STAMFORD CRADLE TO CAREER

is a Collective Impact partnership with a solid and committed cross-sector collaboration that is based on the nationally recognized StriveTogether Cradle to Career Framework in creating a community-wide partnership. It is a road map to change and a new way for community stakeholders to work together. The overarching goal of Stamford Cradle to Career is to collectively align community resources to ensure that all youth succeed in education, career and life because successful children lead to a vibrant and thriving community. United Way of Western Connecticut is serving as the anchor and backbone entity providing management and fiscal support for the partnership.

VISION
All youth succeed in education, career and life.

MISSION
To collectively align community resources to ensure equity and excellence in education, for every child, from cradle to career.
Dear Community Partners,

It is with enthusiasm and optimism for the future of Stamford’s youth that we present the Stamford Cradle to Career Baseline Community Report. However, before you delve into the pages of our report, it is important to understand exactly what Cradle to Career is, why it’s critically important and what you can do to help ensure its success.

Stamford Cradle to Career is a community-wide partnership implementing the nationally recognized StriveTogether Cradle to Career Framework, under the direction of the United Way of Western Connecticut. The mission of Stamford Cradle to Career is to align community resources, data and goals so together we can increase the likelihood of success of all Stamford’s youth—success in school, career and life. After all, we know, successful youth are the key to a flourishing and vibrant community.

How we get there is not so straightforward. Historically, institutions that positively influence children, such as families, schools, social services organizations and religious groups each have their own limited responsibilities, resources and impact. Because no one institution can address all of our children or families’ needs, often those most vulnerable fall through the cracks and miss out on critical life-enhancing opportunities. Only by working together—sharing responsibilities and resources in a way that benefits all Stamford children—do we stand a chance of closing some of those gaps and improving the collective well-being of Stamford’s youngsters.

As you will see in the following pages of this report, Stamford has many children who are quite successful in school and who aspire to do great things upon graduation. At the same time, we have just as many children who may be less successful in school because of personal challenges, such as language or socioeconomics. However, despite their challenges, those children have the same high aspirations for themselves and deserve the same opportunities for success. As a community, we owe it to ourselves and our children, to remove the barriers that stand in the way of their success.

Please read this report with an eye toward how you, or your organization, can contribute positively to the mission of the Stamford Cradle to Career partnership.

David R. Martin  
Mayor  
City of Stamford

Earl T. Kim  
Superintendent  
Stamford Public Schools

Geoffrey S. Alswanger  
President  
Stamford Board of Education

Alice S. Knapp  
President  
The Ferguson Library

Kimberly A. Morgan  
Chief Executive Officer  
United Way of Western Connecticut
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ROADMAP TO BUILDING A TRANSFORMATIVE MOVEMENT

Spring 2013–Summer 2013
Fairfield County’s Community Foundation and United Way of Western Connecticut formed a partnership to gauge interest in the StriveTogether Cradle to Career Framework. The community feedback was positive and participants expressed readiness for this collective impact initiative. Mission and core values were developed in collaboration with partners, and funds were raised by United Way of Western Connecticut.

Fall 2014
A project manager was hired and initiated comprehensive engagement activities, including one-on-one interviews, small group conversations with cross-sector leaders from government, schools, non-profit groups, businesses and philanthropic organizations. The purpose was to create an understanding of the collective impact Cradle to Career Framework and map out next steps for making this work a reality in Stamford.

A StriveTogether Strategic Assistance Team was engaged and began the extensive planning for the Leadership Retreat in October and the Design Institute in December. Stamford Cradle to Career joined the regional team of communities, including Bridgeport, Norwalk and Waterbury, implementing the StriveTogether Cradle to Career Framework. The State of Connecticut General Assembly recognized the work of these cities and funds were appropriated for two years.

October–December 2015
Retreat participants volunteered for one of three work groups: accountability structure; key outcome areas and indicators; and name, vision, mission and tagline.

December 2015
An all-day session, or Design Institute, facilitated by the StriveTogether Strategic Assistance Team, was held with 125 community participants. Each work group presented their work, gathered feedback and analyzed the responses.

December 2015–June 2016
The work groups expanded and evolved into the Acting Executive Team and two network groups: the Data Network and the Communication Network. With feedback from the Design Institute, the name, logo, accountability structure and key outcome areas were finalized.

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JUNE 2016–AUGUST 2016
The Leadership Council, comprised of all the network members and the partners who had been part of the development of the Stamford Cradle to Career partnership, as well as guests who had shown an interest in the work, met in June. A status report was presented and feedback was collected for next steps. The StriveTogether assessment was completed and the Action Plan was submitted to the National Network. The Plan met all requirements for the Exploring Gateway (first phase of a four-phase process). Stamford Cradle to Cradle formally joined the StriveTogether Cradle to Career National Network. The regional work continued with support from Fairfield County’s Community Foundation.

AUGUST 2016–NOVEMBER 2016
The preliminary coordination plans for launching the Community Action Networks took place. In November, four of the six Community Action Networks—Infant Health and Development, Kindergarten Readiness, Early Grade Reading, and Transition from High School to Postsecondary, College and/or Career—officially launched. The remaining two, Transition to Middle School and Transition to High School, are in the early stages of development. The Baseline Community Report is released in November at a kickoff event at UConn Stamford.
**CONDITIONS FOR COLLECTIVE IMPACT**

Stamford Cradle to Career is a cross-sector partnership committed to making a difference in the lives of our youth, resulting in excellent health and educational success at each point of the developmental milestones until they reach adulthood and enter the workforce. It will work in new ways to achieve large scale change that creates lasting solutions for the challenges that face our community.

1. **Common Agenda**
   All partners commit to a shared vision for making change that includes common understanding of the problem and applies a joint approach to solutions through agreed upon, evidence-based activities.

2. **Shared Measurement**
   All partners commit to measuring success by using data and evidence to create a consistent accountability system. Application of a continuous improvement process assures that high quality programs are scaled across the community’s neighborhoods.

3. **Mutually Reinforcing Activities**
   All partners commit to developing a mutually reinforcing plan of action while applying strategies that may be differentiated.

4. **Continuous Communication and Inclusive Engagement**
   All partners commit to frequent communications within and across organizations, to build trust and to inform ongoing learning and adaptation of strategy. Genuine community engagement at all levels is crucial to the success of this work.

5. **Backbone Organization**
   Creating and managing collective impact requires dedicated and sufficient backbone support. The organization helps facilitate and drive the process, but the community leads the decision making. Backbone support includes providing staff to facilitate, communicate, manage data support and engage the community. United Way of Western Connecticut serves in this role for the Stamford Cradle to Career partnership.
OLD BEHAVIOR-NEW BEHAVIOR

Collectively Committed, We Will Accomplish Much More

There are multiple organizations working hard to support children and youth in Stamford, but a common agenda and a laser-like focus will sharpen and intensify our accomplishments to assure that our children are healthy and successful in school and work.

“As the Mayor of Stamford, a city considered Connecticut’s ‘Economic Engine,’ I know well the need to focus on ensuring that our youth are prepared to enter the workforce. We want Stamford to drive the region’s economy for many generations to come. The Stamford Cradle to Career partnership aligns with our vision for Stamford—to remain a dynamic, innovative center for ideas and growth. The work of Cradle to Career is a testament to the foresight our community’s leaders have in fostering a city committed to caring for and educating our children and youth in a collective, meaningful way. The City of Stamford is proud to support and be an integral part of making Stamford Cradle to Career a successful partnership.”

Mayor David R. Martin, City of Stamford
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 and 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

Guided by Collaborative Action
Our work is rooted in the power of collaboration and an intense focus on a cross-sector partnership that leads to evidence-based action. Collaboration is the catalyst in moving our agenda forward with increased community capacity. Collaboration is dynamic and ever changing as it moves our work forward. We are not afraid to change what isn’t working.

Driven by Data
The Stamford Cradle to Career partnership is committed to data-driven decision making. Our approach for a continuous improvement strategy directs us to collect and analyze data to inform our planning. We work to create consistencies across our partnership by selecting and measuring agreed upon outcome areas and related indicator measures.

We are working with researchers and data experts to assist us in determining the most productive and meaningful approach to data driven decision making.

“At Family Centers our professionals are increasingly participating in collaborative efforts which are tackling complex human issues. The early results indicate that collective action far surpasses what any single organization can accomplish on its own. It is for this reason that we are committed to the Stamford Cradle to Career partnership which has brought together all of the leading forces in the community to focus on achieving a successful outcome for all of Stamford’s youth.”

Bob Arnold, President and Chief Executive Officer, Family Centers

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
**CORE VALUES**

1. **Stewardship**
   We will lead and follow as stewards of the City of Stamford, caring responsibly for our community assets. We will work together in new ways to achieve the greatest, long-term benefit for the community as a whole.

2. **Open Engagement and Partnership**
   We will welcome all stakeholders seeking to make a positive contribution to our collective goals. We will empower local stakeholders to bring others into the movement. We recognize the importance of engaging youth as part of the solution and pledge our commitment to involve youth in this movement. We are willing to cross political, social, ethnic and economic boundaries to achieve community outcomes. We will extend ourselves to create an inclusive, cohesive community through partnership and collaboration.

3. **Commitment to Outcomes**
   We understand this work is long-term and we are committed to staying involved. We are willing to take the responsibility for tasks and achieving specific outcomes and commit to measuring our progress and adjusting course as necessary.
4. **Holistic Approach**
We believe that anything is possible for Stamford children and families. We envision success without limitations by creating a specific, attainable strategy for achieving that vision.

5. **Data-Driven Decision Making**
To the greatest extent possible, we will base decisions and action plans on objective data, thereby avoiding distortion of issues by personal feelings or agendas. At the same time, we seek to get to the heart of the matter and recognize that facts without context can be misleading. We commit to advocating for what works.

6. **Releasing Resources**
We value the empowerment of all community stakeholders to honestly and forthrightly share all knowledge, experiences and insights relative to our work. We take responsibility for ensuring our truth is current and not historical. We all share the responsibility for maintaining the truth telling standard.

7. **Inclusiveness**
We respect all stakeholders and recognize there are diverse viewpoints. Positional power will not determine a strategy or preferred outcome, merit will. Viewpoints from diverse constituencies will be proactively sought to ensure the best possible outcomes for Stamford children and families, cradle to career.

8. **Commitment to Resolving Conflict**
We understand that conflict is inevitable and is sometimes required in order to achieve the best outcomes. Healthy conflict involves valuing every individual regardless of his or her stance on a specific issue. We pledge an unwavering commitment to working through conflict in a positive manner despite its severity.

9. **Asset-Based Approach**
We are focused on using a strength-based, asset-oriented approach to improving outcomes for Stamford children and families, cradle to career. We believe positive change occurs when we appreciate, value and invest in what is best for our families and community.

10. **Transparency and Objectivity**
We agree to promote open and frequent communication and access to information regarding our work. We empower stakeholders to share information openly. We commit to constantly improving communication for all audiences. We agree to disclose any personal or professional conflict of interest that may affect our objectivity before engaging in work that will impact our efforts to improve outcomes, cradle to career. We seek to avoid even the appearance of impropriety.
TALE OF TWO CITIES

Stamford is a bi-modal city and home to one of the largest wealth gaps in the nation. In a city where 9.9% of the general population lives below the poverty level, over 50% of the school population qualifies for free/reduced lunch.

The City of Stamford is a robust community made up of a network of non-profit organizations, philanthropy, businesses and corporate sectors, as well as strong public, private and charter schools. We are proud of the diversity that defines our community, where over a third of our population is foreign born, and where more than 40% of our children in the public schools reside in households where English is not the primary language.

In order to address equity in our community and in our classrooms, we need to apply a continuum of resources and services at every stage of a child’s development. These resources must be focused and coordinated so that all students may reach their potential. To this end, our community has committed itself to the work of the Stamford Cradle to Career partnership, and a call to action has brought multiple partners together to make this goal a reality for our children, youth and their families.

1 American Community Survey, 2014 Five-Year Estimates.
CONTEXTUAL INDICATORS

Contextual indicators are “community level” measures/metrics that are larger than a Community Action Network’s scope, but need to be monitored as they can influence the partnership’s outcomes.

**Health**

15.39% of children enrolled in Children’s Learning Centers of Fairfield County in spring 2016 were overweight. Another 16.95% were obese. 2

14.1% of Stamford Public Schools (SPS) students have asthma. From 2010–2014, there were 3,493 emergency department visits and 547 hospitalizations by Stamford residents with a primary diagnosis of asthma. 3

On average, SPS students rated how safe they felt socially and emotionally at 3 out of 5 (elementary and high school) and 2.83 out of 5 (middle school). 4

Measure of students feeling safe in the community—TBD.*

---

**Education**

Educational attainment, population 25 years and over. 5

<table>
<thead>
<tr>
<th>Diploma</th>
<th>Stamford</th>
<th>Connecticut</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Diploma</td>
<td>[13%]</td>
<td>[22.8%]</td>
</tr>
<tr>
<td>High School Diploma or Equivalent</td>
<td>[21%]</td>
<td>[27.6%]</td>
</tr>
<tr>
<td>Some College</td>
<td>[15.3%]</td>
<td>[17.6%]</td>
</tr>
<tr>
<td>Any College Degree</td>
<td>[50.7%]</td>
<td>[44.3%]</td>
</tr>
</tbody>
</table>

12.59% of Stamford students are English Learners. English Learners are 6.5% of Connecticut’s students. 6

The Suspension Rate for SPS students is 2.7%, compared to Connecticut’s rate of 7.2%. 7

**Finance**

35% of Stamford residents earn less than the basic cost of living in Fairfield County. 8

9.9% of Stamford residents, and 12.1% of Stamford children under 18 years, live in poverty. 9

**Food Insecurity Data for Stamford:**

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<tr>
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</thead>
<tbody>
<tr>
<td>10,043</td>
<td>2,848</td>
<td>51.86%</td>
</tr>
</tbody>
</table>

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*Note: In some cases, the Data Network selected indicators for which data would not be available in time for this report. These indicators are included in the report with the notation “TBD,” and we will work to include relevant data in future reports.

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1 Children’s Learning Centers of Fairfield County, July 2016.  
3 SPS, Spring 2016 Comprehensive School Climate Inventory. The area of Social Emotional Security deals with the degree to which students feel safe in social-emotional terms. Questions in the School Climate Survey ask about experiences or observations of verbal abuse, harassment and exclusion.  
6 Ibid, data for 2014-2015. The Suspension Rate is the number of students reported with at least one suspension (in-school or out-of-school) or expulsion.  
9 Connecticut Office of Legislative Research.  
10 Connecticut Department of Public Health.  
11 SPS.
COMMUNITY TASK FORCE

Stamford is a strong, asset-endowed community and home to multiple cutting-edge programs and supports targeted at our children and families. However, these services must be better integrated and aligned with identified needs so that all socioeconomic sectors might benefit.

Stamford community leaders have come forward to address these contextual issues and related indicators. A Community Task Force has formed to align community-wide resources with the work of the Community Action Networks. Stamford is developing a national reputation for sponsoring multi-sector community development projects including Stamford Invest Health (focused on youth development and violence prevention), the Vita Health and Wellness initiative (focused on improving the quality of life for West Side residents) and Parents as Co-Educators (focused on the improving Pre-K outcomes for immigrant children). Stamford Cradle to Career will form linkages with these projects and potentially broaden their efforts to encompass the entire city.

“As the Community Task Force, we are committed to fostering genuine community involvement in Stamford Cradle to Career. By undertaking a collaborative approach in closing the achievement gap, our community can realize the success of every child in Stamford. The Community Task Force will support, inform and strengthen the efforts of the Community Action Networks by facilitating connections, engagement and resources with the Stamford community and other stakeholders to achieve a unified vision that shares responsibility, accountability and credit for improved student outcomes.”

Pamela Koprowski, Director, Community Development, Stamford Hospital
Vincent Tufo, Executive Director and CEO, Charter Oak Communities
Co-Chairs, Community Task Force
“The Stamford Public School system is committed to supporting the aspirations of the City of Stamford as an economic engine and regional center for Connecticut. The aim of the district is to do this by preparing all graduates for higher education and success in life beyond school. To these ends, the work of Stamford Cradle to Career is vital. This partnership provides an opportunity for the community as a whole to focus resources on key levers that increase the likelihood of every student’s success in school and beyond. The coordination of community resources that Stamford Cradle to Career provides will improve students’ transition through the key points in their academic experience and assist parents in accessing resources available to them in the greater community. Our leadership, teachers and staff look forward to playing an integral role in the planning and work of Stamford Cradle to Career partners.”

Superintendent Earl T. Kim
Stamford Public Schools
There is no time to waste. It is critical that all of our young people and their families have the opportunity to be active and productive citizens of our community. The need to impact outcomes in new ways is both a moral and economic imperative. To this end, the Stamford Cradle to Career partnership has identified six key outcome areas for intense focus with the goal for improvement. The outcomes address school performance as well as health and social emotional factors at each transitional milestone that impact success in school and beyond.

**Children are born healthy and enter school ready to read and succeed**

**Outcome #1: Infant Health and Development**
All Stamford infants will be healthy

**Outcome #2: Kindergarten Readiness**
All Stamford children will have access to quality early learning

**Outcome #3: Early Grade Reading**
All Stamford children will be reading at or above grade level by the end of 3rd grade

**Youth make successful transitions from school to college and/or careers**

**Outcome #4: Transition to Middle School**
All Stamford children will effectively transition to middle school

**Outcome #5: Transition to High School**
All Stamford youth will effectively transition to high school

**Outcome #6: Transition from High School to Postsecondary, College and/or Career**
All Stamford youth will succeed academically and graduate from high school and will attain postsecondary degrees and/or obtain employment
ALL STAMFORD INFANTS WILL BE HEALTHY

Infant health and development shapes child health and in turn adolescent and adult health. Conclusive evidence points to recognizing the crucial role adults play in infant growth and development from birth. Healthy and nurturing internal and external environments that include strong relationships with adults are cornerstones of the development of healthy children and youth. It starts before birth and is influenced by every part of the environment—the home, care environments, neighborhood and city.

Core Indicators

- Stamford’s Licensed Child Care Centers have 939 spaces for children aged Birth-3.
- Group Child Care Homes provide another 34 spaces.13
- 94% of Stamford babies are born at a gestational age of 37-41 weeks.14

Contributing Indicators

84.6% of Stamford’s new mothers receive timely pre-natal care (beginning in the first trimester).15

14% of Stamford’s new mothers have attained less than a 12th-grade education.16

“We know that the prenatal experience and first few years of a child’s life shapes all children’s brain architecture and lays the groundwork for all future learning, behavior and health. Healthy pregnancies and high quality early learning experiences will ensure all Stamford children can succeed.”

Adele Gordon, Assistant to the President for Strategic Development, Community Health Center, Inc.

Erica Phillips, Southern Connecticut Director, All Our Kin

Co-Chairs, Infant Health and Development Community Action Network

OUTCOME #2 KINDERGARTEN READINESS

ALL STAMFORD CHILDREN WILL HAVE ACCESS TO QUALITY EARLY LEARNING

The academic success of children in later years depends heavily on their kindergarten readiness. The first few years of healthy development, education and enrichment are most crucial in establishing a solid foundation for children to succeed in school. During this period, children develop readiness skills that lead to success in reading, counting, healthy habits and positive social interactions.

Evidence demonstrates that the level of preparedness with which a child enters kindergarten is related to a child’s health status as well as academic and emotional supports that are provided at home, preschool programs and the community before they even enter the school environment. It is vital to nurture these skills in children, including the ability to focus, think logically, recognize important words, demonstrate self-control and speak clearly. To help children prepare for their first years of school, it is essential to provide high quality health services, social emotional supports as well as educational stimulation.

“The first few years of a child’s life are the most important in establishing a solid foundation upon which reading, counting and social interactions are developed. We know that children who attend high-quality child care programs do better in school, and we’ll settle for nothing less for our Stamford children. Through purposeful collaboration, we are building a bridge between our preschool programs and our school systems so that every child enters kindergarten ready to succeed.”

Jennifer DeRubie, Director, Early Childhood and Intervention, Stamford Public Schools
Linda Levy, Executive Director, Stamford Achieves
Co-Chairs, Kindergarten Readiness Community Action Network

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Linda Levy, Executive Director, Stamford Achieves
Co-Chairs, Kindergarten Readiness Community Action Network

CORE INDICATORS

About one-quarter of students entering kindergarten need substantial support to be ready academically.18

Literacy
Numeracy
Language
Creative/Aesthetic

Contributing Indicators

Six in 10 students entering kindergarten need some or substantial support to be ready socially.19

Nearly half of students entering kindergarten need some or substantial support to be ready physically.20

Social

Level 1
Level 2
Level 3
17.2%
43.9%
38.8%

Physical/Motor

Level 1
Level 2
Level 3
8.3%
40.4%
51.3%

Kindergarten Entrance Inventory Levels, SPS, 2013-2014

17 SPS, data based on kindergarten enrollments for 2016-2017, as of 9/13/2016. 18 Based on the Kindergarten Entrance Inventory. Connecticut State Department of Education via Connecticut Data Collaborative. 19 Ibid. 20 Ibid.
ALL STAMFORD CHILDREN WILL BE READING AT OR ABOVE GRADE LEVEL, BY THE END OF 3RD GRADE

Early grade reading lays the foundation for future academic success and positive social emotional interactions in the school environment. Good health plays an integral role in this learning process. Learning to read by third grade predicts graduation rates in high school, as well as positive social emotional adjustment. Ability to read in the primary grades is the cornerstone for success in academic learning, as children learn to read by third grade, they read to learn for the remainder of their lives. This factor has a life-long impact in the future of our community’s economic growth and social well-being including political, social and health related benefits.

“National research clearly shows that being a ‘proficient or above’ reader by third grade is the major ‘gateway’ to successful long-term learning and life. If we as educators are to impart a belief of high expectations, then we must begin with an attitude that exceeds current performance. We are excited and confident that through collective impact many more of our children will be proficient readers.”

Natalie Elder, Director of School Improvement and Professional Development – Elementary, Stamford Public Schools
Dr. Polly Rauh, Educator and Community Activist, Co-Chairs, Early Grade Reading Community Action Network

Core Indicators

Percent of 3rd grade Stamford Public Schools (SPS) students scoring at Level 3 or 4 in English-Language Arts (ELA) on the Smarter Balanced Assessment, Spring 2016.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>SPS</th>
<th>Connecticut</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3 or 4</td>
<td>49%</td>
<td>54%</td>
</tr>
</tbody>
</table>

Contributing Indicators

- 4-8% of SPS K-3 students are chronically absent, with 3rd grade at 4.04%. The statewide rate of K-3 chronic absence is 6%-12%.
- Student suspensions/expulsions from SPS elementary schools, 2014-2015.
- Scientific Research Based Intervention (SRBI) Reading Interventions by grade, 2015-2016.

<table>
<thead>
<tr>
<th>Grade</th>
<th>SPS</th>
<th>Connecticut</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>280</td>
<td></td>
</tr>
<tr>
<td>1st Grade</td>
<td>462</td>
<td></td>
</tr>
<tr>
<td>2nd Grade</td>
<td>437</td>
<td></td>
</tr>
<tr>
<td>3rd Grade</td>
<td>394</td>
<td></td>
</tr>
</tbody>
</table>

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ALL STAMFORD CHILDREN WILL EFFECTIVELY TRANSITION TO MIDDLE SCHOOL

Positive transition from elementary to middle school predicts both academic success and social emotional well-being in middle school and beyond. Middle school preparation includes proficiency in mathematics, reading and writing as well as a healthy attitude toward school and positive interactions with peers. It takes all stakeholders including students, school staff, community supports and families to create a well-planned, intentional and systematic transition program. To this end, it is crucial that educators, parents and community members actively collaborate in addressing transitional issues.

“This is an exciting time for the Stamford community and a momentous year for the Stamford Cradle to Career partnership, as we begin to launch the Community Action Networks to support students at crucial points during their educational career and beyond. We are well-positioned to help bridge the gap between the transition from elementary to middle school. It’s amazing to see so many intelligent, caring and committed people join together to support Stamford’s youth. The sky is the limit for this wonderful partnership!”

Matt Quinones, Executive Director, Stamford Public Education Foundation

Core Indicators

Percent of 5th grade Stamford Public Schools (SPS) students scoring at Level 3 or 4 in English-Language Arts (ELA) and Math on the Smarter Balanced Assessment, Spring 2016.27

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th></th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPS</td>
<td>54%</td>
<td>Connecticut</td>
<td>41%</td>
</tr>
</tbody>
</table>

Contributing Indicators

Student suspensions from SPS middle schools, 2014-2015.29

<table>
<thead>
<tr>
<th></th>
<th>In-School Suspensions</th>
<th>Out-of-School Suspensions</th>
<th>Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPS</td>
<td>4%</td>
<td>26</td>
<td>145</td>
</tr>
<tr>
<td>Connecticut</td>
<td>6-7%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scientific Research Based Intervention (SRBI) Reading Interventions by grade, 2015-2016.30

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>188</td>
<td>1154</td>
</tr>
<tr>
<td>Grade 5</td>
<td>144</td>
<td>207</td>
</tr>
</tbody>
</table>

31% of 4th grade students meet all four physical education standards.

38% of Grade 6 students meet all four standards.

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27 SPS, 28 Ibid. Stamford data for 2015-2016 school year. State data for 2011-2015 from Connecticut State Department of Education. 29 Ibid. Does not include out-of-district special education students and suspensions for Alternate Route to Success students. 30 Ibid. 31 Ibid.
OUTCOME #5 TRANSITION TO HIGH SCHOOL

ALL STAMFORD YOUTH WILL EFFECTIVELY TRANSITION TO HIGH SCHOOL

Preparation for high school success begins in middle school. Therefore, a systematic approach to a transition process to high school includes academic proficiency in reading and math, as well as health-related supports, social emotional readiness and commitment. The ultimate goal for each high school student is to earn a diploma, as this will provide a gateway to postsecondary education opportunities and job prospects.

“Successful transition to high school is a strong predictor of future success. It is essential that we address the various factors that can prevent our youth from graduating high school in the middle school years. As this is a crucial juncture in a student’s life, we are taking the necessary steps to create a positive trajectory for success of our City’s youth. I am committed to participating in the Stamford Cradle to Career partnership to ensure that our students are on this pathway to success and that these actions continue to support our sustainable workforce pipeline of talent into jobs at local companies. It is this action that will continue to advance and strengthen the city’s economy not only in the present but also into the future.”

Thomas Madden, Director of Economic Development, City of Stamford

Core Indicators

62 9th grade students in the Stamford Public Schools (SPS) were retained in 2015-2016.32

Percent of 8th grade students scoring at Level 3 or 4 in English-Language Arts (ELA) and Math on the Smarter Balanced Assessment, Spring 2016.33

<table>
<thead>
<tr>
<th></th>
<th>SPS</th>
<th>Connecticut</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>49%</td>
<td>55%</td>
</tr>
<tr>
<td>Math</td>
<td>39%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Contributing Indicators

14% of SPS 8th grade students are chronically absent, up from 10.6% in 7th grade and 10.1% in 6th grade. The statewide rate of 8th grade chronic absence is 14-15.5%, 10-11% for 7th grade, and 8% in 6th grade.34

86.8% of 9th graders have completed Algebra I.35

30% of 9th grade students have one or more D or F grades.36

39% of 8th grade students meet all four physical education standards.37

Data from 2015-2016.

118 Stamford youth were processed through the juvenile justice system in FY 2016.38

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“Through the Stamford Cradle to Career partnership we are building a stronger pipeline for youth from high school to college and career training. A seamless transition between these two stages in a youth’s life will contribute to a well-prepared sustainable workforce. This partnership will lead to better understanding of the needs of tomorrow’s workforce by examining the gaps today.”

Camile Figluizzi, Principal, Westhill High School
Jackie Lightfield, Executive Director, Stamford Partnership
Co-Chairs, Transition from High School to Postsecondary, College and/or Career Community Action Network

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Camile Figluizzi, Principal, Westhill High School
Jackie Lightfield, Executive Director, Stamford Partnership
Co-Chairs, Transition from High School to Postsecondary, College and/or Career Community Action Network

As a community, we want all students to find success in life, whether it be through postsecondary schooling, an apprenticeship or certificate program, or a career pathway. For transition from high school to postsecondary, college and/or career to succeed for every student, the following factors must be considered and embraced: a rigorous curriculum, relevance and alignment to what is needed in postsecondary education and/or career, transparency and communication about expectations, academic and non-academic supports and well-defined and articulated pathways to college and/or career.39

**Core Indicators**

<table>
<thead>
<tr>
<th>High School Graduation Rate</th>
<th>Percent of Students Scoring at Level 3 or 4 in Evidence-Based Reading and Writing (ERW) and Math on the SAT, Spring 2016.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Year Rate, 2015 Cohort</td>
<td>SPS: 87.4% Connecticut: 87.2%</td>
</tr>
<tr>
<td>Six Year Rate, 2013 Cohort</td>
<td>SPS: 91.8% Connecticut: 88.7%</td>
</tr>
<tr>
<td>Youth Unemployment Rate</td>
<td>Age 16-19: 33.5% Age 20-24: 16.1%</td>
</tr>
</tbody>
</table>

**Contributing Indicators**

**Success in High School**

- **Chronic absenteeism among SPS high school students, 2015-16.** Comparable state percentages range from 14%-16% in grades 9-11, and 18%-20% in grade 12.
  - 9th Grade: 6.42%  
  - 10th Grade: 6.42%  
  - 11th Grade: 8.36%  
  - 12th Grade: 13.07%

- **In-School Suspensions** 23  
  - Out-of-School Suspensions 252  
  - Expulsions 19

**Postsecondary Readiness**

- **In Spring 2016, 975 SPS students took an AP exam.** The percentage passing by high school: 70.3% AITE, 63.8% Stamford HS, 69.7% Westhill HS, 66.7% SPS, 46.4% Connecticut

- **756 SPS students completed a FAFSA through December 2015.**

- **Percent of SPS students enrolled in two-year and four-year colleges** any time during the first year after high school: 44% AITE, 46% Stamford HS, 40% Westhill HS, 47% Connecticut

- **Percent of SPS students completing postsecondary education within six years:** 44% AITE, 46% Stamford HS, 40% Westhill HS, 47% Connecticut

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43 Ibid. Does not include out-of-district special education students and suspensions for Alternate Route to Success students. 44 Ibid. 45 SPS. 46 U.S. Department of Education, Office of Federal Student Aid.
47 Preschool through Grade Twenty and Workforce Information Network (P20WIN), College Entrance, Remediation, and Credit Earning: P20WIN Results for the Graduation Cohort of 2011. 48 National Student Clearinghouse, 2013 Cohort.
49 National Student Clearinghouse, 2008 Cohort, data for Associate’s Degree or higher.
WHAT’S NEXT

This report marks the next phase of the Stamford Cradle to Career partnership as we activate the Community Action Networks. The Community Action Networks are the driving force of this movement. We have built a framework that organizes the continuum of support needed for our children and youth to succeed in life. The accountability structure is in place, we have selected key outcome areas and related indicator measures, we have collected and analyzed the data that provides a snapshot of where we are and where we are committed to go.

IN THE NEXT YEAR, WE WILL:

Launch Four Community Action Networks:*
- Infant Health and Development
- Kindergarten Readiness
- Early Grade Reading
- Transition from High School to Postsecondary, College and/or Career

*The remaining two Community Action Networks are currently in development.

Address Contextual Indicators: Continue the work of the Community Task Force by addressing community-wide issues. The Community Task Force has identified food insecurity as its initial focus. In creating a Community Task Force which will focus on broad contextual indicators affecting each point of transition in a child’s life, Stamford sets itself apart from other StriveTogether communities. Currently, there are several community initiatives organized across the city that will come together with the Community Task Force to support the community-wide work of the Stamford Cradle to Career partnership.

Engage the Community: Community engagement will include a more focused and targeted approach to reaching families and embedding their voices in the work of the Community Action Networks.

Transparent Communication: The Communication Network will finalize its plan to best reach the community at large and engage families and youth.

Data Sharing and Coordination: The Data Network will continue to focus on data sharing and assuring that decisions made across the Stamford Cradle to Career partnership are based on meaningful measures and assessments.

Regional Collaboration: As a member of a regional team focused on the StriveTogether Cradle to Career Framework, we will continue to collaborate and create consistencies that reach beyond individual towns.

National Model: We will continue to work with the StriveTogether National Network to meet all requirements for the Emerging Gateway (the second phase of the Theory of Action).
JOIN THE STAMFORD CRADLE TO CAREER PARTNERSHIP

In order for children and youth to succeed and to be happy and healthy, this work must be embraced by ALL of us. One key goal of the Stamford Cradle to Career partnership is to develop self-sufficient young people who will contribute to a strong workforce in the future of the vibrant City of Stamford. Please consider joining us:

Become a member of one of our six Community Action Networks
Become a champion of our work and expand our partnership
Share your feedback and help in the evolution of Stamford Cradle to Career as we grow stronger and more productive
Follow us on Facebook at www.facebook.com/StamfordC2C and Twitter @StamfordC2C
Invest in the Stamford Cradle to Career partnership and align community investments with our six outcome areas

“Our whole community benefits when we all commit to building sustainable and collaborative relationships. Our collaboration of government, community services, schools and community agencies is energizing the community to close the achievement gap and foster equity in learning and life outcomes. Stamford Cradle to Career is the vehicle to create stronger and healthier children for today and tomorrow.”

Jennifer Lapine, Community Leader
Mike Meyer, Executive Director, Student Support and Special Programs, Stamford Public Schools

Your voice is important to us!
Visit us at www.uwwesternct.org/StamfordC2C or contact us at (203) 883-6717
OUR PARTNERS

Backbone Staff

Mara Siladi
Executive Director, Stamford Cradle to Career
Karen Brennan
Director, Early Childhood Collaborative, Stamford Cradle to Career
Marleine Marcelin
Project Manager, Stamford Cradle to Career

Partnership

100 Black Men
Abilis
All Our Kin
Boys & Girls Club of Stamford
Business Council of Fairfield County
Charter Oak Communities
Child Health and Development Institute of CT
Child Guidance Center of Southern CT
Children’s Learning Centers of Fairfield County
City of Stamford, Office of the Mayor
Community Health Inc.
CT General Assembly
CT Parent Power
Domus
Early Childhood Collaborative
East Side Partnership
Exchange Club Parenting Skills Center
Fairfield County’s Community Foundation
Family Centers
Ferguson Public Library
First Presbyterian Church Nursery School
Future 5

General Electric
Genworth
Grossman Family Foundation
Harvard Business School CT Community Partners
Horizons at New Canaan Country School
Inspirica
Interfaith Council
Kids in Crisis
Medical Home Initiative, Southwest CT
NAACP
Neighbors Link Stamford
Norwalk Community College
Odyssey of the Mind
Office of Economic Development
Optimus Healthcare
Parent Teacher Council, Stamford Public Schools
Person-to-Person
Pitney Bowes
Purdue Pharma
ROSCCO
Sacred Heart University
Saint Joseph Parenting Center

Stamford Achieves
Stamford Board of Education
Stamford Board of Representatives
Stamford Chamber of Commerce
Stamford Charter School of Excellence
Stamford Department of Social Services
Stamford Family YMCA
Stamford Food Collaborative
Stamford Health Department
Stamford Hospital
Stamford Partnership
Stamford Police Department
Stamford Public Education Foundation
Stamford Public Schools
Stamford School Readiness Council
Stamford Youth Bureau
State of Connecticut
United Way of Western Connecticut
University of Connecticut
Women’s Mentoring Network
Yale University

We apologize for any inadvertent omissions or misspellings.