

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

**Operation Graduation: Empowered, Engaged, Involved**  
**Pinellas County School District, St. Petersburg, Florida**

Name of Summit State or Community: Pinellas County School District/  
City of St. Petersburg  
State: Florida

Date and Location of Summit: St. Petersburg College EpiCenter  
13805 58<sup>th</sup> St. No.  
Largo, Fl,  
  
January 22, 2010

Geographical Area Covered by Action Plan: Entire School District from St. Petersburg, Florida –  
(i.e. which county (ies), school district(s), etc.) Tarpon Springs, Florida

Date Submitted: April 15, 2010

Main Point of Contact: Kimberly Paine  
(Please provide full contact info) City of St. Petersburg  
175 5<sup>th</sup> St. No  
St. Petersburg, Fl 33702  
(727) 892-5189  
Kimberly.Paine@stpete.org

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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? The graduation rate for Pinellas County Schools is 77.2 percent under the new National Governors Association (NGA).

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



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?

**In preparation of the summit there were several steps taken to include key stakeholders, key schools, parents, students, and elected officials. Twenty-nine schools were identified to participate in the summit. These schools were selected based on their geographical location in the district; the district is divided into regions and it was important that each region was represented. Five of the high schools that were targeted received a “D” as a school grade. The middle and the elementary schools selected were feeder schools to the identified high schools (cluster schools). Schools were asked to bring a team consisting of students, teachers, administrators, parents, and community members. Prior to the summit, 25 schools across the district were surveyed and 3 of those schools created focus groups. The purpose of the survey was to gathered additional information about the graduation problems and student input. Information from the Gallup Survey was also used.**

**Attached to this document is a real-time record of the entire summit. We were able to gather feedback on district initiatives (e.g. Decentralized Decision Making), school reform initiatives, juvenile justice system, community and family involvement, dropout statistics, and career alternatives. We were able to deliberate about school articulation practices, discipline issues, student activities, and parent engagement.**

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 *Final Version September 2009 4*
- Parents and other community adults
- Current students
- Youth who have already dropped out

6. Have you identified the schools that most contribute to your dropout rate?

**Based on data, we have identified several high and middle schools that are considered struggling schools.**

## **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.

There were several key messages that were shared regarding the impact of student dropout. **Employment:** High school dropouts are 15 percent less likely to be employed and earn almost 30 percent less than their diploma or GED holding peers. **Earnings/Tax Liability:** Over a lifetime, a high school dropout pays about \$60,000 less in taxes. **Criminal Justice:** About 75 percent of state prison inmates, almost 59 percent of federal inmates, and 69 percent of jail inmates did not complete high school. **Health:** Those who graduate from high schools live more than nine years longer than high school dropouts due to factors that include improvements in cognitive ability and decision making, income, occupational safety and access to health insurance.

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

<b>2.6 million students dropped out in 2006</b>	<b>Economic Impact \$3.55 Billion Dollars</b>
<b>Reducing the dropout rate</b>	<b>Prevent 30,000 Juvenile Crimes</b>
<b>Reduce the dropout rate</b>	<b>Cut 1.1billion dollars in police and court cost</b>
<b>High School Dropout Earnings vs.</b>	<b>\$17,299 yearly salary</b>
<b>High School Diploma Earnings</b>	<b>\$26,933 annual salary</b>
<b>Loss of Revenue \$4000 per dropout (\$4000 x2433)</b>	<b>\$9,732,000 for the Pinellas County School District</b>

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?

**Kimberly Paine will serve as the spokesperson for the community committee to address high school dropout issues. In addition the America’s Promise committee, which consist of school based administrators, district-level personnel, teachers, students, parents, community members, elected officials, business leaders, and other local individual will provide information as needed. Several community groups have met to address the dropout issues and other issues as they relate to graduation.**

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: 100% Student Success**

**Mission Statement: Pinellas County School District will build a world class school system for our students to ensure their success in tomorrow’s global society. Students will graduate on time with the knowledge and skills necessary to be successful at the next level.**

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.”*)

**Goals:**

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

<b>Goals related to high school graduation rates</b>	<b>Goals related to college-readiness and success rates</b>
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<b>100% Student Success</b>	<b>Increase student enrollment in Honor courses by 2% each year</b>
<b>Increase the number of students graduating from 77.2% to 85% by the year 2014</b>	<b>Increase the number of students involved in service learning activities</b>
<b>Provide on-going staff development training that is based on the needs of the student and school</b>	<b>Offer SAT and ACT preparation courses</b>
<b>Increase collaboration with other districts to ensure the use of data to develop and evaluate systems to improve instructional practices and teacher effectiveness</b>	<b>Increase the number of AP course offered and the number of student passing the exam for college credit</b>
<b>Utilize the Professional Learning Communities to increase dialogue between disciplines and between teachers.</b>	<b>Increase community awareness and involvement</b>

### **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?
  - a. **Increase Rigor, Relevance, and Relationship in the classroom**
  - b. **Professional Development**
  - c. **Parental Involvement**

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.

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

**Pinellas County School District has identified 4 key areas to address under-performing schools: Curriculum Standards, Assessment of Student Learning; Teacher and Leaders, and Assistance for Struggling Schools. The district plans to devise external partnerships for teacher recruitment and**

school leadership development, build district-level capacity to lead the school improvement process throughout the districts and schools, develop community compacts to engage business partners, family literacy programs and parent involvement in communities with struggling schools. The district will design a web-base student tutorial program that is aligned to the new standards so that struggling students can access information directly from the web. The district will be creating a district wide tiered item bank for the development of interim assessments using high-quality test items in all core disciplines.

In addition, the Pinellas County School District in conjunction with the City of St. Petersburg has developed a Community Advisory Council (CAC) for the purpose of coordinating all efforts from various organizations in the community to assists struggling schools. The mission of this council is to equip community families with the necessary tools and resources that will empower them to support the learning process of their child. The CAC will develop a community plan to support schools with increasing student achievement. This council will create a culture of educational value within the community, indentify ways to increase parent and community engagement, identify and utilize all available resources and services, improve student discipline, reconstruct staff development to reflect the needs of the schools, work closely with the district on policy and procedures, and establish a community communication system to share information.

*(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
<b>Curriculum</b>					
<ul style="list-style-type: none"> <li>Implementing a college and career-ready curriculum with rigorous requirements and Expectations for quality of student work.</li> </ul>	X			X	
<ul style="list-style-type: none"> <li>Expanding college-level learning opportunities</li> </ul>	X				X
<b>Multi-tiered dropout prevention, intervention and recovery systems are put into place.</b>					
<ul style="list-style-type: none"> <li>Developing early warning systems</li> </ul>	X			X	
<ul style="list-style-type: none"> <li>Utilizing on-track indicators</li> </ul>		X		X	
<ul style="list-style-type: none"> <li>Employing positive support and Recognition systems</li> </ul>		X			X
<ul style="list-style-type: none"> <li>Developing transitional support systems(middle grades into high</li> </ul>		X			X

school, high School into college and careers)						
<b>Human capital is developed</b>						
• 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
<b>High schools with high dropout rates (and their feeder middle schools) are revitalized and reconfigured</b>						
• Dividing existing large schools into small schools			X			X
• Creating new schools			X		X	
• Organizing schools into small units or academies		X				X
• Organizing teachers into teams		X				X
<b>Other (describe)</b>						
• Personalized Learning Communities (PLC)	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?

**Presently, the district leadership team is working diligently on these strategies for July 2010. The district is working on identifying and implementing state-adopted evidence-based materials, K-12 reading plan, instructional pacing guides, and increasing the number of reading, math, and science coaches. The district ensures the appropriate resources are provided to support the school to redesign their master schedules to provide common planning time for data-based decision making with the problem-solving process, job-embedded professional development and professional learning communities with lesson study groups. The district will continue to utilize the model for school improvement plan with an added piece for peer review.**

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?

**The district has implemented a process to identify students located in struggling schools to determine what services these students are receiving as well as their families. Several Community-Faith organizations are offering after school tutoring and afterschool programs to ensure students success. The district is also linking social services and health care providers to these students in the struggling schools making sure that they are receiving services in school as well as after school. The**

**volunteer and mentor programs are organized at the district level. Each school is assigned a liaison to work with the community to increase volunteer and mentors for all students.**

Our major goals for supporting young people are:

**In February, a Youth Explosion Summit was held to get feedback for the youth regarding their future education. Students were engaged in breakout sessions to discuss ways to increase graduation and prevent dropout rates. Representatives for each school will spearhead focus groups at their individual schools to assist with supporting young people. We will continue to provide mentor programs such as:**

- 2. 5000 Role Model of Excellence, a program to support African American males**
- 3. Girlfriends Program is a mentoring program to focus on female students**
- 4. Doorways Scholarship program provides 4 year college scholarships to students who are on free and reduce lunch and who are performing well academically**
- 5. Job shadowing program is a program that help high school students focus on careers prior to going to college and afterschool tutorial program across the district.**
- 6. The City of St. Petersburg continues to support the Mayor’s Mentors & More program which provides scholarships for underprivileged students. Each student is paired with a corporate community mentor.**

*(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*

Supporting young people by:	PRIORITY LEVEL			NEW EFFORT OR BUILDS ON EXISTING	
	High	Medium	Low	New	Existing
<ul style="list-style-type: none"> <li>• Developing multi-tiered response systems to align tailored student supports with specific student needs.</li> </ul>	x			x	
<ul style="list-style-type: none"> <li>• Increasing the number of committed adults providing student supports as tutors, Mentors, and graduation advocates.</li> </ul>	x				x
<ul style="list-style-type: none"> <li>• Engaging more parents and caregivers in their children's school-lives.</li> </ul>	x				x
<ul style="list-style-type: none"> <li>• Utilizing on-track indicators</li> </ul>		x		x	
<ul style="list-style-type: none"> <li>• Launching a community-wide campaign to improve the attendance of all students.</li> </ul>		x		x	
<ul style="list-style-type: none"> <li>• Supporting school-based health centers.</li> </ul>	x			x	

<ul style="list-style-type: none"> <li>Developing more after-school Opportunities.</li> </ul>	x					x
<b>Other (describe)</b>						

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?

**In order to move toward implementation of high priority strategies and reforms, within the next 6-12 months the district will be identifying and implementing state-adopted evidence based materials in all core subjects, increasing reading programs in all secondary levels (9-12), increase the number of reading, math, and science coaches in struggling schools. The district will ensure appropriate resources are provided to support the schools to redesign their master schedules to provide common planning period for decision making purposes, increase staff development components and utilize their learning communities more effectively.**

**The district will continue to develop processes that will engage parents and students. As part of this initiative, the district has developed a Community Advisory Council (CAC) for the purpose of coordinating all efforts from various organizations in the community to assist struggling schools. The mission of this council is to equip community families with the necessary tools and resources that will empower them to support the learning process of their child. The CAC will develop a community plan to support schools with increasing student achievement. This council will create a culture of educational value within the community, identify ways to increase parent and community engagement, identify and utilize all available resources and services, improve student discipline, reconstruct staff development to reflect the needs of the schools, work closely with the district on policy and procedures, and establish a community communication system to share information.**

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)

**All policies are created and lobbied for at the state level with support for our local representatives in the house and senate. Pinellas County Schools takes all direction from the Florida Department of Education .**

Policies related to:	PRIORITY LEVEL			NEW EFFORT OR BUILDS ON EXISTING	
	High	Medium	Low	New	Existing
<ul style="list-style-type: none"> <li>Attendance/Truancy</li> </ul>	x				x
<ul style="list-style-type: none"> <li>Grade retention/promotion</li> </ul>	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					x
• Legal dropout age			x			x
• Establishing a state body to coordinate efforts to increase the graduation rate		x			x	
<b>Other (describe)</b>						

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?

**The district has work diligently on tracking student’s attendance to ensure that students are in school and learning. Several initiatives have been put in place to address truancy: a Child Study Team has been implemented in every secondary school for the purpose of identifying students who are truant and developing an intervention plan for the student. The district will be identifying and implementing state-adopted evidence based materials in all core subjects, increasing reading programs in all secondary levels (9-12), increase the number of reading, math, and science coaches in struggling schools to assist with streamlining K-12 and higher education standards.**

**To address promotion and retention, the district has developed an 8.5 program to deal with overage students on the middle school level. Students who are identified as “8.5” will take 8<sup>th</sup> grade courses in the fall, and 9<sup>th</sup> grade courses in the spring semester. Upon completion of the student’s coursework the student will be placed in the 10<sup>th</sup> grade.**

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)

The district has identified and implemented several data systems that identify students who are at-risk for dropping out. One of the strategies is that the district maintains a daily log of activities on progress Monitoring and Reporting Network (PMRN) and the district leadership team monitors these logs. The district utilizes the school improvement plan and the Florida’s Continuous Improvement Model (FCIM) to track student progress and overall school-wide data to determine the effectiveness of all instructional programs, class offerings, classroom activity, student engagement, and professional development. Data chats are conducted between district administration and school administration; school administration and teachers; and teachers and students following baseline mini and mid-year assessment. Formative assessments are conducted for all core courses: reading, mathematics, and science. The district also prescribes formative and summative assessments in reading, mathematics, and science for levels 1-3 students to be used for benchmark data.

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 match				x	
• 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	
• State data audit system					x
<b>Other (describe)</b>					

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?

**As the district moves forward, one of the key areas that need to be defined is a system to identify student who are off track more expeditiously. If we can work on the attendance, identifying course failures, looking at student GPAs as a continuous process the student dropout will automatic decrease. The district is also moving toward end of year exams to determine mastery rather than standardized test scores. We are looking at implementing an Early Warning System similar to what can be seen here: <http://www.betterhighschools.org/docs/EWStool.xls>.**

#### **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: America's Promise Committee

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:

3. Has the group met since the summit?

- No
- Yes, once
- Yes, twice
- Yes, three or more times

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:  
**Valerie Brimm, Pinellas County Schools, 727-588-6405, brimmv@pcsb.org**

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 *Final Version September 2009 11*
- Media
- Foundations
- Civic organizations
- Other – please explain:

Please attach a roster of your workgroup's members, including their organizational affiliations and titles.

Betty Tribble, **United Way**

[btribble@uwtb.org](mailto:btribble@uwtb.org)

Dee Burns, **Dropout Prevention PCSB**

[burnsd@pcsb.org](mailto:burnsd@pcsb.org)

Greg Johnson, **President, Pinellas County UrbanLeague**

[gjohnson@pcul.org](mailto:gjohnson@pcul.org)

Debra Hall, **Strategic Planning PCS**

[halld@pcsb.org](mailto:halld@pcsb.org)

Dennis Jauch, **Director PTEC**

[jauchd@pcsb.org](mailto:jauchd@pcsb.org)

Stephanie Joyner, **Director of Middle Grades Education**

[joyners@pcsb.org](mailto:joyners@pcsb.org)

Steve Lang, **USF St. Petersburg**

[slang@stpt.usf.edu](mailto:slang@stpt.usf.edu)

Solomon Stephens, **Assistant Superintendent HR**

[stephenss@pcsb.org](mailto:stephenss@pcsb.org)

Rita Vasquez, PCSB, **Director of High School Ed**

[vasquezr@pcsb.org](mailto:vasquezr@pcsb.org)

Lori Matway, **City of St. Petersburg**

[lori.matway@stpete.org](mailto:lori.matway@stpete.org)

Kimberly Paine, **City of St. Petersburg**

[kimberly.paine@stpete.org](mailto:kimberly.paine@stpete.org)

Dr. Vivian Fueyo, **USF St. Pete**

[vfueyo@stpt.usf.edu](mailto:vfueyo@stpt.usf.edu)

Jim Madden, Deputy Superintendent

[madden@pcsb.org](mailto:madden@pcsb.org)

Financial, human, and other resources

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:

**Funds from the America Promise Alliance and State Farm were applied for and received. These funds were used for the Summit and follow-up session on the graduation rate.**

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

Evaluating and reporting impact

- Has the workgroup developed an evaluation to assess/monitor the effectiveness of its work?

If yes, please provide a concise summary of the evaluation plan:

Will your workgroup initiate or collaborate on additional planning/awareness activities? (check all that apply)

- Regional/local summits
- Business summits/roundtables/briefings
- Youth summits held February 2010
- Parent summits
- Other – please explain: Quarterly meetings

Please briefly describe the planning/awareness activities:

**The America Promise Alliance Committee will not plan a future event similar to the summit due to budget constraints. However, the work of the committee will merge with the district leadership team in their efforts to combat the dropout rate.**

**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	New	Existing
<ul style="list-style-type: none"> <li>Engaging parents and caregivers to increase graduation and college readiness rates</li> </ul>	x			x	
<ul style="list-style-type: none"> <li>Supporting young people in foster care so they graduate from high school prepared for college, work and life</li> </ul>	x			x	
<ul style="list-style-type: none"> <li>Developing young people’s financial literacy</li> </ul>	x				x
<ul style="list-style-type: none"> <li>Focusing on the middle school years, especially providing service-learning and career exploration opportunities in and out of school</li> </ul>	x			x	
<ul style="list-style-type: none"> <li>Improving young people’s access to quality health care, including promotion of SCHIP and Medicaid public health insurance programs</li> </ul>	x				x
<ul style="list-style-type: none"> <li>Creating community hubs (e.g. schools, afterschool programs, community centers) where coordinated wraparound supports are available to young people and their families</li> </ul>	x				x

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.*

**Pinellas County Schools can be supported in our efforts to increase graduation rates by the America's Promise Alliance in several key ways:**

**Help us connect to other communities in our state and in areas that our similar demographically through other means than the toolbox on the website.**

**Provide guidelines on how to continue to generate excitement in our community to keep the momentum going post-summit.**

**Send collateral that can be placed in our schools reminding students of the importance of staying in school.**

**Provide opportunities for additional funding to support the ongoing efforts in our schools and community so that we can provide educational experiences to our most at-risk students. We were fortunate to have the Choice Bus, an interactive school bus/prison cell experience presented by the Mattie C. Stewart Foundation [www.mattiestewart.org](http://www.mattiestewart.org) visit two of our schools in Pinellas County. It is the hope of the district and community to bring the Choice Bus to all of our middle schools. The cost for this opportunity will cost us approximately \$20,000, not including travel and lodging for presenters.**