Strive Partnership, Cradle to Career, Collective Impact:
What does it all really mean and what is the role of philanthropy?

2016 Philanthropy Luncheon & Conference
#CCPImpact | @CTphilanthropy

Connecticut Council for Philanthropy
Serving funders. Advancing effective giving.
Strive Partnership, Cradle to Career, Collective Impact

Presenters:
Jeff Edmondson, Managing Director of StriveTogether
Anthony Allison, Program Officer, Norwalk Children’s Foundation
Merle Berke-Schlessel, President and CEO, United Way of Coastal Fairfield County
Lori Hart, Executive Director, Bridge to Success Community Partnership
Mara Siladi, Cradle to Career Manager, United Way of Western Connecticut

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Collective Impact and the Role of Funders
We need better-educated workers!

We need better-educated high-school grads!

We need better-prepared mid-schoolers!

We need better jobs!

We need full-day kindergarten!

We need more pre-K programs!

We need elementary kids that can read and do math!
What’s Our Challenge?

Education/ Non Profit Investments

$591 Billion in Public Resources

$5 Billion in Philanthropic Resources

Over 40,000 Non-Profits

Despite these investments, we are not getting consistently better results for kids.
What’s Our Challenge?

PROGRAM RICH, SYSTEM POOR.
What's Our Solution?

Collective Impact
Aligning around Outcomes
Common Vision & Outcomes

“Every Child, Cradle to Career.”
The Primary Driver: Data and How We Use It

**Reporting and Accountability**
- Using data to report to funders and the community

**Evaluation**
- Use qualitative and quantitative data to assert value

**Continuous Improvement**
- Use data to implement differently
  - “Learning fast to implement well”
  - Small wins generate momentum and test innovations
Percent of Students Improving Outcomes Since Baseline Year

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.
Bright Spots

- **Seeding Success (Memphis)**
  Memphis Athletic Ministries

- **Spartanburg Academic Movement (South Carolina)**
  Junior Charity League

- **Thriving Together (Phoenix)**
  Pastor Elementary School, Roosevelt District

- **Partnership for Children (San Diego)**
  United Way of San Diego
Collaboration

- Convene around Programs/Initiatives
- Prove
- Addition to What You Do
- Advocate for Ideas
- Fund Programs

Collective Impact

- Work Together to Move Outcomes
- Improve
- Is What You Do
- Advocate for What Works
- Fund Outcomes
### Abbreviated Theory of Action

<table>
<thead>
<tr>
<th>Gateways:</th>
<th>Exploring</th>
<th>Emerging</th>
<th>Sustaining</th>
<th>Systems Change</th>
<th>Proof Point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pillar 1: Shared Community Vision</strong></td>
<td>• Geographic Scope • Leadership Table • Vision/Mission • Key Messaging</td>
<td>• Baseline Report</td>
<td>• Roles/Responsibilities • Annual Progress Report • Consistent Messaging</td>
<td>• Shared Accountability • Withstand Leadership Change</td>
<td>A Partnership is in the Systems Change Gateway and sees indicators improving.</td>
</tr>
<tr>
<td><strong>Pillar 2: Evidence Based Decision Making</strong></td>
<td>• Outcomes • Indicators</td>
<td>• Baseline Data Collection • Disaggregated Data</td>
<td>• Indicator Refinement • Connection of Academic &amp; Non Academic Data</td>
<td>• Timely Data Sharing for Continuous Improvement</td>
<td></td>
</tr>
<tr>
<td><strong>Pillar 3: Collaborative Action</strong></td>
<td>• Continuous Improvement Commitment</td>
<td>• Collaborative Action Networks</td>
<td>• Action to Move Outcomes • Opportunities &amp; Barriers Addressed</td>
<td>• Spread What Works For Children and Youth</td>
<td></td>
</tr>
<tr>
<td><strong>Pillar 4: Investment &amp; Sustainability</strong></td>
<td>• Anchor Entity/Backbone Functions • Funder Engagement</td>
<td>• Management Capacity • Financial Support</td>
<td>• Community Mobilization • Aligned Resources • Advocacy</td>
<td>• Policy Changes • Multiyear Funding Commitment</td>
<td></td>
</tr>
</tbody>
</table>

**BUILDING**

**IMPACT**
“Process is the new program.”

Ben Hecht, Living Cities
Outcomes as Bottom Line

Kindergarten Readiness

Early Grade Reading

Middle Grade Math

High School Graduation

College Enrollment & Graduation
## Giving vs. Achievement

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>Since Prior Year</th>
<th>2011-12</th>
<th>2012-13</th>
<th>Since Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Giving</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood (0-5 years)</td>
<td>$4.85 M</td>
<td>$5.04 M</td>
<td>$0.19 M</td>
<td>Kindergarten Readiness</td>
<td>52%</td>
<td>49%</td>
</tr>
<tr>
<td>Elementary School (6-10 years)</td>
<td>$6.04 M</td>
<td>$2.99 M</td>
<td>$3.05 M</td>
<td>3rd Grade Reading</td>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td>Middle School (11-14 years)</td>
<td>$3.80 M</td>
<td>$2.10 M</td>
<td>$1.7 M</td>
<td>4th Grade Math</td>
<td>27%</td>
<td>29%</td>
</tr>
<tr>
<td>High School (15-18 years)</td>
<td>$6.50 M</td>
<td>$8.75 M</td>
<td>$2.24 M</td>
<td>8th Grade Science</td>
<td>29%</td>
<td>32%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>Since Prior Year</th>
<th>2011-12</th>
<th>2012-13</th>
<th>Since Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Achievement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra I</td>
<td>33%</td>
<td>30%</td>
<td>↓ 3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average 10th Grade PSAT Score</td>
<td>115 pts</td>
<td>116 pts</td>
<td>↑ 1%</td>
<td>Percent of Graduates College Ready</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-Year High School Graduation Rate</td>
<td>82%</td>
<td>84%</td>
<td>↑ 2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of H.S. Grad Enrolling in Postsecondary Education (PSE)</td>
<td>62%</td>
<td>61%</td>
<td>↓ 1%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Investing

- Transactional relationship
- Seek answers first
- Invest in isolation
- Narrow & predictable impact
- Individual ownership
- Immediate return

Ecosystem Investing

- Transformational relationship
- Seek understanding first
- Invest respecting interrelation
- Scaled & unpredictable impact
- Collective ownership
- Sustained return
Investor Engagement Continuum

**Supportive**
Preference given to Collaborative Action Network members in funding decisions

- **Pros:** Sends a message when decision is made
- **Cons:** Less direct link to the partnership

**Responsive**
Participation in Collaborative Action Networks incorporated into formal funding applications

- **Pros:** Clear and visible
- **Cons:** No idea of scope of available resources

**Strategic**
Specific funds set aside to invest in high impact practices identified by Collaborative Action Networks

- **Pros:** Concrete commitment
- **Cons:** Potential for overlaps and gaps

**Aggregated**
Resources pooled to invest in the capacity of organizations to adopt high impact practices and the anchor entity

- **Pros:** Maximum leverage & shared responsibility
- **Cons:** Requires funder time and talent
Collective Impact Irony

**Individually**
Individual leadership team members build awareness of the work and align where possible throughout the community.

**Organizationally**
Organizations represented on the leadership table align work to partnership outcomes, commit to using data and identify best practices.

**Collectively**
Leadership table works together to drive systems change by mobilizing the community and championing advocacy to support evidence based change.
I’m sure glad the hole is not in our end!
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

<table>
<thead>
<tr>
<th>Partnership Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stamford Cradle to Career</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tagline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful Children, Thriving Community</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL youth succeed in education, career and life</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCtoC will collectively align resources to ensure education, equity, and excellence for EVERY child from cradle to career</td>
</tr>
</tbody>
</table>
**Stamford Cradle to Career/Scorecard  DRAFT**

<table>
<thead>
<tr>
<th>Key Outcome Areas</th>
<th>Children are born healthy and enter school ready to read and succeed</th>
<th>Youth make successful transitions from school to college/careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant Health and Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten Readiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Grade Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition to Middle School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition to High School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition from High School to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postsecondary, College, or Career</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Core Indicators**

- *% of full term pregnancy births
- *# seats in accredited/license
d 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 students with at least five course credits
- *% of students at goal in math and reading in 8th grade.
- *% of 9th graders with at least five course credits
- *% of 11th grade students at proficiency and goal in math and reading
- *Youth unemployment rate
<table>
<thead>
<tr>
<th>Key Outcome Areas-Stamford Cradle to Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant Health and Development</td>
</tr>
<tr>
<td>---------------------------------------------</td>
</tr>
<tr>
<td><strong>Contributing Indicators</strong></td>
</tr>
<tr>
<td><em># on waitlist for daycare/preschool</em></td>
</tr>
<tr>
<td><em>% receiving timely prenatal care</em></td>
</tr>
<tr>
<td><em>Education level of mother</em></td>
</tr>
<tr>
<td><em>ASQ data?</em></td>
</tr>
<tr>
<td><em>% of children ready for K based on developmental assessment (KEI social)</em></td>
</tr>
<tr>
<td><em>% of students passing physical education assessments (KEI physical)</em></td>
</tr>
<tr>
<td><em>% of students completing community service projects</em></td>
</tr>
<tr>
<td><em>% of students completing Algebra in 8th or 9th grade</em></td>
</tr>
<tr>
<td><em>% of students with math and reading proficiency in 8th grade</em></td>
</tr>
<tr>
<td><em>% of 9th graders with no more than one core course with a D grade</em></td>
</tr>
<tr>
<td><em>% of students taking arts courses</em></td>
</tr>
<tr>
<td><em>% of students completing postsecondary training</em></td>
</tr>
<tr>
<td><em>AP scores and # taking AP classes</em></td>
</tr>
<tr>
<td><em>% college-ready on SAT</em></td>
</tr>
<tr>
<td><em>% of students completing FAFSA</em></td>
</tr>
<tr>
<td><em>TBD measure of community involvement</em></td>
</tr>
</tbody>
</table>

*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* |
*% of students completing community service projects* |
*% 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 students completing postsecondary training* |
*AP scores and # taking AP classes* |
*% college-ready on SAT* |
*% of students completing FAFSA* |
*TBD measure of community involvement*
<table>
<thead>
<tr>
<th>Contextual Indicators-Stamford Cradle to Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>*% of students who feel safe from physical, verbal and emotional abuse</td>
</tr>
<tr>
<td>*% of students who feel safe from physical harm in school</td>
</tr>
<tr>
<td>*% of ELL students re-designated as fluent</td>
</tr>
<tr>
<td>*% of residents and youth living in poverty</td>
</tr>
<tr>
<td>*% of food insecure residents</td>
</tr>
<tr>
<td>*% of students overweight or obese</td>
</tr>
<tr>
<td>*% of residents with a high school diploma or higher</td>
</tr>
<tr>
<td>*% of students eligible for free/reduced lunches</td>
</tr>
<tr>
<td>*% of households earning less than basic cost of living</td>
</tr>
</tbody>
</table>
StriveTogether Framework

Collective Impact Principles
The mission of Norwalk ACTS is to enrich and improve the lives and futures of all Norwalk children and youth, from 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.
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
Priorities

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 8th to 9th grade.
4. Norwalk students have the necessary skills to successfully transition from 9th to 10th 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.
Accountability Structure

Norwalk's Children

- Successful Transition from 6th to 7th Grade (GAP)
- 6th Grade Reading (GAP)
- Kindergarten Readiness (GAP)
- College Degree
- Career Ready Credential (GAP)

Backbone Organizational Staff
- Executive Director
- Data Director
- Assistant Director

Community
- Membership
- Implementation Plan
- Identification of Priority Areas

Norwalk ACTS

Norwalk ACTS

Norwalk ACTS
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.

**Pillar 1: Shared Community Vision**
- A cross-sector partnership with a defined geographic scope organizes around a cradle to career vision.
- The partnership selects core indicators for the community level outcomes.

**Pillar 2: Evidence Based Decision Making**
- The partnership selects community level outcomes to be held accountable for improving.
- The partnership solicits and aggregates baseline data to key sub-populations for core indicators.

**Pillar 3: Collaborative Action**
- The partnership commits to using a continuous improvement process to guide the work.
- The partnership in place, the necessary capacity to support the daily management of the partnership, data needs, facilitation, communication and engagement of the community.

**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.

**GATEWAYS:**
- **Exploring**
- **Emerging**
- **Sustaining**

**Proof Point**
- 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.*

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

**IMPACT**
- The partnership has sustainable funding for multiple years.*
- Necessary policies change to enable and sustain improvement.*

*Systems Change indicators are being updated to provide increased clarity.

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Action Moves at the Speed of TRUST
Who wants change?

Who wants to change?
Waterbury 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
*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

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

**Transparency > Trust**
- Community Forum, Newsletter, Website, Facebook, Twitter
Bridge to Success Community Partnership Framework

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

Governance, Vision & Strategy

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

Governance, Vision & Strategy

Expected Measures

Action Planning

Governance, Vision & Strategy

Gtr Wtby Health Improvement Partnership

Slide adapted from FSG - John Kania 10/23/2013 event in Waterbury
Meet 93 BTS Community Partners ready to assist

*Get Connected*

- Acts 4 Ministry
- All Our Kin
- American Savings Foundation
- Amvets Corps
- The Bible Church of Waterbury
- Boy Scouts of America – CT Rivers Council
- Boys & Girls Club of Greater Waterbury
- Brass City Charter School
- Brass City Harvest
- Bristol Hospital Parent & Child Center
- BW STOP
- Catholic Charities
- Central Naugatuck Valley Regional Action Council
- Children In Placement, Inc.
- Children’s Law Center of CT
- Children’s Community School
- Chest Community Church of Greater Waterbury
- City of Waterbury – Bureau of Recreation
- City of Waterbury – Department of Health
- City of Waterbury – Office of the Mayor
- Community members
- Concepts for Adaptive Learning
- Connecticut Community Foundation
- CTEP
- CT Dance Theater
- CT Junior Republic
- Department of Children & Families
- Eustis State of Greater Waterbury
- Family & Children’s Aid
- Family Services of Greater Waterbury
- Flavor, Inc.
- Flanders Nature Center
- Girls Scouts of CT
- Girls, Inc.
- Governor’s Prevention Partnership
- Granville Academy
- Gtr Waterbury Area Alumnae Delta Sigma Theta
- Greater Waterbury Autism Speaks
- Greater Waterbury YMCA
- Hispanic Coalition of Greater Waterbury
- Junior Achievement
- KALiF Kiddle Korner
- Kids Against Hunger Waterbury
- KidsTown
- The Leaver Foundation
- Literacy Volunteers of Greater Waterbury
- Living Faith Christian Church
- Loyola Development Corporation
- Madam Latina
- Mattatuck Museum
- MC2 Technology, Inc.
- Naugatuck Valley Community College
- Neighborhood Housing Services of Waterbury
- NETS, Inc.
- New Opportunities, Inc.
- Northwest Regional Workforce Investment Board
- Northwestern CT AHEC
- Nutmeg Big Brothers Big Sisters
- Palace Theater
- Planned Parenthood of CT
- Rainbow Academy LLC
- Rivera Memorial Foundation
- Safe Haven of Greater Waterbury
- Saint Mary’s Health System
- Save Girls on F.Y.E.R., Inc.
- Shakespeare Productions, Inc.
- Shop-Rite
- Silas Bronson Library
- Stay/Vail Health Care, Inc.
- Stone Academy
- Taking Action in Waterbury
- Team SEALS Corporation
- Together We Shine
- UConn
- The Unger Group Society
- United Way of Greater Waterbury
- Unity Dance Ensemble
- Waterbury Hospital
- Waterbury OIC, Inc.
- Waterbury PAL
- Waterbury Public Schools
- Waterbury Public Schools - Kingsbury School
- Waterbury Public Schools - Wilson FRC
- Waterbury Regional Chamber of Commerce
- Waterbury School Readiness Council
- Wilby Symphony Orchestra - Bravo Waterbury!
- Waterbury Youth Council
- Waterbury Youth Services System, Inc.
- Webster Bank
- Wellmore Behavioral Health
- Women’s Inspirational Network
- Workplace Success Group, LLC
- Young Civic Learners
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.
Strive Partnership, Cradle to Career, Collective Impact: What does it all really mean and what is the role of philanthropy? Conversation

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