



America's Promise Alliance Community & State Action Planning to Improve Graduation and College-Readiness Rates

The America's Promise Alliance is committed to mobilizing the vast resources of states and local communities to address their dropout challenges and help more young people graduate from high school, ready for college, work and life. While we aim to serve as a catalyst for this action, we recognize that it is the states and communities themselves who will drive, and *sustain*, the actions that are necessary to make high school graduation and college readiness a reality for all of their youth. The Alliance applauds the leadership of your Dropout Prevention Leadership Team in making these crucial issues a priority for your state or community and encourages the Team to use your Dropout Summit, as well as the Action Plan the Team develops here, to shape your state's or community's long-term commitment to addressing the dropout challenge.

All Alliance-funded summit states and communities are required to complete and submit an Action Plan, using the enclosed customizable worksheet, within 60 days of your summit in order to fulfill your Dropout Summit grant agreement. (Note: It may be helpful to answer some of the questions before your Summit to inform your agenda planning.) The Alliance recognizes that states and communities are in various stages along the continuum of addressing their dropout challenges, so this action planning worksheet is meant to be flexible enough to apply to your local context. It is based upon and refers to sections of *Grad Nation: A Guidebook to Help Communities Tackle the Dropout Crisis*, a rich resource we commissioned to help you delve deeper into the questions and access many of the leading organizations and tools available around the country that can help you do this work. Please provide as much detail in your answers as you can, reflecting how far along your state or community is in the planning process. While we strongly suggest responding to both the open-ended questions that ask for narrative summaries of your high-level goals and objectives, as well as the charts and check-off boxes that ask for your more specific tactical priorities, we understand that some of you may not be at the point where you have developed this much detail. Please do the best that you can.

Note that America's Promise Alliance may share your Team's Action Plan with leading national organizations and funding agents interested in providing resources – financial, human, and intellectual – to help your state or community pursue the priorities that are identified.

Helpful Resource to Do This Work

The Alliance recommends the following resource to help inform your Action Plan:

Grad Nation: A Guidebook to Help Communities Tackle the Dropout Crisis, by Robert Balfanz and Joanna Hornig Fox of the Everyone Graduates Center, and John Bridgeland and Mary McNaught of Civic Enterprises.

See www.americaspromise.org/GradNation

The *Grad Nation* Action Tool (pp. 91-93) provides a rapid assessment of your progress against the recommendations in *Grad Nation*. Completing it should give you a jump-start on developing a high-quality, evidence-based action plan.



ACTION PLANNING WORKSHEET

**Enter State/City's Name Action Plan to Help More of its Young People Graduate High School,
Ready for College, Work & Life**

Name of Summit State or Community: Phoenix, AZ

Date and Location of Summit: October 17, 2009

Geographical Area Covered by Action Plan: Phoenix, AZ, Maricopa County, Phoenix Union High School District
(i.e. which county(ies), school district(s), etc.)

Date Submitted: 02-10-10

Main Point of Contact: Debbie Dillon, Director Youth and Education Office, City of Phoenix, 602-495-0518 deborah.dillon@phoenix.gov
(please provide full contact info)

[Note: The Alliance is especially interested in the data, priorities, and plans emanating from your dropout prevention summit, so you are encouraged to highlight those as appropriate in your answers below. If your state or community has a pre-existing comprehensive action plan to improve your graduation and college readiness rates, please attach it as an appendix to this document.]

I. Building Knowledge: Understanding Your State's or Community's Dropout & College-Readiness Challenges

(See Part 2 of Grad Nation, pp. 22-41, for help with this area of planning.)

1. What is your state's or community's current graduation rate? (please cite the source and methodology)

Phoenix Union's four year graduation rate is 75.4%

Source: (check all that apply)

- State department of education
 School district/school board
 Independent research organization – please specify:
 Other – please explain:

Methodology: (check all that apply)

- Average Freshman Graduation Rate (AFGR, US Dept. of Education)
 Cohort rate using individual student identifiers (National Governors Association)
 Cumulative Promotion Index (Editorial Projects in Education)
 Other state method, using individual student identifiers – please explain:
 Other state method, without using individual student identifiers – please explain:
 Other district method, using individual student identifiers – please explain:
 Other district method, without using individual student identifiers – please explain:

Other – please explain:

To most effectively address your dropout challenge, it is imperative to have a more detailed analysis of your data. What is your state's or community's graduation rate disaggregated by race/ethnicity and gender? By grade level?

| School Year: 2009 | TOTAL | Male | Female |
|----------------------------------|-------|-------|--------|
| ALL | 75.4% | 68.8% | 81.8% |
| White, non-Hispanic | 73.3% | 65.0% | 82.5% |
| African American or Black | 76.0% | 72.9% | 79.7% |
| Latino or Hispanic | 75.9% | 69.1% | 82.8% |
| Asian and Pacific Islander | 84.8% | 78.8% | 92.5% |
| American Indian or Alaska Native | 64.1% | 54.1% | 74.2% |

| School Year: 2009 | TOTAL | # of Dropouts | # Off-Track for Graduation |
|------------------------|-------|---------------|----------------------------|
| ALL | 23023 | 755 | 5616 |
| 9 th grade | 7009 | 196 | 2340 |
| 10 th grade | 6152 | 172 | 1780 |
| 11 th grade | 5269 | 148 | 1062 |
| 12 th grade | 4593 | 129 | 434 |

(Note: see pp. 64-67 and Tool #20 in Grad Nation for discussion of off-track indicators)

If you do not have these data, please describe your plans to obtain them.

We have this data and provided the information above.

2. **Will these data be used as a baseline to show your progress over time?**

Yes

3. **What does both national and local data indicate about the trends in your state's or community's graduation and college-going rates over the last few years (e.g. over the last 2, 5 and 10 years)? Have the schools' rates been improving or getting worse? How do your local statistics compare with your state's and/or the nation's rates?**

National data indicate that the high school graduation rate has improved slightly over time, but the gap between Anglo/White students and students of color still is significant. In Phoenix, the graduation rate for the Phoenix Union High School District has improved dramatically over the past 10 years, and continues to trend upward over the past 2 and 5 years. The graduation rate in 2000 was 56% and it is currently at 75.4%. For the overall city of Phoenix, however, the college-going rates continue to fall below the national averages. Even more disconcerting, Phoenix has one of the lowest rates of adults with a post secondary degree of any large city in the nation. In Phoenix Union, 82% of the students in ninth grade report that they plan to attend college, only 44% actually do. This is significantly below the national averages and a focus for our city as we address the dropout and high school completion issue.

4. **Please describe what efforts were taken in preparation for the summit, or will be taken in the future, to better understand the issues from key perspectives, such as parents and young people themselves. In particular, what information was learned, gathered or shared via the summit?**

In preparation for the Summit, a committee of individuals representing ASU, City of Phoenix, Phoenix College, Phoenix Union High School District, and Community Based Organizations such as Helios, Arizona Coalition for After School Programs, Be a Leader Foundation, College Depot, and Wells Fargo worked on committees to establish a program to educate students and families about the purpose of being college-prepared as a drop prevention strategy. The purpose was defined as providing youth and their parents a beginning experience to understand why college can and should be an option for them by providing resources, connections, and knowledge to begin working toward graduation from college.

The theme of the Phoenix summit was “Step Up: A College-Going Summit”. This partnership with the City of Phoenix, College Depot, Arizona State University, Helios Foundation, Be A Leader Foundation, Maricopa Community Colleges, and the Phoenix Union High School District, was designed to pivot the conversation from drop out to college-going opportunity. The goal of the summit was to engage our youth, families, and community partners in locating the academic, social, and financial resources to make college a viable option for every student.

We targeted tenth grade students who were already missing credits required to graduate. These students and their families engaged in a full day of learning about the importance of taking college-preparatory classes, getting involved in programs, and of connecting with the resources in our community to help make college a realistic opportunity. Parents and students were asked to prioritize what they believed was most important and asking them to commit beyond today to getting involved and planning for college. Parents and students agreed unanimously they wanted a strong college preparatory curriculum and special programs to help them prepare for college. Students were less interested in incentives to stay in school (only 70% felt this was very important), but both parents and students agreed systems showing how they compared to other college-going students were less important motivators for staying in school (80% of students and only 45% of parents said this was important). This shared sense of empowerment through education is a positive motivator for our planning committee and community partners.

Our community members attended to share resources they have to offer, but also to engage in action planning to bring forces together to find ways for our students and families to be involved in their communities and for our communities to be involved in our children’s education. Our community partners identified ways in which businesses and service providers can get involved as mentors, offering internships, and workshops on everything from resume writing and interviewing skills, to job shadowing and motivational speeches about the importance of school. Our community members also identified a series of community-based supports such as health centers at the schools to respond to low-income families’ health needs, after-school programming, and advocacy to get greater support at the legislative level. This demonstrable sense of commitment to supporting students and their families recognized each members’ value in changing the outcomes for urban youth.

5. **Have you collected data (e.g. via surveys, focus groups, interviews) with any of the following groups to better understand the issues around the dropout crisis in your community? (check all that apply)**

- Business partners, economic development agencies, etc.
 Public education representatives, state level

- Public education representatives, district level
- Public education representatives, school level
- Postsecondary public and private education representatives
- Nonprofit service providers
- Public/governmental health, welfare, justice agency representatives
- Local civic organization representatives
- Parents and other community adults
- Current students
- Youth who have already dropped out

Please describe: Through focus groups at the Summit and follow up surveys, we collected information to compliment the City and District data.

6. **Have you identified the schools that most contribute to your dropout rate?**

Yes

II. **Rallying Your State or Community: Getting Buy-In to Address the Crisis**

(See Part 1 of Grad Nation, pp. 8-21, for help with this area of planning.)

1. **What key data and message points have you developed around the issue to secure commitment from your community’s and state’s leaders and to mobilize the general public? For example, what is the impact of the dropout challenge on your economy, state or city budget, social services, employers, post-secondary institutions, etc.**

(List key data and message points below inserting additional rows as needed.)

| Key Data Points | Key Message Points |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| During the 2007-08 school year, the percent of Over-age/Under-credited Students in the Phoenix Union High School District in grades 10-12 is 28.4%. | Early Identification |
| The graduation rate for the Phoenix Union High School District in the 2007-08 school year was 75.1%. | Raising the expectations and aspirations for our community is an economic imperative. Reducing the drop outs by 50% would result in an addition \$71million in combined earnings |
| According to the Census Neighborhood Community Survey for 2007, 71% of 18-24 year old residents within the Phoenix Union High School District boundaries did not have a high school diploma or equivalency. | Phoenix must do more to improve the graduation rate. |
| Among the Phoenix Union Students who graduated and attended a Phoenix Maricopa Community College in 2003, 77.5% stopped attending without attaining an award. | Phoenix Union is becoming a college going district – Phoenix must become a college completion city. |

If you don't yet have these data and message points, what are your plans to obtain them? Have the data but are continuing to work on additional data to better understand the college going rates.

- 2. Who is serving or can serve as your state's or community's champion and chief spokesperson around the high school dropout issue? If multiple spokespeople are needed, which leaders – elected officials, business leaders, other local influentials – will be recruited? What champions spoke at the summit, and how will they remain engaged over the next 6-12 months?**

The City of Phoenix, specifically Mayor Gordon, the Maricopa Community College District, specifically President Anna Solley, Arizona State University specifically Dr. Gene Garcia and Mr. Arthur Lebowitz, and the Phoenix Union High School District, specifically Superintendent Dr. Scribner and Assistant Superintendent Dr. Deborah Gonzalez are the chief spokespersons for this grant. These partners are also working together on a grant to bring together community resources to identify the academic, social, and emotional barriers to high school completion, college degree completion, and workforce certification completion. The partners who participated in the planning along with the City of Phoenix, include the Phoenix Union Foundation, the Helios Foundation, and others will be instrumental in helping us find the resources to sustain the momentum of the summit and to keep the participants involved and on track to graduating on time, prepared to go to college.

- 3. Does your state or community have a vision statement for your young people, related to their successful completion of high school and preparation for college and/or work? Yes**

Vision Statement:

The vision statement is that of the Phoenix Union High School District's mission to prepare every student for success in college, career, and life.

- 4. Has your workgroup or will it set a quantifiable long-term goal (e.g. a 3-, 5- or 10-year goal) for your dropout and college-readiness challenges? (Example from Detroit: "Vision- All children and youth in southeastern Michigan graduate from high school prepared for life, work and postsecondary education. Goal- The 30 high schools in the region with dropout rates of 40% or higher will be transformed into small schools or learning communities graduating 80% of youth with an average ACT score of 18 within four years after entering 9th grade.")**

Goals:

(List key goals below, inserting additional rows as needed.)

| Goals related to high school graduation rates | Goals related to college-readiness and success rates |
|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Increase percent of students passing AIMS Reading, Math, and Writing in grade 10 by 16 % | 100 percent of students will be enrolled in college and career preparedness programs by 2012 |

If no quantifiable goals have been set, please describe if/when you anticipate them being set and by whom.

Quantifiable goals are listed above.

III. Identifying Solutions: Considering and Prioritizing Potential Solutions to Comprehensively Address Your Local Dropout Challenge

- 1. As a result of your summit and follow-up planning process, what are your state's or community's top 3-5 next steps for improving your graduation and college readiness rates?**

- 1) Assign each tenth grade low-credit student a counselor to support and track the course-taking progress and grades for each student
- 2) Restructure student support and academic programs in a P-20 environment to more directly assist students in being prepared for and successful in completing post-secondary study (see CLIP grant)
- 3) Implement the Four Plus Four Plans for all high school youth to ensure students are on-track for on-time graduation and college preparedness
- 4) Develop early interventions for academic planning and support in the middle grades to better prepare students for high school and post-secondary success

The Alliance advocates four focus areas that we believe to be key in addressing the dropout issue at the state and local levels:

- 5) **transforming schools** including through increasing curricular rigor and relevance
- 6) **supporting young people** holistically with wraparound services
- 7) **developing effective policies**, and
- 8) **employing data systems** as a dropout prevention tool.

These four areas of work are discussed in Part 3 of *Grad Nation* (pp. 42-75) and examples of the strategies/priorities under each of these areas are provided in the respective charts below. We are interested in better understanding your state's or community's plans in each of those areas. In the following four questions, we ask that you identify, as much as possible given your stage of planning, your priorities consistent with those four areas of work. Given that much of education is under local control, we recognize state summits and community summits will result in different priorities and strategies under these areas of work, and encourage you to answer accordingly.

2. Please identify the most significant strategies and/or reforms consistent with *Grad Nation* emanating from the summit that your state or community will pursue in order to **transform the schools** that the majority of your local/state dropouts attend.

(Example: "The New York City Department of Education's Children First agenda has overhauled the school system by closing large failing high schools and opening up clusters of small high schools in their place. This shift to small schools offers more options, a more personalized learning experience, high expectations for all students, and theme-based studies.")

Our major goals for transforming our under-performing schools are: (please limit your answer to no more than 200 words)

- Work together to increase college and career prepared graduates
- Develop programs of study emphasize areas of Science, Technology, Engineering, and Mathematics (STEM)
- Evaluate impact of programs for SpEd, ELL, culture and climate, and drop-out prevention
- Statewide programs improve connections from pre-school to college graduation

High schools will provide different strands that will allow students to earn a community college degree through either a Career and Technical Education pathway or a college preparation pathway. All students' education and career plans will help guide the course-taking while regular assessments will determine the levels of support or enrichment each student receives. This plan will help more students meet the mission of being prepared for success in college, career, and life. The dual pathway options that allow students to pursue a community college degree while in high school will help prepare our students for success in the workforce with higher wage job opportunities as well as for success in four year degree programs. The work to date of our campus administrators, counselors, curriculum staff, teachers and community partners has helped us to be well positioned not only to take

advantage of the Race to the Top grant when our state receives the award, but also to ensure we are ready to meet the challenges of our Valley and State’s economic challenges.

*(OPTIONAL: After describing your strategic priorities for **transforming schools** above, we encourage you to benchmark your priorities against evidence-based practice by reviewing the chart below of strategies and/or reforms consistent with Grad Nation. For each, please indicate what priority level it is for your state/community, and whether pursuing it would be a relatively new effort or would be building on a well-established effort underway.)*

| Transforming schools by: | PRIORITY LEVEL | | | NEW EFFORT OR BUILDS ON EXISTING | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------|-----|----------------------------------|----------|
| | High | Medium | Low | New | Existing |
| Curriculum | | | | | |
| <ul style="list-style-type: none"> Implementing a college and career-ready curriculum with rigorous requirements and expectations for quality of student work. | √ | | | √ | |
| <ul style="list-style-type: none"> Expanding college-level learning opportunities | √ | | | √ | |
| Multi-tiered dropout prevention, intervention and recovery systems are put into place. | | | | | |
| <ul style="list-style-type: none"> Developing early warning systems | √ | | | | √ |
| <ul style="list-style-type: none"> Utilizing on-track indicators | √ | | | | √ |
| <ul style="list-style-type: none"> Employing positive support and recognition systems | | √ | | | √ |
| <ul style="list-style-type: none"> Developing transitional support systems (middle grades into high school, high school into college and careers) | √ | | | √ | |
| Human capital is developed | | | | | |
| <ul style="list-style-type: none"> Supporting administrators and teachers with coaching and professional development | √ | | | √ | |
| <ul style="list-style-type: none"> Revising staffing ratios and teacher allocations to benefit the most struggling students | √ | | | √ | |
| High schools with high dropout rates (and their feeder middle schools) are revitalized and reconfigured | | | | | |
| <ul style="list-style-type: none"> Dividing existing large schools into small schools | | | √ | | √ |
| <ul style="list-style-type: none"> Creating new schools | | | √ | | √ |
| <ul style="list-style-type: none"> Organizing schools into small units or academies | | | √ | | √ |
| <ul style="list-style-type: none"> Organizing teachers into teams | | | √ | | √ |
| Other (describe) | | | | | |
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For your highest priority strategies or reforms, what would you need to do in the next 6-12 months to advance it? Is anything already underway to support it? What support or information would help you make better progress?

Our community has coalesced around the conversation of increasing the number of students graduating from high school and going onto earn a college degree or workforce certification. The summit has brought together nearly 300 people who want to actively work on addressing this issue. Partnerships forged during the summit will bring in more partners and create more connections, creating an extended web of influence across the community to address this goal.

3. Please identify the most significant strategies, programs, policies, and/or reforms consistent with *Grad Nation* emanating from the summit that your state or community will pursue in order to **support young people**. How will more young people, particularly those most in need, receive wraparound supports in and out of school, such as tutoring, afterschool programs, mentors, social services, health care and others?

(Examples from New York State: “1. Ensure that each student is connected to one caring adult in school, by structuring mentoring programs that can be implemented with limited resources. 2. Provide quality afterschool programs that can increase student voice and provide social, emotional, physical and intellectual support to youth.”)

Our major goals for supporting young people are: (please limit your answer to no more than 200 words)

- To work together with all service providers to ensure efficient and coordinated programs to support students and families in completing high school college and career prepared (*Grad Nation* p.63)

(OPTIONAL: After describing your strategic priorities for supporting young people above, we encourage you to benchmark your priorities against evidence-based practice by reviewing the chart below of strategies and/or reforms consistent with Grad Nation. For each, please indicate what priority level it is for your state/community, and whether pursuing it would be a relatively new effort or would be building on a well-established effort underway.)

| Supporting young people by: | PRIORITY LEVEL | | | NEW EFFORT OR BUILDS ON EXISTING | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------|-----|----------------------------------|----------|
| | High | Medium | Low | New | Existing |
| <ul style="list-style-type: none"> Developing multi-tiered response systems to align tailored student supports with specific student needs. | √ | | | | √ |
| <ul style="list-style-type: none"> Increasing the number of committed adults providing student supports as tutors, mentors, and graduation advocates. | √ | | | | √ |
| <ul style="list-style-type: none"> Engaging more parents and caregivers in their children’s school-lives. | √ | | | | √ |
| <ul style="list-style-type: none"> Launching a community-wide campaign to improve the attendance of all students. | | | √ | | √ |
| <ul style="list-style-type: none"> Supporting school-based health centers. | | | √ | | √ |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|---|--|---|
| <ul style="list-style-type: none"> Developing more after-school opportunities. | | | √ | | √ |
| <ul style="list-style-type: none"> Creating school-community partnerships that bring additional supports and opportunities to students and their families. | | √ | | | √ |
| Other (describe) | | | | | |
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For your highest priority strategies and reforms, what would you need to do in the next 6-12 months to advance them? Is anything already underway locally to support it? What support or information would help you make better progress?

While there are a number of after and in-school services provided to our students through universities, community colleges, foundations, the City of Phoenix, and community based organizations, those services are fragmented and disconnected. Each time a student participates in a new service or program, their educational plan and support plan has to be rebuilt. Articulation between these programs and services would allow more efficient and integrated support structure to meet the student and family needs in school and out of school.

We have already begun the process of collaborating with above mentioned groups and organizations who were instrumental in pulling together the Step up Summit to share information and to coordinate services to capture more students and support ongoing student success. The journey might be long, but all parties are committed to its success.

4. Please identify the most significant policies or reforms consistent with *Grad Nation* emanating from the summit that your state or community will pursue in order to **develop effective policies** at the local or state level that encourage high school completion and college readiness.
(Example from Alabama: The state legislature raised the maximum compulsory school age from 16 to 17 years old.)

Our major goals for developing effective policies are: (please limit your answer to no more than 200 words)

- Develop course-taking requirements consistent with university entrance requirements
- Develop programs of study that encourage a completion of a community college degree while in high school

(OPTIONAL: After describing your strategic priorities for **developing effective policies** above, we encourage you to benchmark your priorities against evidence-based practice by reviewing the chart below of strategies and/or reforms consistent with *Grad Nation*. For each, please indicate what priority level it is for your state/community, and whether pursuing it would be a relatively new effort or would be building on a well-established effort underway.)

| Policies related to: | PRIORITY LEVEL | | | NEW EFFORT OR BUILDS ON EXISTING | |
|---------------------------------------------------------------------|----------------|--------|-----|----------------------------------|----------|
| | High | Medium | Low | New | Existing |
| <ul style="list-style-type: none"> Attendance/Tuancy | | | √ | | √ |

| | | | | | |
|-----------------------------------------------------------------------------------|---|---|---|---|---|
| • Grade retention/ promotion | √ | | | | √ |
| • Streamlining K-12 and higher education standards | √ | | | √ | |
| • Grading course performance/homework completion | | | √ | | √ |
| • GEDs | | √ | | √ | |
| • Promoting alternative schools/multiple pathways | | √ | | | √ |
| • School accountability measures | | √ | | | √ |
| • Legal dropout age | | | √ | | √ |
| • Establishing a state body to coordinate efforts to increase the graduation rate | | | √ | | √ |
| Other (describe) | | | | | |
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For your highest priority policy reforms, what would you need to do in the next 6-12 months to advance them? Is anything already underway locally to support it? What support or information would help you make better progress?

We understand the need to change the focus of course-taking patterns and access for all students to emphasize a pivot from a focus on high school completion to an intensive focus on college preparedness. There are a number of efforts involving the partners of the Step Up Summit under way to support this priority.

- 1.) The Governing Board of the Phoenix Union High School District changed the mission statement to focus on success in college, career, and life.
- 2.) The Community College District, the City of Phoenix, and universities are collaborating with the Phoenix Union High School district to focus on creating multiple pathways to ensure post-secondary completion for all students.
- 3.) Step Up Summit partners are continuing to work collaboratively to develop system to track students and the impact of programs designed to support students to better transition students from high school graduation to post-secondary completion.

5. **Please identify the most significant strategies, programs, policies, and/or reforms consistent with *Grad Nation* that your state or community will pursue in order to employ data systems that identify those young people most at-risk for dropping out and drive appropriate supports and services.** (Example from Iowa state: “Access multiple state agencies’ data, complete analysis and establish state level baseline and targets. State Team will provide relevant local data to Community Teams to assist in their planning and ongoing monitoring of progress.”)

Our major goals for employing data systems are: (please limit your answer to no more than 200 words)

Link student-level data from high school through post secondary institutions including certification and governmental programs. Establish new testing protocols to ascertain high school proficiency by 10th grade and college readiness by 12th grade. Use feedback from post secondary institutions to improve proficiency and readiness rates.

*(OPTIONAL: After describing your strategic priorities for **employing data systems** above, we encourage you to benchmark your priorities against evidence-based practice by reviewing the chart below of strategies and/or reforms consistent with Grad Nation. For each, please indicate what priority level it is for your state/community, and whether pursuing it would be a relatively new effort or would be building on a well-established effort underway.)*

| Data System Reforms: | PRIORITY LEVEL | | | NEW EFFORT OR BUILDS ON EXISTING | |
|------------------------------------------------------------------------------|----------------|--------|-----|----------------------------------|----------|
| | High | Medium | Low | New | Existing |
| • Statewide student identifiers | X | | | X | X |
| • Student-level enrollment data | X | | | | X |
| • Student-level test data | X | | | | X |
| • Information on un-tested students | X | | | | |
| • Statewide teacher identifier with student match | | X | | | X |
| • Student-level course completion (transcript data) | X | | | X | |
| • Student-level SAT, ACT and AP exam data | X | | | X | |
| • Student-level dropout and graduation data | X | | | X | |
| • Ability to match student-level P-12 information with higher education data | X | | | X | |
| • State data audit system | | X | | | X |

For your highest priority strategies and reforms, what would you need to do in the next 6-12 months to advance them? **Improve the college going and college completion rate for Phoenix Union High School District.** Is anything already underway locally to support it? The City of Phoenix, Phoenix College What support or information would help you make better progress?

IV. Organizing for Long-Term Success: Getting the Right People on Board, Committing to Action, Ensuring Accountability, Securing Resources, and Tracking Progress over Time

(See Part 4 of Grad Nation, pp. 76-90, for help with this area of planning.)

Coordination and Leadership

1. Was there a workgroup or committee created in response to the summit to carry out the action plan? Did it exist prior to summit activities?

- Created in response to the summit
- Existed previously
- Existed previously, but is significantly strengthened by the summit

Name of workgroup or committee: Planning Committee

If relevant, please provide the following information for each member of the workgroup or committee.

| NAME | TITLE | ORGANIZATION | SECTOR (Business, Education, Elected Official, Government, Non Profit, Other) |
|------|-------|--------------|-------------------------------------------------------------------------------------------|
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2. Which of the options below best describes the workgroup?

- School district task force
- Community-based collaborative
- Business-led collaborative
- Government-affiliated commission
- Other – please explain:

3. Has the group met since the summit?

- No
- Yes, once
- Yes, twice
- Yes, three or more times

4. Over the coming year, approximately how often do you anticipate the group will meet?

- Weekly
- Monthly
- Quarterly
- Bi-annually
- Other – please explain: The group has evolved to CLIP – a Gates and National League of Cities Planning Grant

5. Will there be a recognized coordinator for moving the work of the group forward?

- Yes
- No

If yes, please provide the name, organization and contact information for the coordinator:

Average number of hours per week the coordinator has available to support the group:

6. Please indicate which sectors are represented in the composition of your workgroup:

- K-12 Education
- Higher Education
- Business, economic development agencies, etc.
- Nonprofit service providers
- Government agencies
 - Child welfare/children & family services
- Elected officials and/or their representatives

- Parents and caregivers
- Youth
- Faith-based community
- Media
- Foundations
- Civic organizations
- Other – please explain:

Financial, human, and other resources

Does your work group have existing funds to start implementation?

- Yes
- No

Has the workgroup applied for or received new or expanded financial resources to support its work?

- Yes, we applied for funding, but were not selected.
- Yes, we applied for funding but have not received a response yet.
- Yes, we applied and were selected, but have not yet received the funds.
- Yes, we have received new or expanded funding.
- No, we have not applied for new or expanded funding.

Please briefly describe the funds applied for and/or received: We have received a planning grant from the National League of Cities and the Bill and Melinda Gates Foundation which will allow us to continue our work in this area.

Has an assessment of current financial, human, programmatic and other resources been completed?

- Yes
- No

If an assessment has been completed, have gaps in resources been identified?

- Yes
- No

Are you setting a resource development goal?

- Yes
- No

If yes, has a plan for reaching the goal been developed?

- Yes
- No

Does the plan include funders and other potential partners to approach?

- Yes
- No

Evaluating and reporting impact

Has the workgroup developed an evaluation to assess/monitor the effectiveness of its work?

- Yes
- No

If yes, please provide a concise summary or the evaluation plan: We are tracking 10th graders who are credit deficit for on-time graduation through high school completion and monitoring their success rates.

Will your workgroup initiate or collaborate on additional planning/awareness activities? (check all that apply)

- Regional/local summits
- Business summits/roundtables/briefings
- Youth summits
- Parent summits
- Other – please explain: Participant in the Gates Foundation CLIP initiative which has allowed us to continue our work.

Please briefly describe the planning/awareness activities: We are holding focus group meetings with business, education, parent, student, and community representatives through CLIP. CLIP’s focus is creating systems and partnerships to ensure underrepresented youth becoming college prepared.

V. Staying Connected to the America’s Promise Alliance: Identifying Long-term Interests, Priorities, and Points of Alignment

1. As part of our Alliance’s *Grad Nation: Campaign for the Promise of America* and our goal of helping the nation cut the dropout rate in half by 2018, America’s Promise has committed to resourcing and advocating for certain strategic priorities. Together, we are always looking for states and communities that share similar interests and that may provide effective models for policy and practice, investment opportunities and other points of alignment, including possible technical assistance from our Alliance partners. Please describe your level of interest/priority for the following:

| ALLIANCE STRATEGIES & INTERESTS | PRIORITY LEVEL | | | HAVE EFFECTIVE OR MODEL PRACTICE TO SHARE |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------|-----|-------------------------------------------|
| | High | Medium | Low | |
| <ul style="list-style-type: none"> • Engaging parents and caregivers to increase graduation and college readiness rates | √ | | | American Dream Academy through ASU |
| <ul style="list-style-type: none"> • Supporting young people in foster care so they graduate from high school prepared for college, work and life | √ | | | Phoenix Clip Grant |
| <ul style="list-style-type: none"> • Developing young people’s financial literacy | √ | | | Wells Fargo Hands On Banking Program |
| <ul style="list-style-type: none"> • Focusing on the middle school years, especially providing service-learning and career exploration opportunities in and out of | √ | | | ASU University Student Initiatives |

| school | | | | | Program with PUHSD |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|--|--|--------------------|
| <ul style="list-style-type: none"> Improving young people’s access to quality health care, including promotion of SCHIP and Medicaid public health insurance programs | | √ | | | |
| <ul style="list-style-type: none"> Creating community hubs (e.g. schools, afterschool programs, community centers) where coordinated wraparound supports are available to young people and their families | | √ | | | |
| | | | | | |

2. How can the America’s Promise Alliance best support your state or community with the implementation of this dropout prevention plan? The Alliance is interested in hearing how we can best assist you in your dropout prevention efforts, including resources we can provide, relationships we can facilitate, and any other needs your community may have. *Please be as expansive and forthright as you can. We will use your feedback to ensure that the most useful resources are provided to our Dropout Summit states and communities through our website, training and technical assistance, and other means.*
- We would like to know what other cities and partnerships around the country are doing to achieve these goals. We believe America’s Promise will be instrumental in helping us achieve our goals.