



## ACTION PLANNING WORKSHEET

### **Kansas' Action Plan to Help More of its Young People Graduate High School, Ready for College, Work & Life**

Name of Summit State or Community: **Kansas**

Date and Location of Summit: **10-20-09 in Wichita KS**

Geographical Area Covered by Action Plan: **The entire state of Kansas. This includes 105 counties and 279 public school districts.**

Date Submitted: **07-09-10**

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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)

The Kansas State Department of Education reports a graduation rate of 90.1% and a dropout rate of 1.6% in 2007-2008. These rates include all schools in Kansas (public and private).  
([http://svapp15586.ksde.org/k12/state\\_reports.aspx](http://svapp15586.ksde.org/k12/state_reports.aspx)).

The graduation rate is calculated using the following formula: # of Graduates / (# of Graduates + Year 4 Dropouts + Year 3 Dropouts + Year 2 Dropouts + Year 1 Dropouts). This is the formula used by the NCES.

The dropout rate is calculated using the following formula: 7<sup>th</sup> Grade Dropouts + 8<sup>th</sup> Grade Dropouts + 9<sup>th</sup> Grade Dropouts + 10<sup>th</sup> Grade Dropouts + 11<sup>th</sup> Grade Dropouts + 12<sup>th</sup> Grade Dropouts / Grades 7<sup>th</sup>-12<sup>th</sup> Enrollment.

Next year, the Kansas State Department of Education will begin using the NGA method.

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: **In 2005, KSDE switched from using district reported data to the KIDS (Kansas Individual Data on Students) system. This data system assigns a unique student identifier to each student and is able to track that student throughout their school years.**
- 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:

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: <b>2007-2008</b>	TOTAL	Male	Female
ALL	90.1	88.6	91.7
White, non-Hispanic	92.3	91.2	93.5
African American or Black	82.1	79.0	85.3
Latino or Hispanic	81.6	77.7	85.5
Asian and Pacific Islander	92.9	91.4	94.4
American Indian or Alaska Native	81.6	81.1	82.2
Free & Reduced Lunch	83.0	80.7	85.4
Special Education	84.1	83.2	86.2

School Year: <b>2007-2008</b>	TOTAL	# of Dropouts	# Off-Track for Graduation
ALL	218,687	3,641	n/a
7 <sup>th</sup> grade		66	n/a
8 <sup>th</sup> grade		61	n/a
9 <sup>th</sup> grade		454	n/a
10 <sup>th</sup> grade		808	n/a
11 <sup>th</sup> grade		1021	n/a
12 <sup>th</sup> grade		1231	n/a

(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.

During the spring training trips to MA and VA, we learned how other states were implementing early warning systems to identify those students who are off-track for graduation. The Kansas State



In preparation for the summit, eight regional pre-summits were held across the state in September 2009. Over 225 participants, including educators, business members, elected officials, community members, and 30 youth, attended the pre-summits. At each pre-summit three questions were asked:

- In this region, what challenges do your students and families face that result in students not being engaged in school and community?
- In this region, what's working that keeps your students and families engaged in school and community?
- In this region, what do we still need to learn about keeping students and families engaged in school and community?

The following challenges were identified by a majority of the regions (the number in parenthesis indicates how many regions identified it as a challenge):

- Lack of parental involvement and support (8)
- Gangs and substance abuse (6)
- Poverty (6)
- Students are unable to find the applicability of school to the "real world" (6)
- Classes are boring/uninteresting (6)
- Bullying and peer pressure (5)
- Lack of consistent mentor/mentee relationships (5)
- Young people have to work to support the family (5)
- Lack of communication between students, parents and educators (5)
- Classes are crowded/ missing one-on-one relationship with teacher (5)

After the summit, seven regional post-summits were held across the state in January 2010, with over 175 participants. The purpose of the post-summits was to prioritize the challenges (identified at the pre-summits) of each region and to develop goals, objective and strategies to those prioritized as "high." Participants also determined what strategies currently existed for meeting the challenges. The information collected was compiled into a post-summit report and was used in the development of this action plan.

The following challenges were prioritized as high by their respective regions:

- Lack of parental involvement and support (KC, NE, SC, SW, Wichita and NC)
- Lack of consistent mentor/mentee relationships (KC, SC and NC)
- Lack of communication between students, parents and educators (KC, NE and Wichita)
- Living arrangements (KC)
- Adults don't listen to youth or engage them when making policy decisions (KC)
- Students are unable to find the applicability of school to the "real world" (NE, SE and SC)
- Youth struggle with delayed gratification (NE)
- Lack of teacher diversity/ teaching styles (NE)
- Sense of hopelessness/ perception that teachers don't care (NE)
- Students have to meet core areas rather than engage in electives (SE)
- Lack of collaboration between schools and community organizations (SE)
- Missing one-on-one relationship with teacher (SC)
- Gangs and substance abuse (SW and Wichita)
- Teen pregnancy (SW and Wichita)
- Bullying and peer pressure (SW)
- Lack of school connectedness (Wichita)
- Lack of diversity in the classroom (NC)
- Adults stereotype young people (NC)
- No connection between agencies and programs in the community (NC)



**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.

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

Key Data Points	Key Message Points
During the 2008-2009 school year, 3,003 Kansas students dropped out of school. That equals approximately eight students a day or one every 3 hours!	
Each high school dropout costs the nation approximately \$260,000 in lost earnings, taxes and productivity over the course of his or her lifetime. For the 3,003 dropouts that equals approximately \$780 million.	We can no longer afford to treat this as a “school problem.” Not graduating costs everybody. Drop IN and be a part of the solution.
Only 20% of Kansas school districts reported no dropouts in 2007-2008.	Nearly all schools in Kansas have room for improvement, regardless if they are urban or rural.
76.4% of Kansas state inmates do not have a high school diploma.	

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 state’s or community’s champion and chief spokesperson around the high school dropout issue? If multiple spokespeople are needed, which leaders – elected officials, business leaders, other local influentials – will be recruited? What champions spoke at the summit, and how will they remain engaged over the next 6-12 months?

Chiefs Hall of Famer Nick Lowery was our champion and emcee at the summit. He personally arranged for several television interviews the night before and the morning of the summit. This garnered a great deal of publicity for our event. Nick has expressed interest in remaining involved in our efforts.

State Representative Bob Bethell has been a tremendous champion in our state. He serves as a member of the Kansas DropINs planning team and participated in the spring training trip to Massachusetts. Prior to the Summit, Representative Bethell authored a letter to his fellow legislators encouraging them to participate in the summit and to donate campaign dollars to further the efforts of Kansas DropINs. In total, fifteen legislators donated just over \$2,000.

Dr. Julie Ford, Kansas State Department of Education, and Secretary Roderick Bremby, Kansas Department of Health and Environment, both spoke at the summit and have remained engaged since. They attended the spring training in Massachusetts and actively participated in the formation of the Commission on Graduation and Dropout Prevention and Recovery. Secretary Bremby and Interim Commissioner of Education, Diane DeBacker, will co-chair the Commission.

Several organizations stepped up to champion the regional pre and/or post summit events. They include: Kansas City Kansas Community College, Lawrence Public Schools, Salina Area Chamber of Commerce, Colby Community College, Garden City Community College, South Central Kansas Education Service Center, Wichita Metro Chamber of Commerce, Wichita Workforce Learning Center and Neosho County Community College.

- 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:

The mission of the Kansas State Board of Education is to ensure that all students meet or exceed high academic standards and are prepared for their next steps (e.g., the world of work and/or postsecondary education).

The vision of Kansas DropINs is that every child in Kansas will graduate from high school prepared for life, work and/or postsecondary education, instilled with a passion for lifelong learning.

One of the tasks outlined by the Governor is that the Commission shall establish a vision statement, mission statement and guiding principles that reflect the needs of Kansas youth.

- 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.)*

Goals related to high school graduation rates	Goals related to college-readiness and success rates
In order to make AYP, Kansas has a graduation rate goal of 80%.	

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

Goals for the state and districts will be set by the Commission on Graduation and Dropout Prevention and Recovery. Their final report is due in January 2011.

### 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?
  - Lack of parental involvement and support (aka family engagement) was the only challenge to be identified by all regions during the pre-summits. Furthermore, during the post summits, six of the seven regions ranked it as a high priority, with half ranking it at number one and half ranking it at number two. Given this overwhelming consensus, one of our next steps will be to research effective family engagement strategies and work to implement them in our middle and high schools.
  - The Kansas State Department of Education is planning to implement an early warning system in the state. Research indicates that one of the most effective dropout prevention strategies is the identification of students at highest risk for dropping out and the targeting of resources to keep them in school. One complimentary tool already in place is the Kansas Multi-Tier Systems of Support (MTSS), which is a continuum of increasingly intense research-based interventions provided to students that respond to their academic and/or behavioral needs. Over 350 schools (about 25% of all schools in Kansas) have received support from the State MTSS System. One of our next steps will be to participate in the development of an early warning system and encourage additional schools to utilize the MTSS.
  - The Commission on Graduation and Dropout Prevention and Recovery (hereby referred to as the Commission) will allow Kansas to bring together stakeholders from the local and state level to discuss dropout prevention for perhaps the first time ever in our state. This Commission will be responsible for looking at a broad range of issues and making recommendations that will increase the graduation rate and lower the dropout rate. Kansas DropINs will provide staff support to the Commission to ensure that there is continuity between both efforts. Data collected from the pre and post summits as well as the statewide summit will be shared with the Commission.
  - Continuing the work of Kansas DropINs will be an important step as we move forward. It is highly likely that Kansas DropINs will serve as the state body responsible for implementing the recommendations of the Commission. Some of the projects we are currently working on include: identifying effective strategies for each of the regional challenges ranked high; strengthening business partnerships; locating resources for implementation of regional and statewide strategies; conducting additional surveys and interviews with key groups; and maintaining an interactive map that includes effective programs currently in place in Kansas.

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.

- 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) use

Our first goal is the development of an early warning system. Once this system is in place, schools will be able to identify students who are off-track for graduation. When coupled with the Multi-Tier Systems of Support (MTSS), they will also be able to identify the level of support each student needs.

The applicability (or relevance) of school work to the “real world” was targeted as a high priority in three regional post-summits. Youth who took the survey also expressed interest in “classes that I can use later in life”, “student career plans”, and “opportunities to work for credit”. One of the Kansas State Board of Education’s goals is to redesign the delivery system to meet our students’ changing needs. Additionally, the Commission has been tasked with looking at internships and work study programs as they relate to structured learning. Our second goal would be to support the work of both of these groups and to encourage schools to continue to use Personal Plans of Study.

*(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</li> </ul>	X				X

(middle grades into high school, high school into college and careers)						
<b>Human capital is developed</b>						
<ul style="list-style-type: none"> <li>Supporting administrators and teachers with coaching and professional development</li> </ul>			X			X
<ul style="list-style-type: none"> <li>Revising staffing ratios and teacher allocations to benefit the most struggling students</li> </ul>			X		X	
<b>High schools with high dropout rates (and their feeder middle schools) are revitalized and reconfigured</b>						
<ul style="list-style-type: none"> <li>Dividing existing large schools into small schools</li> </ul>			X			
<ul style="list-style-type: none"> <li>Creating new schools</li> </ul>			X			
<ul style="list-style-type: none"> <li>Organizing schools into small units or academies</li> </ul>			X			
<ul style="list-style-type: none"> <li>Organizing teachers into teams</li> </ul>			X			
<b>Other (describe)</b>						
<ul style="list-style-type: none"> <li>Utilizing the Personal Plans of Study</li> </ul>	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?

Last month, Kansas was awarded \$9.1 million to improve their educational data systems. The Kansas State Department of Education is planning to use this funding to develop and implement an early warning system. Kansas DropINs will work with them to develop a plan of action that will be reviewed by the Commission at their first meeting.

We will monitor how the Kansas State Board of Education (KSBE) redesigns the current delivery system and will make recommendations as necessary. The Chair of the KSBE is an appointed member of the Commission so there should be continuity between the two efforts.

In 2008, the KSBE supported the implementation of Personal Plans of Study for all Kansas students in 8<sup>th</sup> grade and above. These plans should state the students' career goals and intended postsecondary training; contain a comprehensive six year educational plan based on the Kansas Career Clusters Model and Programs of Study; and include any other information that will assist the student in preparing a resume. These plans of study should help students to see the applicability (relevance) of what they are learning to their future career goals. We will need to identify the schools that are currently using the plans and interview their students to see if they are achieving their intended purpose. For schools not currently using the plans, we should find out why and see if there is any way to support their implementation.

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)

Supporting young people was a constant theme at the pre and post summits and the majority of the challenges that were ranked high fall under this category. Specifically, participants thought that a lack of consistent mentor/mentee relationships; lack of communication between students, parents and educators; lack of collaboration between schools and community organizations; and lack of school connectedness all played a major role in why young people dropped out. Furthermore, specific life events were identified that also lead to dropping out (i.e. living arrangements, bullying and peer pressure, gangs and substance abuse, and teenage pregnancy). It is our hope that by better supporting our young people we can address some of these life events too. Our major goal moving forward is to identify strategies and organizations that address these challenges and help regions find the resources to access the strategies and make connections with the organizations.

*(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
<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>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
<ul style="list-style-type: none"> <li>Creating school-community partnerships that bring additional supports and opportunities to students and their</li> </ul>	x				x

families.						
<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?

Although this was the area of greatest need in the state, it is also where we have the strongest existing efforts. There are organizations in our state that are already working to accomplish the priority areas above. Some include:

- Multi-Tiered Systems of Support (MTSS) has developed a multi-tiered response system that aligns tailored student supports with specific student needs.
- Kansas Mentors is working to increase the number of committed adults serving as tutors and mentors across the state.
- The Kansas Parent Information Resource Center, Kansas Parents as Teachers Association and the Kansas PTA are working to engage more parents and care-givers in their children’s lives.
- Kansas Enrichment Network is building and expanding after-school opportunities in Kansas.
- Communities In Schools of Kansas have successfully created school-community partnerships in 83 schools to bring additional supports and opportunities to students and their families.

To successfully move forward, we will need to collaborate with these organizations and others like them, to identify the effective strategies they are using and to identify gaps in service across the state. We need to seek out additional resources to support expansion of these programs to underserved areas of the state. Many of these organizations already serve on the Kansas DropINs planning team and/or other councils, but bringing them together for a conversation solely on supporting young people would be worthwhile.

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)

The Commission has been tasked with looking at school policies that exacerbate dropouts as well as state policies and practices relating to attendance, discipline, grading, retention, promotion, credit recovery, compulsory attendance age, the awarding of the General Equivalency Diploma (“GED”) and the use of alternative schools. Our major goal is to provide support to the Commission as they research and make recommendations on these issues.

(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				
• Grade retention/ promotion	X				
• Streamlining K-12 and higher education standards	X				
• Grading course performance/homework completion	X				
• GEDs	X				
• Promoting alternative schools/multiple pathways	X				
• School accountability measures	X				
• Legal dropout age	X				
• Establishing a state body to coordinate efforts to increase the graduation rate	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?

Each of the subject areas listed above were included in the Governor’s Executive Order as a policy that the Commission must review. It would be helpful to see policies from other states that are similar to ours (i.e. rural, local control).

- 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 Kansas Individual Data on Students (KIDS) system already assigns students unique identifiers and collects information on their enrollment and test data. However, the system is not able to track course completion or teacher information nor does it track students beyond the K-12 system. These data system reforms are on the agenda of the Kansas State Department of Education, so our major goal would be to support their development.

(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 match	X				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				X
• State data audit system					
<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 mentioned, these reforms are already on the agenda for implementation by the Kansas State Department of Education.

**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: [Kansas DropINs Planning Team](#)- it was created prior to the summit for the purpose of planning the pre-summit, summit and post-summit activities. The planning team will continue to provide input and support to the Kansas DropINs program.

If relevant, please provide the following information for each member of the workgroup or committee.

<b>NAME</b>	<b>TITLE</b>	<b>ORGANIZATION</b>	<b>SECTOR (Business, Education, Elected Official, Government, Non Profit, Other)</b>
Jessica Noble	Coordinator	Kansas DropINs	Government
Malissa Martin-Wilke	President	Communities in Schools of Kansas	Non Profit
Frank Henderson Jr.	Executive Director	Crime Victims Compensation Board	Government
Nancy Volpe	Consultant	CVS Pharmacy	Business
Lazone Grays	President/CEO	IBSA, Inc.	Non Profit
Jerry Tenbrink	Training Coordinator	Attorney General's Office	Government
Jeff Schroeder	Disability Program Coordinator	Kansas Department of Commerce	Government
Kent Reed	Educational Consultant	Kansas Department of Education	Education
Jane Stueve	Adolescent and School Health Consultant	Kansas Department of Health and Environment	Government
Kristen Rottinghaus	Fellow	KS Department of Labor	Government
Marcia Dvorak	Project Coordinator	Kansas Enrichment Network	Other
Randy Bowman	Director of Community Program	Kansas Juvenile Justice Authority	Government
Ella Todd	Director	Kansas Mentors	Other
Peg Dunlap	Director Instructional Advocacy	Kansas National Educators Assoc.	Other
Susan Allen	Deputy Director of Appointments	Governor's Office	Government
Elaine Johannes	Asst Professor and	Kansas State University	Education

	Extension Specialist		
Shelby Hoytal	Director	Kansas Volunteer Commission	Other
Rep. Bob Bethell	State Representative	KS Legislature	Elected Official
Tamara O'Connor	Central Zone Public Affairs Supervisor	State Farm	Business
Willie Amison	Project Coordinator	University of Kansas	Education
Tabor Medill	Coordinator of at-risk student services	USD 453	Education
Suzie Ahlstrand	Vice-President	Wichita Metro Chamber of Commerce	Business
Terry Behrendt	Co-Director of Transition to Teaching Program	Wichita State University	Education
Elizabeth Avelar	Outreach Program Director	Wichita YMCA	Non Profit
April Dohle	Project Coordinator	Workforce Partnership	Business
Leila Gallagher	Statewide Director	YouthFriends	Other
Shala Perez	Executive Director	KS Hispanic and Latino American Affairs Commission	Government

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: **Public-Private Collaborative**

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:

Jessica Noble, Kansas DropINs Coordinator 1000 SW Jackson, suite 540 Topeka KS 66612  
 785-296-1521 [jnoble@kdheks.gov](mailto:jnoble@kdheks.gov)

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

Variable, depending on need. Coordination of dropout prevention efforts in the state is the main focus of Jessica's position, so ample time will be given to supporting and building on these efforts.

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:

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:

We have received limited funding from State Farm and from local organizations and legislators. The majority of this funding went to support the regional pre and post summits and the youth council, but there is about \$8,000 left. We applied for the \$50,000 NGA grant but were not selected to receive funding.

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

The Commission on Graduation and Dropout Prevention and Recovery is required to explore funding sources (public, private and non-profit) and identify resources that may be available to sustain the work and recommendations of the Commission.

Evaluating and reporting impact

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

- Yes
- No

Kansas DropINs is waiting for the recommendations of the Commission before they begin to implement the elements of this plan as the Commission may dictate a different direction to go. Once the action plan has been implemented, an evaluation plan will be created as well so that we can measure the effectiveness of our activities.

If yes, please provide a concise summary or 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
- Parent summits
- Other – please explain: [Commission on Graduation and Dropout Prevention and Recovery](#)

Please briefly describe the planning/awareness activities: [In January 2010 we conducted seven regional post-summits in response to our summit.](#)

**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		
<ul style="list-style-type: none"> <li>Engaging parents and caregivers to increase graduation and college readiness rates</li> </ul>	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			
<ul style="list-style-type: none"> <li>Developing young people's financial literacy</li> </ul>		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				
<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		
<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				

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.

Many of our strategies are still in their development stage, so any resources, technical assistance and recognized best practices that America's Promise Alliance can share would be appreciated. We are particularly interested in the following areas:

- o Family engagement
- o Early warning systems
- o Supporting young people
- o Business and non-profit involvement
- o Making school relevant
- o Incorporating internships, work-study programs and career exploration into structured learning time

We are very thankful to have been included in the two spring training opportunities and would be interested in any future trainings or networking opportunities. We would also welcome access to best practices from other states (particularly from states that are similar to ours). Lastly, we need financial support to implement many of these strategies so please keep us informed of any future grant opportunities.