Creating Effective Youth-Supporting Partnerships

Lessons Learned from the GradNation Acceleration Initiative
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.
In 2013, a group of community leaders in Albuquerque unveiled an ambitious, arguably audacious, goal for the region. By 2020, Central New Mexico would have at least 60,000 additional residents with college degrees and certificates.

“Making education the centerpiece of what we value is the best chance we have at creating a better, more prosperous future for all members of our community,” states one of the guiding principles of the Mission: Graduate initiative.

While the goal is squarely focused on postsecondary attainment, community leaders recognized that reaching it would require a cradle-to-career approach, coordinating efforts to support families and early childhood learning, improve high school attendance and graduation rates, and promote transitions into, through, and out of college. The group, which began as an initiative of the United Way of Central New Mexico in 2010, also realized that no one organization could address the full scope of the region’s needs alone.

Today, Mission: Graduate represents the collective efforts of more than 160 organizations across four counties. Based on the most recent data from the 2016–17 school year, the initiative is halfway to its goal of 60,000 graduates. “The benefits of setting a goal like this would be that it gives us that North Star to shoot for,” says Rodney Prunty, the CEO of the United Way of Central New Mexico. “There’s an accountability and a sense of urgency there, and it allows the community to dream big.”
“Rather than compete over work and services, we want to make sure we’re aligned so we can have a stronger impact.”

ARACELY HERNANDEZ
Promesa’s director of community schools

“Everybody having some stake has allowed us to much more effectively leverage resources to a larger common purpose.”

KRISTIN HARRINGTON
Executive director of Youth Solutions, Inc.

ranging regional efforts like Mission: Graduate or partnerships between state agencies and nonprofit organizations like the Jobs for Michigan’s Graduates (JMG) and Georgia’s Multi-Agency Alliance for Children (MAAC) initiatives. Others are more locally focused, such as Promesa’s work with more than 30 academic and wellness partners in the Boyle Heights neighborhood of Los Angeles, or the K-12 school district’s partnerships with local businesses and the community college in Greeley, Colo. (see appendix).

These partnerships are based on a common consensus: No one organization can bring together all of the resources and expertise required to support young people’s varying needs or create effective pathways that guide them through school and toward meaningful careers and lives. Coordinating the efforts of a diverse range of stakeholders has required deliberate strategies to root participants in a common vision and work together in ways that support that mission. By bringing new mindsets and approaches to partnerships, these initiatives are seeking to accelerate changes in systems that have created significant gaps in support for youth from low-income households, youth of color, and those facing significant life challenges. This issue brief explores the strategies required for partnerships to meet the needs of young people in effective ways.

“Rather than compete over work and services, we want to make sure we’re aligned so we can have a stronger impact,” says Aracely Hernandez, Promesa’s director of community schools.

PRACTICES IN ACTION

The Acceleration Initiative frames community partnerships as the key driver that can help young people receive all of the supports they need—academic, social, emotional, and broader financial and wellness resources—to be successful in school and beyond. While partnerships are common across a wide range of community initiatives, they are of particular importance when working with young people. Schools are often constrained by prescriptive accountability systems and limited resources to meet the full needs of young people, while individual nonprofits and community organizations typically only address certain segments of the broad spectrum of supports and services.

Communities in the Acceleration Initiative cohort have adopted a collective impact model, which coalesces the actions of diverse organizations around shared goals, actions, and responsibilities (see box, p.4). “Everybody having some stake has allowed us to much more effectively leverage resources to a larger common purpose,” says Kristin Harrington, executive director of Youth Solutions Inc., the nonprofit that operates JMG. Harrington estimates that collective action has matched every $1,000 the state spends per student on education and workforce initiatives with $1,000 of additional resources from other sources.
Launched 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—up 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
And in much the same way that adult relationships are a key component of delivering the caring one-on-one relationships that help address the needs of the “whole child” detailed in the first brief in this series, they also are at the heart of fostering and maintaining relationships across the wide range of community partners that deliver these services to youth.

Research conducted by America’s Promise Alliance stresses the importance of positive relationships among partners in creating effective interconnected “webs of support” for youth across school, family, community, and work settings. The strengths of relationships among partners also has a direct impact on their ability to provide coordinated services, and many challenges can be addressed through the lens of those relationships, community leaders say.

“When we see certain behaviors from children, it often stems from an unmet need,” says Amina Wellons, MAAC’s education administrator. “When adult [partners] come to us, we need to have empathy and understanding to meet that need.”

**Bringing Partners Together**

In many communities, a nonprofit organization serves as the convener and coordinator of collective efforts—the “backbone,” in the language of collective impact. That’s the role the United Way of Central New Mexico has taken with Mission: Graduate, which began as part of the organization’s strategic planning but took on a life of its own with an independent Vision Council, which is currently co-chaired by a K-12 district superintendent and a local business leader. The United Way has since spun off a second initiative called Mission: Families to address broader challenges involving family stability, shelter, transportation, and adverse childhood experiences.

“We’re not a program or direct service,” says Jessica Nojek, executive director of Mission: Graduate. “We bring people together for systems building... a lot of foundation laying, and a lot of learning.”

State agencies often play important roles in cost-sharing partnerships, structured around efforts carried out by nonprofit organizations. In Michigan, JMG partners with MichiganWorks, the state workforce board; JMG provides a portion of the program cost and MichiganWorks! leverages the rest. In Georgia, youth in foster care are the responsibility of the state Division of Family and Children Services, but these youth interact with a wide range of state and local agencies as they navigate the foster care system, including education, behavioral health, and housing. MAAC focuses on coordinating these efforts and serving as the central point of contact as youth in foster care navigate their education, often across multiple schools and placements.

Working with school districts is a vital part of partnering to support youth, as community
organizations can introduce non-academic support and programming that schools may not have the resources to provide. Doing so involves intentional efforts to build relationships with both senior leadership and individual educators. In Albuquerque, Mission: Graduate has focused on developing relationships with each of the city school district’s associate superintendents, who are responsible for schools in specific geographic areas. “It’s important to have leaders who buy in and then convene and facilitate in their own right,” says Nojek. Within schools, it’s also important to provide training and resources to teachers to support the work of program staff. In Boyle Heights, Promesa is now including teachers in its own social and emotional training for working with English learners and other recent immigrants. “Educators feel more confident addressing students’ diverse needs and value the opportunity to have additional resources and support when students are struggling,” says Hernandez.

**Building on a Shared Vision**

In the early stages of partnership building, conveners typically bring stakeholders together to develop shared goals and visions. While every Acceleration Initiative community is focused on meeting the full range of needs young people face, each created its own shared language to describe its efforts, ranging from Promesa’s “holistic support without harm” and MAAC’s “connecting and supporting” to JMG’s more career-focused “work-ready competencies” and Mission: Graduate’s Central New Mexico Graduate Profile.

It’s important to engage both students and parents in shaping this shared vision. Promesa, for example, hosts listening sessions with parents at its school sites to learn from them. “It opened our eyes and stopped us from making assumptions,” including the belief that parents were too busy to participate in school and community efforts when events just needed to be scheduled at times that met their work schedules, says Hernandez.

From there, regular meetings and channels of communication are key. Promesa, for example, holds monthly partner meetings at its schools, during which program staff, school administrators, and community providers review progress against both schoolwide goals and individual student needs. It also holds quarterly stakeholder conversations with the broader community to report progress and garner input.

Capacity building is an important part of ongoing engagement with partners. Along with Promesa’s inclusion of teachers in its own social and emotional training, other partnerships emphasize the importance of sharing lessons learned. In Albuquerque, bringing broader partners into these discussions has an added benefit: more voices for advocacy. Mission: Graduate held two region-wide convenings about its work to improve student attendance, at which students presented alongside staff to district leaders and other community organizations. Including other stakeholders, such as multiple school districts and lawmakers, in these discussions ultimately led to the introduction of a bill in the state legislature that changed school policies around truancy across New Mexico. “It was a huge deal for us and our students,” Selena Hardy, Mission: Graduate’s former college and career readiness manager, says of the new law, which shifted attendance policies from punishment to addressing the root causes of chronic absenteeism.

**Data-Driven Decision Making**

A hallmark of the partnership efforts in communities participating in the Acceleration Initiative is the emphasis on sharing data among stakeholders and using it to drive decisions.

“We know what the data tells us in terms of what’s been great, so we can celebrate our successes, but peeling through the layers of the data to see where are the areas we could create interventions for particular populations—whether it’s women, Native Americans, Hispanics, African Americans...—[that] could lead to more people having educational success,” Prunty says.

The data that are tracked connect directly to the shared vision of each initiative—JMG, for example, focuses extensively on post-graduation outcomes to determine whether participating youth are on track to meaningful employment, while MAAC focuses on integrating information about youth placement in foster care and academic performance, often from multiple districts as students switch foster
placements, to provide a clearer picture of each youth’s progress. “It’s a big challenge to represent them as dedicated students without having the data to track progress across locations,” says Sandra Corbin, MAAC’s chief programs officer.

All of these communities use data to make decisions about the direction of the partnerships, including the continuation or elimination of services, understanding the needs of student populations, and developing strategic goals. In Albuquerque, Mission: Graduate meetings follow the PDSA (plan, do, study, adjust) protocol in discussing initiatives with partners. For example, analyzing extended day programs identified positive connections between students’ participation and overall attendance and academic performance, prompting Mission: Graduate to prioritize funding and personnel for the programs.

**LESSONS LEARNED**

**Build trust through authentic relationships.**

All organization-level relationships in Acceleration Initiative communities reflect the idea that all partnerships are based on personal human connections. Promesa, for example, started its work building relationships with partners with one-on-one discussions and group conversations during which people shared what led them to working with youth. “That [foundation] really set the tone,” says Hernandez. In Georgia, MAAC built trust with overworked foster care case managers by helping them with shared tasks. “It doesn’t take much to get a case manager who’s overwhelmed to come around if you build that sense of mutual dependence,” says Corbin.

Taking the time to build authentic relationships is particularly important when working within schools, which have seen countless outside partners and initiatives come and go. “Educators have a lot of well-earned mistrust because, historically, outside organizations tell them what to do and leave,” says Mission: Graduate’s Hardy. “Trying to break that mindset is something we’ve constantly had to go back and try again and again to show that we will always show up. If we don’t, we lose our credibility.”

**Be adaptable to partners’ different needs.**

Doing so involves both logistics—Promesa schedules events in the evening and on weekends and integrates its work with other community events—and an understanding of partners’ capacity. “It’s important to appreciate everyone’s stress points and strengths,” says MAAC’s Corbin.

It’s also important to understand how each organization typically collaborates with other stakeholders. For example, school districts may prefer to work with a single partner that coordinates services rather than with a large number of outside groups, while businesses may be reluctant to sign the formal memoranda of understanding (MOUs) that define nonprofit collaborations, says Nojek.

It’s also important to communicate in ways that all partners can understand. “A huge [asset] is finding an educator who can translate a lot of the business language we bring to the table,” says Hardy.

Beyond these broader organizational issues, it’s also important to be intentional about the personal relationships that drive partnerships. “Match staff who understand the pressures each partner faces,” says Corbin. “Think about who will be the best manager for the relationship based on the issues.”
Anticipate turnover within partners.

Two of the most important partners in initiatives supporting youth—schools and social service agencies—face high and, at times, seemingly constant levels of turnover. In Albuquerque, for example, the high school in which Mission: Graduate focused many of its efforts saw nearly 20 vacancies in the most recent school year, and the initiative struggled to place an internship coordinator. The initiative is now reworking its internship program and increasing technical assistance to schools in hopes of creating a more sustainable model. In Georgia, where child welfare workers and senior state agency leadership have turned over, MAAC program staff have leveraged the nonprofit’s more stable workforce and statewide focus to reinforce relationships at both levels to ensure that lines of communication remain open.

Be proactive about the challenges involved with data sharing.

Communities have faced significant obstacles in sharing data, including privacy considerations and legal issues involved in providing access to information about students and minors. Official data from school districts and social service agencies also often lag behind real-world changes. Facing these limitations, community initiatives have designed their own surveys or data collection methods and worked with partners or outside organizations to evaluate programs. Promesa, for example, engaged a consultant to evaluate its model for in-school services. “We now need to build our infrastructure and capacity to carry out both the long-term and immediate evaluation needs for all of Promesa’s work,” says Hernandez.

NEXT STEPS

Communities seeking to build effective partnerships could begin in the following ways:

• Outline roles and responsibilities. Whether through formal partnership agreements or MOUs or ongoing conversation, define and delineate the expectations for each partner. Given the importance of using data to drive decision-making, it’s also vital to set the expectation that each partner will be prepared to make changes based on results. “We’re very intentional on how we’re changing things as we move along, and the whole team knows that change is part of the process so we don’t get stuck in saying we’ll just do better the next time,” says Mission: Graduate’s Nojek.

“It’s important to appreciate everyone’s stress points and strengths.”

SANDRA CORBIN
MAAC’s chief programs officer
Think through the issues around data collection and sharing from the onset. Regardless of what partnerships look like, the way data are shared and used among partners is a strong predictor of their strength and ability to coordinate efforts. The ability to collect data across partners and evaluate programs as a group requires both trust building at a high level and specific agreements to operationalize that trust.

While many initiatives have created their own evaluation systems when faced with challenges with data sharing, it’s important to continue to press for improved access to information among partners. Among the steps community partnerships can take is creating a data sharing agreement or memorandum of understanding. Such agreements typically clarify the roles and responsibilities of all partners, describe the mechanisms that will protect student privacy, and specify what data will—and will not—be shared. It’s also important to have all partners advocate for greater data sharing. “Community voice has pushed data sharing to a whole other level,” says Mission: Graduate’s Hardy.

Emphasize collective advocacy. Coalitions of stakeholders provide the opportunity to amplify their efforts through advocacy at the state and local levels. Several Acceleration Initiative communities, including JMG and Greeley-Evans School District 6, obtained additional state and local funding for their youth-supporting initiatives. Advocacy efforts in other communities have had significant impact: Promesa worked with other community organizations to change the Los Angeles Unified School District’s English learner master plan, while student advocates in Georgia were instrumental in extending the ages in which youth in foster care could receive services from 18 to 21.
Given the importance of using data to drive decision-making, it’s also vital to set the expectation that each partner will be prepared to make changes based on results.
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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<thead>
<tr>
<th>Data Point</th>
<th>2011</th>
<th>2017</th>
<th>2018</th>
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<tbody>
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<td>School Graduation Rate</td>
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<td>78.4%</td>
<td>71.9%</td>
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<td>District Graduation Rate</td>
<td>64.8%</td>
<td>76.1%</td>
<td>76.7%</td>
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<tr>
<td>State Graduation Rate</td>
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<td>86.7%</td>
<td>87.3%</td>
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<td>Graduation Rate among Students from Low-income Households (school-level)</td>
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<td>Graduation Rate among English Learners (school-level)</td>
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<td>Graduation Rate among Hispanic and Latino Students (school-level)</td>
<td>33.3%</td>
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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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<tr>
<th>Data Point</th>
<th>2011</th>
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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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<td>Graduation Rate among Students in Foster Care (MAAC participants)</td>
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The missing data in this column were not able to be collected.

**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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<td>Jefferson High School</td>
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<td>Greeley Alternative Program</td>
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<td>State Graduation Rate</td>
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<td>73.9%</td>
<td>78.7%</td>
<td>78.9%</td>
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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>100%</td>
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<td></td>
<td>Cody High School</td>
<td>97%</td>
<td>97%</td>
<td></td>
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<td></td>
<td>Flint Southwestern Classical Academy</td>
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<td>100%</td>
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<td>School Graduation Rate</td>
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<td>Flint Community Schools</td>
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<td>State Graduation Rate</td>
<td></td>
<td>74.33%</td>
<td>80.18%</td>
<td>80.64%</td>
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*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.

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<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>
</tr>
<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>
<td></td>
</tr>
<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.*