Launch Event and Release of Baseline Community Report

November 10, 2016
8:30-11:30 am
UCONN-Stamford Campus
Kim Morgan
CEO, United Way of Western CT
David Martin
Mayor, City of Stamford
Earl Kim
Superintendent, Stamford Public Schools
Improving Outcomes for Every Child, Cradle to Career
“We are building solutions for tens and hundreds when we need them for tens and hundreds of thousands.”

Geoffrey Canada, Founder, Harlem Children’s Zone
Who wants change?

Who wants to change?
What’s Our Challenge?

PROGRAM RICH, SYSTEM POOR.
What’s Our Solution?

COLLECTIVE IMPACT
Collaboration

Convene around Programs/Initiatives

Prove

Addition to What You Do

Advocate for Ideas

Collective Impact

Work Together to Move Outcomes

Improve

Is What You Do

Advocate for What Works
The StriveTogether Theory of Action

Four Key Principles

1. Eliminate Disparities
2. Leverage Existing Assets
3. Build a Culture of Continuous Improvement
4. Engage Community Expertise and Voice
Then a miracle occurs...

\[ \frac{0.06511}{ms} \pm 0.005 \]

\[ \pm 345 \]
<table>
<thead>
<tr>
<th>GATEWAYS:</th>
<th>Exploring</th>
<th>Emerging</th>
<th>Sustaining</th>
<th>Systems Change</th>
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<tr>
<td><strong>Pillar 1: Shared Community Vision</strong></td>
<td>• Geographic Scope&lt;br&gt;• Leadership Table&lt;br&gt;• Vision/Mission&lt;br&gt;• Key Messaging</td>
<td>• Baseline Report</td>
<td>• Roles/Responsibilities&lt;br&gt;• Annual Progress Report&lt;br&gt;• Consistent Messaging</td>
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<td>• Outcomes&lt;br&gt;• Indicators</td>
<td>• Baseline Data Collection&lt;br&gt;• Disaggregated Data</td>
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<td>• Collaborative Action Networks</td>
<td>• Action to Move Outcomes&lt;br&gt;• Opportunities &amp; Barriers Addressed</td>
<td>• Spread What Works For Children and Youth</td>
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<td>• Anchor Entity/Backbone Functions&lt;br&gt;• Funder Engagement</td>
<td>• Management Capacity&lt;br&gt;• Financial Support</td>
<td>• Community Mobilization&lt;br&gt;• Aligned Resources&lt;br&gt;• Advocacy</td>
<td>• Policy Changes&lt;br&gt;• Multiyear Funding Commitment</td>
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BIG GOAL: Increase the proportion of Northeast Indiana residents with high-quality degrees and credentials to 60% by 2025.

OUTCOMES

- Every child is prepared to be successful in school
- Every student succeeds academically
- Every high school student is prepared for post-secondary education/training
- Every learner completes post-secondary education/training and is career ready

CONTRIBUTING INDICATORS

- % of children developmentally ready to enter Kindergarten
- 3rd Grade Reading
- 3rd Grade Math
- 8th Grade Combined Language/Math
- High School Graduation/Type of diploma
- College/Career Readiness
  - Target: 93% By 2016
- Post-secondary Degree completion
- Post-secondary Enrollment
- GED achievement among adults
- Retention/Progression Rates
- Reengagement Rates
- Decreased Remediation
- Improved quality of applications reported by employers
- FAFSA – Financial Aid

OUTCOMES

- 3rd Grade Reading
- 3rd Grade Math
- 8th Grade Combined Language/Math
- [Placeholder 21st Century Skills]

- High School Graduation/Type of diploma
- College/Career Readiness
  - Target: 93% By 2016
- Post-secondary Degree completion
- [Placeholder: Credential completion]
- [Placeholder: Employment/Employability]

- Parent/Caregiver interaction
- Access to high-quality early learning programs
- Parental Education
- Absenteeism
- Suspension/Expulsion Rates
- Parental Education
- Mobility of Students
- Access to public libraries
- Teacher Quality
- Ready for post-secondary (ACT/SAT)
- % passing ECAs on 1st attempt
- # enrolled in college prep course during final year of High School
- AP/Dual Credit
- Suspension/Expulsion Rates
- Parental Education
- Tutoring/Mentoring
- Access to career pathway education

- Post-secondary Enrollment
- GED achievement among adults
- Retention/Progression Rates
- Reengagement Rates
- Decreased Remediation
- Improved quality of applications reported by employers
- FAFSA – Financial Aid
The Big Goal

Support Teams

Education Leadership Council

Early Childhood Learning Change Network

Post – Secondary Completion Change Network

K – 8 Change Network

High School Completion Change Network

Technical Education (EWIN) Change Network *

* Convened in Partnership with Northeast Indiana Works
### Pillar 1: Shared Community Vision
- Geographic Scope
- Leadership Table
- Vision/Mission
- Key Messaging

**Emerging**
- Baseline Report

**Sustaining**
- Roles/Responsibilities
- Annual Progress Report
- Consistent Messaging

**Systems Change**
- Shared Accountability
- Withstand Leadership Change

### Pillar 2: Evidence Based Decision Making
- Outcomes
- Indicators

**Emerging**
- Baseline Data Collection
- Disaggregated Data

**Sustaining**
- Indicator Refinement
- Connection of Academic & Non-Academic Data

**Systems Change**
- Timely Data Sharing for Continuous Improvement

### Pillar 3: Collaborative Action
- Continuous Improvement Commitment

**Emerging**
- Collaborative Action Networks

**Sustaining**
- Action to Move Outcomes
- Opportunities & Barriers Addressed

**Systems Change**
- Spread What Works For Children and Youth

### Pillar 4: Investment & Sustainability
- Anchor Entity/Backbone Functions
- Funder Engagement

**Emerging**
- Management Capacity
- Financial Support

**Sustaining**
- Community Mobilization
- Aligned Resources
- Advocacy

**Systems Change**
- Policy Changes
- Multiyear Funding Commitment
HIGH SCHOOL 4-YEAR ON TIME GRADUATION

4-YEAR ON TIME GRADUATION
CLOSING THE GAP
GAP IS MEASURED BETWEEN WHITE STUDENTS & STUDENTS OF COLOR

2015 13% Gap 2012
2015 Native American 25% Gap
2015 4% 2012
2015 Pacific Islander 22% Gap
2015 4% 2012
2015 Hispanic 16% Gap
2015 3% 2012
2015 Black 15% Gap
2015 1% 2012
2015 Asian 2% Gap
2015 0% Gap 2012
2015 Multi-Racial 11% Gap

GRADUATE!
TACOMA
## Abbreviated StriveTogether Theory of Action

### Gateways:

#### Exploring
- **Pillar 1: Shared Community Vision**
  - Geographic Scope
  - Leadership Table
  - Vision/ Mission
  - Key Messaging

#### Emerging
- **Pillar 2: Evidence Based Decision Making**
  - Outcomes
  - Indicators

- **Pillar 3: Collaborative Action**
  - Continuous Improvement Commitment

- **Pillar 4: Investment & Sustainability**
  - Anchor Entity/ Backbone Functions
  - Funder Engagement

#### Sustaining
- **Roles/ Responsibilities**
- **Annual Progress Report**
- **Consistent Messaging**
- **Indicator Refinement**
- **Connection of Academic & Non Academic Data**
- **Action to Move Outcomes**
- **Opportunities & Barriers Addressed**
- **Community Mobilization**
- **Aligned Resources**
- **Advocacy**

#### Systems Change
- **Shared Accountability**
- **Withstand Leadership Change**
- **Timely Data Sharing for Continuous Improvement**
- **Spread What Works For Children and Youth**
- **Policy Changes**
- **Multiyear Funding Commitment**

### Proof Point
A Partnership is in the Systems Change Gateway and sees indicators improving.
PERCENTAGE OF HIGH SCHOOL SENIORS COMPLETING THE FAFSA

Franklin HS - 2014  Franklin HS - 2015  Franklin HS - 2016

JANUARY 1  JANUARY 30  FEBRUARY 5  FEBRUARY 12  FEBRUARY 19  FEBRUARY 26  MARCH 4  MARCH 11  MARCH 18  MARCH 25  APRIL 1  APRIL 8  APRIL 15  APRIL 22  APRIL 29  MAY 6  MAY 13  MAY 20  MAY 27  JUNE 3  JUNE 10  JUNE 17  JUNE 24  JULY 1
Percent of Seniors Completing the FAFSA this School Year with Specific Interventions at Franklin High School (Using School-level Data)

**12/8/2015 - 1/19/2016**

**Intervention:** Economics and Social Studies teachers recruit students for FAFSA night  
**Result:** Participation triples from previous years

<table>
<thead>
<tr>
<th>Date</th>
<th>Enrollment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 1st</td>
<td>N=0</td>
<td>0%</td>
</tr>
<tr>
<td>Jan 13th</td>
<td>N=135</td>
<td>42.2%</td>
</tr>
<tr>
<td>Feb 3rd</td>
<td>N=173</td>
<td>54.1%</td>
</tr>
<tr>
<td>Feb 13th</td>
<td>N=195</td>
<td>60.9%</td>
</tr>
<tr>
<td>Feb 19th</td>
<td>N=211</td>
<td>65.9%</td>
</tr>
<tr>
<td>Mar 11th</td>
<td>N=241</td>
<td>75.3%</td>
</tr>
<tr>
<td>Apr 12th</td>
<td>N=255</td>
<td>79.7%</td>
</tr>
<tr>
<td>Apr 26th</td>
<td>N=261</td>
<td>81.6%</td>
</tr>
</tbody>
</table>

**1/19 - 2/15**

**Intervention:** Complete FAFSA during class in two economics classes  
**Result:** 75% (44/58) of students in the two classrooms complete the FAFSA, compared to 59.4% overall

**2/18 - 3/15**

**Intervention:** Economics & social studies teachers use student-level data to target individual students for FAFSA support  
**Result:** 28 additional students completed the FAFSA

**3/15 - 4/29**

**Intervention:** Assign all remaining students to one staff member or community partner for support  
**Result:** 6 additional students completed the FAFSA

Source: Numerator comes from FAFSA through the Office of Student Access and Completion, includes Oregon Student Aid Application (ORSAA) completers (provided by school), denominator is January 3rd enrollment.
# 2015-16 Schools of Hope Model Variations

<table>
<thead>
<tr>
<th></th>
<th>Traditional</th>
<th>Compass-enhanced</th>
<th>Sound Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schools participating</strong></td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Students participating</strong></td>
<td>170</td>
<td>62</td>
<td>24</td>
</tr>
<tr>
<td><strong>Tutors participating</strong></td>
<td>159</td>
<td>67</td>
<td>27</td>
</tr>
<tr>
<td><strong>Session length</strong></td>
<td>25 minutes</td>
<td>25 minutes</td>
<td>25 minutes</td>
</tr>
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</table>

*Session activities*
- Warm-up
- Reading
- Comprehension questions
- Writing

- 50% of sessions = traditional model
- 50% of sessions = Compass Learning Odyssey activities
- Scripted phonics activities (phoneme identification, chunking)
- Reading
2015-16 Data Review

Compass Enhanced

Sound Partners

Traditional
2015-16 Data Findings

• 2015-16 Schools of Hope students did not show significantly higher reading growth than their closest comparisons - students with the same grade, school, and similar fall reading percentile on the Measures of Academic Progress (MAP).

• This was true across all 3 tutoring models - Traditional, Hybrid (Traditional & Compass Learning), and Sound Partners - and at each school and grade level.

• There was also not a significant relationship between tutoring minutes and reading growth, regardless of the tutoring model, school, or grade.
What’s next for 2016-17

- Decrease the number of Schools of Hope locations from nine to five
- As much as possible, keep students who participated in Schools of Hope last year as first and second graders in the program this year as second and third graders so that we can begin to analyze the impact of multiple years of tutoring
- Increase the # of tutoring hours per student (with a goal of 30 hours by end of year), by decreasing # of students served and increasing # of tutors per student and/or length of sessions
- Tighten student selection to only include students in the 20-40th percentile on Fall MAP
- Implement quick cycle continuous improvement processes to regularly track performance (minutes, tutor and teacher fidelity, etc.) and make course corrections throughout the year, leveraging models from the School District of Menomonee Falls and the United Way’s new AmeriCorps VISTA to support these efforts
- Investigate potential “bright spot” tutors
- Analyze the relationship between Compass Learning minutes and reading growth across all students in the District to decide whether to continue using Compass Learning in Schools of Hope in the future
- Forgo using Sound Partners next year due to recommended time and program monitoring requirements being too demanding for capacity of program
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### BUILDING IMPACT
A Partnership is in the Systems Change Gateway and sees indicators improving.
Cincinnati Public Schools Partners with StrivePartnership Initiative on Shared Levy to Fund Schools and Expand Quality Preschool

- Cincinnati Public Schools is pursuing a **November 2016 levy** in partnership with the Cincinnati Preschool Promise to **significantly expand access to preschool** and strengthen the preK-12 public school system.

- The School Board unanimously approved the resolution for a **5-year new-money levy to raise about $48 million** per year, with $15 million to be allocated towards expanding quality pre-school in district- and community-based programs.

- Preschool Promise is a **plan to make Cincinnati the first city in the nation to offer two years of high-quality preschool** to three- and four-year-olds, with subsidies based on need.
Percent Improvement of Key Students Outcomes Since Baseline Year

Note: This chart reflects trends from the baseline year to the current year for the partnership’s largest district and postsecondary institution, generally representative of the urban core geographic scope.
“It seems to me that systems are made of people. So if the people change, the systems change.

Kristin Shubert, RWJF

Systems Change: More than a Buzz Word
Bridgespan Blog Post – 1/27/16
Building a Transformative Movement

- **Spring 2013**: First Look at Collective Impact and the StriveTogether Framework
- **Fall 2014-Spring 2015**: Community Engagement
- **October 2015**: The Planning Retreat
- **December 2015**: The Design Institute
- **June 2016**: Met StriveTogether Exploring Gateway Requirements and Leadership Council
- **November 2016**: Launch Event and Release of the Baseline Community Report
OUR ACCOUNTABILITY STRUCTURE

1. **COMMUNITY TASK FORCE:** Group of leaders who meet regularly to address community-wide issues and contextual indicators linked to our work.

2. **LEADERSHIP COUNCIL:** Members representing all components of the accountability structure from government, businesses, universities, CBOs/non-profits, philanthropies who serve as advisors to the partnership.

3. **IMPLEMENTATION TEAM:** Co-Chairs of each Community Action Network, representatives of Community Task Force and Stamford Cradle to Career staff who guide the day to day direction of the partnership.

4. **COMMUNITY ACTION NETWORK (CAN):** Small workgroups focused around each outcome area.

5. **ADVISORY BOARD:** Top-level community leadership who provide strategic advice and support for the work.

6. **EXECUTIVE TEAM:** Cross-sector of leaders who make funding and management decisions.

7. **BACKBONE MANAGEMENT TEAM:** Stamford Cradle to Career staff responsible for day to day operational support.

8. **DATA NETWORK:** Group of leaders charged with reviewing outcome indicators, related measures and data points.

9. **COMMUNICATION NETWORK:** Group of leaders charged with the development of communication and marketing strategies to engage multiple audiences.

10. **INVESTORS NETWORK:** Businesses and foundations willing to financially sustain the work over multiple years.
Our Approach

Plan, Do, Study, Act (PDSA)
Continuous Improvement Example

Plan: What are we going to do?
- Establish partners and clarify purpose
- Define the problem and narrow scope in order to maximize impact
- Develop long/short term goals/targets; set measures using valid and reliable data
- Identify and prioritize current & new projects based on potential impact; be sure to incorporate customer feedback when possible

Do: Let’s do what we said!
- Implement the identified projects within the plan
- Hold each other accountable to the work
- Use the action plan as the agenda

Act: Do we need to make changes?
- Use what you learned to plan new improvements, beginning the cycle again
- Identify any changes/improvements
- If there was an impact, determine how the work can be sustained or expanded to have a greater impact

Study: Did what we do work?
- Collect, review and analyze the data/results
- Determine what you’ve learned; did the work impact the change expected
- Begin to identify if changes/improvements are needed
Baseline Community Report Presentation
12.59% of Stamford students are English Learners. English Learners are 6.5% of Connecticut’s students.

The Suspension Rate for Stamford Public School students is 2.7%, compared to Connecticut’s rate of 7.2%.

35% of Stamford residents earn less than the basic cost of living in Fairfield County.
Infant Health & Development

of Stamford’s new mothers receive timely pre-natal care, beginning in the first trimester

Stamford’s Licensed Child Care Centers have 939 spaces for children aged Birth-3

Group Child Care Homes provide another 34 spaces. There are approximately 4,900 children under age 3 years in Stamford
Kindergarten Readiness

of students entering kindergarten had a preschool/daycare experience

About one-quarter of students entering kindergarten need substantial support to be ready academically.
Early Grade Reading

49% of Stamford’s third grade students scored at Level 3 or 4 in English Language Arts (ELA) on the Smarter Balanced Assessment Consortium (SBAC) for Spring 2016.

Across Connecticut, 54% of third-graders scored at Level 3 or 4 on SBAC.
Transition to Middle School

54% percent of Stamford’s fifth grade students scored at Level 3 or 4 in English Language Arts (ELA) on the Smarter Balanced Assessment Consortium (SBAC) for Spring 2016 (CT=59%)

37% percent of Stamford’s fifth grade students scored at Level 3 or 4 in Math on the SBAC for Spring 2016 (CT=41%)
percent of Stamford’s eighth grade students scored at Level 3 or 4 in English Language Arts (ELA) on the Smarter Balanced Assessment Consortium (SBAC) for Spring 2016 (CT=55%).

percent of Stamford’s fifth grade students scored at Level 3 or 4 in Math on the SBAC for Spring 2016 (CT=40%)
Transition from High School, Postsecondary, College and/or Career

For the 2015 cohort, the four year high school graduation rate for SPS was **87.4%**; for Connecticut, it was **87.2%**

Enrollment in remedial classes in Connecticut State Universities and Community Colleges:

- **66.7%** Stamford students
- **46.4%** Connecticut students
Launching Community Action Networks (CANs)

- **Infant Health and Development**
  CAN Co-Chairs: Adele Gordon & Erica Phillips

- **Kindergarten Readiness**
  CAN Co-Chairs: Jennifer DeRubeis & Linda Levy

- **Early Grade Reading**
  CAN Co-Chairs: Natalie Elder & Dr. Polly Rauh

- **Transition from High School to Postsecondary, College and/or Career**
  CAN Co-Chairs: Camille Figluizzi & Jackie Lightfield
Community Action Networks (CANs) in Development

- Transition to Middle School
- Transition to High School
SC2C Website

http://www.uwwesternct.org/sc2c
Looking to the Future: 2017
Thank you!