America's Promise Alliance
Community & State Action Planning to
Improve Graduation and College-Readiness Rates

The America's Promise Alliance is committed to mobilizing the vast resources of states and local communities to address their dropout challenges and help more young people graduate from high school, ready for college, work and life. While we aim to serve as a catalyst for this action, we recognize that it is the states and communities themselves who will drive, and *sustain*, the actions that are necessary to make high school graduation and college readiness a reality for all of their youth. The Alliance applauds the leadership of your Dropout Prevention Leadership Team in making these crucial issues a priority for your state or community and encourages the Team to use your Dropout Summit, as well as the Action Plan the Team develops here, to shape your state's or community's long-term commitment to addressing the dropout challenge.

All Alliance-funded summit states and communities are required to complete and submit an Action Plan, using the enclosed customizable worksheet, within 60 days of your summit in order to fulfill your Dropout Summit grant agreement. (Note: It may be helpful to answer some of the questions before your Summit to inform your agenda planning.) The Alliance recognizes that states and communities are in various stages along the continuum of addressing their dropout challenges, so this action planning worksheet is meant to be flexible enough to apply to your local context. It is based upon and refers to sections of *Grad Nation: A Guidebook to Help Communities Tackle the Dropout Crisis*, a rich resource we commissioned to help you delve deeper into the questions and access many of the leading organizations and tools available around the country that can help you do this work. Please provide as much detail in your answers as you can, reflecting how far along your state or community is in the planning process. While we strongly suggest responding to both the open-ended questions that ask for narrative summaries of your high-level goals and objectives, as well as the charts and check-off boxes that ask for your more specific tactical priorities, we understand that some of you may not be at the point where you have developed this much detail. Please do the best that you can.

Note that America's Promise Alliance may share your Team's Action Plan with leading national organizations and funding agents interested in providing resources – financial, human, and intellectual – to help your state or community pursue the priorities that are identified.

Helpful Resource to Do This Work

The Alliance recommends the following resource to help inform your Action Plan:

Grad Nation: A Guidebook to Help Communities Tackle the Dropout Crisis, by Robert Balfanz and Joanna Hornig Fox of the Everyone Graduates Center, and John Bridgeland and Mary McNaught of Civic Enterprises.
See www.americaspromise.org/GradNation

The *Grad Nation* Action Tool (pp. 91-93) provides a rapid assessment of your progress against the recommendations in *Grad Nation*. Completing it should give you a jump-start on developing a high-quality, evidence-based action plan.

ACTION PLANNING WORKSHEET

West Virginia Action Plan to Help More of its Young People Graduate High School, Ready for College, Work & Life

Name of Summit State or Community: West Virginia

Date and Location of Summit: July 14, 2009, Charleston Civic Center, Charleston, WV

Geographical Area Covered by Action Plan: Entire State of WV
(i.e. which county(ies), school district(s), etc.)

Date Submitted: December 18, 2009

Main Point of Contact: (please provide full contact info)
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[Note: The Alliance is especially interested in the data, priorities, and plans emanating from your dropout prevention summit, so you are encouraged to highlight those as appropriate in your answers below. If your state or community has a pre-existing comprehensive action plan to improve your graduation and college readiness rates, please attach it as an appendix to this document.]

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

        (See Part 2 of Grad Nation, pp. 22-41, for help with this area of planning.)

1. What is your state's or community's current graduation rate? (please cite the source and methodology)
    83.81 – 2008-2009 rate

    Source: (check all that apply)
    ☒ State department of education
    ☐ School district/school board
    ☐ Independent research organization – please specify:
    ☐ Other – please explain:

    Methodology: (check all that apply)
    ☐ Average Freshman Graduation Rate (AFGR, US Dept. of Education)
    ☐ Cohort rate using individual student identifiers (National Governors Association)
    ☐ Cumulative Promotion Index (Editorial Projects in Education)

☐ Other state method, using individual student identifiers – please explain:
☐ Other state method, without using individual student identifiers – please explain:
☐ Other district method, using individual student identifiers – please explain:
☐ Other district method, without using individual student identifiers – please explain:
☒ Other – please explain: Currently and for the past few years since NCLB began, WV has been using the NCES Completer Formula. We will use the new formula NGA Cohort Graduation Rate effective 2009-2010 school years.

The previous completer formula takes the students who end up as senior graduates and adds to that number the dropouts from the senior class, the junior class the year before, the sophomore class the year before that and the freshman glass the year before that.

In the new cohort method, the students who started 9th grade 4 years before are tracked individually till they are at graduation and the number of graduates divided by the number of starters in the 9th grade is the rate. The cohort is increased or decreased based on the students who transfer in or out of the state.

The two primary differences are:
1. The Completer formula allows counting as graduates, those students who took more than four years to complete high school. This is primarily students with disabilities or students who were persistently ill, something like that.
2. The Completer formula allows dropping from the list of dropouts those students who received a GED by October 1 of the year following the year they dropped out.

The Completer formula gives more leeway for schools to benefit from this calculation, if they get students through school or completing a GED. The new Cohort, just measures the number of students who graduate after starting the 9th grade 4 years before.

The graduation rate calculated using the cohort method will be lower than the complete rate because of the leeway given in the completer formula to count students who take longer to graduate or complete a GED in the appropriate time frame.

To most effectively address your dropout challenge, it is imperative to have a more detailed analysis of your data. What is your state's or community's graduation rate disaggregated by race/ethnicity and gender? By grade level?

School Year:	TOTAL	Male	Female
ALL	83.81 71.8	69.1	75.3
White, non-Hispanic	83.92 72.7		
African American or Black	79.74 61.1		
Latino or Hispanic	84.85		
Asian and Pacific Islander	97.39 78		
American Indian or Alaska Native	61.54 26.7		

 We do not currently report graduation rate by gender.
Data in green font comes from the Editorial Projects in Education Research Enters West Virginia State Highlights 2009

School Year:	TOTAL	# of Dropouts	# Off-Track for Graduation
ALL	82,657	3768 includes grades 7 and 8	We currently do not have data on off track
9th grade	23,508	871	
10th grade	20,784	901	
11th grade	19,510	890	
12th grade	18,855	871	

(Note: see pp. 64-67 and Tool #20 in Grad Nation for discussion of off-track indicators)

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

2. Will these data be used as a baseline to show your progress over time?
    X Yes   No

3. What does both national and local data indicate about the trends in your state's or community's graduation and college-going rates over the last few years (e.g. over the last 2, 5 and 10 years)? Have the schools' rates been improving or getting worse? How do your local statistics compare with your state's and/or the nation's rates?
    Graduation Rates: using WV completer formula
    2008-09   83.96 (using new NGA formula – the 2008-09 rate would have been 75.24 – well below WV standard for 80% and America's Promise 90% goal)
    2007-08   84.66
    2006-07   84.56

    WV graduation rates are on decline

    College going rate of WV HS graduates.
    Source: West Virginia Higher Education policy Commission
    Note: Estimates of enrollment include public, private, proprietary, and out-of-state higher education institutions. Out-of-state higher education institution attendance is based on surveys of West Virginia high schools. Not all out-of-state higher education enrollments can be tracked; therefore, these figures will not exactly match nationally-published overall going rates for West Virginia.

    1997: 49.3%
    1998: 51.4%
    1999: 53.1%
    2000: 54.9%
    2001: 56.4%
    2002: 55.1%
    2003: 58.0%
    2004: 59.3%
    2005: 59.3%

2006: 58.3%
2007: 57.5%
2008: 58.8%
2009: N/A until Dec. 2009

4. Please describe what efforts were taken in preparation for the summit, or will be taken in the future, to better understand the issues from key perspectives, such as parents and young people themselves. In particular, what information was learned, gathered or shared via the summit?

Through West Virginia's Promise-The Alliance for Youth State Program, eight Regional Summits and one State Summit focusing on High School Graduation & Dropout Prevention were held. More than 800 attendees participated in conversations around the issues of the dropout crisis in West Virginia. Youth were a key part of each summit; they assisted in the development, planning and implementation, gave presentations on their life stories, and participated in the dialog. The Regional Summits were held to increase public awareness of the dropout crisis; secure commitment for integrated collaboration between the corporate, private, public and school sectors; engage schools and provide exposure to strengthen and support their efforts to help disadvantaged youth; and identify and inspire local leadership to get involved in community school initiatives. Three common points of interest were the focus at each regional summit.

See Attachment: A Regional Summit Coordinators
See Attachment: B Most Common Reason Reported Regional Summits

Other topics discussed during regional summits included:
- common equation to calculate high school graduates or dropouts;
- home life; and family demographics;
- Absenteeism and need for Social Workers/Truancy Officers in each school;
- early intervention;
- basic literacy skills;
- mental health issues;
- Student engagement.

In 2006, the West Virginia Positive Youth Development Advocacy Initiative began on the local level in Kanawha County and quickly spread to a statewide initiative.

The West Virginia dropout crisis has been brought to the forefront; people were able to realize the importance of working together.

5. Have you collected data (e.g. via surveys, focus groups, interviews) with any of the following groups to better understand the issues around the dropout crisis in your community? (check all that apply)
☐ Business partners, economic development agencies, etc.
☒ Public education representatives, state level
☒ Public education representatives, district level
☒ Public education representatives, school level
☒ Postsecondary public and private education representatives
☒ Nonprofit service providers
☐ Public/governmental health, welfare, justice agency representatives
☒ Local civic organization representatives
☒ Parents and other community adults
☒ Current students
☒ Youth who have already dropped out

Please describe:

Public education representatives, state level:
    State Board of Education, WV Department of Education, data: http://wvde.state.wv.us/
    WV Department of Education and the Arts: http://www.wvosea.org/
Public education representatives, district level
    Regional Summit surveys, data: www.fivepromises.wv.gov
Public education representatives, school level
    Regional Summit surveys, data: www.fivepromises.wv.gov
Postsecondary public and private education representatives
    GEAR UP data: http://www.wvgearup.org/
Nonprofit service providers
    America's Promise Alliance: http://www.americaspromise.org/
    The Education Alliance: http://www.educationalliance.org/
    Mountaineer Challenge Academy: www.wvchallenge.org
    WV Office of Maternal, Child, and Family Health: http://www.wvdhhr.org/mcfh/
    WV Prevention Resource Center: http://www.prevnet.org/
Local civic organization representatives
    Junior Achievement: http://www.jaadvantage.com/
    HOPE
Parents and other community adults
    Regional Summits; surveys, speakers: www.fivepromises.wv.gov
Current students
    Regional Summits; surveys, speakers: www.fivepromises.wv.gov
Youth who have already dropped out
    Regional Summits; surveys, speakers: www.fivepromises.wv.gov

See Attachment: C Evaluation Collection State Summit

6. Have you identified the schools that most contribute to your dropout rate?
    X Yes   No

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

       (See Part 1 of Grad Nation, pp. 8-21, for help with this area of planning.)

1. What key data and message points have you developed around the issue to secure commitment from
    your community's and state's leaders and to mobilize the general public? For example, what is the
    impact of the dropout challenge on your economy, state or city budget, social services, employers,
    post-secondary institutions, etc?
    The economic impact on our state was a key point of interest at the regional summits. All stakeholders,
    from students and families to businesses and elected officials, were able to realize the need to address this
    issue at both the community and state levels.

    (List key data and message points below inserting additional rows as needed.)

Key Data Points	Key Message Points
6,500 WV students did not graduate with their high school class in 2008	Lost lifetime earnings for students who did not graduate with their 2008 class total nearly $1.7 billion
6,913 potential high school students will not receive a diploma in 2009	$55.3 million will be spent on their health care cost

If the male high school graduation rate increased by just 5%		$35.8 million in crime-related savings and additional revenue for WV's economy could be realized each year

Sources: WV-State Highlights 2009, Editorial Projects in Education Research Center or Alliance for Excellent Education, www.all4ed.org/files/WestVirginia.pdf

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

2. Who is serving or can serve as your states or community's champion and chief spokesperson around the high school dropout issue? If multiple spokespeople are needed, which leaders – elected officials, business leaders, and other local influentials – will be recruited? What champions spoke at the summit, and how will they remain engaged over the next 6-12 months?

Joe Manchin III, West Virginia Governor
Gayle C. Manchin, First Lady of West Virginia
Pam Dugan, Statewide Director, West Virginia's Promise
State Summit Planning Committee Members:
Rob Anderson, Senior Director, Higher Education Policy Commission
Mary Kay Bond, Executive Director, Read Aloud West Virginia
Kathy Lynn Tasker, Deputy Director, Mountaineer Challenge Academy
William P. Getty, President, Claude Worthington Benedum Foundation
Kay Goodwin, Cabinet Secretary, West Virginia Department of Education and the Arts
Adam Green, Director, GEAR Up, P-20 Initiatives, Higher Education Policy Commission
Priscilla Haden, President, State Board Of Education
Susan Izzo, State Youth Coordinator, West Virginia National Guard Family Programs
Sally Snyder, President, Junior Achievement of West Virginia
Betty Knighton, Director, West Virginia Center for Civic Life
Patricia Kusimo, President, The Education Alliance
Dr. Steven Paine, State Superintendent, West Virginia Department of Education
Rev. Matthew Watts, HOPE Community Development Corporation

3. Does your state or community have a vision statement for your young people, related to their successful completion of high school and preparation for college and/or work?

Vision Statement:
All West Virginia youth will graduate from high school or equivalent prepared for the Global 21st Century workforce and be engaged as responsible citizens in their communities.

Students who dropout frequently site "boredom" or frustration with classes and teachers as the reason they chose to drop out.   In essence, they are saying they were not engaged in the learning process. Schools that engage students exhibit three essential characteristics: rigor, relationships and relevance. Consequently, West Virginia's Board of Education has adopted the strategic goals listed below which are designed to provide students with an educational experience encompassing each of these characteristics.

WV Board of Education Strategic Goals

1. All students shall master or exceed grade level educational standards that incorporate national and international measures and that reflect 21st century skills and learning *
2. All students shall receive a seamless pre-kindergarten through twenty curriculum designed to promote citizen literacy and gainful employment and delivered with broad stakeholder involvement to promote lifelong learning in a global society. *
3. All students and school personnel shall develop and promote responsibility, citizenship, strong character and healthful living. *

4. All students shall be educated in school systems that provide equitable education opportunities delivered efficiently and effectively in a safe environment. *
5. All students shall be educated by highly qualified personnel.

* The changes incorporate the goals as noted in Vision 2020, Senate Bill 595.

4. Has your workgroup or will it set a quantifiable long-term goal (e.g. a 3-, 5- or 10-year goal) for your dropout and college-readiness challenges? *(Example from Detroit: "Vision- All children and youth in southeastern Michigan graduate from high school prepared for life, work and postsecondary education. Goal- The 30 high schools in the region with dropout rates of 40% or higher will be transformed into small schools or learning communities graduating 80% of youth with an average ACT score of 18 within four years after entering 9th grade.")*

Vision 20/20, whose goal is have 90% of ninth grade student's graduate from high school, a reality.

See Attachment: D Technical Preparation and Re-design

Goals:
(List key goals below, inserting additional rows as needed.)

Goals related to high school graduation rates	Goals related to college-readiness and success rates
Academic achievement according to national and international measure will exceed national and international averages, including scores on NAEP, ACT, SAT and PISA	The public education system will prepare fully all students for post-secondary education or gainful employment
The public education system will maintain and promote the health and safety of all students and will develop and promote responsibility, citizenship and strong character in all students	An educational system in the 21st century should be seen as a continuum from the public school program through post-secondary education. In order to be successful in a global competitive marketplace, learning should be an ongoing, lifelong experience.
The public education system will provide equitable education opportunity to all students	
All students in WV public schools should have access to and benefit from a rigorous 21st century curriculum that develops proficiency in core subjects, 21st century content, learning skills and technology tools	Students also should have that curriculum delivered through engaging, research-based instructional strategies that develop deep understanding and ability to apply content to real-world situations
Each school should create an environment focused on student learning and one where students know they are valued, respected and safe.	By 2010 the ten counties with the lowest college going rates as of the effective date will increase their college going rate to the 2012 state average and the college going rate of the state will equal the college going rate of eh member states of the Southern Regional Education Board.
Every eligible student should be enrolled in a high quality, universal prekindergarten system. The system should promote oral language and preliteracy skills and reduce the deficit of these foundational skills through proactive, early intervention.	
All children entering the first grade will be ready for the first grade	

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

III.   Identifying Solutions: Considering and Prioritizing Potential Solutions to Comprehensively Address Your Local Dropout Challenge

1. As a result of your summit and follow-up planning process, what are your state's or community's top 3-5 next steps for improving your graduation and college readiness rates?
    - Make Vision 20/20, whose goal is have 90% of ninth grade student's graduate from high school, a reality;
    - Universal free pre-school education for all West Virginia students by 2012;
    - Implementation of statewide policy that requires supplementary instruction in reading and mathematics, during the summer or after-school, for 3rd and 8th grade students not functioning on grade level; and
    - Implementation of innovation zone legislation to allow schools to create learning environments that are more engaging and student centered.
    - Transforming schools including alternative programs to increase curricular rigor and relevance.

    The Alliance advocates four focus areas that we believe to be key in addressing the dropout issue at the state and local levels:
    1) **transforming schools** including through increasing curricular rigor and relevance
    2) **supporting young people** holistically with wraparound services
    3) **developing effective policies**, and
    4) **employing data systems** as a dropout prevention tool.

    These four areas of work are discussed in Part 3 of *Grad Nation* (pp. 42-75) and examples of the strategies/priorities under each of these areas are provided in the respective charts below. We are interested in better understanding your state's or community's plans in each of those areas. In the following four questions, we ask that you identify, as much as possible given your stage of planning, your priorities consistent with those four areas of work. Given that much of education is under local control, we recognize state summits and community summits will result in different priorities and strategies under these areas of work, and encourage you to answer accordingly.

2. Please identify the most significant strategies and/or reforms consistent with *Grad Nation* emanating from the summit that your state or community will pursue in order to **transform the schools** that the majority of your local/state dropouts attend.
    (Example: "The New York City Department of Education's Children First agenda has overhauled the school system by closing large failing high schools and opening up clusters of small high schools in their place. This shift to small schools offers more options, a more personalized learning experience, high expectations for all students, and theme-based studies.")

    Our major goals for transforming our under-performing schools are: (please limit your answer to no more than 200 words)

    The West Virginia legislature enacted two new codes that in turn are being implemented via West Virginia Board of Education (WVBE) Policy. House Bill 109 and WVBE Policy 3236 Innovation Zones (http://wvde.state.wv.us/innovationzones/) will provide greater flexibility for innovation zone schools to improve student learning for the twenty-first century by instituting creative and innovative practices. Critical skills instructional support programs for third and eighth graders House Bill 107

and WVBE Policy 2512
(http://www.legis.state.wv.us/Bill_Text_HTML/2009_SESSIONS/1x/Bills/hb107%20intr.htm; http://wvde.state.wv.us/policies/) require each county to provide intervention strategies that reinforce the preparation of students who are not prepared fully for success at the next grade level.

House Bill 4678 Professional Development Schools Commission (http://www.legis.state.wv.us/Bill_Text_HTML/2000_SESSIONS/RS/Bills/hb4678%20intr.htm) establishes partnerships between k-12 schools and higher education for the purpose of improving teacher education, teacher professional development, and therefore teacher quality.

The West Virginia Department of Education is currently developing WV's Statewide System of Support for low performing schools which will be presented to WV Board of Education for approval in 2009-2010 school year. The intent of the system of support is to identify low performing schools and provide intensive interventions before schools might be identified as the lowest performing.

The West Virginia Board of Education received a grant from the National Association of State Boards of Education (NASBE) to focus on high school redesign. The redesign model highlights an education experience that creates rigor, relevance and relationships for all students. Equity is considered as opportunities such as Advanced Placement (AP) courses, college courses, and internships are offered to all students. The attached document provides an outline of the proposed high school structure for WV students.
See attachment: E High School Redesign Chart

*(OPTIONAL: After describing your strategic priorities for **transforming schools** above, we encourage you to benchmark your priorities against evidence-based practice by reviewing the chart below of strategies and/or reforms consistent with Grad Nation. For each, please indicate what priority level it is for your state/community, and whether pursuing it would be a relatively new effort or would be building on a well-established effort underway.)*

Transforming schools by:	PRIORITY LEVEL				NEW EFFORT OR BUILDS ON EXISTING	
	High	Medium	Low		New	Existing
Curriculum						
• Implementing a college and career-ready curriculum with rigorous requirements and expectations for quality of student work.	X					X
• Expanding college-level learning opportunities	X					X
Multi-tiered dropout prevention, intervention and recovery systems are put into place.						
• Developing early warning systems	X				X	
• Utilizing on-track indicators	X				X	
• Employing positive support and recognition systems			X			N/A
• Developing transitional support systems (middle grades into high school, high school into college and careers)		X				X
Human capital is developed						

• Supporting administrators and teachers with coaching and professional development	X					X
• Revising staffing ratios and teacher allocations to benefit the most struggling students		X				X
High schools with high dropout rates (and their feeder middle schools) are revitalized and reconfigured						
• Dividing existing large schools into small schools						N/A statewide
• Creating new schools						N/A statewide
• Organizing schools into small units or academies			X			X
• Organizing teachers into teams			X			X
Other (describe)						
• School Innovations Zones Act	X				X	
• SEED, Student Educational and Economic Development Success	X					X
• Professional Development School Commission	X					X

For your highest priority strategies or reforms, what would you need to do in the next 6-12 months to advance it? Is anything already underway to support it? What support or information would help you make better progress?

School Innovations Zones Act
Guidelines established, application open, publicize it, encourage schools to take advantage of it

Learn More Earn More
State portal public relations campaign for high school completion and college readiness

SEEDS, The pilot Student Educational and Economic Development Success program is designed to improve student achievement by encouraging and supporting innovation in public schools. SEEDS' principals are mentored by business CEOS and have the support of academic coaches to help plan, implement and benchmark the success of their educational innovations with their school.

Read Aloud , mission is to motivate students to *want* to read. To that end, Read Aloud sponsors a variety of programs which seek to market reading the way companies market products. Specific programs are classified in one of four categories: 1) Readers in the Schools/Community 2) Book Distribution, 3) Public Education and 4) Classroom Enrichment. The Read Aloud concept is simple: Children who enjoy reading will practice. Those who practice improve and are more likely to become life-long learners. Better readers have advantages throughout their lives.
http://www.readaloudwestvirginia.org/

West Virginia Mountaineer Challenge Academy, mission is to train and mentor selected at-risk youth to become contributing members of society using the 8 Core Components in a quasi-military environment during a 22-week residential and one year follow-up Post-Residential program. Mountaineer Challenge Academy is recognized as a Special Alternative Education Program available

to all counties. This allows for the transfer of students into ChalleNGe while the referring county maintains full enrollment status of the students. Provisions are made for the articulation of the knowledge, skills and competencies gained through this alternative education so that students who return to regular education may proceed toward attainment of attain the standards for graduation with duplication. WV Code Chapter 18 Article 2 Section 6 www.wvchallenge.org

Frontline Network for High School Completion
Using the *Grad Nation* resource, this pilot project will help five county school boards engage their local schools and community members in activities that can improve high school completion rates and decrease dropout rates

Support needed:
- Additional resources from federal government
- Public campaign on education data, real challenges existing in schools, the parent and public role

3. Please identify the most significant strategies, programs, policies, and/or reforms consistent with *Grad Nation* emanating from the summit that your state or community will pursue in order to **support young people**. How will more young people, particularly those most in need, receive wraparound supports in and out of school, such as tutoring, afterschool programs, mentors, social services, health care and others?
(Examples from New York State: "1. Ensure that each student is connected to one caring adult in school, by structuring mentoring programs that can be implemented with limited resources.   2. Provide quality afterschool programs that can increase student voice and provide social, emotional, physical and intellectual support to youth.")

Our major goals for supporting young people are: (please limit your answer to no more than 200 words)
Create opportunities for students to complete a seamless high school and community technical college program of study/pathway. See attachment: *Technical Preparation Pathways*

Goal: To ensure elementary students below reading and math grade level have the academic support before promoted to the 4th grade
Goal: Commitment to increasing the importance and availability of post secondary education through public awareness campaign "Learn More Earn More" and State Portal
Goal: Expanding response to intervention programs in reading and math to middle and high school.
Goal: Providing universal Pre-K to all Students by 2012
Goal: Providing alternative learning environments through School Innovation Zone legislation

*(OPTIONAL: After describing your strategic priorities for **supporting young people** above, we encourage you to benchmark your priorities against evidence-based practice by reviewing the chart below of strategies and/or reforms consistent with Grad Nation. For each, please indicate what priority level it is for your state/community, and whether pursuing it would be a relatively new effort or would be building on a well-established effort underway.)*

Supporting young people by:	PRIORITY LEVEL				NEW EFFORT OR BUILDS ON EXISTING	
	High	Medium	Low		New	Existing
• Developing multi-tiered response systems to align tailored student supports with specific student needs.	X					X
• Increasing the number of committed adults providing student supports as tutors,			X			X

mentors, and graduation advocates.						
• Engaging more parents and caregivers in their children's school-lives.		X				X
• Launching a community-wide campaign to improve the attendance of all students.			X			N/A does not exist
• Supporting school-based health centers.			X			X
• Developing more after-school opportunities.		X				X
• Creating school-community partnerships that bring additional supports and opportunities to students and their families.			X			X
Other (describe)						
• Substance Abuse	X					X

For your highest priority strategies and reforms, what would you need to do in the next 6-12 months to advance them? Is anything already underway locally to support it? What support or information would help you make better progress?

Increase the number of community forums and dialog- Local School Improvement Council Refocus the goal and objectives of local school improvement councils

Walk the Talk. Walk the Talk uses a weekly mentoring program to improve the academic performance and in-school behavior of ninth and tenth grade students who are at-risk for dropping out of high school. Mentors are volunteers from business, community and civic organizations. Currently the program serves 233 youth in six high schools.

4. Please identify the most significant policies or reforms consistent with *Grad Nation emanating from the summit* that your state or community will pursue in order to **develop effective policies** at the local or state level that encourage high school completion and college readiness.
   (Example from Alabama: The state legislature raised the maximum compulsory school age from 16 to 17 years old.)

   Our major goals for developing effective policies are: (please limit your answer to no more than 200 words)

   State legislature passed:

   School Innovations Zones Act, http://wvde.state.wv.us/innovationzones/

   Critical skills instructional support programs for third and eighth graders; House Bill 107, http://www.legis.state.wv.us/Bill_Text_HTML/2009_SESSIONS/1x/Bills/hb107%20intr.htm

   Vision 20/20: An Education Blueprint for 2020
   http://www.legis.state.wv.us/Bill_Text_HTML/2009_SESSIONS/RS/Bills/sb635%20intr.htm

   Academic Goals to be achieved by 2020:

- Academic achievement will exceed national and international averages including scores on assessments such as the National Assessment of Educational Progress (NAEP), the ACT, the SAT and the Program for International Assessment (PISA);
- The public education system will prepare fully all students for post-secondary education or gainful employment;
- Every eligible student should be enrolled in a high quality, universal prekindergarten system that promotes oral language and pre-literacy skills ;
- All children entering the first grade will be ready for the first grade;
  The performance of students falling in the lowest quartile on national and international measures of student performance will improve by fifty percent;
- Ninety percent of ninth graders will graduate from high school;

Although the West Virginia Legislature has identified in Vision 20/20: An Education Blueprint for 2020, goals for student performance, the plan has not been fully operational zed. It is unclear who is responsible for monitoring progress or mobilizing the actions necessary to achieve the goals outlined in the Blueprint.

Free Universal Pre-K to all WV students 2012
http://wvde.state.wv.us/osp/wvprek/prek_languageandliteracy.html
http://wvde.state.wv.us/osp/wvprek/

WV Board of Education Policy 4150 outlines Driver's License revocation process tied to attendance and academic performance to encourage students to attend school regularly and maintain academic progress.
http://wvde.state.wv.us/policies/p4150.pdf

WV Board of Education Policy 2510 outlines graduation requirements for students , including academic, career/technical, and technology credits all students need to earn a high school diploma
http://wvde.state.wv.us/policies/p2510.pdf

*(OPTIONAL: After describing your strategic priorities for **developing effective policies** above, we encourage you to benchmark your priorities against evidence-based practice by reviewing the chart below of strategies and/or reforms consistent with Grad Nation. For each, please indicate what priority level it is for your state/community, and whether pursuing it would be a relatively new effort or would be building on a well-established effort underway.)*

Policies related to:	PRIORITY LEVEL				NEW EFFORT OR BUILDS ON EXISTING	
	High	Medium	Low		New	Existing
• Attendance/Truancy			X			X
• Grade retention/ promotion	X				X	
• Streamlining K-12 and higher education standards		X			X	
• Grading course performance/homework completion			X		X	
• GEDs	X					X
• Promoting alternative schools/multiple pathways	X				X	
• School accountability measures		X				N/A
• Legal dropout age			X			X
• Establishing a state body to coordinate efforts	X				X	

	High	Medium	Low		New	Existing
to increase the graduation rate						
Other (describe)						
• High School redesign committee	X				X	
• Development of high quality standards for school systems and teachers	X				X	

For your highest priority policy reforms, what would you need to do in the next 6-12 months to advance them? Is anything already underway locally to support it? What support or information would help you make better progress?

- <mark>Grade Retention and Promotion: Ensure all counties implement state Policy 2512 which requires counties to provide supplemental instruction (before or after school and during the summer) to third grade students that fail reading or mathematics.</mark>
- Innovation Zones- encourage and support

Increase conversation around school accountability around these issues
Achievement data promotion attention data

5. Please identify the most significant strategies, programs, policies, and/or reforms consistent with *Grad Nation* that your state or community will pursue in order to **employ data systems** that identify those young people most at-risk for dropping out and drive appropriate supports and services. *(Example from Iowa state: "Access multiple state agencies' data, complete analysis and establish state level baseline and targets. State Team will provide relevant local data to Community Teams to assist in their planning and ongoing monitoring of progress.")*

Our major goals for employing data systems are: (please limit your answer to no more than 200 words)
Our major goal is to implement a longitudinal data system that monitors a student from pre-school to lifelong learning. This project is being developed through interagency collaboration of Higher Education, pre K-12 and Workforce Development.

Mountaineer Challenge Academy, Special Alternative Education Program, allows for credit recovery based on the students 'articulation f knowledge'.

*(OPTIONAL: After describing your strategic priorities for **employing data systems** above, we encourage you to benchmark your priorities against evidence-based practice by reviewing the chart below of strategies and/or reforms consistent with Grad Nation. For each, please indicate what priority level it is for your state/community, and whether pursuing it would be a relatively new effort or would be building on a well-established effort underway.)*

Data System Reforms:	PRIORITY LEVEL				NEW EFFORT OR BUILDS ON EXISTING	
	High	Medium	Low		New	Existing
• Statewide student identifiers	X				X	
• Student-level enrollment data	X				X	
• Student-level test data	X				X	
• Information on un-tested students	X				X	
• Statewide teacher identifier with student	X				X	

match						
• Student-level course completion (transcript data)	X				X	
• Student-level SAT, ACT and AP exam data	X				X	
• Student-level dropout and graduation data	X				X	
• Ability to match student-level P-12 information with higher education data	X				X	
• State data audit system	X				X	
Other (describe)						

For your highest priority strategies and reforms, what would you need to do in the next 6-12 months to advance them? Is anything already underway locally to support it? What support or information would help you make better progress?

Funding has been secured through legislature. Cooperation of all parties ensures the full implementation of this system by 2011

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

(See Part 4 of Grad Nation, pp. 76-90, for help with this area of planning.)

Coordination and Leadership
1. Was there a workgroup or committee created in response to the summit to carry out the action plan? Did it exist prior to summit activities?
☐ Created in response to the summit
☐ Existed previously
☒ Existed previously, but is significantly strengthened by the summit
Name of workgroup or committee:
High School Graduation & Dropout Prevention State Summit Taskforce

2. Which of the options below best describes the workgroup?
☐ School district task force
☐ Community-based collaborative
☐ Business-led collaborative
☐ Government-affiliated commission
☒ Other – please explain: All the above

3. Has the group met since the summit?
☐ No
☐ Yes, once
☐ Yes, twice
☒ Yes, three or more times Face to face and virtually

4. Over the coming year, approximately how often do you anticipate the group will meet?
☐ Weekly
☐ Monthly
☒ Quarterly
☐ Bi-annually
☐ Other – please explain:

5. Will there be a recognized coordinator for moving the work of the group forward?
☒ Yes
☐ No

If yes, please provide the name, organization and contact information for the coordinator:
Pamela Dugan, Statewide Director WV's Promise-The Alliance for Youth
State Capitol Complex
Building 5, Room 205
1900 Kanawha Boulevard, East
Charleston, WV 25305
Phone: 304-661-1460
Fax: 304-497-2874
pdugan@frontiernet.net

Average number of hours per week the coordinator has available to support the group: 5

6. Please indicate which sectors are represented in the composition of your workgroup:
☒ K-12 Education
☒ Higher Education
☒ Business, economic development agencies, etc.
☒ Nonprofit service providers
☒ Government agencies
   ☒ Child welfare/children & family services
☒ Elected officials and/or their representatives
☒ Parents and caregivers
☒ Youth
☒ Faith-based community
☐ Media
☐ Foundations
☒ Civic organizations
☐ Other – please explain:

Please attach a roster of your workgroup's members, including their organizational affiliations and titles.
Rob Anderson, Senior Director, Higher Education Policy Commission
Barbara Ashcraft, School Counseling Coordinator, West Virginia Department of Education
Erin Bailey, West Virginia Public Affairs Specialist, State Farm Insurance
Mary Kay Bond, Executive Director, Read Aloud West Virginia
Noel Bowling, Professor of Literacy Education, Marshall University
Clifford Cunningham, West Virginia Partnerships to Assure Student Success
Marjorie Darrah, Associate Professor, West Virginia University
Pam Dugan, State Director, West Virginia's Promise
Dewayne Duncan, Assistant Director of Programs, Institutional Education West Virginia Department of Education
Kay Goodwin, Cabinet Secretary, West Virginia Department of Education and the Arts

Adam Green, Director, Gear Up, P-20 Initiatives, Higher Education Policy Commission
Priscilla Haden, President, State Board of Education
Dee Hopkins, Dean, College of Human Resources and Education West Virginia University
Susan Izzo, State Youth Coordinator, West Virginia National Guard Family Programs
Sally Snyder, President, Junior Achievement of West Virginia
Betty Jordan, Executive Assistant, to State Superintendent of West Virginia Department of Education
Barry Kelly, West Virginia Department of Education
Betty Knighton, Director, West Virginia Center for Civic Life
Patricia Kusimo, President, The Education Alliance
Patricia Lally, Department of Maternal and Child Health
Karen Larry, West Virginia Department of Education, *Retired*
Richard Lawrence, School Improvement, West Virginia Department of Education
Patricia Lucas, Coordinator of Attendance, West Virginia Department of Education
Gayle C. Manchin, First Lady of West Virginia
Linda Marsh, Attendance Director, Mineral County Schools
Patty McGrew, Director, West Virginia Adolescent Health Initiative
Ralph Miller, Consultant, The Education Alliance
Missy Phalen, Executive Assistant to First Lady of West Virginia
Natalie Proctor, The Education Alliance
Melanie Purkey, Executive Director, Office of Healthy Schools West Virginia Department of Education
Patty Ralston, AmeriCorps Promise VISTA Leader
David Roberts, Supervisor, Lincoln County Schools Counseling
Brett Sansom, Chief Financial Officer, West Virginia Department of Education and the Arts
Robin Spence, Community Development Specialist, West Virginia Prevention Resource Center
Sheanna Spence, Director of Development, The Education Alliance
Pam Stollings, High School Counselor, Tyler Consolidated High School
Sherry Swint, Project Flow Coordinator, Volunteer West Virginia
Richard Switzer, Youth Program Specialist, West Virginia National Guard
Kathy Tasker, Deputy Director, Mountaineer Challenge Academy
Tammy Thomas, The Education Alliance
Fran Warsing, Superintendent, Office of Institutional Education West Virginia Department of Education
Rev. Matthew Watts, Hope Community Development Corporation
Quitta Wilborne, Office Assistance, West Virginia Department of Education and the Arts
Tim White, Coordinator, Weed & Seed Program, City Of Huntington
Jack Wiseman, West Virginia Partnerships to Assure Student Success

Through the West Virginia Department of Education and the Arts, West Virginia's Promise-The Alliance for Youth Statewide Program Director will coordinate and sustain the work outlined in this action plan with assistance from leaders of various sectors within the Summit Committee members listed II. West Virginia's Promise Statewide Director will convene the group with quarterly meetings, with separate sub-groups meeting when needed.

Sub-groups needed:
Fundraising
Identifying Solutions- transforming schools, supporting young people, developing effective policies, employing data systems

Who else is needed: Our committee is lacking the business sector, faith and youth advisors. Therefore, we will seek out key prominent business leaders from around the state to join our Summit Committee and we will also strive to build a youth advisory team.

Business leaders to be contacted are listed below:
Steve Roberts, President, WV Chamber of Commerce, 304-342-1115,
http://www.wvchamber.com/
Paul Arbogast, President, WV Round Table, 304-357-0853 pea.wvrt@verizon.net
Lloyd Jackson, Jackson Gas Company, 304-824-3200 JacksonGas@JacksonGas.com
L. Newton Thomas, Jr., Retired; ITT Carbon Industries Inc.
Jim Justice, Entrepreneur, 304-647-7904
Keith Fulton, President, Verizon WV,
Ralph Baxter, Chairman and Chief Executive Officer of Orrick, Herrington & Sutcliffe LLP

Faith Leaders to be contacted are listed below:
Dennis Sparks, WV Council of Churches, Reverend, 304-344-3141, dsparks@wvcc.org
Rev. D.D. Meighen

Other key leaders:
Joe Merendino, Superintendent, WV Industrial Home for Youth
7 Industrial Blvd. Industrial, WV 26375 Phone: 304-782-2371
Pam Cain, Assistant Superintendent for the Division of Instructional and Student Services,
304-558-2691, pcain@access.k12.wv.us
Debrin Gurtis, WV Parent Teacher Association, dgurtis@suddenlink.net
Juliet Terry, Executive Director Vision Shared, (304) 340-7085, president@visionshared.com
Dr. Stan Maynard, Associate Dean for Academic Programs, maynard@marshall.edu

Youth Advisor Leaders list is being developed

<u>Financial, human, and other resources</u>

Does your work group have existing funds to start implementation?
☒ Yes
☐ No

Has the workgroup applied for or received new or expanded financial resources to support its work?
☐ Yes, we applied for funding, but were not selected.
☐ Yes, we applied for funding but have not received a response yet.
☐ Yes, we applied and were selected, but have not yet received the funds.
☐ Yes, we have received new or expanded funding.
☒ No, we have not applied for new or expanded funding.

Please briefly describe the funds applied for and/or received:

Has an assessment of current financial, human, programmatic and other resources been completed?
☒ Yes
☐ No

If an assessment has been completed, have gaps in resources been identified?
☒ Yes
☐ No

Are you setting a resource development goal?
☒ Yes

☐ No

If yes, has a plan for reaching the goal been developed?
☒ Yes
☐ No

Does the plan include funders and other potential partners to approach?
☒ Yes
☐ No

<u>Evaluating and reporting impact</u>

Has the workgroup developed an evaluation to assess/monitor the effectiveness of its work?
☒ Yes
☐ No

If yes, please provide a concise summary or the evaluation plan:
Evaluation Collection State Summit, attachment C

Will your workgroup initiate or collaborate on additional planning/awareness activities? (check all that apply)
☐ Regional/local summits
☐ Business summits/roundtables/briefings
☐ Youth summits
☐ Parent summits
☒ Other – please explain: Youth Service Leadership Academy

Please briefly describe the planning/awareness activities:
- Who: Reach 40-50 students at risk of dropping out of school from the six high schools in West Virginia with a graduation rate of 75% or lower. Adults will be identified from each school community and teams will be developed to work with students before, during and after the Youth Service Leadership Academy (YSLA)
- What: (YSLA) Goals:
  - Students will participate in dialog around their life experiences related to issues and reasons for dropping out of school.
  - Presenters; adult and youth will give presentations related to dropping out of school and the importance of the Five Promises
  - "Learning for Life" curriculum will be utilized during the academy
  - Skits will be developed and performed by YSLA students to an audience.
  - Service projects will be developed, planned and executed by students when they return back home
- Where: Charleston Civic Center, Charleston West Virginia, July 20, 21, 22, 2010

V.   Staying Connected to the America's Promise Alliance: Identifying Long-term Interests, Priorities, and Points of Alignment

1.   As part of our Alliance's *Grad Nation: Campaign for the Promise of America* and our goal of helping the nation cut the dropout rate in half by 2018, America's Promise has committed to resourcing and advocating for certain strategic priorities. Together, we are always looking for states and

communities that share similar interests and that may provide effective models for policy and practice, investment opportunities and other points of alignment, including possible technical assistance from our Alliance partners. Please describe your level of interest/priority for the following:

ALLIANCE STRATEGIES & INTERESTS	PRIORITY LEVEL				HAVE EFFECTIVE OR MODEL PRACTICE TO SHARE
	High	Medium	Low		
• Engaging parents and caregivers to increase graduation and college readiness rates			X		No program
• Supporting young people in foster care so they graduate from high school prepared for college, work and life	X				See (1) Below
• Developing young people's financial literacy	X				NetWorth Literacy Program
• Focusing on the middle school years, especially providing service-learning and career exploration opportunities in and out of school	X				Stan Hopkins, www.cfwv.com
• Improving young people's access to quality health care, including promotion of SCHIP and Medicaid public health insurance programs	X				Every 5 year old have health care exam. Health Check
• Creating community hubs (e.g. schools, afterschool programs, community centers) where coordinated wraparound supports are available to young people and their families	X				Family Resource Networks, 21st Learning Centers, Lights on Afterschool, WV Adolescent Health Initiative, Energy Express

(1) West Virginia Out-of-Home Care Initiative
At any given time there are approximately 3,000 to 4,700children in out-of-home care in West Virginia. In 2004, a number of concerns were raised regarding the present situation of public education of children in out-of-home care in West Virginia. The call to attention to this issue was based, in part, on a position paper, *The Education of Children in Out-of-Home Care (2004)* written by the Alliance for Children.
An interdisciplinary team of practitioners and educators are charged with investigation and assessment of the educational experience of out-of-home care students to ascertain the nature of and remedies for disparities in performance and quality outcomes by this population. The work of the Task Force continues to make recommendations and be empowered to improve the system and resolve issue that ultimately will support children in foster care to compete and be successful in their educational experience, career choice and life skills.
Rebecca Rice Derenge, McKinney-Vento, Attendance, and Student Support Coordinator
Office of Institutional Education Programs, West Virginia Department of Education
1900 Kanawha Blvd.
Bldg. 6, Room 728
Charleston, West Virginia 25305-0330
Telephone: 304-558-8833 x53204, Fax: 304-558-5042

2. How can the America's Promise Alliance best support your state or community with the implementation of this dropout prevention plan? The Alliance is interested in hearing how we can best assist you in your dropout prevention efforts, including resources we can provide, relationships we can facilitate, and any other needs your community may have. *Please be as expansive and forthright as you can. We will use your feedback to ensure that the most useful resources are provided to our Dropout Summit states and communities through our website, training and technical assistance, and other means.*

   - Funding; Youth Service Leadership Academy
   - Create a data base of local and statewide dropout prevention programs
   - Compile and share best practices emerged from other state summits
   - Facilitate, communicate information sharing through online conversations