### Nine Tables Submitted the Outcome Area Checklist during Stamford’s Design Institute on December 3, 2015

1. **Do the outcome areas represent the overall communities’ interest?**
   - **Yes X 5**
     - With a qualifier that equity/inclusion/access is imperative to outcome measures and that getting people to the table that should be there is a must
     - There should be awareness built on how to apply what has been learned in order to be proactive in pursuing what’s next.
   - **No X 4**
     - Based on not having infused 21st learning
     - School, Home & Community not fully captured

2. **Are the outcome areas understandable, clear and compelling to community members?**
   - **Yes X 5**
     - Although, it’s important to include the Social/Emotional area, it’s not truly measureable and it is very important to capture throughout.
   - **Yes for the school piece but No for the community**

3. **Are any outcome areas currently missing or not represented?**
   - Equity might be considered as its own category or does/should it move across all areas?
   - Consider capturing something for early childhood; it’s a big jump from Infant to K-Readiness, Pre-K must be included. Include information captured when parent leaves the hospital with newborn
   - Access to resources and home support as well as consistent developmental programming
   - Outcomes are not aligned with 21st Century learning objective as articulated in common core standards
   - We have not included the wide range of children who come here from different countries, at different points, with different languages and different cultures that are placed in the education system
   - Adult education and literacy- there are various starting points and entry ways
### Outcome Area Checklist Continuation:

4. Is the number of outcomes manageable? Yes/No  *If No, please explain:*
   - **No X 7** - Too many
     - Social/Emotional can be part of and should be all of them
   - **Yes X 2**

5. Are the outcomes within the influence of the partnership *and* within the “cradle to career” scope? Yes/No  *If No, please explain:*
   - **Yes X 7** – Need additional resources
   - **No**
### Outcome and Indicator Exercise

**Indicators Checklist: Use this tool to determine the strength of the indicators selected: 1 Table**

- **What could be the Goal for the chosen outcome area?** *(i.e. K-Ready: All children entering kindergarten are ready to succeed)*
  - Goal statement could include some of the following words: Voting, Volunteering, Community Service, Pay it forward
  - Commensurate community engagement with self-sufficiency capturing diversity

- **Are all the chosen indicators measurable?**
  - Yes

- **Are there any other indicators that should be considered?**
  - Yes

- **Are the selected indicators specific (i.e. does not include words such as “and” or “or”) and not worded in a way that would require further definition?**
  - Yes

- **Is the data for the indicators readily available?**
  - Yes

- **Is the data for the indicators produced by a trusted source?**
  - Yes

- **Will the data available for the indicators be considered both valid and reliable?**
  - Yes

- **Are the indicators similar across the region and school districts?**
  - Yes

- **Will the data for the indicators be affordable and easy to gather?**
  - Not all, awareness is difficult to measure

- **Can the data for the indicators be available consistently over time (annually)?**
  - Yes

- **Are the indicators within the influence of the partnership and within the “cradle to career” scope?**
  - Not all- unclear whether this organization can influence careers, employment or unemployment which is a precursor to effective productive citizens.

- **Is it evident that the indicators are changeable to a significant degree by local action?**
  - Yes, local action can change some of these indicators.
### Outcome and Indicator Exercise

**Core Indicator**
- % of students who feel safe from verbal abuse, teasing, exclusion

**Supporting Indicators**
- % of students who feel safe from physical harm in school

### Indicators Checklist: Use this tool to determine the strength of the indicators selected: 2Tables

- **What could be the Goal for the chosen outcome area? (i.e. K-Ready: All children entering kindergarten are ready to succeed)**
  - Youth would have social and emotional health which would include the ability to regulate their emotions, build relationships, navigate the world based on their developmental level and a positive sense of self

- **Are all the chosen indicators measurable?**
  - *Not currently*

- **Are there any other indicators that should be considered?**
  - *Trauma History*
  - *Resiliency skills*
  - *Substance use*
  - *Sense of self*
  - *Emotional regulation*
  - *Relationship building*

- **Are the selected indicators specific (i.e. does not include words such as “and” or “or”) and not worded in a way that would require further definition?**
  - *Yes*

- **Is the data for the indicators readily available?**
  - *No*

- **Is the data for the indicators produced by a trusted source?**
  - *No*

- **Will the data available for the indicators be considered both valid and reliable?**
  - *No*

- **Are the indicators similar across the region and school districts?**
  - *No*

- **Will the data for the indicators be affordable and easy to gather?**
  - *Not available and may not be easy to gather*

- **Can the data for the indicators be available consistently over time (annually)?**
  - *Yes, if assessment are given*

- **Are the indicators within the influence of the partnership and within the “cradle to career” scope?**
  - *Yes*

- **Is it evident that the indicators are changeable to a significant degree by local action?**
  - *Yes*
### Indicators Checklist: Use this tool to determine the strength of the indicators selected: 3 Tables

- **What could be the Goal for the chosen outcome area?** *(i.e. K- Ready: All children entering kindergarten are ready to succeed)*
  - All students graduating high school leave with the skills in place to access post-secondary education
  - We must prepare students with enough skills to have options to go to college or enter a career

- **Are all the chosen indicators measurable?**
  - Yes, however, not sure if FAFSA completion rates are helpful
  - Colleges should connect back with schools

- **Are there any other indicators that should be considered?**
  - % of students proficient in math and reading in HS
  - % of students graduating HS with college-level courses

- **Are the selected indicators specific (i.e. does not include words such as “and” or “or”) and not worded in a way that would require further definition?**
  - No but we like and/or

- **Is the data for the indicators readily available?**
  - No not always, specifically how many students obtain a job

- **Is the data for the indicators produced by a trusted source?**
  - Yes

- **Will the data available for the indicators be considered both valid and reliable?**
  - Yes

- **Are the indicators similar across the region and school districts?**
  - Varies

- **Will the data for the indicators be affordable and easy to gather?**
  - No, specifically employment

- **Can the data for the indicators be available consistently over time (annually)?**
  - Yes

- **Are the indicators within the influence of the partnership and within the “cradle to career” scope?**
  - Yes

- **Is it evident that the indicators are changeable to a significant degree by local action?**
  - Yes
**Indicators Checklist: Use this tool to determine the strength of the indicators selected: 2 Tables**

- **What could be the Goal for the chosen outcome area?** *(i.e. K-Ready: All children entering kindergarten are ready to succeed)*
  - 100% of students graduate within 4-5 years

- **Are all the chosen indicators measurable?**
  - Yes

- **Are there any other indicators that should be considered?**
  - % of student who graduate in 4 year by segment
  - % of students graduate by the age of 21 by segment
  - % of students accepted into post-secondary 2 years & 4 years by segment
  - % of absenteeism throughout
  - % passing/failing in core courses throughout HS

- **Are the selected indicators specific (i.e. does not include words such as “and” or “or”) and not worded in a way that would require further definition?**
  - Yes

- **Is the data for the indicators readily available?**
  - Yes

- **Is the data for the indicators produced by a trusted source?**
  - Yes

- **Will the data available for the indicators be considered both valid and reliable?**
  - Yes

- **Are the indicators similar across the region and school districts?**
  - They should be however, we are not sure if they use same measurement

- **Will the data for the indicators be affordable and easy to gather?**
  - Yes, it is affordable but not easy to gather

- **Can the data for the indicators be available consistently over time (annually)?**
  - Yes

- **Are the indicators within the influence of the partnership and within the “cradle to career” scope?**
  - Yes

- **Is it evident that the indicators are changeable to a significant degree by local action?**
  - Yes
## Indicators Checklist: Use this tool to determine the strength of the indicators selected: 1 Table

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What could be the Goal for the chosen outcome area? (i.e. K- Ready: All children entering kindergarten are ready to succeed)</td>
<td>All children are proficient in reading</td>
</tr>
<tr>
<td>Are all the chosen indicators measurable?</td>
<td>Not really</td>
</tr>
<tr>
<td>Are there any other indicators that should be considered?</td>
<td>All outcomes should include social/emotional component</td>
</tr>
<tr>
<td>Are the selected indicators specific (i.e. does not include words such as “and” or “or”) and not worded in a way that would require further definition?</td>
<td>We feel that reading proficiency should be an indicator across all of the outcomes</td>
</tr>
<tr>
<td>Is the data for the indicators readily available?</td>
<td>Yes, anything that is available at the schools but only for younger grades</td>
</tr>
<tr>
<td></td>
<td>No, as it relates to data about parents</td>
</tr>
<tr>
<td></td>
<td>What about those that can read, but can’t comprehend what they are reading; how do we capture this?</td>
</tr>
<tr>
<td>Is the data for the indicators produced by a trusted source?</td>
<td>Yes, but only up to 3rd grade</td>
</tr>
<tr>
<td>Will the data available for the indicators be considered both valid and reliable?</td>
<td>Yes, specifically from the school but more data/assessments needed for higher grades</td>
</tr>
<tr>
<td>Are the indicators similar across the region and school districts?</td>
<td>Yes</td>
</tr>
<tr>
<td>Will the data for the indicators be affordable and easy to gather?</td>
<td>Not for the parents</td>
</tr>
<tr>
<td>Can the data for the indicators be available consistently over time (annually)?</td>
<td>Yes, if assessment are given</td>
</tr>
<tr>
<td>Are the indicators within the influence of the partnership and within the “cradle to career” scope?</td>
<td>Yes</td>
</tr>
<tr>
<td>Is it evident that the indicators are changeable to a significant degree by local action?</td>
<td>Yes, focus must be on reading/comprehension ability from K-12 however, we are good at identifying but not acting on what needs to be done</td>
</tr>
</tbody>
</table>
## Outcome and Indicator Exercise

### Core Indicator
- **Kindergarten Readiness**
- % of children with Pre-K experience

### Supporting Indicators
- % of children ready for K based on developmental assessment
- % of children in High Quality Child Care and Preschool

### Indicators Checklist: Use this tool to determine the strength of the indicators selected: 2 Tables

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What could be the Goal for the chosen outcome area? <em>(i.e. K- Ready: All children entering kindergarten are ready to succeed)</em></td>
<td>Children are ready for Kindergarten</td>
</tr>
<tr>
<td>Are all the chosen indicators measurable?</td>
<td>Yes, they are measurable but we question the reliability and validity; who defines a quality pre-k experience</td>
</tr>
<tr>
<td>Are there any other indicators that should be considered?</td>
<td>Data on development taken at 3 years old - % of children with healthy development</td>
</tr>
<tr>
<td>Are the selected indicators specific (i.e. does not include words such as “and” or “or”) and not worded in a way that would require further definition?</td>
<td>Some need further definition</td>
</tr>
<tr>
<td>Is the data for the indicators readily available?</td>
<td>Yes</td>
</tr>
<tr>
<td>Is the data for the indicators produced by a trusted source?</td>
<td>Not for All</td>
</tr>
<tr>
<td>Will the data available for the indicators be considered both valid and reliable?</td>
<td>No</td>
</tr>
<tr>
<td>Are the indicators similar across the region and school districts?</td>
<td>No</td>
</tr>
<tr>
<td>Will the data for the indicators be affordable and easy to gather?</td>
<td>Yes, it is affordable but not easy to gather</td>
</tr>
<tr>
<td>Can the data for the indicators be available consistently over time (annually)?</td>
<td>Yes- however, some will be done more frequently</td>
</tr>
<tr>
<td>Are the indicators within the influence of the partnership and within the “cradle to career” scope?</td>
<td>Yes</td>
</tr>
<tr>
<td>Is it evident that the indicators are changeable to a significant degree by local action?</td>
<td>Yes</td>
</tr>
<tr>
<td>Core Indicator</td>
<td>Supporting Indicators</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Infant Health</td>
<td>% of newborns with healthy birth weight</td>
</tr>
</tbody>
</table>

**Indicators Checklist: Use this tool to determine the strength of the indicators selected: 2Tables**

- **What could be the Goal for the chosen outcome area?** *(i.e. K- Ready: All children entering kindergarten are ready to succeed)*
  - *Infants are born healthy and raised in a nurturing environment*

- **Are all the chosen indicators measurable?** *Yes X 2*

- **Are there any other indicators that should be considered?**
  - % Infant mortality
  - % of new parent identified at risk of abuse/neglect who received services
  - % of quality childcare providers available for parents of infants
  - % of newborns at healthy weight
  - % of full term pregnancy births
  - % of parent training programs

- **Are the selected indicators specific (i.e. does not include words such as “and” or “or”) and not worded in a way that would require further definition?**

- **Is the data for the indicators readily available?**
  - *Yes*

- **Is the data for the indicators produced by a trusted source?**
  - *Yes*

- **Will the data available for the indicators be considered both valid and reliable?**
  - *Yes*

- **Are the indicators similar across the region and school districts?**
  - *Yes*

- **Will the data for the indicators be affordable and easy to gather?**
  - *Yes*

- **Can the data for the indicators be available consistently over time (annually)?**
  - *Yes*

- **Are the indicators within the influence of the partnership and within the “cradle to career” scope?**
  - *Yes*

- **Is it evident that the indicators are changeable to a significant degree by local action?**
  - *Not sure*