Holistic Approaches to Helping Young People Succeed

Lessons Learned from the GradNation Acceleration Initiative
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AMERICA’S PROMISE
America’s Promise Alliance is the driving force behind a nationwide movement to improve the lives and futures of America’s youth. Its work is anchored in the belief that every young person deserves to succeed, and every adult is responsible for making that happen. By bringing together hundreds of national nonprofits, businesses, community and civic leaders, educators, citizens, and young people, the Alliance does what no single organization can do on its own: catalyze action on a scale that reaches millions of young people. GradNation mobilizes Americans to increase the nation’s high school graduation rate to 90 percent by 2020. In the past 12 years, an additional 2.8 million young people have graduated from high school. www.AmericasPromise.org.

AT&T
AT&T has been a lead collaborator of the GradNation campaign for many years and is the sole sponsor of the Acceleration Initiative through the company’s signature philanthropic initiative AT&T Aspire, a $500 million commitment to support organizations dedicated to improving graduation rates, innovating in education, and preparing students for careers of the future. It is with the utmost gratitude that we give thanks to AT&T and the AT&T Foundation for their sustained GradNation support. Without the leadership, initiative, and investments of this organization, the Acceleration Initiative would not be possible.
Jordan entered foster care at the age of eight.

Over the next nine years, he found himself in just as many foster homes, sometimes with his siblings, sometimes without. Nearly every move would bring him to a new school setting.

“I switched schools a lot,” he says.

Now 18, Jordan is majoring in biology at Georgia Military College. Tutoring assistance provided through a unique partnership between the state’s foster care agency and a nonprofit organization helped him get As and Bs throughout high school, but his greater challenge was navigating the foster care system and connecting with his siblings during the times they were not placed together.

“I didn’t know much about the system,” says Jordan. “Once I started learning more about it, things got better.”

Like Jordan, many of today’s young people encounter a wide range of barriers that make completing high school more challenging—and many of these barriers make it difficult to put academics first. Language barriers, physical and mental health issues, impacts of poverty, family challenges, and, in many cases, trauma from these experiences can make it difficult for young people to complete high school even when it’s a priority for them, their families, and their communities.

“It’s not as simple as ‘go to school,’” says Amina Wellons, education administrator for Georgia’s Multi-Agency Alliance for Children (MAAC), a nonprofit that supports youth in foster care across the state through a partnership with the Georgia Division of Family and Children Services (DFCS). “If you look at any of our young people and what they’ve been through, it changes the lens.”
When they are supported, youth facing even the greatest barriers can demonstrate remarkable resiliency and the capability to succeed in school and beyond.

As the nation’s graduation rates have steadily improved over the past decade, the lens is now shifting to the young people whose lives face the greatest complexity. There’s a growing recognition that, for these youth, ensuring a path to graduation involves far more than academics—and a growing appreciation that when they are supported, youth facing even the greatest challenges can demonstrate remarkable resiliency and the capability to succeed in school and beyond. America’s Promise Alliance, which began focusing on improving graduation rates more than a decade ago (see box), is now accelerating efforts in communities that bring together a range of supports to help today’s young people reach their aspirations.

In Los Angeles, rural Colorado, Georgia, Michigan, and Albuquerque, communities participating in the GradNation Acceleration Initiative are working to meet the in- and out-of-school needs of students who are English learners or recent immigrants, students attending alternative schools, students from low-income households, students of color, and young people in foster care (see profiles, appendix). As part of a series of case studies exploring these efforts, this brief examines the complex barriers to success in school and life that many of today’s young people face and the importance of helping them succeed in holistic, comprehensive ways.

Too often, “everybody holds a piece of their lives,” says Victoria Salzman, MAAC’s chief strategic development officer, “but nobody holds the whole child.”

PRACTICES IN ACTION

For GradNation and the communities participating in the Acceleration Initiative, meeting the needs of the “whole child” goes beyond traditional definitions of social and emotional learning. While each site supports different populations of young people and uses different language, they share a common goal: giving young people the specific and multiple supports they need to ready them for college, careers, and life.

In the Boyle Heights neighborhood of Los Angeles, for example, Promesa’s English Learner Acceleration Project focuses on English language learners, many of whom are recent immigrants or youth without legal documentation, by providing holistic support without harm that goes far beyond language instruction. In Georgia, DFCS works with MAAC to accommodate youth in foster care in ways that not only meet the legal requirements, but also allow them to feel connected and supported. In Michigan, Jobs for Michigan’s Graduates (JMG) focuses on work-ready competencies that extend far beyond the so-called “soft skills” that commonly comprise college and career readiness curricula.

Some of those supports are broad—such as Promesa’s work to connect students with partners providing physical and mental health services and

Graduation rates continue to rise—up from 79% in 2011 to 85.3% in 2018
Launching in 2007 by America’s Promise Alliance, the GradNation campaign was created to raise awareness of the nation’s low graduation rates. At the time, nearly one in three young people did not graduate high school in many communities, and there were no consistent data within or between states.

To learn more about why so many young people were not graduating, America’s Promise went directly into 205 communities in every state, bringing together educators, families, business partners, and youth to explore successful strategies for helping young people stay and succeed in school.

Recognizing the economic and social imperative of helping more young people graduate, America’s Promise brought together President Barack Obama, U.S. Secretary of Education Arne Duncan, and Thomas Donohue of the U.S. Chamber of Commerce in 2010 to set a national goal of a 90 percent high school graduation rate by the decade’s end. Under federal regulation, the first consistent measure of national graduation rates followed in 2011, and GradNation released two influential reports, Don’t Call Them Dropouts and Don’t Quit on Me, which fundamentally changed the way people understood and responded to the graduation issue by elevating the lived experience and perspective of the youth the system had not served.

Based on research and a wide range of community and partner work to improve the high school experience, the GradNation Action Platform identifies six areas that every community can act upon to accelerate high school graduation: high-quality data, non-academic factors, school climate, caring adult relationships, youth re-engagement, and pathways.

In February 2017, America’s Promise announced partnerships with three communities and two states to improve graduation rates for specific groups of young people. This “Acceleration Initiative” included the following sites (see appendix for more information):

- Boyle Heights English Learner Acceleration Project (Los Angeles, California)
- Project Graduate 2.0 (Georgia)
- Every Student Matters: Accelerating Graduation Rates (Greeley, Colorado)
- Jobs for Michigan’s Graduates (Michigan)
- Mission: Graduate (Albuquerque, New Mexico)

Graduation rates continue to rise—from 79 percent in 2011 to 85.3 percent in 2018.* But for the nation to meet its 90 percent graduation goal, we must collectively meet the needs of students who face structural barriers through diverse systems, supports, and partnerships that address multiple platform areas. This series of issue briefs details how the five communities participating in the GradNation Acceleration Initiative are leading efforts to put the action platform principles into motion and improve the lives of the young people who need it the most.

Sources

financial resources and grants to help undocumented students attend college. Others focus more narrowly on school-related needs, which staff often lack the resources to address, such as MAAC’s efforts to find funds to pay for a tuxedo for prom or allow a student to participate in sports or other extracurriculars. While not always connected to academics, these supports contribute to a sense of belonging and support that can help youth persist.

For many students facing barriers, “all you have in common with your peers is school,” says Sandra Corbin, MAAC’s chief programs officer. “If you’re struggling but you want to go to school because there’s a track coach who believes in you, that’s such a strong piece that provides some counter-experience to the [negative experience] they’ve had… I don’t remember what grade I got in 11th-grade chemistry, but I do remember who I went with to prom.”

People Over Programs

The central premise of supporting the “whole child” involves building strong relationships with trusting adults. “People are more important than programs,” says MAAC’s Wellons. “Young people want to be listened to, respected, cared about, and loved. It doesn’t have to be an agency or a program, it’s a person or a couple of people who help them through their path.”

To that end, each community relies heavily on fostering close relationships between students and adults, investing in staff whose roles include case management, instruction, tutoring, and coordinating and connecting outside services. But just as importantly, these adults serve as confidants.

“They become more than a teacher to the youth; they become a mentor and support system,” JMG Director of Operations Sonya Blanzy says of the statewide program’s school-based specialists, mostly certified teachers who lead a classroom-based college and career readiness curriculum. JMG provides training on trauma-informed care, and specialists routinely tutor students in other subjects and provide connections to other resources available through the state’s workforce system.

In Georgia, MAAC coordinators meet with each student and their families at the beginning of each semester to develop a plan and coordinate services. They then follow up regularly throughout the school year, even when foster placements change and youth move from school to school.

In Colorado, students in the Greeley-Evans School District 6 alternative high school program, known as GAP, receive individual supports from a team made up of a counselor, social worker, and the school’s principal and assistant principal. The district extended the approach so high school students throughout Greeley now have a trusted adult they can go to. In each school, teachers now make lists of students they know, and students identify staff members they feel comfortable with in order to make matches.
The Search Institute has identified developmental adult-student relationships as those that help young people discover who they are, develop abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Adults are able to foster these kinds of relationships when they:

- **Express care** through listening, encouragement, and making young people feel known and valued.
- **Challenge growth** by pushing young people to go further and help them take responsibility for actions and learn from mistakes and setbacks.
- **Provide support** by helping navigate difficult situations and building confidence.
- **Share power** by involving young people in the decisions that affect them and encouraging opportunities for advocacy and leadership.
- **Expand possibilities** through exposure to new ideas and experiences and connecting young people with opportunities.

One-on-one relationships with youth are essential, but there’s growing recognition that they are only one piece of the continuum of support. When young people are embedded in a supportive youth system—made up of a wide range of individuals in school, family, community, and work settings who have positive relationships with the youth and one another—the resulting “web of support” increases the probability that they will be on a positive developmental trajectory, according to research conducted by America’s Promise Alliance.

**Sources**

*Relationships First: Creating Connections That Help Young People Thrive* (Search Institute)

*Defining Webs of Support: A New Framework to Advance Understanding of Relationships and Youth Development* (America’s Promise Alliance)
“Strategies that work in an alternative environment also can work at a large comprehensive high school,” says Rhonda Haniford, the district’s former assistant superintendent for secondary schools. “Building relationships is not that different.”

**Structures for Support**

Communities focus on meeting the needs of the whole child in many ways. While each model is different, common elements help identify student needs and deliver appropriate services.

**Using data to trigger supports.** Given the number of students facing barriers, it’s important to identify those with the greatest needs. In Greeley, the district has a tiered model of interventions that examines each student’s grade level and the number of credits they’ve accumulated to determine if they are best served in traditional high schools, alternative programs such as GAP, or recovery programs for students who have left school altogether. But “it’s not a linear progression,” says Haniford.

Close relationships with adults can identify appropriate non-academic supports, but in many cases, they are supplemented by early warning or monitoring systems that track attendance, behavior, and coursework to identify emerging challenges. In Albuquerque, the United Way of Central New Mexico has developed an early warning system that alerts “success mentors” in participating schools to check in with students who are struggling or absent as part of its broader Mission: Graduate initiative. Promesa, for example, has leveraged its longstanding relationships with a wide range of community organizations to connect coordinators in its schools with academic, wellness, and community leadership partners. Given the wide range of agencies involved in foster care, MAAC considers its role “cutting through the approval system” of different channels for supports, says Corbin.

**Relationship building and peer mentoring.** Strong relationships are fostered by regular contact with youth. Some programs, such as JMG, are based on ongoing classroom instruction. Others schedule regular activities, such as Promesa’s First Fridays, which include activities, group sessions, and one-on-one counseling sessions for students who request them.

Young people also benefit from strong relationships with peers who have had similar experiences. Promesa connects students with mentors who were formerly English learners and are currently attending college. “We get them to trust us, and they really open up,” says peer mentor Jennifer Vega, who is now in her second year of college. “At this stage in life, we’re all questioning what we’re doing. It’s great to have someone there to explain how things work and give you advice.”

Programs also provide opportunities for students to connect with and ultimately support each other. MAAC hosts summer events like barbecues “to bring big groups of kids together in hopes they’ll connect with us and with each other,” says Corbin. JMG holds statewide conferences, field trips, and talent tours that help students feel like “a part of something bigger,” says Blanzy.

**Family engagement.** Promesa coordinates with school-parent liaisons to help parents understand how to navigate the district’s English learner program and, in the case of recent immigrants, helps connect these individuals to external services that can help their families. “It’s a matter of making them feel connected to a larger community,” says Aracely Hernandez, Promesa’s director of community schools. In Greeley, the GAP team works to open lines of communication with parents to “build trust and focus on the dynamics in the family,” says Haniford. Team members also draw from their respective skillsets to identify relevant family supports and services. Even disciplinary referrals focus on improving student-parent relationships in lieu of suspensions, she says.
Empowering young people. Fostering the ability to communicate and advocate for themselves plays an important role in preparing all young people for situations like college and job interviews. For students who are housing insecure, involved in foster care, or facing complex situations at home, however, empowerment takes on greater meaning to help them make immediate decisions about their lives. MAAC, for example, encourages students to take an active role in meetings that affect their foster care and school placements. “When decisions are made about a young person, there should be a young person at the table,” says Anthony Stover, MAAC’s youth engagement coordinator.

Restorative justice programs, which focus on integrating disconnected students with their broader communities, also represent an important source of empowerment. Fostering a renewed sense of connection with the community is particularly important for populations like Promesa’s English learners, many of whom are undocumented, unfamiliar with their new country and its education system, and all too aware of the harsh rhetoric and policies surrounding them.

Acceleration Initiative programs also focus on empowering students as advocates. In Albuquerque, the United Way asked students to present a research survey on attendance issues to the district’s school board. Promesa has worked with other community leadership organizations to address English learner policies and other barriers. Georgia youth in foster care participate in EmpowerMEnt, a program in which youth attend education events and train one another on life skills such as navigating public transportation. They also have successfully advocated for changes in state policy, such as regulations governing youth in foster care with children of their own and medical coverage for youth transitioning out of the foster care system.

“I had the satisfaction of knowing other kids would have policies changed to make their lives easier as they’re raised in the system,” Jordan says of his participation in EmpowerMEnt.

LESSONS LEARNED

The importance of trust.

Across the GradNation Acceleration communities, the central lesson has been the importance of fostering caring adult-student relationships with coordinators and others involved in supporting the young people participating in programs.

Trust is a critical component of these relationships. “Once you build that relationship and trust, they’re really good about sharing things in their world,” says Mark Cousins, director of Greeley’s Next District 6 program, which focuses on disconnected youth. “People need to know you care about them. If you don’t, they can tell that right away.”

Building trusting relationships can be challenging, given the number of students each coordinator must manage. In Greeley, the GAP program holds multiple classroom sessions in part to accommodate students’ schedules but also to keep staff-student ratios down. In Georgia, MAAC coordinators typically have caseloads of between 40 and 50 students, but they are encouraged to differentiate between those who just need light touches such as regular check-ins via text messages and those with greater needs. Youth in foster care with the most significant needs, such as severe learning disabilities, are referred to third-party providers for specialized supports.

Because relationship building can be challenging, it’s also important to create—and document—individual plans for each youth that facilitate the process of “warm handoffs” when students transition to different school settings or are referred to outside partners and services. “I go through the cohort list with the counselors and talk about every student,” says Greeley’s Haniford of her district’s individual plans.

Training other stakeholders.

While coordinators and mentors typically receive training in social and emotional learning and trauma-informed care, it’s also important to create a shared understanding of these approaches among school staff and other stakeholders. Promesa, for example, is integrating its training with staff at its participating
schools to create a shared foundation for working with students transitioning to a new country and school. “The end goal is building the capacity of the school community,” Hernandez says.

Creating a sense of belonging.

A sense of belonging is developmentally important for adolescents, but many young people facing barriers or confronted with rhetoric about their status in society feel excluded rather than connected. Beyond relationships with coordinators, classes, and peer mentoring, other activities with fellow youth should be framed around finding common ground with peers and identifying ways to help each other. “We talk a lot about belonging and purpose,” says Promesa’s Hernandez. “They’re part of a family.”

An important part of creating a sense of belonging involves removing the stigma that has often accompanied programs labeled as remediation or support for “at-risk” populations. Instead, it’s vital to reinforce the strengths young people bring to the table, framing programs as helping support their resiliency and ambitions. “The implication is that we’re attracting young people with more barriers than others,” says Kirstin Harrington, executive director of Youth Solutions Inc., the nonprofit that operates JMG. “We’ve flipped that on its head to say you now belong to something of value, and the expectations have been heightened for you. You see the kids who have been the problem in class become the leaders.”

Making empowerment authentic.

Building students’ ability to advocate for themselves begins with recognizing that the stakes are real. MAAC’s Salzman recalls one particular visit to a prospective school with a student and his foster care team. “No one bothered to ask what the student needed,” she says. “Everyone thought it would be a great environment for the kid, but it was way too small and the kid was anxious about being the focal point.”

Implicit in allowing students to advocate for themselves is coaching them to express themselves in age-appropriate ways when speaking with adults. It’s also essential to honor student wishes, such as when students involved in MAAC have advocated for pursuing online or homeschooling options. “We understand there are multiple tracks to success,” Wellons says.

For Jordan, the track to success involved being able to choose what he wanted to do in high school, including playing football. After he graduated, MAAC also provided supplies to help him live independently in college, including a microwave and kitchenware. Just as importantly, Jordan says, the program helped him learn how to be more active in his case plan and ensure he could stay connected with his siblings. “There was a lot I didn’t know,” he says. “Having someone in my corner was great.”

NEXT STEPS

Communities focused on working to better serve the whole child should consider the following steps:

• Place whole child efforts on the same level as academic pursuits. Because young people’s social and emotional wellbeing is inextricably linked to how they show up and succeed in their schooling, community efforts must prioritize their whole child work in the same way they would prioritize academic achievement.

• Engage students earlier. Focus groups conducted by MAAC showed that students in middle school and younger are more optimistic than high school students about their prospects beyond high school. Greeley discovered that students who failed core courses as early as 6th grade had a significant chance of leaving school without graduating—as high as 80 percent.

• Make youth part of decision-making. Efforts intended to meet the needs of young people foster stronger engagement when they include young people in the development, implementation, and feedback processes. Young people feel more connected to their school when their school has made an effort to listen to them and follow through on their listening.
Efforts intended to meet the needs of young people foster stronger engagement when they include young people in the development, implementation, and feedback processes.
APPENDIX: GRADNATION ACCELERATION INITIATIVE STATE AND COMMUNITY SUMMARIES

In February 2017, America’s Promise Alliance announced partnerships with three communities and two states to improve graduation rates for specific groups of young people. The sites were selected because they demonstrated a strong understanding of their data and young people’s lived experience, the collective will and track record to collaboratively serve young people, and a clear vision of how to support youth in reaching the graduation milestone. Over the last two years, each site has participated in a learning process that surfaced the themes highlighted in this series of issue briefs. This appendix includes descriptions of each site as well as data tables that depict changes in their graduation rate data over the past several years.

BOYLE HEIGHTS ENGLISH LEARNER ACCELERATION PROJECT
Promesa Boyle Heights, Los Angeles, California

Proyecto Pastoral is a community-based organization in Los Angeles, California and the backbone agency for Promesa Boyle Heights, a collaborative serving the city’s Boyle Heights neighborhood. Promesa aims to improve conditions at the individual, school, and systems levels by building a movement of partner organizations, students, and families collaborating to close the opportunity gap and strengthen supports for students from cradle through college and career. The English Learner (EL) program was launched to support EL students and their families in two traditional high schools and one continuing education high school in light of particularly low completion rates for newcomer and long-term English learners. The program is focused on helping the students reach EL proficiency, develop life skills, and achieve their personal goals through a near-peer mentoring program.

The GradNation Promesa programming has helped schools build capacity while strengthening partnerships with other community organizations. To support students, Promesa has overseen three main initiatives to increase the EL graduation rate, focusing on: parent and family engagement, peer mentoring and tutoring for students who are off track to meet graduation requirements, and school relationship and capacity building.

Promesa serves English learners, students from low-income households, and Hispanic-Latino students. About 80% of the district’s student population are from low-income households, 74% are Hispanic-Latino, and about 20% are English learners.

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PROJECT GRADUATE 2.0: UNLOCKING THE POWER AND POTENTIAL OF GEORGIA’S FOSTER YOUTH
Georgia Division of Family and Children Services and Multi-Agency Alliance for Children

Project Graduate is a collaborative effort between the Georgia Division of Family and Children Services (DFCS) and the Multi-Agency Alliance for Children (MAAC) to improve graduation rates for young people in foster care. MAAC brings together leaders and staff at local and state agencies to achieve a common goal: supporting youth in foster care. MAAC assigns every young person an education coordinator who assists with the academic, financial, and emotional support necessary to navigate through the high school years. DFCS is the state agency that oversees youth in care and connects them with MAAC supports.
Project Graduate 2.0 has been a cross-sector effort to improve outcomes through a variety of direct services and indirect policy and practice changes; MAAC oversees several youth-led leadership initiatives and works with DFCS to bring those youth leaders to statewide advisory council meetings, peer-to-peer exchanges, and youth town halls.

MAAC serves youth in foster care across the state of Georgia. MAAC’s educational support programming reaches between 500 and 700 students annually across the state. Youth in foster care receiving MAAC services have been referred via state agency partners.

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<td>State Graduation Rate</td>
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<td>Graduation Rate among Students in Foster Care (State)</td>
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EVERY STUDENT MATTERS: ACCELERATING GRADUATION RATES AND DECREASING DROPOUT RATES
Greeley-Evans School District 6, Greeley, Colorado

Greeley-Evans School District 6 oversees six high school campuses, including the Greeley Alternative Program (GAP), which provides an alternative school environment for students who face barriers to graduation in a traditional school model. The district identifies students who are off-track to graduate (based on credit accumulation), need more intensive supports, or are facing social or emotional challenges in their traditional schools and enrolls them at the dedicated alternative campus, which offers a competency-based curriculum, wraparound services, real-world internships, and college credit courses.

GAP has expanded college and career advising through paid internships, work-based learning opportunities, and concurrent enrollment. GAP also focuses on providing wraparound services that address non-academic factors so young people can focus on learning.

GAP serves predominantly Hispanic-Latino and students from low-income households. Six percent of the district population attends GAP.

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*The schools with no data in this column did not exist in 2011.

JOBS FOR MICHIGAN'S GRADUATES
Youth Solutions Inc.

Jobs for Michigan’s Graduates (JMG) is a state affiliate of Jobs for America’s Graduates (JAG), whose objective is to equip young adults with the skills they need to succeed in the workplace and in life. JMG supports low-income students and students of color at predominantly low-graduation rate high schools through an in-school classroom instructional model and an out-of-school re-engagement model. JMG seeks to increase
young people’s sense of purpose and belonging by connecting their high school and youth experiences to their postsecondary and career goals. JMG has implemented trauma-informed care as its staff saw a need in the community to be responsive to the life experiences of its students.

Through this trauma-informed lens, JMG’s specialists teach and act as mentors. They are guided by a competency-based curriculum that emphasizes work-ready skills, career exposure and training, and a year of follow-up services after high school graduation.

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<td>Detroit Public Schools</td>
<td>59.74%</td>
<td>78.22%</td>
<td>78.22%</td>
</tr>
<tr>
<td></td>
<td>Flint Community Schools</td>
<td>51.44%</td>
<td>66.96%</td>
<td>66.77%</td>
</tr>
<tr>
<td>State Graduation Rate</td>
<td></td>
<td>74.33%</td>
<td>80.18%</td>
<td>80.64%</td>
</tr>
</tbody>
</table>

*In 2011, JMG had not yet expanded to these schools.

MISSION: GRADUATE
United Way of Central New Mexico

Mission: Graduate is a collective impact effort that focuses on cradle to career outcomes for youth facing barriers to graduation in the Albuquerque area of New Mexico. To reach the goal of adding 60,000 new graduates to postsecondary programs, the initiative identified three key strategies to get more youth to high school graduation: increase school attendance and engagement, improve college and career readiness, and provide teacher support.

Mission: Graduate’s focus for the Acceleration Initiative has been Rio Grande High School, and the initiative improved school capacity to expand the use of early warning systems, provided college and career exploration opportunities, and connected off-track students with peers and mentors to improve attendance.

Mission: Graduate serves students in a predominantly Hispanic-Latino high school. About 66% of the district’s student population are Hispanic-Latino.

<table>
<thead>
<tr>
<th>Data Point</th>
<th>2011*</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Graduation Rate</td>
<td>52.1%</td>
<td>61.0%</td>
<td>61.0%</td>
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<tr>
<td>District Graduation Rate</td>
<td>63.4%</td>
<td>67.9%</td>
<td>69.6%</td>
</tr>
<tr>
<td>State Graduation Rate</td>
<td>63.0%</td>
<td>71.1%</td>
<td>73.9%</td>
</tr>
<tr>
<td>Graduation Rate among Hispanic Students (school-level)</td>
<td>60.6%</td>
<td>61.6%</td>
<td></td>
</tr>
<tr>
<td>Graduation Rate among Hispanic Students (district-level)</td>
<td>65.8%</td>
<td>67.9%</td>
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<tr>
<td>Graduation Rate among Hispanic Students (state-level)</td>
<td>70.5%</td>
<td>73.1%</td>
<td></td>
</tr>
</tbody>
</table>

*The missing data in this column were not able to be collected in 2011.