

Strive Partnership, Cradle to Career, Collective Impact:

What does it all really mean and what is the role of philanthropy?

2016 Philanthropy Luncheon & Conference

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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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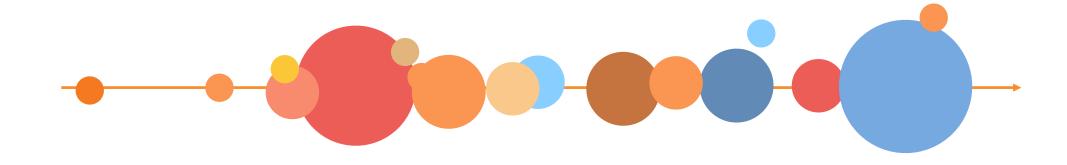




What's Our Challenge?

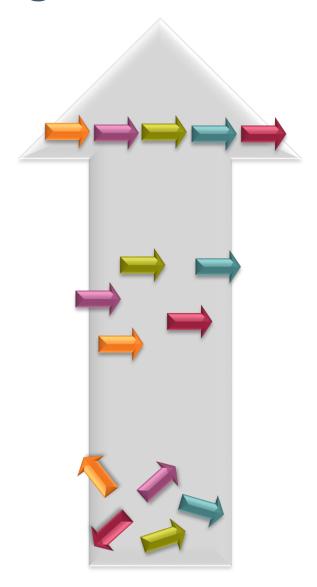


What's Our Solution?



Collective Impact

Aligning around Outcomes





















































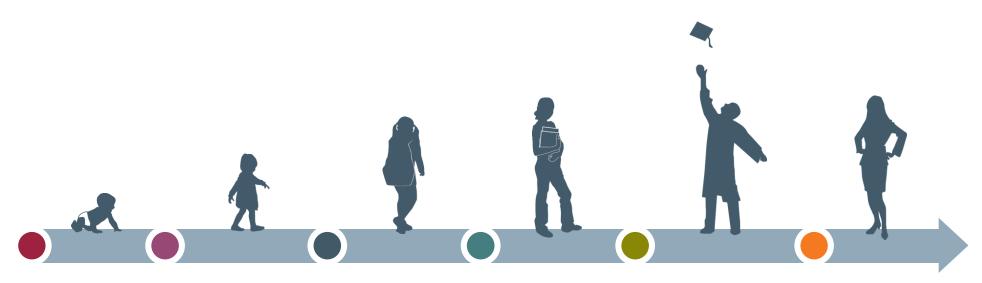






Common Vision & Outcomes

Every Child, Cradle to Career.



Kindergarten Readiness **Early Grade Reading**

Middle Grade Math

High School Graduation

College Enrollment & Graduation

StriveTogether

StriveTogether

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

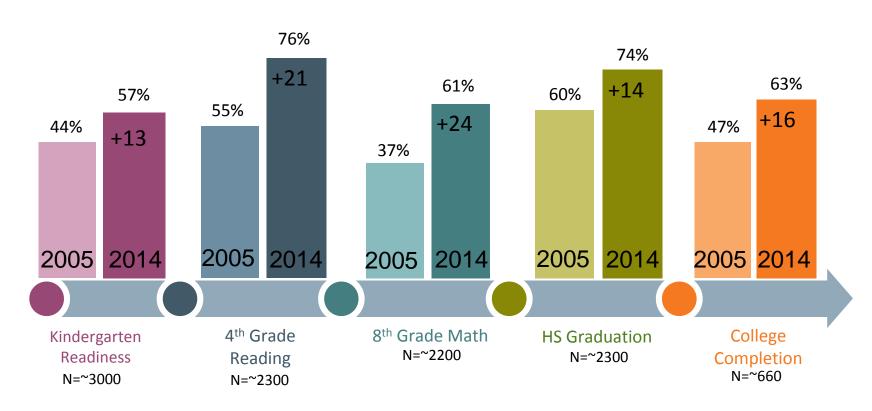
"Learning fast to implement well"

Small wins generate momentum and test innovations

Percent of Students Improving Outcomes Since Baseline Year



- 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.

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

StriveTogether

Theory of Action

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

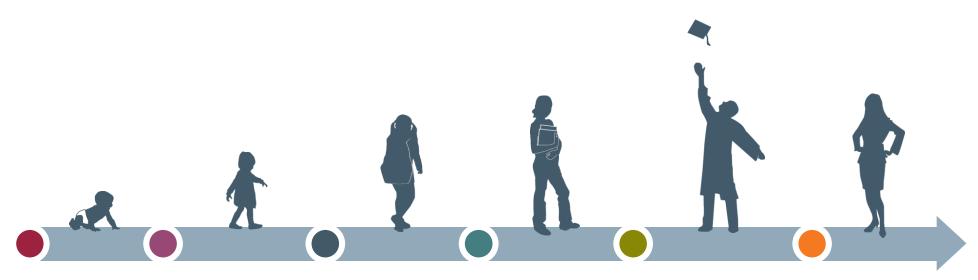




"Process is the new program."

Ben Hecht, Living Cities

Outcomes as Bottom Line



Kindergarten Readiness Early Grade Reading Middle Grade Math

High School Graduation

College Enrollment & Graduation

StriveTogether

Giving vs. Achievement

| | Giving | | | | Achievement | | |
|--------------------------------------|--------------|-------------------------|-------------------|---|----------------------|-------------------------|-----------------|
| | 2011 | 2012 | Since Prior Year | | 2011-12 Last Year | 2012-13 Current Year | Since Prior Yea |
| | Philanthropi | c \$ invested in gevelo | pmentai эгоэ | | 96 | of Dallas County Profi | cient |
| Early Childhood (0-5 years) | \$4.85 M | \$5.04 M | ↑ \$0.19 M | Kindergarten Readiness | 52% | 49% | ↓ 3% |
| Elementary School (6-10 years) | \$6.04 M | \$2.99 M | ↓ \$3.05 M | 3 rd Grade Reading | 35% | 35% | NoCharge |
| | | | | 4 th Grade Math | 27% | 29% | ↑ 2% |
| Middle School (11-14 years) | \$3.80 M | \$2.10 M | ↓ \$1.7 M | 8th Grade Science | 29% | 32% | 1 3% |
| High School (15-19 years) | \$6.50 M | \$8.75 M | ↑ \$2.24 M | Algebra 1 | 33% | 30% | ↓ 3% |
| | | | | Average 10 th Grade PSAT Score | 115 _{pts} . | 116 _{pts} . | 1 % |
| | | | | Percent of Graduates College Ready | 15% | 14% | ↓ 1% |
| | | | | Four-Year High School Graduation Rate | 82% | 84% | 1 2% |
| | | | | % of H.S. Grads Enrolling in Postsecondary Education (PSE) | 62% | 61% | ↓ 1% |



Program Investing

Ecosystem Investing

Transactional relationship



Transformational relationship

Seek answers first



Seek understanding first

Invest in isolation



Invest respecting interrelation

Narrow & predictable impact



Scaled & unpredictable impact

Individual ownership



Collective ownership

Immediate return



Sustained return

StriveTogethe

Investor Engagement Continuum

Supportive

Preference given to Collaborative Action Network members in funding decisions

Responsive

Participation in Collaborative Action Networks incorporated into formal funding applications

Strategic

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

Aggregated

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

Pros: Sends a message when decision is made

Cons: Less direct link to the partnership

Pros: Clear and visible

Cons: No idea of scope of available resources

Pros: Concrete commitment

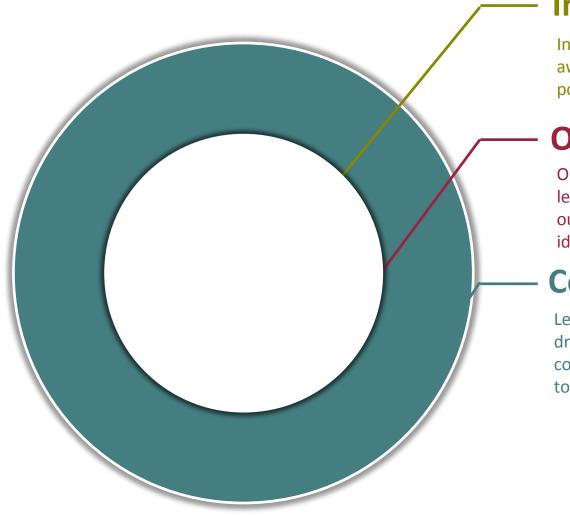
Cons: Potential for overlaps and gaps

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



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

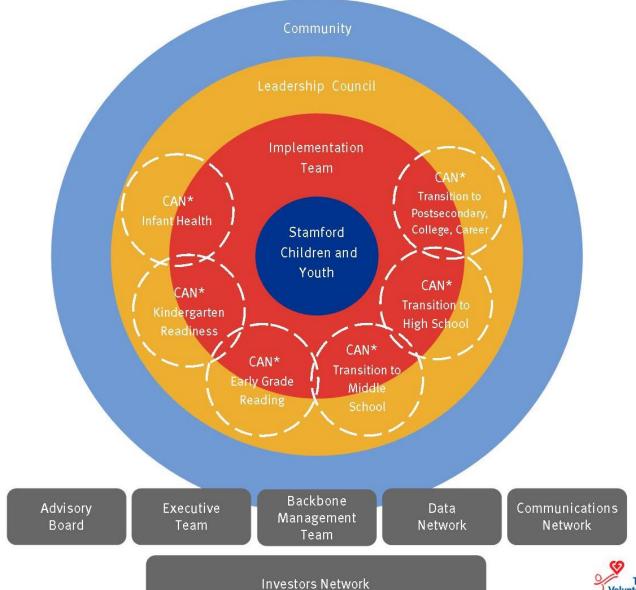
Vision

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 Accountability Structure







Stamford Cradle to Career/Scorecard DRAFT

| succeed 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/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 3 rd grade | *% of students with math and reading proficiency in 5 th grade *% at goal in math and reading in 5 th grade | *% of 9 th 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 |

| 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 | |
| Contributing Indicat | ors | | | | | |
| *# on waitlist for daycare/preschool *% receiving timely pre-natal care *Education level of mother *ASQ data? | *% of children ready for K based on developmental assessment (KEI social) *% of students passing physical education assessments (KEI physical) | *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 | *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 | *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 | *# 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 | |

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

StriveTogether Framework

Collective Impact Principles

Mission

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

Collective Impact

Convene around Programs/Initiatives



Work Together to Move Outcomes

Prove



Improve

Addition to What You Do



Is What You Do

Advocate for Ideas



Advocate for What Works

StriveTogether

Priorities

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.

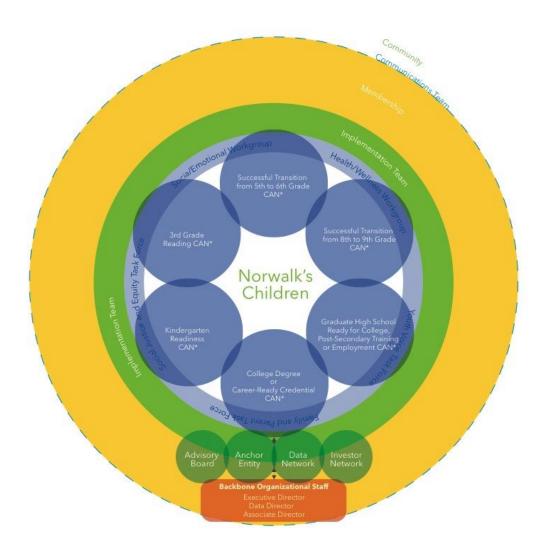


/ Norwalk graduates are career-ready with a college degree or professional certificate.





Accountability Structure





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

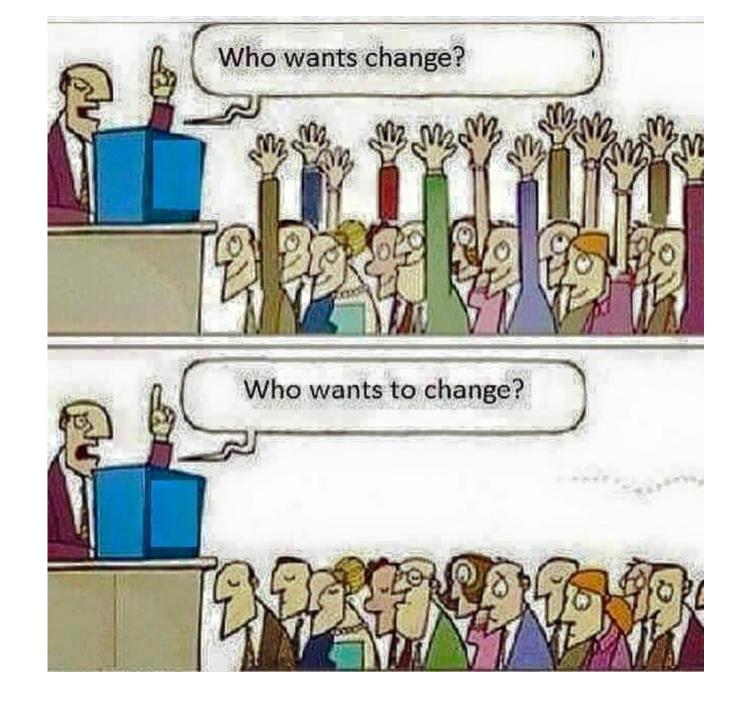
The work of the partnership focuses on the use of local data, community expertise and national research to identify areas for improvement in a constant and disciplined manner that ensure Partners invest in practices that work.

4. Leverage Existing Assets

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

GATEWAYS: **Exploring Emerging Sustaining Systems Change** Partners continue to actively engage The partnership operates with roles The partnership in the partnership despite changes and responsibilities as defined in the formalizes a set A cross-sector in leadership.* A cross-sector accountability structure. partnership of messages that leadership table The partnership publicly releases with a defined are aligned and Partners demonstrate shared The partnership consistently informs is convened with baseline report card to the geographic effectively the community of progress, including accountability for improving a documented community with disaggregated Pillar 1: scope organizes communicated community level outcomes.* the release of an annual report card. accountability Shared around a cradle across partners $\underline{structure}.$ The partnership communicates a Partners effectively communicate Community to career vision. and the common, consistent message across attribution of success and Vision community. recognition of challenges.* internal partners. The partnership continually refines indicators to improve accuracy and collects The partnership enables student-level validity. The partnership selects The partnership selects The partnership academic and non-academic data community level core indicators for the disaggregates prioritizes a subse to be shared appropriately across outcomes to be held Pillar 2: community level baseline data b of core indicators The partnership facilitates the partners in a timely manner to accountable for Evidence outcomes. for initial focus. collection and connection of academic enable continuous improvement to mproving. sed Decision data across the cradle to career improve outcomes.* Making pipeline and among partners to enable continuous improvement. Collaborative Action Networks collectively take action to improve the iii community level outcomes using Partners use continuous Collaborative Action Networks are continuous improvement. improvement to identify activities/ The partnership commits to using a continuous ngaged and/or formed to improve practices that are improving improvement process to guide the work. community level outcomes and Opportunities and barriers are Pillar 3: spread these to impact outcomes.* identified by the Networks and lifted Collaborative up for partners to take action to Action improve community level outcomes. The partnership mobilizes the The partnership has in place the Financial and community resources community to improve community are aligned to what works to An anchor entity is established and capacity to support level outcomes. daily management of the the daily management of the partnership is in place. improve community level outcomes.* artnership, data needs, Partners allocate and align resources acilitation, communication and to improve community level outcomes. The partnership has sustainable funding for multiple years.* The partnership develops plans to The partnership engages investors to support the Investment & change, support, or inform local, state, operations and collaborative work of partners to improve Sustainabil Necessary policies change to enable or national policy to improve work of the partnership. and sustain improvement. * community level outcomes. -----> IMPAC

Action Moves at the Speed of TRUST



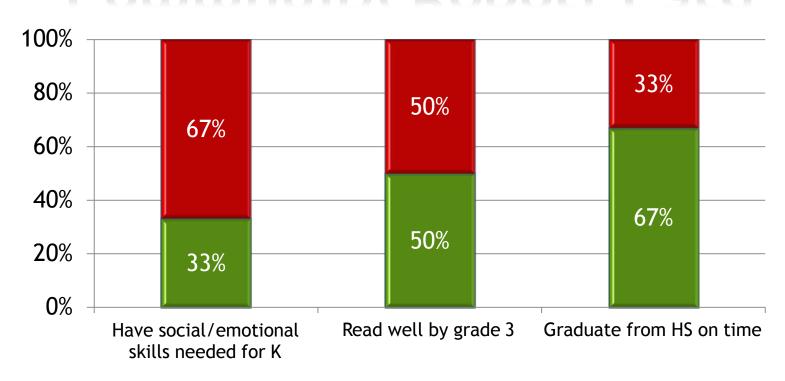
Waterbury Cradle to Career Partnership

- *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





*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

• Transparency > Trust

 Community Forum, 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

Gtr Wtby Health Improvement Partnership

Common Agenda: Waterbury youth succeed in school, work and life **Governance**, Vision **Community Council** Governance, Vision & Strastre-gyd & Strategy Measures **Backbone** staff **Working Groups** Guide vision Family Early Care & Positive Youth & strategy Workforce **Education** Engagement **Development** Development Support Action PlanAnicnesion Planning strategies Establish shared measure practices **Partner Organizations** Build public will Advance **ExecEutxicencution** policy & mobilize funding **Community Members** PRutblive Will

*IVICET 93 BIS Community

Young Civic Learners

sist

Acts 4 Ministry, Inc. Loyola Development Corporation All Our Kin Madre Latina American Savings Foundation Mattatuck Museum MC2 Technology, Inc. Americorps The Bible Church of Waterbury Naugatuck Valley Community College Boy Scouts of America - CT Rivers Council Neighborhood Housing Services of Waterbury Boys & Girls Club of Greater Waterbury NETS, Inc. Brass City Charter School New Opportunities, Inc. Brass City Harvest Northwest Regional Workforce Investment Board Bristol Hospital Parent & Child Center Northwestern CT AHEC BW STOP Nutmeg Big Brothers Big Sisters Palace Theater Catholic Charities Central Naugatuck Valley Regional Action Council Planned Parenthood of CT Children In Placement, Inc. Rainbow Academy LLC Children's Law Center of CT Rivera Memorial Foundation Children's Community School Safe Haven of Greater Waterbury Christ Community Church of Greater Waterbury Saint Mary's Health System City of Waterbury - Bureau of Recreation Save Girls on F.Y.E.R., Inc. City of Waterbury - Department of Health Shakesperience Productions, Inc. City of Waterbury - Office of the Mayor Shop-Rite Silas Bronson Library Community members Concepts for Adaptive Learning StayWell Health Care, Inc. Connecticut Community Foundation Stone Academy CPEP Taking Action in Waterbury CT Dance Theater Team SEALS Corporation Together We Shine CT Junior Republic Department of Children & Families **UConn** Easter Seals of Greater Waterbury The Ungroup Society United Way of Greater Waterbury Family & Children's Aid Family Services of Greater Waterbury Unity Dance Ensemble Favor, Inc. Waterbury Hospital Flanders Nature Center Waterbury OIC, Inc. Girl Scouts of CT Waterbury PAL Girls, Inc. Waterbury Public Schools Waterbury Public Schools - Kingsbury School Governor's Prevention Partnership Waterbury Public Schools - Wilson FRC Granville Academy Gtr Waterbury Area Alumnae Delta Sigma Theta Waterbury Regional Chamber of Commerce Greater Waterbury Autism Speaks Waterbury School Readiness Council Wtby Symphony Orchestra - Bravo Waterbury! Greater Waterbury YMCA Hispanic Coalition of Greater Waterbury Waterbury Youth Council Junior Achievement Waterbury Youth Services System, Inc. KaMs Kiddie Korner Webster Bank Wellmore Behavioral Health Kids Against Hunger Waterbury KidsTown Women's Inspirational Network Women's Inspirational Network Workplace Success Group, LLC Young Civic Learners

The Leever Foundation

Living Faith Christian Church

Literacy Volunteers of Greater Waterbury

Get Connected

*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



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