

Reaching At-Risk Youth through Social Enterprise: Helping Disadvantaged Youth in Marysville

Develop Community Social Relationships and Representations to Help Empower them to

Graduate

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March 2015

Master's Thesis

MA in International Care and Community Development

Cohort 6

Northwest University

Abstract

Through interviews and literature reviews, this study undertook to understand components necessary to support youth at risk for not graduating high school, to help build individual capacity, and to better position these youth for success. The city of Marysville, Washington, has experienced a huge population growth which, for my study's purposes, specifically includes high school students from every ethnic category on the Census (Hess et al, 2012). While the diversity may seem good, each ethnic/racial category also represents a different history of marred racial relationships. Although laws have been passed to protect minority populations, for decades, even centuries, these ethnic group members have experienced negative interactions with the U.S. dominant white culture, and these experiences have decidedly weakened these relationships. Local efforts to build specific values and principles into interactions between leaders in the community and struggling high school students of ethnic and racial minority can work to strengthen and empower them for academic and economic success. It is also essential for Marysville citizens of all races to support and sustain healthy interactions and community development, and to identify and resolve those that hinder and degrade positive personal and community development. Toward that goal, my study proposes a coffee shop social enterprise study that connects at-risk (for not graduating high school) Marysville students with local, ethnic business leaders to create a work experience that hopes to educate, support and empower these students in ways toward a productive future.

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Introduction

Despite many activities being used to support youth in their academic career, with the aim to improve their chances of self-sufficiency, the high school dropout rates in Marysville, Washington, hold steady at around thirty percent. Add to this dilemma a growing ethnic and racial diversity, and it becomes vital that the city seek solutions that include relationship building. In response to this dilemma, my study examines, in three ways, a proposed social enterprise that aims to work with high school students at risk for not graduating. The first section examines values and principles that are critical to building individual capacity in students' lives. These values include the following: Social Capital, Social Representation, Culturally Responsive, Social Inclusion, Empowerment, Asset Based, and Social Justice. Across the world, the application of these values/principles is vital to lifting people out of poverty and ensuring that individuals live self-sufficient, productive lives; in Marysville, it could also mean improved graduation rates for cultural/ethnic groups.

Marysville, in partnership with Tulalip Tribes, recognizing the growing and diverse population, has been working to meet the challenges that the city and various populations face in living here. The second part of my study examines the city's Diversity Board and Youth Council which is a foundational step aimed at strengthening relations between individuals and community bodies to help ensure that the diverse populations are represented and engaged. Community members and organizations supporting and building on these strategies can work together to ensure that struggling youth begin to see themselves as capable and important members of the community, complete their education, and engage in activities that promote individual and community well-being.

The third part of my study details a proposed social enterprise, a business opportunity to impact Marysville's at-risk youth. This enterprise supports the city's efforts of inclusion of cultural and diversity. The youth, as targeted beneficiaries, through engagement with community businessmen/women and other community leaders, like staff from organizations within the city, would stand to gain support, relationship, and motivation for pursuing worthwhile goals in life.

Values/Principles

Social Capital

A resource that reportedly helps ensure the educational success of minority students in a racially and culturally diverse community is social capital. Social capital can be defined as "the norms, networks, and mutual trust of civil society facilitating cooperative action among citizens and institutions" (Coleman, 1988; Putnam, 2000 as cited by Perkins, Hughey, & Speer, 2002). Social beings need to connect with others, draw value and personal worth, and have access to goods and services from social or human interactions. But when trust and networks are absent or broken, often due to "unjust oppressive power relationships" with a dominant culture, people lose their "individual sense of potency" (Meyers, 2007, p. 122). On an individual level, students may face broken and destructive family relationships that could otherwise provide the needed environment for a healthy self-esteem.

Disempowerment is the result of "...human interactions being marred by disrespect, exclusion, humiliation and erasure of identity" (Prilleltensky, as cited by Meyers, 2012, p.122). These destructive relationships make it difficult for affected individuals to have their needs met.

However, according to Clark, developing relationships between families, schools, and the community can be a very effective way to build social capital in students' lives (as cited by Sanders and Epstein, 1998, p. 2), and it can support academic success and supports the "whole child" (National Collaboration for Youth, 2011, pp. 2-3).

Building more understanding relationships between students and parents (Coleman, as cited by Pradini, 2014, p. 222), and between students and school staff appears to positively impact students, as indicated by Rowe (2015), Seattle Times education blogger, who wrote about Highline High School in Burien, WA. Like many other school districts across the nation, Highline School District is reported by the U.S. Department of Education, National Center for Education Statistics to have a high racial diversity; only 37% of the student population is white (Gonzales, 2009). Reportedly Highline High School has experienced a high suspension rate in recent years (Rowe, 2014), a common factor in dropout rates (Suh, Malchow, & Suh, 2014). This particular school, rather than suspending students, which can alienate students and put them farther behind in their studies, is now examining "[r]ule breaking...as harm done to relationships" (Rowe, 2015, p. A16).

Goetschius and Tash claimed relationship is about interaction, or in other words an exchange *between* people (as cited by Smith & Smith, 2008, p. 72). In my experience, most teachers stood at the front of the class and talked. Little input, outside of students' insights on the lessons was required or, it seemed, desired from students. That type of interaction is a form of relationship, but does not encourage understanding of others, and I do not think it is what Highline staff and teachers are working to establish with their students. The school discusses the student's behavior with him/her and this allows the student to "...face themselves and

those they have harmed...[which] gives them a chance to creatively repair the harm..." (Rowe, 2015, p. A16). This new approach to discipline is considered by some school staff as restorative justice (Rowe, 2015), but it can also be seen as a way of building social capital, and it is making a difference for students as they realize that other people care about the choices they are making and how those choices are impacting their lives.

A study by Ahmad & Boser (2014) claimed that school districts, including those in Washington State, are seeing a widening gap between the diversity of students and that of teachers (p. 5). Benner and Graham (2012) showed that the more racially diverse the school, the more likely are students of minority ethnicities to sense unfair treatment from those around them (p. 1609). A lack of presence of a students' culture among teachers and staff may inhibit the growth of social capital s/he can achieve.

Marysville school district also includes students from many different cultures, including American Indians and African Americans, two of the lowest performing groups on recent Census data. Although the above mentioned relationship building approach to discipline was not specifically mentioned by On-Time Grad Liaison, Christine Milnor, as an intervention method instituted in Marysville high schools, the School district recognizes the racial/ethnic diversity of its student body and the common corresponding needs and are working to ensure relationally supportive measures that will positively impact students' lives are in place for these and other populations (personal conversation, C. Milnor, 2014, November 14).

The City of Marysville is also working to positively impact racial and ethnic relationships. Their focus is the whole community, including students. The city wants to work to create space for dialogue and understanding between and among the populations through cultural fairs, a

diversity board, and a youth council (Buell, n.d.). These efforts are important relationship building blocks that can help empower young American Indian, African American and other historically marginalized student populations to succeed in their educational and career goals.

Social Representation

In an examination of the impact of social representations provided by Native American mascots and American Indian historical and other figures of American Indian students, Fryberg et al. (2008) asserted that building positive social representations demonstrates to students that there are "...viable and desirable ways to be American Indian in contemporary mainstream society" (p. 216). As described by Wilbur (2013), films depicting Native Americans largely did not include them portrayed as doctors, photographers, teachers and other strong community members, but instead as poor, and engaged in struggle with Whites (Wilbur, 2013). When students are exposed to negative representations, Wilbur claimed they experience "...lower self-esteem, depressed about what they are able to become..." (Wilbur, 2013). Because positive social representations help an individual imagine what he or she could be and do in the future, it is vital that youth who are struggling emotionally, socially and academically be exposed to, and even interact with others from their race/ethnic background who can provide them with positive role models. Unfortunately, in Washington state, "... many students may remain uninformed about the experiences, contributions, and perspectives of their tribal neighbors, fellow citizens, and classmates" (Washington State Legislature, 2013, para. 4). Images of Hispanics in the media in North America do not seem much better.

If minority populations in Marysville (soon to be a collective majority population (Frey, 2013), are to achieve greater success in academics and employment, and other life pursuits, the city needs to continue building on its efforts to help ensure youth grow up in a community where they see their mothers and fathers and others who share their racial and cultural experiences and perspective as favorably represented in business, conversation, education, and various forms of media. Failing to do so may “contribute to the persistent achievement gap between Indian and other students” (Washington State Legislature, 2013, para. 4). It appears Anderson also holds this belief in regards to African Americans when he claimed a lack of “old heads,” or strong, local social representations has negatively impacted younger community members (Anderson, 1990, p. 4). ...referring to Hispanic students’ academic success, stated “

Changing the way it “counts” its citizens, Marysville can make relatively simple as well as difficult adjustments to ensure a better recognition and life for all its citizens. For instance, the 2010 Census data reported that the business presence of all racial and ethnic minority populations in Marysville did not represent the number of each group of people living in the city: African American/Blacks constituted 1.9% of Marysville’s population and no measurable businesses was shown; Native American businesses in Marysville, not including those on the Tulalip Reservation, numbered twenty-five, while they constituted 1.9% of the population (U.S Census Bureau, 2010). Students within these two populations have higher than average dropout rates and could benefit from City efforts to highlight the presence and successes of leaders within these groups of peoples.

Culturally Responsive

A great diversity of cultural, socio-economic, religious, family, personal and other life experiences helps shape the current and future career, educational, and other life goals of youth. When working with youth in any capacity, it is important for any participant to be aware of both his or her own history as well as, to the extent possible, the background of the individual youth involved. According to Washington's legislative government, as schools seek to educate students, it is important to acknowledge the cultural heritages and contributions, and historical and socio-economic and experiences of different Native American students (Washington State Legislature, 2013, para. 1). Toward this goal, in 2005 Washington State legislature passed a law that encourages schools statewide to incorporate Native American tribal history and experience into their curriculum. The curriculum is not yet widely used, but if adopted by more schools, this added curriculum could majorly help ensure that all students become familiar with the Native American history plus the contributions Native Americans have made to our communities (2014, para. 4).

This could be said true of the need of students of other ethnic backgrounds. Adopting curriculum that familiarizes all students with the histories and cultures of different races and ethnic groups represented in schools can contribute to the success of students from those groups. Schools can also employ other actions to help students succeed, and some universities have recognized the benefits of practicing cultural values of certain ethnic groups. For example, Arizona State University and University of Texas at El Paso recognize the importance of family in the lives of Hispanic students (American Society of Healthcare Engineering (ASHE), 2013, pp. 69-

70); therefore, both universities have developed programs that encourage the participation of mothers with their daughters as the young women seek academic help and/or early acclimation to the university campus.

Another approach, also mentioned in relation to social capital, is to employ teachers of different ethnicities especially in schools of heavy racial diversity. In order to ensure Native American students receive an education that is responsive to their history and culture, the Office of Superintendent of Public Instruction (OSPI) has also declared it important that schools “[w]ork with partners to increase the number of Native educators” (Office of Superintendent of Public Instruction, 2013). This effort helps provide opportunities for positive “cross-racial interactions” with others students and as a result, often also with community members (ASHE, 2013). A lack of attention paid to such efforts unfortunately helps perpetuate the low graduation rates of Native American students and students of other races and ethnicities.

Social Inclusion

A society that aims toward social inclusion ensures people of any race or ethnicity is included in decision-making that impacts their lives (Fitzduff, 2007, p. 1). The definition given by Fitzduff further explains that getting involved on this level will “...improve their living standards and their overall well-being” (2007). There are laws in place, like the Civil Rights Act of 1964 and the Education Amendments of 1972 that can help ensure Native youth and youth of other ethnicity are supported in education and in society overall. However, the dropout problem is layered and not easily resolved: relationships between family members or individuals from different ethnic populations can positively and negatively influence one’s life. Yet, options exist:

minority populations, including Indigenous ones, can and should engage in local decision making, while community leaders and individuals from non-minority populations should encourage engagement from and with people from indigenous and other minority populations, all the while creating space for cultural differences and understanding.

Hunter (2009), recently speaking on social inclusion, maintained that, while the definition sounds good, it lacks backing from policies that can simultaneously address the economic and cultural issues that may affect their engagement (2009, p. 1). Laws that do not represent the many and varied cultural differences could alter the way minority populations feel about their community, other community members, as well as their use of services and engagement in potentially positive activities both in their own and in neighboring communities.

Creating time and space for voicing, hearing, and understanding differences could result in greater participation from minority populations. Toward that goal, the Marysville city government has established a diversity board and a youth council to help encourage understanding among the different ethnic populations and engagement on issues that affect community members. Participation on the youth council affords youth the opportunity both to voice their ideas and opinions and also to engage with peers and community leaders from other cultures. The diversity board gives voice to members of the diverse ethnic groups in Tulalip and Marysville and helps "...identify and prioritize support for the community, concerning diversity and inclusion..." (City of Marysville, n.d). Recognizing the diversity in our community is important and the minority populations' engagement in policy making are efforts that, if carried out and built on, could help construct better bonds between populations within the city and

also between services and individuals that some people from the diverse groups may need.

Empowerment

According to the World Bank (2007), empowerment occurs in individuals and groups “when they make choices and...transform those choices into desired actions and outcomes” (World Bank, 2007, p. viii). There are many people in developing countries who have so little money that they have to choose between which of their children will go to school, or even whether their children will eat or go to school. With access to some needed resources, though, they can change their circumstances and their future. For example, many women have joined together in Ukambani, Kenya, and partnered with Women’s Enterprises International (WEI), an organization that provides matching funds to women’s groups in Kenya to purchase water tanks. Easy access to water frees the women’s time for other activities, like starting a business (Women’s Enterprises International, n.d., para, 6). When the women discover how much they can accomplish with the support of each other and WEI, their lives and futures as well as the lives and futures of their children and families are changed (personal conversation, Theresa Schultz, June 26,2014). The women often start their own businesses, contribute to their family’s wellbeing, learn many skills, and even become leaders in their communities (Jordan Ramsay, June 26, 2014). The women are empowered to write a different ending for their life (Women’s Enterprises International, n.d., para. 5).

Far from Kenya, in Marysville, many organizations work hard to come along side students, to help fill their gaps – educational achievement, financial, and relational – to provide opportunity and more. Toward this end, the Marysville City government’s youth council, a great

step in empowering youth in the community, enables students from Marysville and Tulalip to make connections with youth from different educational and cultural experiences through Community leadership. The youth also interact with community leaders sharing their thoughts and ideas. In this way and others, these students may safely find their voices to provide input on current and future issues regarding student's lives and their communities.

Social Justice

According to the National Association of Social Workers (NASW), social justice is “the view that everyone deserves equal economic, political and social rights and opportunities” (NASW, n.d. para. 2). Regardless its modern title, it is a fairly old concept, and it undergirds the work today of those who want to ensure everyone has access to the resources they need for their well-being. In the middle ages, during a time of social disorder because of emerging capitalism that changed the former English way of life (Marx, 2004, p. 26), the British established the Elizabethan Law to “...recognize the legitimate need of poor peasants, willing, but not able to work and sustain themselves...” It also addressed other needs of the poor as well as need of other English citizens (Marx, 2004, pp. 22-26).

In India, in the 20th century, Javed Abidi worked for the social justice of persons with disabilities. After staging a successful protest rally that was both timely and also instrumental in the Indian government's passing the Persons With Disabilities Bill of 1995, Javed Abidi stated, “Working people have money [...] They pay taxes. They become visible. They can overturn stereotypes. Ultimately it's the green bucks that matter...how else do people become self-

reliant?” Abidi understood the relationship between social justice and people’s well-being. (Bornstein, 2007, p. 226).

Today, Australia is recognizing the need to correct inequities Aboriginal Australian and Torres Islands peoples have faced for generations, and still face. Calma, (2007), working to ensure social justice for Indigenous Australians, claimed that “...policies and programs that erode the strength and culture of communities can be considered as having negative impacts on community members ...”(Calma, 2007, p. S7). Australia is addressing inequities Aboriginal people face in many areas of life, like employment and education.

Internationally and in my home town of Marysville, WA, the concept of social justice abounds. The mission of the Marysville High Schools is to see every student “...proficient in literacy and math...graduating on time...[and] prepared for success in college, career, and responsible citizenship.” This mission guides the efforts of Marysville’s teachers and staff because they know that education impacts not only a student’s future overall well-being, but also that of their future family and our whole society (Dorn, 2015); it helps ensure social justice for students in the school district.

Asset-Based

Relationship building can enable social capital for students and for organizations partnering to meet community needs. Social capital requires community organizations and leaders of the community to examine it in full and with great care, but according to Perkins, Hughey, & Speer (2002) an aggregate approach can strengthen building social capital that stand-alone efforts, however well meant, cannot achieve (Perkins, Hughey, & Speer, 2002, p.

39). Community leaders and organizations within the community, like schools and churches can partner against disparities disadvantaged groups experience. Kretzman and McKnight presented evidence for the need to recognize and employ assets present within a community to meet needs. Further, they maintained that “connecting them with one another in ways that multiply their power and effectiveness...” is “...key to neighborhood regeneration...” (Kretzman & McKnight, 1993, p. 3).

Marysville is experiencing a growth of racial and ethnic minority populations. Partnership among community organizations can help address the complex needs of a diversely populated community. Marysville Mayor John Nehring, in his first year in office, worked to initiate the diversity group, as well as the Youth Council (both mentioned above). Both are measures Marysville has undertaken to meet the city’s changing cultural and ethnic needs in key areas, including: education, business/workforce, and partnerships within the community (Buell, n.d., p. 6). Additionally, strong relationship between Tulalip Tribes members and the Marysville is an important component of the city’s current efforts to address needs of community members; through this relationship, economic and social needs are being addressed (Buell, n.d., p. 4) . Marysville churches have long been a part of ministering to its diverse community. Bethany Lutheran Church takes a congregational approach to addressing needs of youths, and not only through youth ministry: Bethlehem Lutheran Church partners with other churches to meet community needs (Ryan Brown, personal communication, Nov. 7, 2014). This participation between organizations is essential in meeting the community’s needs and in dealing with inequities that all groups face (Meyers, 2007), including students.

Context

In 2013, high school students in Marysville, WA, dropped out at a rate of 29.9%, and their future well-being is at stake. These students, and their peers today, may face many individual and relational and socio-cultural barriers to finishing high school, including lacking self-confidence, a supportive family who could point them toward available organizational supports and other structural factors. These unhealthy relationships with self and the community, school and family can help lead to students' not graduating high school which in turn helps perpetuate negative life, career, and social patterns. While a number of organizations and programs are in place to help raise graduation rates in Marysville, students, for complex reasons, may not often avail themselves of this help. Thus, the dropout rate remains high, especially among minority populations. However, building on the strengths of social justice and social capital, let's further address this minority graduation rate and from a different angle. Participation in a community oriented, on the job training program that incorporates mentoring from community leaders of ethnic and racial minority groups may provide students relationships, environment, and tools they need to support them as they work toward achieving educational and other life goals. First, however, we will specifically look at education through lenses of social capital, and social inclusion, and other values/principles discussed above, in Marysville, WA.

What is Education

Because this study deals with at risk high school students, education, which can be difficult to define, is central to moving children and youth to low risk status. As explained by

Boudett, Murnane and Willett (2000), education includes a high school diploma or an equivalency degree, such as GED, on-the-job and off-the-job training (Boudett, et al., 2000, p. 19). More narrowly defined, education means receiving instruction at a school – also referred to as formal education (Merriam-Webster, 2015). This paper initially uses the latter definition of education, in order to address some common and specific racial inequities. Later, the former definition will be included which addresses the support of youths through a variety of education activities grounded in peer, family and other community relationships.

Why is Education Important

Society & Person

There is no shortage of research that shows the benefits of education as well as how a lack of it affects individuals and communities. Education, a basic human right, has a toll in all nations economically, politically, and socially (Felice, 2010, p. 273). Author of *Within Our Reach*, Lisbeth B. Schorr (1998), claimed that students who drop out of school are far more likely to be on welfare, unemployed, and in poverty (p.8). According to the World Health Organization's (WHO) Health Impact Assessment (HIA), a person's education level readily impacts the health of both people and their communities (WHO, n.d. para. 1). Dropout Prevention Center reported:

According to the Alliance for Excellent Education (2007), the loss of income from dropouts from the class of 2007 would be \$329 billion in their lifetimes. A high school diploma is increasing in importance because 60% of new jobs will require at least some postsecondary education (Smink and Reimer, n.d. para 2).

Further, according to Center for Public Education (2007), “raising graduation rates would save taxpayers money, greatly expand tax revenues, boost employment, reduce crime, and improve citizenship” (2007, April 5, para. 3).

Graduation Rates in Marysville?

The 2010 U. S. Census report showed dropout rates to be lower for whites than for minority groups, excluding Asians. The Office of Superintendent for Public Instruction in Washington State placed the statewide dropout rate of Native American students in the 2011-2012 school year at 8.8%; Blacks at 6.1%; Asians at 2.2%; Pacific Islanders 6.6%; Hispanic at 5.7%; and White at 3.6% (OSPI, 2013). With a growing diversity of students in Marysville, it is important to keep in mind the history, struggles and challenges of ethnic groups. Each group represented in Marysville represents a unique story that provides opportunities for growth and restoration of relationships. As Marysville community seeks to increase diversity awareness and improve opportunities for members of its diverse populations, its youth population stands to benefit - relationally and educationally.

Jobs and Earnings Outlook in Marysville

One’s educational level also tends to impact his/her income. The Bureau of Labor Statistics’ (BLS) Employment Projections shows that, in 2014, the average weekly earnings for individuals 25 years old and over who had earned less than a high school diploma earned on average \$488 per week, while those who had earned a doctoral degree earned on average nearly \$1,600 per week. In today’s global economy, where “[...] education [is] even more important in determining personal and national well-being [...,]” (Tyler & Lofstrom 2009, p. 1), it is important to help ensure students complete their education. Additionally, the population in

Marysville has grown by 481%, since 1990 (as cited by Hess, et al., 2012, p. 25), and that includes the growth of minority racial or ethnic populations, as defined by U. S. Census, including: American Indian and Alaska Native, Black or African Americans, Native Hawaiian and Other Pacific Islander, and Hispanic or Latino (as cited by Hess, et al., 2012, p. 26).

This rapid growth in population has not seen an increase in jobs in Marysville. Yet, according to Mayor Jon Nehring, the need for jobs is under the scrutiny of a manufacturing complex in North Marysville located near a higher concentration of low income residents (John Nehring, personal conversation, November 7, 2014). Tulalip has also created numerous jobs through the Tulalip Casino and hotel, and through the Seattle Premium Outlet mall stores. According to Native Nations Institute, there are continuing efforts at improving the economic outlook for Tribal members as well as those who live in the surrounding community (Record, 2008, pp. 38-39).

The community would do well to keep improving this outlook because assessed outcomes for young people who do not graduate from high school are bleak. Fifty percent of young women who drop out of high school are likely to become pregnant (Amurao, 2012 as cited by PBS /Tavis Smiley Reports). Even in Marysville these young women often earn below living wage and are likely to struggle. The Mayor of Marysville has attempted to address living wage issue here in Marysville, and his plan grants incentives to businesses if the owners agree to pay the living wage, which has recently been assessed at \$22.58 per hour (for a single mother with a small child), (Hess, et al. 2012, p. 28) higher than the state's minimum wage of \$9.47 per hour. An increase in wage would improve the chances of success for young single women and mothers as well as for other members of minority populations.

Further details show Marysville's income disparity among males and females without high school diplomas. According to the 2006-2010 American Community Survey, the average yearly income for these young men is \$37,409, which is significantly higher than that of women at \$23,445 (Hess, et al., 2012, p.29). Male dropouts earned on average almost \$14,000 per year more than female dropouts (p 29). While somewhat favorable for young, non-graduated men in Marysville, the financial outlook data is bleak for young women who do not complete high school.

However, young women who do not complete high school are not without hope. J. M. Bos, stated that women who participated in an experimental program for school dropouts experienced monthly earnings gains of between thirty-three percent and forty-three percent as a result of obtaining the GED (as cited by BLS, 2012, p. 2). The Bureau of Labor Statistics, in a longitudinal study of female high school dropouts, showed young women who did not obtain a high school diploma or GED, but did receive on the job training earned more than double the income of young women who did not receive on the job training (BLS, 2000)

What's impacting Graduation Rates

Many emotional, family, social, and socio-cultural factors negatively impact graduation rates: self-esteem, teen pregnancy (Amurao, 2012 as cited by PBS /Tavis Smiley Reports), financial well-being, family involvement (Weeks, M., as cited by President & Fellows of Harvard College), abuse and neglect (Bode & Goldman, 2012), (Educational Policy Studies Laboratory, 2004, as cited by Hickman, Bartholomew, Mathwig, & Heinrich, 2008, p.5), race (Empleo, 2006, p. 48), access to programs and other educational resources in the community (President &

Fellows of Harvard College), social class/socio-economic level (Hochschild,2003; Schooler, 2007, as cited by Stephens, Markus, & Fryberg, 2012), and others.

Individual/Family – Structural – Socio-Cultural

Even struggling students generally want to do well in life, but they often lack needed resources, including the confidence and self-respect it takes to realize their dreams or accomplish their goals. H. Stephen Glenn and Jane Nelson, authors of *Raising Self-Reliant Children in a Self-Indulgent World*, explain that, today, children are growing up in distracted, busy families that often are not instilling sufficient value and meaning in children’s lives (Glenn & Nelson, p. XII). Still, some understand that family involvement in children’s out of school activities is very important to a student’s educational success. Morton Weeks, a program coordinator for Families and Schools Together in South Carolina, claimed, “...once parents get involved, grades, behavior, everything improves” (Harvard Family Research Project, 2002, August).

Single mothers who did not graduate place their children at greater likelihood of dropping out of school themselves and both face a future of poverty. A study by Huston, et al. (2011), claimed:

Poor black newborns are more likely...to [...] have parents who lack high school diplomas, and live in families where no adults are employed. Any one of these elements can lower the likelihood of economic prosperity, while combinations make economic success even more unlikely. (Huston, et al., 2011).

According to the National Center for State Legislators (NCSL), teen pregnancy is both a cause and result of female students dropping out of school (NCSL, 2012). The NCSL puts the dropout rate of young female students who become pregnant at over thirty percent, nationally (2012). No race is immune to this problem. When racial populations are smaller, reliable data is said to be difficult to gather, as is the case for Native Americans/Alaskan Indians, but the national teen birth rate for this group is said to be third highest for the nation, after Black and Hispanic (Suellentrop, K., & Hunter, G., 2009, p. 1). Hispanic teen girls had the highest teen birthrate in the nation in 2012, as reported by the National Campaign to Prevent Teen and Unplanned Pregnancy.

Across the country, “America’s racial and ethnic minorities are the fastest-growing sectors in the country and [...] make up a disproportionately large segment of the economically poor population” (U. S. Department of Education, n.d.). People with limited financial resources face hunger, and hunger is linked to poor graduation rates (Augustine-Thottungal, et al., 2013). Hungry students are more likely to perform poorly in school (NoKidHungry, 2014). In Marysville, approximately 45% of students are from low income families and are eligible for free or reduced lunch.

In 2010, a single female headed over nineteen percent of Marysville families, and many lived in poverty (City of Marysville, 2014, p. 32). When the family had children under five, the percent jumped to nearly twenty-nine percent (p. 32). Financial troubles often contribute to the parents’ stress levels, and some overly stressed parents tend to neglect the wellbeing of their children (Berzenske et al., 2013, pp. 1325-1326). Neglect of children can be described as not

providing for their physical, emotional or medical, and other needs (Berzenske, et. al 2013, p.1328). Neglected children tend to have “worse academic achievement” than do children nurtured by their parents (p. 1326).

Socio-Relational

Marginalized racial groups continue to face barriers to success in education.

Marysville’s dropout rates are higher than both the national and the state averages for Native American, and Hispanic populations (OSPI, 2013). Stephens, Markus, and Fryberg (2012) argue that a lack of social representations can limit the development of Native Americans, which also includes the educational attainment of Native American youth (pp. 723-726). For example, Fryberg, et al. (2008) conducted an experiment with Native American students that showed when students lack strong social representatives for college entry and attendance they experienced lessened college aspirations. Those who could recall more “higher ed” social representations were positively influenced (Stephens, et al., 2008, pp. 117-118).

In Marysville, racial minorities are largely underrepresented in businesses and in schools. As reported by the 2010 U.S. Census, American Indian businesses in Marysville do not represent the city’s population of this race, currently at 1.9%. The exact number of African American owned businesses is unavailable (they are reported as “[s]uppressed; does not meet publication standards”). Asian business, at 6.8% in 2007, is under-representative of the 2010 5.6% population of the city (Census) Hispanic/Latino business in the 2007 were shown to be under-represented, as well: the 2010 Hispanic population was at 10.3%, and Hispanic businesses were at 3.2%. (It is not clear how much growth occurred for minority businesses

between 2007 and 2010). Also unclear is the ratio of white to racial/ethnic minority teachers and school staff in the district.

Some racial minorities may also face positive or negative educational experiences that stem from a lack of ability, to identify with either their own culture or the dominant white culture in schools, as is true for students in the Naskapi experience in Quebec (Fryberg et al, 2013, p. 74). Tribal high school students who had little trouble identifying with either their own or the predominant white culture present in the schools were far more likely to perform well academically, as opposed to the students who had some confusion related to their cultural identity, which historically poor White and Tribal relations (Fryberg, et al, 2012, p.74) has augmented.

Marysville's Asian American population includes a wide diversity of ethnic groups with differing cultural values. Some Asian populations of Asian student do not appear to experience negative impacts related to their educational experiences. Grouping the many different Asian American and Pacific Islands peoples into one racial "model minority" category reportedly "silences the problems" faced by some Asian Americans (Empleo, 2006, p 46), and the problems go unaddressed. Responding in a culturally sensitive manner – recognizing and making room for different customs, behaviors, and values can help create environments in which youth can engage, feeling represented and accepted (Empleo, p. 49).

If Marysville wants its youth to experience success, avoid poverty, access positive experiences and services and goods that education and relationships help ensure, it will require that the community participates in strengthening the assets already present and developing new ones. Kretzman & McKnight explained that because outside efforts rarely bring significant

and sustainable change, "...development must start from within the community..." (Kretzman & McKnight, 1993). Having a federal focus on the educational success of youth is important... but a local community focus, through churches, schools, social service organizations actively helps strengthen Marysville. However, not all young people can or do access these social services. It takes outreach and understanding to bridge social and physical gaps.

The Native American Indian populations that literally live "across the tracks" from Marysville continue to maintain a level of separateness and are not likely to access the social programs located in the other side of the tracks in Marysville (personal communication, J. Nehring, 2014, November). And they keep silent, as in the days weeks following a deadly shooting at the hands of one of their Tribal youth (Fryberg, 2014, December 21). Their distance is understandable considering their violent history at the hands of those in positions of power. Lives have been lost to disease (PBS, n.d., para. 3) and massacre (History, n.d., para. 2), their children were rounded up and placed in boarding schools where they were forbidden to speak their native languages and experienced significant abuse for infractions (Marr, n.d., paras. 12, 16, & 22).

Some of those who experienced this misplacement are still alive, or were just a short time ago, and it is reasonable to assume that the effects of the abuse have made its way into the relationship between parent and child and grandchildren. Some of the Tulalip Tribes' youth attend schools located in Marysville, while others attend Marysville School District schools located on the Reservation. These youths as well as other minority populations living within Marysville have historically been discriminated against and have higher dropout rates than do

students of the predominant white population. Despite continuing efforts to address the graduation rates, the low rates continue for Native Americans and other minority youth.

The Surgeon General declared that “[w]e must understand how local leaders and communities, including schools, families, and faith organizations, can become vital allies in the battle against disparities” (U.S. Department of Health and Human Services, 2001). Today Marysville includes strong organizations working to address the needs of young people, including education, relationship, and productive activities. These include the YMCA, Big Brothers, Big Sisters, Girl Scouts and Girl Scouts, Boys and Girls Club, and other organizations. No one organization can reach every child in need in the community (Terzian, Giesen, and Mbwana, 2009), and partnerships between schools and these organizations can help schools better use their services, attract disenfranchised youth, and hope learn what works and what does not. According to the National Collaboration for Youth, these and other organizations are reported to have programs that improve the likelihood of academic success for students (National Collaboration for Youth, 2011, p. 1).

Churches also provide a vital component in the academic success of youth. Through community activities, youth groups and other activities, like Bible study, youth are offered peer-to-peer activities and emotional support. This helps provide a more holistically based response to the community to resolve the many and layered problems Marysville faces in its diverse youth population and low high school graduation rates needs.

Business Model

This third section of the study will include a program within a business model that will bring together the values and principles discussed in section one and the situation some high school students of ethnic/racial groups face in Marysville, WA, as discussed in section two. This business model will first identify and consider the typical student candidate who will be benefit from the program. Then it will lay out the unique way the business itself will help support the students and the means the model will use to address some specific social needs of the students.

Purpose

To create a business that offers job skills, training opportunities, and mentoring relationships for at risk youth, while leveraging the knowledge and skills of key community members toward the academic success and social strength of its at-risk youth.

As it relates to this enterprise, the typical candidate student will be “at-risk,” meaning in danger of not graduating, or he/she will have dropped out of high school. The student will be of racial or ethnic minority, qualify for free or reduced lunch, and have a 2.0, or better, GPA. The typical candidate is not homeless or needing drug or alcohol treatment. Should a student with housing or addiction issues wish to participate, the issue(s) will be resolved prior to entering the program. Program candidates will be identified by school personnel who work with students: the student’s teachers, school principal or other persons in support roles, like counselors, on-time grad liaisons, case managers, or truancy officers.

This business model will investigate two key impact areas to determine potential effectiveness and sustainability of the social enterprise: the commercial and the social. In a social enterprise, it is important to view both areas concurrently, as one definitely impacts the effectiveness of the other (Burkett, n.d., p. 7). For example, a social enterprise that operates solely for profit cannot effectively address the social needs of a given segment of the population or environment. Conversely, a social enterprise that aims to address a social or environmental issue without a solid business plan will fail to attain success in certain aspect of the business side of the enterprise. (Burkett, n.d., p. 7)

This enterprise will take place to ensure that minority population students of Marysville, WA, have an opportunity to gain the social support, general life skills, and valuable job related skills that can benefit them in any future employment position. Behavioral skills training, a focus of the enterprise, will help will equip the youth to be successful in many areas of their lives including their relationships.

At-risk youth of ethnic minority groups often face a lack of positive social support necessary to encourage them and strengthen their motivation to earn their high school diploma. The business enterprise of my study will provide participating students the opportunity to receive mentoring from caring adults on the job and also specifically from community leaders of like ethnicity. At the same time students can gain on-the-job transferrable skills that will contribute to their social mobility/economic outlook.

Key partnerships

Three main types of partnerships are critical to the success of this social enterprise: Partnerships that have a strong commercial focus; Partnerships with an emphasis on the impact of the enterprise in students' lives; and Partnerships to mentor relationships. Although "relationships" may function outside the enterprise's commercial activities, the mentors will aim at improving the relational lives of students who are at risk for dropping out of high school.

These partnerships, described here, will see fuller discussion in the following sections. Distributors will provide the equipment and inventory needed to start and maintain the business. Other businesses – banks, insurance and accounting agencies, government offices for licensing, and etc. – will provide services to enable the business to function. Some of these relationships must occur with entities that are knowledgeable about the specifics of a social enterprise venture; for example, one contact might be an accountant who is familiar with laws pertaining to LC3 businesses.

To carry out the efforts of this "social impact" enterprise, this business will also seek to partner with not-for-profit agencies such as local colleges. Partnering with another organization(s) can provide additional informational and service support in addressing the needs of the program participants. This type of partnership could also help offset any cost incurred by the need to hire additional staff or individuals with specific desired skills, such as support staff who are knowledgeable about the social development of youth.

A relationship with area churches of different denominations can provide students with spiritual and relationship support to help them navigate the many, and sometimes difficult

relationships in their lives: peer, family, teacher-student, and etc. Tutoring and other out of school time activities can help students connect with others pursuing positive goals and can help build community and social capital in lives of program participants. Constructive activities with people of like faith can facilitate program students in their efforts to pursue a positive, successful future. The nature of these relationships will be laid out outside of this paper, but may include displaying church and program information on a community-focused bulletin board.

Key activities

General and specific activities will be vital to maintaining the business, while ensuring the desired impact is achieved in students' lives. These include those activities directly related to the business aspect of the enterprise, as well as toward the social impact aspect. Successful management of people and operations by capable staff will help guarantee that both aspects of the enterprise are appropriately and harmoniously managed.

On the commercial side of the business, customer satisfaction is vital to the success of the business. Toward this goal, participating student employees will engage in training for baristaring, cash handling, food preparation, customer service, taking orders, stocking, cleaning, and sales. On the job training is essential, and for some youth, it can mean not only success in their current position, but that they can look to greater outcomes, both with their education and their future employment (Ferguson, et al., (1996), and Hahn, Leavitt, and Horvat, (2004, as cited by DOL, DOC, DOE, DHHS, 2014, July 22, p. 18). Ensuring training is effective will help

guarantee the success of the enterprise and the future success of the students once they complete the program.

Burkett (n.d.) claims that some of the key activities complement each other, while others compete with each other. An example of this competition would be the ability of students to operate in a fast-paced environment at peak hours of business. If some students were unable to fulfill the demands, "...problem solving would be needed so that commercial and impact imperatives are balanced..." (Burkett, n.d., p. 26). Effective training can help student gain the skills necessary to handle these situations well.

Behavioral skills training will also be a spotlight of the program focus. Teaching students behavioral skills will occur on-the-job and will also be reinforced in mentoring relationships. These behaviors include personal discipline, effective communication, critical thinking skills, collaboration, problem solving, leadership development, and personal empowerment. Individually and collectively, these behavioral values will help ensure the youth are successful independently and socially.

Relationships are vital to the academic success of students. According to Topper & Powers, students, in a study at community colleges, experience far greater success in obtaining their degrees if they remain involved with family, friends and other community members, especially as they near completion of their degree (as cited by Sandoval-Lucero, Maes, and Klingsmith, 2014, p. 524). As program participants in this business, high school students will develop supportive, affirming relationships with cohorts that can help them work toward their gaining skills, building relationships, and graduating high school. This interactive participation

can help at risk students see themselves in a more positive light in which they are able to succeed.

Another activity is the inclusion of university students who are pursuing their undergraduate or graduate degrees and need a practicum/internship placement. These individuals can be important contributors in addressing struggling students' needs, as they can serve as both role models for behavior and achievement and as support staff. Participating individuals from colleges will be of ethnic minority backgrounds that represent the cultural heritage of students participating in the program, or non-minority individuals who can provide culturally responsive leadership. With these specifics in place, this enterprise plans that participating high school students have the opportunity to grow in their abilities, to develop more positive views of themselves, their abilities, and their futures, and to motivate themselves to do well in school and then in other areas of their lives.

Youth who receive mentoring from a caring adult tend to do better in school (Big Brothers, Big Sisters of America, n.d., p. ii). In mentoring relationships with community leaders with whom the youth can culturally identify can provide a much needed values/identity match to students who struggle (Fryberg, et al, 2013). This kind of relationship can help strengthen and empower youth to be successful in their education and future employment. These mentors will share their knowledge, expertise, and experiences that contributed to their own career success. They will serve as positive role models for the youth to emulate; they will provide encouragement; and it is hoped that these relationships will help to build the youth's self-confidence and help them construct a more positive view of their selves and their futures.

Key Resources

It would not be wise to start a business selling coffee in Marysville, or anywhere, and assume coffee lovers will come. There are even more components to building a successful social enterprise than a product and location. According to Burkett, important considerations for both the commercial and the social impact side of a social enterprise include physical, intellectual, human, and financial resources. The impact aspect of the social enterprise includes a component in addition to these: “Methods and networks to assess and evaluate [the] impact, [and] all other assets needed to ensure impact delivery” (Burkett, p. 24).

To offer high quality coffee drinks and other menu items like blended drinks, sandwiches, and pastries, this enterprise needs vendors and equipment that offer remarkable value and produce exceptional products. The eventual location for the business is imperative, as is the availability of and access to finances. Management and regular employees must be highly skilled. Ensuring the effectiveness of these positions will carry over into the training and effectiveness of students who participate in the program.

Staff members at Marysville high schools and Tulalip Tribal members, and other leaders in ethnic communities in Marysville, are key resources who can provide knowledge and support. They can become allies for this enterprise in efforts to ensure youth of all races and income levels are successful. The efforts of this business will seek to be an opportunity to the schools, as well, adding another option to their socially conscious plans to address the needs of at-risk youth in the city.

Developing partnerships with non-profit organizations and individual community members, whether by funds, volunteer hours, mentorships, or contacts, can help fill in gaps where commercial resources alone cannot cover the needs of the intended impact group. Partner organizations and individual volunteers may be able to help fill job training and modeling roles that can help avoid the need for hiring more paid staff. These non-trade “revenues” will help ensure student success does not come at the expense of business success. Additionally, other organizations could likely bring other such “revenue” in the form of insight for program effectiveness and adjustments (Burkett, n.d., p. 21-22).

Business owners and other community leaders will also be sought for partnership. This coffee shop enterprise will directly target community leaders of ethnic and racial minority groups to ask their help to build social capital into the lives of ethnic students. The aim of this type of partnership is to provide students with mentors as well as social contacts who better support the interdependent cultural identities of minority students (Stephens, Markus & Fryberg, 2012). In this social enterprise, it is ideal that students meet at least bi-weekly with an adult with whom it is hoped they will find a mentor and someone from their culture who can offer consistent interaction built on trust and understanding with the goal to help students see their own potential.

Students working on their Bachelor or Master’s degrees who also want to work with youth will provide vital case management and further skill building support. A relationship with these students will also help at risk high school students see their future potential more clearly as it reflects in the lives of those who are likely closer to their own age. Getting to know these volunteers – ones a step ahead of high school graduation – over stories in day-to-day

interactions can serve to strengthen struggling high school students' connections and positive beliefs in their own futures.

Matrices will be necessary to determine the success of the program. Determining the effectiveness of the program will involve examining student participants' own sense of successful inclusiveness gained in their experiences with the enterprise. Aparicio (2013), Director of Poverty Analysis with UNESCO, claimed that active engagement of all members of a society discourages discrimination of and among its members (p. 3).

In three year increments, this enterprise will seek to assess and evaluate the effectiveness of this social enterprise business. Festen and Philbin (2007) assert that evaluation can help an organization recognize the whys and hows of a program's success or failure. As plans for this enterprise progress, a deeper understanding of "... what, when, and how to evaluate..." will emerge and be acted on (Festen & Philbin, 2007, p. 13). What I do know at this time is that, as students participate in the program and are able to find needed support and access applicable resources, it is hoped they will have solid support systems in place, graduate from high school, and be better prepared for future work and decision making. Regular evaluations can help determine whether these positive results are occurring.

Value proposition

This enterprise will be centrally located and locally owned. Coffee drinkers who like a sit-down experience during their morning coffee, a shop that offers coffee, a selection of pastries, ethnic foods, a newspaper, and Wi-Fi will have a local option. Patrons regularly support the one Starbucks near the north end of town might remain loyal, but many coffee

drinkers who, given a pleasant alternative that offers ambiance, high quality coffee and blended drinks and etc. that they are familiar with from Starbucks, could become regular customers.

Social Enterprise offers a distinct opportunity to address and meet minority students' needs so that they can get the support they need to graduate and begin to build a successful life. They will see solid leaders of their own ethnicity represented in a positive, strong, capable light from which they may build on present visibility and social understanding. For students interested in being leaders in their community, the support of ethnic leaders can help position them for community strength and success.

This coffee shop social enterprise will operate as a guide and mentor to facilitate and support opportunities for youth to discover and build on their skills while aiding in the process of developing a positive understanding of self in a wider social-relational context. It will augment and advertise the known presence of Marysville's current ethnic businesses. The students participating will see members from their ethnic groups in positions of strength and leadership, operating in a multi-ethnic/multi-cultural community context, one that appears to be deliberately seeking out and building on the strengths of the diverse groups living within and near the city. This kind of attention to the positives of an ethnic group can help students form new "...ideas and images [...] of "how to be a person" (Fryberg and Stephens, 2010, p. 115).

Customer relationships – How to retain customers

When considering how to strengthen customer relationships and shoppers happy and coming back, it is imperative that this study reflects on the needs and desires of its different segments. The commercial and social impact aspects of the social enterprise each bring

different needs to meet. When addressing the customers who will shop solely for the business standpoint, it is especially important to provide quality products and topnotch customer service. This business will offer customers high-quality coffee beverages and pastries. Because students will voluntarily participate in the program, will receive expert training, and will use high quality equipment, the shop will offer commercially oriented customers the products and service to ensure those customers return again and again.

Commercial impact is not the only consideration for this particular venture. As Burkett,(n.d.) stated in her business model canvas, some loyal customers may desire to become partners through funding or volunteering (p. 19), or perhaps through collaboration. Organizations that support youth in some manner, like YMCA, Big Brothers, Big Sisters, Catholic Community Services, DSHA and many more, provide potential customers who being pleased with the product and service, may become long-term customers and even partners in reaching youth. Churches, parents, teachers, and other school staff who play a strong role in the lives of youth in the city may find the coffee shop to provide the product, environment, service, and more that they desire. These individuals will also provide a strong possible customer base, especially if they are able to further support the success of these youth, whether by purchases made, funds donated, time volunteered, contacts made or given, mentorships, or other ways not yet considered.

Channels – How to attract customers

Customers, whether they are solely interested in the high-quality product offered, or those who desire to support the social aspect of the business, will learn about this enterprise through local advertising-mailers, social media, non-profit networks, and word of mouth.

I will conduct face-to-face meetings with business owners and community leaders and will also use email marketing, social media (the website, Twitter, Google+, Facebook) to form relationships geared toward building social capital in students' lives, creating social representations for students, and building awareness in students' minds of the rich cultural diversity and strength available in the community. It is my hope that participating businesses and owners will also potentially provide future jobs for students as they complete the program and are ready for other opportunities.

Customer segments – Who are potential customers

The city of Marysville offers numerous possible clients. At least 2,500 businesses are located in Marysville's downtown and surrounding area, and these will be strong potentials for coffee business during both the morning and evening commutes and throughout the day. Other potential patrons include other commuters and pedestrians. Church members from the dozen or more churches near downtown Marysville provide possible customers. There are many church members who frequent coffee shops to do Bible study or connect with each other throughout the week. I have seen Bible study groups, youth groups, and Christian mentors meeting with individuals whom I suppose are church members. I have also witnessed on several occasions realtors meeting their clients in a Lake Stevens Starbucks.

The Marysville coffee scene already includes a dozen or so coffee stands for quick stops, but not for a leisurely or extended visit. These stands will likely retain some clientele, but this coffee shop enterprise offers Marysville's coffee-loving community a local spot to meet, chat, or talk business. There are no coffee shops in downtown Marysville, but two are nearby. My coffee shop enterprise realizes Marysville's rapidly growing population and over 2,500 businesses, and I am certain customers in downtown community will benefit from a coffee shop presence.

Some customers simply want good coffee and rolls, sandwiches, cake slices, and the "coffee shop" atmosphere so familiar in Washington State. Others may want to influence social or environmental issues while enjoying their lattes. This coffee shop would enable each of these customers to find what they are looking for: a great coffee shop with excellent food and service plus a social enterprise aimed at improving the chance that participating students will graduate high school and form positive, lasting relationships with community members.

Organizations many of which support youth enrichment and success – including YMCA, Big Brothers, Big Sisters, and several churches – and individuals looking to support youths will also provide a strong possible customer base.

Cost structure

As this business model/plan is developed further, I will further consider and plan for typical business costs. These costs include but are not limited to the following: location, utilities, wages, furnishings, Wi-Fi, insurance, banking, training, and equipment. Equipment will

include, among others, espresso machines, coffee grinders, dish washers, blenders, cash registers, and credit card machines.

According to Dave Crumbo (personal communication, January 8, 2015), location can make or break the business' ability to stay open. Without a location that allows access for the volume and type of customer we desire, the business will lack the financial revenue to remain open. Trestle Coffee Company, fair-trade coffee, social enterprise supporting orphans, struggled to survive because of its less-than-desirable location (personal communication, January 8, 2015). This enterprise may be tempted to sacrifice on location, depending on availability of real estate, but it is vital that we seek a prime location.

I will certainly weigh the costs associated with the wider social impact of this venture. Among these costs are the following: fundraising, impact assessment, recruiting and training for volunteer and support staff, recruiting for and training of new program participants, and provisional costs for non-attendance and school/work schedule conflicts. As plans progress, I will identify and assess these needs in greater detail.

Revenue streams

This coffee shop social enterprise will rely on the traditional revenue model for the commercial side of the business. This will include revenue from product sales – coffee, blended drinks, pastries, and other items, such as coffee mugs. It is essential to develop a strong customer base, but there are some important resources that could limit the business' sustainability, these being, the location of the business and the store itself (the shop must be located to attract the number and type of customers we are targeting, and the shop must be

the kind of establishment that represents the “right” image in the community); the presence and/or quality of the equipment needed to produce the products sold (espresso machines, and etc. must be of a quality to allow us to compete with the established businesses), the company’s brand (we must back up our claim to be what we want to be to our targeted customers) (Burkett, n. d., p. 25; Williams, n. d., para. 2-3); and staff (we will need knowledgeable people in key positions to manage the day to day operations of the business).

Revenue for purposes related to the social impact side of the business will require funding from non-profit organizations and individuals who want to support the academic and social success of youth. According to Carlson and O’Neal-McElrath (2008), over seventy-five percent of charitable giving comes from individuals, as opposed to foundations whose giving is around twelve percent of total annual giving. More in-depth research is essential to determine which funding organizations to pursue and to learn to craft effective grant proposals. Additionally, I will investigate the best types of fundraising to discuss giving opportunities with individuals, whether it be email, letters, or using social media, or other avenues. .

This enterprise will need to look more deeply into the actual funding needs. Depending on the social/environmental impact, funding needs may increase/decrease. This enterprise will work with youth who do not have housing or addiction issues. This means that the funding needs will not mirror those of, say, the Youth Barista Training & Education Program, established through FareStart (FareStart, n.d.), and in collaboration with YouthCare, who helps “homeless youth” get “off the streets” and “prepare for life” (YouthCare, n.d.) This business is also different from other researched social enterprise coffee shops that help individuals with

disabilities receive training, employment, and or housing, like Roccoco in the UK (Brothers of Charity Services, n.d.).

Conclusion

Many factors contribute to the high school dropout rate in Marysville, Washington; however, the dropout rates a highest among students from ethnic/racial minority groups, students who may be negatively impacted by a lack of individual, social and structural support that may prevent them from reaching their potential, including getting their high school diploma. Marysville now offers an environment of diversity awareness and appreciation that is coming together to meet the diverse ethnic and socio economic needs of its changing population. However, the city can use all the help it can muster. Therefore, as part of my investigative study, I offer a social enterprise, in the form of a coffee shop, one that provides struggling students vital relational support and social and job skill building; it can also draw from and build on present community strengths for student enrichment and success. Because this enterprise is yet in its conceptual stage, its eventual effectiveness is untested, but its success looks promising, with a good location, positive relationships, quality goods and service, invested community leaders, and motivated students. Students in Marysville are worth the effort.

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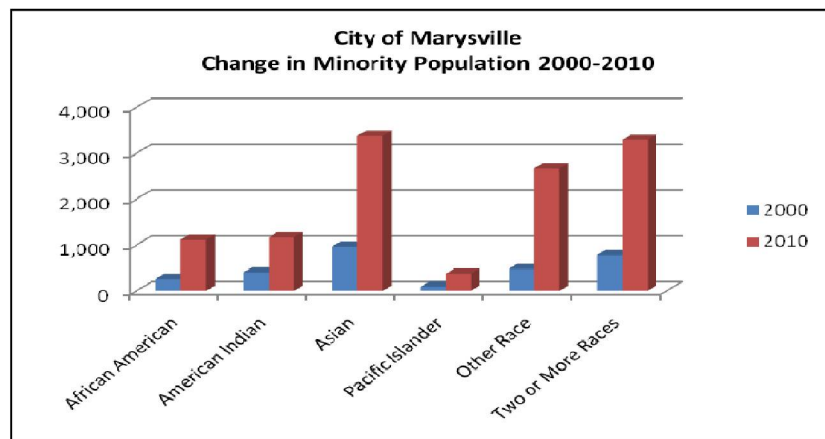
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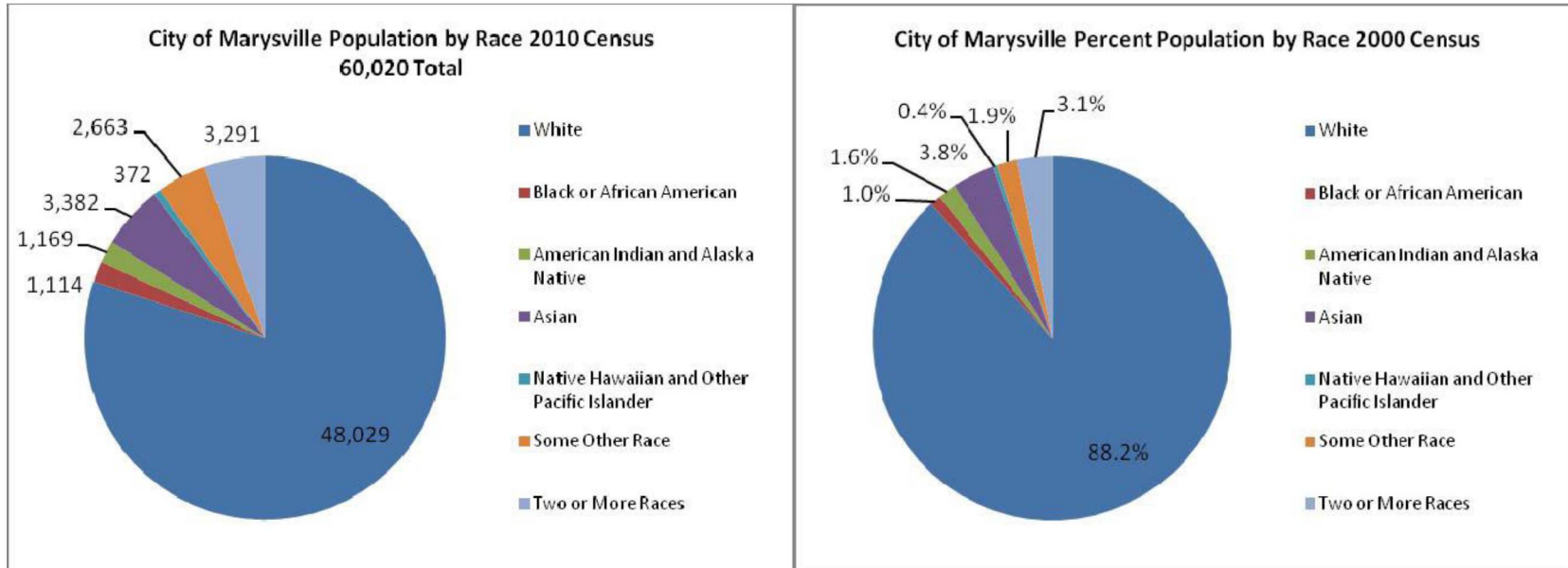
Appendix

Summary 2010/2000 Census Population Data and Percentage of Change

Census 2010									
Total Pop.	Total Race	White	Black/Afr. American	Amer. Indian Alaska Native	Asian	Native Hawaiian/Pac. Islander	Some Other Race	2 or More Races	Hisp./Latino of Any Race
60,020	56,729	48,029	1,114	1,169	3,382	372	2,663	3,291	6,178
		80%	1.9%	1.9%	5.6%	0.6%	4.4%	5.5%	

Census 2000									
Total Pop.	Total Race	White	Black/Afr. American	Amer. Indian Alaska Indian	Asian	Native Hawaiian/Pac. Islander	Some Other Race	2 or More Races	Hisp./Latino of Any Race
25,315	24,529	22,331	257	406	967	90	478	786	1,222
		88.2%	1.0%	1.6%	3.8%	0.4%	1.9%	3.1%	





Percentage Change 2000-2010							
Tot. Pop.	White	Black/Afr. American	Amer. Indian/Alask Native	Asian	Native Haw./Pac. Islander	Some Other Race	2 or More Races
237.1%	-8.2%	0.8%	0.3%	1.8%	0.3%	2.5%	2.4%

PURPOSE To create a business that offers job opportunities to at risk youth while leveraging the knowledge, skills and power of key community members toward the success of at-risk youth				
KEY PARTNERSHIPS Commercial -Coffee and food vendors -Marysville Community Development Department Social -Members of the community to provide models of ethnic strength, integrity and achievement. -Marysville schools -Other similar social enterprises -	KEY ACTIVITIES Commercial -Barista skills -Customer service -Food handling -Cash handling Social -Social Skills -Job skills -Mentoring <hr/> KEY RESOURCES Commercial -Coffee Machines/Equipment -Staff -Location -Shop/Interior -Brand Social -Support Staff -Impact brand	VALUE PROPOSITION Commercial -Exceptional service and quality coffee and food Centrally located coffee shop that support at-risk youth Social -Goods purchased support at-risk student success	CUSTOMER RELATIONSHIPS Commercial -Excellent service – repeat customers – loyalty Long-term customers Social -Excellent service – repeat customers – loyalty -Long-term customers <hr/> CHANNELS Commercial -Retail - high traffic -Word of mouth Social Media Social -City Television -Social enterprise networks and directories -Social procurement directories -Social Media	CUSTOMER SEGMENTS Commercial -Commuters -Pedestrians -Local Businesses Social -Socially conscious community members -Local Churches -City Personnel -Local Nonprofit Organizations
COST STRUCTURE Commercial -Cost of product -Marketing costs -Training materials	COST STRUCTURE Social -Support staff costs --Fundraising Costs -Impact assessment costs	REVENUE STREAMS Commercial -Revenue from product sales	REVENUE STREAMS Social -Charitable funding from foundations -Donations from individuals	