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/No *If No, please explain*:**

   - *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 pursing 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/No *If No, please explain:***

   - *No X 3*
     - *Effective and productive citizen is vague and unsure as to who would define the term citizen. Should we first define productive citizen before deciding it as an outcome area? (brought up twice)*
   - *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? Yes/No *If Yes, please explain:***

   - *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*

Effective and Productive Citizen

% of 18 year olds who are registered to vote

% of students completing community service projects by the end of high school

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.*

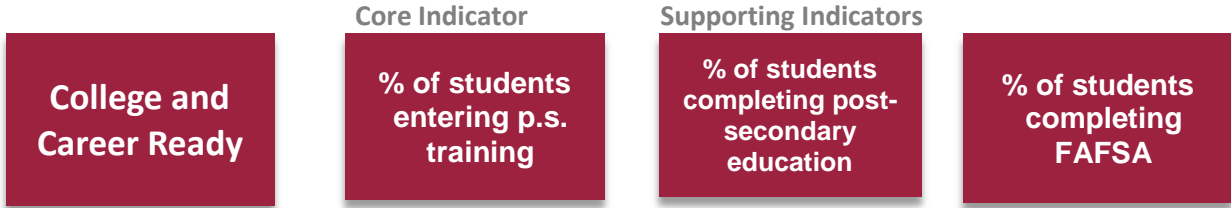| Social Emotional Health	Core indicator % of students who feel safe from verbal abuse, teasing, exclusion	Supporting Indicators % of students who feel safe from physical harm in school

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*

Core Indicator	Supporting Indicators

College and Career Ready

% of students entering p.s. training

% of students completing post-secondary education

% of students completing FAFSA

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*

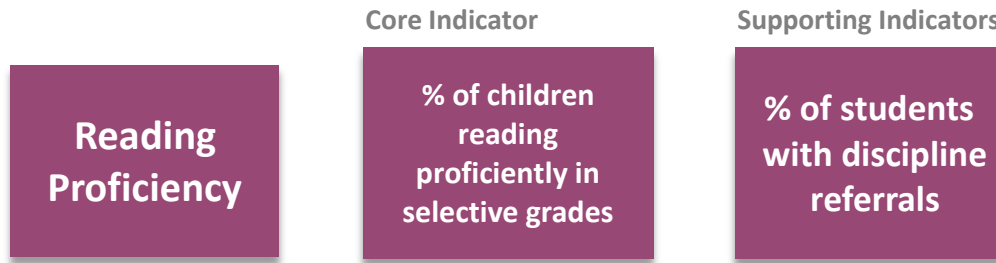|	Core Indicator	Supporting Indicators	
High School Graduation	**% of students that graduate on time**	**% of students that graduate in**	**% of student drop outs % of in school & out of school suspensions**

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*

	Core Indicator	Supporting Indicators
Reading Proficiency	**% of children reading proficiently in selective grades**	**% of students with discipline referrals**

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)*
- *All children are proficient in reading*

➤ Are all the chosen indicators measurable?
- *Not really*

➤ Are there any other indicators that should be considered?
- *All outcomes should include social/emotional component*

➤ 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?
- *We feel that reading proficiency should be an indicator across all of the outcomes*

➤ Is the data for the indicators readily available?
- *Yes, anything that is available at the schools but only for younger grades*
- *No, as it relates to data about parents*
- *What about those that can read, but can't comprehend what they are reading; how do we capture this?*

➤ Is the data for the indicators produced by a trusted source?
- *Yes, but only up to 3rd grade*

➤ Will the data available for the indicators be considered both valid and reliable?
- *Yes, specifically from the school but more data/assessments needed for higher grades*

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

➤ Will the data for the indicators be affordable and easy to gather?
- *Not for the parents*

➤ 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, 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*

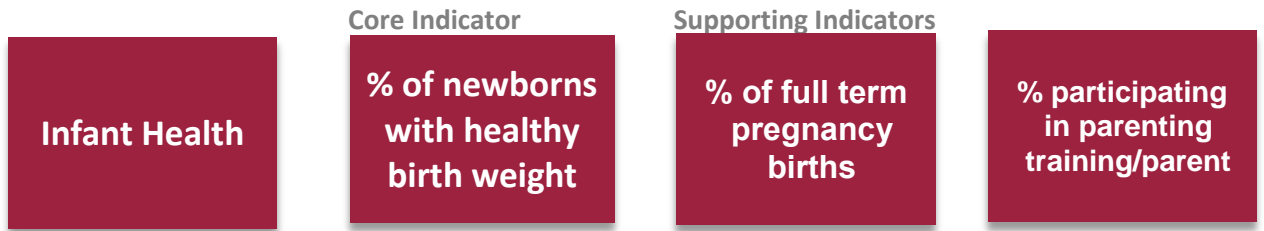| Core Indicator	Supporting Indicators

| **Kindergarten Readiness** | **% of children with Pre-K experience** | **% 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

➢ What could be the Goal for the chosen outcome area? *(i.e. K- Ready : All children entering kindergarten are ready to succeed)*
  - *Children are ready for Kindergarten*

➢ Are all the chosen indicators measurable?
  - *Yes, they are measurable but we question the reliability and validity; who defines a quality pre-k experience*

➢ Are there any other indicators that should be considered?
  - *Data on development taken at 3 years old - % of children with healthy development*

➢ 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?
  - *Some need further definition*

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

➢ Is the data for the indicators produced by a trusted source?
  - *Not for All*

➢ 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?
  - *Yes, it is affordable but not easy to gather*

➢ Can the data for the indicators be available consistently over time (annually)?
  - *Yes- however, some will be done more frequently*

➢ 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*

Infant Health	**Core Indicator** % of newborns with healthy birth weight	**Supporting Indicators** % of full term pregnancy births	% participating in parenting training/parent

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*