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. Stamford Cradle to Career is a community-wide partnership that provides 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.

Copyright © 2017 Stamford Cradle to Career. We express our thanks to the following organizations for their contributions to the photography featured in this report: Abilis, Boys & Girls Club of Stamford, All Our Kin, Children’s Learning Centers of Fairfield County, Stamford Public Education Foundation, Stamford Family YMCA, and Stamford Public Schools.

We apologize for any inadvertent omissions and misspellings.
Dear Community Partners,

As the Stamford Cradle to Career (SC2C) partnership marks its first year anniversary, we are proud of our collective commitment to a common vision that will ensure educational success and a healthy lifestyle for children and youth in the City of Stamford. This commitment, in turn, will lead to a community with a strong, skilled workforce and civically engaged citizens.

On the occasion of our second annual convening, we look back at an active year following the launch of our Community Action Networks, establishing our accountability structure, and public release of our Baseline Community Report. In this second report from SC2C you will gain a better understanding of the underlying principles of our collective impact initiative, the continuous improvement process that is embedded in everything we do, and will review the progress of the four Community Action Networks: Infant Health and Development, Kindergarten Readiness, Early Grade Reading and Transition from High School to Postsecondary, College and/or Career.

Closing the educational achievement gap is a national challenge facing communities across our country and state. There are no easy solutions. SC2C joins more than 70 other communities across the United States using the data and the StriveTogether Cradle to Career Framework to help close the gap. With backbone support from United Way of Western Connecticut, SC2C uses the Framework to organize our work with clearly defined conditions for progress through this multi-phase initiative. Our success derives from implementing collaborative approaches and the latest data to help inform our decision making.

The single most important condition for our success lies in your courageous, dedicated, and continued commitment to our common agenda. As the SC2C partnership moves further into action, the entire community shares our vision of looking toward the future to ensure that EVERY student can access the tools, strategies, and resources to achieve their highest aspirations. Please consider how you or your organization can contribute positively to the mission of Stamford Cradle to Career and help align resources to support student success.

Matthew Quinones  
Chief Executive Officer, Stamford Public Education Foundation  
Chair, Executive Team

Michael Duggan  
Executive Director, Domus Kids  
Vice Chair, Executive Team
Message from the Mayor and Superintendent

The progress that the Stamford Cradle to Career (SC2C) partnership has made in the past two years has been inspirational. We have watched the vision of this initiative—to align community resources to collectively impact equity and excellence in education, for every child, cradle to career—evolve from theory into practice and action.

The number of partners gathered from every sector who are engaged and connected with others as a result of the SC2C partnership speaks to the commitment of all involved to advance this common agenda for the benefit of each child and young person in the City of Stamford. We continue our commitment to partner with and seek new ways of working together.

Some examples of the progress that we have observed in the past year include: connecting key partners in the community with pregnant women and young children to address access to critical resources; bringing staff from our community centers together with school staff to discuss how best to align literacy curricula; and facilitating regular conversations with our local high school and college faculty to smooth transitions from high school to college. These are but a few examples of the movement we are making through the SC2C partnership, and we are confident that this past year has laid the ground work for greater progress in the coming year.

We acknowledge and thank all of those involved for their commitment to this important effort. Collaborative impact work is challenging, especially in a community as large and diverse as Stamford. We attribute the success to date to the unwavering dedication of those involved, and we are confident that with continued focus and commitment, SC2C will be sure to have another productive year.

On behalf of the City of Stamford and the Stamford Public Schools, we thank the United Way and Strive for leading the way and facilitating the work.

Sincerely,

Hon. David M. Martin
Mayor, City of Stamford

Earl T. Kim
Superintendent, Stamford Public Schools
ROADMAP TO BUILDING A TRANSFORMATIVE MOVEMENT 2017: HIGHLIGHTS

APRIL 2017
Professional Development for Preschool and Kindergarten Teachers: Collaborative Effort
Kindergarten Readiness Community Action Network (CAN) members collaborated to bring 16 preschool teachers and 26 kindergarten teachers together for an afternoon workshop. The event was designed to foster discussion and promote two-way communication between the early childhood education/pre-school community and the Stamford Public Schools (SPS). The participants were enthusiastic and energized by the mutual desire to create processes to support each other’s collective goals, as well as explore ways to strengthen a collaborative culture that leads to improved student learning. It was the first step in creating an action plan for future professional development that allows dialogue between preschools and the elementary schools. Key themes included the need for regularly scheduled combined professional development time, engaging in each other’s classrooms, working together to define “Kindergarten Readiness,” sharing student assessment information, utilizing technology to connect the two communities, and support for increased parent outreach and education.

MAY TO JUNE 2017
Stamford Public Schools Strategic Plan Process
SPS Superintendent Earl T. Kim is highly committed to SC2C. As SPS began its long-term vision and strategic planning process, SC2C was invited to participate as an active member of the planning team. We worked closely with consultants from Cambridge Education and the Superintendent’s team to assist in the strategic planning process, which resulted in a number of positive outcomes, including the creation of the CAN action plan template and related common language to use city-wide around educational programming. SC2C partners acted as community advisors and provided the platform for SPS to hear input and guidance from a wide range of stakeholders across the city. The district will release a long-range vision and a five-year plan to drive improvement across SPS with robust support and involvement by the SC2C partnership.

JUNE 2017
Professional Development for Summer Program Staff at the Community Centers: Collaborative Effort
In order to strengthen literacy-based practices in the summer and after-school programs throughout the city, the Early Grade Reading CAN identified the need for alignment between what is taught in the classrooms and at after-school center programs. SPS’s Natalie Elder, Director of School Improvement and Professional Development, and Lisa Armstrong, Curriculum Associate for Elementary Literacy, provided a two-day training for 40 community center staff members from Chester Addison Community Center, the Boys and Girls Club of Stamford and ROSCCO. The training focused on integrating school-based literacy strategies into the daily activities of the summer program students at the centers and was highly rated by attendees.

JUNE 2017
Partnership with Synchrony Financial Business Leaders Program: Youth Summit Feasibility Study
As result of United Way’s partnership with Synchrony Financial, SC2C hosted six members of their Business Leadership Program who spent three weeks conducting a youth outreach and summit feasibility study for our community. The team began their work by gaining an in-depth understanding of Stamford and issues faced by city youth. They worked hard to assure that the study and their proposal was reflective and inclusive of our youth’s perspective, and based on best practices. They interviewed executive leaders, and engaged with several youth focus groups. They centered their final proposal on a one-day interactive exposition event to empower and engage youth via multiple platforms. The proposed expo would not only engage youth voices in the SC2C initiative, but provide them with a venue to connect to sought-after resources and information for their further education and career plans in an ongoing partnership following the expo. Stamford youth were very vocal in sharing that they want an exciting, interactive event that would launch a long-term commitment.
Overview of Collective Impact

1. Common Agenda: All partners commit to a shared vision for making change that includes a 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.

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 inform ongoing learning and adaptation of strategy.

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.

CONDITIONS FOR RESULTS DRIVEN OUTCOMES THROUGH 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 developmental milestone until they reach adulthood and enter the workforce. It works in new ways to achieve large scale change that creates lasting solutions for the existing and emerging challenges that face our community.

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, work and life.
CONTINUOUS IMPROVEMENT PROCESS

Plan-Do-Study-Act (PDSA) is at the core of our continuous improvement process. PDSA is a four-stage problem-solving model used for improving a process or carrying out change. Central to PDSA is that change is planned and tested on a small scale first. The cycle is ongoing and results in creating efficiencies that become embedded in the work with practice:

- **Plan:** problem is identified based on data and team is put in place; results in an action plan
- **Do:** implement the action plan with data collection
- **Study:** analyze and interpret the results
- **Act:** decide what to do next based on the results: Adopt, Adapt, or Abandon

We have designed and created an action plan template based on the PDSA cycle for improvement and used by all four CANs.
Stamford Cradle to Career Accountability Structure

Our Accountability Structure

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

LEADERSHIP COUNCIL: Members representing all components of the accountability structure from government, businesses, universities, Community Based Organizations/non-profits and philanthropic organizations who serve as advisors to the partnership.

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.

COMMUNITY ACTION NETWORKS (CANS): Small workgroups focused around each outcome area.

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

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

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

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

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

INVESTORS NETWORK: Businesses and foundations willing to financially sustain the work over multiple years.
Community Task Force

SC2C has formed a Community Task Force (CTF), consisting of representatives from leading social service providers and community organizations, to address the socio-economic factors that impact healthy development and students’ ability to learn. Thus, the CTF focuses on the Contextual Indicators (CI) identified as community-wide issues. The CTF will continue to support, inform and strengthen the work of the Community Action Networks (CANs) by generating connections, engagement and resources through its interface with members of the Stamford community and a wide array of assets.

- **Support:** The CTF will continue to partner with the CANs to: understand their challenges; learn how any CI might impact SC2C’s Core and Contributing Indicators; and seek to engage appropriate resources from the Stamford community and elsewhere, as appropriate.
- **Inform:** The CTF will help the CANs connect to the Stamford community by obtaining information and feedback to assist in meeting their objectives.
- **Strengthen:** By engaging the Stamford community, the CTF will help ensure relevancy, leverage resources, influence the provision of key services, support data utilization and involve multiple, diverse sectors in SC2C.

The Community Task Force is pursuing its work through a series of campaigns, each organized according to a defined theory of change, action teams, stated objectives and accountable timeframes. Campaigns underway in late 2017 include:

- **Food for Thought:** Strengthen food security among Stamford’s school-age population through access, education, and promotion
- **Race, Equity and Inclusion:** Drive a community-wide initiative to highlight and remove implicit racial and social biases from the educational system
- **School Attendance Project:** Engage SPS and community to reduce chronic absenteeism, and prevent youth violence and other negative social behaviors
- Other planned campaigns will align with the broader vision and goals of SC2C and SPS, and will include *Embracing Families and Community*.

CO-CHAIRS:
Pam Koprowski, Cardinale Associates, Public Affairs Counsel, Stamford Health
Vincent Tufo, CEO, Charter Oak Communities

COMMUNITY TASK FORCE MEMBERS:
Bob Arnold, Family Centers
Dena Booker, Stamford Public Schools
Michael Cotela, Boys and Girls Club of Stamford
Terri Drew, City of Stamford Mayor’s Youth Services Bureau
Michael Duggan, Domus Kids
Jonathan Fontneau, Stamford Police Department
Bridget Fox, United Way of Western Connecticut
Cindy Grafstein, City of Stamford
Catalina Horak, Building One Community
Marc Jaffe, Children’s Learning Centers of Fairfield County
Debbie Katz, Kids In Crisis
Alice Knapp, The Ferguson Library
Jennifer Lapine, Community Leader
Mark Lingle, Interfaith Council of Southwest Connecticut
Ceci Maher, Person-to-Person
Mike Meyer, Stamford Public Schools
Measi O’Rourke, Saint Joseph Parenting Center
Polly Rauh, Community Educator and Activist
Donn Reid, Domus Kids
Jason Shaplen, Inspirica
In response to the critical goal of ensuring that our youth become active and productive citizens of our community, we must impact outcomes in new ways. The Stamford Cradle to Career partnership has identified six key outcome areas for intense focus with the goal of improvement. The key outcomes address school performance as well as health and social emotional factors at each transitional milestone that impact success in school and beyond. To date, we have launched four CANs that address the following milestones:

- INFANT HEALTH AND DEVELOPMENT
- KINDERGARTEN READINESS
- EARLY GRADE READING
- TRANSITION FROM HIGH SCHOOL TO POSTSECONDARY, COLLEGE AND/OR CAREER

In order to effectively measure, identify effective practices, and align resources, we have designed and developed a detailed action plan process. The process and the related template were created in close partnership with Stamford Public Schools and the Superintendent’s team, and the process is consistently followed by all CANs. Each CAN is at a different stage of action plan completion, depending on the complexity of the objectives and the available data.
Core Values

STEWARDSHIP
We will lead and follow as stewards of the City of Stamford, caring responsibly for our community assets.

OPEN ENGAGEMENT AND PARTNERSHIP
We will welcome all stakeholders seeking to make a positive contribution to our collective goals. We will extend ourselves to create an inclusive, cohesive community through partnership and collaboration.

COMMITMENT TO OUTCOMES
We understand this work is long-term and we are committed to staying involved.

HOLISTIC APPROACH
We believe that anything is possible for Stamford children and families.

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. We commit to advocating for what works.

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.

INCLUSIVENESS
We respect all stakeholders and recognize there are diverse viewpoints. Viewpoints from diverse constituencies will be proactively sought to ensure the best possible outcomes for Stamford’s children and families—cradle to career.

COMMITMENT TO RESOLVING CONFLICT
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.

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.

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.

DATA MATTERS

The Stamford Cradle to Career partnership is committed to data-driven decision making. We should keep in mind that collecting data and using it to implement practical, effective solutions is a multi-stage process. The national challenge of improving twenty-first century education from pre-school through post-high school has been compared in scale and complexity to a moon shot. Locally, it will require a steady commitment of energy over time to see positive results on the indicator measures in this report. We also must discipline ourselves to identify and measure short-term achievements that lead, in stages, to our long-term goals for each outcome area.

The data presented in the report tells us much about Stamford’s children and young adults. The indicators reflect important aspects of our city in the aggregate, so as to represent a large and diverse population in one statistic. Using aggregate data gives us one perspective.

Looking toward the future, SC2C will examine data in additional ways to go beyond the limitations of a single perspective. One method will be to disaggregate the data—to look at smaller sections of the city’s population or the school district’s students. This approach, used alongside our existing indicators, may create a richer picture that more fully captures the intellectual abilities, academic performance, health and wellness, growth, and spirit of our young people. With a more detailed picture, we have the potential to find more tools that emphasize the best qualities of our young people. Such tools will help them improve the quality of life for this and future generations and prepare them for success in a democratic society.
**Contextual Indicators**

### HEALTH

**Percentage of Overweight Children Enrolled in Children’s Learning Centers of Fairfield County**

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td></td>
<td></td>
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</tbody>
</table>

Source: Children’s Learning Centers of Fairfield County. The Spring numbers reflect samples taken over two school years. CLC has seen an increase in the number of overweight and obese children enrolling in its programs.

**Percentage of Obese Children Enrolled in Children’s Learning Centers of Fairfield County**

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### EDUCATION

**Educational Attainment, Population 25 Years and Over**

<table>
<thead>
<tr>
<th>Year</th>
<th>No Diploma</th>
<th>High School Diploma or Equivalent</th>
<th>Some College</th>
<th>Any College Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>10.2%</td>
<td>12.8%</td>
<td>11.1%</td>
<td>10.7%</td>
</tr>
<tr>
<td>2015</td>
<td>10.4%</td>
<td>12.7%</td>
<td>11.3%</td>
<td>10.9%</td>
</tr>
<tr>
<td>2016</td>
<td>10.8%</td>
<td>12.6%</td>
<td>11.4%</td>
<td>11.2%</td>
</tr>
<tr>
<td>2017</td>
<td>11.0%</td>
<td>12.7%</td>
<td>11.4%</td>
<td>11.4%</td>
</tr>
</tbody>
</table>


### OTHER

**Percentage of English Learner Students**

<table>
<thead>
<tr>
<th>Year</th>
<th>2015 - 2016</th>
<th>2016 - 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stamford</td>
<td>Connecticut</td>
</tr>
<tr>
<td>13.0%</td>
<td>27.6%</td>
<td>15.5%</td>
</tr>
<tr>
<td>14.1%</td>
<td>27.4%</td>
<td>17.6%</td>
</tr>
<tr>
<td>14.2%</td>
<td>15.3%</td>
<td>17.5%</td>
</tr>
</tbody>
</table>

Source: Connecticut State Department of Education.

**Suspension Rate for Public School Students**

<table>
<thead>
<tr>
<th>Year</th>
<th>2015 - 2016</th>
<th>2016 - 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stamford</td>
<td>Connecticut</td>
</tr>
<tr>
<td>2.7%</td>
<td>3.7%</td>
<td>7.0%</td>
</tr>
</tbody>
</table>

Source: Connecticut State Department of Education. The Suspension Rate is the number of students reported with at least one suspension (in-school or out-of-school) or expulsion.

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1. No Updates Available
Contextual Indicators

FINANCE

Stamford Residents Who Earn Less Than the Basic Cost of Living in Fairfield County

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>29%</td>
<td>35%</td>
</tr>
<tr>
<td>75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td></td>
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</tbody>
</table>


Percentage Living in Poverty

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>9.3%</td>
<td>9.4%</td>
</tr>
<tr>
<td>75%</td>
<td>12.1%</td>
<td>11.2%</td>
</tr>
<tr>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25%</td>
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</tbody>
</table>


Food Insecurity Data for Stamford

2015
SNAP (Supplemental Nutrition Assistance Program) Recipients

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>10,043</td>
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</tbody>
</table>

2015 Monthly Average
WIC (Supplemental Nutrition Program for Women, Infants and Children) Participants

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>2,848</td>
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</tbody>
</table>

Percentage of SPS Students Eligible for Free/Reduced Lunch

<table>
<thead>
<tr>
<th></th>
<th>2015 - 2016</th>
<th>2016 - 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>51.86%</td>
<td>51.90%</td>
</tr>
<tr>
<td>75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Connecticut Office of Legislative Research; Connecticut Department of Public Health; Stamford Public Schools.

†No Updates Available
Outcome Area Data Update

INFANT HEALTH AND DEVELOPMENT

Core Indicators

Total Spaces in Stamford’s Licensed Child Care Centers for Children Aged Birth-3


Total Spaces in Group Child Care Homes for Children Aged Birth-3


Contributing Indicators

Percentage of Stamford’s New Mothers Receiving Timely Pre-Natal Care (Beginning First Trimester)

Source: Connecticut Department of Public Health, HSS Section.

Percentage of Stamford’s New Mothers Who Have Attained Less Than a 12th-Grade Education

Source: Connecticut Department of Public Health, HSS Section.

Outcome Area Data Update

Source: Stamford Hospital, October 2016. Data for April 14, 2016 - October 22, 2016; Stamford Hospital, June 2017. Data for July 1, 2016 - June 30, 2017.
Outcome Area Data Update

EARLY GRADE READING

Core Indicators

Percentage of Third Grade Stamford Public Schools Students Scoring at Level 3 or 4 in English-Language Arts (ELA) on the Smarter Balanced Assessment

Contributing Indicators

Percentage of Elementary Students Chronically Absent

Scientific Research Based Intervention (SRBI) Reading Interventions by Grade

KINDERGARTEN READINESS

Core Indicators

Percentage of Students Entering Kindergarten Who Had a Preschool/Daycare Experience

Source: Stamford Public Schools and the Connecticut State Department of Education.

‡No Updates Available
Outcome Area Data Update

Transition to Middle School

Core Indicators
Percentage of 5th Grade Stamford Public Schools Students Scoring at Level 3 or 4 in English-Language Arts (ELA) on the Smarter Balanced Assessment

<table>
<thead>
<tr>
<th></th>
<th>Spring 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>54%</td>
<td>59%</td>
</tr>
<tr>
<td>MATH</td>
<td>37%</td>
<td>41%</td>
</tr>
</tbody>
</table>

Contributing Indicators
Percentage of Stamford Public Schools Students in Grades 4-5 Chronically Absent

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>4.1%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>5.7%</td>
<td>6.1%</td>
</tr>
</tbody>
</table>

Source: Stamford Public Schools and the Connecticut State Department of Education.

Contributing Indicators
Percentage of Stamford Public Schools Students in Grades 4-5 Chronically Absent

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>31%</td>
<td>40%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>38%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Source: Stamford Public Schools.

Number of Student Suspensions/Expulsions from Stamford Public Middle Schools

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Out-of-School Suspensions</td>
<td>145</td>
<td>264</td>
</tr>
<tr>
<td>Expulsions</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>In-School Suspensions</td>
<td>129</td>
<td>270</td>
</tr>
<tr>
<td>Suspensions</td>
<td>95</td>
<td>70</td>
</tr>
</tbody>
</table>

Source: Stamford Public Schools. Does not include out-of-district special education students and suspensions for Alternate Route to Success students. SPS is addressing the increased number of suspensions with interventions to address discipline issues.

Scientific Research Based Intervention (SRBI) Reading Interventions by Grade

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4 Reading</td>
<td>95</td>
<td>129</td>
</tr>
<tr>
<td>Grade 5 Reading</td>
<td>85</td>
<td>70</td>
</tr>
<tr>
<td>Grade 4 Math</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Grade 5 Math</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Stamford Public Schools. The SRBI process continues to grow and be refined and more students are being properly identified for interventions. SPS initiated SRBI for reading and the process for proper identifications in math resulted in the increase in 2016-17.

Percentage of Stamford Public Schools Students Who Meet All Four Physical Education Standards

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>31%</td>
<td>40%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>38%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Source: Stamford Public Schools.
Outcome Area Data Update

TRANSITION TO HIGH SCHOOL

Core Indicators

Number of 9th Grade Students in Stamford Public Schools Who Were Retained

- 2015 - 2016: 62
- 2016 - 2017: 65

Percentage of 8th grade Stamford Public Schools Students Scoring at Level 3 or 4 in English-Language Arts (ELA) on the Smarter Balanced Assessment

- Spring 2016: 49%
- Spring 2017: 55%

- Source: Stamford Public Schools.

Math

- Spring 2016: 39%
- Spring 2017: 40%

- Source: Stamford Public Schools.

Contributing Indicators

Percentage of Middle School Students Chronically Absent

- Grade 6: 10.1% (2015 - 2016), 8.2% (2016 - 2017)
- Grade 7: 7.2% (2015 - 2016), 7.6% (2016 - 2017)
- Grade 8: 14.0% (2015 - 2016), 9.9% (2016 - 2017)

- Source: Stamford Public Schools and the Connecticut State Department of Education.

continued on next page
Outcome Area Data Update

TRANSITION TO HIGH SCHOOL

Contributing Indicators

Number of Stamford Youth Processed Through the Juvenile Justice System

<table>
<thead>
<tr>
<th>Year</th>
<th>Data</th>
<th>FY 2016</th>
<th>FY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>118</td>
<td>128</td>
</tr>
</tbody>
</table>


Percentage of 9th Grade Students Who Have Completed Algebra I

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 - 2016</td>
<td>86.8%</td>
</tr>
<tr>
<td>2016 - 2017</td>
<td>86.0%</td>
</tr>
</tbody>
</table>

Source: Stamford Public Schools. Does not include students in Alternate Routes to Success.

Percentage of 9th Grade Students Who Have One or More D or F Grades.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 - 2016</td>
<td>30%</td>
</tr>
<tr>
<td>2016 - 2017</td>
<td>30%</td>
</tr>
</tbody>
</table>

Source: Stamford Public Schools.

Percentage of 8th Grade Stamford Public Schools Students Who Meet All Four Physical Education Standards

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 - 2016</td>
<td>39%</td>
</tr>
<tr>
<td>2016 - 2017</td>
<td>34%</td>
</tr>
</tbody>
</table>

Source: Stamford Public Schools.
**Outcome Area Data Update**

**TRANSITION FROM HIGH SCHOOL TO POSTSECONDARY, COLLEGE AND/OR CAREER**

### Core Indicators

**High School Graduation Rate**

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Four Year Rate</th>
<th>Six Year Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 Cohort</td>
<td>87.4%</td>
<td>91.8%</td>
</tr>
<tr>
<td>2016 Cohort</td>
<td>87.2%</td>
<td>88.7%</td>
</tr>
<tr>
<td>2013 Cohort</td>
<td>88.5%</td>
<td>94.0%</td>
</tr>
<tr>
<td>2014 Cohort</td>
<td>87.4%</td>
<td>90.5%</td>
</tr>
</tbody>
</table>

**Percentage of Students Scoring at Level 3 or 4 in Evidence-based Reading and Writing (ERW) and Math on the SAT**

<table>
<thead>
<tr>
<th>Year and Cohort</th>
<th>ERW</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016</td>
<td>55%</td>
<td>32%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>65%</td>
<td>39%</td>
</tr>
</tbody>
</table>

**Youth Unemployment Rate**

<table>
<thead>
<tr>
<th>Year</th>
<th>Ages 16-19</th>
<th>Ages 20-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>33.5%</td>
<td>16.1%</td>
</tr>
<tr>
<td>2015</td>
<td>34.0%</td>
<td>13.9%</td>
</tr>
</tbody>
</table>

### Contributing Indicators

**Percentage of Stamford Public Schools High School Students Who Take an Art or Music Class**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>41%</td>
</tr>
<tr>
<td>2016-17</td>
<td>44%</td>
</tr>
</tbody>
</table>

**Percentage of 10th Grade Stamford Public Schools Students Who Meet All Four Physical Education Standards**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>41%</td>
</tr>
<tr>
<td>2016-17</td>
<td>16%</td>
</tr>
</tbody>
</table>


Source: Stamford Public Schools. The Next Generation Accountability report recognizes both participation and achievement on the Physical Fitness Assessment. At the high school level, many high school students did not participate in the Physical Fitness Assessment in past years. With nearly 100% participation of students in 2016-17, achievement declined.

Source: Connecticut State Department of Education.

Source: Stamford Public Schools and the Connecticut State Department of Education.

Source: Stamford Public Schools.
Outcome Area Data Update

TRANSITION FROM HIGH SCHOOL TO POSTSECONDARY, COLLEGE AND/OR CAREER

Contributing Indicators

Number of Student Suspensions/Expulsions from Stamford Public High Schools

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In-school Suspensions</td>
<td>252</td>
<td>243</td>
</tr>
<tr>
<td>Out-of-school Suspensions</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>Expulsions</td>
<td>23</td>
<td>97</td>
</tr>
</tbody>
</table>

Source: Stamford Public Schools. Does not include students in Alternate Routes to Success. SPS is addressing the increased number of suspensions with interventions to address discipline issues.

Postsecondary Readiness

Number of Stamford Public Schools Students Who Took an AP Exam

<table>
<thead>
<tr>
<th></th>
<th>Spring 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>975</td>
<td>1003</td>
</tr>
</tbody>
</table>

Source: Stamford Public Schools

Number of Stamford Public Schools Students Who Completed a FAFSA Through December

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>756</td>
<td>718</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Education, Office of Federal Student Aid

Percentage of High School Students Chronically Absent

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015 - 2016</th>
<th>2016 - 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>6.4%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>12.9%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>13.3%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>8.4%</td>
<td>8.7%</td>
</tr>
</tbody>
</table>

Source: Stamford Public Schools and the Connecticut State Department of Education.

Postsecondary Readiness

Percentage of Stamford Public Schools Students Enrolled in Remedial Courses at Connecticut Community Colleges or the Connecticut State University System

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>552</td>
<td>718</td>
</tr>
</tbody>
</table>

Source: Preschool through Grade Twenty and Workforce Information Network (P20WIN), College Entrance, Remediation, and Credit Earning: P20WIN Results for the Graduation Cohort of 2011.

Percentage of Students Passing the AP Exam by School

<table>
<thead>
<tr>
<th></th>
<th>Spring 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>AITE</td>
<td>70.3%</td>
<td>73.4%</td>
</tr>
<tr>
<td>Stamford High School</td>
<td>63.8%</td>
<td>59.8%</td>
</tr>
<tr>
<td>Westhill High School</td>
<td>69.7%</td>
<td>73.4%</td>
</tr>
</tbody>
</table>

Source: Stamford Public Schools.
Outcome Area Data Update

TRANSITION FROM HIGH SCHOOL TO POSTSECONDARY, COLLEGE AND/OR CAREER

College Enrollment

Percentage of Stamford Public School Students Enrolled in Two-year and Four-year Colleges Any Time During the First Year After High School

Source: Stamford Public Schools.

Here is an example of disaggregated data. The Connecticut State Department of Education defines High-Needs Students as students who qualify for Free or Reduced Lunch, English Learners, and Students with Disabilities. Notice the range of scores between high-needs, non-high needs, and all students.

ENGLISH/LANGUAGE ARTS PERCENT AT LEVEL 3 OR 4 SMARTER BALANCED ASSESSMENT

A Closer Look at the Data

continued on next page
A Closer Look at the Data

SC2C will also try to make a greater number of relevant comparisons to help us understand Stamford's progress. The Connecticut State Department of Education assigns school districts to District Reference Groups (DRGs) based on their students' socio-economic status. The table to the right shows how Stamford Public School students performed on the Smarter Balanced Assessments, compared to the students from other districts in the same reference group. Stamford's Smarter Balanced results indicate that Stamford students annually exceed the achievement in English/Language Arts and Math of their peers in the towns in the Reference Group.

Source: Stamford Public Schools.

PERCENT OF STUDENTS AT/ABOVE PROFICIENT ON SMARTER BALANCED, SPRING 2015, 2016 AND 2017
(Grades 3-8 and 11 Combined)
Infant Health and Development

All Stamford Infants Will Be Healthy

Infant health and development shapes child health, and in turn, adolescent and adult health. Social determinants of health have a great impact on children’s health and development, and ultimately, their readiness and success both inside and outside of school. It starts before birth and is influenced by every part of the environment—the home, care environments, neighborhood and city.

Members of the Infant Health and Development CAN are a committed group of community stakeholders who are experts in the field of infant health and development. The CAN was launched in November 2016, and the Plan phase of our Continuous Improvement Process began at the first meeting in December 2016. Two action plans are in process of being developed, with goals to:

1. Increase number of referrals to Women, Infants, and Children (WIC)/Food and Nutrition Service in the first trimester of pregnancy so that infants are healthy, develop according to developmental milestones and are ready to succeed in school. We will work to increase access to the use of Child Development Infoline by women seeking prenatal care and begin a campaign to educate women on the importance of being healthy throughout pregnancy.

2. Create a plan for increasing the number of completed Ages and Stages Questionnaire (ASQ) in the early childhood community to facilitate promotion of parent awareness of developmental milestones, referrals for early intervention and establish an integrated data collection system for tracking Stamford data and identifying community needs.

CO-CHAIRS:
Adele Gordon, Assistant to the President for Strategic Development, Community Health Center, Inc.
Erica Phillips, Chief Operating Officer, All Our Kin

COMMUNITY ACTION NETWORK MEMBERS:
Jody Bishop-Pullan, City of Stamford Health Department
Elaine Braccia, City of Stamford Health and Social Services
Marjane Carey, Carey Consulting
Nicole Clark-Taxitaridis, Children’s Learning Centers of Fairfield County
Kareena DuPlessis, United Way of Connecticut
Karen Feder, Abilis
Joan Gildea, Pediatric Center
Emily Goldschmid, Children’s Learning Centers of Fairfield County
Helma Gregorich, Family Centers
Eileen Kelly-Gombos, Medical Home Initiative
Amy Laughlin, The Ferguson Library
Rona Marotta, Stamford Health Department
Barbara McLaughlin, Inspirica
Measi O’Rourke, Saint Joseph Parenting Center
Denise Qualey, Kids in Crisis
Illaria St. Florian, Stamford Health
Luci Shaw, PLTI Parent

ADVISORS:
Stamford Health: Anne Brewer, Kathy LiVolsi, Madhu Mather and Gerald Rakos
UConn Stamford: Mary Tabb Foley
Kindergarten Readiness

All Children Will Have Access to Quality Early Learning

The academic success of children in later years depends heavily on their school readiness as incoming kindergarteners. Healthy development, early education experiences and enrichment activities in the first years of life are most crucial in establishing a solid foundation for children to succeed in school.

Members of the Kindergarten Readiness CAN are committed community stakeholders who are experts in the field of early childhood education. The CAN was launched in November 2016, and the Plan phase of our Continuous Improvement Process began at the first meeting in December 2016. Two action plans have been finalized and approved by the Executive Team, with goals to:

1. Use the 2017-18 school year to pilot a best practice collaboration model of professional development for kindergarten and preschool teachers. A small sample
2. using approximately 20-25 teachers from four elementary schools and an equal sampling of 20-25 preschool teachers from a mixture of preschool settings (including SPS School Readiness Pre-K, Head Start, private day care, for-pay, and family/home day care) will be recruited to create a schedule and content for collaborative professional development activities with a goal of improved student kindergarten readiness.
3. Expand the use of the Stamford Public Schools’ Preschool-Kindergarten Transition Summary (PKTS) in the 2017-18 school year, with a goal to collect information for at least 85% of the incoming SPS kindergarten students for the 2018-19 school year through coordinated outreach to preschools, center day care providers and family home day care providers throughout the city. This will result in the best placement of incoming kindergartners for successful student outcomes.

CO-CHAIRS:
Jennifer DeRubeis, Director of Early Childhood and Intervention, Stamford Public Schools (2016-2017 Academic Year)
Kendra Brown, Acting Director of Early Childhood and Intervention, Stamford Public Schools
Penny Lehman, Director of Program Services, Children’s Learning Centers of Fairfield County
Linda Levy, Former Executive Director for Stamford Achieves (2016-2017 Academic Year)

COMMUNITY ACTION NETWORK MEMBERS:
Donna Arcuri, City of Stamford School Readiness Council
Patricia Behm, Cooperative Education Services Consultant
Antonia Better-Wirz, All Our Kin
Dena Booker, Stamford Public Schools
Nicole Clark-Taxitaridis, Children’s Learning Centers of Fairfield County
Lisa Cody, Curriculum Associate, Stamford Public Schools
Deidre Costello-Anspach, City of Stamford Health Department
Linda Darling, Hart Magnet Elementary School
Emily Goldschmid, Children’s Learning Centers of Fairfield County
Yasmin Iglesias, All Our Kin
Danielle Jean-Guillaume Sittol, Stamford Family YMCA
Barbara McLaughlin, Inspirica

Joanna Meyer, Partnership of Early Education Research (PEER), Yale University
Denise Qualey, Kids in Crisis
Maribel Sandalo, Boys and Girls Club of Stamford
Carol Sargent, Children’s Learning Centers of Fairfield County
Shira Tarantino, PLTI Parent
Amy Twing, The Ferguson Library
Karen Wenz, First Presbyterian Church Nursery School
Anna Witkowski, Children’s Learning Centers of Fairfield County

ADVISORS:
Stamford Public Education Foundation:
Anne Downey and Matthew Quinones
Family Centers: Leslie Sexer
Early Grade Reading

All Stamford Children Will Be Reading at or Above Grade Level by the End of 3rd Grade

According to research by the Annie E. Casey Foundation, learning to read by third grade predicts graduation rates in high school, as well as positive social emotional adjustment.\(^1\) 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 rest of their lives.

Members of the Early Grade Reading CAN are community experts in the field of literacy or oversee and manage programs for a large number of Stamford children. The CAN was launched in November 2016, and the Plan phase of our Continuous Improvement Process began at the CAN’s first meeting in December 2016. Two action plans have been finalized and approved by the SC2C Executive Team. Both action plans include a commitment to create a more seamless process for information sharing and effective communication between various community partners, with specific goals to:

1. Sustain or improve student literacy skills during summer recess through alignment of SPS literacy strategies with literacy programs provided at city community centers. As a pilot, SPS personnel will evaluate the effectiveness of training staff and volunteers of Chester Addison Community Center to incorporate SPS literacy strategies into their 2017 summer program.

2. Reinforce student literacy skills during the after-school programs by creating alignment and consistency between the SPS literacy strategies and Stamford Boys and Girls Club’s after-school programs. As a pilot, SPS personnel will train staff and volunteers of Stamford Boys and Girls Club to incorporate SPS literacy strategies into their 2017-2018 after-school programs.

CO-CHAIRS:
Natalie Elder, Director of School Improvement and Professional Development, Stamford Public Schools
Polly Rauh, Community Educator and Activist

COMMUNITY ACTION NETWORK MEMBERS:
Marilyn Agatstein, Reading Partners
Alan Arellano, Intake Music
Lisa Armstrong, Stamford Public Schools
Michael Cotela, Boys and Girls Club of Stamford
Angie Durrell, Intake Music
Andy George, Stamford Board of Education
Angelica Gorrio, Stamford Public Education Foundation
Monica Hoherchak, Stamford Public Schools
Catalina Horak, Building One Community
Michael Hyman, Chester Addison Community Center
Danielle Jean-Guillaume Sittol, Stamford Family YMCA
Cynthia Manifold, Stamford Public Schools
Paula Molina, PLTI Parent
Cindy Newman, Stamford Public Education Foundation
Christina Ramoglu, ROSCCO
Kathleen Ryan Mufson, Pitney Bowes
Sarah Walker, The Ferguson Library
Caroline Ward, The Ferguson Library

STRATEGIC MANAGEMENT CONSULTANTS:
Harvard Business School Community Partners:
Bob Neiman and Andrew Traub

\(^1\)Annie E. Casey Foundation. 2010. Early Warning: Why Reading By the End of Third Grade Matters. Baltimore, MD, USA: Annie E. Casey Foundation.
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

As a community, we want all students to find success in life, whether it be through postsecondary schooling, apprenticeships, certificate programs, or career pathways.

Members of the Transition from High School to Postsecondary, College, and/or Career CAN are a committed group of community stakeholders who are experts in secondary and postsecondary education and career pathways. The CAN was launched in November 2016, and the Plan phase of our Continuous Improvement Process began at the first meeting in December 2016. Two action plans are in process of being finalized, with tentative goals to:

1. Improve and foster development of non-academic, essential skills needed for success in career. The National Association of Colleges and Employers have identified the essential skills needed to succeed in the workplace.

2. Increase number of students who pass defined courses by providing social-emotional and academic support through mentoring and tutoring. The outcome of this effort will be a decrease in the number of Stamford students placed in remedial college classes.

CO-CHAIRS:
Jennienne Burke, Health Educator and Community Activist
Tina Rivera, Principal, Academy of Information Technology & Engineering

2016-2017 CO-CHAIRS:
Camille Figluizzi, Principal, Westhill High School
Jackie Lightfield, Stamford Partnership

COMMUNITY ACTION NETWORK MEMBERS:
Godfrey Azima, Domus Kids
Claudia Berlage, Stamford High School
Cheryl DeVonish, Norwalk Community College
Marc Donald, Domus Kids
Lana Gifas, Women’s Mentoring Network
Laura Greene, Stamford Public Schools
Jessica Herlihy, Family Centers
Carmen Hughes, HG Group
Michelle Lappas, City of Stamford Youth Bureau
Lise Leist, Future 5
Ida Lupinacci, Abilis
Cynthia Lyon, Business Council of Fairfield County
Clif McFeely, Future 5
Jackie Lightfield, Stamford Partnership
Jim Lohr, Carpenters Labor Management Program

Thomas Madden, City of Stamford Office of Economic Development
Calvin McFadden, Norwalk Community College
Terry Reilly, UConn Stamford
Diana Revolus, Freelance Child/Medical Advocate and Activist
Angela Thomas-Graves, Stamford Public Schools
Kevin Thompson, Horizon Student Enrichment Program
Rebecca Wilson, Stamford Public Schools

ADVISOR:
Michael Fernandes, Assistant Superintendent, Stamford Public Schools
IN THE NEXT YEAR WE WILL:

Address Options and Explore Strategies for Launching the Remaining CANs. CANs to address Key Outcome #4: Transition to Middle School and Key Outcome #5: Transition to High School are crucial to student success in Stamford and fulfilling the goals of the SC2C partnership.

Address Contextual Indicators. The Community Task Force (CTF) will continue to address community-wide issues. Currently, there are several community initiatives organized around the city that have come together to support the action plans generated in the CANs. CTF will further formalize the process of alignment with the work of all the CANs.

Address Formalization and Establishment of Our Organizational Structure. The SC2C Executive Team will continue to review and formalize our Governing Principles to further define and establish our processes.

Engage the Community. Community engagement efforts and activities have been strengthened over the past year through the work of the CTF: “Embracing Families and Community” is an important strategy in the SPS Strategic Plan, and it is thoroughly integrated into the work of the SC2C. Plans for specific outreach activities are underway by both the SPS and other members of the CTF. Direct youth engagement will continue in the Transition from High School to Postsecondary, College and/or Career CAN, as well as an exploration of the Synchrony Financial Business Leadership Program proposal for a youth exposition event.

Transparent Communication. The Communication Network has finalized key messages and are working together to develop a comprehensive communications plan that will focus on the progress of the individual CANs for the next 12 months. Generating greater awareness of SC2C throughout the city and embracing new media are continually discussed and will be implemented.

Coordinate and Share Data. The Data Network will continue to review and analyze data related to tracking our action plan goals. It will review ways to select a reporting software. The data sharing agreement between SC2C and SPS will be finalized.

Strengthen 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. Fairfield County’s Community Foundation is committed to coordinating and supporting this effort.

Meet National Standards. We will continue to work with the StriveTogether Cradle to Career National Network to meet all requirements. We have met requirements for the Emerging Gateway in October 2017. We are now in the Sustaining Gateway.

This 2017 report marks the next phase of the Stamford Cradle to Career partnership as we move onto the Do phase of the Continuous Improvement Process: Plan, Do, Study, Act. The CANs are the driving force of this movement. We have built a framework that organizes the continuum of support needed for our children and youth throughout the city to succeed in school and life.
Listing of Stamford Cradle to Career Networks and Teams Members

COMMUNICATION NETWORK
CO-CHAIRS
Sharon Beadle, Public Affairs Officer, Stamford Public Schools
Bill Brucker, Vice President, Family Centers

MEMBERS
Sofia Dupi, United Way of Western Connecticut
Andy George, Board Member, Stamford Board of Education
Jennifer Hallissey, Director of Strategic Partnerships, Children’s Learning Centers of Fairfield County
Surline Jolicoeur, United Way of Western Connecticut
Kim Kempton, District Coordinator, Odyssey of the Mind
Pam Koprowski, Cardinale Associates, Public Affairs Counsel, Stamford Health
Jennifer Lapine, Community Leader
Polly O’Brien Morrow, Program Manager Corporate Philanthropy & Citizenship, Pitney Bowes

DATA NETWORK
CO-CHAIRS
Terri Drew, Director, Mayor’s Youth Services Bureau
Michael Fernandes, Assistant Superintendent, Stamford Public Schools

MEMBERS
Alison Black, Data Analyst/Director, Domus Kids
Ellen Bromley, Director, Stamford Department of Social Services
Adhler Coffy, Data Scientist, Operations and Programs, Fairfield County’s Community Foundation
Lori Fuda, Office and Research Analyst, Research and Development, Stamford Public Schools
Jamel Keels, Assistant Head of School, Waterside School
Kevin Klemme, Grants Development and Research Specialist, The WorkPlace
Jeff Leng, Westhill High School Parent
Corinne Luczcz, Assistant Director of Quality Assurance, Kids In Crisis
Ray Manka, Principal, Stamford High School, Stamford Public Schools
Erica Phillips, Chief Operating Officer, All Our Kin
Polly Rauh, Community Educator and Activist
Judy Singer, Office and Research Analyst, Research and Development, Stamford Public Schools
Andrew Traub, Chair, Harvard Business School Community Partners
Join the Stamford Cradle to Career Partnership

In order for children and youth to succeed and be happy and healthy, this work must be embraced by ALL of us in the Stamford community. The 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 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 our work expands
- 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 four Community Action Networks and related action plans
STAMFORD CRADLE TO CAREER BACKBONE
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DURING THE 2016-17 ACADEMIC YEAR
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STAMFORD CRADLE TO CAREER PARTNERS
100 Black Men
Abilis
All Our Kin
Boys & Girls Club of Stamford
Building One Community
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 Center, Inc.
CT Department of Labor
CT General Assembly
CT Parent Power
Domus Kids
East Side Partnership
Exchange Club Parenting Skills Center
Fairfield County's Community Foundation
Family Centers
The Ferguson 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 Connecticut
Mill River Park Collaborative
NAACP
New Canaan Community Foundation
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 Board of Education
Stamford Board of Representatives
Stamford Chamber of Commerce
Stamford Charter School of Excellence
Stamford Coalition of Parents Expecting Success (SCOPES)
Stamford Department of Social Services
Stamford Family YMCA
Stamford Food Collaborative
Stamford Health
Stamford Health Department
Stamford Partnership
Stamford Police Department
Stamford Public Education Foundation
Stamford Public Schools
Stamford School Readiness Council
Stamford Youth Bureau
United Way of Western Connecticut
University of Connecticut
Waterside School
Women's Mentoring Network
Yale University
Investors Network

- Grossman Family Foundation
- Genworth
- New Canaan Community Foundation
- Purdue Pharma

Additional Support Provided by

- Investors Network
- United Way of Western Connecticut