AMERICA'S PROMISE ALLIANCE
DROPOUT PREVENTION
SUMMITS:

Mobilizing Action to Address the
High School Dropout Crisis across the Nation

By Beth Gifford, Kelly Evans and the Duke University Center for Child and Family Policy Evaluation Team

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Executive Summary

Education is the foundation of a strong economy and is critical to the future health and well-being of the nation's young people. It was this fact – and the startling statistics about low graduation rates – that prompted America's Promise to host 105 Dropout Prevention Summits across the country from October 2007 through December 2010. The Summits attracted more than 33,000 participants, including educators, business leaders, non-profit leaders, policymakers, families and young people.

To assess the lasting impact of the Dropout Prevention Summits, Duke University's Center for Child and Family Policy examined the ongoing community collaboration, follow-up activities, and fundraising that evolved from the Summits in the states and communities where Summits took place. Key findings from that report are highlighted below.[1]

THE SUMMITS INCREASED PUBLIC AWARENESS AND SUPPORT OF DROPOUT PREVENTION AND/OR COLLEGE READINESS EFFORTS

The Dropout Prevention Summits were designed as action forcing events to raise awareness and bring together cross sector coalitions for greater action in communities. They helped increase public awareness of the dropout crisis among a range of sectors and stakeholders, including business, education, government, non-profits and youth. They also led to the creation of new awareness efforts, follow-up activities and fundraising.

- 77 of 87 the conveners indicated that there was a workgroup that was continuing the work of the summit at the 18-month follow-up.
- 74 (of 77) conveners of workgroups said that the level of awareness of dropout prevention and/or college readiness issues has increased since the Summit.
- Conveners have hosted numerous post-Summit activities, and 59 out of 77 conveners engaged in at least one awareness-raising activity – including regional, business, legislative and youth engagement and education activities.
- Nearly three-quarters of conveners (56 of 77) said political support for addressing dropout prevention and/or college readiness issues has increased since the Summit.
- 48 conveners said the Summit helped the workgroup leverage funding for its efforts. A total of 79 grants were awarded to workgroups after the Summit took place. Sixteen conveners reported receiving grants totaling more than $100,000. Twenty-four of these grants came from businesses and 21 came from government entities.

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[1] *A Note on Methodology:* *Of the 105 Summits, conveners from 87 post-Summit workgroups provided information about progress via a Web-based survey eighteen months after the summit. This report highlights the work of 77 summit sites that indicated they are continuing the work of the summit. Ten respondents indicated that the workgroup is not currently active (please note that numbers may vary slightly in data presented below due to total number of respondents to that specific question).*

MOMENTUM SINCE THE SUMMIT HAS BEEN SUSTAINED

Ending the dropout crisis and promoting college readiness is a complex task that requires the committed and sustained efforts of a variety of stakeholders. A year and a half after each Summit, most workgroups are now meeting regularly. Nearly all workgroup conveners indicate that existing efforts have been strengthened and more organizations are now collaborating around dropout prevention and college readiness. This sets the stage for an ongoing focus on dropout prevention.

- 84% said they believed the momentum generated by the Dropout Prevention Summit has been sustained eighteen months later (65 of 77).
- Thirty workgroups have met between six and 20 times over the last 18-months with six having met more than 20 times and 15 having met 11-20 times. Only two have met just once. Thirteen conveners did not provide this information.
- Nearly all conveners (74 of 77) *agree* or *strongly agree* that more organizations are collaborating around dropout prevention and college readiness.
- Nearly all conveners (72 of 77) *agree* or *strongly agree* that existing efforts were strengthened as a result of the Summit.
- The Summits led to the creation of dropout prevention workgroups in 33 locations.

ALTHOUGH MOST CONVENERS SAY THE COLLABORATION HAS BEEN EFFECTIVE, MANY NEED ADDITIONAL RESOURCES TO FULLY CARRY OUT THE WORK

Most conveners said the collaboration continues to be effective but noted the need for additional financial or non-financial resources for project coordination and implementation. One way to help workgroups accomplish their work is through a paid coordinator. Less than half currently have such a coordinator, working at least part time.

- Six conveners reported that the workgroups were *very effective*, while 32 said they were *effective* and 38 said *somewhat effective*. Only one convener thought that the workgroup was *not effective at all*.
- Three-quarters of the all conveners that responded *agreed* or *strongly agreed* that the summit helped increase non-financial resources and 44% *agreed* or *strongly agreed* that the summit increased financial resources.
- A third of conveners who focused on dropout prevention reported needing additional financial resources for project coordination (23 of 77) and financial resources for project implementation (24 of 77).
- In contrast, the majority of conveners who focused on dropout prevention reported having *most* or *all* of what they need when it comes to connections to decision makers (45 of 77), data and information (47 of 77), and resources to bring people together (58 of 77).

MOST CONVENERS AGREE THAT SUMMITS INCREASED STAKEHOLDER SUPPORT

Most conveners said that stakeholder support increased, school policies and programs were strengthened, and community practices or programs were enhanced as a result of the Summit. When conveners were asked if the recommendations made by their workgroup resulted in new or significantly strengthened efforts related to dropout prevention or college readiness:

- 26% *strongly agreed* and 56% *agreed* that key stakeholder support increased (20 of 77 and 43 of 77 respectively)
- 16% *strongly agreed* and 51% *agreed* that school policies or programs were strengthened (12 of 77 and 39 of 77 respectively)
- 17% *strongly agreed* and 52% *agreed* that community practices or programs were strengthened (13 of 77 and 40 of 77 respectively)
- 26 states and 33 communities completed both 6- and 18-month post-summit surveys, and 38 said the impact was greater 18 months out than it was at six months.
- A third of the conveners (28 of 77) believed that they had *all* or *most* of what they need when it comes to the necessary political support to work effectively. Most (33 of 77) believed they had *at least some* of the political support they need.

Making High School Graduation and College Readiness a Priority

A quarter of the nation's high school students do not graduate with their classmates.[1] Individuals failing to complete high school are linked to a number of negative consequences, including lower wages, poorer health, an increased probability of engaging in criminal activity, and relying on government assistance.[2-4] The negative effects of dropping out are not limited to those who fail to complete their schooling. States and communities also suffer because individuals with lower levels of education are less civically engaged, contribute less in taxes, and have a higher need for social service programs.[2]

The high school dropout crisis results from a complex set of factors.[5] For some students, the school system does not sufficiently prepare them for the next set of courses or fails to motivate or engage them in school.[6] Other students become disconnected from the school due to lack of support and guidance. For other students, health, emotional and behavioral health, attitudes toward school, and familial responsibilities can impede their academic progress.[7,8] Many youth confront a combination of these factors, making it even more difficult to succeed.

The complexity of the high school dropout problem suggests that multiple stakeholders can contribute to solving this problem.[9] For example, state and local policy makers can shift resources and support policies and laws that promote school engagement and completion. Community service providers can address specific needs such as after school enrichment activities and addressing health and social service needs. Businesses can offer opportunities for internships, community planning, and provide resources for additional programs.[10] School systems can make use of best practices to work with students on a daily basis.[9,11]

To pool resources and expertise that lie across agencies and sectors, America's Promise Alliance has created Grad Nation, a national movement *"to mobilize America to end the high school dropout crisis and prepare young people for college and the 21st century workforce."*[12] The movement draws on the Alliance to raise awareness, to mobilize action, and to increase advocacy using a broad array of tactics. Two Grad Nation Summits were held, featuring speakers such as President Obama, Vice President Joe Biden, and Secretary of Education Arne Duncan. The Alliance commissioned reports like *Cities in Crisis*[13,14] that used scientific data to inform the public of the dropout problem. In September 2008, the Alliance sponsored collaborative work around dropout prevention in 12 "featured communities," which have now become "Grad Nation Communities." The Alliance also sponsored a series of dropout prevention summits in each state and 55 communities. This report, as part of an evaluation conducted by the Center for Child and Family Policy at Duke University, examines accomplishments toward addressing high school dropout or college readiness in the summit sites 18 months following their summit.

Dropout Prevention Summit Initiative

After hosting several pilot summits, the Alliance officially launched the Dropout Prevention Summit initiative in April 2008. The initiative aimed to increase public awareness of the dropout crisis, to mobilize states and communities to take action, and to increase high school graduation rates. The initiative was designed to engage multi-sector partnerships that implement innovative and effective solutions. America's Promise Alliance awarded grants of $25,000 for a state summit and $10,000 for a community summit. To help extend the work beyond the summit, summit sites were required to submit an action plan shortly after the summit outlining the key steps to address their dropout crisis. The combination of the summit planning, the summit event, and the post-summit action plan was intended to mobilize cross-sector, collaborative action that would ultimately improve high school graduation and college readiness rates across the country.

An evaluation of the implementation of the Dropout Prevention Summits demonstrated many achievements.[15] From October 2007 through December 2010, the Alliance sponsored 105 summits—one in each of the 50 states and 55 additional summits in cities with the highest concentration of "dropout factories"[16]— attracting over 33,000 attendees. The summits engaged key community and state leaders in multiple ways. For example, the governor's or mayor's office as well as nonprofit and business organizations (such as United Way, Communities in Schools, State Farm, and City Year) agreed to take a lead role in convening the summits. Moreover, the summits attracted presentations by notable speakers, including 25 governors and 24 mayors. In addition to the resources contributed by America's Promise Alliance, over $1 million from multiple sources was donated to support summit-related activities. Nearly 2,800 organizations participated in summit planning and follow-up activities.

Each state and community summit site did a remarkable amount of work to create an agenda; attract speakers, sponsors and attendees; and manage the logistics of hosting a summit. However, sustained efforts will be needed to address the dropout problem. This report focuses on progress 18 months following the summit. Based on the original vision of the Dropout Prevention Summits, key indicators of success include having an engaged multi-agency collaboration that is focused on improving high school graduation or college readiness rates and that has sufficient resources to continue its work. The continued work can take many forms, including hosting additional awareness-raising events, influencing policy, and advancing programmatic changes in schools and service agencies. This report is based on survey responses, 18 months following the summit, provided by the 77conveners of post-summit collaborations that are continuing to focus on dropout prevention or college readiness and examines the following questions:

- *How are community organizations collaborating to address high school dropout and college readiness?*
- *What are the accomplishments of the collaborations?*
- *What are the resource needs for continued work and what are the potential barriers to continued progress?*
- *Are the states and communities that hosted summits continuing their work toward improving high school graduation and college readiness rates?*

How are community organizations collaborating to continue the work of the summit?

The summit initiative encouraged states and communities to address the high school dropout and college readiness problems through multi-sector partnerships. Eighty nine percent (78 of 87) of the conveners reported that a collaboration of community agencies is continuing the work from the summit. All but one of these workgroups was focused on dropout prevention or college readiness. The remaining summit site, Arlington, Texas, is focused on gang prevention. Figure 1 displays the states and communities that reported active workgroups 18 months following the summit. The remainder of this report focuses on the 77 summit sites that are focused on dropout prevention and/or college readiness.

Post-summit collaborations have been meeting according to a variety of schedules and intervals in the 18 months following their summit. There were eleven workgroups that were single agency collaborations. Of the 66 multi-agency collaborations in summit sites that provided this information, 24 (36%) collaborations have met 2-5 times; 15 (23%) have met 6-10 times; 15 (23%) have met 11-20 times; and six (9%) have met 21 or more times. Only two (3%) collaborations have met just once, two (3%) collaborations reported having no meetings, and two collaborations did not provide an answer (3%).

Figure 1. States and communities that reported active collaborations 18 months post-summit
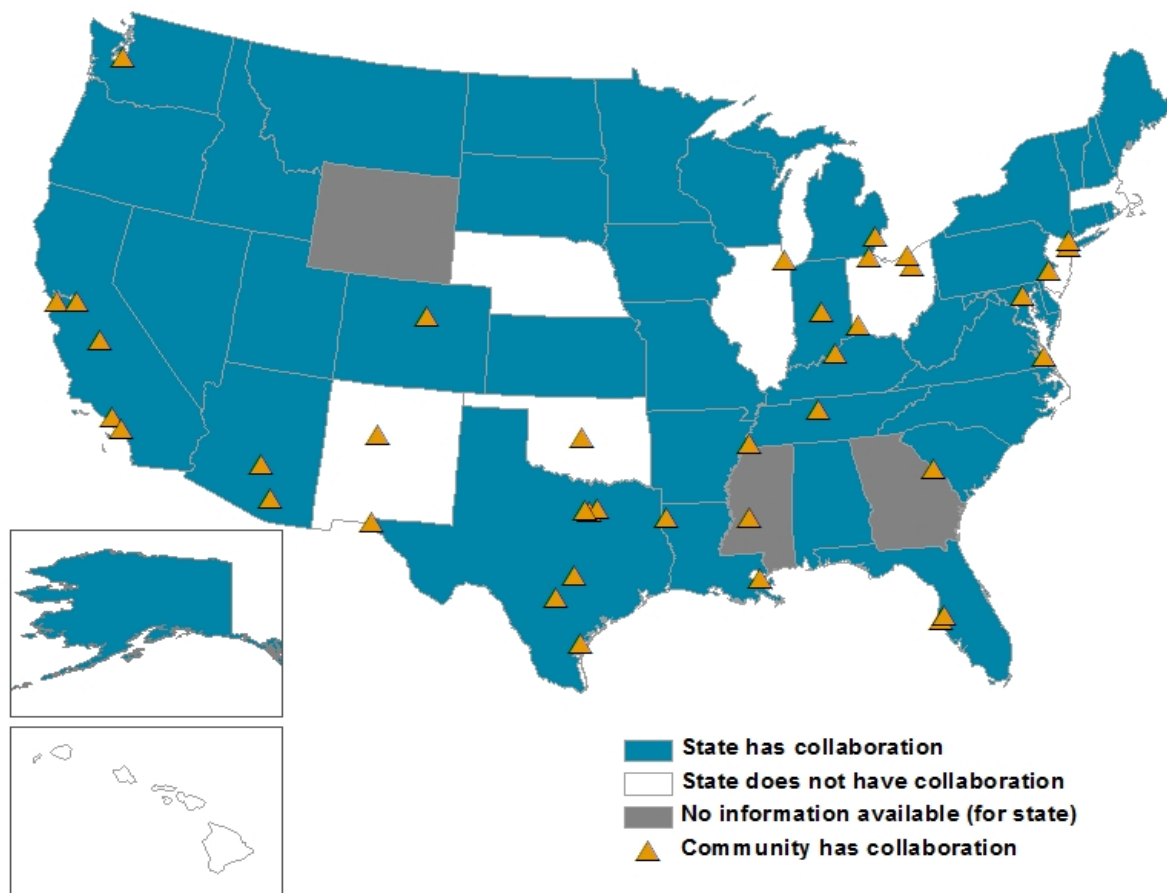
Empirical research has identified characteristics of community collaborations that are associated with better effectiveness.[17] A collaboration's ability to implement actions and affect change is influenced by a number of different factors, such as the amount of time staff devoted to the collaboration, the expertise of those planning the work, and the resources available to support implementation.[18] Based on this research and the goals of the Dropout Prevention Summit initiative, we examined the existence of three of these factors (Table 1).

Table 1. Empirically-based factors for collaboration building

Interagency collaboration	• Agency collaboration is measured by the number of relationships developed as a result of the Dropout Prevention Summit.
Formalization of rules	• Collaborations that had developed one of the following were considered to have formalized rules: an action plan, goals, a mission or vision statement, a fundraising effort, or a written agreement of responsibilities.
Paid coordinator	• The 18-month post-summit survey asked conveners if a paid coordinator was managing the post-summit collaboration.

Interagency collaboration

Multiple agencies working together offer opportunities for sharing knowledge and resources.[19-21] This helps agencies to support one another's efforts, rather than to duplicate work or to compete against one another. In addition, collaborations that actively recruit new members may be better able to sustain efforts over time.[22]

The post-summit collaborations varied widely in the number of organizations that were represented. Of the 66 multi-agency collaborations that provided this information, 12 respondents (18%) reported approximately 1-5 organizations were present at their partnership meetings. Fifteen (23%) reported 6-10 organizations were present; 16 (24%) reported 11-20 organizations were present; and 19 (29%) respondents reported that 21 or more organizations were present.

Conveners noted that the summit helped them to form new relationships, an indication that the summits helped expand the range of individuals working together. Almost all respondents reported having developed at least one new relationship as a result of the summit (76 of 77) (see Figure 2).

Figure 2. New relationships developed as a result of the summit

Percent of Summit Sites
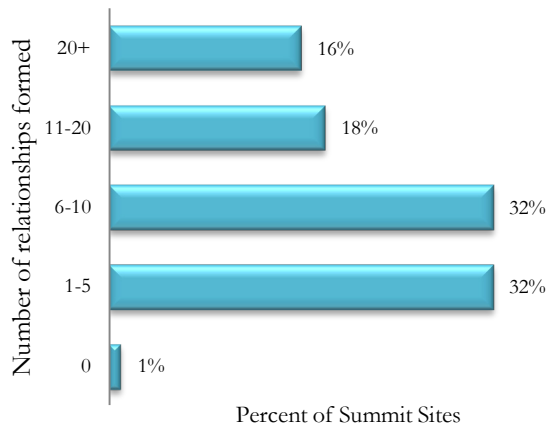
Source: Eighteen-month post-summit survey. N=77

Prior to the summits, many states and communities may have had pre-existing collaborations addressing high school dropout and college readiness. To assess the extent to which the summits were increasing or strengthening these collaborative efforts, conveners were asked to identify the degree to which they agreed that the summit affected collaboration around dropout prevention and/or college readiness. Over 90 percent of respondents *strongly agreed* or *agreed* that more organizations were collaborating and that existing collaborations were strengthened around these issues (see Table 2).

Table 2. Convener ratings of the impact of the Dropout Prevention Summit in their community on collaboration.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Didn't respond
More organizations are collaborating around dropout prevention and/or college-readiness issues.	45%	51%	3%	0%	1%	0%
Existing collaborations around dropout prevention and/or college-readiness issues have been strengthened.	44%	49%	3%	0%	3%	1%

Source: Eighteen-month post-summit survey. n=77

Several collaboration conveners shared ways in which interagency collaboration was an asset for their work.

Inter-agency partnerships begun at the Summit in 2008 have continued to build support within education, workforce development, advocates, and philanthropy. These partnerships have also strengthened the ability to access policy makers. – Michigan

Because of the summit, the Fresno Compact, a coalition of education and business leaders, has become more active in strategic efforts to prevent dropouts. The summit has resulted in an increased collaboration between all stakeholders in the community. This has changed the way we interact as non-profits; as government agencies; as businesses; and as a caring community. More combined effort to access funding; fewer silos and less competition. We will be partnering with other non-profits and the local PBS television station to hold another community-wide summit this fall that will be recorded and televised live to provide additional access throughout the county and especially our rural communities. The recorded version will drive post-summit community gatherings and conversations to assess our work and increase knowledge and collaboration. The funding for this summit was a direct result of the America's Promise summit. We continue to hear from people throughout the community about the quality experience they had at the 2009 summit. – Fresno, CA

Louisville was named an America's Promise Featured Community following the summit. Our partnership with AP has opened the doors to several other opportunities. Through the state, Louisville was a site for the Forum for Youth Investment's Quality Counts Initiative, and a Louisville Metro Office of Youth Development staff member also was a trainer for High Scope's Youth Quality Assessment (YQA) and Advancing Youth Development (AYD). Having worked with AP to put together a collaboration of technical assistance experts, the Forum for Youth Investment/Ready by 21 chose Louisville as one of six cities for its Southeast Challenge. FYI is working with us to assess our outstanding needs to create Youth Print, and will link us with much needed TA in areas of financial asset mapping, market research, and how to work with or form an intermediary organization. – Louisville, KY

There are several dropout out prevention, intervention and reengagement programs funded through state and federal funding. We have a complete inventory of programs, and have built and GIS map to illustrate the location related contact information for each program. – Washington

Formalization of rules

Formalized rules and clear mission statements provide structure and focus for collaboration members. Collaborations with these elements are more likely to have more committed members, to share resources, and to develop better plans and assessments.[18,23-26] The process of formalizing rules and developing guiding documents enables group members to move beyond their individual goals and prioritize the needs of the group.[27]

The type of organizing and guiding documents that a collaboration develops is an indication of the degree to which a collaboration has formalized rules. Figure 3 shows the percentage of collaborations that have developed a mission or vision statement, action plan, goals, written agreement of partner responsibilities, and/or a procedure for a fundraising effort. Notably, the guiding document that is least frequently mentioned is a specific procedure for a fundraising effort, with only 26 percent (28 of 77) of collaborations having produced this document. Conversely, goals and action plans continue to be developed by the majority of workgroups (58 and 49 of 77, respectively).

Figure 3. Formalized rules and procedures in post-summit collaborations

Goals	Action plan	Vision statement	Mission statement	Written agreement of responsiblities	Procedure for a fundraising effort
75%	64%	52%	43%	39%	26%
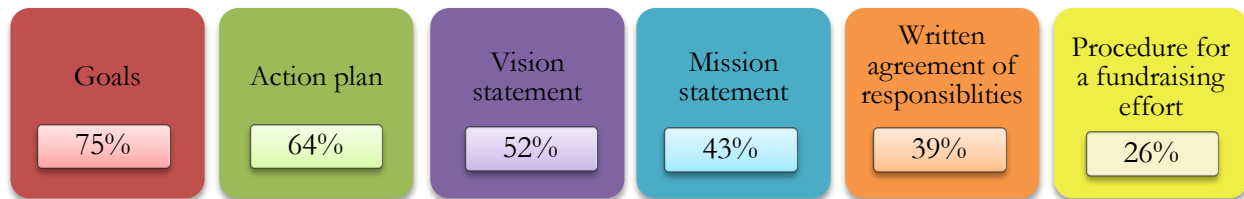
Source: Eighteen-month post-summit survey. n=77

The number of guiding document types produced by the collaboration is another measure that describes the collaboration's internal structure. The majority of collaborations (68%) had produced two to five types of guiding documents (52 of 77) (see Figure 4) and nine (12%) sites created all six types of guiding documents. Eight sites (10%) reported having produced only one guiding document—among these collaborations; four had produced only a set of goals. Eight sites (10%) reported not having produced any guiding documents.

Figure 4. Total number of types of formalized rules and procedures created by post-summit collaboration
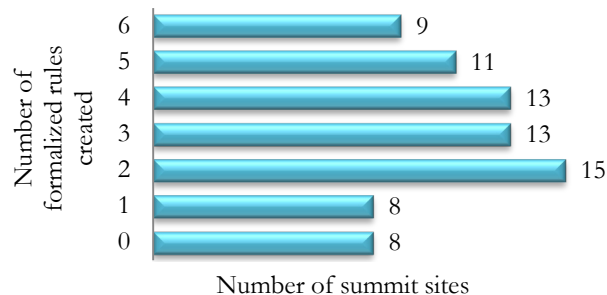
Source: Eighteen-month post-summit survey. N=77

When asked to describe accomplishments that have occurred over the last year as a result of the summit, two conveners shared examples of how the action plans helped further the work of their collaborative.

> *Used summit action plan as impetus for securing AT&T Family Engagement for High School Success grant, State Farm presented $1,500 checks to each of our targeted high schools, and secured funding for business and youth engagement projects.* – Jackson, MS

> *The P-20 Council established a subcommittee called "Delaware's Promise" whose charge it is to implement the Action Plan developed with the America's Promise grant funds.* – Delaware

Paid coordinator

A paid coordinator who is tasked with overseeing logistics and communicating with members can more effectively guide and support the collaboration in following a strategic plan.[22,28]

At 18 months post-summit, of the 66 multi-agency collaborations, 45 percent of the collaborations reported employing a paid coordinator to assist with the collaboration's communication or logistics (30 of 66). Of these, 50 percent (15 of 30) employed a part-time (1-20 hours/week) coordinator. Twelve (40%) collaborations employed a coordinator between 31 and 40 hours a week. Three respondents (10%) did not know the status of the coordinator.

Several post-summit workgroup conveners indicated that having a paid convener was valuable.

> *Nashville received continued funding from America's Promise for its Collaborative Coordinator position. The position that the funding supports has proven to be invaluable in Alignment Nashville's efforts to incorporate America's Promise Five Promises into Alignment Nashville's established committee structure. Alignment Nashville is very appreciative of its relationship with America's Promise and its relationship with other Featured Communities.* – Nashville, TN

> *The GradNation School-Community Coordinator, hired with America's Promise Featured Communities funds, will help bridge the divide between in-school and out-of-school efforts. In particular, the district is acquiring a predictive analytics early warning indicator system to identify struggling students who might eventually dropout. This coordinator will link OST interventions, KidTrax data, and program mapping data (produced for the YouthPrint) to create a robust system to work with kids in danger of dropping out as early as possible.* – Louisville, KY

Other summit sites noted that their lack of a paid coordinator presented a significant barrier to their work.

The time needed to plan, implement and follow-up from each meeting is extensive. Financial support for such coordination, or the assignment of a coordinator/chairperson by the Governor's office would be very helpful and improve productivity. With the election scheduled for next year, some members wonder whether this initiative will continue. – New York

No direct funding for coordination of collaborative activities, continuing budget crisis that threatens existing investment and progress, the overwhelming scale of need in NYC. – New York, NY

What are the short-term indicators of effectiveness following the summit?

This section examines short-term indicators of effectiveness in states and communities that hosted a summit. These indicators include implementing actions, mobilizing resources, and convener perceptions of the collaborations' future effectiveness in influencing policies and programs.

Table 3. Indicators of collaboration effectiveness

Implementing Actions	• The actions that were implemented within the first eighteen-months post-summit period was assessed in the survey using a multiple choice question about subsequent planning and awareness activities, including an open-ended "other" option.
Mobilizing Resources	• Summit conveners were asked to provide the number and amount of grants received.
Collaboration's Perceived Effectiveness	• Respondents were asked how effective they believe their collaboration will be at reaching goals and if recommendations from their committee will influence relevant policies and programs.
Impact of Dropout Summit	• Respondents were asked how they believe their work and the dropout summit has impacted various issues surrounding dropout prevention in their community.

Implementing Actions

Activities that occurred during the 18 months following the summit represent work that is above and beyond the scope of the initial funding provided by America's Promise Alliance for the summit event. Actions taken early in the collaboration process can provide the collaboration with a sense of accomplishment that helps to build commitment among the members and community support and credibility.[29]

Approximately 77 percent (59 of 77) of the collaborations reported engaging in at least one awareness-raising or fundraising activity in the 18 months following the summit. Figure 5 describes the various activities that collaborations engaged in during the 18 months following the summit.

Figure 5. Follow-up activities in the 18 months following the summit

31%
Youth summit
(24 of 77)

22%
Subsequent summit for specific population
(17 of 77)

32%
Regional summit
(25 of 77)

19%
Business summit
(15 of 77)

48%
Applied for additional funding
(37 of 77)

77%
Awareness-raising or fundraising activity
(59 of 77)

13%
"Other" activity
(10 of 77)
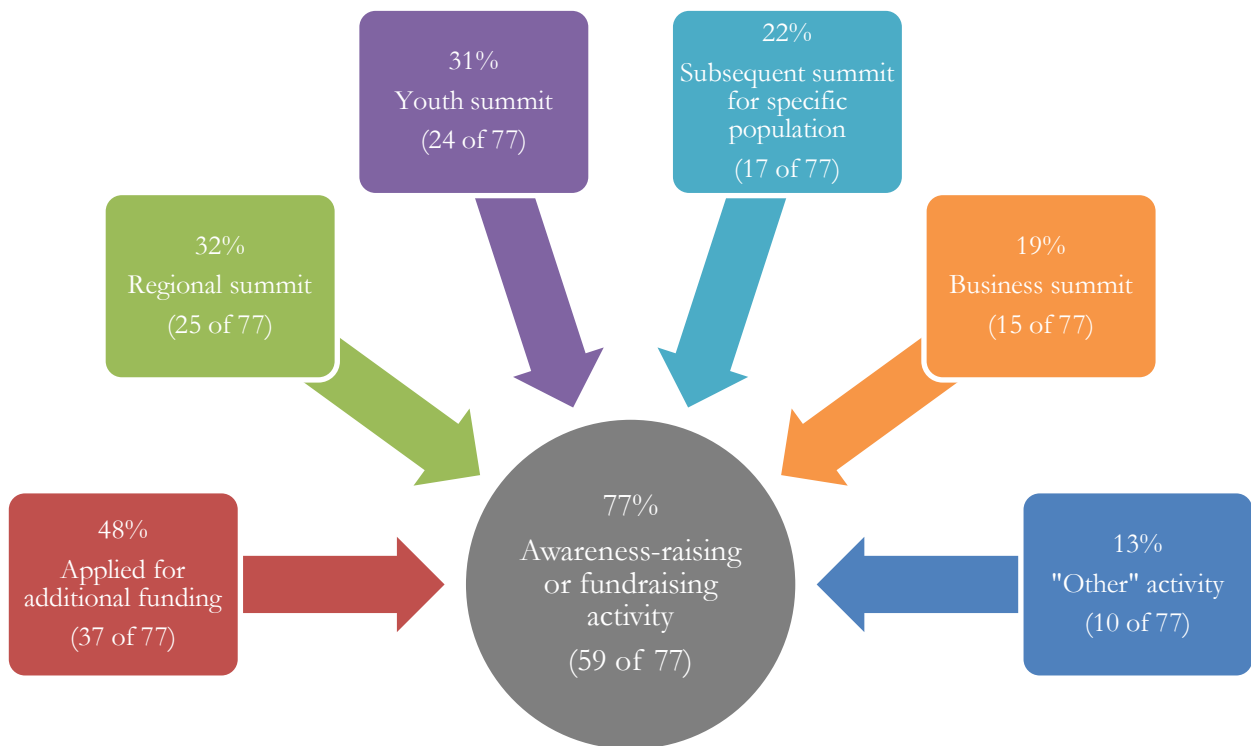
Source: Eighteen-month post-summit survey

Many respondents shared examples of post-summit activities. A few are described below.

Several respondents described awareness raising activities.

A college night for Hispanic parents, hosted by Yonkers Partners in Education (YPIE) at Yonkers Public Library, welcomed more than six hundred family members – the most amazing turnout of parents, particularly Hispanic parents, at any school/district event. – Yonkers, NY

Positive Youth Development Summer Institute was our follow up to the summit. It involved youth, public school, afterschool, higher ed, community organizations, legislators which broadened out our regular summer institute. – Maine

For two consecutive summers since the summit, the Virginia Department of Education has sponsored a three day institute for school divisions and state operated programs that provide the foundation for program implementation addressing dropout prevention and graduation. It is called Visions to Practice – the summit was the vision – the institutes have provided the information, model programs, resources, and planning opportunities to implement school programs to help all students learn, be successful, and graduate. We have had national speakers, experts from around the country, and school personnel share promising and effective practices and programs. These institutes are planned and carried out by the work group. Programs presented include character education and civic mindedness, compassionate and caring schools, early warning systems of indicators, Diploma Now models, differentiated instruction, community partnerships and more. As a result of the summit, VDOE has facilitated four regional workshops around the state, and helped local school and community stakeholders plan for meetings and summits (two). At the state level, the General Assembly's Commission on Youth has worked as a partner with the Department in the examination of truancy and strategies to keep youth in school, topics identified in 2008 for study by their members. In addition, the education committee of the state's Juvenile and Domestic Relations Court Judges has included dropout prevention in its areas of work. Some of this work was already in place at the time of the summit. The summit raised the visibility of the issue statewide to all sectors and promoted awareness and continuing action by stakeholders, foremost by school divisions. – Virginia

Some respondents noted activities around developing an early warning system or collecting and using data to guide planning and actions.

All of the follow up work has been done by Communities In Schools of NC. We have expanded our efforts into new counties where we are helping them do needs assessments, gap analysis and others. We are working with them to align funding using data decision making and helped DPI [Department of Instruction] create an early warning system. We also are in collaboration with DPI on a number of policy initiatives. – North Carolina

Several districts have undertaken their own dropout summits and data systems to inform the statewide work on dropout prevention and college access. – Rhode Island

State center for technical assistance on early intervention established. New data system to track progress toward graduation/career readiness established. New assessment system to better measure growth towards career readiness begun. – Wisconsin

Conducted an analysis of all statewide dropout prevention policies, compilation of policies and history of policies posted on TEA Website –Texas

We benefitted tremendously from research capabilities from the REL-MA in developing our highly customized Dropout Early Warning System. – Delaware

Greater Louisville Inc., in partnership with Business Leaders for Education, commissioned IQS Research to conduct a study, utilizing telephone interviews, to determine attitudes toward education, particularly post-secondary educational attainment. With the help of AP funding, we will hold a Business Engagement Convening in mid-May to present a new Education Plan/Compact (the goal is 40,000 more baccalaureate degrees by 2020) and to present the findings of the IQS survey. Participants at the convening will preview main messages for an education campaign (based on findings of survey) and announce a Call to Action for business leaders. – Louisville, KY

Completed a statewide evaluation plan to monitor progress towards goals – Nevada

There are several dropout out prevention, intervention and reengagement programs funded through state and federal funding. We have a complete inventory of programs, and have built a GIS map to illustrate the location and related contact information for each program. – Washington

Some collaborations have focused on specific activities. For example,

The Michigan Department of Education revealed the Superintendent's Dropout Challenge in the summer of 2009 as a follow-up to the Summit work in 2008. Summit partners, led by Michigan's Children, are involved in operationalizing the Challenge and providing TA to communities to strengthen local partnership efforts. – Michigan

A group has been working on truancy reform and has a good set of recommendations for our legislature. Our own summit attendees will be proposing some new legislation as well. – North Dakota

Working with PR firm to develop a visual identity, language to articulate the purpose and work of Graduate Chicago (the name of the collaborative), as well as briefing packets for the mayoral candidates. – Chicago, IL

Mobilizing Resources

Securing financial resources to support actions aimed at reducing dropout rates is an important milestone for collaborations, as it is a sign of the collaboration's credibility and legitimacy. Having sufficient financial resources enables collaborations to hire staff, host events, and turn ideas into actions. The ability to mobilize resources demonstrates a commitment on the part of the collaborative to seek funding and is an indication that their efforts are supported by others.[18]

Sixty-two percent of the survey respondents felt that the summit helped the collaborative leverage funding for its efforts (48 of 77). A total of 79 grants received were reported:

- Thirteen grant awards were less than $5,000,
- Eighteen awards were between $5,000 and $19,999,
- Nineteen grants were between $20,000 and $49,999,
- Thirteen were between $50,000 and $100,000, and
- Sixteen summit locations reported receiving a grant over $100,000.

These grants often came from businesses (24 of 79) or government entities (21 of 79). Sixteen grants came from foundations, ten from non-profits, six from "other" sources, and two from an individual (see Table 4).

Table 4. Number of grants received by sector

Source of Funding	$1-$4,999 (n=13)	$5,000 - $19,999 (n=18)	$20,000 - $49,999 (n=19)	$50,000 - $100,000 (n=13)	Over $100,000 (n=16)
Business (n=24)	5	10	2	6	1
Foundation (n=16)	2	3	5	1	5
Government (n=21)	1	3	6	3	8
Individual (n=2)	2	0	0	0	0
Non-profit (n=10)	0	1	4	3	2
Other (n=6)	3	1	2	0	0

Source: Eighteen-month post-summit survey. n=79

Conveners were asked to rate how strongly they agreed with statements regarding the degree to which the summit helped to increase the amount of financial and non-financial resources for dropout prevention and college readiness issues. Respondents were mixed in their responses as to whether the summit helped to increase financial resources. However, a larger percentage of respondents believed that the summit helped increase non-financial resources (see Table 5).

Table 5. Convener ratings of agreements with the statements below regarding the impact of the Dropout Prevention Summit in your community:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The amount of financial resources dedicated to dropout prevention and/or college-readiness issues has increased.	10%	34%	40%	2%	13%
The amount of non-financial resources dedicated to dropout prevention and/or college-readiness issues has increased (e.g., in-kind donations).	18%	53%	16%	0%	13%

Source: Eighteen-month post-summit survey. n=87

Twenty-one respondents reported accomplishments regarding resources and funding, while eight reported that they had barriers or issues with raising money. Below are some examples:

We have been able to tap into our CACG Grant to fund pilots focused around College Going in feeder middle schools and their corresponding high schools. This work is just beginning. We are also hosting a June 24th Conference with the same funding source. We were invited to attend two professional development opportunities through our application for the NGA Graduation for All Grant (America's Promise, AYPF, NGA).   In addition, we have hosted several REL sponsored Bridge Events such as: Dropout Prevention, Navigating the Path to College, Girls in Math, Science, STEM related. – Delaware*

Rhode Island was one of the states to receive Race to the Top funding (75 million). Many of the strategies that ultimately ended up in the Race to the Top application grew out of the conversations and follow-up from the Drop-Out Prevention Summit. – Rhode Island

In addition to $100,000 in federal WIRED (federal funding to increase institutional capacity to ready students for college and give them a road map on how to get into, pay for and succeed in college. Targeting 23 counties in Kentucky and Indiana, the funding expanded the Mayor's Close the Deal initiative to nine more schools.), the partners have applied for and received competitive funding as America's Promise Featured Communities. These grants include $80,000 for a school/community coordinator and $10,000 for business engagement (as described under key stakeholder support). Though not directly related to the summit, the Muhammad Ali Center (director Greg Roberts is co-chair of YouthPrint) received $50,000 to help fund the YouthPrint process to craft a plan for a coordinated system for out-of-school time programming. – Louisville, KY*

Extreme budget cuts within all municipal, education, state and non-profit budgets. Have relied heavily on workforce funding. Although there is a focus on collaboration - there is a desire by funders for dollars to go directly to youth for direct service. Limited funding for intermediary and convening work. – Nevada

Perceived effectiveness

When members believe that collaborative efforts will lead to change, members are more motivated and committed to the collaboration.[23,25,30] When asked about the perceived effectiveness of the work of the collaboration, six conveners (8%) believed that the collaboration was *very effective*. About 90 percent of survey respondents believed their collaborations have been *effective* (42%) or *somewhat effective* (49%) at meeting their goals. Only one respondent felt the collaboration was *not at all effective* (see Figure 6).

Figure 6. Perceived effectiveness of the collaboration
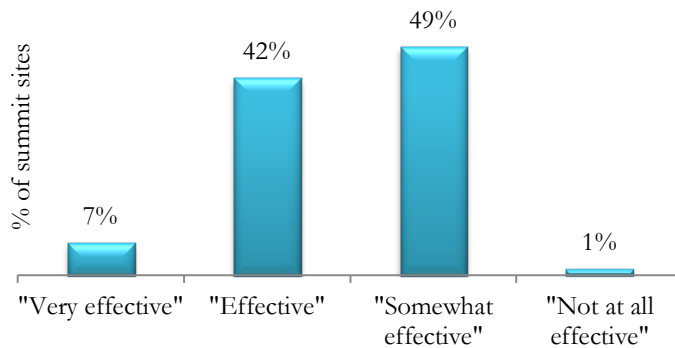
Source: Eighteen-month post-summit survey. N=77

Respondents were also asked if they believed that recommendations from their collaboration have significantly strengthened dropout prevention or college-readiness related to various aspects, such as policies and programs (Table 6).

Table 6. Convener perceptions that recommendations made by their collaboration have resulted in new or significantly strengthened dropout prevention or college readiness support, programs, or policies

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Didn't respond
Key stakeholder support	26%	56%	9%	1%	5%	3%
School policies or programs	16%	51%	19%	0%	12%	3%
Community practices or programs	17%	52%	17%	0%	10%	4%
State policies	10%	34%	26%	5%	19%	5%
City or school district policies	9%	45%	22%	1%	17%	5%
State programs	6%	38%	26%	4%	19%	6%

Source: Eighteen-month post-summit survey. n=77

In the open-ended answers, 34 respondents reported that the collaboration helped increase or strengthen stakeholder engagement, participation, and support. In addition, 14 respondents mentioned that the collaboration helped the stakeholders become more involved in helping with and developing programs and activities. Nine respondents stated that key stakeholders were helpful in gathering funding.

Examples of key stakeholder support include:

Through Operation Restart (the statewide Dropout Re-engagement workgroup) over 50 organizations and groups have been engaged in addressing the very important issue of dropout re-engagement. The campaign has also been very successful with its gubernatorial outreach; both the Republican and Democratic gubernatorial candidates have identified dropout re-engagement as an important issue in their workforce or education platforms. – Pennsylvania

Key stakeholders are at the table and addressing the issue directly. In the past, the school district was reluctant to share data with outside groups but they are now communicating openly. – St. Petersburg, FL

SC Department of Education has received funding from a business partner Blue Cross Blue Shield to assist with the funding of the second Dropout Prevention Summit. – South Carolina

The convening of youth-serving organizations has helped engage more of the community in working towards a college going culture in Phoenix. – Phoenix, AZ

Respondents also discussed how the collaboration has helped to strengthen school policies and programs. Respondents (n=37) described a variety of ways in which this occurred. For example:

Continued financial support for truancy intervention program was secured from multiple government entities, including the school system. Federal grant was awarded to one school district to establish on-site behavioral health services at 3 elementary schools. Local foundation grant was awarded to establish suspension-reduction pilot program at high poverty, low performing middle school. District wide implementation of student information system and dropout early warning system was accomplished in August 2010. – Shreveport, LA

School policies have been significantly strengthened in dropout prevention and college readiness due to an audit of policies and practices at the school and district level. – Colorado

Several of the community partnerships that were strengthened by the 2008 Summit have worked hard locally to improve school AND community policies and programs. We have not served as a clearinghouse for those improvements, but are working on capturing them over this next year. –Michigan

Individual schools and school districts are implementing many new ideas and programs and are sharing those ideas with one another. – North Dakota

Programs have been strengthened as a result of the coalition being formed; in particular the parent's involvement and a new program called college bound that has served as a pilot program in a local middle school serving more than 100 kids with the purpose of preparing kids for college. – El Paso, TX

In regard to community practices or programs, 29 respondents reported the collaboration increased, strengthened, and benefited community collaborations and programs, and a few commented on community collaborations receiving funding. For example,

More organizations are sharing drop-out prevention information and strategies than before. – New Orleans, LA

The business community has joined us at the table and work directly with the schools to align curriculum in the classroom with real world jobs. – St. Petersburg, FL

Philanthropic funding by community foundation and United Way targets high-risk students who exhibit attendance, behavior and academic issues. Education non-profit has established policy committee to focus on local and state policies that are barriers to high school graduation and college readiness and to recommend policy reform that will improve the quality of education in our community. – Shreveport, LA

The communities in Indiana are beginning to understand that this is much more than just a 'school issue.' It is in fact a community issue and they are striving to understand their role and how they can support the advancement of students in their communities. – Indiana

Community and school programs are becoming more aligned and building on one another, while also identifying new experiences that can be created. –Toledo, OH

College readiness efforts are being tackled in a community partnership effort as compared to the previous silos. – Phoenix, AZ

State programs and policies were also strengthened by the collaborations. While 20 conveners provided examples of how state programs and collaborations were reported to have been strengthened, one respondent from El Paso, TX, did report *"State programs have not been modified as a result of the coalition or America's Promise Summit."* Respondents also reported positive outcomes regarding state policies both in regard to legislation being introduced (n=12) and recommendations being made (n=10). However, two respondents reported that they had not had any state policies change. See below for examples of how the collaboration strengthened state policies and programs.

State programs are communicating with other state agencies that perform similar programs in the same communities and are working better together, becoming more efficient and effective. – Iowa

Michigan has faced significant budget deficits for a decade, and state policies on this issue are not moving quickly. That said, MI did pass a compulsory attendance change in 12/09 that provides a platform to push other needed changes and an end to disinvestment in the population. – Michigan

Governor Parnell signed into law a bill creating a scholarship program for both college and career and technical postsecondary education. – Alaska

Legislation has been developed and passed to increase the age at which a student can dropout, to develop by the 6th grade a student success plan for every student on Connecticut and a mandate to provide in-school vs. out-of-school suspension as a behavioral sanction unless the student is a danger to themselves or others or they would present a significant disruption to the education of other students. – Connecticut

A recommendation of both Louisville's and the state's dropout summits was to raise the mandatory age of school attendance to age 18. On February 16, the Kentucky House Education Committee voted to send the bill to the full House. The Governor is highly supportive and will sign the bill if it is passed; the vote has not yet occurred. – Louisville, KY

House Bill 545, School Drop-Out Prevention was not passed by the Idaho State Legislature - The legislation was sponsored by Representative Rich Jarvis of Meridian, Idaho. The Department of Education has been working to revise how it collects information about K-12 students in terms of tracking them through graduation. – Idaho

State policies have not been modified as a result of the coalition or America's Promise Summit – El Paso, TX

Respondents provided examples of city or school district policies that were created from the collaborations (n=11) and that district partnerships/collaborations and programs were strengthened (n=13). For example,

Regulation 505: HS Graduation Requirements requires schools to track on track to graduate and develop plans for students not on track. Student success plans (individual education plans) are required beginning in grade 8 that combine a student interest inventory and aptitude inventory to match students to careers/colleges. Students must plan for course taking in grades 9-12 and then map out one year beyond high school. – Delaware

Two districts and a number of schools are developing data systems to identify students who are at risk of dropping out - using the Balfanz middle school model. – Rhode Island

The city of St. Petersburg has two staff members that work with students on a daily basis. We have a full-time Education and Community Outreach Coordinator that advocates for middle and high school students. She meets with the students when their grades drop or have discipline issues. – St. Petersburg, FL

Participation as a partner in a city-wide plan to support a more effective education system that improves graduation rates in one of the large urban districts. – Detroit, MI

We have standardized attendance definitions statewide and have begun to collect that data in the statewide Student Information System. We will have standard discipline definitions completed and implemented for the 2012-13 school year. -- Washington

The effect of the summit on dropout prevention programs, policies, and awareness potentially differs from the effectiveness of the collaboration. Conveners tended to *agree* or *strongly agree* that the summit led to new initiatives being created and existing initiatives being strengthened. However, a quarter *disagreed* or *strongly disagreed* that the summit led to new or improved dropout prevention and/or college readiness related policies being drafted or passed. (see Table 7)

Table 7. Convener perceptions of the impact of the Dropout Prevention Summit in their state or community

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Didn't respond
New dropout prevention and/or college-readiness initiatives have been created.	36%	44%	10%	0%	9%	0%
Existing dropout prevention and/or college-readiness initiatives have been strengthened.	31%	53%	4%	0%	12%	0%
New or improved dropout prevention and/or college-readiness-related policies have been drafted or passed.	17%	34%	26%	1%	22%	0%
Political support for addressing dropout prevention and/or college-readiness issues has increased.	26%	47%	16%	1%	10%	0%
The level of awareness of dropout prevention and/or college-readiness issues has increased.	55%	39%	0%	0%	5%	1%
Momentum generated by the Dropout Prevention Summit has been sustained.	36%	48%	12%	0%	4%	0%

Source: Eighteen-month post-summit survey. n=77

Several conveners provided examples of how greater awareness was affecting their community or state.

> *Greater awareness among legislators – state and local – that this is an issue.* – Indianapolis, IN

> *There seems to have been a more comprehensive appreciation for the variety of factors that impact dropout prevention effort. Communities seem to be more willing to accept a larger role in helping to address this "school" problem and schools seem more willing to partner with community. There has been growing support for service learning as a dropout prevention strategy and a growing use of out of school time programs for older youth as part of a dropout prevention strategy.* – Nebraska

> *The summit helped bring greater awareness and engagement among all stakeholders, particularly city agencies serving youth, elected officials, community-based organizations, schools, and students. With support from APA, we have been able to increase youth engagement as part of our efforts.* – New York, NY

> *Increased awareness and political will with key decision makers in the state. Dropout Prevention and Re-engagement has become nearly as equal as testing and standards in our state.* – Colorado

What are the resource needs of the summits and potential barriers to additional progress on dropout prevention?

Although conveners generally reported optimism, most report needing additional resources to carry out the work. Not surprisingly, the greatest resource needs reported by the collaborations continues to be focused on finances for workgroup/collaboration coordination and project implementation (see Table 8). Only 18 percent of respondents (14 of 77) reported having *all* or *most* of what it needs regarding finances for workgroup/collaboration coordination, while 30 percent (23 of 77) reported having *almost none* or *none* of what it needs. Similarly, only 9 percent (7 of 77) reported having *all* or *most of what it needs* in terms of finances for project implementation, while 31 percent (24 of 77) reported having *none* or *almost none* of what it needs. Conversely, a relatively high percentage of respondents reported having *all* or *most of what it needs* in terms of resources to bring people together (76%; 58 of 77), connections to decision-makers (58%; 45 of 77), and data and information (61%; 47 of 77). Nearly half of the post-summit collaboration conveners (37%; 28 of 77) believed that they had the necessary political support to work effectively, and 80 percent (61 of 77) believed they had at least *some of what it needs*.

Table 8. Convener perceptions of whether the collaboration has the necessary resources for working effectively

	None	Almost none	Some	Most	All	Don't know	Didn't respond
Finances for workgroup/collaboration coordination.	13%	17%	39%	14%	4%	9%	4%
Finances for project implementation.	12%	19%	51%	8%	1%	6%	3%
Political Support.	4%	8%	43%	29%	8%	5%	4%
Connections to decision-makers.	1%	3%	31%	49%	9%	3%	4%
Data and Information.	0%	0%	34%	52%	9%	3%	3%
Resources to bring people together.	0%	0%	19%	55%	21%	3%	3%

Source: Eighteen-month post-summit survey. n=77

Barriers

Respondents reported various barriers to continuing work on dropout prevention. The majority of respondents referred to lack of funding or other resources (such as staff and time) as a barrier (n=43). For example:

> *Michigan's fiscal situation has resulted in an inability to take full advantage of the enormous opportunity that the Summit and partnerships that followed continue to have. We maintain that a focus on this population will not be successful in the face of continued disinvestment in educational services, and other support services provided in schools and communities. Partnerships have been very helpful in leveraging supports and maximizing resources, but Michigan is in great need of a more comprehensive investment strategy if we are going to really see educational reform efforts pay off and really take advantage of the partnerships that have been built.* – Michigan

Funding is always a barrier to this work. There are many promising strategies and programs out there to prevent students from dropping out of school or to re-engage those youth that have dropped out. These initiatives and programs require resources and funding to effectively reach all the appropriate youth. – Pennsylvania

Reduced funding and staff, especially support staff, such as counselors, psychologists, etc. that inhibit positive health and wellness and support for college activities/preparation. – Yonkers, NY

The lack of a single, funded person dedicated to this work is the biggest barrier. – Tennessee

Others stated issues related to coordinating efforts in their community (n=8). For example:

Accessing district wide student data, coordination of program services with the city, lack of counselors, lack of transportation for families, lack of coordination between government agencies servicing youth and families. – Jackson, MS

My organization went through a difficult leadership transition in 2010-11; the person in charge when the Summit took place is no longer involved. I am the new Director and still getting up to speed on the Summit and all of its specific ripple effects. – New Orleans, LA

The primary take-away from the Summit was that the work of the public schools and not-for-profit community should be better aligned to improve effectiveness and efficiency of both sectors. Although pleased with the progress made to date, we recognize that the primary barrier in aligning these systems is the lack of trust of each sector for the other. – Memphis, TN

Other reasons included that there was a lack of stakeholders and partners prioritizing dropout prevention (n=5). For example:

It is not a priority for State Department heads; they seem to have bigger fish to fry... not realizing that academic issues (teaching & learning ability) could be what's causing increased dropouts. – Arkansas

Leadership (someone to champion work of collaborative and full buy-in/participation of key leaders from partner organizations), defining the actual work and role of the collaborative, distribution of work among partners, appropriate level of funding for dedicated personnel. – Chicago, IL

Our Governor Joe Manchin has left our state to be in the Senate. He, along with his wife, was a key stakeholder and supporter in the dropout initiatives. The barrier is trying to get the new appointed governor involved, which he will only be serving for two years then we will have to start again with whomever is elected as the new Governor. – West Virginia

I understand our organization was first approached to sponsor the summit because no one esle wanted to take on the effort. The financial and labor situation in Hawaii over the last 18 months (i.e. teacher contract negotiations) has created an atmosphere where it is difficult to find resources for developing post-summit activities and interest. We took a unique approach hoping to develop a system dynamics model of the education system, especially in STEM education workforce development, as pathway to investigating and strengthening

the HS diploma and dealing with drop-out prevention. The initial interest was high but it was next to impossible to garner further resources and interest in this effort due to the political climate in the education sector. – Hawaii

How helpful were resources provided by America's Promise to the summit sites?

A series of questions examined the conveners' perspectives on the helpfulness of the resources that America's Promise provided. Nearly all respondents indicated that they used the Grad Nation guidebook and resources on the America's Promise website. Eighty-one percent of conveners found the Grad Nation guidebook to be *very helpful* or *helpful*. The majority of conveners also reported that resources on americaspromise.org, connections to content experts, and webinars were *very helpful* or *helpful*. Almost half of the conveners reported that they did not use conferences convened by America's Promise.

Table 9. Convener perceptions of helpfulness of resources provided by America's Promise:

	Very helpful	Helpful	Somewhat helpful	Not at all helpful	Did not use	Didn't respond
Grad Nation: A Guidebook to Help Communities Tackle the Dropout Crisis.	40%	39%	10%	2%	6%	2%
Resources on americaspromise.org.	26%	36%	28%	0%	7%	3%
Connections to content experts.	20%	33%	15%	1%	26%	5%
Webinars.	16%	36%	21%	0%	23%	5%
Conferences.	15%	20%	14%	2%	44%	6%
Gallup Student Poll.	13%	28%	29%	0%	26%	5%

Source: Eighteen-month post-summit survey. n=87

Are the states and communities that hosted summits continuing their work toward improving high school graduation and college readiness rates?

To examine how each state and community that hosted a summit was fairing 18 months post-summit, we examined progress in 11 areas shown in Table 10 (and list the results in Tables 11 and 12). The 10 areas are taken directly from the *empirically-based factors for collaboration building* (Table 1) and the *early indicators of collaboration effectiveness* (Table 3) described in this report.

Table 10. Summary of measures used to examine which summits are poised for success

Measure: Workgroup/ collaboration …	Description of the Measure	# of Sites Reporting Yes (n=39 state & 38 local)
…summit had impact?	Respondents were asked if they agreed the summit had impacted their community in ten different areas. Summit sites that agreed there was an impact in at least seven areas are highlighted in blue.*	32 state 28 local
…exists?	Respondents were asked if a workgroup/collaboration exists to continue the work of the summit. Summit sites that reported having an active workgroup are highlighted in blue*.	39 state 38 local
…has met?	Respondents were asked how many times this workgroup/collaboration has met in the six months since the summit. Summit sites that reported having met more than one time since the summit are highlighted in blue*.	29 state 31 local
…has paid coordinator?	Respondents were asked if there was a paid coordinator responsible for workgroup/collaboration communication and logistics. Summit sites that reported having a paid coordinator are highlighted in blue*.	11 state 19 local
…has guiding documents?	Respondents were asked if their workgroup/collaboration had developed six documents: action plan, goals, mission statement, vision statement, fundraising effort, and written agreement of responsibilities. Summit sites that reported they had created at least one of the guiding documents are highlighted in blue*.	35 state 34 local
…leader developed new relationships?	Respondents were asked how many relationships they personally had formed as a result of the workgroup/collaboration. Summit sites that reported they had developed more than five new relationships are highlighted in blue*.	26 state 26 local
…has done additional activities?	Number of actions taken was measured in the six-month post-summit survey through a multiple choice question about subsequent planning and awareness activities. Summit sites that reported having participated in at least one additional awareness activity since the summit are highlighted in blue*.	30 state 29 local
…has mobilized financial resources?	Respondents were asked if the summit helped the workgroup/collaboration leverage additional funds for dropout prevention efforts. Summit sites that reported that the summit helped the workgroup leverage additional funds for its efforts are highlighted in blue*.	25 state 23 local
…has over $20,000 of financial resources?	Survey respondents were asked to provide the number and amount of grants received, as well as the total amount of funding available for their efforts. Highlighted in blue* are those summit sites that reported having leveraged more than $20,000 as a result of the summit.	10 state 17 local
…is believed to be effective?	Respondents were asked how effective they believe their workgroup/collaboration will be at reaching goals. Highlighted in blue* are those summit sites that reported they believe the workgroup will be *effective* or *very effective*.	19 state 19 local
…work will affect policies or programs?	Respondents were asked if they believed recommendations from the workgroup/collaboration would affect policies and programs on the school district, local, and state levels. Highlighted in blue in the table are those summit sites that *agreed* or *strongly agreed* that the workgroup would affect policy in at least one of the six areas.	36 state 36 local
…has what it needs?	Respondents were asked to indicate how much its collaboration had of what it needs in six areas related to funding, influence, data, and stakeholder support. Summit sites that reported the workgroup/collaboration has *all*, *some*, or *most* of what it needs in five or more areas are highlighted in blue*.	30 state 20 local

*The blue highlighting appears in the summary tables of the summit sites, Tables 11 and 12.

Table 11. Summary of state summits: Are they poised for success?

State Summits

Summit Location	Agreed Summit Impacted 7 or More Areas	Workgroup exists	Met more than once	Has paid coordinator	Has guiding documents	Developed more than 5 relationships	Doing additional activities	Leverage additional funds	Over $20k in resources	Perceived effective	Impact policies or programs in at least 1 area	Has all, most, or some of what the workgroup needs in 5 or more areas
Alabama	Yes	Yes	N/A	N/A	Yes	Yes	No	Yes	N/A	No	Yes	Yes
Alaska	Yes	Yes	N/A	N/A	Yes	No	No	Yes	N/A	Yes	Yes	Yes
Arizona	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes
Arkansas	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	No	No	Yes
California	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	N/A	No	Yes	Yes
Colorado	Yes	Yes	Yes	No	No	No	Yes	Yes	N/A	No	Yes	Yes
Connecticut	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No	Yes	Yes
Delaware	Yes	Yes	Yes	No	Yes	No	Yes	Yes	N/A	Yes	Yes	Yes
Florida	No	Yes	Yes	No	Yes	No	Yes	Yes	N/A	No	Yes	No
Idaho	No	Yes	Yes	No	Yes	No	Yes	No	N/A	Yes	Yes	Yes
Indiana	Yes	Yes	Yes	No	Yes	No	Yes	Yes	N/A	Yes	Yes	No
Iowa	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	N/A	No	Yes	No
Kansas	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes
Kentucky	No	Yes	Yes	No	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes
Louisiana	Yes	Yes	N/A	N/A	Yes	Yes	Yes	N/A	N/A	Yes	Yes	No
Maine	Yes	Yes	Yes	No	Yes	Yes	Yes	No	N/A	Yes	Yes	No
Maryland	Yes	Yes	Yes	No	No	Yes	Yes	No	N/A	No	No	No
Michigan	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Minnesota	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Missouri	Yes	Yes	N/A	N/A	Yes	No	No	No	N/A	No	Yes	Yes
Montana	No	Yes	N/A	N/A	No	No	Yes	No	No	No	No	Yes
Nevada	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
New Hampshire	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
New York	Yes	Yes	Yes	No	Yes	Yes	No	No	N/A	No	Yes	No
North Carolina	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	N/A	Yes	Yes	Yes
North Dakota	Yes	Yes	No	No	Yes	No	Yes	No	No	No	Yes	Yes
Oregon	No	Yes	N/A	N/A	Yes	No	No	No	N/A	No	Yes	Yes
Pennsylvania	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes
Rhode Island	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
South Carolina	Yes	Yes	N/A	N/A	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
South Dakota	No	Yes	Yes	No	Yes	Yes	No	Yes	No	No	Yes	No
Tennessee	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	N/A	No	Yes	Yes
Texas	Yes	Yes	Yes	No	Yes	No	No	No	Yes	Yes	Yes	Yes
Utah	Yes	Yes	Yes	Yes	Yes	No	No	No	N/A	No	Yes	Yes
Vermont	Yes	Yes	N/A	N/A	Yes	No	No	No	N/A	No	Yes	No
Virginia	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Washington	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	N/A	Yes	Yes	Yes
West Virginia	Yes	Yes	Yes	No	Yes	No	Yes	No	No	Yes	Yes	Yes
Wisconsin	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	Yes	Yes

Table 12. Summary of local summits: Are they poised for success?

	Summit Location	Agreed Summit Impacted 7 or More Areas	Workgroup exists	Met more than once	Has paid coordinator	Has guiding documents	Developed more than 5 relationships	Doing additional activities	Leverage additional funds	Over $20k in resources	Perceived effective	Impact policies or programs in at least 1 area	Has all, most, or some of what the workgroup needs in 5 or more areas
							Local Summits						
AZ	Phoenix	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes
AZ	Tuscon	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No
CA	Anaheim	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
CA	Fresno	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
CA	Los Angeles	No	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
CA	Oakland	Yes	Yes	Yes	No	Yes	Yes	Yes	No	N/A	No	Yes	Yes
CA	Stockton	Yes	Yes	Yes	No	Yes	Yes	Yes	No	N/A	No	Yes	Yes
CO	Denver	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	Yes	Yes
MI	Detroit	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
FL	St. Petersburgh	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
FL	Tampa	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	No	Yes	Yes
GA	Augusta	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
IL	Chicago	No	Yes	Yes	Yes	Yes	Yes	No	Yes	N/A	No	Yes	Yes
IN	Indianapolis	Yes	Yes	Yes	No	Yes	Yes	Yes	No	N/A	No	Yes	No
KY	Louisville	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
LA	New Orleans	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	Yes
LA	Shreveport	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	No
MD	Baltimore	Yes	Yes	N/A	No	Yes	No	No	No	N/A	Yes	Yes	No
MS	Jackson	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
NM	Albuquerque	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes	No
NY	Brooklyn	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes
NY	Yonkers	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
OH	Akron	No	Yes	N/A	N/A	Yes	Yes	No	No	N/A	No	Yes	No
OH	Cincinnati	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	No	Yes	No
OH	Cleveland	No	Yes	N/A	N/A	Yes	No	Yes	No	N/A	No	No	No
OH	Toledo	Yes	Yes	Yes	No	Yes	No	Yes	No	N/A	No	Yes	Yes
OK	Oklahoma City	Yes	Yes	Yes	No	Yes	No	Yes	No	N/A	No	Yes	No
PA	Philadelphia	Yes	Yes	No	Yes	Yes	Yes	No	Yes	N/A	No	Yes	No
TN	Memphis	No	Yes	Yes	Yes	No	Yes	Yes	No	N/A	No	Yes	No
TN	Nashville	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
TX	Austin	No	Yes	Yes	No	Yes	No	Yes	No	N/A	No	Yes	No
TX	Corpus Christi	No	Yes	N/A	N/A	Yes	No	No	Yes	N/A	No	No	No
TX	El Paso	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
TX	Fort Worth	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	N/A	Yes	Yes	Yes
TX	Richardson	No	Yes	Yes	N/A	No	Yes	No	No	N/A	Yes	Yes	No
TX	San Antonio	Yes	Yes	No	No	No	No	No	No	N/A	No	No	No
VA	Norfolk	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	Yes	Yes	No
WA	Tacoma	No	Yes	Yes	Yes	Yes	Yes	No	No	N/A	No	Yes	Yes

Limitations

Understanding the work that is occurring in each state and community around dropout prevention is challenging. Many organizations have long worked to improve education and graduation rates, often collaboratively. Within one community, different schools and organizations may be running programs and not know of one another's efforts. Across an entire state, an enormous number of groups and individuals have a vested interest in addressing this issue. This report attempts to isolate the collaborations and efforts most directly related to the summit in order to better understand the added value of the Dropout Prevention Summit initiative. This initiative included a variety of states and communities that were each starting at different points. For example, some had substantial support from local government leaders, whereas for others, the work related to the summit was a lower priority. Moreover, the types of actions that states and communities were working toward were vastly different. This report provides a general framework for understanding the continuing work.

Conclusions

The America's Promise Alliance Dropout Prevention initiative is mobilizing interagency action in many of the states and communities that hosted summits. The collaborations report optimism about having longer-term impact on dropout prevention-related policies and programs, but they temper this enthusiasm with the reality that they will need to find continued support for coordination of efforts and implementation of actions.

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