

**America's Promise Alliance**

**GRAD NATION**

2009 ACTION FORUM



# Ideas Book!

*A Summary Document of All Ideas & Resources  
Explored at the Conference*

**September 16-18, 2009  
Washington, DC**

**AMERICA'S PROMISE  
ALLIANCE**



## About This Ideas Book

On September 16-18, 2009, America's Promise Alliance hosted the **Grad Nation Action Forum** in Washington, DC. The Action Forum brought together more than 100 [national Alliance partners](#), more than 50 funding institution representatives, approximately 20 youth leaders from all over the country, and teams of approximately 10 cross-sector leaders from each of the 12 Featured Communities (Atlanta, Chicago, Detroit, Houston, Indianapolis, Jackson, Louisville, Nashville, New Orleans, New York, Oakland, and Washington, DC).

The purpose of the Grad Nation Action Forum was to provide the Alliance network with a strategic and dynamic networking and resource sharing experience with other national and local leaders working to improve outcomes for young people by providing supports that will positively impact high school graduation rates.

Action Forum participants learned and shared about promising practices and innovative ideas around improving outcomes for young people. Sessions were designed to provide participants tangible, actionable ideas to take back to their communities and national organizations. In particular, the Resource Summit was a new approach America's Promise Alliance undertook at this year's event; it provided each Featured Community with the opportunity to present to, and then engage in focused brainstorming with, Action Forum participants about the work they're doing and the supports and ideas they need to advance the work. Finally, the Action Forum also featured presentations by a number of national leaders in the realms of education reform, wraparound and community supports, multi-sector collaboration, and social innovation.

In almost all sessions at the Grad Nation Action Forum, participants volunteered to take notes to capture the myriad resource ideas discussed and brainstormed by session participants. These notes were validated by the speakers and facilitators of those sessions and then compiled and organized by America's Promise Alliance staff into the *Ideas Book* put forth here. Many thanks go out to the scribes and session facilitators who helped the Alliance staff organize these notes into the compelling ideas captured within.

We hope that the Grad Nation Action Forum and this Ideas Book are helpful to you in your efforts to improve outcomes for youth and transform this country into a "Grad Nation."

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## Academic Achievement, College & Career Readiness & Success

**College & Career Readiness & Success**, as well as **Academic Achievement** more broadly, was explored in a working session at the Grad Nation Action Forum. Facilitators in this session included Alex Chough, [ACT, Inc.](#); Rishi Jaitly, [College Summit](#); and Maura Artman, [National Association for College Admission Counseling](#). These topics were also addressed in various Resource Summit Work Zones, with a strong focus on **Promoting a College-Going Culture**.

### *Ideas, Promising Practices & Strategies*

#### **Source: College & Career Readiness & Success Working Session**

- Foster academic/intellectual development among students:
  - Focus on a curriculum that is engaging, relevant and rigorous
  - Encourage students to explore their career dreams and know and take the right courses
  - School, community and industry/business all need to come together to help expose students, particularly low-income students, to the wealth of options available to them after high school
- Help school leaders recognize the wide gap between high school and college through research and dialogue and allow them to set common expectations of what skills and knowledge students need to succeed in college and career.
  - Voluntary, national standards may be the catalyst
- Help students make the right decisions based on their aspirations:
  - Students have several options after high school: they can go to college, start a career, join the military or find themselves unemployed. If given the right information, students can make better decisions.
  - Policymakers can help bridge a stronger connection between postsecondary education and career training by improving the Workforce Investment Act (WIA).
- Help students set higher aspirations through innovative messaging and marketing:
  - Facebook page to connect high schools to colleges' alumni connection
  - [KnowHow2GO](#) and other social marketing campaigns
- Help students connect their academic and professional aspirations (which are high, regardless of income) with their educational plans. Engage students early on (no later than 7<sup>th</sup> grade) and provide sustained college and career planning in school to make sure students understand there is a reason to stay in school.
- There are tremendous assets in every community that can help students prepare for life after high school, but leaders needn't reinvent the wheel when they can build on existing collaborations in their community.

- K-12 schools benefit immensely from the resources (financial, human, or expertise) that external partners are uniquely positioned to provide. As a result, collaboration and connections are foundational to successful efforts.

**Source: Louisville Work Zone**

- Recruit employers to give internships to both students *and teachers* during the summer. Businesses may come to understand education better and teachers may be able to recruit volunteers for their classroom and to better connect their teaching to the world of work.
- Place more college counselors in schools. Counseling students should start as early as possible, in order to start messaging the importance of college as early as possible.
- Explore mentoring programs – college students mentoring middle and high school students.
- Create a public awareness campaign for students:
  - Communicate the economic impact of college in terms of dollars to be earned – quantify the impact.
  - Message that the marketplace is a global competition now.
  - Make the issue sexy – money is sexy.
  - Message the importance of college to youth from an early age.
  - As part of the messaging campaign, use college students from the neighborhood (that look and sound like the high school students) as peer role models that students can identify with.
  - Show how dropping out will impact students’ health, their community, etc.
- Create a public awareness campaign for businesses as well. The business sector (especially in formerly “blue collar” cities) should be a key partner in spreading the message that college creates a good employee.
  - Market the return on investment
  - Employers should message the importance of a college education
- Employers can also be partners in creating a college-going culture in their community by providing time for employees to go to their kids’ school (for meetings, etc), asking about employees’ children going to college, encouraging parent-teacher meetings at the work site, creating industry scholarships, and holding brown bag lunches to provide information on applying for college (with topics such as the importance of college, financial aid and application information, finding scholarships, and choosing colleges and career paths).
- College visits for students and other means of exposure to college life is a critical tactic.
- Create a task force to determine what being “college ready” means for your community.

**Source: Indianapolis Work Zone**

- Use student achievement as an incentive instead of “seniority;” for example, offer “Honor Roll” parking, not “Senior” parking.

- Involve businesses and other community groups in a campaign to “catch students doing something positive” by having them send postcards to students for the school to post publically to celebrate students’ achievements.
- Talk to employers about promoting a positive culture around education by having them reward employees whose students are on the Honor Roll, were accepted to college, etc. They can provide family-oriented gift cards to them as rewards, such as movie or museum tickets.
- Colleges and universities should be invited to middle and high schools, so that students can start connecting with these colleges and can learn what college is like and what academic requirements there are for attending.

## Afterschool & Out-of-School-Time Programming

Strategies and ideas around **afterschool programming** were discussed during the Louisville Resource Summit Work Zone. Tangentially related was the Oakland group's Work Zone conversation about solving **transportation** issues for young people attending out-of-school programs.

### *Ideas, Promising Practices & Strategies*

#### **Afterschool & OST Programming Ideas** *(Source for all resources below: Louisville Work Zone)*

- Afterschool programs should incorporate homework time *and* fun time.
- When determining afterschool program activity options, survey current and prospective youth participants to understand what they're interested in. Make considerations for age and grade ranges in order to make activities age-appropriate.
- Connect youth's passions to careers and jobs, as well as study opportunities (college majors). For example, create internships in the arts and/or tie these talents to academic and career paths.
- Have older students visit afterschool programs to talk about their successes and challenges while in school, to help high school students identify with them.
- Add incentives to participate:
  - Youth cannot participate if absent from school that day.
  - Provide opportunities for youth to serve in leadership roles in programs.
- Using a database or other software, start a program mapping project for your community. Map all afterschool programs working with K-12 students in the community.
  - Website Resource: The [Community YouthMapping](#) program, associated with the [Academy for Educational Development](#)
- Create an afterschool program resource guide that looks and reads like a magazine (to make it attractive to parents), to educate parents on what local afterschool programs offer. Include profiles of afterschool programming in your area (which also helps provide recognition to high-quality programs). Make sure it is easy to read and appealing to the eye. Involve students by having them take pictures and write testimonials about the programs they participate in.
- Think outside the "afterschool" box - include weekend, school break, and summer programming as well.
- Consider hosting programs in safe non-school environments, like libraries.
- Develop an "Invitation to Participate" for community organizations to apply to help in designing the blueprint for the afterschool system plan.

- To get older youth more involved, use social networking sites (e.g., Facebook, Twitter, YouTube) to show off to other students the talent being developed in afterschool programs.
- For more ideas on this topic, see the “Making Learning Relevant” section.

#### **Improving Transportation Challenges** *(Source for all resources below: Oakland Work Zone)*

- Convene a community task force on transportation issues
- Talk to local Department of Transportation officials about providing green and mass-transit funds for students after 6:00pm
- Combine various afterschool programs (e.g., Boys & Girls Clubs) in locations that best use bus routes for students after school

#### **Organizations, Programs & Websites**

- Club Music City Miracles (Nashville) – an afterschool program hosted by the [YMCA of Middle Tennessee](#) that utilizes music to focus youth on their talents as a reason to continue their education. First, students do homework – before any activities, athletics, etc. – and tutors are available for help. Students then rotate through a series of different activities, such as photography classes, that change every few weeks. Attendance is addressed in this program in that students are unable to participate if they do not attend school that day. *(Source: Louisville Work Zone)*
  - A participant in the program who was at the Grad Nation Action Forum explained that she likes the program because it exposes students to a variety of activities that they might not otherwise experience. She feels that this model really kept her focused, busy and excited, both about school and things she could do beyond school.
  - (A website cannot be found for this program, but a short description of the program can be found [here](#).)
- Website Resource: The [Community YouthMapping](#) program, associated with the [Academy for Educational Development](#) *(Source: Louisville Work Zone)*

#### **Contacts**

- From Nicole Anderson, AT&T: Baltimore contact: Erin Coleman, Afterschool Strategy Director, [Baltimore Safe and Sound Campaign](#) *(Source: Louisville Work Zone)*
- From Nicole Anderson, AT&T: Candy Markman, Planning Director, Mayor’s Afterschool Initiatives (Nashville) *(Source: Louisville Work Zone)*

## Business Community Engagement

**Business Community Engagement** was explored in a plenary session that included the following speakers: Carol Thompson Cole, [Venture Philanthropy Partners](#); Kathy Havens Payne, [State Farm Insurance](#); Sydney Rogers, [Alignment Nashville](#); and Bill Shore, [GlaxoSmithKline](#). It was also a popular topic in various working sessions and Resource Summit Work Zones.

### ***Ideas, Promising Practices & Strategies***

- State Farm, as one representative corporation, believes there are a number of key tips one should keep in mind when approaching business for resource support: *(Source: Business as Stakeholder Plenary Session)*
  - Ensure that expertise and opportunity are in sync – make sure the “fit” is right
  - Value and respect the work of each other
  - Align expectations and don’t make assumptions
  - Set boundaries in work early on and be clear about competing priorities
  - Clarify the scope of work – what tasks will be performed
  - Put things in writing – consider a formal engagement letter defining the terms of the relationship
  - Let companies know you’re interested in using their pro-bono human capital offerings. An example of this sort of work can be found in the combined efforts of [Deloitte and College Summit](#).
  - Demonstrate your understanding of their community approach and that you have researched this – not only what interest areas they fund, but specifically how they measure success in their programs: “What metrics and measures do you use to assess how your volunteer and charitable contributions programs are making an impact?”
  - Take young people in with you as you talk to companies. Make it real without “using young people as props.”
  
- When approaching businesses, some additional tips to consider include: *(Source: Houston Work Zone)*
  - Start by leveraging existing relationships
  - Start small and build on success
  - Use current business partners as an advisory council to conduct outreach to add new partners
  - Back up your work with data and research to distribute to participating businesses as well as make the case to new businesses.
  
- GlaxoSmithKline indicated that there are many motivations for businesses to get involved. These are important to note in approaching business. *(Source: Business as Stakeholder Plenary Session)*
  - Many companies are focused on partnerships due to the increase in the lack of a talented workforce available to the company.
  - They see education and graduation as a matter of survival for the company, business sector and country.

- With “funding fatigue” businesses want to invest in high yielding efforts that provide a tangible return. They do not want to simply perform check book philanthropy and want many ways to get involved – a continuum of engagement. Some activities include: bridge builders and a speaker series, volunteerism (single episodes, ongoing), pro-bono consulting or project work, communications/PR, HR, IT, etc. *(Source: Business as Stakeholder Plenary Session)*
- Get schools directly involved with business. Specifically, get your superintendent involved and have them directly outreach to businesses. This was done in Durham, NC with GSK and other employers, and the transparency of the superintendent’s office and direct leadership was seen as a critical reason for many businesses joining the effort. One positive effort was demonstrated in the Business Advisory Council where the school system convened businesses and made them a part of the strategic planning process. *(Source: Business as Stakeholder Plenary Session)*
- Direct school outreach from principals to businesses is effective. Have the principal outline major school events throughout the year and present those as opportunities for businesses to participate in, and ask businesses to distribute the same information to the parents when they come into the businesses. *(Source: Houston Work Zone)*
- Alignment Nashville has a great model and supporting technology for connecting with businesses. Nashville also includes businesses and the local Chamber in their collaborative Working Committees. Finally, they have created a public-private funding structure that allows them to seek and raise both public and private dollars. Learn more at the website below. *(Source: Business as Stakeholder Plenary Session)*
- In Los Angeles, CA, public-private partnerships known as Business Investment Districts, BIDs have been created. In each district, businesses pooled funds and resources to improve the community by coordinating with schools, community police and local businesses. In return schools provided publicity for community businesses through various partnerships. In addition, local businesses were asked by community partners to provide non-financial support in the classroom by teaching cross-curricular ideas relating to the business. Topics included health, bookkeeping, management, etc. Schools noticed a tangible difference in attitudes and effort when businesses became involved in the curriculum and instruction. *(Source: Houston Work Zone)*
- Demonstrate to businesses the importance parents play in their education and achievement, and encourage businesses to consider this in their work environment. Explain why it’s beneficial to allow parents, their workers, to be more involved in their children’s schools. This could provide positive PR in the community. Encourage businesses to allow flexible hours and have the schools publicly recognize the schools that do so to drive business their way. Consider providing rewards and incentives for participating businesses. *(Source: Houston Work Zone)*
- Transportation is commonly cited as a challenge in education and community work. In Oakland, they’ve worked on finding companies that are appealing to students and asked them to sponsor (or brand) a bus that can help with transportation of students to and from afterschool programs. This is a win-win for students and for businesses that want to appeal to customers. *(Source: Oakland Work Zone)*

- Involve businesses and other community groups in a campaign to “catch students doing something positive” by having them send postcards to students for the school to post publicly to celebrate students’ achievements. *(Source: Indianapolis Work Zone)*
- Talk to employers about promoting a positive culture around education by having them reward employees whose students are on the Honor Roll, were accepted to college, etc. They can provide family-oriented gift cards to them as rewards, such as movie or museum tickets. *(Source: Indianapolis Work Zone)*
- Tips and tactics for sustained business engagement: *(Source: Chicago Work Zone)*
  - Make sure the partnerships are meaningful and build valued relationships
  - Need clarity of message to businesses
  - Metrics – demonstrate the results and find ways to engage business folks in the work
  - Do homework on corporate mission and vision – how does your work connect to theirs?
- Strategies for engaging the business community in education reform efforts: *(Source: Community’s Role in Education Reform Session)*
  - Invite them!
  - Have a shared purpose
  - Have a clear request
  - Have data and research to support your plan
  - Provide media recognition for partnering businesses
- How do we engage businesses (and funding organizations) beyond one-time donations? *(Source: Organizing a Successful Collaborative Working Session)*
  - Sustained engagement – beyond financial (e.g., mentoring, volunteering, as advisory board members, etc.)
  - Recognize businesses as partners
  - Ensure organizational priorities are in line with business partners (e.g., teen drivers safety and State Farm)
  - Include measurable results for a win/win for both agency and funder
  - Educate business that clients served are generating a new customer base for the business partners
  - Get top management engaged in your mission
  - Determine and agree to how to approach business and who should do so – e.g., the Chamber of Commerce, the collaborative as a whole
  - Communicate needs and desired results clearly and start small
  - Highlight benefits to businesses in being involved (e.g., PR)
- Recruit employers to give internships to both students *and teachers* during the summer. Businesses may come to understand education better and teachers may be able to recruit volunteers for their classroom and will be better able to connect their teaching to the world of work. *(Source: Louisville Work Zone)*
- Create a public awareness campaign for businesses on promoting a college-going culture. The business sector (especially in formerly “blue collar” cities) should be a key partner in spreading the message that college creates a good employee. *(Source: Louisville Work Zone)*

- Market the return on investment to businesses
- Employers should message the importance of a college education
- Employers can also be partners in creating a college-going culture in their community by providing time for employees to go to their kids' school (for meetings, etc), asking about employees' children going to college, encouraging parent-teacher meetings at the work site, creating industry scholarships, and holding brown bag lunches to provide information on applying for college (with topics such as the importance of college, financial aid and application information, finding scholarships, and choosing colleges and career paths). *(Source: Louisville Work Zone)*

***Organizations, Programs & Websites***

- [Alignment Nashville](#) has a fantastic resource for connecting businesses (and other sectors) to the collaborative work they are performing. Visit their website to learn how they communicate their work and mission, and how they solicit involvement. They do this through an online "Invitation To Participate" process on their site. In effect, they notify key community organizations and businesses of their needs and invite them to get involved in very specific ways. This website can even be exported to other communities. For more information, contact Alignment Nashville representative Melissa Jaggars or Sydney Rogers. *(Source: Business as Stakeholder Plenary Session)*

## Collaborative Fundraising & Resource Development

**Collaborative Fundraising** was explored in a working session at the Grad Nation Action Forum. Facilitators in this session included Robert E. LaVallee, [The Finance Project](#); Julia McNabb, [United Way for the Greater New Orleans Area](#); Melissa Jagers, [Alignment Nashville](#); and Tim Chai, [America's Promise Alliance Youth Impact Network](#) and [Givology](#). Additionally, Nashville facilitated a discussion around this topic in its Resource Summit Work Zone.

### ***Ideas, Promising Practices & Strategies***

- Strategies for resource development: *(Source: Collaborative Fundraising Working Session)*
  - Accountability: Track the money with the desired outcomes
  - Agenda: Match your goals with those of the community
  - Involvement: Involve parents in resource development
  - Post-Donation Follow-Up: Involve the donor in activities, such as mentoring the students
- Approach small businesses that are not frequently approached. *(Source: Nashville Work Zone)*
- Promising Practice: Time Banking *(Source: Nashville Work Zone)*
  - According to the organization [TimeBanks](#), “At its most basic level, time banking is simply about spending an hour doing something for somebody in your community. That hour goes into the Time Bank as a Time Dollar. Then you have a Time Dollar to spend on having someone doing something for you. It's a simple idea, but it has powerful ripple effects in building community connections.”
  - Model: [San Antonio Time Dollar Community Connections](#) – “San Antonio Time Dollar Community Connections strives to create community, one hour at a time.” Key activities that Time Dollar supports in the community include: parenting classes, nutrition awareness and fitness instruction, food stamp education, and more. Visit their website to learn more.

## Collaboratives & Advocacy

**Collaboratives & Advocacy** was explored in a working session that featured the following speakers: Audrey Tayse Haynes, [YMCA of the USA](#); Sarah Pearson, [Coalition for Community Schools](#); Erin Howard, [American Academy of Pediatrics](#); and Jen Rinehart, [Afterschool Alliance](#). It was also explored in the Oakland and New Orleans Resource Summit Work Zones.

### ***Ideas, Promising Practices & Strategies***

- A number of ideas were put forth regarding how collaboratives can drive advocacy strategies (*Source: New Orleans Work Zone*). They include:
  - Mapping who “owns” what policy (e.g. state, district, local, etc.) and then mapping funding sources to issue owners. Mapping allows partners to see how the work, issues and policies conflict or compete with one another, or serve duplicate purposes.
  - Building a common language among your group, so that education reform is “owned” by everyone in the business, education and nonprofit communities.
  - Trying to build a timeline and make projections about funding 18 months ahead
  - Convening frequently and have honest dialogue to draw people out of their silos
  - Remaining student-focused
- Additional ideas include: (*Source: Oakland Work Zone*)
  - Creating a mantra that businesses, the chamber, and key foundations can rally around.
  - Showing models from other states to policymakers as examples for possible legislation.
  - Mobilizing youth and interested adults to create a platform and have mayoral candidates sign off on the platform and discuss it as part of the elections. See the [Greater New Orleans Afterschool Partnership](#).

### ***Organizations, Programs & Websites***

- For a good source for how collaboratives can focus on advocacy, turn to the [Bay Area Alliance for Sustainable Communities](#) (Bay Area Alliance). (*Source: Oakland Work Zone*)
- The [Education Commission of the States](#) has great information education advocacy. (*Source: Oakland Work Zone*)
- Model program: [Greater New Orleans Afterschool Partnership](#) – “Afterschool Partnership is the intermediary organization leveraging resources to programs that serve children and youth during *out of school* hours in New Orleans. We maintain strong connections between community groups, schools, government agencies, and families. Serving as this critical link, we strive to fill any gaps between existing local youth systems and to create a strong infrastructure that effectively supports the children and youth of New Orleans.”

## Communications: Messaging the Crisis

**Messaging the Crisis** was explored in a plenary session featuring Christopher B. Swanson, PhD, [Editorial Projects in Education Research Center](#); Patrick McCabe, [GYMR Public Relations LLC](#); and Colleen Wilber, [America's Promise Alliance](#). **Communications** was also discussed in various ways in the Louisville and Indianapolis Resource Summit Work Zones.

### ***Ideas, Promising Practices & Strategies***

- Raising awareness and getting media attention are crucial to our dropout prevention work but the dropout crisis took the nation by surprise, and that contributes to the difficulty in messaging. Some key lessons are: *(Source: Messaging the Crisis plenary speaker Christopher Swanson)*
  - Need some type of authoritative annual report/benchmarking
  - Target key needs and issues in a certain area
  - Need a toolbox of information (online resources, reports, etc.)
- Communication tips: *(Source: Messaging the Crisis plenary speaker Patrick McCabe)*
  - Need to come up with your key top-line messages because people don't remember much (2 or 3 things you want to leave people with)
  - Keep your message simple (but not obvious): needs to be clear, compelling, interesting, true ("a good message isn't spun"), and appealing to both the head and the heart
  - To sell a positive, frame it as something that you've "turned around." Reporters are hungry for good news.
- To effectively get information in the hands of local advocates, use school district and school-level data. Many people aren't aware of congressional districts, so use congressional districts mainly for federal advocacy efforts. *(Source: Messaging the Crisis plenary speaker Christopher Swanson)*
- Create ready-to-use slideshows and other visual representations that capture what's going well in the community, in a dynamic way. This keeps your messaging positive and appeals to people's senses. *(Source: Indianapolis Work Zone)*
- Bombard the public with messages about your issue on an ongoing basis – don't let it fall off the radar! *(Source: Indianapolis Work Zone)*
- Host public rallies annually to keep the issue alive in the community. *(Source: Indianapolis Work Zone)*
- Promote your collaborative's goals at sports events over the PA system and on the jumbo-tron. Message the importance of the issue to the community and encourage people to get involved. *(Source: Indianapolis Work Zone)*
- Create a public awareness campaign for students to promote a college-going culture: *(Source: Louisville Work Zone)*

- Communicate the economic impact of college in terms of dollars to be earned – quantify the impact.
  - Message that the marketplace is a global competition now.
  - Make the issue sexy – money is sexy.
  - Message the importance of college to youth from an early age.
  - As part of the messaging campaign, use college students from the neighborhood (that look and sound like them) as peer role models that they can identify with.
  - Show how dropping out will impact students’ health, their community, etc.
- Create a public awareness campaign for businesses to promote a college-going culture as well. The business sector (especially in formerly “blue collar” cities) should be a key partner in spreading the message that college creates a good employee. *(Source: Louisville Work Zone)*
    - Market the return on investment
    - Employers should message the importance of a college education

***Organizations, Programs & Websites***

- Operation HOPE’s [Five Million Kids \(5MK\) campaign](#): In October of this year, Operation HOPE, a national financial literacy organization, launched “a national campaign to reduce the high school dropout epidemic in America, and to create a holistic way of thinking about education, or quoting Operation HOPE founder John Hope Bryant, ‘to make smart sexy again’.” The campaign believes that the best way to make education “relevant” to young people’s future is to show them “how to get rich, legally:” through financial literacy, knowing the language of money, free enterprise capitalism, and ownership. *(Source: Indianapolis Work Zone)*
- For research and relevant education data, visit the [Education Week](#) website.
- America’s Promise Alliance’s online Featured Communities [Communications Toolkit](#)

## The Community's Role in Education & Youth Development

**The Community's Role in Education & Youth Development** was explored in a working session; speakers included Karen MacDonald, [Boys & Girls Clubs of America](#); Simran Sidhu, [YouthBuild Philadelphia Charter School](#); Gary Chapman, [Communities In Schools, Inc.](#); Kimberly Mayfield Lynch, EdD, [Holy Names University](#) and Effective Teachers for Oakland Taskforce. It was also examined in the Indianapolis Resource Summit Work Zone, with a specific focus on youth sports organizations working effectively with schools.

### ***Ideas, Promising Practices & Strategies***

- Strategies for engaging schools in the community's efforts: *(Source: Community's Role in Education Reform Session)*
  - Show support by leveraging resources that your organization has
  - Ensure follow-through and consistency in efforts
  - Work to foster proper relationships
  - Engage in outreach to schools
  - Map the goals of the community's effort to district goals; look for alignment
  - Make sure schools know how to assess the needs of the community and the schools
  
- Strategies for increasing awareness and aligning the District of Columbia Public Schools' goals to curb dropout and graduate more students: *(Source: Community's Role in Education Reform Session)*
  - Remember: "everything is politics"
  - Use compelling data and statistics regarding the economic impact of dropouts when making your case
  - Use America's Promise Alliance's online Featured Communities [Communications Toolkit](#) for messaging help
  - Talk to the young people to gain their perspective
  
- Strategies for engaging the business community in education reform efforts: *(Source: Community's Role in Education Reform Session)*
  - Invite them!
  - Have a shared purpose
  - Have a clear request
  - Have data and research to support your plan
  - Provide media recognition for partnering businesses
  
- Engaging grassroots agencies in reform efforts: *(Source: Community's Role in Education Reform Session)*
  - Seek out the expertise you need and the organizations that have it
  - Engage them in "relationship" services at schools, i.e., student services
  - Provide information about student achievement
  - Manage relationships effectively
  - Get parent feedback and involvement; reach out to parents across cultures

- To get the community involved in improving outcomes for youth, host community conversations to collectively create a vision of “what success looks like” according to the community, as well as what the community as a whole thinks needs to happen to achieve that vision. *(Source: Indianapolis Work Zone)*
- High school sports coaches should talk to middle school players about both the sport *and* academic requirements they will need to follow in order to play the sport at the high school level. *(Source: Indianapolis Work Zone)*
- Train youth sports coaches in youth development competencies, to help ensure young people are receiving positive youth development experiences in and out of school. *(Source: Indianapolis Work Zone)*
- Involve collegiate athletes in youth development by employing athletes as mentors in your youth programs. *(Source: Indianapolis Work Zone)*

## Knowledge is Power: Using Data to Drive Change

**Using Data to Drive Change** was explored in a plenary session featuring Anne Mosle, [W.K. Kellogg Foundation](#); Jane Best, [REL-Midwest at Learning Point Associates](#); Justin Bibb, [Gallup](#); and Ananda Roberts, [nFocus Software](#). The topic was also discussed in the NYC Resource Summit Work Zone.

### ***Ideas, Promising Practices & Strategies***

- The NYC Department of Education feels they have a successful set of measures they use to help drive engagement, academic achievement and education attainment. *(Source: New York City Work Zone)* The metrics are:
  - Focus on 9<sup>th</sup> grade credit accrual - average credit accumulation by student
  - Attendance
  - Literacy gains
  - Suspensions, disciplinary actions
  - Participation in internships
  - Civic engagement integrated with curriculum
  - Student leadership
  - Community participation
  - Course sequencing - as an indicator of college readiness
  - Enrollment in post-secondary education
- One opportunity for the community at large to consider is the continual need to share data more efficiently and effectively among partners – community organizations, school districts, service providers, etc.) *(Source: New York City Work Zone)*

### ***Organizations, Programs & Websites***

- Communities and states should look to the [Regional Educational Labs](#) as resources to provide data and research to drive program and policy decisions *(Source: Knowledge is Power plenary session)*
- Alliance for Excellent Education’s “[Economic Impact of the Dropout Crisis in the 12 Featured Communities](#)” brief (presented on by Governor Bob Wise)
- America’s Promise Alliance [Grad Nation Resource Guide & Toolkit](#)
- America’s Promise Alliance: [Cities in Crisis 2009](#)

## Making the Connection: Health & Student Achievement

The link between **Health & Student Achievement** was explored in a working session that featured Steve Tarver, [YMCA of Greater Louisville](#); Kitty Kelly Epstein, [Office of the Mayor, Oakland](#); Judy Springer, [Harris County Precinct One, Houston](#); April Holloway, Community HealthCorps, [National Association of Community Health Centers](#); and John Cosgriff, [AmeriChoice by United Healthcare](#).

### ***Ideas, Promising Practices & Strategies***

- The City of Oakland is employing 41 task forces to shape and drive city revitalization projects, including student health-related task forces. (Contact: Kitty Kelly Epstein, Director of Education, Office of the Mayor, Oakland)
- Oakland runs school-based health centers to provide wraparound services in schools, which the city believes to be the “center of community life.” Strategic partnerships have been formed to institute, fund, and sustain their existence. (Contact: Kitty Kelly Epstein, Oakland)
- Nutrition should be institutionalized in schools:
  - Should be integrated into the core curriculum
  - Policy and cost factors should be considered when institutionalizing strategies/programs
  - Remember that money is a big influencer (e.g., vending machine controversies)
  - Opportunities around nutrition should be extended to families
- Good habits are more easily reinforced when children start early, so start programs as early as possible (pre-K)
- Nutrition, behavior, and mental health go hand in hand – message this to schools. Make the case to invest in mental health services in order to reduce court volume.
- Teach teachers and administrators how to recognize mental health issues in students.
- Consider integrating activity across the curriculum instead of solely in physical education class, to make it part of the school’s culture. Only 15 minutes of exercise per day can make a difference.
- Don’t use exercise as punishment
- Use data to make a compelling case for health in schools: Community health data usually correlates to the school’s graduation rates; it is also connected to economic and workforce development factors
- Be wary of treating symptoms versus root problems – is the low graduation rate a symptom of poor health? Socioeconomic status and education are key root influencers of health.
- Message good health’s advantages to kids

- Provide rewards/incentives to parents for getting annual family physicals
- Schools should track more than just academic data for students; should track other indicators that influence how well a student is doing (i.e., the whole child), such as health data, behaviors, involvement, and attention).
- Increase the quality of health services *systematically* through the school via better health education curriculum, higher quality materials and services, and trained staff. Additionally, work with the school leadership to change the health culture.
- Explore innovative initiatives around marketing and engaging key stakeholders.

***Organizations, Programs & Websites***

- [Harris County Street Olympics, Inc](#): Uses sports and activities as a “hook” to get kids involved. The program includes four major components that address the social service, health care, educational and vocational needs of Harris County (TX) youth. (Contact: Judy Springer, Senior Manager of Fiscal Policy, Harris County Precinct One, Houston)
- Health-oriented charter schools are great models to seek out
- [Sesame Workshop: Healthy Habits for Life](#) “offers simple strategies to help parents and caregivers instill healthy behaviors in children and ensure that they grow into strong adults.”
- Community health centers as a model – visit the [National Association of Community Health Centers](#) website for more information.

## Making Learning Relevant

**Making Learning Relevant** was explored in a working session featuring Pamela R. Mullender, [ACE Mentor Program of America](#); Kari Arfstrom, [National Youth Leadership Council](#); and Julia Sewell, [America's Promise Alliance Impact Network](#) Steering Committee. It was also explored in the Indianapolis and Atlanta Resource Summit Work Zones, with an emphasis on connecting learning to students' sports interests.

### ***Ideas, Promising Practices & Strategies***

- Experiential learning promising practices: *(Source: Making Learning Relevant Working Session)*
  - If possible, update or find new curriculum that is more relevant to students' learning in today's society
  - Expose students to learning opportunities in areas they already show an interest in (arts, sports, music, etc.)
- Career exploration promising practices: *(Source: Making Learning Relevant Working Session)*
  - Mentorship programs can help students see the relevance of course material to life
  - Lots of programs are focused on high school seniors only—programs need to reach down into earlier years
  - Mapping curriculum to career pathways—letting students know that if they engage in the following actions, it will lead them to a career
  - Help young people to understand the sequence to entering the workforce
- Offer afterschool programs that focus on academics and also provide a competition aspect that is recognized and approved by the school district (e.g., a robotics program, a math competition). *(Source: Indianapolis Work Zone)*
- For students interested in sports, have college-level or professional athletes talk to students about how academics – not just sports – got them where they are today. *(Source: Indianapolis Work Zone)*
- Host career fairs in partnership with businesses that create “hooks” in exciting and appealing industries (such as sports and music), and present all of the opportunities available in those industries. Emphasize the business component of these industries, as opposed to just the performance component, so students know they can get involved in an industry they love in myriad ways. *(Source: Indianapolis Work Zone)*
- Use success in sports as an analogy for success in school and life: Athletes train just like successful students do. Demonstrate that the work ethic and skill sets that you need to be successful in sports are the same ones you need to be successful in the classroom and in life beyond school. *(Source: Indianapolis Work Zone)*
- Sports theme idea: Host “draft” parties to celebrate students being “drafted” to the next grade. Start a rivalry with other schools to see how many students “make the cut.” *(Source: Indianapolis Work Zone)*

- Ask young people what they're doing after school, and then create a space for them to do it at school or at an afterschool program. For example, a graffiti problem can be turned into an urban art competition. (Source: *Indianapolis Work Zone*)
- Tips and tactics to make summer learning programs more engaging for youth: (Source: *Atlanta Work Zone*)
  - Utilize Web 2.0 tools to capture youth interest
  - Youth voice: Use history to form themes; use social marketing sites to showcase programs
  - Ask youth to develop messaging to recruit their peers to attend
  - Survey the target youth on how they are spending time currently and what their interests are, and give the results to summer programs to help with activity creation and recruitment
  - Survey parents on what they want for their children
  - Use the focus group approach in addition to surveys
  - Help students see/use summer vacations as learning opportunities
  - Connect students to free wraparound services if they participate in summer programs (incentive)
  - Provide stipends for youth participating in summer programs (treat it like a job)
  - Provide incentives: connect with companies to be able to provide free iPods or computers for students who participate

### **Organizations, Programs & Websites**

- [FIRST](#) robotics program (nationwide): *FIRST's* "mission is to inspire young people to be science and technology leaders, by engaging them in exciting mentor-based programs that build science, engineering and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership."
- The [Kids at Hope](#) organization uses "life's four destination points" – home and family, education and career, community and service, and hobbies and recreation – as a framework for the "destinations" where a young person needs to contribute time and effort in order to become holistically successful in life. (Source: *Indianapolis Work Zone*)
  - This thematic framework can be worked into a sports analogy to "hook" young people: "*The Final Four – It's Not Just Sports.*"
  - Based on these four "destination points," organizations and collaboratives can engage in activities that correspond with them, such as developing internships and tutoring and mentoring programs, partnering with religious organizations to build family values, and partnering with Boys & Girls Clubs and YMCAs for youth sports programs. This would help generate a large, systemic coalition based on the idea that "smarts = success for life."
  - At the school level, the same framework can be used to host "Destination Days," where kids are exposed to each of the four spectrums. Kids at Hope kids use a "Passport to the Future" to set goals in each area and to note their achievements. At the end of the year, awards are given around achievements in more than just grades.
  - Please note that the destination framework is copyrighted. For more information about this strategy, contact Teryl Ann Rosch, Kids at Hope board member, at [trosch@roosevelt.edu](mailto:trosch@roosevelt.edu).

- Recommended YouTube clip to show to young people: Al Pacino's ["Inch by Inch" speech](#) from the movie *Any Given Sunday*. Pacino attempts to motivate a football team by telling them that in football, as in life as a whole, even the tiniest decisions and happenings can have a big impact.

## Organizing & Harnessing the Power of a Successful Collaboration

**Organizing a Successful Collaborative** was explored in a working session which featured the following speakers: Jonathan Williams, [Forum for Youth Investment](#); Paulette Carter, [Children's Bureau of New Orleans](#); Cristel Sias, [Urban League of Greater New Orleans](#); Sherea McKenzie, [Joint City/County Commission on Children](#), Houston. A similar topic, **Harnessing the Power of Collaboration**, was examined in a plenary session which featured Brian Gallagher, President & CEO, [United Way Worldwide](#); and Ben Hecht, President & CEO, [Living Cities](#). Furthermore, several Featured Community groups explored these topics in their Resource Summit Work Zones.

### ***Ideas, Promising Practices & Strategies***

- Hold a resource summit with major cross-sector stakeholders to help foster collaboration among major community players. *(Source: Indianapolis Work Zone)*
- Involve high-profile individuals from the community in your plan long-term in order to help keep the community's attention on the issue. *(Source: Indianapolis Work Zone)*
- Take the time to focus on internal communications within your collaborative: *(Source: New Orleans Work Zone)*
  - Create a website with links to videos, recorded webinars, content capture, etc.
  - Visual aids help make the point clearer for people. When appropriate create charts and graphs to emphasize key points.
  - Invest in a public relations firm to create a communications strategy and overall message for your group
  - Be proactive and look for opportunities to use technology.
  - Be consistent with the language you use to communicate about your group across organizations.
- Effectively recruiting and engaging community-based partners is a key tactic in organizing a collaborative and working with partners: *(Source: New Orleans Work Zone)*
  - When recruiting new partners, focus on filling gaps and matching interests that connect to your strategic plan objectives.
  - Build upon existing relationships to reduce the time it takes to orient partners and solicit participation from their partnerships.
  - Establish a mentoring buddy system for new partners so that a representative from an existing partner can help to bring the new member up to speed
  - Create a living document that briefly outlines the key information, such as the mission, services, specialties, budget, audience and organizational overlaps of your collaborative
  - Use the [Google Documents](#) application to share information; this is a widely accessible tool
  - Hold monthly phone calls and quarterly face-to-face meetings
- Necessary components for collaboration: *(Source: Harnessing the Power of Collaboration plenary speaker Ben Hecht)*
  - Need a truly shared agenda, not just common issues

- Needs to be people-centered
  - Need true integration
  - Shared accountability
  - Transparency
- The goal of collaboration should be to maximize the whole. If we just maximize our own agenda we will not optimize the community. *(Source: Harnessing the Power of Collaboration plenary speaker Ben Hecht)*
  - Lessons learned about successful collaborations: *(Source: Harnessing the Power of Collaboration plenary speaker Ben Hecht)*
    - Money matters
    - Need an attention span of 10+ years
    - Can't ever have too much leadership
    - Invest in building local and national organizations
    - Must be intentionally managed
  - Three things you need to succeed: Influence, Investment, and Results *(Source: Harnessing the Power of Collaboration plenary speaker Ben Hecht)*
  - Need to push policy makers to adopt policy that incents broad-based approaches. We need to manage all the transitions in young people's lives, and the collaborative approach can be an effective one. *(Source: Harnessing the Power of Collaboration plenary speaker Brian Gallagher)*
  - There really won't be new funding streams, so we need to look at how we leverage resources we have for better impact. *(Source: Harnessing the Power of Collaboration session)*
  - "Dialogue is the oxygen of change." *(Source: Organizing a Successful Collaborative working session)*
  - Key needs for organized collaboration: *(Source: Organizing a Successful Collaborative working session)*
    - Dedicated staff person, i.e., coordinator, who can interact equally with all partners;
    - Clear definitions: Define youth population (i.e., 0-18, 0-21, 0-24 etc.); define the structure (committee, staff, workgroups, etc. who reports to whom and who follows up with suggestions, next steps, etc., and the understanding that each piece is integral to the process)
    - Do NOT assume: It is important to bring ALL partners to the table so we can all know what each other is doing and so that we have a clearly defined goal.
  - How do we engage businesses (and funding organizations) beyond one-time donations? *(Source: Organizing a Successful Collaborative working session)*
    - Sustained engagement – beyond financial (e.g., mentoring, volunteering, as advisory board members, etc.)
    - Recognize businesses as "partners"
    - Ensure organizational priorities are in line with business partners (e.g., teen drivers safety and State Farm)

- Include measurable results for a win/win for both agency and funder
  - Educate business that clients served are generating a new customer base for the business partners
  - Get top management engaged in your mission
  - Determine and agree to how to approach business and who should do so – e.g., the Chamber of Commerce, the collaborative as a whole
  - Communicate needs and desired results clearly and start small
  - Highlight benefits to businesses in being involved (e.g., PR)
- How do we build cross-sector trust in our collaborative? (*Source: Organizing a Successful Collaborative working session*)
    - Conduct due diligence on each agency involved (e.g., matrix or profile of services they provide)
    - Leave presumptions at the door
    - Create and recognize a shared vision of the greater good
    - Respect each group at the table
    - Understand “give to get” – value-add compromise
    - Use multiple communication vehicles (e.g., extranet)
    - Culture small leaps of faith tied with incremental success
    - Understand the “WIIFM” – what’s in it for me – for all involved
- How do we engage small/grassroots organizations in our collaborative? (*Source: Organizing a Successful Collaborative working session*)
    - Bring someone into the collaborative that has the trust factor and garner buy-in from community
    - Ensure that the smaller organizations feel valuable
    - Identify natural leaders in the community and invite them in
    - Be selective in choosing which grassroots organizations are involved.
- More ideas on involving smaller, grassroots organizations in the work: (*Source: Nashville Work Zone*)
    - Outreach to affinity groups is a good way to reach into both immigrant groups and small organizations. Provide training and technical assistance on capacity building to them.
    - Host block parties so grassroots organizations can network with each other; encourage them to work to eliminate overlap/duplication of services provided and learn about and from each other.
    - Host an event (party, forum) where the mayor or another high-profile official calls each person to serve and passes on a message of unity around improving outcomes for kids.
    - Identify natural leaders within the community and utilize the strengths of those individuals
    - Provide grants for collaborating organizations, small amounts for each organization that comes to the table.
    - Facilitate smaller focus groups (which are less intimidating) for grassroots organizations to help educate them on collaborative opportunities and then disseminate an “invitation to participate” to invite them into the larger group.
    - Show that you value their engagement (especially in the presence of larger organizations) by asking them a lot of questions; ensure that they see a benefit from the relationship.

- Use technology to allow for their input (online meetings, conference calls, etc) – not just face meetings.
  - Recognize their limitations – don't ask too much. Keep in mind their potential time and staff limitations.
  - Honor their value to families – recognize that small organizations are sometimes more effective and better connected to families than larger nonprofits.
  - Provide mini-grants to help them get involved with the collaborative since many small organizations don't have the staff or monetary resources to set aside time for this.
  - Be selective in choosing the smaller and grassroots organizations; you want those who will add to the roundness of the collaborative, not ones who create corners and imbalance.
  - Be upfront and forward regarding the mission/vision and work required, in order to select the smaller and grassroots organizations that really fit as well as desire to be involved with that particular collaborative.
- What are the best strategies to bring on new members to the collaborative without stalling progress? (*Source: Organizing a Successful Collaborative working session*)
    - Provide an "Orientation" – provides history to date and discusses the process so that everyone knows where to start
    - Develop a partnership agreement
    - Limit new membership to a few times a year and bring new people on board at the same time (efficiency)
    - Enable/encourage "mentors" or "ambassadors" to organizations
    - Step back and make sure everyone's on the same page (e.g., understands the mission and is capable of articulating it in a way that benefits the entire coalition, not just a single member agency)
    - Collaborations should be ingrained in the way we all do business – we cannot meet our goals alone (whether they are increasing graduation rates, decreasing teen pregnancy, etc.)
    - Understand who we are serving and make sure all partners know who we are serving.
    - Have a process in place to assess what organizations are bringing to the table.
    - Recognize that different organizations will have different levels of commitment to the collaborative.

## Parent & Family Engagement

**Parent & Family Engagement** was explored in a working session. Speakers included John Brandon, [Marion County Commission On Youth, Inc.](#), Indianapolis; Martha Alexander, [Operation Shoestring, Inc.](#), Jackson; Sheri DeBoe Johnson, [National PTA](#); Marcie Dianda, [National Education Association](#); and Barbara Squires, [Annie E. Casey Foundation](#). Additional ideas on this topic came from various Resource Summit Work Zones.

### ***Ideas, Promising Practices & Strategies***

- Tips to consider when working with parents and their students: *(Source: Parent Engagement Working Session)*
  - Relationship building with parents and families is absolutely critical and the following four elements need to be in place or developed:
    - Building Trust
    - Educating Families on How to take Responsibility
    - Empowering Families to Act
    - Providing Economic Support for Transformation
- Families must be empowered to take responsibility for themselves, and they need to be encouraged to be their own advocates. They have to be given opportunities to speak to and lobby school officials and legislators. Give them an opportunity to use their voice. *(Source: Parent Engagement Working Session)*
- Be specific and intentional about allowing parents to make decisions about what they want and need. Do not tell them what they need, even if you think you know. Through active listening, help parents determine what they want for their children and document their needs. Keep information and data on these plans and share them with parents to confirm all parties are on the same page. *(Source: Parent Engagement Working Session)*
- Work with parents and families throughout a child's education, but really target this group before high school by starting at the 8<sup>th</sup> to 9<sup>th</sup> grade transition levels. *(Source: Oakland Work Zone)*
- Invite parents to join adult book groups with their children using the literature being used in the classroom. *(Source: Oakland Work Zone)*
- Give access to refurbished computers if parents attend technology workshops. *(Source: Oakland Work Zone)*
- Provide leadership training for parents to help smooth high school transition *(Source: Oakland Work Zone)*

- Encourage young people to serve as ambassadors to their parents by equipping them to explain what they're proud of in their schools and the good work that is taking place. *(Source: Houston Work Zone)*
- When pursuing child mentoring, focus on mentoring the whole family. *(Source: Parent Engagement Working Session)*
- Provide parent instruction via seminars, workshops, and how to guides with step by step information. *(Source: Parent Engagement Working Session)*
- Engage parents and families in their homes and neighborhoods – go to them. *(Source: Parent Engagement Working Session)*
- Stay child-focused throughout engagement. *(Source: Parent Engagement Working Session)*
- Encourage parents to advocate for their children and to not assume that the school will take care of them. *(Source: Parent Engagement Working Session)*

**Organizations, Programs & Websites**

- America's Promise Alliance & Annie E. Casey Foundation online [Parent Engagement Toolkit](#)

## School-Community Partnerships

**School-Community Partnerships** were explored in a plenary session featuring Jane Quinn, [The Children's Aid Society](#); and Martin J. Blank, [Institute for Educational Leadership](#). Several other working session and Resource Summit Work Zone discussions also focused on this topic.

### ***Ideas, Promising Practices & Strategies***

- Strategies and practices in effective school partnerships need to consider that high school graduation is a long term goal requiring long term strategies. To be effective we need to focus in three keys areas of the Development Triangle: core instructional programs; enrichment (educational and cultural); and removing barriers to learning and development (health, dental, mental health, social services). *(Source: School-Community Partnerships Plenary Session)*
- Community schools with extended hours and external services and relationships can be a critical component of an education strategy. Additional key tactics are well outlined in the [Grad Nation](#) materials, and the Grad Nation metrics are the right measures. Additional measures should include community and economic development. *(Source: School-Community Partnerships Plenary Session)*
- We can't do this work in a single sector, and there is no substitute for joint planning. Schools and community organizations cannot be treated as free radicals. Resources need to be looked at holistically. *(Source: School-Community Partnerships Plenary Session)*
- Tips on effectively engaging community leaders and organizers: *(Source: Houston Work Zone)*
  - Respect their knowledge, experience and views by asking questions and taking an interest in their perspective.
  - Reach out to important groups, such as: pastors/church leaders, local/neighborhood elected officials, Little League and youth sports coaches, neighborhood associations and translators.
  - Go where the people are, such as informal settings, to conduct your business, get your message out and make connections. These include: housing projects, hair salons and barber shops, churches, neighborhood association meetings, and coffee shops.
- Identify and work with community partners that can make their facilities available in the evenings. Key features and ideas include: *(Source: Oakland Work Zone)*
  - Many libraries have teen rooms with computers and multimedia aimed at students
  - Various Boys & Girls Clubs stay open specifically for teens in the evenings
  - Community schools in Louisville stay open until 9:00pm
  - Community centers actually attached to schools work well. They provide convenience of location and benefit the greater community as well
- Suggestions for working with volunteers in the community: *(Source: New Orleans Work Zone)*
  - Allow community volunteers to assist in designing and developing volunteer events to better meet expectations, drive accountability and get better buy-in

- Develop clear, written procedures for volunteers and get their agreement to basic Memoranda of Understanding
  - Share honest communications about your core values and setting clear expectations
  - Survey stakeholders about their best practices and what they can bring to the table
  - Use unbiased conveners (e.g. like a university) to pull people together
- Strategies for engaging schools in the community's efforts: (*Source: Community's Role in Education Reform Session*)
    - Show support by leveraging resources that your organization has
    - Ensure follow-through and consistency in efforts
    - Work to foster proper relationships
    - Engage in outreach to schools
    - Map the goals of the community's effort to district goals; look for alignment
    - Make sure schools know how to assess the needs of the community and the schools

**Organizations, Programs & Websites**

- The [Coalition for Community Schools](#) has a tremendous amount of information regarding building and sustaining effective schools-community partnerships. Topics include:
  - [Arne Duncan's Charlie Rose Show appearance](#) supporting community schools
  - Information regarding [Title I](#) – the rules and regulations you need to know
  - Forthcoming: high school case studies in support of Grad Nation

## Serving Special Populations

The **Serving Special Populations** topic was explored in both the Chicago and Nashville Resource Summit Work Zones.

### *Ideas, Promising Practices & Strategies*

- Tips for reaching transient families (*Source: Chicago Work Zone*)
  - [ChildFund International](#) is a good resource
  - Hire school-based attendance officers
  - Connect with smaller, grassroots organizations, which transient families may have ties with
  - Social justice cultural competency is needed for schools to effectively connect with mobile populations
  - Connect with the [United Way of NYC](#) – good resource for this topic
  - Create unique processes for tracking students (e.g., free bus passes)
  - Conduct outreach to communities with a topical focus (e.g., “our school has a commitment to re-engage X percentage of students who students who have dropped out”)
  - Need dedicated staff to get ahead of the situation
  - Need parent liaisons in the community who are also from the community
  
- Tips for engaging immigrant populations: (*Source: Nashville Work Zone*)
  - Engage university language departments; reach out to faith communities and consulates of other organizations.
  - Create welcome centers in the areas of the community with these populations
  - Focus resources on schools with highest numbers of immigrant populations – not district-wide.
  - Use schools as the bridge to orient new immigrants and welcome them to the community.
  - Cultural sensitivity, cultural competencies, and language competencies are important
  - Identify and develop relationships with informal natural leaders of those populations to gain trust in that community – trust is very important
  - Address the needs of *all* students, including students with special needs like ELL students

## Youth Leadership & Voice

**Youth Leadership & Voice** was explored in a working session featuring Anderson Williams, [Oasis Center](#); Alyssa Bisanz, [America's Promise Alliance Impact Network](#) Steering Committee; and Joel Rogers, [State Farm Insurance](#). The topic was also discussed in the Houston and Jackson Resource Summit Work Zones.

### ***Ideas, Promising Practices & Strategies***

- The following are key tips and tactics for working with young people: *(Source: Youth as Leaders Session)*
  - Encourage every young person to tell their story and speak their truths. Validate their opinions and share context for their thinking by asking probing questions.
  - To encourage ownership, leadership and initiative, social technology as a way to tap young people's creativity.
  - Make sure young people know that anyone of any age can give back to community and be engaged
  - Peer to peer mobilizing is very effective.
  - Keeping things fun is a great motivator.
  - Don't make "Youth Engagement Strategies" into a big deal. Young people are all around us... just reach out, say hello and genuinely ask how they're doing.
  
- Engage young people in presenting information and researching best practices to start building a new generation of community leaders *(Source: Houston Work Zone)*
  
- The following are key tips and tactics for mobilizing young people to change their communities and advocate on their own behalf: *(Source: Jackson Work Zone)*
  - Have young people conduct needs assessments at schools and catalyze for change
  - Form a consistent group that meets regularly once a week or once a month
  - Be clear about benefits to students: student empowerment, tutoring, mentor, adult advocate
  - Have students participate in surveys
  - Teach youth how to explore and/or go deeper on policy issues as effort to promote or change city/state laws, as well as school policies
  - Need to teach youth about *process*: they have excellent ideas but just need to know the process for how to get things done
  - Ask youth: what do you care about; what bothers you?
  
- The following are key tips and tactics for using technology to engage youth: *(Source: Jackson Work Zone)*
  - Use social network sites: Facebook, Twitter, etc.
  - Have young people design websites
  - Text students
  - Require computer literacy in schools

***Organizations, Programs & Websites***

- [Houston Mayor's Youth Council](#):
  - One year (school year)
  - Participants solicit and survey youth in the city about a variety of topics (crime, public transportation, etc.
  - Kids interview kids for spots on the council
  
- The [Oasis Center](#) in Nashville is a tremendous resource for youth engagement work

## Appendix – Websites Referenced

(In order by chapter)

### Academic Achievement, College & Career Readiness & Success

- ACT, Inc., <http://www.act.org/>
- College Summit, <http://www.collegesummit.org/>
- National Association for College Admission Counseling, <http://www.nacacnet.org/>
- KnowHow2GO, <http://www.knowhow2go.org/>

### Afterschool & Out-of-School-Time Programming

- Community YouthMapping, <http://www.communityyouthmapping.org/>
- Academy for Educational Development., <http://www.aed.org/>
- YMCA of Middle Tennessee, <http://www.ymcamidtn.org/>
- Club Music City Miracles (Nashville), <http://www.tennesseeartleague.org/ClubMCM.pdf>
- Baltimore Safe and Sound Campaign, <http://safeandsound.org/>

### Business Community Engagement

- Venture Philanthropy Partners, <http://www.venturephilanthropypartners.org/>
- State Farm Insurance, <http://www.statefarm.com/>
- Alignment Nashville, <http://www.alignmentnashville.org/>
- GlaxoSmithKline, <http://www.gsk.com/>
- Deloitte and College Summit Partnership, [http://www.collegesummit.org/supporters/for\\_supporters/current\\_supporters/partnership\\_pofiles/](http://www.collegesummit.org/supporters/for_supporters/current_supporters/partnership_pofiles/)

### Collaborative Fundraising & Resource Development

- The Finance Project, <http://www.financeproject.org/>
- United Way for the Greater New Orleans Area, <http://www.unitedwaynola.org/>
- Alignment Nashville, <http://www.alignmentnashville.org/>
- America’s Promise Alliance Youth Impact Network, <http://www.americaspromise.org/How-to-Help/Young-Leaders/Impact-Network.aspx>
- Givology, <https://www.givology.org/>
- TimeBanks, <http://www.timebanks.org/>
- San Antonio Time Dollar Community Connections, <http://www.mc-sa.org/partners/neighborhood/timedollar.asp>

### Collaboratives & Advocacy

- YMCA of the USA, <http://www.ymca.net/>
- Coalition for Community Schools, <http://www.communityschools.org/>
- American Academy of Pediatrics, <http://www.aap.org/>
- Afterschool Alliance, <http://www.afterschoolalliance.org/>
- Greater New Orleans Afterschool Partnership, <http://gnoafterschool.org/>
- Bay Area Alliance for Sustainable Communities, <http://www.bayareaalliance.org/>
- Education Commission of the States, <http://www.ecs.org/>

### **Communications: Messaging the Crisis**

- *Education Week's* Editorial Projects in Education Research Center, <http://www.edweek.org/rc/>
- GYMR Public Relations LLC, <http://www.gymr.com/>
- America's Promise Alliance, <http://www.americaspromise.org/>
- Operation HOPE's Five Million Kids (5MK) Campaign, <http://www.5millionkids.org/>
- *Education Week*, <http://www.edweek.org/ew/index.html>
- America's Promise Alliance Featured Communities Communications Toolkit, <http://www.americaspromise.org/Our-Work/Dropout-Prevention/Grad-Nation-Action-Forum/Featured-Communities-Communications-Toolkit.aspx>

### **The Community's Role in Education & Youth Development**

- Boys & Girls Clubs of America, <http://www.bgca.org/>
- YouthBuild Philadelphia Charter School, <http://www.youthbuildphilly.org/>
- Communities In Schools, Inc., <http://www.cisnet.org/>
- Holy Names University, <http://www.hnu.edu/>
- America's Promise Alliance Featured Communities Communications Toolkit, <http://www.americaspromise.org/Our-Work/Dropout-Prevention/Grad-Nation-Action-Forum/Featured-Communities-Communications-Toolkit.aspx>

### **Knowledge is Power: Using Data to Drive Change**

- W.K. Kellogg Foundation, <http://www.wkcf.org/Default.aspx?LanguageID=0#>
- REL-Midwest at Learning Point Associates, <http://www.learningpt.org/rel/>
- Gallup, <http://www.gallup.com/>
- nFocus Software, <http://www.nfocus.com/>
- Regional Educational Labs, <http://ies.ed.gov/ncee/edlabs/>
- Alliance for Excellent Education's "Economic Impact of the Dropout Crisis in the 12 Featured Communities" brief, <http://www.americaspromise.org/Our-Work/Dropout-Prevention/~media/Files/Our%20Work/Dropout%20Prevention/Grad%20Nation%20Action%20Forum/AEE%20FCs%20Report.ashx>
- *Grad Nation* Resource Guide & Toolkit, <http://www.americaspromise.org/Our-Work/Dropout-Prevention/Grad-Nation.aspx>
- America's Promise Alliance: *Cities in Crisis 2009*, <http://www.americaspromise.org/Our-Work/Dropout-Prevention/Cities-in-Crisis.aspx>

### **Making the Connection: Health & Student Achievement**

- YMCA of Greater Louisville, <http://www.ymcailouisville.org/>
- Office of the Mayor, Oakland, <http://oaklandnet.com/>
- Harris County Precinct One, Houston, [http://www.co.harris.tx.us/comm\\_lee/](http://www.co.harris.tx.us/comm_lee/)
- National Association of Community Health Centers, <http://www.nachc.com/>
- AmeriChoice by United Healthcare, <http://www.americhoice.com/>
- Harris County Street Olympics, Inc, <http://www.streetolympics.org/>
- Sesame Workshop: Healthy Habits for Life, <http://www.sesameworkshop.org/initiatives/health/healthyhabits>

### **Making Learning Relevant**

- ACE Mentor Program of America, <http://www.acementor.org/>
- National Youth Leadership Council, <http://www.nylc.org/>
- America's Promise Alliance Impact Network, <http://www.americaspromise.org/How-to-Help/Young-Leaders/Impact-Network.aspx>
- *FIRST*, <http://www.usfirst.org/>
- Kids at Hope, <http://www.kidsathope.org/>
- Al Pacino's "Inch by Inch" Speech, <http://www.youtube.com/watch?v=myyWXKeBsNk>

### **Organizing & Harnessing the Power of a Successful Collaboration**

- Forum for Youth Investment, <http://www.forumforyouthinvestment.org/>
- Children's Bureau of New Orleans, <http://www.childrens-bureau.com/>
- Urban League of Greater New Orleans, <http://www.urbanleaguenorleans.org/>
- Joint City/County Commission on Children, <http://www.co.harris.tx.us/jcccc/>
- United Way Worldwide, <http://www.unitedway.org/worldwide/>
- Living Cities, <http://www.livingcities.org/>
- Google Documents, <http://docs.google.com/?pli=1#all>

### **Parent & Family Engagement**

- Marion County Commission On Youth, Inc., <http://www.mccoyouth.org/>
- Operation Shoestring, Inc., <http://www.operationshoestring.org/>
- National PTA, <http://www.pta.org/>
- National Education Association, <http://www.nea.org/>
- Annie E. Casey Foundation, <http://www.aecf.org/>
- America's Promise Alliance & Annie E. Casey Foundation Parent Engagement Toolkit, <http://www.americaspromise.org/parentengagement>

### **School-Community Partnerships**

- The Children's Aid Society, <http://www.childrensaidsociety.org/>
- Institute for Educational Leadership, <http://www.iel.org/>
- *Grad Nation* Resource Guide & Toolkit, <http://www.americaspromise.org/Our-Work/Dropout-Prevention/Grad-Nation.aspx>
- America's Promise Alliance Featured Communities Communications Toolkit, <http://www.americaspromise.org/Our-Work/Dropout-Prevention/Grad-Nation-Action-Forum/Featured-Communities-Communications-Toolkit.aspx>
- Coalition for Community Schools, <http://www.communityschools.org/>
- Arne Duncan's Charlie Rose Show appearance, <http://www.charlierose.com/view/interview/10140>
- Title I information, <http://www.ed.gov/policy/elsec/leg/esea02/pg1.html>

### **Serving Special Populations**

- ChildFund International, <http://www.childfund.org/>
- United Way of NYC, <http://www.unitedwaynyc.org/>

### **Youth Leadership & Voice**

- Oasis Center, <http://www.oasiscenter.org/>
- America's Promise Alliance Impact Network, <http://www.americaspromise.org/How-to-Help/Young-Leaders/Impact-Network.aspx>
- State Farm Insurance, <http://www.statefarm.com/>
- Houston Mayor's Youth Council, <http://www.houstontx.gov/houstonyouth/>
- Oasis Center, <http://www.oasiscenter.org/>