



*Successful Children, Thriving Community.*

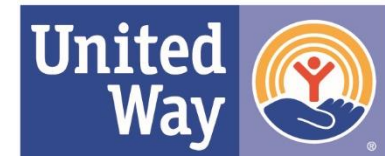
# Launch Event and Release of Baseline Community Report

**November 10, 2016**

**8:30-11:30 am**

**UCONN-Stamford Campus**

BACKBONE SUPPORT PROVIDED BY



**United Way  
of Western Connecticut**



**Kim Morgan**  
**CEO, United Way of Western CT**



**David Martin**  
**Mayor, City of Stamford**



# Earl Kim

**Superintendent, Stamford Public  
Schools**



**Jeff Edmondson**  
**Managing Director, StriveTogether**






**Strive Together**

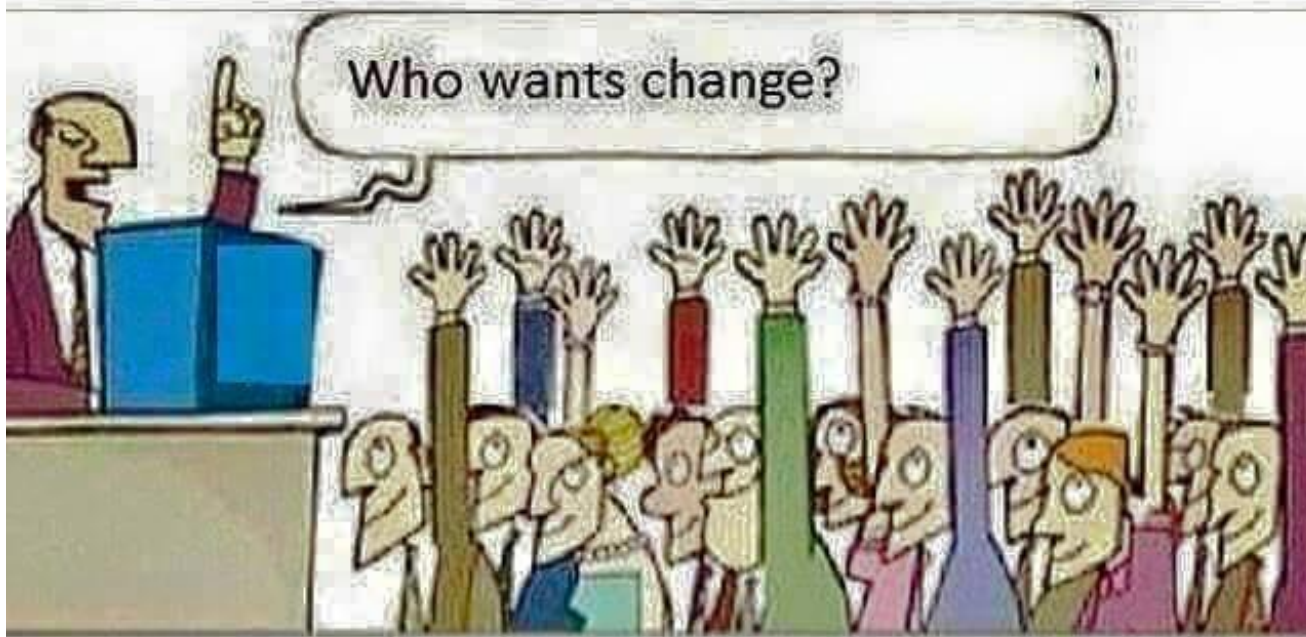
Every child. Cradle to career.

**Improving Outcomes  
for Every Child,  
Cradle to Career**

A young boy with a joyful expression is the central focus, sitting at a table and raising his hands. He is wearing a dark blue shirt. The background is a brightly lit classroom with various educational posters and materials on the walls. The overall scene conveys a sense of active learning and positive engagement.

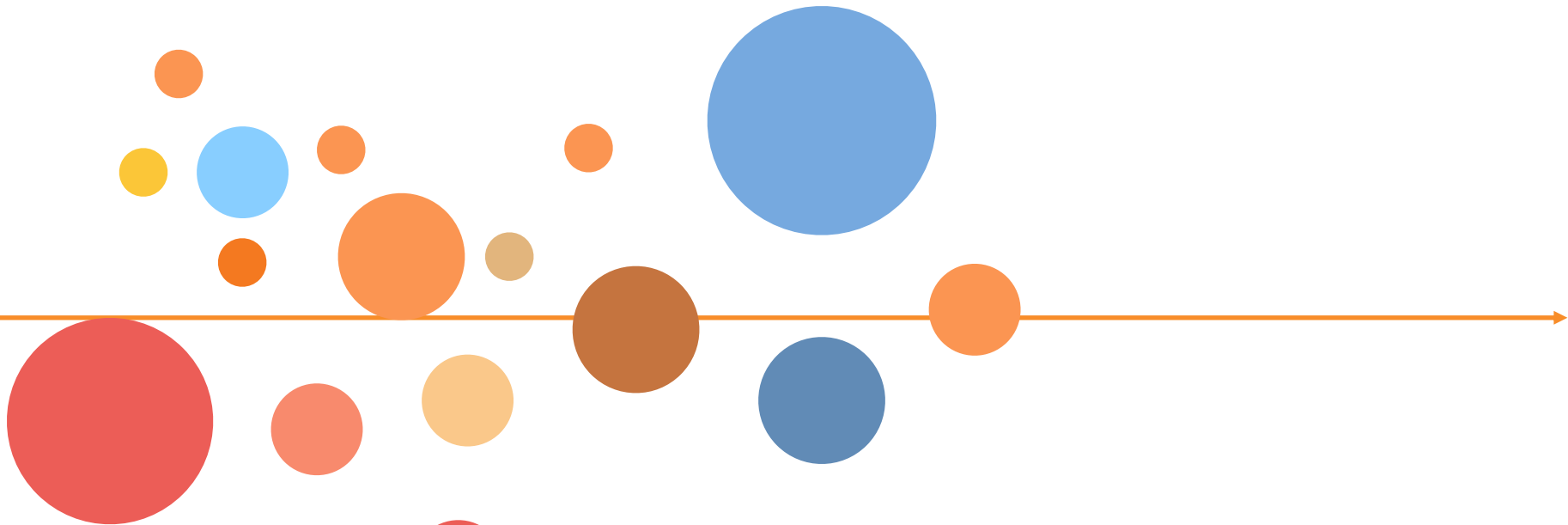
“We are building solutions for tens and hundreds when we need them for tens and hundreds of thousands.”

Geoffrey Canada,  
*Founder, Harlem Children's Zone*



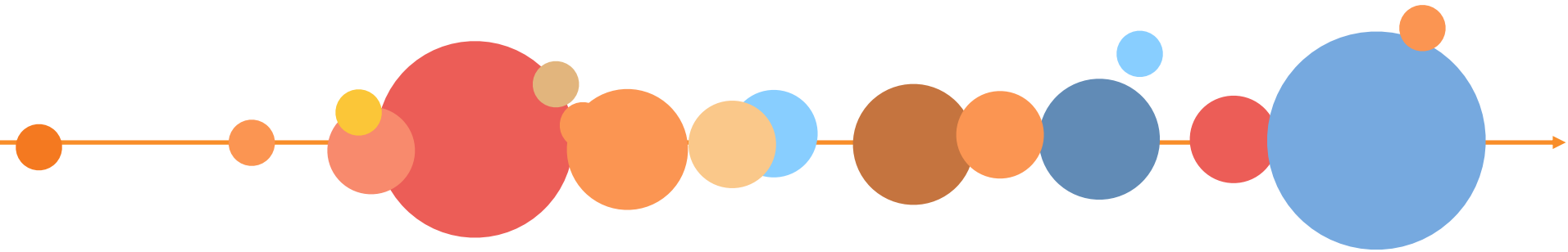


What's Our  
**Challenge?**



 **PROGRAM RICH,  
SYSTEM POOR.**

What's Our  
**Solution?**



**COLLECTIVE IMPACT**

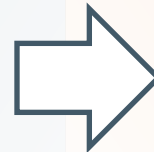
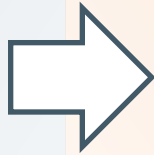
# Collaboration

Convene around  
Programs/Initiatives

Prove

Addition to  
What You Do

Advocate for Ideas



# Collective Impact

Work Together to  
Move Outcomes

Improve

Is What You Do

Advocate for  
What Works

The StriveTogether Theory of Action

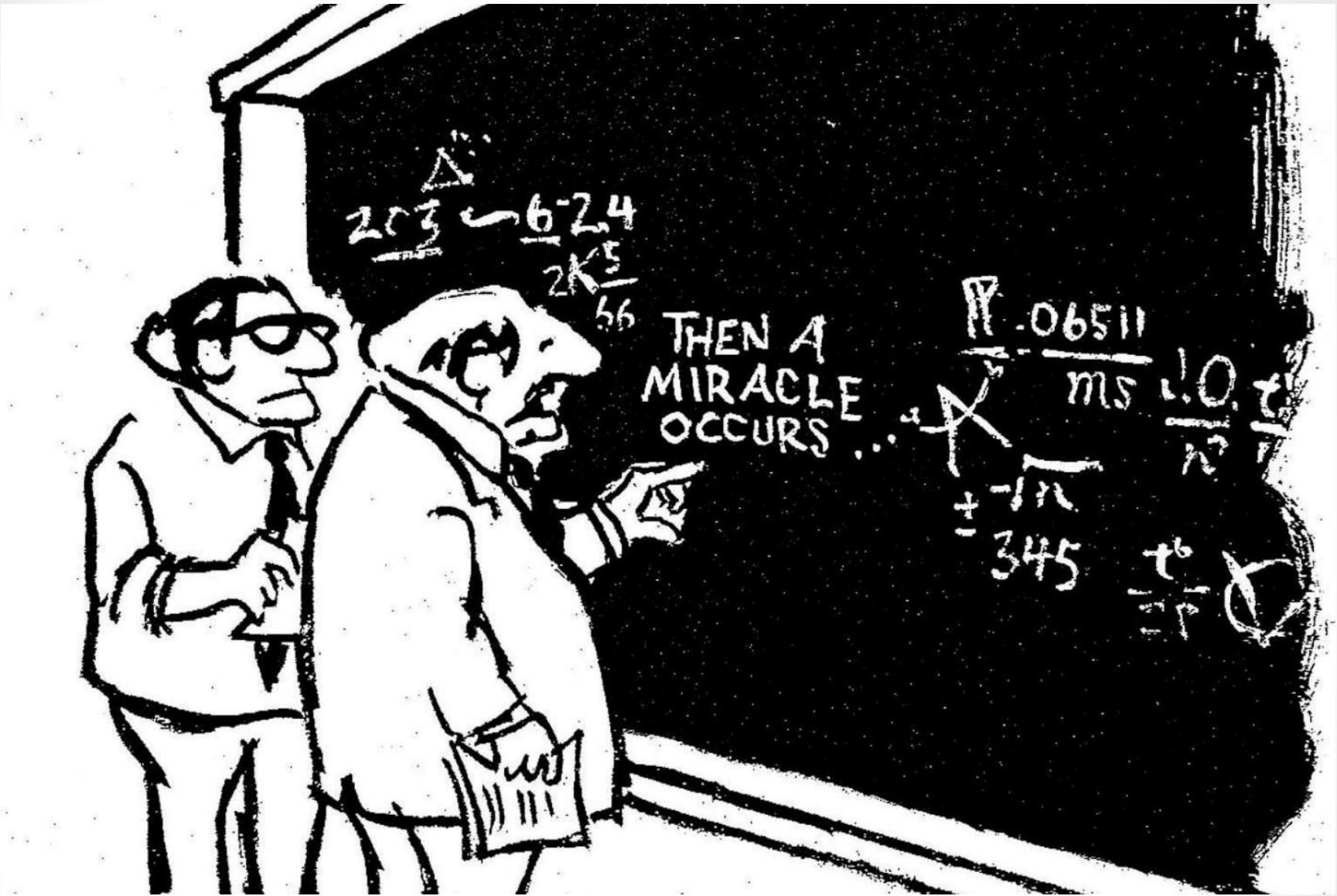
# Four Key Principles

**1** Eliminate  
Disparities

**2** Leverage  
Existing  
Assets

**3** Build a Culture  
of Continuous  
Improvement

**4** Engage  
Community  
Expertise and  
Voice



$$\begin{array}{r} \Delta \\ 203 \sim 6.24 \\ \hline 2K^5 \\ 66 \end{array}$$

THEN A  
MIRACLE  
OCCURS...

$$\begin{array}{r} \sqrt{.06511} \\ \hline ms \quad 1.0. \end{array}$$

~~$$\begin{array}{r} \sqrt{.06511} \\ \hline ms \quad 1.0. \end{array}$$~~

$$\begin{array}{r} \pm 345 \\ \hline \end{array}$$
$$\begin{array}{r} \pm 345 \\ \hline \end{array}$$

Image from *What's so funny about science?* by Sydney Harris, 1977



# Abbreviated **StriveTogether** Theory of Action

GATEWAYS:

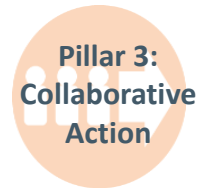
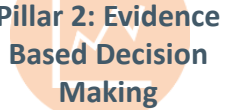
Exploring

Emerging

Sustaining

Systems Change

Proof Point



	Exploring	Emerging	Sustaining	Systems Change
<b>Pillar 1: Shared Community Vision</b>	<ul style="list-style-type: none"> <li>• Geographic Scope</li> <li>• Leadership Table</li> <li>• Vision/ Mission</li> <li>• Key Messaging</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline Report</li> </ul>	<ul style="list-style-type: none"> <li>• Roles/ Responsibilities</li> <li>• Annual Progress Report</li> <li>• Consistent Messaging</li> </ul>	<ul style="list-style-type: none"> <li>• Shared Accountability</li> <li>• Withstand Leadership Change</li> </ul>
<b>Pillar 2: Evidence Based Decision Making</b>	<ul style="list-style-type: none"> <li>• Outcomes</li> <li>• Indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline Data Collection</li> <li>• Disaggregated Data</li> </ul>	<ul style="list-style-type: none"> <li>• Indicator Refinement</li> <li>• Connection of Academic &amp; Non Academic Data</li> </ul>	<ul style="list-style-type: none"> <li>• Timely Data Sharing for Continuous Improvement</li> </ul>
<b>Pillar 3: Collaborative Action</b>	<ul style="list-style-type: none"> <li>• Continuous Improvement Commitment</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative Action Networks</li> </ul>	<ul style="list-style-type: none"> <li>• Action to Move Outcomes</li> <li>• Opportunities &amp; Barriers Addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Spread What Works For Children and Youth</li> </ul>
<b>Pillar 4: Investment &amp; Sustainability</b>	<ul style="list-style-type: none"> <li>• Anchor Entity/ Backbone Functions</li> <li>• Funder Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Management Capacity</li> <li>• Financial Support</li> </ul>	<ul style="list-style-type: none"> <li>• Community Mobilization</li> <li>• Aligned Resources</li> <li>• Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Policy Changes</li> <li>• Multiyear Funding Commitment</li> </ul>

A Partnership is in the Systems Change Gateway and sees indicators improving.

**BUILDING**



**IMPACT**

**BIG GOAL:** Increase the proportion of Northeast Indiana residents with high-quality degrees and credentials to 60% by 2025



Every child is prepared to be successful in school

Every student succeeds academically

Every high school student is prepared for post-secondary education/training

Every learner completes post-secondary education/training and is career ready

OUTCOMES

- % of children developmentally ready to enter Kindergarten
- [Placeholder: Social-Emotional/Developmental Readiness]

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

- High School Graduation/Type of diploma
- College/Career Readiness
- Target: 93% By 2016**

- Post-secondary Degree completion
- [Placeholder: Credential completion]
- [Placeholder: Employment/Employability]

CONTRIBUTING INDICATORS

- Parent/Caregiver interaction
- Access to high-quality early learning programs
- Parental Education

- Absenteeism
- Suspension/Expulsion Rates
- Parental Education
- Mobility of Students
- Access to public libraries
- Teacher Quality

- Ready for post-secondary (ACT/SAT)
- % passing ECAs on 1<sup>st</sup> attempt
- # enrolled in college prep course during final year of High School
- AP/Dual Credit
- Suspension/Expulsion Rates
- Parental Education
- Tutoring/Mentoring
- Access to career pathway education

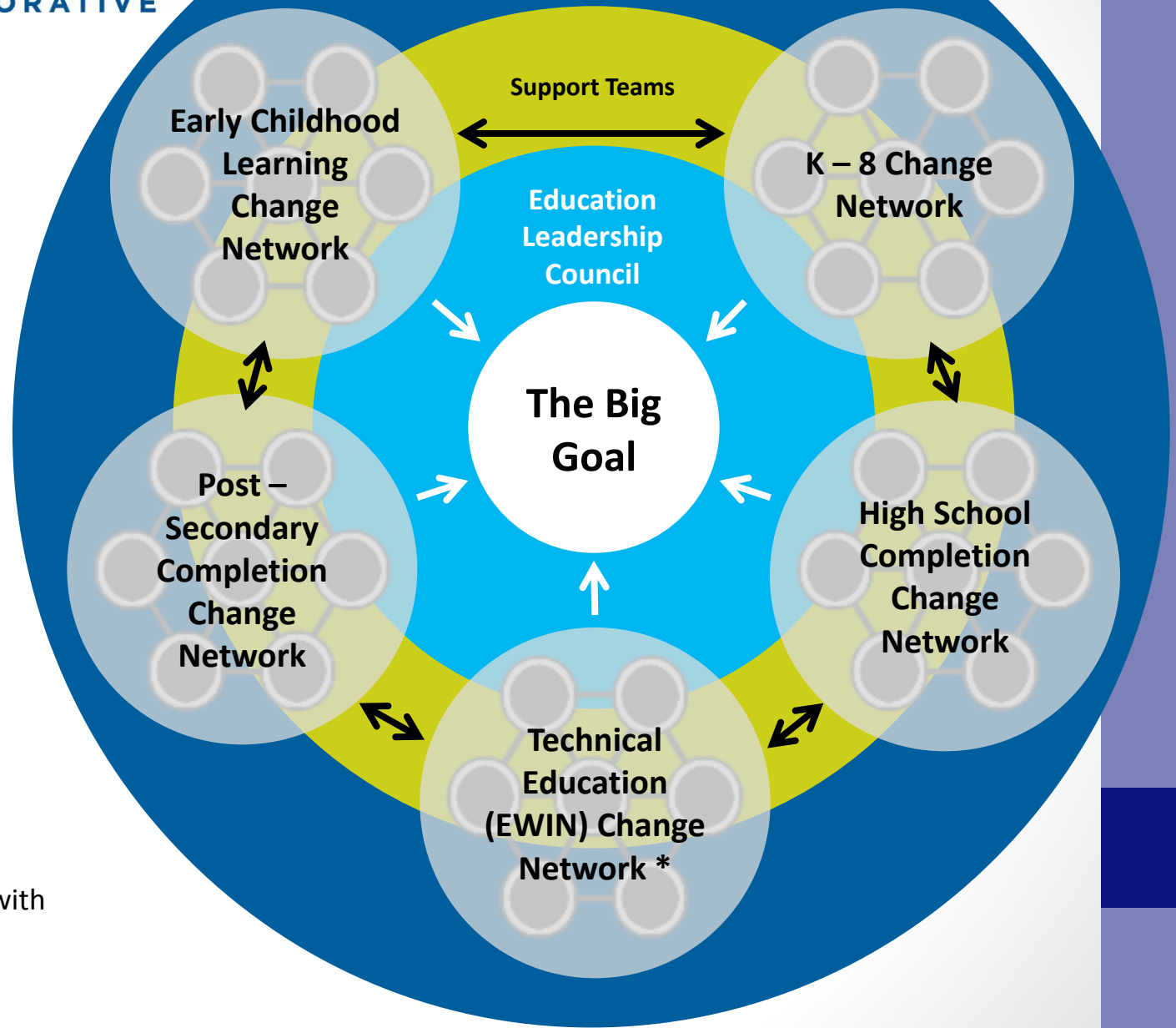
- Post-secondary Enrollment
- GED achievement among adults
- Retention/Progression Rates
- Reengagement Rates
- Decreased Remediation
- Improved quality of applications reported by employers
- FAFSA – Financial Aid



# VISION2020

BIG GOAL COLLABORATIVE

NORTHEAST INDIANA  
REGIONAL PARTNERSHIP



\* Convened in Partnership with  
Northeast Indiana Works

# Abbreviated **StriveTogether** Theory of Action

GATEWAYS:

Exploring

Emerging

Sustaining

Systems Change

Proof Point

**Pillar 1: Shared Community Vision**

- Geographic Scope
- Leadership Table
- Vision/ Mission
- Key Messaging

• **Baseline Report**

- Roles/ Responsibilities
- Annual Progress Report
- Consistent Messaging

- Shared Accountability
- Withstand Leadership Change

**Pillar 2: Evidence Based Decision Making**

- Outcomes
- Indicators

• **Baseline Data Collection**  
• **Disaggregated Data**

- Indicator Refinement
- Connection of Academic & Non Academic Data

- Timely Data Sharing for Continuous Improvement

**Pillar 3: Collaborative Action**

- Continuous Improvement Commitment

• **Collaborative Action Networks**

- Action to Move Outcomes
- Opportunities & Barriers Addressed

- Spread What Works For Children and Youth

**Pillar 4: Investment & Sustainability**

- Anchor Entity/ Backbone Functions
- Funder Engagement

• **Management Capacity**  
• **Financial Support**

- Community Mobilization
- Aligned Resources
- Advocacy

- Policy Changes
- Multiyear Funding Commitment

A Partnership is in the Systems Change Gateway and sees indicators improving.

**BUILDING**

**IMPACT**



## HIGH SCHOOL

# 4-YEAR ON TIME GRADUATION

### 4-YEAR ON TIME GRADUATION

CLOSING THE GAP

GAP IS MEASURED BETWEEN WHITE STUDENTS & STUDENTS OF COLOR



# Abbreviated **StriveTogether** Theory of Action

GATEWAYS:

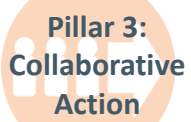
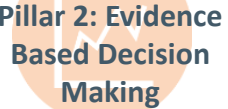
Exploring

Emerging

Sustaining

Systems Change

Proof Point

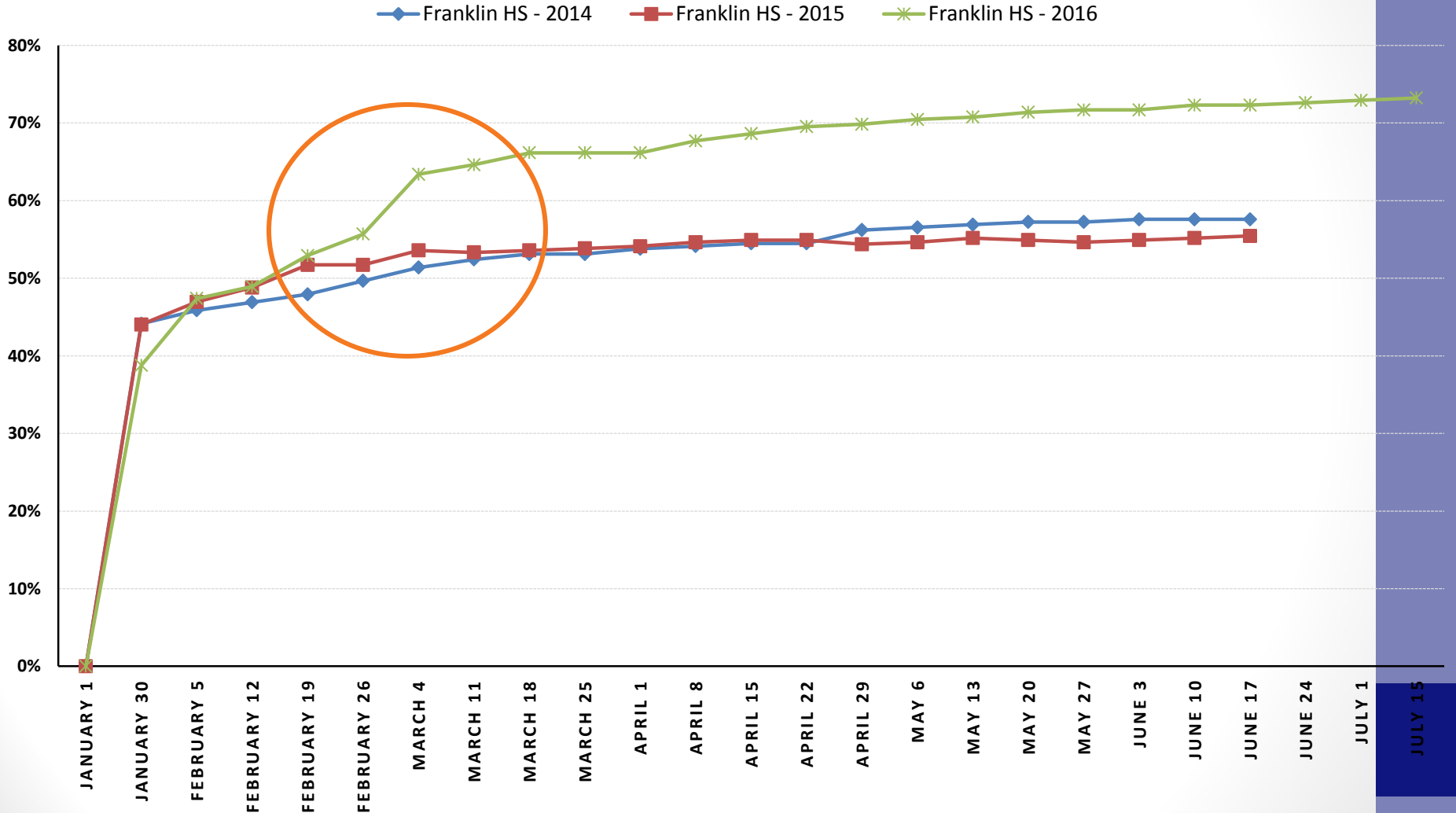


	Exploring	Emerging	Sustaining	Systems Change
<b>Pillar 1: Shared Community Vision</b>	<ul style="list-style-type: none"> <li>• Geographic Scope</li> <li>• Leadership Table</li> <li>• Vision/ Mission</li> <li>• Key Messaging</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline Report</li> </ul>	<ul style="list-style-type: none"> <li>• Roles/ Responsibilities</li> <li>• Annual Progress Report</li> <li>• Consistent Messaging</li> </ul>	<ul style="list-style-type: none"> <li>• Shared Accountability</li> <li>• Withstand Leadership Change</li> </ul>
<b>Pillar 2: Evidence Based Decision Making</b>	<ul style="list-style-type: none"> <li>• Outcomes</li> <li>• Indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline Data Collection</li> <li>• Disaggregated Data</li> </ul>	<ul style="list-style-type: none"> <li>• Indicator Refinement</li> <li>• Connection of Academic &amp; Non Academic Data</li> </ul>	<ul style="list-style-type: none"> <li>• Timely Data Sharing for Continuous Improvement</li> </ul>
<b>Pillar 3: Collaborative Action</b>	<ul style="list-style-type: none"> <li>• Continuous Improvement Commitment</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative Action Networks</li> </ul>	<ul style="list-style-type: none"> <li>• Action to Move Outcomes</li> <li>• Opportunities &amp; Barriers Addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Spread What Works For Children and Youth</li> </ul>
<b>Pillar 4: Investment &amp; Sustainability</b>	<ul style="list-style-type: none"> <li>• Anchor Entity/ Backbone Functions</li> <li>• Funder Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Management Capacity</li> <li>• Financial Support</li> </ul>	<ul style="list-style-type: none"> <li>• Community Mobilization</li> <li>• Aligned Resources</li> <li>• Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Policy Changes</li> <li>• Multiyear Funding Commitment</li> </ul>

A Partnership is in the Systems Change Gateway and sees indicators improving.

**BUILDING** **IMPACT**

PERCENTAGE OF HIGH SCHOOL SENIORS COMPLETING THE FAFSA



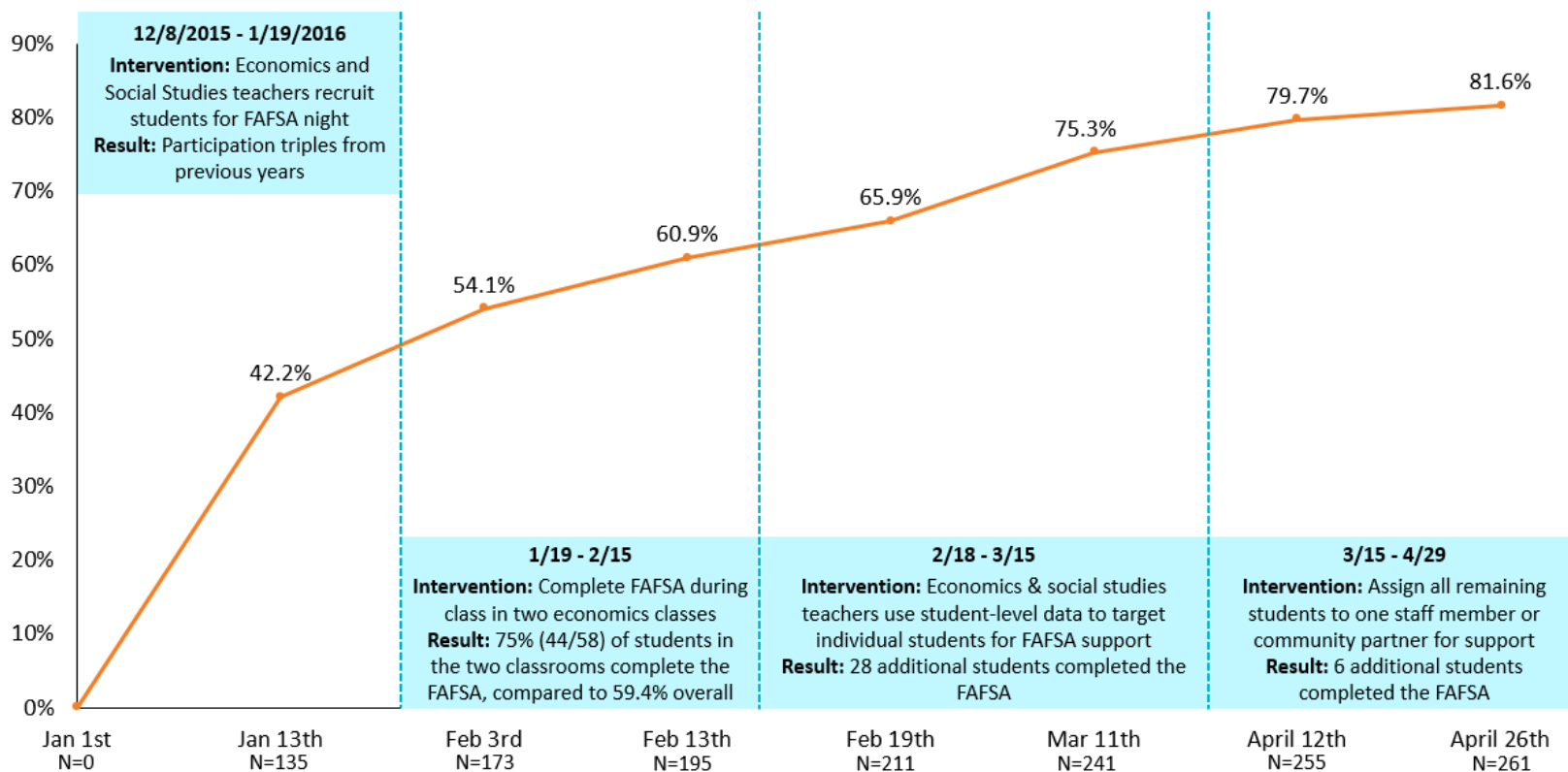
JULY 15





# Percent of Seniors Completing the FAFSA this School Year with Specific Interventions at Franklin High School

(Using School-level Data)



Source: Numerator comes from FAFSA + through the Office of Student Access and Completion, includes Oregon Student Aid Application (ORSAA) completers (provided by school), denominator is January 1st enrollment



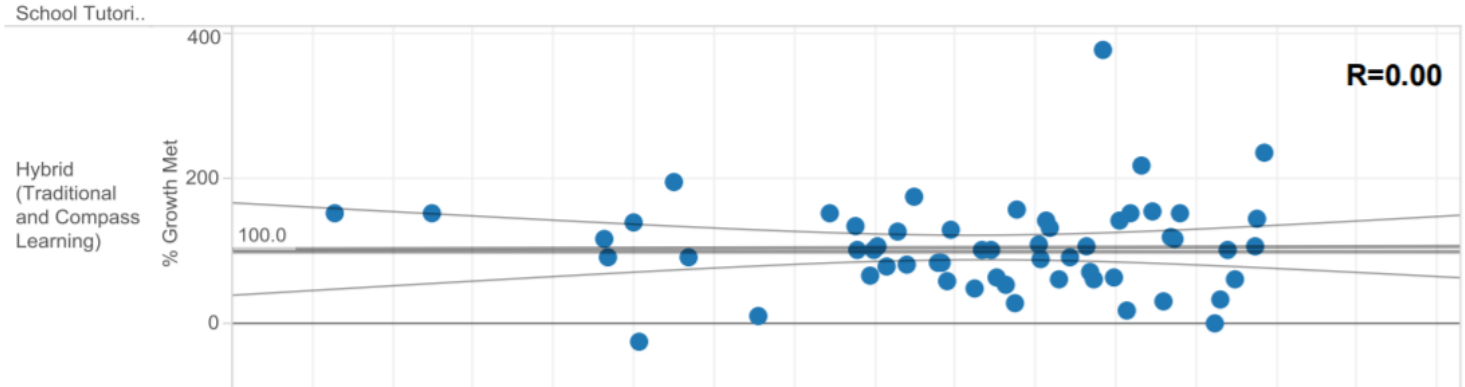
# 2015-16 Schools of Hope Model Variations

	Traditional	Compass-enhanced	Sound Partners
Schools participating	5	2	2
Students participating	170	62	24
Tutors participating	159	67	27
Session length	25 minutes	25 minutes	25 minutes
Session activities	<ul style="list-style-type: none"> <li>• Warm-up</li> <li>• Reading</li> <li>• Comprehension questions</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• 50% of sessions = traditional model</li> <li>• 50% of sessions = Compass Learning Odyssey activities</li> </ul>	<ul style="list-style-type: none"> <li>• Scripted phonics activities (phoneme identification, chunking)</li> <li>• Reading</li> </ul>

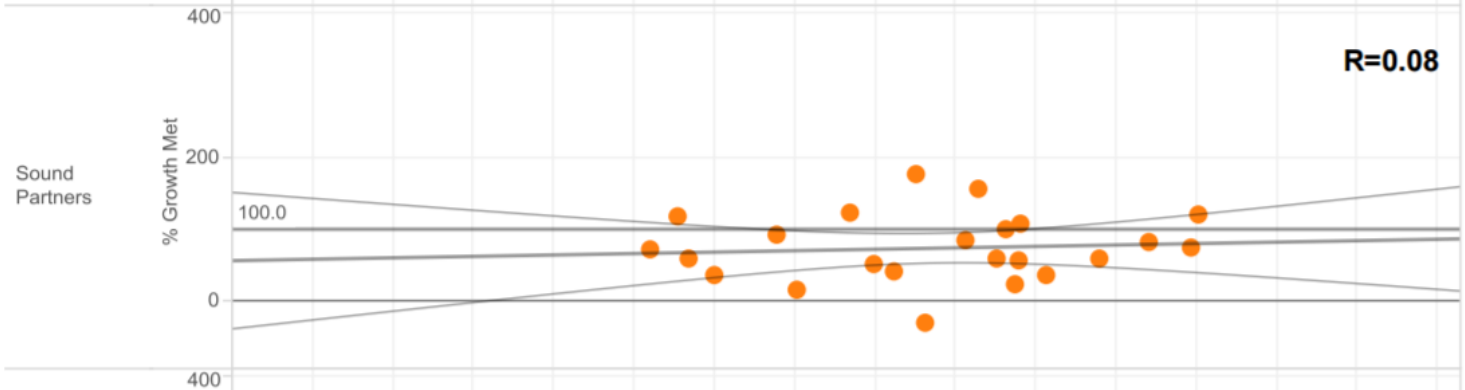


# 2015-16 Data Review

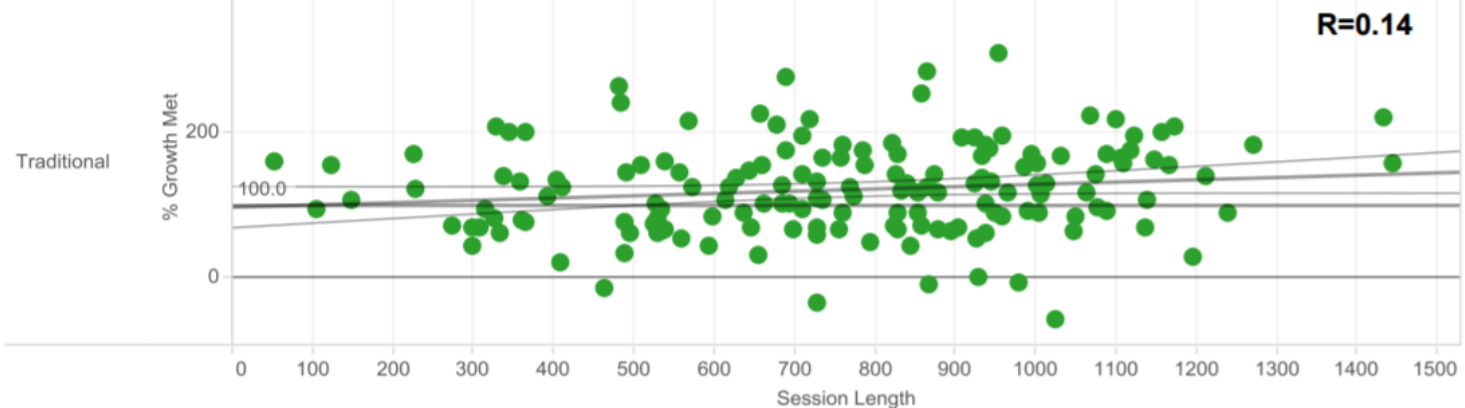
**Compass  
Enhanced**



**Sound  
Partners**



**Traditional**



# 2015-16 Data Findings

- 2015-16 Schools of Hope students did not show significantly higher reading growth than their closest comparisons - students with the same grade, school, and similar fall reading percentile on the Measures of Academic Progress (MAP).
- This was true across all 3 tutoring models - Traditional, Hybrid (Traditional & Compass Learning), and Sound Partners - and at each school and grade level.
- There was also not a significant relationship between tutoring minutes and reading growth, regardless of the tutoring model, school, or grade.

# What's next for 2016-17

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

# Abbreviated **StriveTogether** Theory of Action

GATEWAYS:



## Exploring

## Emerging

## Sustaining

## Systems Change

## Proof Point



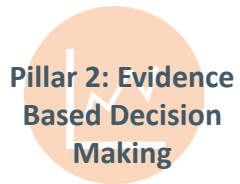
**Pillar 1: Shared Community Vision**

- Geographic Scope
- Leadership Table
- Vision/ Mission
- Key Messaging

- Baseline Report

- Roles/ Responsibilities
- Annual Progress Report
- Consistent Messaging

- Shared Accountability
- Withstand Leadership Change



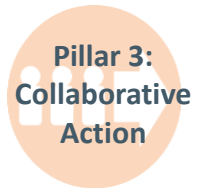
**Pillar 2: Evidence Based Decision Making**

- Outcomes
- Indicators

- Baseline Data Collection
- Disaggregated Data

- Indicator Refinement
- Connection of Academic & Non Academic Data

- Timely Data Sharing for Continuous Improvement



**Pillar 3: Collaborative Action**

- Continuous Improvement Commitment

- Collaborative Action Networks

- Action to Move Outcomes
- Opportunities & Barriers Addressed

- Spread What Works For Children and Youth



**Pillar 4: Investment & Sustainability**

- Anchor Entity/ Backbone Functions
- Funder Engagement

- Management Capacity
- Financial Support

- Community Mobilization
- Aligned Resources
- Advocacy

- Policy Changes
- Multiyear Funding Commitment

A Partnership is in the Systems Change Gateway and sees indicators improving.

**BUILDING**



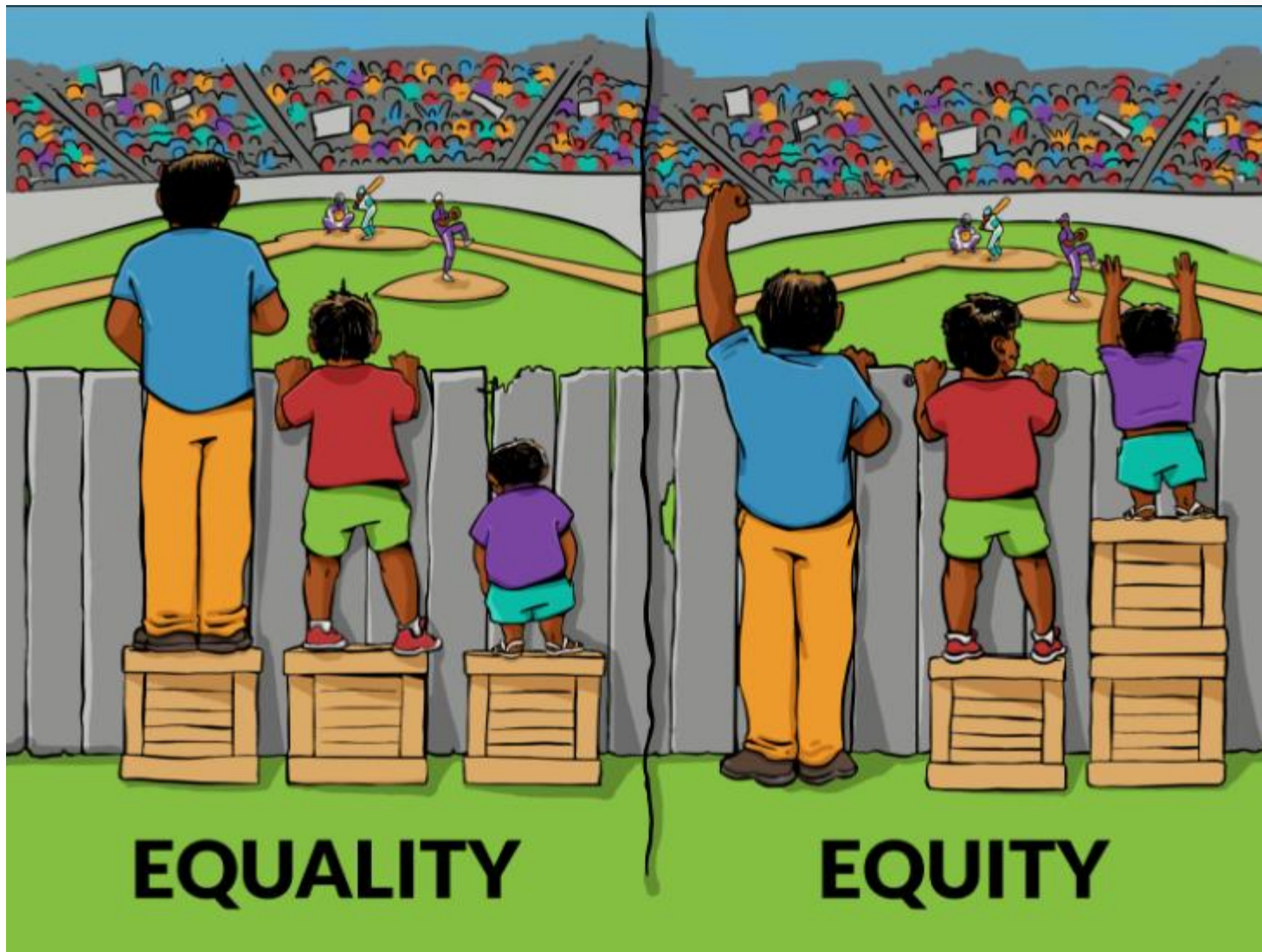
**IMPACT**



## Cincinnati Public Schools Partners with StrivePartnership Initiative on Shared Levy to Fund Schools and Expand Quality Preschool

- ❑ Cincinnati Public Schools is pursuing a **November 2016 levy** in partnership with the Cincinnati Preschool Promise to **significantly expand access to preschool** and strengthen the preK-12 public school system.
- ❑ The School Board unanimously approved the resolution for a **5-year new-money levy to raise about \$48 million** per year, with \$15 million to be allocated towards expanding quality pre-school in district- and community-based programs.
- ❑ Preschool Promise is a **plan to make Cincinnati the first city in the nation to offer two years of high-quality preschool** to three- and four-year-olds, with subsidies based on need.



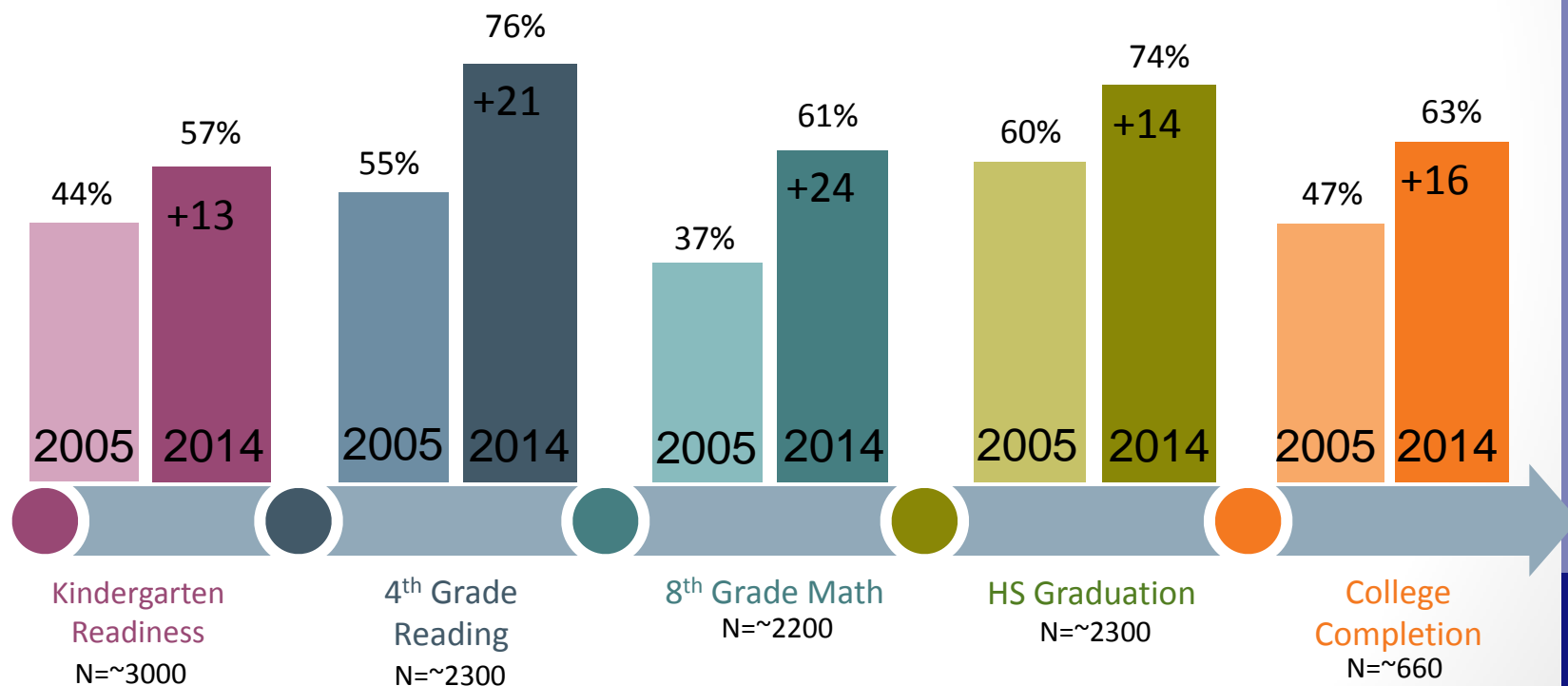




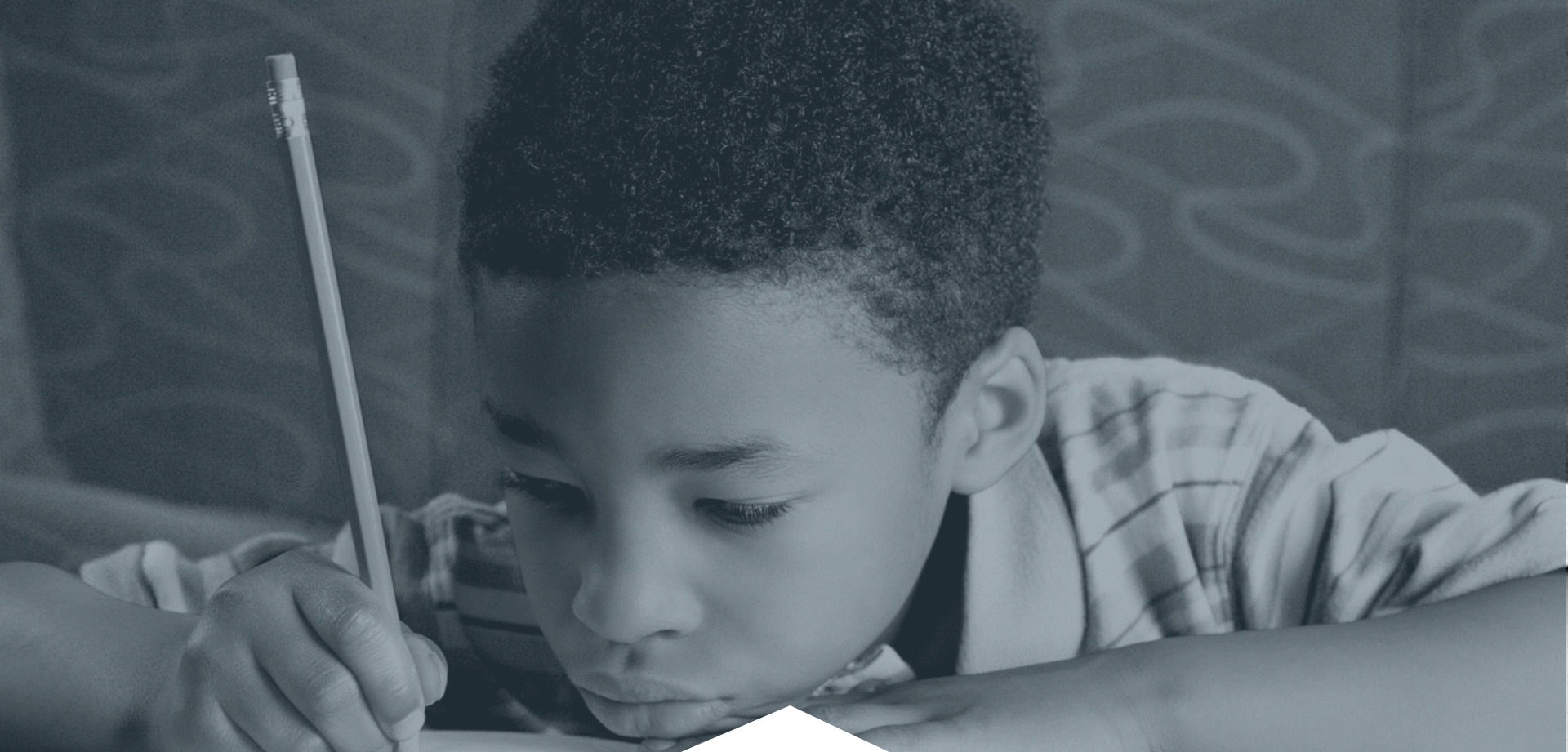
# Percent Improvement of Key Students Outcomes Since Baseline Year



- Prepared for school
- Supported in and out of school
- Succeeds academically
- Enrolls in college
- Graduates and enters career



*Note: This chart reflects trends from the baseline year to the current year for the partnership's largest district and postsecondary institution, generally representative of the urban core geographic scope.*



“It seems to me that systems are made of people.  
So if the people change, the systems change.

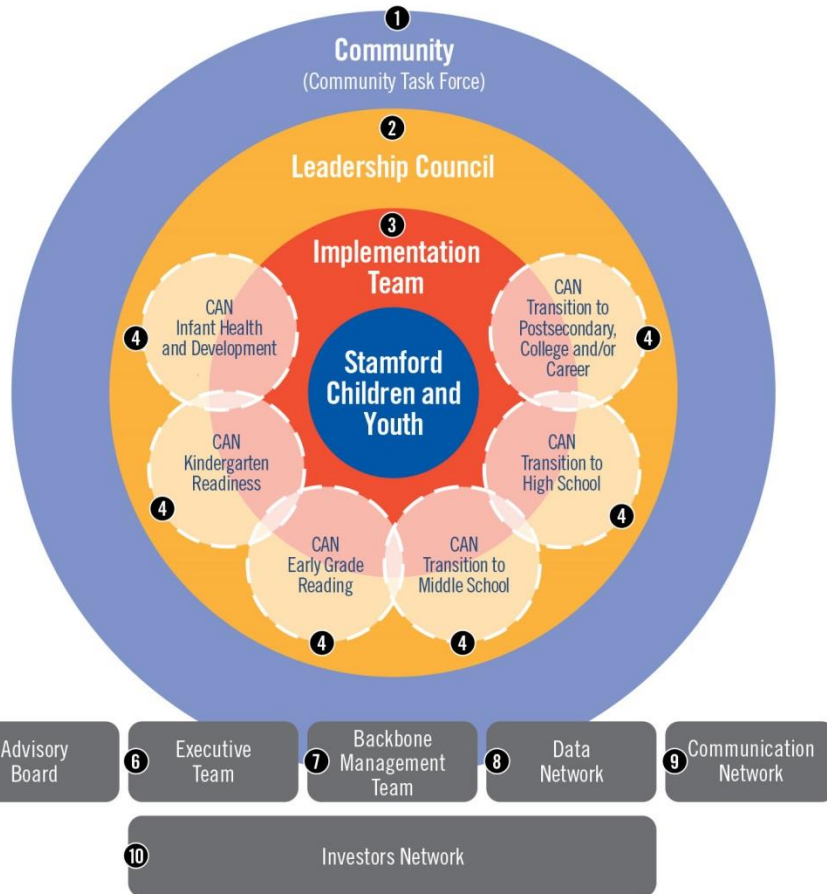
Kristin Shubert, RWJF

[Systems Change: More than a Buzz Word](#)  
[Bridgespan Blog Post – 1/27/16](#)

# Building a Transformative Movement

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

## OUR ACCOUNTABILITY STRUCTURE



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

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

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

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

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

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

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

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

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

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



# Our Approach

## Plan, Do, Study, Act (PDSA)

### Continuous Improvement Example

#### Plan: What are we going to do?

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

#### Do: Let's do what we said!

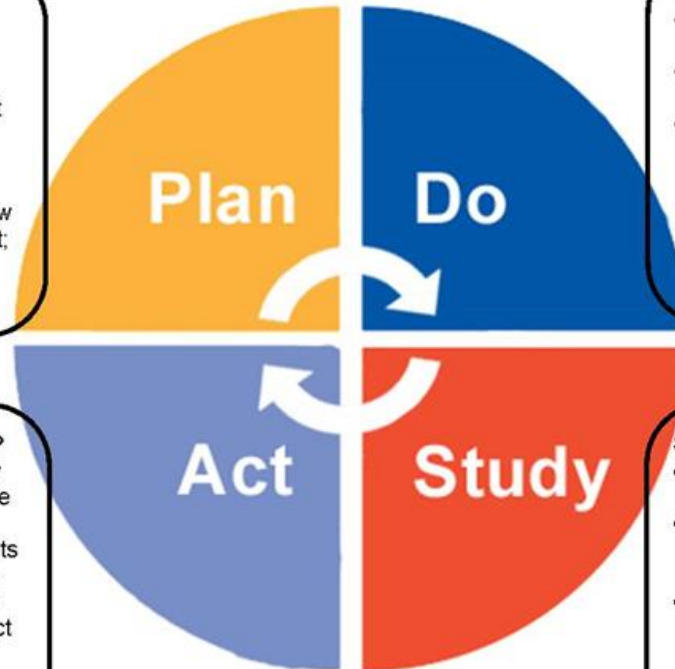
- Implement the identified projects within the plan
- Hold each other accountable to the work
- Use the action plan as the agenda

#### Act: Do we need to make changes?

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

#### Study: Did what we do work?

- Collect, review and analyze the data/results
- Determine what you've learned; did the work impact the change expected
- Begin to identify if changes/improvements are needed



# Baseline Community Report Presentation



BASELINE COMMUNITY REPORT  
NOVEMBER 2016



Successful Children, Thriving Community.



# Community Task Force

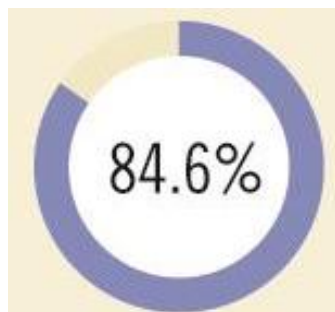
**12.59%** of Stamford students are English

Learners. English Learners are **6.5%** of Connecticut's students

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

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

# Infant Health & Development



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

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

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



*Successful Children, Thriving Community.*

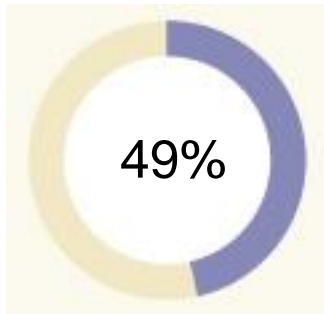
# Kindergarten Readiness



**of students entering kindergarten  
had a preschool/daycare experience**

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

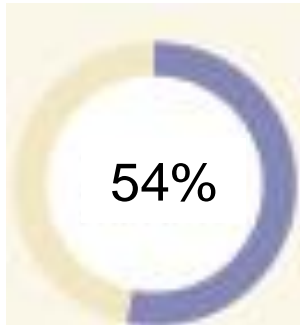
# Early Grade Reading



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

Across Connecticut, **54%** of third-graders scored at Level 3 or 4 on SBAC

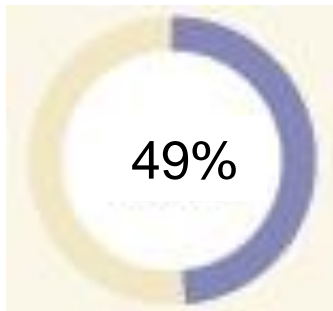
# Transition to Middle School



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

**37%** percent of Stamford's fifth grade students scored at Level 3 or 4 in Math on the SBAC for Spring 2016 (CT=41%)

# Transition to High School



**49%** percent of Stamford's eighth grade students scored at Level 3 or 4 in English Language Arts (ELA) on the Smarter Balanced Assessment Consortium (SBAC) for Spring 2016 (CT=55%).

**39%** percent of Stamford's fifth grade students scored at Level 3 or 4 in Math on the SBAC for Spring 2016 (CT=40%)



# Transition from High School, Postsecondary, College and/or Career



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

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

**66.7%** Stamford students

**46.4%** Connecticut students

# Launching Community Action Networks (CANs)

- **Infant Health and Development**

**CAN Co-Chairs: Adele Gordon & Erica Phillips**

- **Kindergarten Readiness**

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

- **Early Grade Reading**

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

- **Transition from High School to Postsecondary,  
College and/or Career**

**CAN Co-Chairs: Camille Figluizzi & Jackie Lightfield**

# Community Action Networks (CANs) in Development

- **Transition to Middle School**
- **Transition to High School**

# SC2C Website

<http://www.uwwesternct.org/sc2c>

# Looking to the Future: 2017





*Successful Children, Thriving Community.*

# Thank you!

BACKBONE SUPPORT PROVIDED BY



**United Way  
of Western Connecticut**