement. My phone number is 408-504-3939 and my email is agil@vcs.net.

Sincerely,

Amanda Gil

REACH Supervisor

Please check the appropriate box below and sign the form:

☐ **I give permission** for my child's data to be used in this study. I understand that I will receive a signed copy of this consent form. I have read this form and understand it.

☐ **I do not give permission** for my child's data to be included in this project

☐ **I give my permission** for my child to participant in a 30 minute Zoom interview with Miss Gil. I understand that immediately upon transcription of this interview all identity connected to my child will be a numerical code only (ONLY Miss Gil and Dr, Karge will have access to this data).

☐ **I do not give my permission** for my child to participant in a 30 minute Zoom interview with Miss Gil.

Please indicate your consent or non-consent to the use of audio or video recordings of instruction with your child and student work archives.

☐ Video recording **can** be studied by Miss Gil for use in the research project.

☐ Audio recordings **can** be studied by Miss Gil for use in the research project.

☐ Video recording **cannot** be studied by Miss Gil for use in the research project.

☐ Audio recording **cannot** be studied by Miss Gil for use in the research project.

☐ Student work archives **can** be studied by the research team for use in the research project.

☐ Student work archives **cannot** be studied by the research team for use in the research project.

Student's Name:_____

Signature of Parent(s)/ Guardian:_____

Printed Name of Parent(s)/ Guardian: _____ ~~Date:~~ _____

Child Assent Form

I am conducting a study to learn about how the REACH program has helped students who are at-risk create higher levels of self-esteem, increase academic achievement, improve classroom behavior, and develop healthier relationships with peers and teachers. I am asking for your participation in the study to learn about your involvement in the REACH program.

**** *******, Principal, and **** *******, Head of Department, has approved this study to be implemented at ****** ******** Schools, San Jose, Ca.

If you agree to be in my study, I am going to ask you to complete a 15- minute survey and/or be involved in a 30-minute interview. You will also be observed in classroom for 45 minutes. The study's duration will be from August 15, 2020 through August 15, 2021.

Your information and feedback on surveys and interviews will remain confidential. I will be recording observations, conversations, and interviews to better analyze and identify areas that will benefit and not benefit my students. You can ask questions about this study at any time and if you decide to not participate in the study anymore, you can stop your involvement at any time. If you choose not to participate you can still be a part of the REACH program without any penalties.

Although the risks appear minimal, if you should experience psychological or emotional distress at any time during the research, standard school procedures will be followed, and you will be referred immediately to your school counselor for confidential support.

The questions being asked in the surveys and interviews are based on what you think, feel, and have experienced at your previous school and in the REACH program. There are no right or wrong answers because this is NOT a test.

ONLY My University Supervisor, Dr. Karge and I will have access to the records, data, tapes and the other documentations for this study. Dr. Karge will be the ONLY person to have access to your identity and the information that is being associated to your identity. All documents will be coded, and your name will not be used in the study, ONLY the code to preserve your confidentiality. The data and documentation will be destroyed August 15, 2023.

The name of the school will not be used in the study.

When signing this paper, you have read the Child Assent Form and agree to be a part of the study. If you don't want to be involved in the study, don't sign this paper. The participation in this study is strictly up to you, and no one will be upset if you don't want to take part on the study.

Signature of person obtaining assent:_____ Date: _____

Printed Name of person obtaining assent: Amanda Gil

Email: agil@vcs.net

Your Signature:_____ Date: _____

Your Printed Name: _____

Appendix G: NIH Certification

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Amanda Gil** successfully completed the NIH Web-based training course "Protecting Human Research Participants."

Date of Completion: 09/12/2018

Certification Number: 2918402

NIH National Institutes of Health
Office of Extramural Research