



ACTION PLANNING WORKSHEET

Toledo, Ohio's Action Plan to Help More of its Young People Graduate High School, Ready for College, Work & Life

Name of Summit State or Community: Toledo, OH

Date and Location of Summit: Thursday, November 19, 2009, The University of Toledo Dana Center

Geographical Area Covered by Action Plan: Toledo, OH

Date Submitted: Friday, February 26, 2010

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

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

86.6 % - Ohio Dept. of Education. (Toledo Public Schools)

Source: (check all that apply)

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

Methodology:

- 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: **Lever Rate**
- 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:

School Year: 2007-2008	TOTAL	Male	Female
ALL	86.6	83.6	89.5
White, non-Hispanic	86.8	83.4	89.7
African American or Black	86.9	84.1	89.9
Latino or Hispanic	81.6	79.6	83.7
Asian and Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*

*Rates not listed

School Year: 2007-2008	TOTAL	# of Dropouts	# Off-Track for Graduation
ALL	8,272	280	*
9 th grade	3,157	113	*
10 th grade	1,957	68	*
11 th grade	1,564	31	*
12 th grade	1,594	68	*

-“Total” is based on headcount at beginning of school year not enrollment – avg. daily membership – over the course of school year, which is typically lower, but accounts for a number of variables, such as how long a student is enrolled in the district.

-*We were not able to obtain data for “Students off-track for graduation”, but will work with our local district in the future to obtain this data. We know this data is vital to helping our schools, parents, and community identify in the early years of high school, which students need interventions to get them back on track for graduation.

In preface to the “notes regarding data” below:

1. Data provided by the Ohio Department of Education (ODE) helped inform and guide our community’s plans to support young people; however, that same data has considerable limitations. While many educators, non-profit organizations, government agencies – such as juvenile courts, children services, and jobs & family services – parents, and youth know firsthand a significant number of young people are failing to graduate from high school in the city of Toledo, the data we have does not, with a firm certainty, demonstrate this. The significant number of young people that drop out of school in Toledo, OH is not easily verifiable with the data provided by the ODE; thus, many inferences are made.
2. We do know that, overall, high school students who stay in a Toledo Public Schools (TPS) high school have much higher graduation rates than those students who withdraw from a TPS high school and enroll in another local high school.
3. While the city of Toledo has two public school systems (Toledo Public Schools and Washington Local Schools) and a number of charter, parochial, and private schools, we chose to highlight the data of Toledo Public Schools, as it is the largest school system in the city of Toledo. This data is not meant to serve as a sounding board to negatively criticize our TPS school system. With Toledo Public Schools’ senior leadership, and teacher and administrator leadership being key members of the Graduation Now steering committee and the submission of this action plan, our focus has been, and continues to be, on working together as a multi-sector community to give Toledo’s young people the supports, opportunities, and services they need to live successful lives and to be prepared for life after high school.

Notes Regarding Data

It has been difficult for our community to get a good grasp on which and how many students are failing to graduate from high school on time and failing to graduate altogether. One barrier is that ODE doesn't yet require schools to track students as a cohort by year (but will be starting in 2011).

- At the start of the 04-05 school year, approximately 3,849 individual students were ninth-graders in Toledo Public Schools. However, because Ohio school districts don't yet track students by a time-of-entry cohort model, we do not know how many of those ninth-grade students were first time ninth-graders as opposed to a combination of first time ninth-graders and repeating ninth-graders who didn't have enough credits to be recognized as sophomores. This hinders our community's ability to know how many students are failing to be promoted on time and failing to graduate from high school in four years.
- Four years later, in the 07-08 school year, 1,594 individual students were seniors; 206 students, who were freshmen during the 04-05 school year, dropped out; and a total of 1,389 students graduated. Again, however, we do not know how many of those students who were seniors and graduated in the 07-08 school year, did so in four years.
- This means that out of the 3,849 freshmen students in the 04-05 school year, approximately 2255 of them did not graduate from a TPS high school in four years.
- There are many possible scenarios of what happened to these 2255 students. Some of the students may have repeated ninth-grade once, twice, half a semester, or just a quarter, and then eventually received enough credits to move to the next grade and subsequently graduated. Some may have transferred out of TPS and then transferred back into the district no further ahead in school. Some may have simply left school for a semester or two and then returned the following year. Some may have actually graduated from a TPS high school, just not in the 07-08 school year – possibly even the year before or after.
- Our state data tracking is not yet cohort-based and does not have the system nor staff capacity to track individual students. Therefore, we do not know whether or not they eventually graduate from TPS and whether or not they graduate after they leave TPS, so, we are unable to obtain an exact picture of what happened to those 2255 students.
- However, from speaking with an analyst from the ODE, it appears a large majority of the 2255 students transferred to other high schools outside of TPS, mostly charter schools. Although, again, we do not know to which schools these roughly 2255 students went, how long they attended, and if they graduated on time.
- We can, however, deduce that a substantial number of the 2255 students did not graduate in 4 years and/or have not yet graduated. With high charter school dropout counts and low graduation rates ranging from 8% - 71% in Toledo (excluding high-performing charter schools like Horizon Science Academy and Toledo School for the Arts that have outstanding graduation rates), it is reasonable to estimate half of the 2255 have not graduated from high school.
- This data seems to convey two points:
 - 1) The majority of young people in the city of Toledo who drop out of school do so after they leave Toledo Public Schools. A number of them leave, though, under-resourced and without ample credits to foreshadow on-track graduation. It can safely be said most of these students have been on a "journey to dropout" for years**. While this issue appears to step beyond Toledo Public Schools, it still proves to be a major issue for the entire city of Toledo. This is one reason why more effective and efficient state data systems are needed to help local communities locate, identify, and address their dropout issue.

****We know students who drop out of school show warning signs that can be traced back a number of years – e.g. chronic absenteeism and/or behavioral problems in K-3; enter 3rd grade with lack of strong reading skills; middle school students with ten or more absences, three or more suspensions, and are failing in core courses; 8th graders who enter high school having failed two or more courses; 9th grade students who have more than one F in a core subject and have failed to be promoted to 10th grade; student mobility and family transiency across every grade level, etc.**

2) Toledo's private, public, and non-profit entities must partner with Toledo Public Schools and other education institutions to provide the upstream preventions and supports, as well as the downstream interventions and recovery systems that are necessary to make sure students graduate on time from high school in Toledo, Ohio. In particular, if we can identify and provide the proper supports and opportunities to those under-resourced and under-credited students before they withdraw from TPS, and eventually drop out, we will drastically increase the number of students who graduate from high school in Toledo, Ohio.

If you don't have these data, please describe your plans to obtain them.

We will continue to work with ODE as well as Toledo Public Schools and other education agencies to improve data collection and mining to better mobilize and deploy community resources and community stakeholders.

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?

- Based on ODE state and district reports, graduation rates for Toledo Public Schools have been on the increase over the last five years and are above the state graduation rate – 2007-2008 TPS (86.6%), 2007-2008 State of Ohio (84.6%). However, based on third-party education researchers and institutions (e.g. Education Week's Editorial Projects in Education and Johns Hopkins University) along with what we know about the number of students leaving Toledo Public Schools and enrolling at other local high schools, we know the graduation rate for Toledo, Ohio is likely to hover somewhere between 50% and 70%. Again, it is our hope that improved state data systems will help to more clearly define this number for the city of Toledo.
- According the Ohio Board of Regents, 38% of TPS graduates enter college in Ohio in the fall of 2007 – compared to a statewide public high school percentage of 45%. Of those TPS graduates that enroll in public colleges, 56% take remedial math, 41% take remedial English, and 65% take remedial math or English – compared to a statewide public high school numbers of 32% taking remedial math, 20% taking remedial English, and 40% taking remedial math or English. From analyzing the Ohio Board of Regents report we know that to lower the percentage of TPS graduates taking remedial courses in college, we must work to ensure students take more rigorous high school courses by completing an "Ohio Core" complete curriculum, which consists of four courses in English, math, and social studies, and three courses in science that include biology, chemistry, and physics. Better informing parents and students on the need to take more courses, and more rigorous courses, may play a large role in our parent and family engagement strategy.

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?

Prior to the Graduation Now summit, seven youth focus groups were conducted by staff from United Way of Greater Toledo and The University of Toledo's Upward Bound Program. Through the focus groups mentioned below, and other informal methods, more than 200 youth provided insight into why students drop out of school, why students succeed in school, and what can be done to ensure more young people graduate from high school and succeed in life.

A summary of these seven focus groups and sentiments of the young people we interviewed were discussed by the moderator of the summit's youth panel at the onset of the panel. Further, we will be producing a brief of the information gathered from the youth focus groups. This information will be issued to our community, but it will also inform the youth engagement strategies that are part of our community engagement strategy.

The following provides a summary of Graduation Now's pre-summit youth engagement.

Focus Group 1 – Ability Center of Greater Toledo

A joint parent/youth focus group of 4 youth and 10 parents and adult professionals discussed the difficulty in knowing how to navigate high schools to properly support their child, how easy it is to fade out of school, and the need for greater and easier lines of communication between schools, parents, and supportive community organizations.

Focus Group 2 – Achieve Academy

As a charter high school, Achieve Academy works with students of varying academic profiles and life situations. A smaller group of 10 students contributed their thoughts and perspectives of why students fail to succeed in school – all 10 knew at least 1-2 other students who had dropped out of school. However, the nature of the students' conversation focused on examples of student success despite various barriers and obstacles.

Focus Group 3 – Foster Care Independent Living – Lucas County Children Services

This focus group consisted of 15 high school students who were all preparing to age out of the foster care system. Discussion around numerous home and family issues, along with low expectations and social/emotional factors, and lack of caring and supportive adults in and out of school were the major themes of the conversation.

Focus Group 4 – Life Skills Academy

As an alternative, site-based, on-line high school many of the students at Life Skills Academy have previously dropped out of school and are facing life issues and events that make the typical comprehensive high school a non-option. With 20 students participating, these focus groups were filled with personal accounts of teen pregnancy, drug addicted parents, criminal involvement, academic unpreparedness and support, and the need for school staff and community members who didn't judge, but would give the care and love that all youth long for.

Focus Group 5 – Lucas County Youth Treatment Center

Lucas County YTC is a 44-bed facility for youth felony offender who would otherwise be committed to an Ohio Department of Youth Services institution. A group of 15 young men, ages 15-17, participated in a 1½ hour focus group. This group, out of all the focus groups,

revealed most clearly the diverse types of barriers, challenges, and mistakes that youth face and make, along with the hope all youth have to be successful in life.

Focus Group 6 – Summit St. YMCA, Youth Opportunities Program

A multi-aged group of almost 20 middle school and high school youth discussed and debated with one another, the issues behind youth success and failure in school. While some students felt that regardless of a youth's lack of supports or abundance of life issues, it is up to that youth to have the motivation to succeed, others argued that the ultimate decision is always left in the hands of teens, but that most teens don't have the internal will to keep going if they lack positive life supports. This group discussion merged two principles that should always accompany one another: personal responsibility and collective community support.

Focus Group 7 – Waite High School

Located on the east side of Toledo, Waite High School has a diverse student body with white students making up 55% of the student body, and Hispanic and African American students holding, 17% and 23%, respectively, of the student population. With complete support from school administration, this forum was planned and coordinated by a small team of students, faculty, and staff members. During the final two class periods of the school day, about 100 students participated in this student forum. A number of community volunteers served as small focus group facilitators and helped to make this an extremely successful, and the largest, youth forum.

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 our summit's breakout sessions, we were able to collect a large amount of information from the above marked groups to better understand the issues preventing students in our community from graduating from high school. With more than 230 participants from our cross-sector community, we were able to gather unique and diverse input and perspectives. This information has informed the strategies our community will build around to address our dropout challenge. Another substantial part of our collected data is from current students and youth who have already dropped out of school. We were also able to conduct two 1½ hour focus groups with parents of children in elementary, middle, and high school. There was, and continues to be, a fair amount of informal meetings, discussions, and conversations with business stakeholders and health and human service leaders around causes and regional impact and consequences of the issue.

6. **Have you identified the schools that most contribute to your dropout rate?**
 We know the schools with the most academic challenges include, and feed into, Woodward High School, Libbey High School, Scott High School, and Waite High School.

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

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

If you don’t yet have these data and message points, what are your plans to obtain them?

A smaller sub-committee of the steering committee will be formed to look at the creation of key data and message points. From the urban affairs department at a local institution of higher education and the Governor’s office, to local government agencies and info from the Alliance for Excellent Education, we will craft these points by mid 2010.

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?**

While no individual or group has been formally identified as chief spokesperson around the high school dropout issue, we look to key figures of our community and others on our steering committee to drive the importance of this issue in our community – the superintendent of Toledo Public Schools, the president & CEO of United Way of Greater Toledo, and a regional Bishop who serves as the pastor of a local church. Other possible champions include business leaders in our Chamber of Commerce along with other well-known business partners, such as the president & CEO of 5/3rd Bank.

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?**

Vision Statement:

All children in Toledo graduate from high school prepared for post-secondary education, work, and life as productive and contributing members of the community.

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

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

We have not yet set a quantifiable long-term goal. This will be the work of the steering committee over the time that the community workgroups meet. We see this as necessary so that it aligns with our community's vision. Along with our key data points and messages we anticipate setting goals by mid-2010.

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?

- Creating cross-sector community workgroups that will develop and recommend solutions to the Graduation Now steering committee for execution.
- Community engagement will be one of our priority next steps. Mobilizing the will and passion of individuals and organizations in our community and transforming that into sustained commitment and results-oriented action will be a major key to improving graduation and post-secondary education outcomes in Toledo. Creating public awareness of the dropout and post-secondary education and work readiness issue and identifying opportunities for hundreds, even thousands, of individuals and organizations to be involved in addressing the issue.
- Continue to build working relationships between schools, families, and our cross-sector community to positively impact the youth of Toledo. Members of the steering committee will utilize their influence by seeking out opportunities to build relationships between individuals and systems that have the potential or ability to address our dropout challenge.

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

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

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?

2. The first four strategies will each have a community workgroup that will be mobilized into planning and action within the next 2-3 months. The steering committee will continue to meet and work to execute the plans and recommendations of the community workgroups.

Strategy – Community Engagement

A cross-sector community that actively participates in the guarantee to make sure all young people graduate from high school prepared for post-secondary education, work, and life is what will help sustain progress and impact. Specifically, however, we will reach out to the communities that are not effectively engaged and stand on the periphery of the issue: youth, parents, faith, and business. Creating opportunities for each of these communities to provide information, build solutions, support schools, advocate for the needs of young people, and give of their time, talent, knowledge, skill, and financial resources is the cornerstone of this strategy.

We will work to form partnerships with media and utilize various social media platforms to maintain regular ongoing communication with community members. Through these mediums, we will inform and educate about the issue, invite feedback and thoughts, and connect to opportunities for ongoing involvement. A community workgroup that represents these targeted groups, as well as other community sectors and members, will work to identify and develop plans to involve our community as active participants in addressing this issue in Toledo in a sustained manner.

Another specific strategy within community engagement to be deployed will be creating schools that serve as the center of learning, family engagement, and community growth. These schools will partner with community agencies to provide the services that will help remove barriers to student success and family support and engagement.

- **Schools as Community Hubs**

Schools that serve as the center of student and family success and enrichment in a neighborhood emerged from the summit as a very specific strategy to improve graduation and college readiness outcomes. In transforming a school into a community hub, families, schools, and community partners will come together to provide the educational, youth development, and family support services and opportunities that children and families need and desire. Not only will schools as community hubs provide an effective gateway for family and community engagement, it will also address many of the “outside” issues that affect student learning and success.

This strategy will build on, and add momentum to, an existing effort between Toledo Public Schools, the Toledo Regional Chamber of Commerce, and United Way of Greater Toledo to design schools that create and facilitate positive outcomes during, and outside of, the school day for children and families.

Strategy – Early Warning Systems & Early Interventions

Identifying students at risk of academic failure before it happens is a major tool that will ultimately save lives and community resources. In elementary school, middle school, and high school, there are certain indicators at each level that should sound the alarm that a student is at risk of becoming a high school dropout. The ability of our schools and community agencies to catch the warning signs and address the issue is key to keeping students in school and redirecting them on a course to success.

A community workgroup will be created to investigate early warning systems and how Toledo’s schools, families, and communities can respond to provide the needed supports at key junctures in school and life.

Strategy – Mentoring

Caring adults and positive relationships rose to the top as a major theme among youth at the summit and in the pre-summit focus groups. By bringing together individuals and local organizations, and tapping the resources of state and national organizations, we will build the infrastructure necessary to support a mentoring community and provide the support for mentors and mentoring organizations to be a positive force in the lives of young people. A community workgroup will be created to build solutions and identify opportunities for coordination, integration, and alignment of existing resources to ensure more Toledo youth are connected to a caring adult.

Strategy – Parent & Family Engagement

From youth and school administrators, to non-profit leaders and parents themselves, all agreed the involvement and support of parents is essential to student success. There are, however, multiple aspects we will work to address:

Parent self-efficacy – service providers and parents have communicated that too often parents are intimidated by schools and schooling because they lack the ability to effectively navigate schools and to support their child’s education in useful and realistic ways. Some parents also had a personal poor school experience, which adds to their lack of involvement. Schools and community organizations will partner with one another to increase the competence and confidence of parents to properly advocate for, and support, their child’s educational success (e.g. helping parents be prepared for, as well as to voice and bring solutions to, the challenges of school involvement as a child transitions from elementary to middle school, middle school to high school, and high school to post-secondary education).

School to parent and parent to school communication – parents have voiced their frustration about a lack of communication from their child’s school until it is too late (e.g. homework assignments have been missing, student is being reprimanded for behavior, grades are slipping, but parents might not find out until the middle or end of the quarter). Likewise, schools voiced a disappointment in parents not taking a more proactive stance to communicate with teachers or administrators regarding grades, changes or challenges in the home or alternative meeting times for a conference.

A community workgroup, to include schools, parents, and other stakeholders, will identify ways in which parents, schools, and community organizations can work together more effectively as partners to support parent involvement and student success. (e.g. online homework and attendance monitoring systems for parents; parent chat groups led by parents and held in the school building)

Strategy – Post-secondary & Work Readiness

We realize on-time graduation from high school is the main pathway to successful adulthood and productive citizenry of Toledo. However, if young people are not prepared for post-secondary education or work, and if barriers exist that keep post-secondary education out of reach from young people, then we will fail to support young people in the final stage of the youth and education continuum.

We will look to create practical ways to increase student, parent, school, and community expectations about post-secondary education and ensure that students have opportunities to gain work-related and transferable skills that will support their post-secondary endeavors. From an expansion of career exploration activities and service learning, to family and community conversations about post-secondary options and even connecting students to

apprenticeship opportunities, it is our goal to find effective and efficient ways to support the student transition from high school to post-secondary life.

While some of the above ideas can be quickly mobilized and implemented at a school building and neighborhood level, the broader and strategic systems level efforts are not within the capacity of this group to lead. Therefore, we will join, support, and help move the efforts of our Toledo Regional Chamber of Commerce's Education Committee as they look at how to regionally connect K-12 and higher education and business. Also, to support the college-bound and non-college-bound youth, we will be a supporting stakeholder in the effective coordination, integration, and communication of post-secondary options and expectations for young people entering the workforce.

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

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: *Graduation Now Steering 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)
Bill Kitson	President & CEO	United Way of Greater Toledo	Non Profit
David Kontur	Director	Lucas County Family Council	Government
Denise Cubbon (Judge)	Judge	Lucas County Juvenile Court	Government
Don Yates	President	Toledo Association Administrative Personnel (TAAP)	Education, Union
Dan Pompa	Court Administrator	Lucas County Juvenile Court	Government, Juvenile Justice
Edward T. Cook (Bishop)	Pastor & Regional Bishop	New Life Church of God in Christ	Faith
Eileen Kerner	Executive Director	Partners in Education	Non-Profit
Francine Lawrence	President	Toledo Federation	Education, Union

		of Teachers (TFT)	
Gary Corrigan	Director of Marketing & Communications	Owens Community College	Education – Higher Ed
Greg Braylock Jr.	Education Specialist	United Way of Greater Toledo	Non-Profit
Jane Moore	Executive Vice President	United Way of Greater Toledo	Non-Profit
John C. Jones	President	Greater Toledo Urban League	Non-Profit
John Foley	Superintendent	Toledo Public Schools	Education, K-12
Juanita Greene	Dir., Board of Community Relations	City of Toledo	Government
Kelli Harris	Parent		
Kelli Kreps	Communications Specialist	United Way of Greater Toledo	Non-Profit
Kevin Kucera	Assoc. VP for Enrollment Services	The University of Toledo	Education – Higher Ed
Lisa Dickinson	Asst. to the President	Toledo Federation of Teachers	Education, Union
Maurine Dougherty	Community Volunteer		Non-Profit
Melissa Gonzales	Youth	Life Skills Academy	Education
Sandra Frisch	Superintendent	Lucas County Educational Service Center	Education
Shawn Reid	Asst. Director	Lucas County Job & Family Services	Government
Simone Hayes	Dir., Community Relations/Pres. Owens Corning Foundation	Owens Corning	Business
Sonia Troche	Executive Director	Adelante, Latino Resource Center	Non-Profit

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: Many on the steering committee will also serve on the community workgroups which will begin meeting in the next 2-3 months. The steering committee will begin meeting quarterly to allow for workgroup progress to occur and meeting time and discussion to be meaningful.

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:

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Greg Braylock Jr.
424 Jackson St., Toledo, OH 43613
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Average number of hours per week the coordinator has available to support the group:

10-20 hours per week will be dedicated toward driving key strategies and plans as outlined in the action plan.

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:

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

Not at this time. Through the community workgroups and continued planning, we will gain a better understanding of the resources necessary to drive this work.

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

Not at this time. However, it is a necessary step that we will take as we move forward.

If yes, please provide a concise summary or the evaluation plan:

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: The group has discussed the need for sustained engagement of various stakeholders – business, faith, parents, and youth to name a few. The creation of community workgroups focused around our priority strategies will facilitate the ongoing and additional planning necessary for our work to continue. While additional awareness activities have not been discussed in detail yet, some of the partnerships we form will likely create future roundtables, briefings, or other summit like events.

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 MODEL OR PRACTICE TO SHARE
	High	Medium	Low	
<ul style="list-style-type: none"> • Engaging parents and caregivers to increase graduation and college readiness rates 	X			
<ul style="list-style-type: none"> • Supporting young people in foster care so they graduate from high school prepared for college, work and life 			X	
<ul style="list-style-type: none"> • Developing young people’s financial literacy 			X	
<ul style="list-style-type: none"> • Focusing on the middle school years, especially providing service-learning and career exploration opportunities in and out of school 	X			
<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 			X	
<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 	X			

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.***
- Ongoing support, technical assistance, and opportunities around best-practices, research, and available resources – people, grants, organizations, knowledge, national partnerships, etc. – that will help us to drive our identified strategies.
 - Helping our community to network with and connect to other communities with similar or same strategies and with state and national organizations that focus on one of our specific strategies. If national organizations and partners can provide resources and help create partnerships or facilitate better working relationships with local affiliates and our community then our progress would be accelerated.