Our first webinar
“Communities Defining Quality Collective Impact”
will begin shortly.
Welcome from the Collective Impact Forum

Paul Schmitz
Senior Advisor, Collective Impact Forum
Communities Defining

Quality Collective Impact

StriveTogether
Every child. Cradle to career.

LIVING CITIES
INFORM INVEST LEAD

commit!
Our Kids. Our Tomorrow.

all hands raised
Education, Equity and Excellence from Cradle to Career

Ed
Communities Defining Quality Collective Impact

Panelists

Jim Shelton
Deputy Secretary, U.S. Dept. of Education

Jeff Edmondson
Managing Director, StriveTogether

Ben Hecht
CEO, Living Cities

Dan Ryan
CEO, All Hands Raised (Portland, OR)

Todd Williams
Executive Director, The Commit! Partnership (Dallas, TX)

Join the conversation!
#collectiveimpact
How can we ensure Education Success?

Jim Shelton
Deputy Secretary, U.S. Dept. of Education
What does **Success look like?**

- Kindergarten Readiness
- Early Grade Reading
- Middle Grade Math
- High School Graduation
- Post-Secondary Enrollment
- Post-Secondary Degree Completion
Put the Child at the center

Community Orgs
Govt
Higher Ed
Business
Investors
K-12
The StriveTogether Theory of Action

Theory of Action: Creating Cradle to Career Proof Points

<table>
<thead>
<tr>
<th>Building</th>
<th>Gateways</th>
<th>Impact</th>
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<tbody>
<tr>
<td>Exploring</td>
<td>Emerging</td>
<td>Sustaining</td>
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**PILLAR 1: Shared Community Vision**
- Establish cross-sector partnership with common vision and geographic scope
- Convene a leadership table with a documented accountability structure
- Formalize partnership messages for multiple audiences

**PILLAR 2: Evidence Based Decision Making**
- Share accountability among partners to improve selected community level outcomes
- Identify core indicators related to each outcome
- Collect and disaggregate baseline data for each indicator
- Prioritize a subset of core indicators for initial focus

**PILLAR 3: Collaborative Action**
- Commit to using a continuous improvement process to improve outcomes
- Form networks of practitioners and other partners around community level outcomes
- Create networks of practitioners and other partners to improve outcomes while lifting up opportunities and barriers to partners for further improvement

**PILLAR 4: Investment and Sustainability**
- Establish an anchor entity and the capacity to support the daily management of the partnership
- Engage funders to support the work of the partnership
- Create the capacity to support daily management, data collection, facilitation, communication, and community engagement
- Motivate partners to support the operations of the partnership
- Improve outcomes by mobilizing the community behind what works, allocating and aligning resources to what works, and establishing advocacy agendas to change policies

**SYSTEMS CHANGE**
- Create partnership that continues even after changes in leadership at partner organizations
- Demonstrate shared accountability for improving outcomes
- Communicate attribution of success and recognition of challenges
- Share data appropriately in a timely manner to enable continuous improvement to improve outcomes

**Proof Point**
- The majority of indicators consistently improving
- Use continuous improvement to identify and spread practices that improve indicators related to community level outcomes
- Align financial and other community resources to what works to improve outcomes
- Secure sustainable funding
- Shape policy to enable and sustain improvement

For a more complete version of this table visit www.strivetogther.org
The StriveTogether Theory of Action

Four Key Principles

1. **Eliminate Disparities**
2. **Build a Culture of Continuous Improvement**
3. **Leverage Existing Assets**
4. **Engage Community Expertise and Voice**

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<table>
<thead>
<tr>
<th>Theory of Action: Creating Cradle to Career Proof Points</th>
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<tr>
<td><strong>BUILDING</strong></td>
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<tr>
<td><strong>EXPLORING</strong></td>
</tr>
<tr>
<td>- Establish cross-sector partnership with common vision and geographic scope</td>
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<td>- Convene and engage partners with a shared agenda</td>
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<td><strong>EMERGING</strong></td>
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<td>- Release baseline data and analyses with disaggregated and geographically relevant results</td>
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<td>- Engage in discussion and planning with diverse stakeholders</td>
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<td><strong>SUSTAINING</strong></td>
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<td>- Implement evidence-based strategies and initiatives</td>
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<td>- Monitor and evaluate outcomes and impact</td>
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<td><strong>SYSTEMS CHANGE</strong></td>
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<td>- Create partnerships that continue after changes in leadership or structure</td>
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<td>- Communicate and disseminate learnings and best practices</td>
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<td>- Align resources and support for ongoing improvement</td>
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Quality collective impact

In Action

1. Eliminate disparities

2. Build a culture of continuous improvement
Quality collective impact

In Action

3 Leverage existing assets

4 Engage community expertise and voice

Todd Williams
Executive Director
Using High Level Data to Concisely Explain Achievement Challenges

Lack of K Readiness Leads to Poor Literacy Rates; 14% College Ready vs. 84% Grad Rate

Kindergarten Readiness and Early Literacy Are Limiting Subsequent Achievement

Achievement levels represent percentage of students achieving Level 2 Recommended standard (3rd thru Algebra 1) on 2013 STAAR exams

Source: Texas Education Agency (TAPR) and Commit! Partner Districts (districts providing Kindergarten Readiness data include: Coppell ISD, Dallas ISD, Grand Prairie ISD, Highland Park ISD, Irving ISD, Lancaster ISD, Richardson ISD, and Uplift Ed)
Using existing data to highlight where the achievement gap truly starts and drive collective action toward that “leak” in our pipeline.

Area Districts with Low Economically Disadvantaged Population (<50%)

- Kindergarten Readiness: 88%
- 3rd Grade Reading: 67%
- 4th Grade Math: 55%

Area Districts with Medium Economically Disadvantaged Population (50%-70%)

- Kindergarten Readiness: 64%
- 3rd Grade Reading: 42%
- 4th Grade Math: 36%

Area Districts with High Economically Disadvantaged Population (>70%)

- Kindergarten Readiness: 42%
- 3rd Grade Reading: 31%
- 4th Grade Math: 24%

Total district enrollment of ~19,000 students

Total district enrollment of ~137,000 students

Total district enrollment of ~276,000 students

Source: Texas Education Agency (TAPR) and Commit! Partner Districts (Note that Kindergarten Readiness data is only included in the analysis for those districts that provided it, namely: Coppell ISD, Dallas ISD, Grand Prairie ISD, Highland Park ISD, Irving ISD, Lancaster ISD, and Richardson ISD)
Analyzing our existing data helped us find and engage the voice of community expertise…

What are the effective practices happening here from people on the ground ...

...that can be spread and scaled to these schools?

Community voice highlighted five areas related to literacy achievement to address first, much involving existing assets:

- Literacy Instructional Support and Adequate Resources
- Data-Driven Decisions to Differentiate Instruction
- School Culture
- Parent Engagement
- Pre-K Access

Data captured in each area indicate areas of impact for the partnership and provide guidance for continuous improvement going forward.
Partnership Publications to Inform, Create Urgency, Inspire with the Possible and Potentially Redirect Data Driven Action/Focus

2013 Community Achievement Scorecard

Stories of Impact & Effective Practice Guides

Overview of Educational Giving and Alignment with Needs
Strong voice re: shifting adult incentives within elementary schools

Can altering state accountability incent a more solid foundation?

71% of Child’s Time with School (5 grades out of 7)

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<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
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<td>Pre-K</td>
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<td>K</td>
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75% of School Accountability (6 tests out of 8)

Common Outcomes Currently Cited by Educators in the Field Based on Current State Incentives:

- Principals often place their best teachers in Grades 3 through 5
- Pre-K access not universally marketed/creatively addressed (62% gap between actual enrollment and eligibility in Dallas County)
- Inadequate facilities funding to sufficiently house eligible pre-K enrollment (as well as students who should be retained in K-2) by boards/taxpayers
- Less effective teachers placed within (or seek) pre-K to 2nd grade assignments
- Less professional development directed toward early grades
- After having students for 5 years (50% of their life), 41% of 3rd grade students across County don’t take their state test in English, with 1 in 4 still considered ELL in 6th grade

8 Assessments in Total
Does it Work?

- Prepared for school
- Supported in and out of school
- Succeeds academically
- Enrolls in college
- Graduates and enters career

Kindergarten Readiness 2005 2012
4th Grade Reading 2005 2012
8th Grade Math 2005 2012
High School Graduation 2005 2012
College Completion 2005 2012

Cincinnati, OH / Northern Kentucky
Does it Work?

2 out of 4 indicators* maintained or improving 2012-2013

High School Graduation | Postsecondary Enrollment

3 out of 6 indicators* maintained or improving 2012-2013

Early Grade Reading | HS Graduation | Degree/Certification Completion

3 out of 3 indicators* maintained or improving 2012-2013

Early Grade Reading | Middle Grade Math | College Enrollment

*Includes indicators within the six cradle to career outcome areas (Kindergarten Readiness, Early Grade Reading, Middle Grade Math, High School Graduation, Post-Secondary Enrollment, and Certificate/Degree Attainment) that have not changed due to local, state, or federal policy shifts.
How is collective impact changing

The System?

Jim Shelton
Deputy Secretary, U.S. Dept. of Education
Please join our panelists for

**Q&A**

**Jim Shelton**  
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Quality

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Please Join Us On These Upcoming Webinars!

Too Much Collective, Too Little Impact
– November 5, 2014

It's About the Community: Why Community Engagement and Process Matter in Collective Impact
– January 20th, 2015
The Collective Impact Forum would like to thank you for joining!

Paul Schmitz
Senior Advisor,
Collective Impact Forum