My Brother's Keeper Community Challenge
Milestone 3 – Graduating from High School Ready for College and Career

MY BROTHER'S KEEPER
Community Challenge

Agenda

Introduction

MBK Webinar Overview

Through early January, MBK Community Challenge Milestone webinars will be conducted by TA Providers and Federal Agency Leaders. Each webinar will cover one milestone and you are invited to attend based on your community focus areas:

MBK Community Challenge Milestones

1 **Entering school ready to learn**

2 **Reading at grade level by third grade**

3 **Graduating from high school ready for college and career**

4 **Completing post-secondary education or training**

5 **Successfully entering the workforce**

6 **Reducing youth violence and providing a second chance**

Webinar Objectives

- **Introduce the communities to TA providers and resources available** through the MBK Community Challenge

- **Provide resources for continuing education around implementing milestones** for Mayors and Staffers

- **Enable sharing of leading practices** for community programming / lessons learned from local initiatives undertaken to date

- **Provide opportunity for Q&A** with webinar facilitators and discuss resources coming available through the MBK Community Challenge

Cradle-to-College-to-Career Approach

The disparities between children from poor families and those from non-poor families are significant and pervasive, but targeted, continuous intervention at multiple life stages has the potential to eliminate these disparities across the cradle-to-career continuum.[1]
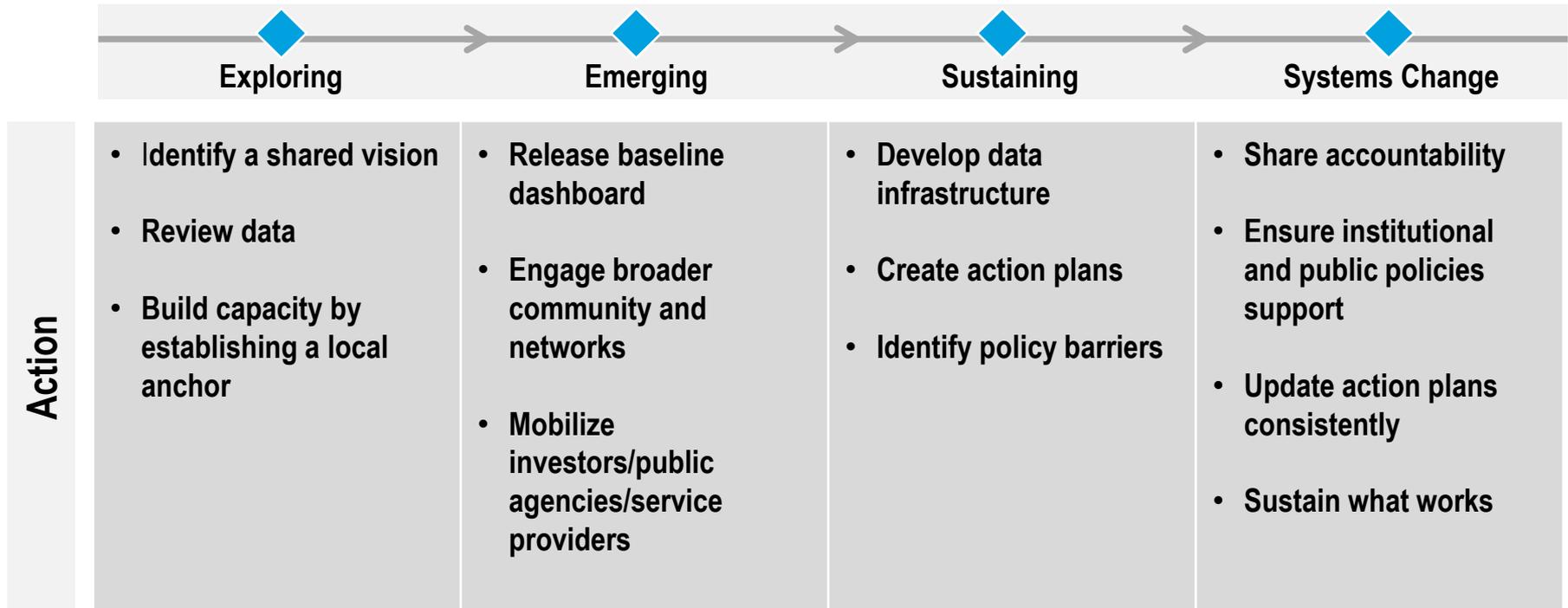

Key Principles for Developing Sustainable Approach [2]

1. **Engage the Community**

2. **Focus on Eliminating Locally Defined Disparities**

3. **Develop a Culture of Continuous Improvement**

4. **Leverage Existing Assets**

In order to effectively and sustainably implement a cradle-to-college-and-career approach it is important to understand the underlying key principles

Driving Systemic Change in Your Community [3]

Following your Local Action Summit, you are asked to review existing programs and policies related to MBK and establish a baseline understanding of where gaps and opportunities lie within your community. As you conduct this review, you can reference the below proven model to create a sustainable strategy for your community:

	Exploring	Emerging	Sustaining	Systems Change
Action	• **Identify a shared vision** • **Review data** • **Build capacity by establishing a local anchor**	• **Release baseline dashboard** • **Engage broader community and networks** • **Mobilize investors/public agencies/service providers**	• **Develop data infrastructure** • **Create action plans** • **Identify policy barriers**	• **Share accountability** • **Ensure institutional and public policies support** • **Update action plans consistently** • **Sustain what works**

The review should include recommendations for action on your selected areas of focus, standards for tracking and sharing data across public agencies / community partners, and structural recommendations for institutionalizing the effort until goals are reached

Elements of Success

By incorporating some or all key elements of success into your design, you will drive systemic and sustainable change in your community, no matter the issue at hand.[4] These elements of success include:

1. **Clear Goals**

2. **Emphasis on Place**

3. **Authentic Youth and Community Engagement**

4. **Committed Leadership**

5. **Support from Political Leaders**

6. **Engaging Local Intermediary Organizations**

7. **Leveraging Expertise of Organizations / Networks**

8. **Policy and Systems Reform**

9. **Strategic Use of Data**

MBK Milestone 3:
Graduating from High School Ready for College and Career

Milestone Overview: Graduating from high school ready for college and career [5]

- The dropout rate for all students is down, and college enrollment rates are at an all-time high, yet there remain significant gaps, where many young people **leave high school without a diploma or the preparation needed to succeed in college or a career**
- Research has demonstrated that **schools with effective leaders, committed staff, involved parents, supportive climate, and ambitious learning goals are successful in educating all students**
- Research has also demonstrated that **expanded learning time that enriches students' learning is beneficial**
- **Out of school opportunities and community based programs that enrich learning and reduce incidences of violence and crime** are promising practices

- Create the **conditions for high-quality education for all**

- **Increase student attendance and reduce dropouts** – especially among the most vulnerable, such as foster and homeless youth

- **Accelerate efforts to transform high schools** with the lowest graduation rates

- **Promote the use of alternatives to exclusionary discipline practices**

- **Increase access to** and **success in rigorous coursework**

Every American child should be college and career ready

[5] My Brother's Keeper Task Force Report

Build Understanding: Engaging your Community Ecosystem and Key Principles

Engaging Your Community Ecosystem

A key next step toward driving change involves mapping your local community ecosystem, with a focus on engaging and connecting key stakeholders*, including:

Partner with **state legislators** to pass laws that can improve school and life outcomes for youth

Engage with **DoE resources** to help **superintendents, schools boards, and charter school leaders** promote effective schools with positive climates and provide social, emotional and behavioral supports

Coordinate **community-based initiatives**, to assist with chronically absent or disengaged students, including public housing authorities.

Local Elected Official

Enlist **business leaders** and **philanthropies** to identify and support evidence-based practices to reduce dropouts and increase post-secondary options

Connect **local law enforcement** and **school resource officers** to improve outcomes for youth, and enforce laws prohibiting discriminatory discipline practices

Articulate how **families, youth-serving organizations,** and **faith-based groups** should support struggling youth

*These key stakeholder groups are meant to serve as an illustrative sampling, to be validated and adapted as relevant to your specific community

Key Principles

- A data system that tracks the allocation of resources across schools

- Available resources to encourage positive school climates with the social, emotional ,and behavioral supports

- Creating opportunities for expanded learning time in school and out of school time

- Schools must provide rigorous curriculum and highly effective teachers to help ensure that every child realizes their potential

- Adoption of promising and evidence-based practices should be identified and accelerated throughout the community

- Develop alternative pathways to graduation for schools that produce the largest number of dropouts

- Discriminatory discipline policies should be ended

Identify Leading Practices: Evidence-Based Practices and Programmatic Success

Evidence-Based Practices	**Programmatic Success in the Field**

1 Positive Intervention and Supports (PBIS)

P·TECH

Pathways in Technology Early College High School – Brooklyn, NY

The program intends to increase college and career readiness by offering occupationally focused education with a specific path jobs in the technology field. There was a 15% increase (from 33-48%) in CUNY college readiness (CR) indicators after two semesters across all students

2 Early Warning Systems (EWS)

YO! Baltimore – Baltimore, MD

By connecting out of school youth and young adults with caring adults to provide comprehensive support services, YO! participants received 35% higher average earnings and than comparable, non-YO! participants

3 Small Schools

Year Up– National

Promotes professional development opportunities for urban youth through a one-year intensive training program that uses a hands-on skill development, college credits, and corporate internships to help low-income young adults become self-sufficient

4 Expanded Learning Time (ELT) / Expanded Learning Opportunities (ELO)

yearup

By tailoring these evidence-based practices to your local context, you can help move the needle in your community

Take Action: Resources for Turning Theory in Action

Create the Conditions for High-quality Education for All
Improving College and Career Readiness by Incorporating Social and
Emotional Learning
http://www.ccrscenter.org/products-resources/improving-college-and-career-readiness-incorporating-social-and-emotional
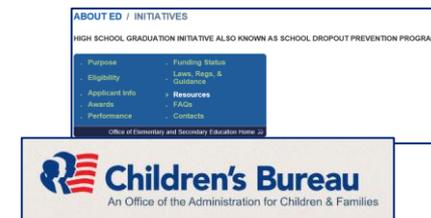STEM Programs at the Department of Education
http://www2.ed.gov/about/inits/ed/green-strides/stem.html

**Increase Student Attendance and Reduce Dropouts – Especially Among the Most
Vulnerable, such as Foster and Homeless Youth**
Early Warning Indicators and Segmentation Analysis: A Technical Guide on Data Studies that
Inform Dropout Prevention and Recovery
http://www2.ed.gov/programs/dropout/resources.html
Foster and Homeless Youth Platform
http://www.acf.hhs.gov/programs/cb/focus-areas/foster-care

Accelerate Efforts to Transform High Schools with the Lowest Graduation Rates
School Turnaround Learning Community
http://schoolturnaroundsupport.org/

Promote the Use of Alternatives to Exclusionary Discipline Practices
The School Discipline Guidance Package
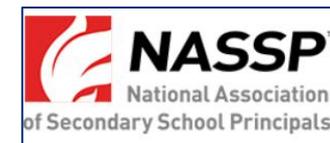www.ed.gov/school-discipline

Increase Access to and Success in Rigorous Coursework
Promoting Rigorous Courses for all Students Resources
http://www.nassp.org/Content.aspx?topic=61041

Note: These resources include information and examples from nongovernmental sources. These resources are provided for informational purposes only. Inclusion of nongovernmental information and resources does not indicate endorsement by the White House or the U.S. government of entities, their products or services, and the information contained at referenced sites does not necessarily reflect the official views of the U.S. government

Wrap Up

Thank you for reviewing the MBK Community Challenge Webinar presentation. For additional questions, please visit our website at www.mbkchallenge.org

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Note: MBK Community Action Resource Guides are a project of the National Convening Council, with support and technical assistance from the White House, Federal agencies, and external partner organizations including the National League of Cities, StriveTogether, United Way, PolicyLink, Urban Institute, and Deloitte

Appendix

Speaker Biographies

Dr. Michael McAfee is the Director of the Promise Neighborhoods Institute at PolicyLink where he partners with leaders in the US and abroad to improve the educational and developmental outcomes of children in some of the world's most distressed communities. He oversees the Institute's efforts to accelerate local leaders' ability to improve the well-being of children, build evidence on the implementation of cradle-to-career strategies, and scale and sustain the impact of Promise Neighborhoods. Prior to PolicyLink, he worked in the Community Planning and Development Division of the Chicago Regional Office of the U.S. Department of Housing and Urban Development.

Heather Rieman is currently the Chief of Staff in the Office of Elementary and Secondary at the U.S. Department of Education. Prior to this role, she was a Senior Policy Advisor in the Office of Planning, Evaluation and Policy Development. Before joining the Department she was the Co-Director and Co-Founder of Critical Exposure, a nonprofit organization that teaches youth to use the power of photography and their own voices to become effective advocates for school reform and social change. She holds a master's degree in public policy from Harvard's Kennedy School of Government and a bachelor's degree from Tufts University.

Patricia Johnson is the Team Leader for the Mathematics and Science Partnership program, U.S. Department of Education. Prior to that, she managed the Javits Gifted and Talented Students program, the Eisenhower Math and Science National programs, and the Fund for the Improvement of Education. Previously, she served as associate director of Project 2061, a part of the American Association for the Advancement of Science.