

Connecticut's StriveTogether Partnerships: Using Collective Impact to Improve Outcomes for Children

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Five Conditions of Collective Impact

- Common Agenda: Shared Vision for Change
- Shared Measurement: Collecting and Measuring Data
- Mutually Reinforcing Activities: Differentiated but Coordinated Activities
- Continuous Communication: Build Trust, Mutual Objectives, Motivation
- Backbone Support: Separate Organization to Coordinate the Initiative

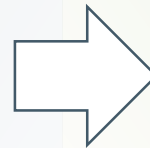
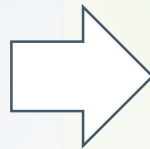
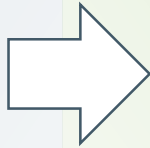
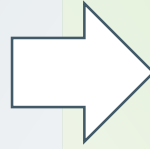
Collaboration

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

Theory of Action: Creating Cradle to Career Proof Points

Implementing the Theory of Action

The Theory of Action is based on StriveTogether's Framework for Building Cradle to Career Civic Infrastructure. The Theory of Action consists of five Gateways: Exploring, Emerging, Sustaining, Systems Change and Proof Point. Within each of the five Gateways, there are a series of quality benchmarks that are key steps in developing and sustaining a partnership. Meeting the quality benchmarks in the Exploring, Emerging and Sustaining Gateways leads to System Change and ultimately Proof Point.

Partnerships implementing the Theory of Action effectively demonstrate four principles as they move from building a partnership to impacting outcomes:

1. Engage the Community

The work of the partnership must be grounded in the context of the community. Partnerships engage a broad array of community voices through building awareness and information sharing; involving and mobilizing the community towards improvement; and co-developing solutions and strategies with community members.

2. Focus on Eliminating Locally Defined Disparities

Inequalities in student achievement are defined by each partnership using local data and context. Partnerships make intentional efforts to eliminate disparities in achievement.

3. Develop a Culture of Continuous Improvement

The work of the partnership focuses on the use of local data, community expertise and national research to identify areas for improvement in a constant and disciplined manner that ensure Partners invest in practices that work.

4. Leverage Existing Assets

The partnership builds on existing resources in the community and aligns resources to maximize impact.

GATEWAYS:

Exploring

Pillar 1: Shared Community Vision

A cross-sector **partnership** with a defined **geographic scope** organizes around a cradle to career vision.

A cross-sector **leadership table** is convened with a documented **accountability structure**.

The partnership formalizes a set of **messages** that are aligned and effectively communicated across partners and the **community**.

Pillar 2: Evidence Based Decision Making

The partnership selects **community level outcomes** to be held accountable for improving.

The partnership selects **core indicators** for the community level outcomes.

Pillar 3: Collaborative Action

The partnership commits to using a **continuous improvement process** to guide the work.

Pillar 4: Investment & Sustainability

An **anchor entity** is established and capacity to support the daily management of the partnership is in place.

The partnership engages investors to support the operations and collaborative work of partners to improve outcomes.

Emerging

The partnership publicly releases a **baseline report card** to the community with disaggregated data.

The partnership collects and disaggregates **baseline data** by **key sub-populations** for core indicators.

The partnership prioritizes a subset of core indicators for initial focus.

Collaborative Action Networks are engaged and/or formed to improve community level outcomes.

The partnership has in place the necessary capacity to support the daily management of the partnership, data needs, facilitation, communication and engagement of the community.

Partners support the operations work of the partnership.

Sustaining

The partnership operates with roles and responsibilities as defined in the accountability structure.

The partnership consistently informs the community of progress, including the release of an annual **report card**.

The partnership communicates a common, consistent message across internal partners.

The partnership continually refines indicators to improve accuracy and validity.

The partnership facilitates the collection and connection of academic data across the cradle to career pipeline and among partners to enable continuous improvement.

Collaborative Action Networks collectively take action to improve the community level outcomes using continuous improvement.

Opportunities and barriers are identified by the Networks and lifted up for partners to take action to improve community level outcomes.

The partnership mobilizes the community to improve community level outcomes.

Partners allocate and align resources to improve community level outcomes.

The partnership develops plans to change, support, or inform local, state, or national policy to improve community level outcomes.

Systems Change

Partners continue to actively engage in the partnership despite changes in leadership.*

Partners demonstrate shared accountability for improving community level outcomes.*

Partners effectively communicate attribution of success and recognition of challenges.*

The partnership enables student-level academic and non-academic data to be shared appropriately across partners in a **timely manner** to enable continuous improvement to improve outcomes.*

Partners use continuous improvement to identify activities/practices that are improving community level outcomes and spread these to impact outcomes.*

Financial and community resources are aligned to what works to improve community level outcomes.*

The partnership has sustainable funding for multiple years.*

Necessary policies change to enable and sustain improvement.*

Proof Point

PROOF POINT: Partnership in the Systems Change Gateway with 60% of indicators in the six cradle to career outcome areas maintained or improved

Leads to Systems Change

BUILDING

IMPACT

*Systems Change indicators are being updated to provide increased clarity

What is Norwalk ACTS?

Norwalk ACTS is a
Convener, Collector, Conduit, and Catalyst for Change

Our members support the use of **data** to define what's working programmatically, so that we can all be better **system change agents** and can **positively impact outcomes** for all Norwalk's children, from cradle to career.

Common Agenda

OUTCOMES

Mission / The mission of Norwalk ACTS is to enrich and improve the lives and futures of all Norwalk's children and youth, cradle to career.

1



/ Norwalk children are ready to enter Kindergarten.

2



/ Norwalk students meet the goal level in 3rd grade reading.

3



/ Norwalk students have the necessary skills to successfully transition from 5th to 6th grade.

4



/ Norwalk students have the necessary skills to successfully transition from 8th to 9th grade.

5



/ Norwalk students successfully graduate from high school in 4 years ready for college, post-secondary training or full-time employment.

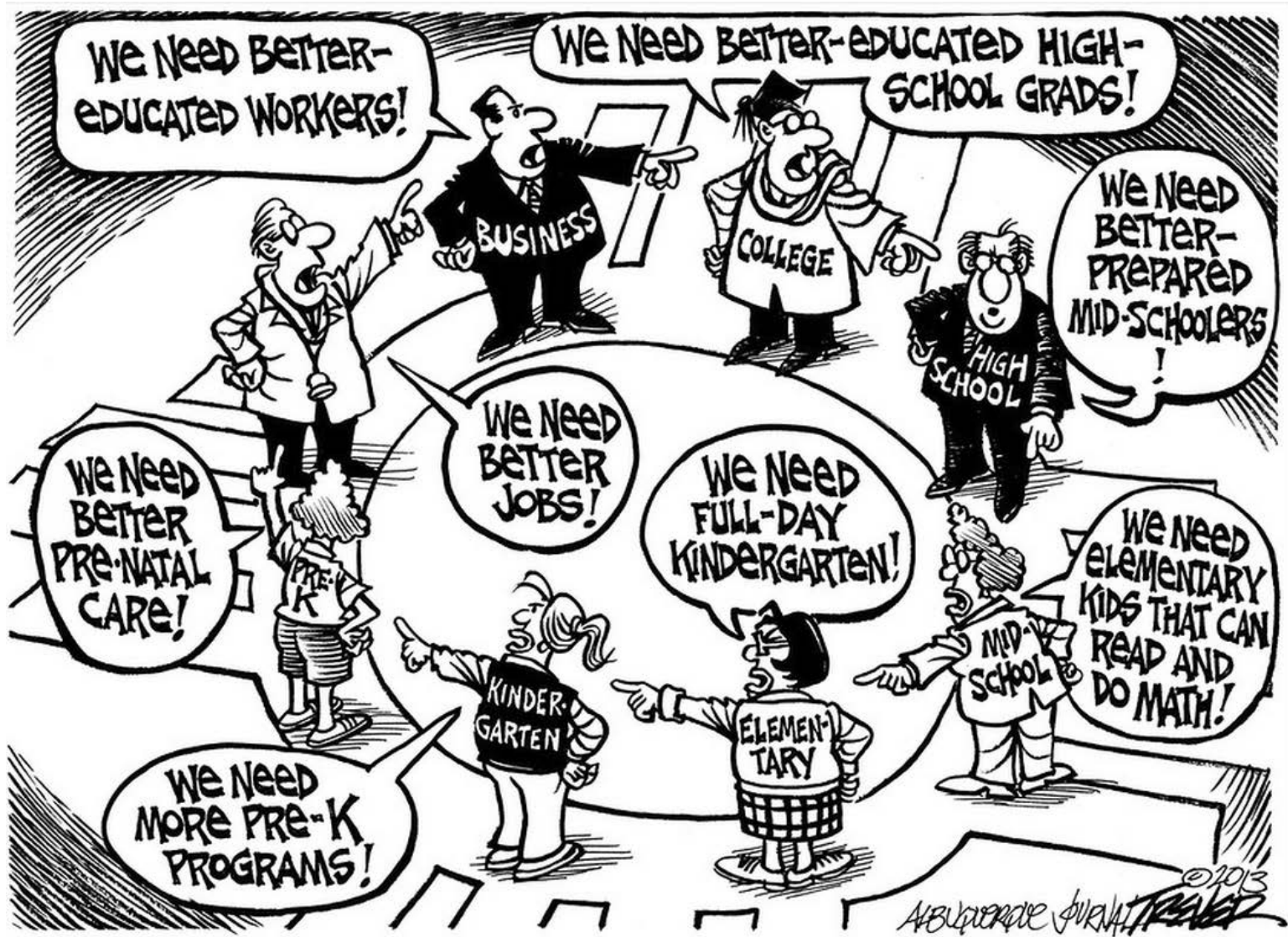
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/ Norwalk graduates are career-ready with a college degree or professional certificate.

Shared Measurement: What is data?

- Facts and statistics collected together for reference or analysis
- Things known or assumed as facts, making basis of reasons or decisions
- Data is a Flashlight not a Hammer
- Data Supports Alignment and Accountability
- Remember – Behind Every Data Point is a CHILD



We Need BETTER-EDUCATED WORKERS!

We Need BETTER-EDUCATED HIGH-SCHOOL GRADS!

We Need BETTER-PREPARED MID-SCHOOLERS!

We Need ELEMENTARY KIDS THAT CAN READ AND DO MATH!

We Need FULL-DAY KINDERGARTEN!

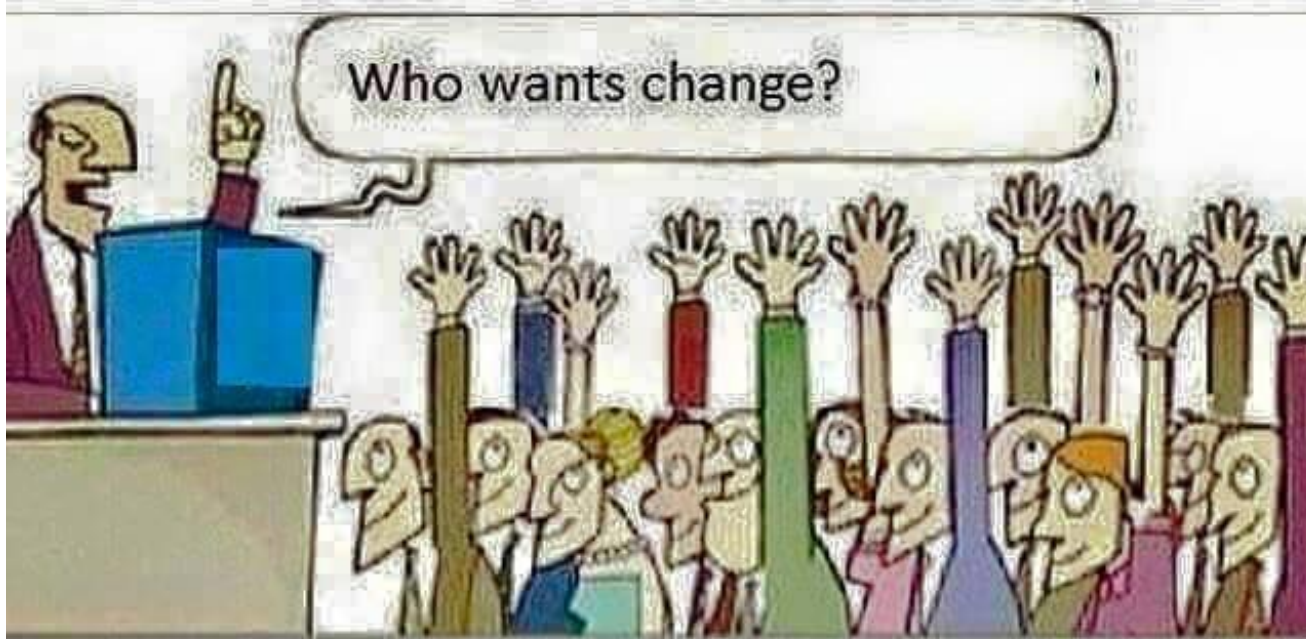
We Need BETTER JOBS!

We Need BETTER PRE-NATAL CARE!

We Need MORE PRE-K PROGRAMS!

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Action Moves at the Speed of
TRUST



STAMFORD CRADLE TO CAREER PARTNERSHIP

Community Vision

Core Values

We believe in...

- ✓ Stewardship
- ✓ Commitment to Community Engagement
- ✓ Commitment to Outcomes and Data Driven Decision Making
- ✓ Transparency
- ✓ Equity and Equitable Distribution of Resources
- ✓ Honor and Celebrate Inclusiveness
- ✓ Access/Holistic Approach/ALL Children
- ✓ Asset-Based Approach

Partnership Name
Stamford Cradle to Career
Tagline
Successful Children, Thriving Community
Vision
ALL youth succeed in education, career and life
Mission
SCtoC will collectively align resources to ensure education, equity, and excellence for EVERY child from cradle to career



STAMFORD CRADLE TO CAREER PARTNERSHIP

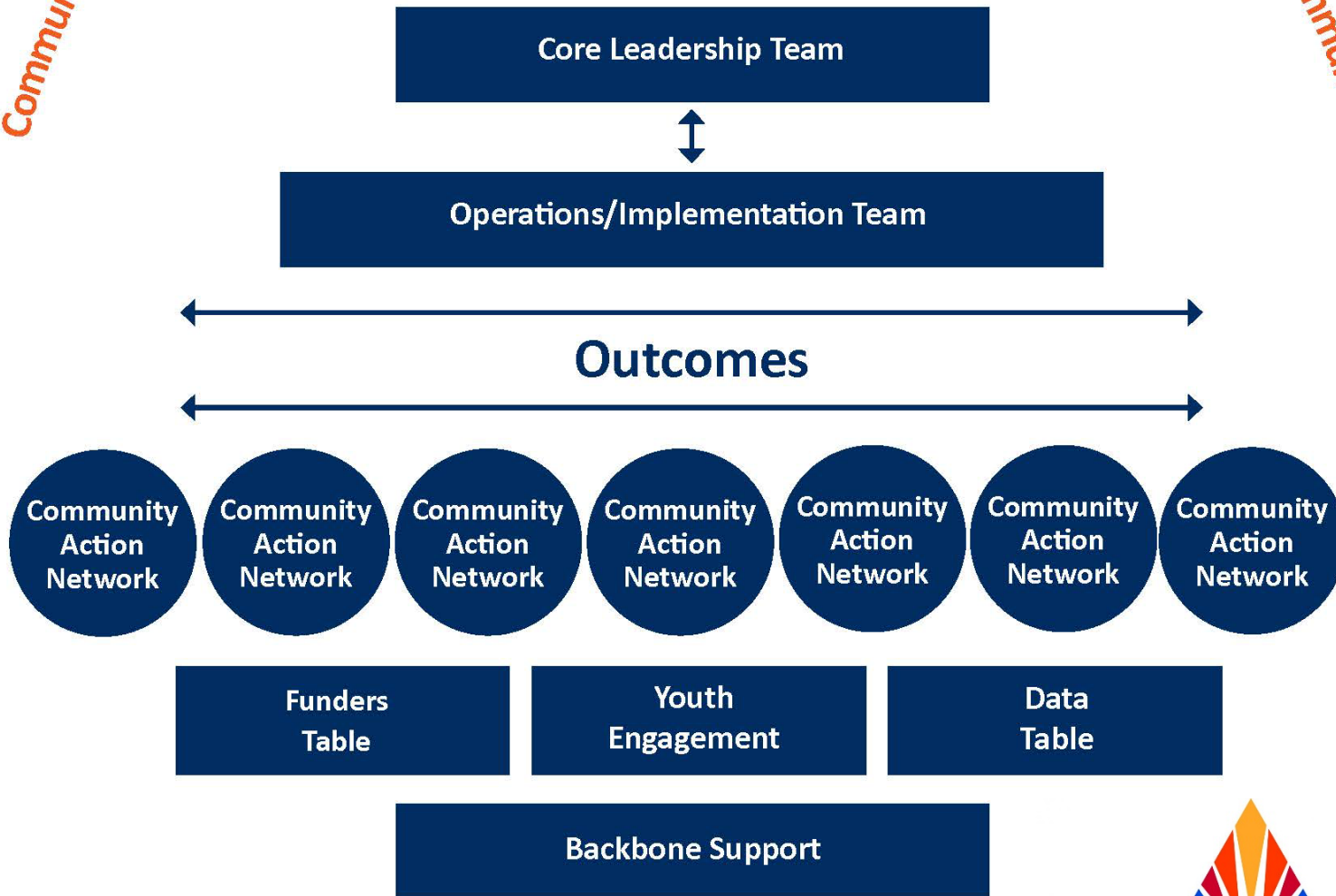
Key Outcome Areas

- Infant Health and Development
- Kindergarten Readiness
- Early Grade Reading
- Transition to Middle School
- Transition to High School
- Transition from High School to Postsecondary, College, or Career

Our Civic Infrastructure

Community

Community



Community



For details on roles and responsibilities for each worktable in the accountability structure, please visit bridgeportprospers.org/accountability.

Key Outcomes



Bridgeport Prospers **CRADLE TO CAREER**



Infant Health

All Bridgeport infants will be healthy



Kindergarten Readiness

All Bridgeport children will be ready for kindergarten



Early Grade Reading

All Bridgeport children will be reading on grade level



Middle Grade Math

All Bridgeport students will master middle grade math



High School Graduation

All Bridgeport youth will graduate from high school, college and career ready



Youth Safe from Violent Crime

All Bridgeport youth are safe from violent crime and other at risk activities



Post-secondary Enrollment

All Bridgeport young adults will enroll in college, apprenticeship or career training



Post-secondary Completion

All Bridgeport young adults will achieve post-secondary degrees or credentials



Youth Employment / Jobs

All Bridgeport young adults will be prepared to enter the labor market

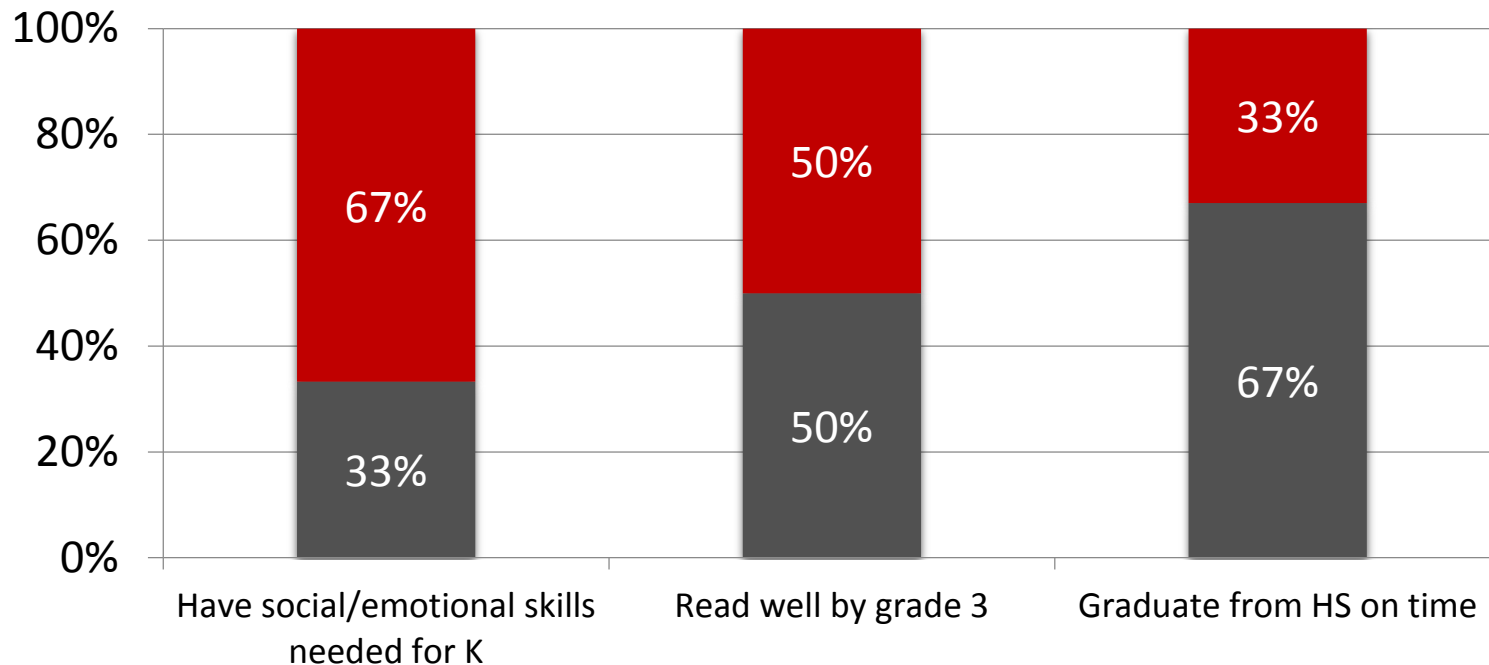


Cradle to Career Partnership

- Why – data
- How – collective impact framework
 - *relationships, relationships, relationships*
- Who – 93 public & private partners
 - *convened by independent staff – backbone*
- Next Steps – deliberate School-Community Partnership

Common Agenda

Community Report Card



- No one organization created this problem, and no one organization can fix it
- 93 child and youth partner organizations have been paving the way, learning new insights, and are now ready to **change the way they do business**



Collective Impact: BTS Style

Common Agenda

- 93 public and private organizations agree:
Waterbury youth succeed in school, work and life

Shared Measurement

- Kindergarten readiness in social/emotional skills, 3rd grade reading scores, and high school graduation rates

Mutually Reinforcing Activities

- Promote school attendance, early literacy, positive youth development, and post-secondary career preparedness, and promote parent as their child's first/main teacher

Continuous Communication

- Transparency > Trust
- Newsletter, Website, Facebook, Twitter

Backbone Function

- BTS staff: Executive Director, Coordinator, Data Specialist
- Guide vision & strategy, build public will

Bridge to Success Community Partnership Framework



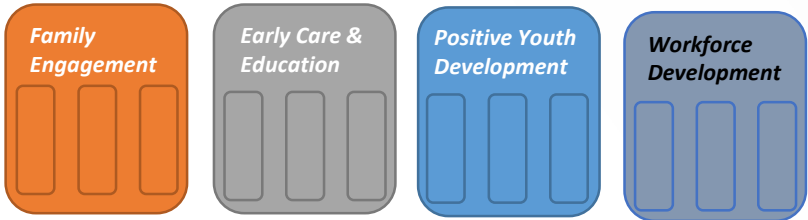
Common Agenda: Waterbury youth succeed in school, work and life

Community Council

Governance, Vision & Strategy

- Backbone staff**
- Guide vision & strategy
 - Support strategies
 - Establish shared measure practices
 - Build public will
 - Advance policy & mobilize funding

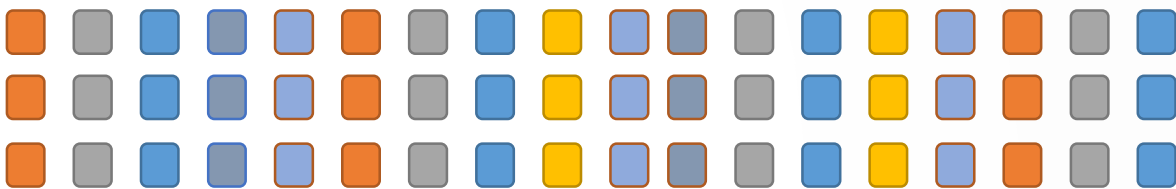
Working Groups



Partner Organizations



Community Members



Action Planning

Execution

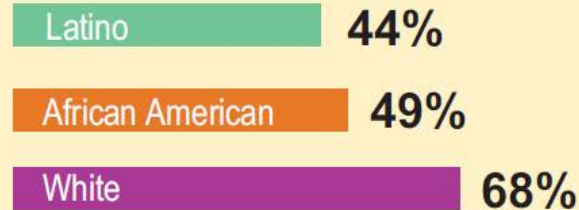
Public Will

Shared Measures

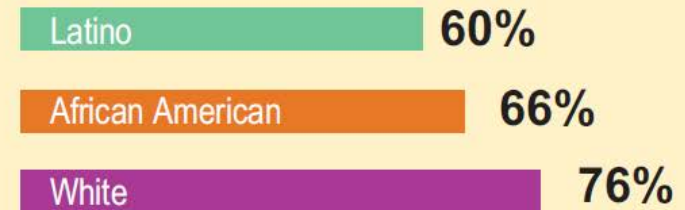
Racial/Ethnic Disparity

In 2013 a lower percentage of Latino and African American students reached proficiency on the reading portion of the 3rd grade CMT, graduated from high school within four years, and attended school regularly.

3rd Grade Reading



High School Graduation



School Attendance ²



² School attendance indicates the percent of students who attended school regularly and were not chronically absent (missing 18 or more days of school).

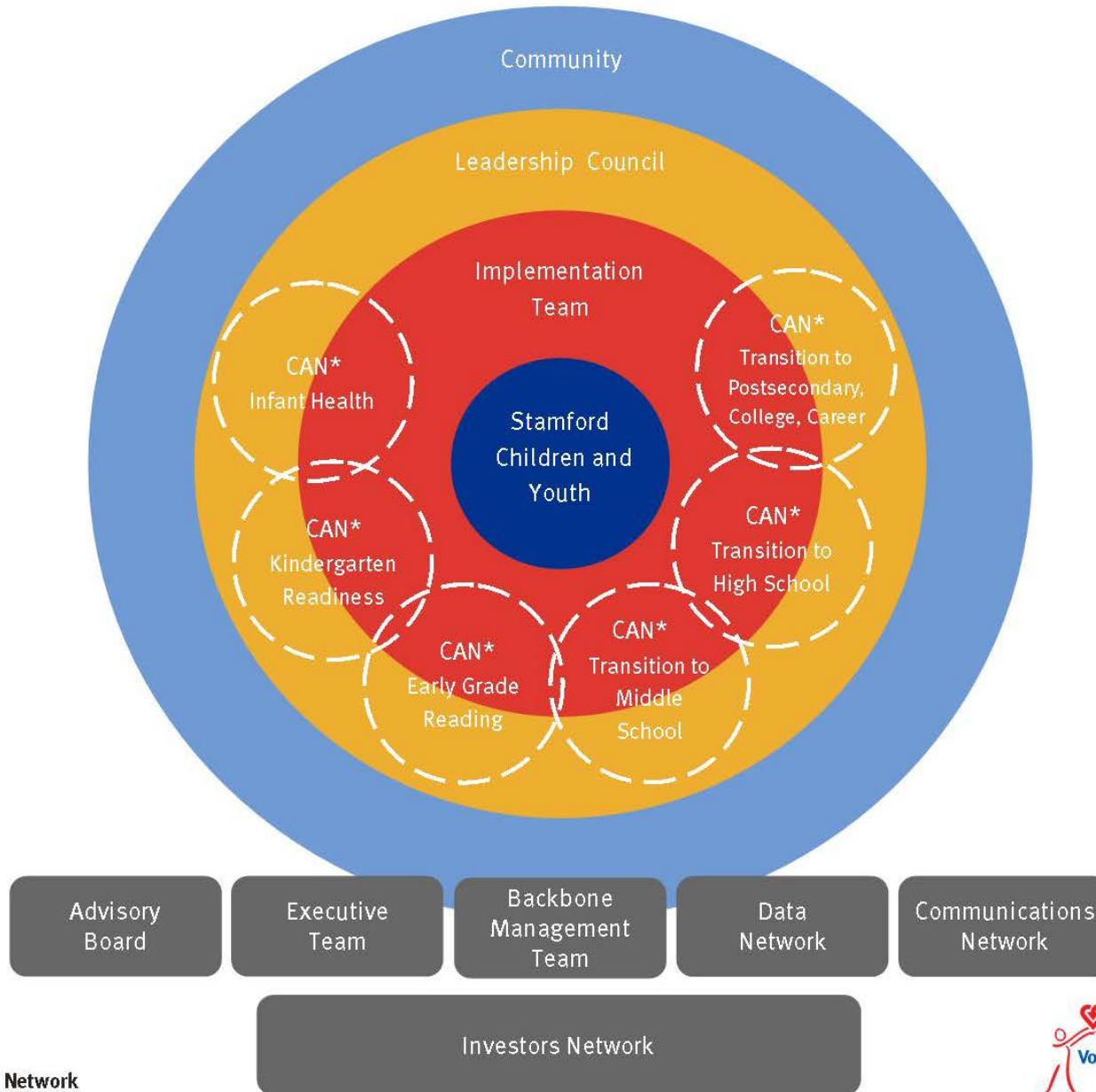


Data Guides Programming

- Full community involvement is necessary – the work is not in addition to what you do,
it *is what you do*
- Shift from proving yourself, to using data as a guide
to *learning and improving*
- Be willing to work hard and long on this towards
long-term success

Philosophical Changes

Stamford Cradle to Career Accountability Structure



* Community Action Network

Stamford Cradle to Career Scorecard DRAFT

Children are born healthy and enter school ready to read and succeed

Youth make successful transitions from school to college/careers

Key Outcome Areas

Infant Health and Development

Kindergarten Readiness

Early Grade Reading

Transition to Middle School

Transition to High School

Transition from High School to Postsecondary, College, or Career

Core Indicators

*% of full term pregnancy births
*# seats in accredited/licensed daycare

*% of children with Pre-K experience
*% of children ready for K based on developmental assessment (KEI academic)

*% of students reading proficiently in 3rd grade
*% reading at goal or above in 3rd grade

*% of students with math and reading proficiency in 5th grade
*% at goal in math and reading in 5th grade

*% of 9th graders with at least five course credits
*% of students at goal in math and reading in 8th grade.

*% of students who graduate on time (in 4-6 years)
*% of 11th grade students at proficiency and goal in math and reading
*Youth unemployment rate

Key Outcome Areas-Stamford Cradle to Career

Infant Health and Development	Kindergarten Readiness	Early Grade Reading	Transition to Middle School	Transition to High School	Transition from High School to Postsecondary, College, or Career
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Contributing Indicators

<p>*# on waitlist for daycare/preschool *% receiving timely pre-natal care *Education level of mother *ASQ data?</p>	<p>*% of children ready for K based on developmental assessment (KEI social) *% of students passing physical education assessments (KEI physical)</p>	<p>*Attendance *% of in school and out of school suspensions and expulsions by grade *% referred to reading intervention or special education *SRBI intervention data by grade *% of students passing physical education assessments</p>	<p>*Attendance *% of in school and out of school suspensions and expulsions by grade *SRBI intervention data by grade *% of students passing physical education assessments *% of students completing community service projects</p>	<p>*Attendance *% of students completing Algebra in 8th or 9th grade *% of students with math and reading proficiency in 8th grade *% of 9th graders with no more than one core course with a D grade *% of students taking arts courses *% of in school and out of school suspensions and expulsions by grade *SRBI intervention data by grade *% of students passing physical education assessments *% of students completing community service projects *Juvenile justice data</p>	<p>*# enrolled in two-year and four-year colleges *% taking remedial college classes *% of students completing post secondary education *% of students completing postsecondary training *AP scores and # taking AP classes *% college-ready on SAT *% of students completing FAFSA *TBD measure of community involvement</p>
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Contextual Indicators-Stamford Cradle to Career

*% of students who feel safe from physical, verbal and emotional abuse

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

*% of ELL students re-designated as fluent

*% of residents and youth living in poverty

*% of food insecure residents

*% of students overweight or obese

*% of residents with a high school diploma or higher

* % of students eligible for free/reduced lunches

* % of households earning less than basic cost of living

Core Values of Bridgeport Prospers

- 1 Stewardship
- 2 Open Engagement and Partnership
- 3 Commitment to Outcomes
- 4 “Art of the Possible” Thinking
- 5 Fact-Based Decision Making
- 6 Truth Telling
- 7 Power Parity
- 8 Commitment to Resolving Conflict
- 9 Asset-Based Approach
- 10 Transparency and Objectivity

Questions?

- *Anthony Allison, Executive Director, Norwalk ACTS*
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- *Merle Berke-Schlessel, President and CEO of United Way of Coastal Fairfield County, backbone support to Bridgeport Prospers*
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