Welcome and Introductions

Mayor: Introductory Comments

Superintendent: DPS Bond/Mill Levy

Theresa: Meeting Objectives
  Introduce STRIVE facilitator
Strive Framework Overview
Framework for Building a Cradle to Career Civic Infrastructure

- **Shared Community Vision**
  - Cross-Sector Stakeholder Engagement
  - Partnership Accountability Structure
  - Strategic Communications

- **Evidence Based Decision Making**
  - Community Level Outcomes
  - Priority Outcomes & Strategies
  - Comprehensive Data Management System

- **Collaborative Action**
  - Collaborative Action Networks
  - Continuous Improvement Approach
  - Plan to Scale Practices

- **Investment & Sustainability**
  - Community Engagement
  - Funding for Collaborative Action
  - Support for Anchor Entity
Conceptual Framework

Synergy

- Similar organizations collecting quality data for the same outcomes in a coordinated and collaborative network

<table>
<thead>
<tr>
<th>Effective</th>
<th>Evidence</th>
<th>Efficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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Alignment

- Similar organizations collecting quality data that align under similar outcomes for broad community impact

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</thead>
<tbody>
<tr>
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<td>✓</td>
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</tbody>
</table>

Accountability

- Similar organizations collecting quality data, but uncoordinated and isolated

  |         |
  | ✓       |

NOTE: This document is meant to be a conceptualization of the context of academic and social programming which impact student success.
Shared Community Vision

A broad set of cross-sector community partners come together in an accountable way to implement a cradle to career vision for education and communicate that vision effectively.
## Framework for Building a Cradle to Career Civic Infrastructure

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Pillar I: Shared Community Vision

**Milestone:** A governance structure with shared accountability yet differentiated responsibility is explicitly embraced (e.g. through a partnership agreement) including collective and individual roles for members and teams, a defined decision making process, and associated accountability mechanisms.

**Action items:**

- Determine appropriate level of engagement for Board
- Set role/authority/accountability level for subcommittees
- Identify any gaps in key functions required and develop a plan to address them
Key Functions in an Accountability Structure

Leadership
• Set overall strategy
• Commit organizational/institutional resources
• Break down political or organizational barriers

Implementers/Champions
• Support execution of strategy within each organization
• Define more specific implementation requirements/action plan
• Marshall resources within & communicate progress back to broader staff

Community Voice
• Define community needs/role in supporting partnership
• Provide feedback on overall strategies/direction
• Actively engage in partnership activities

Practitioners/experts
• Engage in more detailed analysis to determine specific strategies for each priority outcome
• Adopt and scale the data-driven practices agreed upon by each network

Anchor Entity/Backbone
• Support the partnership through staffing, convening, and sustaining the “glue”
RAPID Decision Making

- **Recommend**: Recommenders gather and assess the relevant facts, obtaining input from appropriate parties, and then recommend a decision or action;
- **Agree**: Agreeers formally approve a recommendation and can delay it if more work is required;
- **Perform**: Performers are accountable for making a decision happen once it's been made;
- **Input**: Inputers combine facts and judgment to provide input into a recommendation;
- **Decide**: Deciders make the ultimate decision and commit the organization to action.
Executive Committee

Every child prepared for kindergarten

Every student completes high school

Every student completes training or college and enters a career

Existing Initiatives

• Integrated
• Urgent

• Results Oriented
• Realigned

School Readiness

High School Completion

Postsecondary Completion

Every student completes high school

Every student prepares for kindergarten
Evidence Based Decision Making

The integration of professional expertise and data to make decisions about how to prioritize a community’s efforts to improve student outcomes
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Pillar II: Evidence Based Decision Making

**Milestones**: The community level report card (including outcomes, indicators and time-bound targets across the continuum) is published and a reporting process is in place. A data team is established that develops a clear process for collecting the annual report card data and actively supports continuous improvement analysis for priority strategies.

**Action items:**

- Identify owners of key data sources and agree on plan to access that data
- Identify partners with critical analytical capabilities and agree on plan to access that analytical support
### Goal 1: Every Child is PREPARED for School
- Indicator 1: % of Children Assessed to be Ready for School

### Goal 2: Every Child is SUPPORTED in and out of School
- Indicator to be Determined

### Goal 3: Every Student SUCCEEDS Academically
- Indicator 2: % of Students at or above Proficiency in 4th Grade Reading
- Indicator 3: % of Students at or above Proficiency in 8th Grade Math
- Indicator 4: % of Students that Graduate from High School

### Goal 4: Every Student Enrolls in College or Career Training
- Indicator 5: Average Score on ACT
- Indicator 6: % of Graduates that Enroll in College

### Goal 5: Every Student Graduates and Enters a Career
- Indicator 7: College Retention Rate
- Indicator 8: College Completion Rate

#### Goal 1: Every child will be PREPARED for school

<table>
<thead>
<tr>
<th></th>
<th>Current percentage</th>
<th>Current benchmark</th>
<th>Change since recent year</th>
<th>Change since baseline year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cincinnati (KRA-L)</td>
<td>53%</td>
<td>59%</td>
<td>🟢</td>
<td>🟢</td>
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<tr>
<td>Covington (DIAL-3)</td>
<td>63%</td>
<td>66%</td>
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<td>n/a</td>
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<tr>
<td>Newport (DIAL-3)</td>
<td>70%</td>
<td>73%</td>
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</tbody>
</table>

#### Goal 2, 3 & 4: Every student will be SUPPORTED, SUCCEED academically and ENROLL in college

**Cincinnati Public Schools**

<table>
<thead>
<tr>
<th></th>
<th>Current average</th>
<th>Current benchmark</th>
<th>Change since recent year</th>
<th>Change since baseline year</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th grade reading</td>
<td>62%</td>
<td>75%</td>
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</tr>
<tr>
<td>8th grade reading</td>
<td>57%</td>
<td>79%</td>
<td>🟢</td>
<td>🟢</td>
</tr>
<tr>
<td>4th grade math</td>
<td>57%</td>
<td>74%</td>
<td>🟢</td>
<td>🟢</td>
</tr>
<tr>
<td>8th grade math</td>
<td>52%</td>
<td>58%</td>
<td>🟢</td>
<td>🟢</td>
</tr>
<tr>
<td>Graduation</td>
<td>83%</td>
<td>95%</td>
<td>🟢</td>
<td>🟢</td>
</tr>
<tr>
<td>ACT composite</td>
<td>18.9</td>
<td></td>
<td>🟢</td>
<td>🟢</td>
</tr>
<tr>
<td>College enrollment</td>
<td>68%</td>
<td>70%</td>
<td>🟢</td>
<td>🟢</td>
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</tbody>
</table>
## Strive Cincinnati - Sources of Data

### Schools:
- Cincinnati- Public
- Cincinnati- Charter
- Northern Kentucky- Public

### Indicators:

#### Elementary School Measures:
- 4<sup>th</sup> Grade Math Proficiency
- 4<sup>th</sup> Grade Reading Proficiency
- 8<sup>th</sup> Grade Math Proficiency
- 8<sup>th</sup> Grade Reading Proficiency

#### Secondary School Measures:
- High School Graduation Rate
- Average ACT Score

#### All School Measures:
- Attendance Rate
- Mobility Rate
- Performance Index

### Desegregations:
- Race
- Sex
- Economic Disadvantage
- Students with Disabilities/ Special Needs

### Comparison Groups:
- School District Average
- State Average
- Highest/Lowest Data Point
# Type of Data Needed for Collaborative Action

## Identifying Strategies that Impact Outcomes

<table>
<thead>
<tr>
<th>Program</th>
<th>Nparm</th>
<th>DF</th>
<th>ChiSquared</th>
<th>P Value</th>
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<tbody>
<tr>
<td>Knowledge of Child Development</td>
<td>1</td>
<td>1</td>
<td>15.05007</td>
<td>0.0001</td>
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<tr>
<td>Family Income</td>
<td>1</td>
<td>1</td>
<td>3.431675</td>
<td>0.0064</td>
</tr>
<tr>
<td>Access to Education</td>
<td></td>
<td></td>
<td>13.20174</td>
<td>0.0003</td>
</tr>
<tr>
<td>Parent Child Communication</td>
<td></td>
<td></td>
<td>0.064657</td>
<td>0.7993</td>
</tr>
<tr>
<td>Parent Education Level</td>
<td>1</td>
<td>1</td>
<td>6.144711</td>
<td>0.5911</td>
</tr>
<tr>
<td>Knowledge/skills child rearing</td>
<td>1</td>
<td>1</td>
<td>0.207409</td>
<td>0.6488</td>
</tr>
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</table>

Knowledge of Child Development has one of the greatest effects of parent/family factors on kindergarten readiness, and therefore should be a focus area.
Data Analysis Support

Role of Data Coach/Facilitator

- Neutral data expert who works with the team to understand the use data including 1) the types of questions to ask, 2) how to interpret the analysis, and 3) how to engage in a continuous improvement process.
- Usually assists in gathering and analyzing data from network members.
- Can facilitate meetings or may work with an external facilitator.
- Often comes from business sector (i.e. – GE Blackbelts), universities or other partners.
Investment & Sustainability

There is broad community ownership for building cradle to career civic infrastructure and resources are committed to sustain the work of the partnership to improve student outcomes.
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Pillar IV: Investment & Sustainability

**Milestones:** The anchor entity has resources committed for multiple years for partnership staff/support functions, and partners are contributing in-kind support (e.g. office space, technology support).

Funders actively invest in collaborative action, both independently and collectively, by realigning existing resources and/or investing new dollars.

**Action items:**
- Agree on high-level budget for backbone and set key fundraising milestones
- Identify sub-group to work on prospectus for local impact fund
Aggregated Funding: Local Impact Fund & Technical Assistance (LIFT)

- **What it is** – A LIFT provides network members just that, a lift to help build their capacity to implement the practice changes they identified through data and experience as being most effective. It is NOT meant to be core programmatic funding, but rather funding for the critical supports that help organizations implement change such as training dollars, release time for staff, or small scale testing of an idea before existing programmatic funds can be realigned.

- **Why it is important** – Collaborative Action requires partners to come together in a new way to identify and scale what works. At its core, it is a rigorous process of using data at the program and student level to surface *practices* that make a difference for kids. For this to feel positive, not punitive, network members must believe that if they share their data and collectively agree on common practices to adopt and scale, there will be an opportunity for those who were not previously using those practices to learn and adopt the new model.

- **How it works** – Funders aggregate their funds into a single fund, administered by a lead funding partner. Collaborative Action Networks chartered by the partnership have the ability to apply for these funds to support specific capacity building and/or one time implementation costs to help network members adopt and scale the effective practices they have identified. Funding decisions are made by the partnership’s board to ensure accountability back to the funders and to the partnership as a whole.
Local Impact Fund & TA (Con’t)

• Leadership would agree on what parameters to set for the LIFT
• Eligible activities could include:
  – Capacity Building:
    • Collaboration time and/or release time for staff to adjust program design
    • Professional development to help staff of an organization/institution learn and adopt best practices
    • Stipends for high performing groups in a network to mentor lower performing sites
  – One time catalytic investments:
    • Investment in the development of a tool, instrument, advocacy strategy essential to the implementation of the identified practice
    • Pilot testing a practice that can later be sustainably implemented if initial pilot data shows impact (requires sustainable sources of funding to be identified prior to pilot test)
Revisiting Evidence Based Decision Making

The integration of professional expertise and data to make decisions about how to prioritize a community’s efforts to improve student outcomes
Milestone: The partnership is working collaboratively on strategies to impact at least three of its community level outcomes.

Action items:

- Create plan/timeline for selecting and starting new priority outcomes
- Identify Board members willing to start laying groundwork for next outcome(s)
Mapping Data Across the Continuum

EARLY CHILDHOOD

- 92% of babies born healthy
- 64% of kids not ready for kindergarten

K-12

- 49% of kids not at reading level
- 32% of kids not proficient in Algebra
- 79% of students graduate from HS
- 81% of students without mentor

POST-SECONDARY

- 45% of adults with BA or higher
- 71% of adults under-employed
Gulf Coast P-16 Pipeline...

100 Students 7th Grade
86 Students 9th Grade
66 Students H.S. Diploma
54 Students Entered College
19 of the original 100 earned a higher education credential

2008 Median Wages
- $20,216
- $25,383
- $27,695
- $30,080
- $34,259
- $43,281

Lost 14
Lost 12
Lost 35
1 Certificate
3 Associates
15 Bachelors
Selecting Priority Outcomes (beyond School Readiness)

- Strive recommends selecting no more than 1-2 priority outcomes in a 12 month period
- Selection is often based on some combination of:
  - A point of strength: an area where the data shows either positive trends that can be capitalized on or a relatively manageable number of students to work with in order to see measurable change
  - A point of need: an area where the data shows biggest “loss” in the pathway and/or no one is already working
  - A point of opportunity: an area where we can leverage existing efforts and/or move the needle quickly
Timeline for Adding New Networks

- **Now through June**
  - Collect data and draft Denver version of the “leaky pipeline”
  - Identify key stakeholders to participate in planning/scoping process
- **Mid-June through mid-August**
  - Begin more detailed scoping for the additional goal area teams
  - Identify priority outcomes within each goal area for initial focus
- **Mid-August through mid-October**
  - Complete the planning/scoping process
  - Draft the RFE in new outcome areas for approval of Board
- **Mid-October through end of December**
  - Release the **REF(s)** and selecting Network(s) around the additional priority outcome areas
Collaborative Action

Identifying and forming Networks around Priority Outcomes/Strategies to scale practices that are proven to work
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Pillar III: Collaborative Action

*Milestone:* Networks are chartered to engage in collaborative work around specific priority outcomes and/or strategies. Network members agree to share data & adopt practices they identify as having impact.

Objectives:

- Introduction to Collaborative Action
Collaborative Action

Overview

Select priority outcomes, scope the work in each and scan related resources

Solicit groups to form networks within agreed upon scope

Set goals and targets for each network

Gather data and use it to identify impactful practices

Scale selected practices and continuously improve them over time
What do networks do?

• Networks form around priority outcomes (e.g. 3rd grade reading) or focus areas within those outcomes (e.g. out-of-school time)
• Once formed network members share their data and participate in the analysis of what specific strategies (e.g. mentoring) and practices (e.g. 1:1 instead of group delivery) demonstrate the greatest impact on 3rd grade reading scores
• Together they assess the data, local and national research, and calibrate it with their experience to identify the practices they believe should be scaled across network members to improve outcomes
• They then create a plan to implement those practices including realigning existing and identifying new resources, capacity building and training, and interim measures to track success
How are they Engaged?

- A Request for Engagement (RFE) is a tool for the partnership to solicit groups of practitioners (can include nonprofits, public sector, funders, etc) to form a Collaborative Action Network (CAN) around a priority outcome or focus area. The RFE may be broad or narrow in the areas it addresses (e.g. all of kindergarten readiness or only parent/family engagement).
- The CAN then engages in the continuous improvement process including
  - Gathering the local data,
  - Analyzing it to identify practices that are having the greatest impact,
  - Creating a plan to scale those practices, and
  - Continually monitoring and improving them over time
- It requires practitioners to come together in a different way
  - Coming together as a network rather than individual organizations
  - Sharing data to engage in the continuous improvement process
  - Adopting and scaling practices that are shown to have greatest impact
- It also requires the partnership to support them in a different way
  - Providing data and facilitation support
  - Building capacity of network members to adopt the practices identified through data
  - Committing to remove structural and institutional barriers
Requirements for Success

• **Not proving, improving** – Collaborative Action uses available data to identify trends, not always direct causation, that network members’ experience and/or available research validates as leading to impact for children. The combination of the data and experience leads to “knowledge based” decision making on what to adopt, scale and further test/refine

• **Practices not programs** – The crucial factor to identify is what practices lead to outcomes and then help all programs adopt those practices, most programs no matter how strong have successful and unsuccessful elements to learn from

• **Opt-in not Analyze out** – Providers self-select into the process with the understanding that they will share data and adopt high-impact practices to improve student success with the support of the partnership
OVERVIEW OF SCHOOL READINESS
KICKOFF
Planning Team Role

• The role of the planning team is to:
  – “Scope the work” of the network, defining areas of focus and highlighting potential strategies to be tested more deeply once the network convenes
  – Using the scope, identify partners who the Compact will need to engage in the network
    • Required partners who have “control” over key strategies or resources required to move a focus area
    • Desired partners who have “influence” in the community or in relation to resources, decision makers, etc
    • Thought partners who have “expertise” in the issue area
    • Action partners who have “interest” in the work and are willing to dedicate time and resources to the network
  – Define the process for inviting potential partners (both those identified and others who may be interested but were not known to the planning team) to form the network
  – Draft the official Request for Engagement (RFE) to launch network
Planning Team Composition

• The initial School Readiness planning team consists of members from:
  – THERESA, DO YOU WANT TO LIST THEM BY ORGANIZATIONAL AFFILIATION, INDIVIDUAL NAME, GROUPED BY SECTOR? CAN YOU FILL IN AS APPROPRIATE?
Workplan & Timeline

• **February 14th**
  – Launch the planning team for the School Readiness Subcommittee
  – Begin scoping the work and identifying focus areas

• **Mid-February through mid-April**
  – Complete the scoping process
    • Parameters for the networks activities
    • Partners to engage
    • Process for engagement
  – Define supports the Compact will provide to the network, develop mechanisms for delivering those supports
  – Draft the initial RFE for Board approval

• **Mid-April through mid-June**
  – Train data team/facilitators on the continuous improvement process
  – Select individual members and/or existing networks from RFE respondents to form Compact’s School Readiness Collaborative Action Network. Bring to board for approval
Workplan & Timeline Continued

• Mid-June through mid-August
  – Launch the School Readiness Network(s),
    • Specific charter created
    • Goals, measures and time-bound targets set
    • Initial analysis of existing practices begun
  – Early/clear wins identified and brought to Board for approval/assistance with implementation

• Mid-August through end of December
  – Ongoing Collaborative Action training for the School Readiness Network(s)
  – Identifying and selecting priority strategies within the School Readiness Network(s) and creating preliminary Action Plans for these Network(s)
  – Application for LIFT support completed