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

Anthony Allison, Executive Director, Norwalk ACTS
Merle Berke-Schlessel, President and CEO of United Way of Coastal Fairfield County, backbone support to Bridgeport Prospers
Lori Hart, Executive Director, Waterbury Bridge to Success Community Partnership
Mara Siladi, Executive Director, Stamford Cradle to Career
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

Strive Together
Every child. Cradle to career.
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.

6. 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
Action Moves at the Speed of TRUST
Who wants change?

Who wants to change?
## Stamford Cradle to Career Partnership

### Community Vision

**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

### 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

### Table

<table>
<thead>
<tr>
<th>Partnership Name</th>
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</thead>
<tbody>
<tr>
<td>Stamford Cradle to Career</td>
</tr>
<tr>
<td>Tagline</td>
</tr>
<tr>
<td>Successful Children, Thriving Community</td>
</tr>
<tr>
<td>Vision</td>
</tr>
<tr>
<td>ALL youth succeed in education, career and life</td>
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<td>SCtoC will collectively align resources to ensure education, equity, and excellence for EVERY child from cradle to career</td>
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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
Bridgeport Prospects
CRADLE TO CAREER

**Key Outcomes**

**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

<table>
<thead>
<tr>
<th>Common Agenda</th>
<th>• 93 public and private organizations agree: <em>Waterbury youth succeed in school, work and life</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared Measurement</td>
<td>• Kindergarten readiness in social/emotional skills, 3rd grade reading scores, and high school graduation rates</td>
</tr>
<tr>
<td>Mutually Reinforcing Activities</td>
<td>• Promote school attendance, early literacy, positive youth development, and post-secondary career preparedness, and promote parent as their child’s first/main teacher</td>
</tr>
</tbody>
</table>
| 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

Governance, Vision & Strategy

Action Planning

Execution

Public Will

Community Council

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

Working Groups
- Family Engagement
- Early Care & Education
- Positive Youth Development
- Workforce Development

Partner Organizations

Community Members

Shared Measures

Slide adapted from FSG - John Kania 10/23/2013 event in Waterbury
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.

<table>
<thead>
<tr>
<th>3rd Grade Reading</th>
<th></th>
<th>44%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino</td>
<td></td>
<td>44%</td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td>49%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>68%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High School Graduation</th>
<th></th>
<th>60%</th>
</tr>
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<tr>
<td>Latino</td>
<td></td>
<td>60%</td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td>66%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>76%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Attendance²</th>
<th></th>
<th>77%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino</td>
<td></td>
<td>77%</td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td>80%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>85%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Key Outcome Areas</th>
<th>Infant Health and Development</th>
<th>Kindergarten Readiness</th>
<th>Early Grade Reading</th>
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<th>Transition to High School</th>
<th>Transition from High School to Postsecondary, College, or Career</th>
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<tr>
<td><strong>Core Indicators</strong></td>
<td><strong>% of full term pregnancy births</strong></td>
<td><strong>% of children with Pre-K experience</strong></td>
<td><strong>% of students reading proficiently in 3rd grade</strong></td>
<td><strong>% of students with math and reading proficiency in 5th grade</strong></td>
<td><strong>% of students with at least five course credits</strong></td>
<td><strong>% of students who graduate on time (in 4-6 years)</strong></td>
</tr>
<tr>
<td><strong>% of children with Pre-K experience</strong></td>
<td><strong>% of children ready for K based on developmental assessment (KEI academic)</strong></td>
<td><strong>% reading at goal or above in 3rd grade</strong></td>
<td><strong>% at goal in math and reading in 5th grade</strong></td>
<td><strong>% of students at goal in math and reading in 8th grade</strong></td>
<td><strong>% of 11th grade students at proficiency and goal in math and reading</strong></td>
<td><strong>Youth unemployment rate</strong></td>
</tr>
<tr>
<td>Children are born healthy and enter school ready to read and succeed</td>
<td>Youth make successful transitions from school to college/careers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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## Key Outcome Areas-Stamford Cradle to Career

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

<table>
<thead>
<tr>
<th>*% of students who feel safe from physical, verbal and emotional abuse</th>
<th>*% of students overweight or obese</th>
</tr>
</thead>
<tbody>
<tr>
<td>*% of students who feel safe from physical harm in school</td>
<td>*% of residents with a high school diploma or higher</td>
</tr>
<tr>
<td>*% of ELL students re-designated as fluent</td>
<td>*% of students eligible for free/reduced lunches</td>
</tr>
<tr>
<td>*% of residents and youth living in poverty</td>
<td>*% of households earning less than basic cost of living</td>
</tr>
<tr>
<td>*% of food insecure residents</td>
<td></td>
</tr>
</tbody>
</table>


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
  aallison@norwalkacts.org
- Merle Berke-Schlessel, President and CEO of United Way of Coastal Fairfield County, backbone support to Bridgeport Prospers
  merle@unitedwaycfc.org
- Lori Hart, Executive Director, Waterbury Bridge to Success Community Partnership
  director@waterburybridgetosuccess.org
- Mara Siladi, Director, Stamford Cradle to Career
  Mara.Siladi@uwwesternct.org