



## DEPARTMENT OF PSYCHOLOGICAL SCIENCES

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108 Coltrane Hall • 601 S. Martin Luther King Jr. Drive • Winston-Salem, NC 27110  
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November 10, 2014

Dear SCRA-Policy Grant Committee:

Youth serve as vital actors in shaping their community and future workforce. Collectively, promoting positive youth development now would transmit to positive and thriving adults tomorrow. Albeit an important goal, some youth are embedded within systems that present cumulative risks factors and disengaging environments. For example, schools serve as an important setting in youth development but can be alienating, punitive, and toxic to youth who fall out of the mainstream culture (ethnic minorities). Moreover, evidence continues to reveal the alarming disproportionate number of minority and low-income youth suspended from schools. Such processes may lead to disengaged and disconnected youth; thus it is imperative that individuals work to identify interventions that mitigate risk factors and youth engagement and connectedness. I seek to submit the proposal, *Alternative spaces: Examining alternative learning centers impact and policy implications on out-of-school suspension*, for the 2013 SCRA Policy Grant.

The project reflects a collaborative project between Winston-Salem/Forsyth County schools, Center for Community Safety, and the Principal Investigator and seeks to address three primary goals:

- Goal 1: Analyze three-year data on alternative learning centers in collaboration with Winston-Salem/Forsyth County schools and the Center for Community Safety.
- Goal 2: Identify channels of dissemination in collaboration with Winston-Salem/Forsyth County schools and Center for Community Safety.
- Goal 3: Disseminate findings to Forsyth County Disproportionate Minority Contact (DMC) Committee and broader community.

Due to the relationship between suspension and involvement in the juvenile justice system this project presents an important social issue. As a community psychologist, the PI argues that school-related factors (out-of school suspension practices) can lead to further risks for youth and perpetuate cycles that disempower youth and their communities.

The anticipated budget for the project is \$4,960.10. In this application, I have enclosed the entire proposed project, budget and letters of support from the Center for Community Safety and Office of Alternative Education in Winston-Salem/Forsyth County Schools. Thank you for your consideration and I look forward to hearing your decision. If there are any additional questions or concerns, please feel free to contact me via phone, 336-750-3157, or email, [dawnxhen@gmail.com](mailto:dawnxhen@gmail.com).

Sincerely,

A handwritten signature in cursive script that reads "Dawn Henderson".

Dawn X. Henderson, Ph.D.

Appendix: Support Letters (School System, Center for Community Safety), University IRB Approval, Winston-Salem/Forsyth County Schools Permission to Conduct Research

**Title:** Alternative spaces: Examining alternative learning centers impact and policy implications on out-of-school suspension.

**Background Statement:**

It is important to identify pathways and resources that promote youth connectedness so they may live thriving lives and transition into positive adults who contribute to their community and the global workforce. Youth who are psychologically and physically disconnected from school (out-of-school suspension; OSS), an important context in youth development, may need alternative settings (e.g., youth serving centers and/or community-based organizations) that allow them to access and connect with positive adults and peers. Youth need to feel connected and have a sense of belonging, which are associated with the relationships they have with adults and peers. If not, they are likely to continue on a path that completely disengages them from their family, community and school.

The project emerged from the intersection of the PI's research interest and a school districts desire to address school-related factors associated with disproportionate minority contact in the juvenile justice system. Over the past three years, the PI has been engaged in research that explores alternative to suspension models. This project seeks to link three partners; the PI (community psychologist), Winston-Salem/Forsyth County schools, and the Center for Community Safety. The PI seeks to collect and analyze student data associated with alternative learning centers (ALCs), disseminate findings, and work with county and state school officials to promote policies that reduce the number of youth, primarily minority and low-income, receiving out-of-school suspension (OSS). The primary goal of this project is to use funding from SCRA's Policy Grant to support data collection, analysis, and dissemination on alternative learning centers to stakeholders (to include: Winston-Salem/Forsyth County Schools, Department of Public Instruction, NC Association of Alternative Educators) and the broader community. Additionally, the PI seeks to use findings to increase public awareness of ALCs and their role in facilitating positive academic and behavioral outcomes among youth. The project will include:

- *Collaboration* among partners: PI (community psychologist), Center for Community Safety, and Winston-Salem/Forsyth County Schools.
- *Integration* of quantitative and qualitative data in findings.
- *"Action"* meetings to disseminate findings to stakeholders and other community constituents.
- *Presentation* of findings at local, state and national conferences and meetings.

**Statement of the Issue:**

In the U.S., the adoption of zero-tolerance in schools has resulted in a significant increase in out-of-school suspensions (OSS; Losen & Skiba, 2010). Across school systems certain student behaviors receive OSS (e.g., disrespect, insubordination, fighting, violation of dress code, etc.); however, decision-making regarding *who* receives OSS is subjective. More specifically, the decision to suspend a student or not is primarily at the discretion of upper administration (e.g., principal or assistant principal). They are responsible for reviewing suspension policies, behavior of parties involved, and then forming a decision. There are a number of factors that influence this decision, such as school climate, the incident itself (violent or non-violent), parties (teacher-student, student-student, or individual student), and student demographics (i.e., socioeconomic status, ethnic group, learning disability classification, etc.).

Unfortunately, out-of-school suspension practices disproportionately impact minority youth (Skiba, Ecker, & Brow, 2009/10; Skiba et al., 2011). Additionally, research continues to suggest that OSS does not deter negative behavior; in fact youth who receive OSS are more likely to engage in further truant behavior (Carpenter & Ramirez, 2007; Kriezmiem, Leone, & Achilles, 2006). OSS disconnects youth from the school context and limits a student's ability to access academic support. For example, youth who are suspended miss out on important instruction and academic concepts that may lead to gaps in learning (Nichols, 2004). Oftentimes, when the student returns to school they are behind, which can

lead to frustration, grade retention (Arcia, 2007), and, in some cases, drop out (Christle, Jolivette, & Nelson, 2007).

Over the past ten years, North Carolina has been one of the top 10 states with the highest suspension and expulsion rates in the nation (ranking 5<sup>th</sup> in 2000 and 3<sup>rd</sup> in 2006; National Center for Education Statistics, 2012); unfortunately, Black, Hispanic, and American Indian males are suspended at higher rates than any other group (i.e., white/Caucasian, Asian/Pacific Islander, and female; NC Department of Public Instruction, 2012). The trend of suspending minority youth at higher rates is consistent in Winston-Salem/Forsyth County schools; whereas Black and Hispanic youth comprise about 51% of the population yet 79% of youth suspended during the 2011 – 2012 school term. There is also evidence that suggests a link between out-of-school suspension and involvement in the juvenile justice system. The pathway has been termed the *school to prison* pipeline (Houchin & Shippens, 2012; Losen & Skiba, 2010). If youth are suspended and not engaged in supervised settings and other pro-social activities then they are more likely to transition from one system (school) into another (prison). In North Carolina, Black and Hispanic youth account for 78% of youth involved in juvenile development centers and 68% of youth admitted to juvenile detention (NC Division of Juvenile Justice, 2011).

There have been a number of national and state publications that have examined OSS practices and their implications (Civil Rights Project; Losen & Skiba, 2010; Center for Child and Family Policy; Bonneau & Owen, 2010). The literature focuses on two fronts: 1) The creation of new policies that change decision-making processes on suspension (e.g., revisiting zero-tolerance policy) and 2) The need for interventions that support youth who receive OSS (e.g., community or school-based interventions).

This project will address the need for interventions. The *point of leverage* includes an analysis of individual outcomes embedded within a school-based intervention (alternative learning centers); whereas the PI seeks to examine whether ALCs deters youth participation in OSS and promote youth's transition back into the regular school environment.

#### *Alternative Learning Centers (ALCs)*

Alternative learning centers (ALC) are not alternative schools; but rather centers operating on the home campus to address the needs of youth who normally receive OSS. There are currently 26 alternative learning centers that operate in middle and high schools across the school district in Winston-Salem, NC. These centers are housed on the campus of the youth's home school and serve as a place for students to continue to receive academic instruction and receive graduation credits. Similar to in-school suspension (ISS), students are supervised by a certified teacher and able to access school support services (e.g., school counselor, social worker, IEP instruction, etc.). Referrals to ALCs are based on the principal or assistant principal's discretion and can be up to 90-days. Youth however are more often referred to ALCs if they have a level 4 offense (e.g., repeat offenses, use of controlled substance, use of counterfeit item and under the influence of alcohol). Staff within ALCs work closely with school personnel and teachers to coordinate academic time and additional student service resources. Additionally, ALCs are designed to promote youth connections to school settings, access to academic support and enrichment, behavioral support, and interactions with positive adults.

#### **Goals and Objectives:**

The primary goal of this project is to use funding from SCRA's Policy Grant to support data collection, analysis, and dissemination of findings on alternative learning centers to stakeholders (to include Winston-Salem/Forsyth County Schools, Department of Public Instruction, NC Association of Alternative Educators) and the broader community. The PI in collaboration with the Center for Community Safety seeks to disseminate findings on ALCs and organize stakeholders in dialogue and formulating practices to increase student success. The Center for Community Safety serves as an important partner in facilitating community change and has extensive community ties through its work as a partner in facilitating Department of Justice initiatives. The Center was established at Winston-Salem

State University to “engage communities in the strategic utilization of research to shape action and enhance response to community safety issues.” The following goals and objectives are identified:

**Goal 1: Analyze three-year data on alternative learning centers in collaboration with Winston-Salem/Forsyth County schools and the Center for Community Safety:**

- Description of School Site for ALCs
  - Number/Percent of minority and socioeconomic variables (free or reduced lunch).
  - Number/Percent of certified and non-certified teachers.
  - Number/Rate of overall suspensions.
  - Type of school (e.g., middle, high school or alternative school/placement).
- Racial/Ethnic Description of youth in ALCs
- Description/Type of offense of youth in ALCs (e.g., fighting, excessive use of inappropriate language, and substance use)
- EC (exceptional children) classification of youth in ALCs
- Socioeconomic status of youth in ALCs
- Amount of time in ALCs
- Indicator on youth who return to regular school setting or stay in ALCs
- Comparison data of youth not in ALCs in attendance and course completion (either referred to in-school suspension or long-term suspension).

**Objective 1.0. Three-year ALC data collected and compiled**—By June 2014, it is expected that ALC data from 2010 to 2013 will have been collected and compiled by the research team and the Center for Community Safety.

**Activities to Achieve Objective 1.0.** The PI will work in collaboration with Winston-Salem/Forsyth County schools to complete the IRB application with Winston-Salem State University. The Data & Analytics Manager with the Center for Community Safety has compiled and tracked ALC data for several years; this data in addition to requested data outlined in Goal 1 will be collected and analyzed through descriptor and inferential statistics using *SPSS* (quantitative analysis software). The type of analysis seeks to highlight the proportion and type of youth being served, trajectories, and trends over three years.

**Objective 1.1. Analysis of ALC data**—By November 2014, it is expected that ALC data from 2010 to 2013 will be analyzed and compiled into a report, to include:

- Description of School Site for ALCs
  - Number/Percent of minority and low-SES population (Three year trends).
  - Number/Percent of certified and non-certified teachers.
  - Number/Rate of overall suspensions (Three year trends).
  - Type of school (e.g., middle, high school or alternative school/placement).
- Three year trends of ALC involvement, by racial/ethnic group.
- Three year trends of ALC involvement, by EC and non-EC status.
- Three year trends of ALC involvement, by socioeconomic status (Reduced and free lunch; non-reduced and free lunch).
- Three year trends of ALC involvement, by offense.
- Average time in ALCs, by academic term.
- Average rate of youth returning to ALCs, by academic term.
- Average rate of youth returning to regular classroom settings, by academic term.
- Average attendance and course completion rates across three groups (ALC youth, ISS youth, and LTS youth), by academic term.

- Analysis of ALC youth participants case study data.

**Activities to Achieve Objective 1.1.** The PI will work in collaboration with the Data & Analytics Manager with the Center for Community Safety to develop an index that provides a rate of participation in ALCs across all 26 sites (# of youth in ALCs/# of youth population in school). A similar variable will be calculated to indicate the rate of ALC involvement by racial/ethnic group (# of race/ethnic group in ALC/# of race/ethnic population in school; # of race/ethnic group in ALC/# of race/ethnic population suspended). Time in ALC will be calculated based off of attendance logs from ALC reports. All quantitative data will be compiled and analyzed using SPSS.

The PI is currently involved in a project that involves interviews with 10 youth from ALCs, principals and staff in two high schools in Winston-Salem/Forsyth County Schools. The interviews are being conducted in a research study that examines the role of ALCs on the lives of youth (IRB Approval #2986-13-0061). All data will be transcribed and analyzed using NVivo-10 (qualitative analysis software). It is anticipated that the findings generated from the interviews will supplement quantitative findings and provide, from the perspective of high school youth, insight into ALCs and their impact on youth.

**Goal 2: Identify channels of dissemination in collaboration with Winston-Salem/Forsyth County schools and Center for Community Safety, to include:**

- Superintendent of Winston-Salem/Forsyth County Schools
- Director of Alternative Education

**Objective 2.0. ALC “Action” Meeting**—By December 2014, it is expected that the research team in collaboration with the Center for Community Safety will sponsor a meeting with community stakeholders (e.g., Winston-Salem/Forsyth County Schools, Winston-Salem State University, Reclaiming Futures, etc.) to share project findings and discuss appropriate steps of action. At this time, the research team will obtain insight from stakeholders to identify other avenues to disseminate findings.

**Activities to Achieve Objective 2.0.** The PI will work in collaboration with the Center for Community Safety to organize an action meeting and invite community stakeholders to participate in sharing and disseminating findings. The “action” meeting will be designed to facilitate a “naming” and “framing” session to get attendees to engage in dialogue about current OSS practices and alternatives to suspension. The meetings will also engage stakeholders in developing solutions to OSS and improvement in suspension practices. It is anticipated that the meeting will facilitate a “call to action” amongst attendees and begin to facilitate additional efforts to address student success in Forsyth County.

**Objective 2.1. Information Sharing**—By January 2015, it is expected the research team will have submitted at least three proposals to present at three national conferences, to include:

- NC Association of Alternative Educators
- Society for Research on Adolescence (SRA)
- American Education Research Association (AERA)
- Society for Community Research and Action (SCRA)

**Activities to Achieve Objective 2.1.** The PI will develop a team (research assistant and faculty) to prepare proposals to at least three national conferences. The major goal is to identify important national settings where information can be shared to promote additional dialogue around interventions that support the well-being and academic success of youth.

**Goal 3: Disseminate findings to Forsyth County Disproportionate Minority Contact (DMC) Committee and broader community, to include:**

- Winston-Salem/Forsyth County Schools
- Forsyth County Law Enforcement
- Department of Juvenile Justice
- Department of Social Services

**Objective 3.0. Forsyth DMC Committee Meeting**—By January 2015, it is expected that the research team in collaboration with the Center for Community Safety will present findings to the Forsyth County DMC Committee.

***Activities to Achieve Objective 3.0.*** The PI will work in collaboration with the Center for Community Safety to share findings from the project with the Forsyth County DMC Committee. It is anticipated that the session will facilitate dialogue around the importance of school-based intervention in addressing disproportionate minority contact in the juvenile justice system.

**Objective 3.1. Publication Dissemination**—By May 2015, it is expected that the research team in collaboration with the Center for Community Safety will disseminate findings through at least three publications (e.g., white paper, two issue briefs) via web and hard copy. Findings will be disseminated to:

- Superintendent of Winston-Salem/Forsyth County Schools
- Director of Alternative Education, Winston-Salem/Forsyth County Schools
- Department of Public Instruction
- NC Association of Alternative Educators
- Center for Community Safety Website
- Society for Community Research & Action

***Activities to Achieve Objective 3.1.*** The PI will mentor a research team (research assistant) to prepare publications and manuscripts for dissemination. The PI will also consult with the Research and Analytics Manager and Executive Director at the Center for Community Safety to discuss additional outlets and media-based tools for dissemination.

#### **Relation to Community Psychology:**

A major tenet of community psychology is to actively and collaboratively engage in research that seeks to address systems change; more specifically, engaging in action-oriented research that attempts to address systems that perpetuate inequity and inequality. Community psychology uses an ecological perspective; understanding that behavior emerges from the dynamic interactions and relationships across multiple systems. Within these systems there are points of leverage—indicating the social spaces within systems to target for intervention and prevention (Christens, Hanline, & Speer, 2007; Foster-Fishman, Nowell, & Yang, 2007). ALCs are identified as a school-based intervention designed to meet the needs of youth who would normally receive OSS. The students are embedded in ALCs, which are embedded within schools, which are embedded within school systems and so on. As such, findings from this project can address change at multiple levels. Schools are intertwined in the ecological context of youth and play a critical role in shaping values, beliefs and social trajectories of youth. Youth are a critical population in communities, their well-being and efficacy often translates into the collective well-being and efficacy of communities and neighborhoods. Consequently, this project and outcomes has several implications that broaden the work of community psychologist and our ability to engage in policy work.

**Evaluation Plan:**

To address the goals and objectives of the project, the following evaluation plan and timeline was developed:

<b>Activity</b>	<b>Evidence</b>	<b>Responsible Persons</b>	<b>When</b>
<u><i>Activities to Achieve Objective 1.0</i></u>	<ul style="list-style-type: none"> <li>• Completed IRB approval.</li> <li>• Completed Winston-Salem/Forsyth County Schools application to conduct research.</li> <li>• Compiled and cleaned data file on ALCs</li> </ul>	PI	January 2014
			June 2014
<u><i>Activities to Achieve Objective 1.1</i></u>	<ul style="list-style-type: none"> <li>• Analysis of quantitative data.</li> <li>• Analysis of qualitative data.</li> </ul>	PI Data & Analytics Manager, Center for Community Safety  Research Team	November 2014
			August 2014
<u><i>Activities to Achieve Objective 2.0</i></u>	<ul style="list-style-type: none"> <li>• Identification of Community Stakeholders.</li> <li>• Invitation developed and disseminated to community stakeholders.</li> <li>• Compiled list of attending community stakeholders.</li> <li>• Implement “Action” Meeting               <ul style="list-style-type: none"> <li>○ Attendance log</li> <li>○ Video Recording (used to understand the dynamics of interaction)</li> <li>○ Evaluation forms.</li> </ul> </li> </ul>	PI Director of Alternative Education Center for Community Safety  PI & Research Assistant  PI Center for Community Safety	September 2014
			October 2014
			November 2014
			December 2014
<u><i>Activities to Achieve Objective 2.1</i></u>	<ul style="list-style-type: none"> <li>• Identified local, regional or national conferences.</li> <li>• Submitted proposals to local, regional and national conferences.</li> </ul>	Research Assistant  PI	September 2014  January/May 2015

<b>Activity</b>	<b>Evidence</b>	<b>Responsible Persons</b>	<b>When</b>
<b><u>Activities to Achieve Objective 3.0</u></b>	<ul style="list-style-type: none"> <li>• Invitation developed and disseminated to Forsyth DMC Committee.</li> </ul>	Research Assistant Center for Community Safety	November 2014
	<ul style="list-style-type: none"> <li>• Presentation developed and reviewed.</li> </ul>	PI Center for Community Safety	December 2014
	<ul style="list-style-type: none"> <li>• Present “Alternative spaces: Examining alternative learning centers impact and policy implications on out-of-school suspension.” <ul style="list-style-type: none"> <li>○ Attendance Logs</li> <li>○ Evaluation Forms</li> </ul> </li> </ul>	PI	January/February 2015
<b><u>Activities to Achieve Objective 3.1</u></b>	<ul style="list-style-type: none"> <li>• Identify publication outlets (e.g., blogs, wikis, journals and e-journals).</li> </ul>	Research Assistants	January/May 2015
	<ul style="list-style-type: none"> <li>• Developed publication and/or manuscript.</li> </ul>	PI & Research Assistants	April 2015
	<ul style="list-style-type: none"> <li>• Submitted publications.</li> </ul>	PI	May 2015
	<ul style="list-style-type: none"> <li>• Documented publication dissemination.</li> </ul>	Research Assistants	May 2015

**Budget:**

<b>Item</b>	<b>Narrative</b>	<b>Total</b>
<i>Personnel</i>		
1 Lead Research Assistant (September 2014 to May 2015)	\$10.00/hr x 10 hours/wk x 22 weeks	\$2,200.00
1 Research Assistant (January to May 2015)	\$10.00/hr x 10 hours/wk x 12 weeks	\$1,200.00
FICA (7.47%) Research Assistants	7.47% x \$3,400.00	\$ 260.10
	<b>TOTAL</b>	<b>\$3,660.10</b>
<i>Supplies &amp; Materials</i>		
Meeting Materials	2 Meetings (\$175.00 = Handouts + 125.00)	\$600.00
• Handouts		
○ \$.07 x 50 pages x 50 copies		
○		
• Working meetings to include light refreshments (\$125.00)		
	<b>TOTAL</b>	<b>\$600.00</b>
<i>Travel to Local and Regional Conferences</i>		
Lead Research Assistant	1 local/regional conference registration x \$350.00	\$ 350.00
PI (Dawn X. Henderson)	1 local/regional conference registration x \$350.00	\$ 350.00
	<b>TOTAL</b>	<b>\$ 700.00</b>
<b>TOTAL BUDGET</b>		<b>\$4,960.10</b>

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## **Appendices**

## The Center for Community Safety

Safeguarding the Community Ideal through Data Driven Collaboration

November 11, 2013

To: SCRA Policy Grant Committee

Re: Dr. Dawn Henderson- Application for SCRA Policy Grant

Dear Committee Members:

I am writing to express the acknowledgement and support of the Center for Community Safety (CCS) at Winston-Salem State University (WSSU) for Dr. Dawn Henderson's SCRA proposal titled, "Alternative spaces: Examining alternative learning centers impact and policy implications on out-of-school suspension". Since her arrival to the faculty of WSSU in August of 2012, Dr. Henderson has provided invaluable service to and on behalf of the CCS. This service has been of a quality that has influenced greater cooperation and collaboration with our community partners, especially our local school administration; they have demonstrated great confidence in Dr. Henderson's expertise in assessing and understanding the multiplicity of factors that impact student performance and achievement.

The SCRA funding will enable Dr. Henderson to continue her work within the focus schools and disseminate her findings to other stakeholders and community partners across the state and country. This is important to us as it provides an opportunity for us to fulfill our mission of engaging communities on the strategic utilization of data to shape action and response to important community issues. We believe the policy and practical implications of the use of alternative learning centers is certainly an important issue and one we are eager to lift up for examination and improvement where needed.

Based upon this believe and the mutual interest and objectives shared with Dr. Henderson, we are pleased to provide this letter of support for her proposal and hopeful that it will be approved by SCRA so that this great work begun by Dr. Henderson can continue through completion and dissemination to the broader community and beyond.

Sincerely,



Alvin L. Atkinson  
Executive Director



Winston-Salem/Forsyth County  
Schools

P.O. Box 2513

Winston-Salem, NC 27102-2513  
(336) 727-2816 Fax(336) 727-  
2008

website: [wsfcs.k12.nc.us](http://wsfcs.k12.nc.us)

**November 8, 2013**

**To: SCRA**

This letter is to provide support for a study to examine the impact of Alternative Learning Centers (ALCs) in Winston-Salem/Forsyth County Schools on Out of School Suspensions (OSS) and student achievement.

The Director of Alternative Education commits to provide support for the following services:

1. Observations;
2. Monitoring;
3. Providing input and feedback on ALC support for students; and
4. Follow up data.

The collaborative process will ensure confidentiality and accuracy. Project implementation will provide substantial feedback to support and increase ALC effectiveness for students and staff.

All commitments are contingent only upon the receipt of grant funding.

The undersigned is an official of the Winston-Salem/Forsyth County Schools and has the authority to enter into the above referenced commitment. The signatory authority remains in effect for the period of our commitment.

**Sincerely,**

**Dr. Gwendolyn Johnson-Green**  
**Director of Alternative Education**

Board of Education

Jane D. Goins, Chair  
A.L. (Buddy) Collins  
John Davenport, Jr.  
Victor Johnson, Jr.  
Irene May  
Jeannie A. Metcalf  
Elisabeth Motsinger  
Marilyn A. Parker  
Jill A. Tackabery

Donald L. Martin, Jr.  
Superintendent

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Project ID 2013-49

***Approval Form for Research Project to be Conducted  
In the Winston-Salem/Forsyth County Schools***

Name of Principal Investigator: Dawn X. Henderson

Advisor's Name (if student): N/A

Research/Educational Institution Winston-Salem State University

Research Title: Examining the Impact of Alternative Learning Centers in the  
Lives of At-Risk Youth: A Case Study Mixed Methods Design

The above project has been approved by the Winston-Salem/Forsyth County Schools Administrative Offices. Stipulations to this approval, if any, are noted below. *The investigator understands that the principals have the authority to grant or deny permission for the study to be conducted in their schools.*

Project Timeline: August 2013 – May 2014

Stipulations:

All project activities are to be coordinated through Dr. Gwen Johnson Green.

Data Confidentiality Form Needed? (Check if yes) : Yes

**Marty Ward, Ph.D.**  
**WS/FCS Research & Evaluation**

May 21, 2013  
Date

Board of Education

Jane D. Goins, Chair  
A.L. (Buddy) Collins  
John Davenport, Jr.  
Victor Johnson, Jr.  
Irene May  
Jeannie A. Metcalf  
Elisabeth Motsinger  
Marilyn A. Parker  
Jill A. Tackabery

Donald L. Martin, Jr.  
Superintendent

Office of Sponsored  
Programs

June 6, 2013

Dr. Dawn Henderson

Refer to IRB #: 2986-13-0061

Dear Dr. Henderson:

As required by University policy and allowed by the Federal Regulation 45CFR46, I have given your protocol entitled "*Examining the Impact of Alternative Learning Centers in the Lives of At-risk Youth: A Case Study Mixed Methods Design*" (IRB#2986-13-0061) an FULL BORAD REVIEW as permitted under Winston-Salem State's Federal Wide Assurance (FWA00000214). Your protocol has been approved. Any changes in your protocol must be promptly reported and approved by the IRB prior to being implemented. Any problems, complaints, or injuries that arise during the course of your project, which involve human subjects, must also be reported promptly to the IRB.

You are granted permission to start your study as described effective immediately. The study is next subject to continuing review on or before 6/5/2014, unless closed before that date.

You are responsible for obtaining a signed consent form from each research subject you use in this project using the submitted form if this applies. Each form must be labeled with this IRB#. You should retain the originals for your records. Please contact Stephanie Evans, Compliance Officer, (336) 750-2982 or [evansst@wssu.edu](mailto:evansst@wssu.edu) if you have any questions.

Sincerely,



Dr. Naomi Hall-Byers, IRB Chair  
Dr. Dionne Roberts, Co-Chair

Cc: Valerie Howard, Director of Sponsored Programs  
Stephanie Evans, Compliance Officer