STAMFORD ACHIEVEMENT GAP IS ALIGNED WITH WEALTH GAP

Population: 125,401
Public Schools Enrollment: 16,046
Poverty Rate: 54%
Free/Reduced Lunch: 54%

The achievement gap of over 30% between free or reduced lunch students and those who are on regular priced lunch on reading proficiency measures continues to widen with age.

GET INVOLVED
As a community leader, you are invited to participate in this important initiative and join business leaders, practitioners, policymakers, and funders who recognize the urgency to do things differently with more accountability. Help us become part of the solution for our children’s future. We can make collaboration a reality, promote a culture of continuous improvement and align our resources with what works based on data.

STAMFORD CRADLE TO CAREER
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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.

“The rate of educational improvement will accelerate, particularly for students living in poverty, if the numerous service providers in a community delivering programs from “cradle to career” work together and in partnership with the school district to align their activities around a set of agreed-upon goals, use metrics to make decisions and evaluate progress, and identify and implement best practices.”
- Allen Grossman, Harvard Business School

SUCCESSFUL CHILDREN, THRIVING COMMUNITY

Stamford Cradle to Career (SC2C) is a Collective Impact partnership that is implementing the nationally recognized StriveTogether Framework in creating a community-wide partnership. The overarching goal of SC2C is to collectively align 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 Entity providing backbone support for SC2C, and we are committed to the five conditions for collective success defined by StriveTogether Cradle to Career Network:

1. Common Agenda
2. Shared Measurement
3. Mutually Reinforcing Activities
4. Continuous Communication
5. Backbone Support Organization

KEY OUTCOME AREAS:
Stamford Cradle to Career will focus on six outcome areas along the cradle to career continuum that are proven to be key factors in determining a child’s future success:

CHILDREN ARE BORN HEALTHY AND ENTER SCHOOL READY TO READ AND SUCCEED
Outcome #1: Infant Health and Development
Outcome #2: Kindergarten Readiness
Outcome #3: Early Grade Reading

YOUTH MAKE SUCCESSFUL TRANSITIONS FROM SCHOOL TO COLLEGE AND/OR CAREERS
Outcome #4: Transition to Middle School
Outcome #5: Transition to High School
Outcome #6: Transition to Postsecondary College and Career

SUCCESSFUL CHILDREN, THRIVING COMMUNITY
### Scorecard

**OUTCOME STATEMENTS**

**CHILDREN ARE BORN HEALTHY AND ENTER SCHOOL READY TO READ AND SUCCEED.**

**YOUTH MAKE SUCCESSFUL TRANSITIONS FROM SCHOOL TO COLLEGE AND/OR CAREERS.**

#### KEY OUTCOME AREAS

<table>
<thead>
<tr>
<th>Infant Health and Development</th>
<th>Kindergarten Readiness</th>
<th>Early Grade Reading</th>
<th>Transition to Middle School</th>
<th>Transition to High School</th>
<th>Transition from High School to Postsecondary, College or Career</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE INDICATORS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• % of full term pregnancy births (TBD)</td>
<td>• % of children with Pre-K experience</td>
<td>• % of students scoring at level 3 or 4 on 3rd grade SBAC ELA</td>
<td>• % of students scoring at level 3 or 4 on 5th grade SBAC ELA &amp; Math</td>
<td>• % of 9th graders retained</td>
<td>• % of students who graduate on time</td>
</tr>
<tr>
<td>• # of seats in accredited/licensed daycare</td>
<td>• % of children ready for Kindergarten based on developmental assessment (KEI academic)</td>
<td>• % of students referred to reading intervention or special education</td>
<td>• SRBI intervention data by grade (elementary grades)</td>
<td>• % of students scoring at level 3 or 4 on 8th grade SBAC ELA &amp; Math</td>
<td>• % of students scoring at proficiency on the SAT</td>
</tr>
<tr>
<td><strong>CONTRIBUTING INDICATORS</strong></td>
<td>• % receiving timely pre-natal care</td>
<td>• % of students passing physical education assessments (KEI social)</td>
<td>• % of students passing physical education assessments</td>
<td>• % of students completing community service projects</td>
<td>• % of students completing algebra in 8th or 9th grade</td>
</tr>
<tr>
<td>• education level of mother</td>
<td>• % of students passing physical education assessments (KEI physical)</td>
<td>• % of students referred to reading intervention or special education</td>
<td>• SRBI intervention data by grade (elementary grades)</td>
<td>• % of students completing community service projects</td>
<td>• % of students completing postsecondary education</td>
</tr>
<tr>
<td>• ASQ data</td>
<td>• % of in-school and out-of-school suspensions and expulsions by grade</td>
<td>• % of students referred to reading intervention or special education</td>
<td>• % of students completing community service projects</td>
<td>• SRBI intervention data by grade (elementary grades)</td>
<td>• % of students taking remedial college classes</td>
</tr>
<tr>
<td>• % of students overweight or obese</td>
<td>• % of students passing physical education assessments</td>
<td>• % of students referred to reading intervention or special education</td>
<td>• % of students completing community service projects</td>
<td>• % of students completing community service projects</td>
<td>• % of students completing postsecondary education</td>
</tr>
<tr>
<td>• % of residents with no diploma (high school diploma/any college degree)</td>
<td>• % of students overweight or obese</td>
<td>• % of students referred to reading intervention or special education</td>
<td>• % of students completing community service projects</td>
<td>• % of students completing community service projects</td>
<td>• % of students taking remedial college classes</td>
</tr>
<tr>
<td>• % of residents with asthma</td>
<td>• % of residents with no diploma (high school diploma/any college degree)</td>
<td>• % of students referred to reading intervention or special education</td>
<td>• % of students completing community service projects</td>
<td>• % of students completing community service projects</td>
<td>• % of students completing postsecondary education</td>
</tr>
<tr>
<td>• % of households earning less than basic cost of living</td>
<td>• % of residents with asthma</td>
<td>• % of students referred to reading intervention or special education</td>
<td>• % of students completing community service projects</td>
<td>• % of students completing community service projects</td>
<td>• % of students completing postsecondary education</td>
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<tr>
<td>• % of residents and youth living in poverty</td>
<td>• % of households earning less than basic cost of living</td>
<td>• % of students referred to reading intervention or special education</td>
<td>• % of students completing community service projects</td>
<td>• % of students completing community service projects</td>
<td>• % of students completing postsecondary education</td>
</tr>
<tr>
<td>• % of food insecure residents (based on SNAP, WIC, and T/F/R Meals)</td>
<td>• % of residents and youth living in poverty</td>
<td>• % of students referred to reading intervention or special education</td>
<td>• % of students completing community service projects</td>
<td>• % of students completing community service projects</td>
<td>• % of students completing postsecondary education</td>
</tr>
</tbody>
</table>

#### CONTEXTUAL INDICATORS

- % of students who feel safe physically and emotionally in school
- % of students who feel physically and emotionally safe in the community (TBD)
- % of EL students
- % of households earning less than basic cost of living
- % of residents and youth living in poverty
- % of food insecure residents (based on SNAP, WIC, and T/F/R Meals)