

# P-16 COMMUNITY INVESTMENT TEAM

FINAL  
LANDSCAPE SCAN  
JULY 2018



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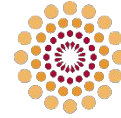
This final landscape scan is updated from the June 2018 preliminary version and represents Education First's (Ed First) research findings on the national P-16 landscape, informed by a detailed synthesis and analysis of major research efforts, interviews with P-16 experts and observations from the Round 1 site visits to P-16 communities.

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# BACKGROUND AND OVERVIEW

# EDUCATION FIRST IS COLLABORATING WITH THE P-16 COMMUNITY INVESTMENT TEAM TO IDENTIFY P-16 SUCCESS FACTORS AND PREPARE FOR GRANTMAKING



education**first**

## P-16 Community Investment Team's Goals

1. **Define “good”** by increasing U.S. Program and external experts’ understanding of what exemplary P-16 work looks like
2. **Determine how the foundation can best impact the P-16 field** by developing strategies to improve implementation and outcomes of existing, effective P-16 systems in some of the foundation’s focus states
3. **Evolve our approach** implementing best practices to begin strengthening strategies’ roles as interdependent pieces of our cross-functional U.S. Program



## Education First’s Work

1. Identify criteria that define exemplary P-16 work in communities
2. Document places where P-16 work meets these criteria
3. Connect criteria with the foundation’s internal grantmaking catalogue
4. Provide counsel regarding creation of a new P-16 Steering Committee
5. Elevate and prioritize equity as a key consideration
6. Grow the Foundation’s understanding of P-16 and learn alongside the field

# TO SUPPORT THE TEAM IN ACHIEVING ITS FIRST OBJECTIVE, ED FIRST CONDUCTED A LANDSCAPE SCAN OF P-16 COMMUNITY EFFORTS ACROSS THE COUNTRY



Undertook an **in-depth literature review** of academic research, case studies and reports from P-16 experts on collective impact, data for P-16 community efforts, equity considerations, state and local P-16 initiatives and place-based strategies



Conducted **16 phone interviews**, including with national experts, place-based leaders and national and regional funders to learn about success factors, challenges, lessons and outcomes for high-quality P-16 community change efforts



Engaged **100+ local stakeholders** during **three in-person site visits** to Buffalo, NY, Rio Grande Valley, TX and Portland, OR (with staff from the Gates Foundation), and **two virtual site visits** for New York City, NY and Chattanooga, TN to gain on-the-ground insights into what “good P-16” looks like

# ED FIRST INVESTIGATED 9 PRIORITY RESEARCH AREAS IDENTIFIED BY THE P-16 TEAM FOR THIS LANDSCAPE SCAN



1

Defining P-16 work



2

Setting the **stage** for successful P-16 (enabling conditions)



3

Including and engaging **key diverse stakeholders**



4

Coordinating P-16 efforts (backbone organizations)



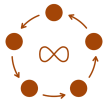
5

Prioritizing issues of **equity**



6

Collecting, analyzing and using **data** to measure success



7

**Sustaining** P-16 efforts (considerations, challenges and keys to success)



8

Focusing **funder efforts and investments**



9

Identifying **successful P-16 efforts**

# THIS FINAL LANDSCAPE SCAN INCLUDES UPDATED RESEARCH FINDINGS, A DRAFT P-16 FRAMEWORK/CRITERIA AND INDIVIDUAL CASE STUDIES FROM THE SITE VISITS

IN THE MAIN DECK

IN THE APPENDICES



## RESEARCH FINDINGS

Presents key findings based on analyzing leading literature about P-16 efforts, interviewing national and local P-16 leaders and funders, and conducting site visits and a cross-site analysis, organized by the nine priority research areas identified by the P-16 community investment team



## DRAFT P-16 FRAMEWORK/CRITERIA & KEY CONSIDERATIONS

Informed by the landscape scan findings, outlines a draft of the P-16 framework/criteria and key considerations for the Gates P-16 Community Investment Team as it looks to identify communities to invest in



## INDIVIDUAL SITE CASE STUDIES

Shares detailed case studies of each site, including the initiative's background, leadership structure and functions, equity and community inclusion, use of data and successes and challenges



# RESEARCH FINDINGS (ORGANIZED BY PRIORITY RESEARCH TOPICS)



# RESEARCH EXAMINED HOW THE FIELD DEFINES P-16 “WORK” AND IDENTIFIED STRONG CONSENSUS ON THE ENABLING CONDITIONS AND STAKEHOLDERS NEEDED



1

## Defining P-16 work

The “work” of most P-16 initiatives centers around education, though some P-16 efforts also focus on providing whole-child services and supports for children, birth to age 3, to better help students in their education goals and overall success. The ultimate goal of P-16 work is greater and more equitable high school and post-secondary degree attainment for all students.

*See slides 12-17.*



2

## Setting the stage for successful P-16 (enabling conditions)

Research identified eight “enabling conditions” for successful P-16 initiatives including: foundational pieces for getting started (e.g., shared belief in community agency, strong data infrastructure) as well as seven key components for strategy development and execution (e.g., the P-16 work is a priority for institutional leaders, commitment to use an equity lens).

*See slides 18-21.*



3

## Including and engaging key diverse stakeholders

To ensure impact and sustainability of P-16 initiatives, a diverse set of key stakeholders should be “at the table” from the beginning, including champions, cross-sector leaders and community members for true collaboration, progress and sustainability.

*See slides 22-28.*

# BACKBONE ORGANIZATIONS OFTEN COORDINATE P-16 INITIATIVES; EXEMPLARY INITIATIVES HAVE AN INTENTIONAL EQUITY FOCUS. INFORMED BY ACTIONABLE DATA



## 4 Coordinating P-16 efforts (backbone organizations)

Most P-16 initiatives have a backbone organization coordinating efforts across various actors and activities.

Core functions of a backbone organization can include:

- Guide vision and strategy
- Support alignment activities
- Establish shared measurement practice
- Build public will
- Advance policy
- Mobilize funding

*See slides 29-37.*



## 5 Prioritizing issues of equity

Many P-16 initiatives, often criticized for lacking an equity framework or equity lens, have begun to adopt a more intentional focus on equity.

In doing so, interviewees, site visit participants and research highlight the need for authentic community voice and participation, disaggregated data and a commitment by partners to dissect the root causes of inequities.

*See slides 38-45.*



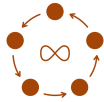
## 6 Collecting, analyzing and using data to measure success

Research underscores the need for P-16 initiatives to embed the use and analysis of data to inform their decision-making processes and to track progress through shared metrics for success.

To best inform their approach, the data should be actionable, longitudinal, disaggregated and come from multiple sources.

*See slides 46-51.*

# RESEARCH SURFACED COMMON CHALLENGES THAT IMPEDE P-16 EFFORTS, AS WELL AS COMMUNITIES THAT HAVE TAKEN PROMISING APPROACHES TO THE WORK



7

## **Sustaining P-16 efforts (considerations, challenges and keys to success)**

In making progress, communities encounter common challenges, including barriers to data access, vulnerability to leadership changes and superficial approaches to equity.

Informed by these challenges, Ed First identified 12 keys to sustainability around leadership and support, partner engagement and goals and outcomes.

*See slides 52-58.*



8

## **Focusing funder efforts and investments**

Funders can play a variety of productive roles in supporting collaborative P-16 efforts. Top funder roles identified by interviewees include:

- Invest in the capacity and capability-building needed to develop strong infrastructure
- Bring in/connect the community with national experts
- Fund policy and advocacy efforts
- Piggyback on existing work with the local foundations, supplementing not supplanting
- Tap strong, local community partners when you engage in this work

*See slides 59-63.*



9

## **Identifying successful P-16 efforts**

Through the research, Ed First learned from roughly 28 communities that are adopting promising P-16 practices, including youth engagement, business partnerships and early childhood preparation.

Informed by these sites and the research, Ed First developed a set of eight core indicators of successful P-16 communities.

*See slides 54-69.*

# 1 DEFINING P-16 WORK





# THE “WORK” OF MOST P-16 INITIATIVES CENTERS AROUND EDUCATION AND TYPICALLY...



Emphasizes stronger connections during key **transitions**

e.g., elementary □ middle school, middle □ high school, high school □ postsecondary



Refers to the alignment of **policies, programs and strategies**

e.g., alignment of standards and assessments across K-12 and higher education



Establishes a **vision and a shared agenda**

e.g., sets overarching goal(s) and strategies for the initiative



Measures success primarily based on **student education outcomes**, particularly at transition points

e.g., third grade reading test scores, high school graduation rates



Involves the local **K-12 public school system** and **higher education institutions** among its major partners

e.g., local superintendent + other district leaders + higher education leaders + higher education faculty



Includes at least one **formal centralized decision making/governance body** at the local level

e.g., P-16 council, local steering committee

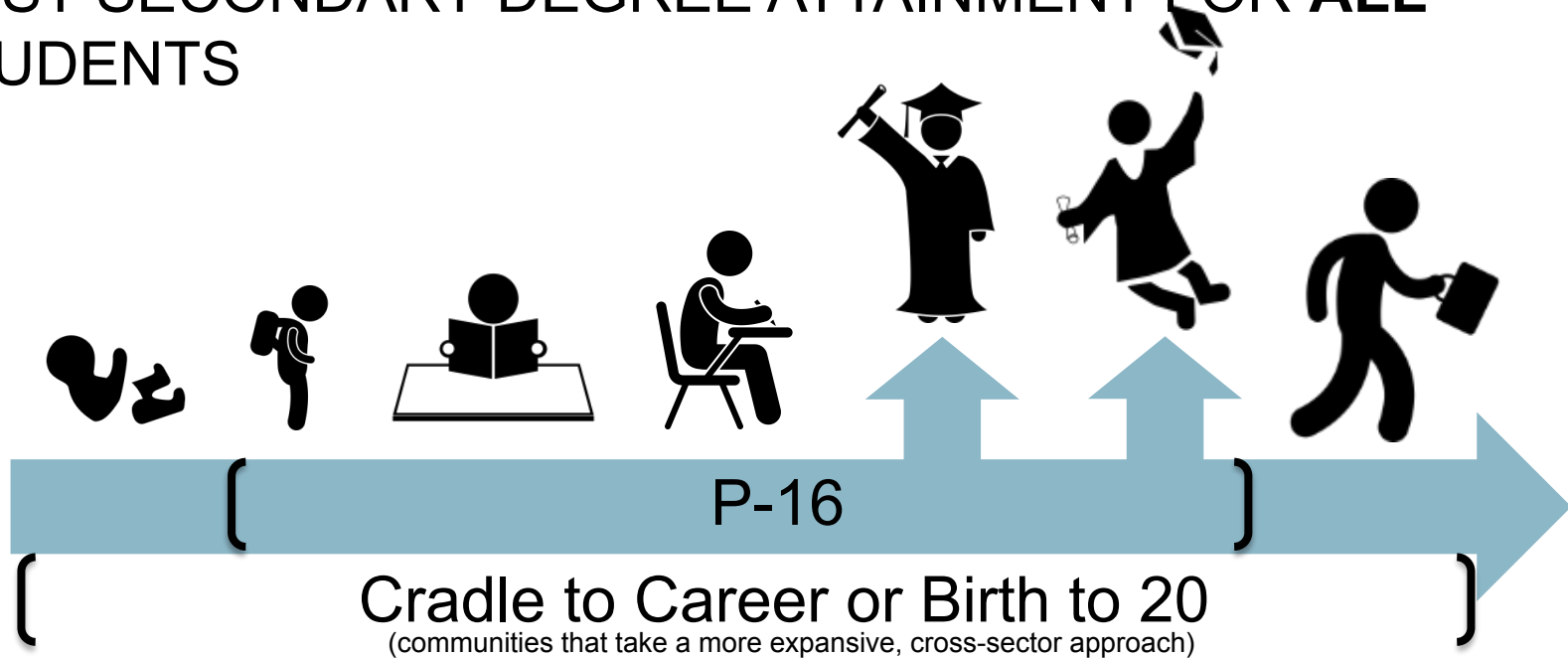


Includes “meaningful and regularized” **public and private cross-sector collaboration**

e.g., K-12 + higher education + business community



...WITH THE ULTIMATE GOAL OF P-16 WORK BEING GREATER AND MORE EQUITABLE HIGH SCHOOL AND POST-SECONDARY DEGREE ATTAINMENT FOR **ALL** STUDENTS





# SOME P-16 EFFORTS ALSO FOCUS ON PROVIDING WHOLE-CHILD SUPPORTS TO BETTER SUPPORT STUDENTS' EDUCATION GOALS AND OVERALL SUCCESS

The whole-child approach to education seeks to...



**Develop and prepare students** for the challenges and opportunities of today and tomorrow...



...by addressing students' **comprehensive needs** through the **shared responsibility** of students, families, schools and communities

The approach focuses on **coordinating policy, practice and process** to improve students' learning and health.

**Supporting components of the whole-child approach:**

- Health education
- Physical education and physical activity
- Nutrition environment and services
- Health services
- Counseling, psychological and social services
- Social and emotional climate
- Physical environment
- Employee wellness
- Family engagement
- Community involvement

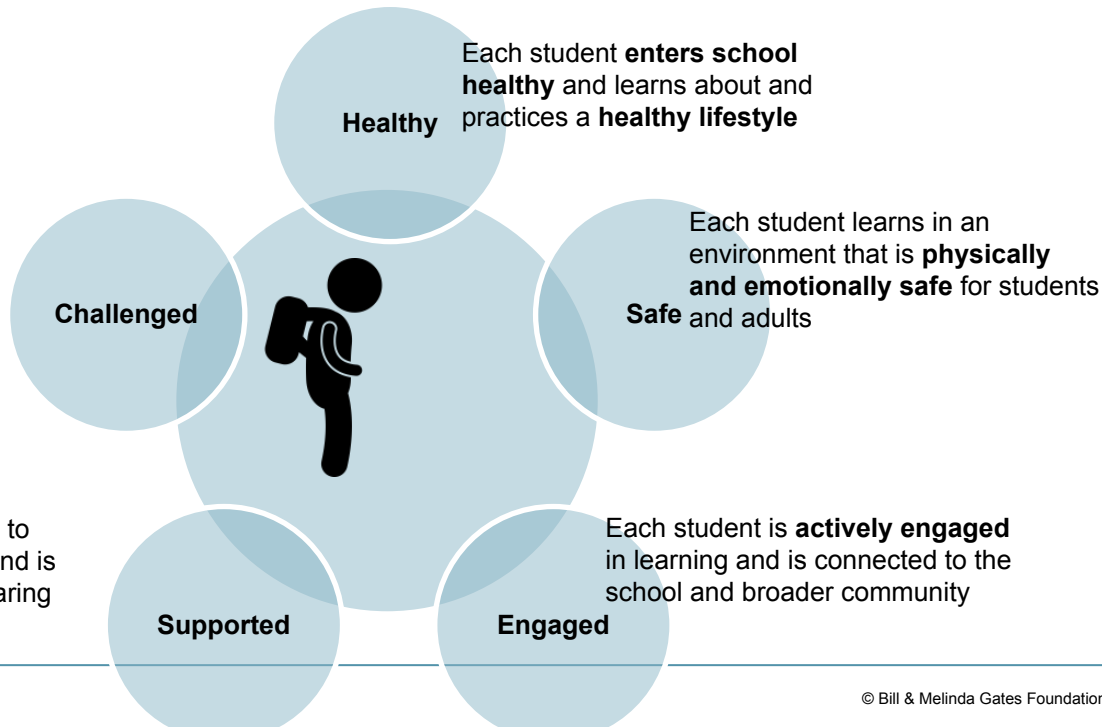


# ASCD RECOMMENDS PRIORITIZING SUPPORT FOR STUDENTS IN FIVE CORE AREAS

The Association for Supervision and Curriculum Development (ASCD) uses a **five-pillar framework** to articulate the importance of the **whole-child approach** in supporting students.

Each student is **challenged academically** and prepared for success in college or further study and for employment and **participation in a global environment**

Each student has access to **personalized learning** and is supported by qualified, caring adults



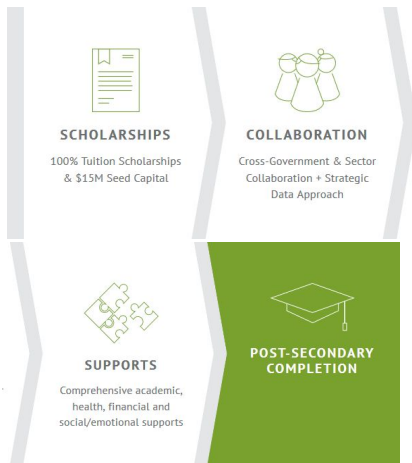




# ADDITIONALLY, SOME LOCAL COMMUNITIES USE P-16 MODELS/Frameworks FROM NATIONAL ORGANIZATIONS TO GUIDE THEIR COLLABORATIVE EFFORTS

National organizations such as **Say Yes to Education**, **StriveTogether** and **Purpose Built Communities** have developed models for P-16 communities based on their theories for change. P-16 communities across the country have formally joined these national networks for support.

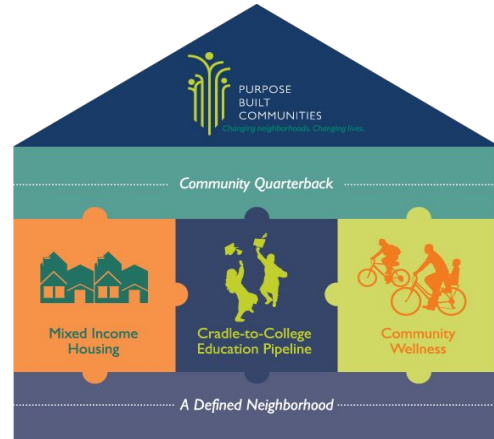
## SAY YES TO EDUCATION'S THEORY OF ACTION



## STRIVETOGETHER'S FRAMEWORK



## PURPOSE BUILT COMMUNITIES' MODEL APPROACH



## 2 SETTING **THE STAGE** FOR SUCCESSFUL P-16 (ENABLING CONDITIONS)





# THE RESEARCH SURFACED EIGHT ENABLING CONDITIONS THAT SUPPORT SUCCESSFUL P-16 INITIATIVES...

## FOUNDATIONAL PIECES FOR GETTING STARTED

When key components are in place from the beginning in local communities, P-16 initiatives are better positioned for long-term success.



Issues emphasized across site visits as essential to enabling successful P-16 initiatives



# IN EACH OF THE SITES VISITED, THE COMMUNITY CAME TOGETHER TO ADDRESS A PRESSING PROBLEM RELATED TO STUDENTS' COLLEGE OR WORKFORCE READINESS

Need/demand from local community (often informed by data)

Each of the communities identified a central problem that **activated the community** and **brought leaders together**.

**Data illuminated** the problem, often drawing attention to **equity gaps**.

(Increased) **sense of urgency** to address the problem

Interviewees and focus group participants shared that while community conversations around improving education occurred in the past, a key difference in initiating the P-16 community was **increased urgency**.

Shared belief in **community agency**

Another variant from past work was the **commonly held belief** that, by coordinating across systems and aligning efforts, the community could **come together to make real progress** in addressing the problem.

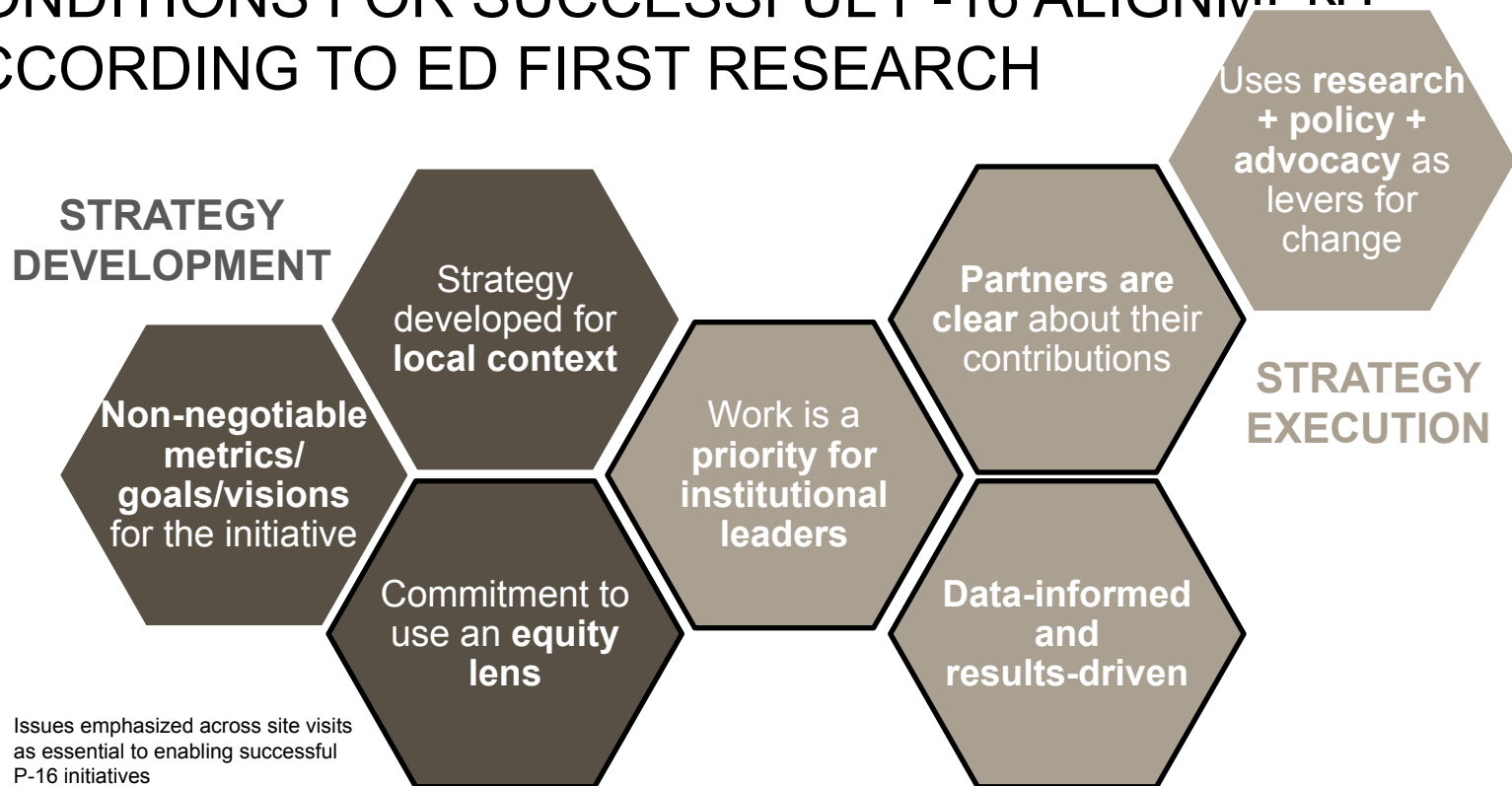
Shared **K-12 & higher education accountability**

Communities also recognized that the solution to preparing students for college and workforce readiness is not just a high school issue, but needs to be attended to along a student's entire journey through education systems.

“This is first time that I believe we’re going to set some traction. We’ve had community conversations. But with all the efforts across the county, there is **greater urgency** to it. There is more willingness for different parties to make the decision.”  
—County leader



# COMMUNITIES ALSO NEED TO ATTEND TO SEVEN CONDITIONS FOR SUCCESSFUL P-16 ALIGNMENT ACCORDING TO ED FIRST RESEARCH



### 3 INCLUDING AND ENGAGING KEY DIVERSE STAKEHOLDERS





# TO ENSURE IMPACT AND SUSTAINABILITY OF P-16 INITIATIVES, A DIVERSE SET OF KEY STAKEHOLDERS SHOULD BE “AT THE TABLE” FROM THE BEGINNING

## CHAMPIONS



Champions who are committed to the P-16 work **can help to insulate the initiative from leadership changes and political gridlock**, which is necessary in ensuring that P-16 initiatives make sustained, continuous progress in achieving the overarching goal.



## CROSS-SECTOR LEADERS



In successful P-16 initiatives, there is **diverse, cross-sector participation** from early childhood, K-12, public university systems, the business sector, community-based organizations, local/state government, and philanthropy.



## COMMUNITY MEMBERS



By including those who will be affected by the results of the work and engaging community members as **substantive partners**, P-16 communities can incorporate and honor equity in both the process and the ultimate approach.



# SUCCESSFUL P-16 EFFORTS HAVE A SET OF CORE LEADERS WHO ARE ONBOARD AND CHAMPION THE WORK, WHICH SUPPORTS PROGRESS AND SUSTAINABILITY

## CHAMPIONS



Champions who are committed to the P-16 work **can help to insulate the initiative from leadership changes and political gridlock** (e.g., state-level and local government leaders, superintendents, presidents of post-secondary institutions) to ensure that P-16 initiatives make sustained, continuous progress.

Though national and local P-16 experts **agreed that there should be multiple champions, some suggested that P-16 communities still need a leader who ultimately “owns the vision,”** such as the mayor, local superintendent or the backbone organization.

“There is something that indicates some sort of **sustainability for buy-in to continue across multiple leaders**. For example, the folks at ‘Say Yes to Education’ in Buffalo, NY – multiple superintendents across a six-year period but the effort has sustained; there is a cultural norm among leaders (this is what we do).” –*National P-16 expert*

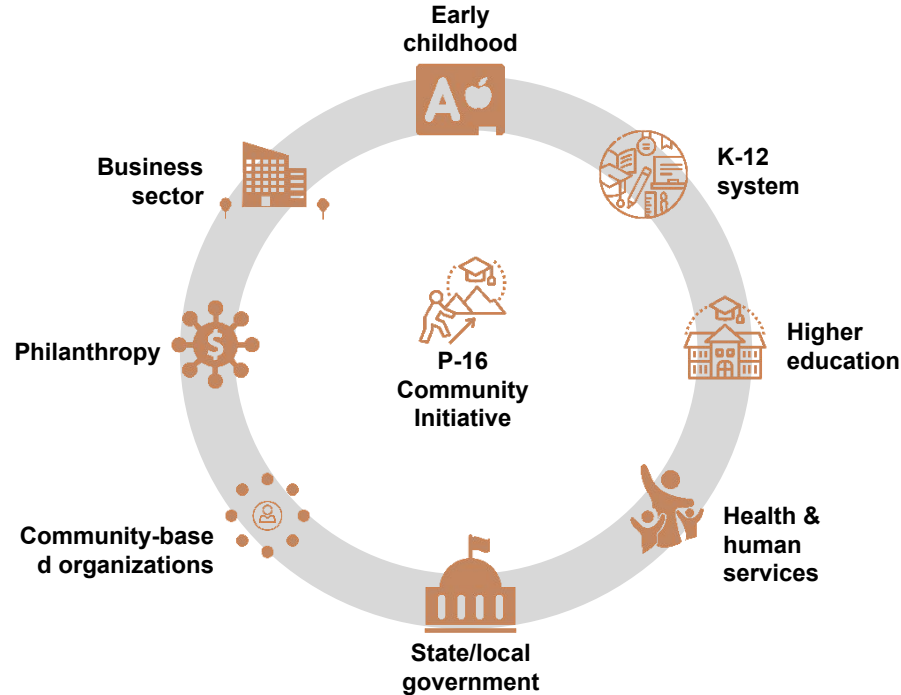




# PARTICIPANTS FROM BOTH PUBLIC AND PRIVATE SECTORS ARE CRITICAL FOR SUCCESS IN P-16 EFFORTS

## CROSS-SECTOR LEADERS

Research suggests that leaders from the following **agencies and organizations are considered must-haves for true cross-sector participation** in collaborative P-16 work:



“If I’m talking about third grade reading, **families** should be telling me how many times a week they’re reading to their kids. Just like **non-profits** should be telling me how they’re supporting families. Just like the **school system** should tell me what their contribution is. So, community engagement doesn’t become this esoteric thing that we’re talking about.”  
–National P-16 expert



# CHATTANOOGA 2.0'S STEERING COMMITTEE ILLUSTRATES THE DIVERSE CROSS-SECTOR OF STAKEHOLDERS REQUIRED

## CROSS-SECTOR LEADERS

CHA2.0

The Steering Committee includes leaders in the community and in education:

- Debbie Adams, Chattanooga State Community College
- Dr. Steve Angle, University of Tennessee at Chattanooga
- Val Armstrong, TN American Water
- Dr. Rebecca Ashford, Chattanooga State Community College
- Jim Barrott, TCAT
- Julie Baumgardner, First Things First
- Andy Berke, City Mayor
- Dr. Carol Berz, Chattanooga City Council
- Dr. Jared Bigham, Chattanooga 2.0
- Maura Black Sullivan, City of Chattanooga
- Wayne Brown, Hamilton County PTA
- Dan Challenger, Public Education Foundation
- Gail Chuy, East Hamilton Middle High School
- Pete Cooper, Retired from Public Education Foundation
- Jim Coppinger, Hamilton County Mayor
- Rachel Gammon, North Side Neighborhood House
- Erin Glenn, East Lake Middle School
- Steve Highlander, HCDE School Board Member
- Lisa Iglesias, Unum Group
- Dr. Bryan Johnson, Superintendent Hamilton County Department of Education
- Maeghan Jones, Community Foundation
- Tim Kelly, Zipflip
- Bill Kilbride, Chattanooga Area Chamber of Commerce
- Par. David Partnership for Families, Children and Adults
- Alison Lebovitz, UnifiEd



# INVOLVING, AUTHENTICALLY ENGAGING AND EMPOWERING COMMUNITY MEMBERS IN ALL FACETS OF P-16 WORK ARE KEYS FOR SUCCESS AND SUSTAINABILITY

## COMMUNITY MEMBERS



There is much to be learned about ways to engage community residents, such as students, parents and extended family, **beyond being focus-group participants and sources of input.**

- Collaborative initiatives research suggests that members of the community—particularly those whose lives are most directly and deeply affected by the problem addressed—must become **integral members** of collaborative efforts, as **providers of service** to address their own challenges.
- Interviewees shared that **active participation** of community members helps P-16 work move forward.

“We should be looking at **what processes do groups have in place to engage with key constituencies** (family, youth), such as community conversations, meetings open and communities invited to vote. Based on theory and practice, we know that **true representation is necessary for impact.**”

—National P-16 expert

“**20/20 hindsight, we would have been more proactive in getting more community members on the council early on.**”

—Local P-16 leader

“We are seeing more communities move to community inclusion. **Making sure answers aren't being taken to those impacted but rather those impacted are included from the start.**” —National P-16 expert



# COMMUNITY MEMBERS CAN CONTRIBUTE TO THE SUCCESS OF A P-16 COMMUNITY EFFORT IN A VARIETY OF WAYS

Community members can:

COMMUNITY MEMBERS

Bring **crucial (and sometimes overlooked) perspectives** to governance bodies and decision-making tables

Contribute to **refining the initiative's evolving goals, strategies and indicators**

Participate in **data interpretation and continuous learning** processes

Participate in **building communities' capacity** to lead and sustain change

Help **co-create and implement solutions** that are rooted in lived experience and have the potential for significant uptake

Engaging community in these ways helps collaborative P-16 efforts **address the issues most important to those most directly affected, builds capacity and enables community participation in and ownership of solutions, and helps embed the work in the community** so that it will be more effective and sustainable.

“Our community is resource rich, so **we help people come together to focus on a shared goal.**

Truth-telling, doing it in a way that is respectful and with trust.”

– *Local P-16 leader*

## 4 **COORDINATING** P-16 EFFORTS (BACKBONE ORGANIZATIONS)





# MOST P-16 INITIATIVES HAVE A COORDINATING BODY, AND LEADERS OF THOSE ENTITIES NEED CERTAIN ATTRIBUTES TO SUCCESSFULLY COORDINATE ACROSS A COMMUNITY

To successfully coordinate the various activities and collaborators involved with P-16 efforts, research **highlights the importance of having a coordinating backbone organization that is/has:**

Nonpartisan, neutral convener	Adaptive leadership style
Strong communication and facilitation skills	Data and policy analysis
Capacity-building expertise	Strategic planning expertise
Deep knowledge of the local needs and landscape	Effective at building, nurturing and managing relationships
Trusted and credible	Change management skills
	Social capital and influence



# SEVERAL INTERVIEWEES HIGHLIGHTED THE NEED FOR A COORDINATING BODY AND REINFORCED THE IMPORTANCE OF THESE LEADERSHIP ATTRIBUTES



“Someone has to get up every day and think about P20 issues. **Everyone can agree P20 is important but when push comes to shove, it’s not daily work for most people and someone has to do it as daily work.**” –*Local P-16 leader*



“I think again even more important is that the [backbone organization] leadership **doesn't see themselves as setting the agenda themselves but as really champions for work** that's happening on the ground and insights being drawn from the very people that you're trying to serve. That's really the role of leadership.” –*Funder*



“**Leadership is critical and adaptive leadership is what’s most important for sustainability.** Good leadership in these efforts includes **leading from behind and being able to think politically**...What makes the exemplars who they are is their leadership being able to adapt to the context and get things done.” –*Local P-16 leader*



# WHILE SITE VISIT PARTICIPANTS EMPHASIZED THE IMPORTANCE OF LEADERSHIP BEING DISTRIBUTED AND FOCUSED ON BUILDING RELATIONSHIPS WITH DIVERSE STAKEHOLDERS



The initiatives often adopt a distributed leadership approach in which each partner is **responsible for specific aspects** of the initiative. Through this approach, each partner is valued for their **unique assets and expertise** within the continuum.

“For me, it’s this understanding that we don’t do this work alone. **It really is a village that comes together** in order to provide the environment, support...in order to help our students make it through.” *–Higher ed leader*



All of the communities attributed community-wide support and the success of the initiative to **leadership focusing on building, nurturing and maintaining strong relationships with a diverse set of stakeholders from across the community**

“The juice of all this is relationships. Think about the most successful relationship in your life. **Can you abandon that relationship and expect success from it?** Systems are only as good as their people.” *–Philanthropic leader*





# MOST SITE VISIT COMMUNITIES RELY ON A BACKBONE ORGANIZATION TO SET COMMUNITY GOALS, TRACK PROGRESS, ADVANCE COLLABORATION AND BRIDGE ORGANIZATIONS

## P-16 COMMUNITIES\*



## CORE FUNCTIONS & SERVICES

Facilitates connections and conversations throughout the P-16 continuum, both horizontally and vertically, to promote improved system coordination

Through community collaboration, sets the vision for the initiative and coordinates specific strategies to meet that vision

Tracks progress of the initiative and leads data-informed meetings

Embedded in schools to deliver programming and build capacity

Coordinates efforts across multiple school districts

\*Note: New York City is omitted from this slide because it does not have a central backbone organization; instead the Mayor's Office, the New York City Department of Education (NYC DOE), and the City University of New York (CUNY) are the lead agencies for citywide P-16 work.



# FSG AND GREATER CINCINNATI FOUNDATION IDENTIFIED SIX CRITERIA FOR GAUGING PERFORMANCE OF BACKBONE ORGANIZATIONS





# NO RIGHT WAY: MANY DIFFERENT TYPES OF ORGANIZATIONS CAN PLAY THE BACKBONE ROLE OR HOUSE THE BACKBONE STAFF

## Examples of different types of backbone organizations\*

### Funder-based

One funder initiates P16 initiative as planner, financier and convener

### New nonprofit

New entity is created, often by private funding, to serve as backbone

### Existing nonprofit

Established non-profit takes the lead in coordinating P16 initiative

### Government

Government entity, either at local or state level, drives P16 initiative

### Shared across multiple organizations

Numerous organizations take ownership of P16 initiative

### Steering committee driven




Senior-level committee has ultimate decision-making power

*\*Note: This is not an exhaustive list*



# THERE ARE PROS AND CONS ASSOCIATED WITH DIFFERENT TYPES OF ORGANIZATIONS SERVING IN THE BACKBONE ROLE



Types of backbones	Example	Pros	Cons
<b>Funder-based</b> One funder initiates collective impact strategy as planner, financier and convener	 United Way of Salt Lake Salt Lake City, UT	<ul style="list-style-type: none"><li>▪ Ability to secure start-up funding and recurring resources</li><li>▪ Ability to bring others to the table and leverage other funders</li></ul>	<ul style="list-style-type: none"><li>▪ May lack broad buy-in if collective impact is seen as driven by one funder</li><li>▪ Potential perceived lack of neutrality</li></ul>
<b>New nonprofit</b> New entity is created, often by private funding, to serve as backbone	 COMMUNITY CENTER for EDUCATION RESULTS Seattle, WA	<ul style="list-style-type: none"><li>▪ Perceived neutrality as facilitator and convener</li><li>▪ Potential lack of baggage</li><li>▪ Clarity of focus</li></ul>	<ul style="list-style-type: none"><li>▪ Lack of sustainable funding stream and potential questions about funding priorities</li><li>▪ Potential competition with local nonprofits</li></ul>
<b>Existing nonprofit</b> Established non-profit takes the lead in coordinating collective impact strategy	 Chattanooga, TN	<ul style="list-style-type: none"><li>▪ Credibility, clear ownership and strong understanding of issue</li><li>▪ Existing infrastructure in place if properly sourced</li></ul>	<ul style="list-style-type: none"><li>▪ Potential “baggage” and lack of perceived neutrality</li><li>▪ Lack of attention to the collective impact initiative if poorly funded</li></ul>



# THERE ARE PROS AND CONS ASSOCIATED WITH DIFFERENT TYPES OF ORGANIZATIONS SERVING IN THE BACKBONE ROLE (CONT'D)



Types of backbones	Example	Pros	Cons
<b>Government</b> Government entity, either at local or state level, drives collective impact effort	 Somerville, MA	<ul style="list-style-type: none"><li>Public sector “seal of approval”</li><li>Existing infrastructure in place if properly resourced</li></ul>	<ul style="list-style-type: none"><li>Bureaucracy may be slow to progress</li><li>Public funding may not be dependable</li></ul>
<b>Shared across multiple organizations</b> Numerous organizations take ownership of collective impact wins	 Los Angeles, CA	<ul style="list-style-type: none"><li>Lower resource requirements if shared across multiple organizations</li><li>Broad buy-in, expertise</li></ul>	<ul style="list-style-type: none"><li>Lack of clear accountability with multiple leaders</li><li>Coordination challenges, leading to potential inefficiencies</li></ul>
<b>Steering committee driven</b> Senior-level committee has ultimate decision-making power	 Memphis, TN	<ul style="list-style-type: none"><li>Broad buy-in from senior leaders across public, private and nonprofit sectors</li></ul>	<ul style="list-style-type: none"><li>Lack of clear accountability with multiple voices</li></ul>

## 5 PRIORITIZING ISSUES OF **EQUITY**





# P-16 COMMUNITIES MUST ADDRESS INEQUITIES IN THE SYSTEM AND PRIORITIZE STUDENTS WHO ARE UNDERSERVED

**Inequities** persist throughout the P-16 continuum and across learning environments, which are often **reinforced by policies, practices and culture**.



In order to address gaps in achievement, interviewees identified a need for P-16 initiatives to **understand and dismantle gaps in opportunity** and prioritize students underserved by the system.



It is important to note that the majority of interviewees who identified a need for P-16 efforts and programming to target populations of students historically and currently underserved by the system were **interviewees of color**.



This underscores a **common criticism** of many collective impact initiatives, including P-16 efforts—they **lack an equity framework or equity lens** and often don't recognize important issues of privilege and race.



Because the students **most at-risk** of falling through the cracks at transition points tend to be non-White, low-income students, there is both **urgency** and **necessity** for P-16 initiatives to explicitly address inequities.

“The nation has been designed to be as oppressive as it is...I feel like when it comes to these populations, we actually don't behave the same way that you and I would if it was our kids. We have a **design challenge**.”  
—National P-16 expert

“The leadership [of P16 initiatives] is **predominately white and male** and so then the question becomes how do you have leadership at the table and make sure it's not **overly biased** towards the people who are often benefiting from those systems that are there now.”  
—Funder



# MORE AND MORE, P-16 COMMUNITIES ARE ADOPTING A FOCUS ON EQUITY

- Rather than focusing the overarching goal on all students, P-16 initiatives are beginning to focus specifically on **equity gap closure**.
- This equity goal then feeds into how they approach the work—both **internally** in their process, systems, structures and partners, and **externally** in the initiatives and programs they develop and support.

“Communities are now starting to think **more about equity and economic mobility**. It’s the milestones AND the goal is to create more equity and economic mobility. Economic mobility is often **contingent on race**.”  
—*National P-16 expert*

Though interviewees identified this as an **emerging area**, most sites visited recognized that equity must be the underpinning and through line of the P-16 work in order for communities to make meaningful progress in supporting students underserved by the system.



**An evolution to intentionally address inequities**

When The Commit Partnership—a P-16 coalition of 200 partners in Dallas County—began in 2012, its original focus was on achieving a regional education goal. Though this required a significant focus on children of color, it was **not initially specifically targeting opportunity gaps**.

As the coalition worked together, it saw a need to become more **intentional about equity**. Whereas Commit began with a focus on academic gaps, it has **elevated economic and resource gaps** as equally important in addressing inequities in the system. Today, the coalition engages in discussions around the history of Dallas, why the system is as it is today and how the system needs to be redesigned to ensure students in underserved communities have **equitable resources and opportunities**.





# EACH SITE VISIT COMMUNITY PRIORITIZED EQUITY AND ADDRESSING DISPARITIES—BUT EACH PURSUED IN A UNIQUE WAY GIVEN LOCAL CONTEXT



AHR's backbone staff are majority-white, but most of the partner groups, including **culturally responsive organizations**, reflect diverse backgrounds.

AHR is focused on raising awareness of racial equity issues in the region, including **exclusionary discipline practices**.



Say Yes made an **intentional effort to hire people of color** for its backbone staff, who represent the diversity of Buffalo. Say Yes elevates racial equity issues that persist throughout the segregated city, and focuses its work on **closing opportunity gaps for students of color**.



RGV is a **homogeneous community**; 97% of students are Latino. The backbone staff are Latino, as are almost all of the partners.

The region's equity work is most evident in its **supports for undocumented students**.



Similar to AHR, Chattanooga 2.0's **staff of 3 is all white**, though the Steering Committee and Coalition and Community Champions are **racially diverse**.

The broader region is **resistant** to taking on issues of equity, but Chattanooga 2.0 works to push equity and the community forward through a systematic **use of data**.



New York City has an **Equity and Excellence for All agenda** with equity goals throughout the P-16 continuum that it works to promote by targeting three areas: **academic excellence, students and community supports and innovation**.



# IN EXEMPLARY P-16 EFFORTS, COMMUNITY VOICE, REPRESENTATION AND PARTNERSHIP ARE DEEPLY EMBEDDED

As noted in the previous section on including and engaging **key diverse stakeholders**, community member engagement is critical to a P-16 initiative's success. It is also **vital in an initiative's equity efforts**.

## FROM THE COMMUNITY



Equity in an organization and process means that the community members involved in the P-16 initiatives are **from the community**, and **truly representative** of those underserved by the system, within a given community.

## OWNERS & EQUAL PARTNERS



The community is engaged as an **integral component** of collaborative and has the **authority as equal partners and owners** in governance, planning, implementation and evaluation.



# INTERVIEWEES HIGHLIGHTED A NEED FOR INSTITUTIONAL LEADERS TO AUTHENTICALLY ENGAGE AND RESPOND TO THE COMMUNITY

In P-16 efforts, there is a need for system leaders to **learn from the community** and **take action** based on **community voice**.

“Parents and communities that we would consider high poverty communities, they want their kids to succeed. They want their kids to be successful. The problem is, **institutional leaders don't listen** to them the same way they listen to us. That's the first condition, is that institutional leaders behave in a way where that **voice of community is being heard, acknowledged and responded to.**” –*National P-16 expert*

**Authentically** adopting a community inclusion model and partnering with community residents requires **commitment** on the part of leaders.

“In the equity piece—community engagement and community organizing—there is a quick, easy, shallow way to do the work (e.g., check box, surveys, representatives on committees). But to really engage community partners as peers and give them real authority is not intuitive, it is a **learned skill**. The same thing is required...to learn what the ecosystem looks like. Help residents develop an asset inventory—what are all of the things this community is doing for kids—how can we **mobilize and connect those assets to institutional efforts?**” –*National P-16 expert*



# EXEMPLARY P-16 EFFORTS USE DISAGGREGATED DATA TO SURFACE INEQUITIES

- The use and analysis of disaggregated data is also vital in **identifying inequities**, **building consensus** around the issue and **targeting resources** to better support the students who need it most.
- For this approach to be effective, systems need to create a data infrastructure that links different types of data from key partners.

## FOUR MAIN TYPES OF DATA



Resource data\*



Demographic data



Academic & discipline data



Whole-child data

*\*Interviewees noted that many districts do not have the ability to disaggregate resource data, including course-taking and teacher time. This represents a gap that P-16 communities could work to address.*

## THRIVING TOGETHER

Thriving Together is a “cradle-to-career” collective impact initiative in Phoenix that recently worked to explicitly **dissect racial and ethnic inequities**.

### APPROACH

Though some stakeholders and partners were initially reluctant, the initiative recognized the need to focus on disparities in outcomes. Thriving Together **navigated through discomfort**, developed a **common language** and dissected disaggregated data to **build consensus** around the issue.

### ACTION

In so doing, it identified a key gap: though graduation rates for Latino students were high, they were finishing high school **underprepared for college**. Informed by this new insight, the initiative’s action teams are now prioritizing efforts on developing **tailored supports** to meet the needs of underserved students.



# EXEMPLARY P-16 EFFORTS ENGAGE ALL STAKEHOLDERS IN DISSECTING ROOT CAUSES OF INEQUITIES

Research shows that it is **not enough** to adopt a focus on equity, move to a community inclusion model and analyze disaggregated data, but that all partners in the P-16 initiative must also **commit to investigating** and **dismantling** the **root causes** of inequities.

FOCUS ON  
EQUITY

COMMUNITY  
INCLUSION

DISAGGREGATED  
DATA



ROOT CAUSE  
ANALYSIS

From here, partners in the initiative—including government officials, advocacy organizations and school board members—play a critical role in **advocating for policy change**.

Interviewees noted that **funders** must also be willing to tackle issues of race and class and reflect on their role in maintaining an inequitable system.

“Most philanthropies don't walk the talk of listening and learning; they just want to push their agenda. They are the least diverse enterprise in our society”  
—*Local P-16 leader*

“If [funders] are not going to take on these tough issues of race and class and all these other things, don't put all this pressure on a non-profit to solve the problems of the world, when you're not committed to joining in the fight.”  
—*National P-16 expert*

## 6 COLLECTING, ANALYZING AND USING **DATA** TO MEASURE SUCCESS





# P-16 SUCCESS MEASURES VARY DEPENDING ON THE LENGTH, SCOPE AND SECTORS ENGAGED IN THE PARTNERSHIP

*In reviewing relevant research on P-16 metrics and interviewing both local P-16 leaders and national P-16 experts, Education First identified the indicators most commonly used in P-16 communities.*

Most P-16 efforts measure success at least in part by **key student outcomes and systemic progress markers** along the education continuum, typically including:



- Kindergarten readiness
- 3rd grade reading
- 4th or 8th grade math
- 9th or 10th grade on-track
- 4- and 5-year high school completion or graduation rates
- College going rates
- Number of students in post-secondary developmental education
- Post-secondary credit attainment
- Rates of certificates, credentials and diplomas
- Student debt rates

Efforts that expand down below pre-K to the “**birth**” or “**pre-natal**” levels **promote an aligned early learning system**. Success here also includes early health indicators such as:



- Birth weight
- Developmental milestones at age 3
- Identification of students for early childhood special education

**P-20 initiatives often add additional outcome measures** related to workforce and economic development, including:



- Employment 6 months after graduation
- Employment in high wage/high demand fields
- Average wages X years after graduation



# TO CAPTURE THESE METRICS, P-16 INITIATIVES MUST COLLECT LONGITUDINAL, ACTIONABLE, DISAGGREGATED DATA FROM MULTIPLE SOURCES

## LONGITUDINAL

The data are maintained in a single system, **spanning K-12 through postsecondary** and following students throughout their **trajectory of learning**.

Though most states have longitudinal data systems, they vary in scope, maturity and user-friendliness; thus, **coordinated efforts** within P-16 efforts are often required.

## ACTIONABLE

Data are maintained and used at a **granular level** to allow for actionable use throughout the P-16 community.

To enhance the effectiveness of data use, there is an emphasis on access to **timely** data, which all partners strive to meet.

## DISAGGREGATED

As highlighted in the equity findings, the data system must allow for **disaggregation by student subgroup**, including racial/ethnic and socioeconomic categories and disability and ELP status. The need for disaggregation pertains to all data sources: **academic, discipline, resource** and **whole child** data.

## MULTIPLE SOURCES

Exemplary P-16 communities look **beyond academics** to focus on data from community-based organizations, nonprofits and social support and health providers.

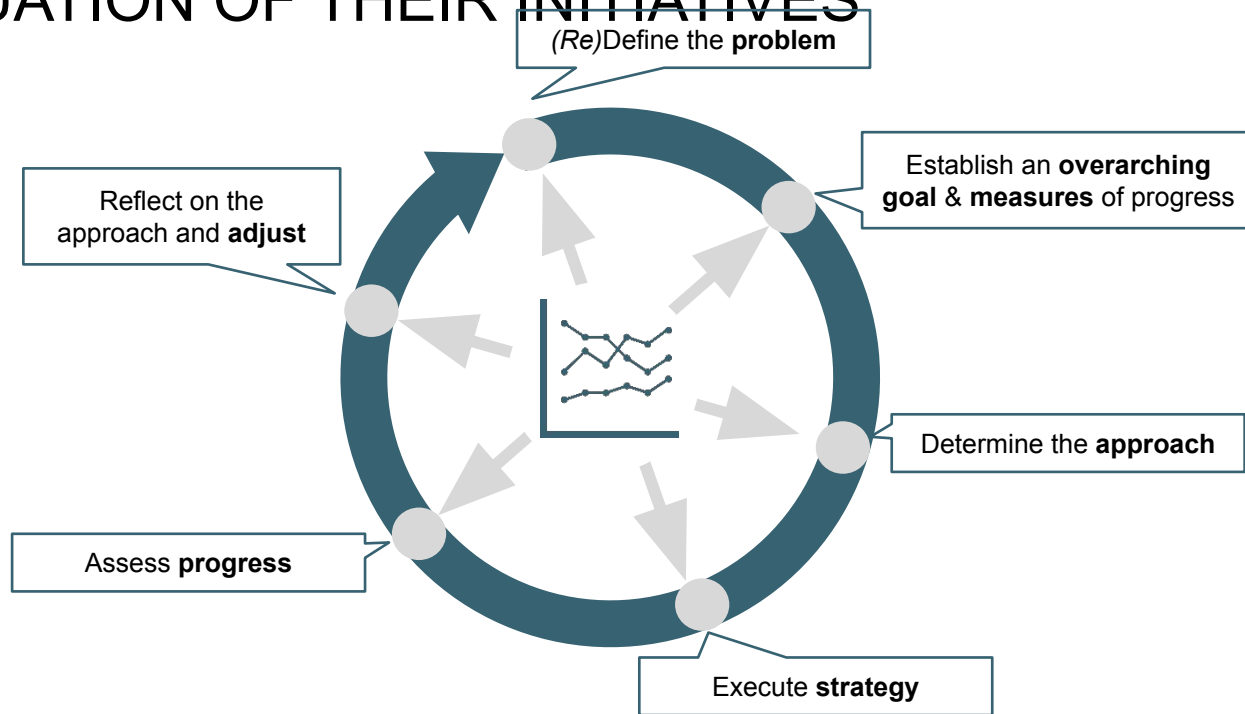
Research shows that data sharing across sectors and institutions is on a **continuum** and typically **needs improvement**.





# SITE VISIT COMMUNITIES RELY HEAVILY ON SHARED DATA TO SUPPORT THE DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF THEIR INITIATIVES

Local P-16 leaders and stakeholders spoke about the **role of data in driving the work** of the initiative from the beginning.





# SITE VISIT COMMUNITIES SHARED THAT GETTING TIMELY DATA AND BUILDING SKILLS FOR USING DATA WELL ARE KEY CHALLENGES

Interviewees and site visit participants noted that there is **often an abundance of student data** and that sharing and accessing that data is relatively easy.



However, in order for community partners to make full use of the data in informing each of the steps on the previous slide, two conditions are critical...



## Data must be **timely**

Partners in P-16 initiatives identified a need for real-time data that can provide **immediate information** on how students are progressing. Having timely data, in turn, ensures that communities can better target resources and focus where it's most needed.

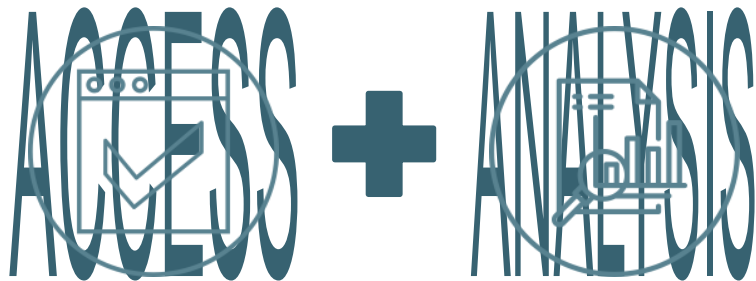
## All stakeholders need to know how to **effectively use** data

Knowledge on how to analyze and use the data needs to be **widespread**, not just limited to a select few partners. Backbone organizations can help train stakeholders. They can also help make the data user-friendly and actionable.

“There’s no statisticians on our staff. It’s not about data crunching. The data is there. But our job is data translation. We would rather work at the school community level—[they’re] data rich, but data intelligence poor.” —*Backbone staff*



# ...WHILE INTERVIEWEES STRESSED THE NEED FOR EXPERT ANALYSIS OF THE DATA TO GENERATE INSIGHTS



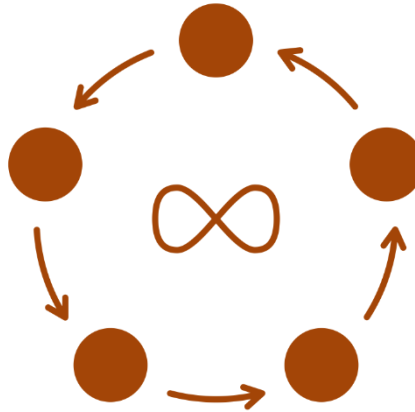
- For the P-16 initiative to hold stakeholders accountable, understand progress, drive changes in practices, illustrate scope and influence policy, there needs to be **sophisticated, statistical analysis of the data**. In other words, it's not enough to make longitudinal, disaggregated data accessible—stakeholders must also know how to effectively make use of the data.
- This **analysis requires knowledge** in understanding how to conduct analyses that disaggregate the data on multiple levels—a responsibility that often lies with the backbone organization. The analysis, in turn, can be used to **support efforts of continuous improvement**.

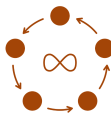
“The data is not just used to admire the problem, but used to actually **understand the impact of services and improve them over time** and make decisions about resource allocation, which would be the fore-theory of having public and private investors using data.” —Funder

“You need to build some analysis around the idea of interventions so you can say **this is or isn't working because of X.**” —National P-16 expert

“It's understanding through comprehensive data analysis of student outcomes and then being able to do **analysis to understand where inflection points of support are necessary** in order to keep students on track to their education goals beyond HS.” —Funder

## 7 SUSTAINING P-16 EFFORTS





# THE RESEARCH SURFACED SEVERAL CHALLENGES AND CONSIDERATIONS ACROSS THE 9 PRIORITY AREAS



## Defining P-16 work

### STAYING FOCUSED & GAINING CONSENSUS

- In gaining consensus on the **overarching vision**, P-16 initiatives can become hindered by an overly broad or ambitious reform agenda. To prevent this, stakeholders need to **maintain discipline and focus**.
- If well led, the backbone organization or entity can play a **central role** in this process.

“Another challenge is the vastness of it and **where to focus and when**. We just did a review of Student Success 2025, and the issues we’re talking about are the same we were talking about 10 years ago. Nobody addressed them because the right people haven’t been in place, or there’s no crisis to force action.” –Funder

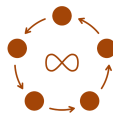


## Including and engaging key diverse stakeholders

### STAKEHOLDER ISSUES

Based on the research, various **issues with stakeholder engagement and involvement** were cited as some of the top reasons P-16 community efforts haven’t been as successful or have flat-out failed:

- Lack of commitment to long-term involvement
- Leadership changes
- Community members’ perspectives not valued
- Lack of involvement of key stakeholders across sectors
- Over-reliance on individuals
- Fragmented structures and turf issues
- Lack of community involvement
- Difficulty managing and supporting networks of collaborators



# CHALLENGES AND CONSIDERATIONS (CONT'D)



## Coordinating P-16 efforts (backbone organizations)

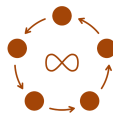
### COMMON MISPERCEPTIONS OF BACKBONE ORGS

The **role and functions** of backbone organizations can often be **misunderstood**, particularly in early stages. The most common misperceptions are:

- The backbone organization **sets the agenda** for the group
- The backbone organization **drives the solutions**
- The backbone organization **receives all the funding**
- The role of the backbone **can be self appointed** rather than selected by the community
- The **role of the backbone isn't fundamentally different from "business as usual"** in terms of staffing, time, and resources

### CEDING POWER AND LEADING FROM BEHIND

Based on recent **equity-focused research**, involved P-16 stakeholders should be careful to construct the core of collaborative efforts based on "equity and justice that provide basic facilitating structures and **build member ownership and leadership**," in order to help keep backbone organization's role **minimal** so that it does not become the power center of the initiative.



# CHALLENGES AND CONSIDERATIONS (CONT'D)



## Prioritizing issues of equity

### SUPERFICIAL APPROACH TO EQUITY

There are several challenges that P-16 communities have to contend with in bringing equity to the forefront. The **underlying tension** for many is that it

requires an internal process of reflection and investigation that can be uncomfortable and unfamiliar.

As a result, P-16 initiatives often adopt a **surface-level focus** on equity that does nothing to generate meaningful change in dismantling inequities.

“Sometimes in visiting a community it can **look** like you have a diverse or representative table but, in fact, only the **gatekeepers are at the table** (formal and informal).”  
—National P-16 expert



Collecting, analyzing and using **data** to measure success

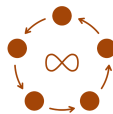
### BARRIERS TO DATA ACCESS

Data sharing, particularly among partners in different sectors, can face regulatory barriers with student privacy. And, in other cases where the ability to build integrated data systems exists, there may be political barriers.

### DETERMINING ACTION STEPS

Though the data can often illuminate disparities in outcomes, it can't identify **how to address disparities**. That is the work of the partners in the P-16 initiative.

“You put out data that says, low-income Hispanic youth aren't making progress we hoped. That **creates pressure to change things**. But I don't think we know whether that's because they aren't getting good enough instruction in ES before they go to MS. Or is it because they're attending schools with fewer courses they can take. **You need people to say let's come up with hypotheses** and we'll test what the leverage points are.” —National P-16 expert



# ADDITIONALLY, SITE VISIT COMMUNITIES EMPHASIZED THE STRUGGLE TO MAINTAIN MOMENTUM AND FUNDING, GIVEN THE LONG-TIME HORIZON OF THEIR WORK



## LONG-TERM WORK

### CHALLENGES

The P-16 communities recognize this work addresses systemic, deeply rooted issues, and that it's a **multi-generational task**. Maintaining momentum and support when progress is slow can be challenging.

“People forget that **collective impact takes time**. The first couple of years are about getting people around the table...and agreeing on a common set of goals. To have this depth of buy-in and everyone rowing in the same direction takes time.”  
—Backbone staff

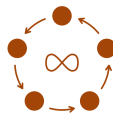


## STABLE FUNDING

Given the long-time horizon, communities also struggle to maintain **consistent, sufficient funding** as philanthropy shifts priorities or seeks to demonstrate impact within a short window of time.

“So often funding strategies are over a 3-year period rather than a 20-year period. Unless you challenge people to say how they will stay for the long term. And now they're leaving and what difference did it make?”  
—Philanthropic leader





# RESEARCH ALSO HIGHLIGHTED KEY LESSONS FROM P-16 COMMUNITIES THAT HAVE STALLED OR FAILED

## P-20 initiatives need...

...to be resilient to leadership change and have a clear vision & action plan...

"We haven't made as much progress on EC and K12 because of **constantly changing leadership** and everyone not knowing, are we still shooting for the same thing and what's going on here...the P20 council doesn't do much. **Sustained leadership isn't there**. The Chair **doesn't have a clear vision and action plan**. The right people haven't been at the table to break things off into pieces and go get things done...No one is tasking them to do anything, the governor hasn't charged them with anything, no one is expecting them to say 'do so and so,' it becomes an **information sharing meeting** because they have to fill the time."

—Funder

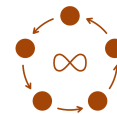
...as well as champions committed to changing the system...

"There were all sorts of things happening with after school, wellness, health, psychologists, social workers, vision, medical and tons of other resources the city could bring to bear, but the district also had a department for each of those things and job positions that were linked to those things...We **didn't have success with breaking down the silos along job lines**. It's easy to figure out where the overlap exists and improve coordination but it **requires extraordinary leadership** from all parties to get each player to give up pieces of what they're doing and align it really well. That **leadership was lacking** in this case."

—National P-16 expert

...and be led by people who are from the community.

"One of the things I think that hurt the [funder] in the work is they...set up a new institution [and] **hired the outsiders to run it**. And they cut the deal at the level with the mayor and the governor. So it **alienated so many people right off the bat**—even with the best intent, and even with the mayor at the table. It was pretty much designed for failure." —Funder



# THE COMMON CHALLENGES AND LESSONS INFORM 12 KEYS TO SUSTAINING SUCCESSFUL P-16 INITIATIVES

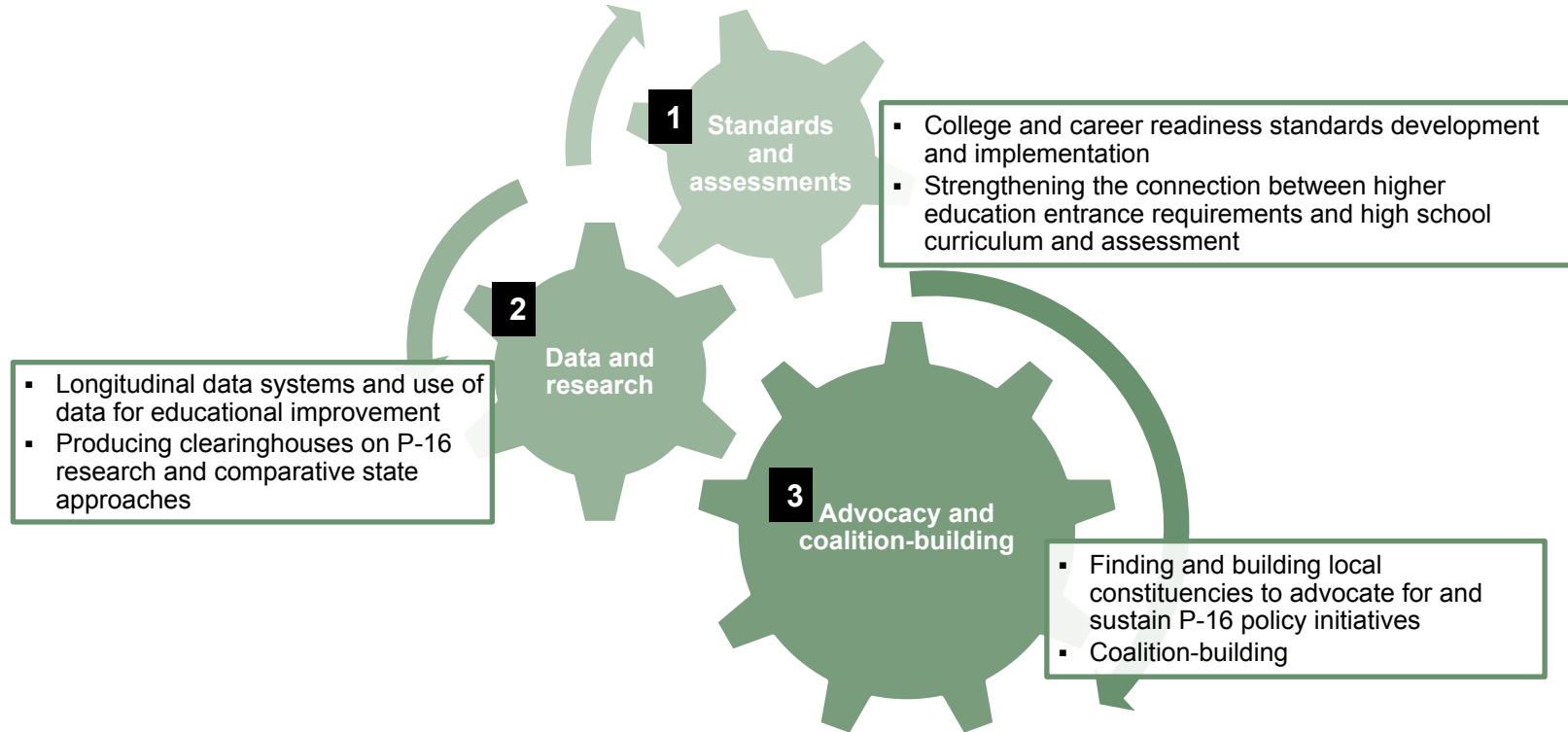


## 8 FOCUSING FUNDER EFFORTS AND INVESTMENTS





# NATIONAL AND LOCAL FUNDERS HAVE INVESTED IN THREE BROAD AREAS TO SUPPORT P-16 WORK





# FSG AND THE ASPEN INSTITUTE FORUM FOR COMMUNITY SOLUTIONS IDENTIFIED EVOLVING FUNDER ROLES IN SUPPORTING BACKBONE ORGANIZATIONS



## Early stage

Fund data collection and research to make the case for collaboration.

Encourage grantees and stakeholders to collaborate  
Encourage other funders to join the effort/align with other funders

Use convening power to draw key stakeholders to the table

Broker relationships to create open lines of communication between stakeholders

Participate in a steering committee



## Middle stage

Fund backbone organization

Fund shared measurement systems

Fund trainings to increase stakeholder expertise in key collective impact skills

Fund research on evidence-based practices

Encourage grantees and other stakeholders to align evaluation to shared measures

Convene community stakeholders

Participate in a working group or steering committee



## Mature

Align funding with the common goals/measures of the effort

Continue to fund backbone infrastructure and shared measurement systems

Fund discrete initiatives identified through the effort

Provide content expertise

Continue to encourage grantees and other stakeholders to align evaluation to shared measures

Align/coordinate strategy with other funders

Participate in working groups or steering committee



# INTERVIEWEES HIGHLIGHTED SEVERAL “PRODUCTIVE” ROLES FOR FUNDERS





# ...AS WELL AS LESS PRODUCTIVE ROLES FOR FUNDERS TO SUPPORT COLLABORATIVE P-16 EFFORTS

**Being too prescriptive with programming and initiatives** that don't allow for innovative or adapting to context

**Funding specific slices of work** with certain boundaries

**Not investing enough in data** to inform local and state policy

**Putting "pressure on a non-profit** to solve the problems of the world"

**Being afraid to be disruptive**

**Changing direction/not being a long-term support** ("often one person leaves a foundation and a strategy blows up")

**Being perceived to be affiliated with a political process**

**Coming in and thinking you know better** than people in the system

**Creating your own network improvement group** instead of collaborating with your peers

- Mentioned by multiple stakeholder groups
- National P-16 experts, researchers
- Local P-16 leaders
- Funders

## 9 IDENTIFYING SUCCESSFUL P-16 EFFORTS







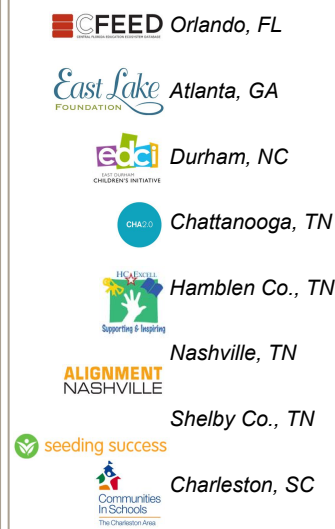
# ED FIRST'S REVIEW OF LITERATURE AND EXPERT INTERVIEWS HIGHLIGHTED SEVERAL NOTABLE P-16 COMMUNITIES ACROSS THE COUNTRY



## SOUTHWEST



## SOUTHEAST



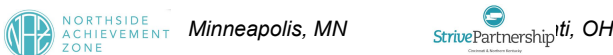
## NORTHEAST



## WEST



## MIDWEST



Source(s): Education Northwest (2014); Grossman and Lombard (2015); Henig et al. (2015); Jolin et al. (2012); Kania and Kramer (2015); Rochford et al (2007); Education First interviews (2018).



# ALL OF WHICH ARE ADOPTING PROMISING PRACTICES LIKE THE ILLUSTRATIVE EXAMPLES BELOW



## ***Tampa, FL***

The Central Florida Education Ecosystem Database supports a collaborative P-16 partnership through comprehensive data analyses of student outcomes to understand where inflection points of support are necessary to keep students on track to reach their postsecondary goals.



## ***Bend, OR***

Though located in a non-urban setting with fewer corporate resources, Better Together has achieved broad engagement by focusing on relationships to combat initiative fatigue, which can be especially prevalent in smaller communities where partners can easily become over-committed.



## ***Cincinnati, OH***

StrivePartnership and the United Way partnered with 12 funders to secure a \$2 million matching grant. To deepen engagement with funders and establish true partnerships, funders were asked to participate in an oversight committee, which helped identify where to direct funds.



## ***Philadelphia, PA***

The staff of the Philadelphia Youth Network, which serves as the backbone organization for Project U-Turn, has been extremely successful in bringing partners onboard: this is evident in the city's large gains in high school graduation rates and other metrics along the P-16 continuum.



## ***Charleston, SC***

Communities in Schools (CIS) of Charleston worked with partners to create Second Step, an early childhood education curriculum that connects to the state's K-12 reading proficiency regulations. The aligned curriculum has been successfully implemented in city-based programs.



## ***Hamblen County, TN***

Initiated by support from the state's P-16 council to local and regional councils, HC\*Excell has persisted as the statewide council has become less active. This is due in large part to the shared leadership of the initiative and the effective messaging of "healthy schools – a healthy economy."



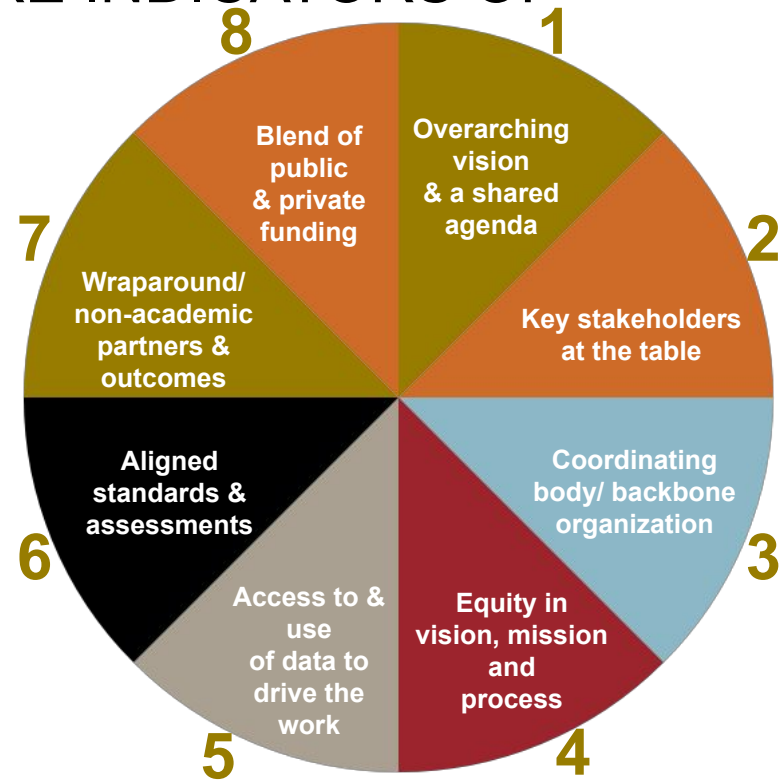
# INFORMED BY THESE SITES AND THE RESEARCH, ED FIRST IDENTIFIED A SET OF CORE INDICATORS OF SUCCESSFUL P-16 EFFORTS

## PROCESS

- In reviewing the literature, hearing from P-16 experts and practitioners and visiting with stakeholders in five communities, **certain components of P-16 communities rose to the top as most vital** in the success of a community.
- Ed First identified a set of eight core indicators based on the research for this scan.

## PURPOSE

- The identified indicators represent the input and knowledge from the field, which are highlighted on the next two slides.
- These indicators will inform the P-16 framework/ criteria for evaluating P-16 communities for investment outlined in the next section of the deck.





# OVERVIEW OF INDICATORS

1

## Overarching vision & a shared agenda

A guiding TOA, vision or goal for the effort that is specific and measurable and serves as the **north star against which the P-16 community tracks progress**. Institutions and organizations throughout the continuum have a shared responsibility in achieving this vision.

2

## Key stakeholders at the table

To **ensure impact and sustainability** of P-16 initiatives, key stakeholder groups must be involved/at the table from the beginning, including champions, cross-sector leaders and community members.

3

## Coordinating body/ backbone organization

Having an entity serve as the coordinating body for this work ensures that there is the necessary **capacity and level of attention** — to convene stakeholders, ensure communication across partners/stakeholders, determine a common agenda, facilitate data-sharing, monitor progress, etc.— required to make gains in P-16. Most often this is a central backbone organization.

4

## Equity in vision, mission and process

The P-16 initiative focuses on **students** historically and currently **underserved by the system**. This feeds into how they approach the work **internally** in their process, systems, structures and partners, and **externally** in the initiatives and programs they develop and support.



# OVERVIEW OF INDICATORS (CONT'D)

5

**Access to & use of data to drive the work**

There is access to data from a **longitudinal system** that spans the P-16 continuum and **allows for disaggregation** across racial/ethnic and socioeconomic data points. Metrics for success track progress against the overarching vision, with a particular focus on transitions.

6

**Aligned standards & assessments**

From PreK (e.g., kindergarten readiness) through post-secondary (e.g., college readiness), there is an effort to clearly link standards and assessments so that they build on one another and help **set students up for success**.

7

**Wraparound/non-academic partners & outcomes**

Partners, programs and metrics **address wraparound supports** (including health, child care/after-school activities, and social-emotional well-being) and **attend to and integrate horizontal and vertical supports** for student success.

8

**Blend of public & private funding**

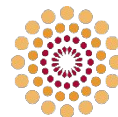
The P-16 initiative has a diverse set of funders, including national foundations, local funders, corporations, state and local public funding and others, who **support the initiative's infrastructure** and ensure that the P-16 initiative has the **necessary resources** to accomplish its overarching vision.

Education First's research identified **four additional indicators** that may be present in exemplary P-16 communities, but may not be an indicator of success: (1) highly effective and diverse educator workforce; (2) positive & culturally responsive learning environments and support; (3) membership to a national network; and (4) housing or "owning" the longitudinal data system.



# DRAFT P-16 FRAMEWORK/CRITERIA AND KEY CONSIDERATIONS

# INFORMED BY RESEARCH FOR THIS SCAN, ED FIRST IS NOW FOCUSED ON IDENTIFYING CRITERIA FOR SUCCESSFUL P-16 COMMUNITIES TO GUIDE THE NEXT PHASE OF WORK



education**first**

## P-16 Community Investment Team's Goals

1. **Define “good”** by increasing U.S. program and external experts’ understanding of what exemplary P-16 work looks like
2. **Determine how the foundation can best impact the P-16 field** by developing strategies to improve implementation and outcomes of existing, effective P-16 systems in some of the foundation’s focus states
3. **Evolve our approach** implementing best practices to begin strengthening strategies’ roles as interdependent pieces of our cross-functional U.S. Program



## Education First’s Work

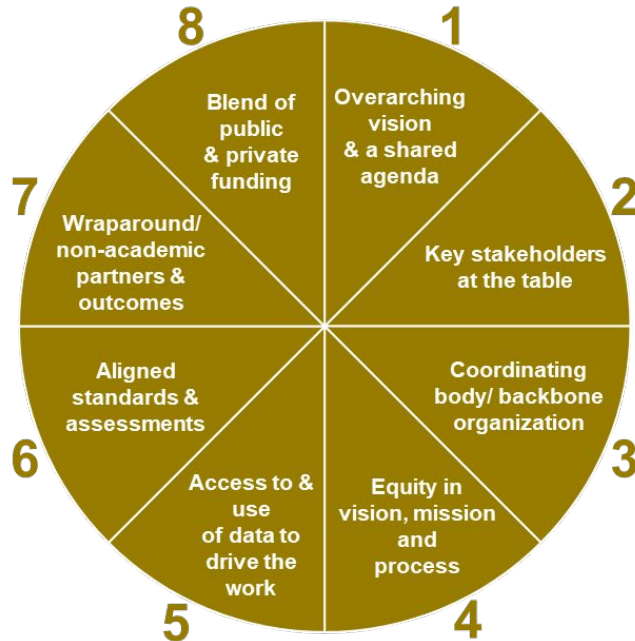
1. Identify criteria that define exemplary P-16 work in communities
2. Document places where P-16 work meets these criteria
3. Connect criteria with the foundation’s internal grantmaking catalogue
4. Provide counsel regarding creation of a new P-16 steering committee
5. Elevate and prioritize equity as a key consideration
6. Grow the foundation’s understanding of P-16 and learn alongside the field

# ED FIRST IDENTIFIED A SET OF CORE INDICATORS OF SUCCESSFUL P-16 EFFORTS FROM THE RESEARCH, AND SOLICITED THE P-16 TEAM'S FEEDBACK ON PRIORITIES

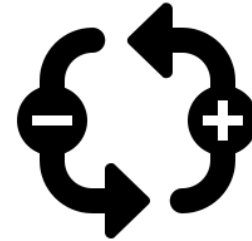
1

## CORE SET OF INDICATORS OF SUCCESSFUL P-16 EFFORTS

In reviewing the literature, hearing from P-16 experts and practitioners, local P-16 leaders and stakeholders, certain **components of P-16 communities rose to the top as most vital** in the success of a community.



2



Ed First facilitated a meeting with the P-16 team on June 25 to collect Program Officers' feedback on their priority criteria for investing in P-16 communities.



# ED FIRST DEVELOPED A DRAFT P-16 FRAMEWORK/ CRITERIA INFORMED BY THE CORE INDICATORS AND THE P-16 TEAM'S PRIORITIES...

3

## DRAFT P-16 FRAMEWORK/ CRITERIA

The draft P-16 framework/criteria will help guide Ed First's research and initial due diligence efforts and inform the firm's recommendations for round 2 site visits.

1. Focus along the whole education continuum (i.e., early childhood education + K-12 + higher education)

2. Gates target population of students (i.e., Black students, Latino students, low-income students)

3. Student education data and outcomes (i.e., official set of USP priority P-16 measures)

4. Overarching vision and a shared agenda

5. Key stakeholders at the table

6. Coordinating body/backbone organization

7. Equity in vision, mission and process

8. Access to and use of data to drive the work

9. Aligned standards and assessments

10. Wraparound/non-academic partners and outcomes

11. Blend of public and private funding

# ED FIRST REFINED THE DRAFT FRAMEWORK\* TO ORGANIZE THE 11 INDICATORS INTO 3 CATEGORIES THAT REFLECT THE P-16 TEAM'S STATED PRIORITIES

4

## SCREENER

Indicators that should be reviewed first to see if a community meets "minimum" criteria for P-16 community investments



1. Focus along the whole education continuum (i.e., early childhood education + K-12 + higher education)



2. Gates target population of students (i.e., Black students, Latino students, low-income students)



3. Student education data and outcomes (i.e. official set of USP priority P-16 measures)

## HIGH-PRIORITY

Indicators ranked highest by the P-16 team during the June 25 meeting, reflecting the team's priorities in selecting a community



4. Overarching vision and a shared agenda



5. Key stakeholders at the table



6. Coordinating body/backbone organization



7. Equity in vision, mission and process



8. Access to and use of data to drive the work

## OTHER

Indicators that are important but not as critical for the purposes of selecting sites to review and invest in



9. Aligned standards and assessments



10. Wraparound/non-academic partners and outcomes



11. Blend of public and private funding

\*This draft framework will be refined with input from the P-16 team

# EACH INDICATOR INCLUDES A SET OF DRAFT LOOK-FORS\*

## SCREENER



1. **Focus along the whole education continuum** (i.e., early childhood education + K-12 + higher education)

- **The initiative focuses on early childhood education (e.g., has goals, strategies, programming targeting this area)**
- **The initiative focuses on each level of K-12 (e.g., elementary) or supports students during key transition points (at a minimum):**
  - Early childhood education (Pre-school or Pre-K) → Elementary school
  - Elementary school → Middle school
  - Middle school → High school
  - High school → Postsecondary
- **The initiative focuses on postsecondary**

\*See next several slides for the draft look-fors associated with each indicator.

# INDICATORS OF SUCCESS: *SCREENER CRITERIA*



**1. Focus along the whole education continuum** (i.e., early childhood education + K-12 + higher education)



**2. Gates target population of students** (i.e., Black students, Latino students, low-income students)

## LOOK-FORS (suggested high-priority look-fors are **bolded**)

- **The initiative focuses on early childhood education (e.g., has goals, strategies, programming targeting this area)**
- **The initiative focuses on each level of K-12 (e.g., elementary) or supporting students during key transition points (at a minimum):**
  - Early childhood education (Pre-school or Pre-K) → Elementary school
  - Elementary school → Middle school
  - Middle school → High school
  - High school → Postsecondary
- **The initiative focuses on postsecondary**
- **The initiative has and serves a significant number of target population of students (ideally at least 50% of student population combined):**
  - Black students
  - Latino students
  - Low-income students
- **The community includes a minimum of students (TBD)**

# INDICATORS OF SUCCESS: *SCREENER CRITERIA*

## (*CONT'D*)



3. Student education data and outcomes (i.e. official set of USP priority P-16 measures)

### LOOK-FORS (suggested high-priority look-fors are **bolded**)

- **The initiative collects and tracks data related to at least 5 of USP's P-16 priority measures:**
  - Participation in Pre-K at age 4 (% of 4-year-old children who are enrolled in state Pre-K or Head Start programs)
  - 3rd grade reading (% of 3rd graders who met state reading standard)
  - 6th – 8th grade attendance (% of students with >90% attendance)
  - 6th – 8th grade math (% of students meeting 8th grade standardized math benchmark HS)
  - 6th – 8th grade ELA (% of students meeting 8th grade standardized ELA benchmark)
  - College ready composite (% of 10th or 11th grade students with 1+ advanced course (IB, AP, Dual Enrollment) + a GPA of  $\geq 2.5$ )
  - On-time HS graduation (% of 9th grade cohort who graduate HS in 4 years)
  - Postsecondary enrollment (% of HS graduating class who enrolled immediately after graduation in a credentialing postsecondary institution)
  - Postsecondary success rate (% of students in a cohort who either graduate with the credential sought at the initial institution or transfer to a longer program (up to 200% of program length) at the initial or subsequent institution(s))
- **Students have made progress on key priority measures**
- **Data is disaggregated by race/ethnicity and income**

# INDICATORS OF SUCCESS: *HIGH-PRIORITY CRITERIA*



## 4. Overarching vision and a shared agenda

### LOOK-FORS (suggested high-priority look-fors are **bolded**)

- There is an overarching vision and corresponding set of goals that are mutually agreed-upon by all partners
- **Organizations and institutions have aligned their goals, structures and activities to the overarching vision**
- The goals were developed with/by members of the community who are most impacted by the P-16 initiative
- Community members are involved in key partnership activities and intentionally work to implement a combination of universal and targeted strategies, track results and make adaptations



## 5. Key stakeholders at the table

- **The initiative includes at least one formal centralized decision making/governance body**
- **There are key champions for the initiative, including the mayor, local K-12 superintendent, local higher education leader and a community leader (at a minimum)**
- **Key stakeholders are at the decision-making table:**
  - **Leaders from core education systems** (e.g., early childhood education, K-12, higher education)
  - **Local policymakers** (e.g., mayors, county executives, city councilors)
  - **Leaders from various government departments** (e.g., labor/workforce development; health and human services; housing)
  - **Leaders from community-based organizations** (e.g., faith leaders, nonprofit heads)
  - **Business leaders**
  - **Local funders**
  - **Leaders of color**
  - Leaders from culturally responsive organizations
- Leadership of the initiative reflects the communities they serve

# INDICATORS OF SUCCESS: *HIGH-PRIORITY CRITERIA*

## (CONT'D)



### 5. Key **stakeholders** at the table

#### LOOK-FORS (suggested high-priority look-fors are **bolded**)

- The initiative includes “meaningful and regularized” public and private cross-sector collaboration (e.g., regular meeting scheduled is established, representatives from K-12, higher education and business community collaborate)
  - **Key stakeholders/leaders show up and participate regularly**
  - **Participating organizations contribute resources (staff time, funding, knowledge, introductions, etc.) to further the success of the overall initiative**
  - **Multiple partners speak regularly about trust, shared accountability and collaboration being core values of the initiative**
- 
- **The backbone organization(s) perform key functions in at least 3 of the categories listed below:**
    - Guide vision and strategy
    - Support alignment activities
    - Establish shared measurement practice
    - Build public will
    - Advance policy
    - Mobilize funding
  - The backbone organization is considered to be a nonpartisan convener
  - **The backbone organization(s) has dedicated staff**
  - Backbone staff is representative of the local community served
  - **The backbone organization works collaboratively with the local community and with community organizations, education systems and institutions**



### 6. Coordinating body/backbone organization

# INDICATORS OF SUCCESS: *HIGH-PRIORITY CRITERIA*

## (CONT'D)



7. **Equity** in vision, mission and process



8. Access to and use of **data** to drive the work

### LOOK-FORS (suggested high-priority look-fors are **bolded**)

- The initiative has an equity statement or goal
- **The community uses disaggregated data to understand inequities and make decisions on strategies/priorities**
  - The initiative incorporates community voice and participation
  - **Members of the community have decision-making power**
  - The priorities and major programs of the initiative were chosen to address specific inequities and reflect an understanding of root causes of inequity in the community
  - The initiative promotes and supports positive and culturally responsive learning environments and supports
- **There is a commitment among partners in the initiative to share data and results with each other (e.g., data-sharing agreement)**
- **Key stakeholders have access to longitudinal student data, spanning K-16**
- **Data are disaggregated by subgroups on several dimensions: race/ethnicity, language proficiency status, disability status, income, gender**
  - Data come from multiple sources, including from outside of the education system
  - **Data are timely and actionable**
- **There is dedicated expertise to conduct data analysis and/or guide community members and leaders in using data for decision making**
- **The backbone entity facilitates conversations around data with partners that span the P-16 continuum**
- **Data used for continuous improvement are accessed on a regular basis by partners who need to take action to improve outcomes**
- Partners demonstrate a 'culture of data use' by using data for organizational improvement
- The community tracks and publicizes progress against the overarching goal through measurable success outcomes



# INDICATORS OF SUCCESS: *OTHER CRITERIA (CONT'D)*

## LOOK-FORS (suggested high-priority look-fors are **bolded**)

### 9. Aligned **standards and assessments**

- The community's early learning guidelines are aligned to the state's elementary grade standards to ensure quality and consistency across the early learning continuum
- There are shared expectations for the early college years between community college and four-year institutions
- State high school standards and assessments are aligned to college and career ready expectations
- There are opportunities for all students to access and participate in dual credit or early-college high school programs
- High school assessments can serve as college placement exams
- **Faculty collaborate across transition points to align standards and assessments and build shared understanding of student expectations and skills needed for success across systems**

### 10. **Wraparound/non-academic partners and outcomes**

- The initiative includes supporting components of a whole child approach (examples included below):
  - Health education
  - Physical education and physical activity
  - Nutrition environment and services
  - Health services
  - Counseling, psychological and social services
  - Social and emotional learning and climate
  - Physical environment
  - Family engagement
  - Community involvement
- **The initiative works to integrate horizontal and vertical supports for students**
- Community partners and providers are actively and genuinely engaged

# INDICATORS OF SUCCESS: *OTHER CRITERIA*

## (*CONT'D*)

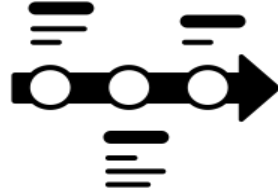


### 11. Blend of public and private funding

#### LOOK-FORS (suggested high-priority look-fors are **bolded**)

- The initiative is financially supported by public funding (local, state and/or federal)
- Public agencies contribute meaningful resources, include staff time/leadership, community outreach and/or funding
- The community has secured private funding locally (from local foundations, community members or community organizations/employers)
- **There is a strategic and/or sustainability plan in place**
- There is funding to support pre-K for target populations at a minimum
- The community regularly evaluates the adequacy of funding across schools, districts and student populations to meet the needs of increasingly diverse student bodies

■ AS THE P-16 COMMUNITY INVESTMENT TEAM MOVES CLOSER TO MAKING DECISIONS ABOUT INVESTMENTS, IT WILL NEED TO CONSIDER EXPECTATIONS GIVEN THE TIMEFRAME...



Given the foundation's P-16 initiative is a three-year investment in P-16 communities, it will be important to:

- Prioritize communities where the team has **strong existing relationships**
- Have **realistic expectations about what can be accomplished during this relatively limited timeframe** given that P-16 work is considered “multi-generational work”
  - Expect more **progress on process-based outcomes** than on student outcomes
- Consider **making longer-term investments** if the team seeks a more comprehensive and collaborative grantmaking approach

# ...AND THE TEAM WILL NEED TO BE THOUGHTFUL ABOUT THE TYPES OF INVESTMENTS IT MAKES TO SUPPORT P-16 COMMUNITIES



- Reflect on interviewees' advice about the **productive roles of funders** in supporting P-16 work (see list to the right for reference)
- Balance the **foundation and P-16 team's priorities with local communities' needs and priorities**

## TOP PRODUCTIVE FUNDER ROLES

- Invest in the capacity and capability-building needed to develop strong infrastructure
- Bring in/connect the community with national experts
- Fund policy and advocacy efforts
- Piggyback on existing work with the local foundations, supplementing not supplanting
- Tap strong, local community partners when you engage in this work

## OTHER PRODUCTIVE FUNDER ROLES

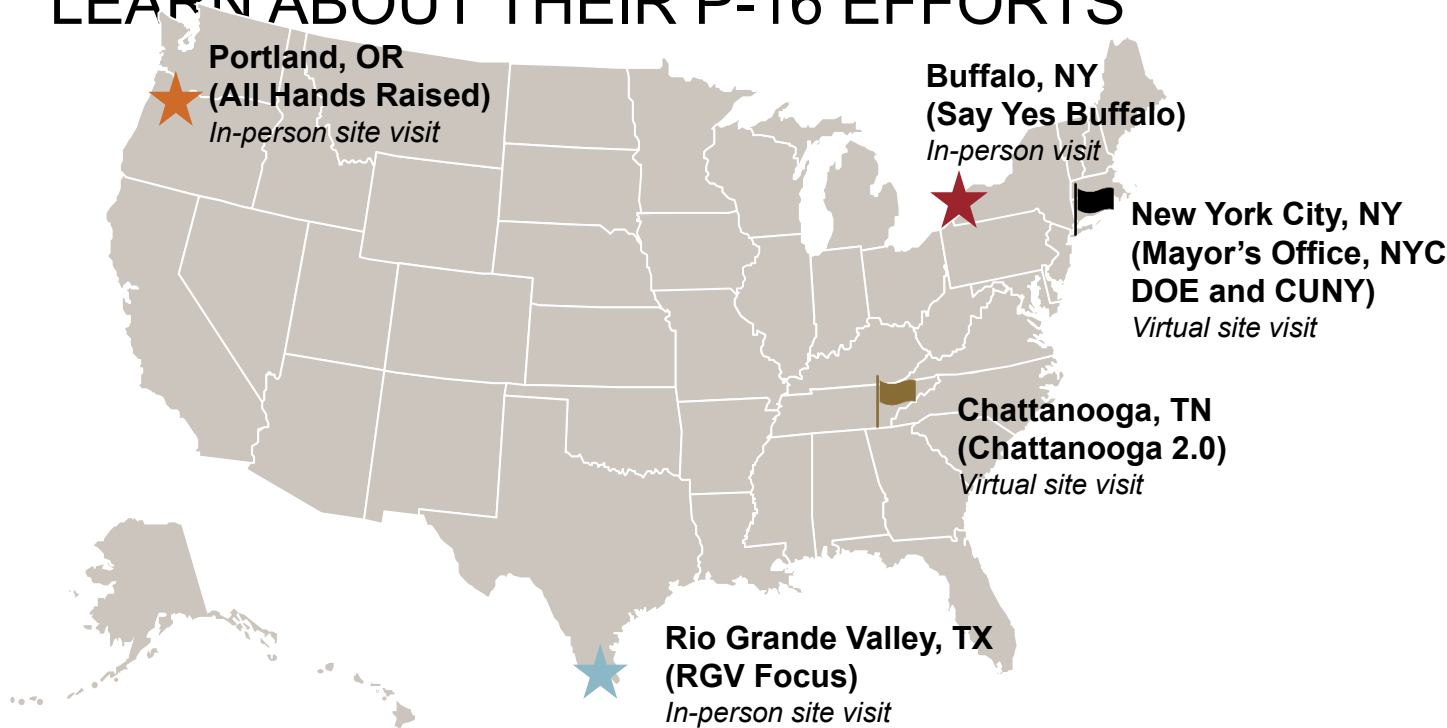
- Serve as champions within your sector
- Balance between providing its own goals and letting local orgs do what they do well
- Be open to what organizations are trying to do instead of forcing them to fit into your work
- Be at the table but sit at the back; create spaces where it is safe and constructive
- Aggregate capital, structure and deploy it right
- Use the power of convening and participate in that as a partner, an equal partner with everyone else
- Incubate pilot efforts (local) and scale pilots that work (national)
- Support more learning communities of leaders who understand collaborative work
- Help to create a process that mobilizes the organizations involved to find a solution themselves
- Support creation of start-up and sustainability planning
- Invest where you have staff living in the region
- Plan to invest longer than three years



# APPENDICES

## APPENDICES – INDIVIDUAL SITE CASE STUDIES

# IN JUNE, TEAMS FROM THE FOUNDATION AND ED FIRST CONDUCTED SITE VISITS IN FIVE COMMUNITIES TO LEARN ABOUT THEIR P-16 EFFORTS



## STAKEHOLDER GROUPS WE MET WITH INCLUDED:

- District leadership
- National P-16 network leadership
- Local backbone leadership
- Non-profit leaders
- Culturally specific organizations
- Local/regional funders
- Representatives from postsecondary institutions
- County government officials
- School leadership and school staff
- Early learning providers
- Social service providers
- Health providers
- Business leaders

# THIS SECTION INCLUDES IN-DEPTH CASE STUDIES FOR EACH OF THE FIVE SITE VISIT COMMUNITIES, WITH ANALYSIS IN FIVE CATEGORIES



## Local initiative background

History & local conditions  
Student data profile

## Leadership

Focus  
Leadership structure, processes and culture

## Equity & community inclusion

Community involvement  
Equity goals and progress

## Data & measures of success

Community's approach to data  
Goals and metrics against which progress is tracked

## Successes & challenges

Areas of success and persisting challenges



# ALL HANDS RAISED (AHR) WORKS ACROSS 6 PORTLAND AREA SCHOOL DISTRICTS TOTALING 92,575 STUDENTS



Local initiative  
background

Leadership

Equity &  
community  
inclusion

Data &  
measures of  
success

Successes &  
challenges

## STUDENT DEMOGRAPHICS

6

School districts in  
Multnomah County

92,575

Students

49%

Students of color

53%

Low-income students

26%

English language  
learners

## WHOLE CHILD OUTCOMES

SAFE →

Homeless students: 4%

SUPPORTED →

Living in poverty: 17%

HEALTHY →

Obese children: 20%

ENGAGED →

Disconnected youth: 7,498

## STUDENT OUTCOMES (STATE PERCENTAGES)\*

	PROFICIENCY		9 <sup>th</sup> GRADE ON TRACK	GRADUATION RATE
	ELA	MATH		
All students	61% (54%)	53% (41%)	90%	81% (78%)
Low-income students	--	--	84%	67% (72%)
Hispanic students	--	--	84%	65% (74%)
Black/African-American students	--	--	80%	68% (70%)

*\*Note: Student outcomes data are only for students in Portland Public Schools, which comprises over half of the students in Multnomah County.*

# PORTLAND'S P-16 BACKBONE ORGANIZATION ALL HANDS RAISED EVOLVED FROM THE LOCAL EDUCATION FUND PORTLAND SCHOOLS FOUNDATION



Local initiative  
background

Leadership

Equity &  
community  
inclusion

Data &  
measures of  
success

Successes &  
challenges

Oregon's Proposition 5 was passed, which limited the amount of property taxes that could go to local schools. This **escalated school inequities** and **created new funding demands** for Portland Public Schools (PPS).

1994

1990

Portland Schools Foundation (PSF) began as a **parent-led advocacy and funding arm** to raise additional funds and resources for school innovation and support.

Through a cross-sector collaboration called *Connected by 25*, PSF released a **report that quantified the poor graduation rates in area districts (57%)**, which also highlighted disparities for students of color. This led to the creation of *Ninth Grade Counts*, a community effort to unite schools and community organizations to support at-risk youth in the transition from middle school to high school.

2007

2010

The work of *Connected by 25*, *Ninth Grade Counts*, six partner school districts and other community partners laid the groundwork for **PSF to become All Hands Raised**, a collaborative effort to bring compelling data to the public started the initiative and collaboration drives the initiative.

# AHR FOCUSES ON IMPROVING STUDENT OUTCOMES IN FIVE KEY AREAS THROUGH CONNECTIONS, INNOVATION AND SCHOOL S-LEVEL WORK



With a backbone staff of 16, AHR works to achieve **community alignment** to support improved outcomes for students, with a focus on:



**Attendance**



**Transitions** (K, grade 9 and success after high school)



**Racial equity/exclusionary discipline**



**College success**



**Pathways to construction & manufacturing careers**

**Facilitating connections**

AHR focuses on **areas that sit at the boundary of education systems**, where community partners and educators can make a difference by working better together and coordinating efforts.

**Innovating around focus areas**

AHR brings together different groups—schools, culturally responsive organizations, etc.—to **look at data** on the focus areas and **consider new approaches**.

**Embedded in schools**

Not simply working at the district or institutional level, AHR deploys facilitators to work regularly and deeply in schools **to build community capabilities for using data to improve outcomes**—a unique value.

# AHR ORGANIZES AND MOBILIZES SCHOOL AND COMMUNITY LEADERS THROUGH 5 GROUPS WITH DISTINCT ROLES



# BY MAKING MONTHLY, ACTIONABLE COMMITMENTS TO MOVE THE DATA, PARTNERS MAKE PROGRESS



In coordinating partners across the P-16 continuum and in the community, AHR helps partners **move to action**. The initiative uses results based leadership and makes sure meetings start and end with team members sharing their **action commitments** and reporting back on those commitments.



AHR leadership **judges the health of the initiative by who shows up**. Buy-in from local leaders in the region, including school district superintendents and union leaders, has been central to the initiative's progress.

“AHR has gathered the right people across the table, from elected leaders, to teachers, to community organizations, to the business community.”  
—Board member

“How do you ‘systematize’ relationships across different institutions or parts of the education system? We have managed to find people who hold key roles to engage with this work.”  
—Community team member

# COMMUNITIES OF COLOR AS LEADERS AND PARTNERS ARE CENTRAL TO THE WORK



Local initiative  
background

Leadership

Equity &  
community  
inclusion

Data &  
measures of  
success

Successes &  
challenges

## Culturally responsive organizations

Portland's **communities of color**—represented by Latino Network, Native American Youth and Family Center, Self Enhancement, Inc., Immigrant and Refugee Community Organization and the Black Parent Initiative—are engaged as key leaders and partners in the work and as experts in serving students from their communities.



“AHR has helped us sit at the table where we have been missing for a long time.”  
—Culturally responsive organization

Community members most closely impacted by the P-16 work are **embedded in the process**. Trust was built early by engaging in difficult community conversations to gain consensus around the issues and begin to move to action.

“This is so truly ‘collective impact.’ We didn’t set the agenda, rather community designed the indicators and figured out the plans in the schools; we’re not training people about a model we’ve designed. AHR is the vessel.” —Board member

# SCHOOL COMMUNITY SITES AND DISTRICT LEADERS FOCUS ON RACIAL DISPARITY ISSUES, PARTICULARLY IN ATTENDANCE AND DISCIPLINE



Local initiative  
background

Leadership

Equity &  
community  
inclusion

Data &  
measures of  
success

Successes &  
challenges

AHR's staff is predominantly White and **not reflective of the community** it seeks to serve—a fact that AHR is extremely attentive to as it engages in a **methodic process of using an equity lens** in its work.

As part of AHR, there is an **Eliminating Disparities Collaborative**, which provides the opportunity to use real data to **illuminate inequities** and **collectively assess issues** in the community that affect students.

Where does  
equity  
show up?



AHR works to **raise awareness** with regard to racial equity and has established a **Racial Equity Committee**, co-chaired by a member of the Board, that meets with district superintendents and culturally specific organizations.

Reducing exclusionary discipline practices has been a primary focus for the initiative and, in doing so, AHR has realized that having teachers at the table is key to making progress on this goal.

# AHR ESTABLISHED 12 COMMUNITY INDICATORS ACROSS 6 WORK AREAS TO SUPPORT THE OVERARCHING VISION AND HOLD PARTNERS ACCOUNTABLE



Birth weight



Kindergarten readiness



Kindergarten attendance



3<sup>rd</sup> grade reading



6<sup>th</sup> grade attendance



8<sup>th</sup> grade math



ELL annual progress



Equity in school discipline



9<sup>th</sup> grade on track



HS graduation



PS enrollment & completion



Connected with a career track

WORK AREAS



Kindergarten Transition



K-12 Attendance



Racial Equity



9<sup>th</sup> Grade Transition



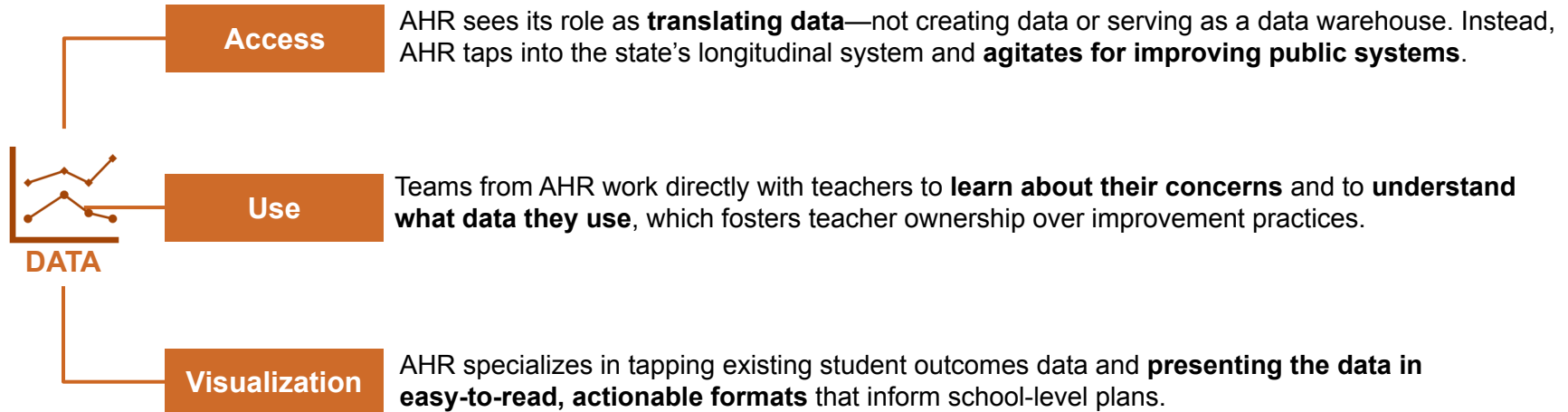
Postsecondary Access & Completion



Pathways to Construction & Manufacturing Careers



# AHR EMPHASIZES TAKING EXISTING DATA, REGULARLY RUNNING REPORTS FOR SCHOOL COMMUNITY SITE TEAMS AND HELPING THESE TEAM INTERPRET



# AHR HAS DEMONSTRATED PROGRESS IN MOST OF ITS SUCCESS METRICS



Local initiative  
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community  
inclusion

Data &  
measures of  
success

Successes &  
challenges

## SUCCESSES



80% ☐ **91%** on-time kindergarten registration over the past 4 years



**96%** of participating students received elective credit in 8th grade in 2017

**7.2** percentage point increase countywide in students earning 6+ credits in 9<sup>th</sup> grade from 2010 to 2016



**89%** of classrooms in one partner school maintained or increased attendance after one month



**17.8** percentage point increase countywide in FAFSA completion over the past 2 years



**31%** decrease in suspensions and expulsions in Multnomah County since 2012

**55%** decrease in the average number of referrals an African American student receives (from 3.6 to 1.6)



**20%** increase in enrollment in advanced manufacturing and construction courses at one partner high school

Increase in number of students earning community-level college credits in manufacturing from 2 ☐ **29** at one partner high school

# INTENTIONAL PARTNERSHIPS AND HONEST DISCOURSE HELP CONTRIBUTE TO AHR'S SUCCESS



Local initiative  
background

Leadership

Equity &  
community  
inclusion

Data &  
measures of  
success

Successes &  
challenges

## SUCCESSES



Although there have been several leadership transitions in partner school districts and organizations, there has been little turnover on the AHR staff. This staff consistency has helped maintain the initiative's momentum.

AHR staff also share that having a clear focus on the overarching vision and establishing strong structures and systems contribute to the initiative's resiliency.



AHR worked with the six area school superintendents to gain alignment and consensus around goals for change.



Parkrose  
School District  
Portland, Oregon

Reynolds  
School District



DAVID DOUGLAS  
SCHOOL DISTRICT Portland, Oregon  
*Learn • Grow • Thrive*



AHR has been able to create a supportive environment for partners to work together toward the common vision. AHR Board members and staff identify two keys to its culture:

- a sense of urgency—although it's a long term effort, partners recognize that there are small steps for everyone to do
- honesty and trust—the ability to tell the truth, in a respectful way, is one of AHR's strongest competencies

# THE INITIATIVE FACES CHALLENGES IN SCALING AND FUNDING THE ONGOING P-16 WORK



Local initiative background

Leadership

Equity & community inclusion

Data & measures of success

Successes & challenges

## CHALLENGES



AHR receives support from local and national funders, but recognizes limited funding and resources, and changing priorities of funders as a challenge in its work. For example, a long-time funder of the initiative recently shifted its giving philosophy to focus more on college and career readiness. In changing its approach, it cut back funding to AHR to target its support toward this segment of the continuum.



AHR works deeply (and apparently successfully) with teams at 20 school sites across its partner districts; but with nearly 140 public schools total in the area, scaling and spreading innovations to others is challenging.



Given the historical ways in which systems have treated Native American communities, families in these communities have a deep distrust of public systems and of schools.

Culturally responsive organizations identify this is a pervasive barrier to engaging underserved communities, with families being extremely cautious in their interactions with the initiative and its partners.

# NEARLY 4 OUT OF EVERY 5 STUDENTS IN BUFFALO ARE FROM LOW-INCOME FAMILIES



**Local initiative background**

Leadership

Equity & community inclusion

Data & measures of success

Successes & challenges

## STUDENT DEMOGRAPHICS

**33,345**

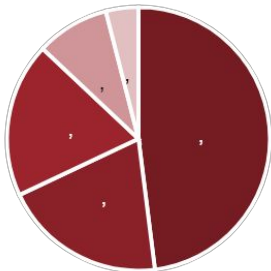
Students

**79%**

Low-income students

**16%**

English language learners



## WHOLE CHILD OUTCOMES

**SAFE**



Homeless students: **8%**

**SUPPORTED**



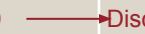
Living in poverty: **32%**

**HEALTHY**



Obese children: **32%**

**ENGAGED**



Disconnected youth: **6,397**

## STUDENT OUTCOMES (STATE PERCENTAGES)

	PROFICIENCY		GRADUATION RATE
	ELA	MATH	
All students	<b>18%</b> (40%)	<b>17%</b> (40%)	<b>62%</b> (82%)
Black/African-American students	<b>12%</b> (29%)	<b>11%</b> (24%)	<b>62%</b> (71%)
Hispanic students	<b>12%</b> (29%)	<b>12%</b> (27%)	<b>51%</b> (71%)
English language learners	-- (5%)	-- (13%)	<b>27%</b> (49%)

# SAY YES BUFFALO EMERGED FROM TALKS BETWEEN LOCAL PHILANTHROPY AND BUSINESS LEADERS



Local initiative background

Leadership

Equity & community inclusion

Data & measures of success

Successes & challenges

## TWO LOCAL CONDITIONS



Less than half of Buffalo Public Schools students graduated from high school in four years.



Buffalo's workforce development plan had failed—largely because it didn't incorporate the needs of people of color—but at the same time, the city's business sector infrastructure and employment opportunities were expanding.

2009

2011

Leaders in Buffalo began discussing ideas for boosting the local economy by improving education outcomes for low-income students, and formed a steering group for the work.



JOHN R. OISHEI FOUNDATION

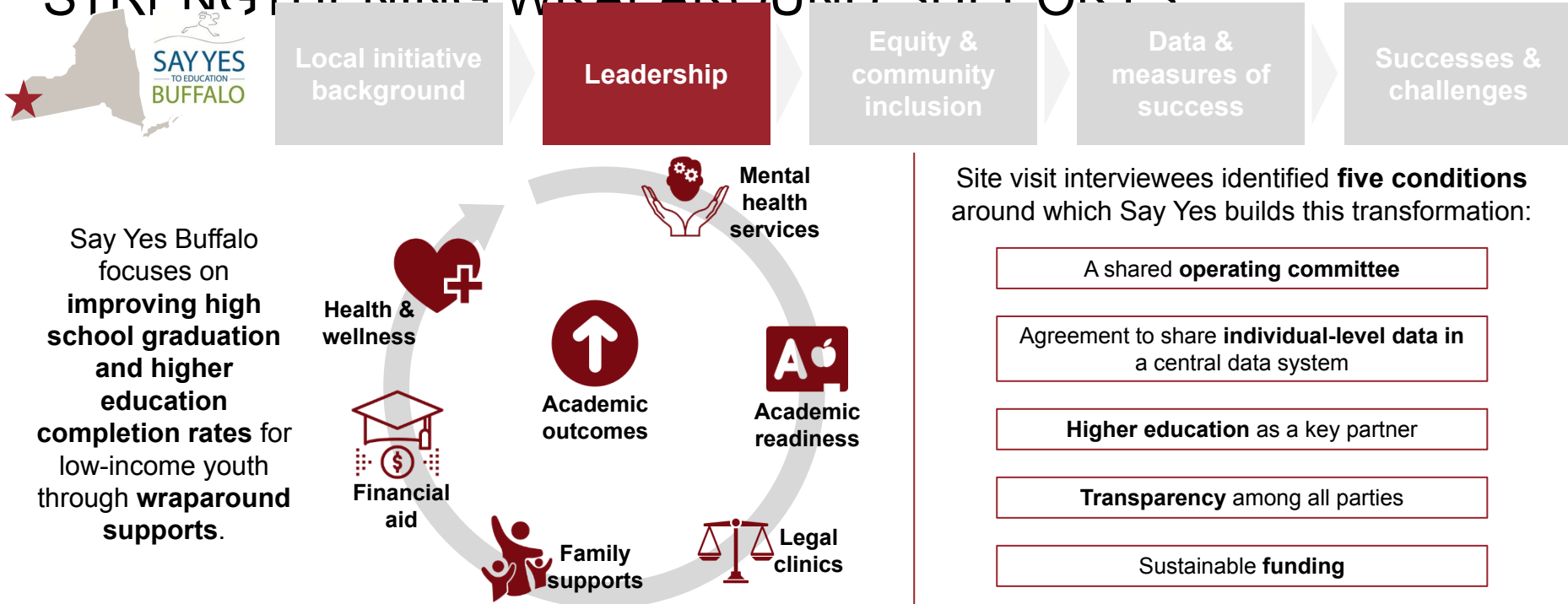


Local business leaders

To this end, the Community Foundation for Greater Buffalo spent nearly 3 years researching national best practices for a model that would fit the Buffalo context.

Out of this process, Say Yes to Education emerged as the favored model because of its inclusion of wraparound services, a locally-funded college tuition scholarship program for all eligible local public and charter school students and a shared operating committee. In December 2011, Say Yes selected Buffalo as its next city.

# THE BACKBONE ORGANIZATION—SAY YES—IS FOCUSED ON IMPROVING STUDENT ACADEMIC OUTCOMES BY STRENGTHENING WRAPAROUND SUPPORTS



Site visit interviewees identified **five conditions** around which Say Yes builds this transformation:

A shared **operating committee**

Agreement to share **individual-level data** in a central data system

**Higher education** as a key partner

**Transparency** among all parties

**Sustainable funding**

# THE OPERATING COMMITTEE SERVES AS THE MAIN DECISION-MAKING BODY FOR SAY YES



Local initiative  
background

**Leadership**

Equity &  
community  
inclusion

Data &  
measures of  
success

Successes &  
challenges

## GOVERNING BODIES

**Community  
Leadership  
Council**

Monitors and facilitates the progress of Say Yes Buffalo, which consist of over 60 community members

**Scholarship  
Board**

Determines eligibility for Say Yes scholarships and advocates on behalf of the program

**Operating  
Committee**

Community leaders meet every three weeks to review progress, challenges and opportunities related to Say Yes Buffalo

In site visit interviews and focus groups, participants repeatedly highlighted the ability of the Operating Committee to make decisions quickly and effectively, which they attributed to several key factors:



Frequent meetings



Aligned mission



Involved  
decision-makers



Relationships  
between members

“I find it so valuable to be part of the Operating Committee and sit with individuals around the table to get our hands around what students need to be supported before they reach our doors.”

—Higher ed leader



# SAY YES ALSO PLACES A HEAVY EMPHASIS ON SHARED, COLLABORATIVE LEADERSHIP



The expectation is that **all members** of the Operating Committee help lead the effort and lean on partner(s) with specific content expertise.

“It’s been more collaborative and more of a shared agenda. We each bring our own roles and agendas, and agreements are based on our knowledge base and what we’ve learned from our partners.”  
*–County leader*

“One of the proof points I would recommend is collaborative leadership. No superintendent can do this work by herself or himself, no mayor. You’re going to need to be attached at the hip with city leadership, so mayor and I are very close.”  
*–District leader*

## OPERATING COMMITTEE

### GOVERNMENT OFFICIALS



### BACKBONE



### LOCAL PHILANTHROPY



### SCHOOL DISTRICT



### PARENT ORGANIZATIONS



### UNIONS



### NATIONAL NETWORK



### HIGHER EDUCATION



# THE BUFFALO COMMUNITY FULLY EMBRACES THE P-16 INITIATIVE



Local initiative  
background

Leadership

Equity &  
community  
inclusion

Data &  
measures of  
success

Successes &  
challenges

One of the contributing factors to Say Yes Buffalo's success is **the intense ownership by players** ranging from the superintendent to college presidents to local CBOs to parents and families. As a result, the work is **deeply embedded** in the community.



Though Say Yes Buffalo has a backbone staff of 29, it has just one paid staff member, the Executive Director. Everyone else is paid through public agencies or CBOs, illustrating the community's commitment to the initiative.



There is an impressive commitment by the community in funding the initiative. For every \$1 that the national Say Yes to Education network contributes to Say Yes Buffalo, the local community contributes \$15.

"Say Yes has taught the community how to engage with families in a really authentic way. Say Yes is the model to really understand their cultures, where they're coming from and have authentic conversations. It's about **what we do with families not to them.**"  
—Community-based organization staff

"[It's about] local agency and creating conditions for **people to own and lead their solutions**, and be part of co-creating." —Local philanthropic leader

# SAY YES IS COMMITTED TO FURTHERING ITS EQUITY AGENDA IN BUFFALO, A DEEPLY SEGREGATED CITY



Local initiative  
background

Leadership

Equity &  
community  
inclusion

Data &  
measures of  
success

Successes &  
challenges

Say Yes and Buffalo Public Schools emphasize **parent and family collaboration in decisions** around policies and programs that will impact students (i.e., after-school programming and class sizes).

Where does  
diversity,  
equity and  
inclusion  
show up?



Sixty percent of the local staff are **people of color**. The community leadership supporting the effort is **diverse** both in terms of race/gender as well as viewpoint (e.g., teacher union, parent groups, major funders, higher education).

Say Yes Buffalo is a member of the **Executives' Alliance to Expand Opportunities for Boys and Men of Color** and has committed to elevating issues around equity and to working in collaboration with the community to address and remove barriers.

To **expand** the higher education opportunities available to students and to ensure that those options are culturally relevant to students, Say Yes launched a **new HBCU scholarship** in 2018 for eligible students who want to enroll at historically Black colleges and universities.

# IN PURSUIT OF EQUITY, SAY YES USES DATA TO IDENTIFY GAPS IN EARLY LEARNING AND PLANS TO CONNECT EARLY WARNING SYSTEMS TO BETTER SUPPORT STUDENTS



Local initiative  
background

Leadership

Equity &  
community  
inclusion

Data &  
measures of  
success

Successes &  
challenges

Site visit interviewees and focus group participants stressed the **role that data plays** in moving the initiative and the city forward in achieving the outlined equity goals.

“The more we can collect, analyze and act on each developmental milestone, the more we will get to the equity agenda.” –*Backbone staff*

“If you can’t see the data, you can’t know the truth.” –*County leader*

Though leaders shared challenges with current data collection and accuracy, Say Yes sees the use of MOUs with partners as **critical** to its data effort, and **helps partners connect data systems** throughout the continuum to better share information.



## Connections in early learning:

Say Yes Buffalo focuses on early learning through a partner that measures whether children receive the right sequence of pediatric screenings. It then **shares that data with district and community leaders** to help identify gaps in support.

## Linking early warning data systems:

Both Buffalo Public Schools and Buffalo-area colleges and universities rely on Starfish as an early warning system and hope to connect the two systems to better track students across the P-16 continuum.

# THE DATA ALLOW THE COMMUNITY TO HIGHLIGHT AND ADDRESS INEQUITIES THAT EXIST IN THE SYSTEM



Local initiative background

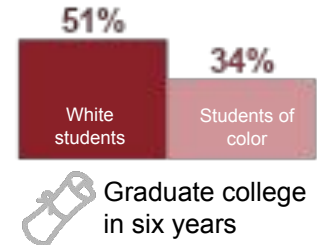
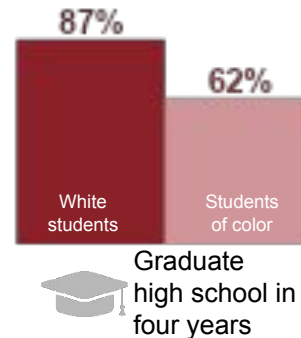
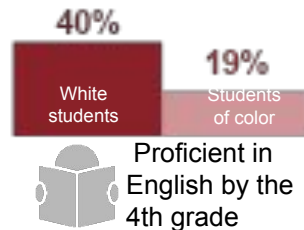
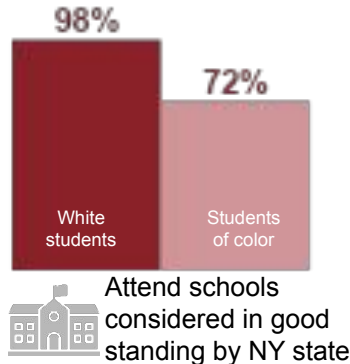
Leadership

Equity & community inclusion

Data & measures of success

Successes & challenges

**The Greater Buffalo Equity Roundtable**, a part of the Say Yes Buffalo partnership led by the Community Foundation, seeks to **close pervasive opportunity gaps** within the community.



# IN ADDITION, SAY YES BUFFALO LOOKS TO IMPROVE GRADUATION AND POSTSECONDARY COMPLETION



Local initiative  
background

Leadership

Equity &  
community  
inclusion

Data &  
measures of  
success

Successes &  
challenges

Say Yes Buffalo has two performance goals and tracks a number of outcome measures in its **Impact Dashboard**.



## ACADEMIC STUDENT-FOCUSED METRICS

- Number of FAFSA forms completed
- High school graduation rates
- Postsecondary enrollment rates



## NON-ACADEMIC STUDENT-FOCUSED METRICS

- K-6 summer camp participation
- Mentoring program participation
- School attendance



## OTHER METRICS

- Scholarship dollars raised & scholarships distributed
- Family participation in legal clinics
- Attendance at mental health clinics
- Attendance at Preventative Services Program
- Number of schools deemed “*In Good Standing*” by the state

## PERFORMANCE GOALS



Increase on-time **high school graduation**



Increase **postsecondary participation and completion**

# IN THE PAST FOUR YEARS, THE INITIATIVE HAS MADE STEADY GAINS IN ACHIEVING ITS GOALS



Local initiative  
background

Leadership

Equity &  
community  
inclusion

Data &  
measures of  
success

Successes &  
challenges

Say Yes and the Buffalo community have made notable **gains** against the performance goals.

## SUCCESSES



High school  
graduation

49%

2012

64%

2016



Postsecondary  
enrollment

57%

2012

65%

2016



1,438 FAFSA  
completions in  
2017 (7,358  
since 2012)



2,400 students  
participated in  
K-6 summer  
camps



108 scholar  
participants in  
the mentoring  
program



4,535 individuals  
served by  
mental health  
clinics in 2016



\$30.5M  
committed to  
the scholarship  
fund



5% increase in  
attendance for  
students receiving  
preventative  
services



500 family  
members  
participated in  
legal clinics



20 schools  
deemed "In  
Good Standing"  
by the state (up  
from 11)

# SAY YES HAS HAD SUCCESS IN SHIFTING ADULT EXPECTATIONS, PROVIDING ROBUST PROGRAMMING FOR STUDENTS AND FOCUSING ON CULTURE



Local initiative background

Leadership

Equity & community inclusion

Data & measures of success

Successes & challenges

## SUCCESSES



Say Yes sees the **city as the unit of change** and has worked over the last 6 years to **shift the expectations** of young people, with its main focus on changing adult perceptions.

“At the beginning, people thought kids didn’t want to go to college. So we had to put together a campaign that was focused on changing the narrative.”  
—Backbone staff



With Buffalo Public Schools, Say Yes implemented the Community Schools model at over a dozen schools, making school buildings **accessible to the community** after school hours and on the weekends with **robust programming** for students and families.

The model has seen great success: in its first year, 20,000 families participated in Community Schools programming.



Rather than focusing solely on strategy, Say Yes has focused on culture. Its coordinated approach is respectful of the local context and fosters community-wide buy-in and partnerships, which underscore much of the initiative’s success.

“Culture eats strategy for lunch. You can have great strategy and put it in the wrong culture and it doesn’t work.”  
—Philanthropic leader



# HOWEVER, IT STILL STRUGGLES WITH RACIAL EQUITY AND SUBOPTIMAL DATA STRUCTURES



Local initiative  
background

Leadership

Equity &  
community  
inclusion

Data &  
measures of  
success

Successes &  
challenges

## CHALLENGES

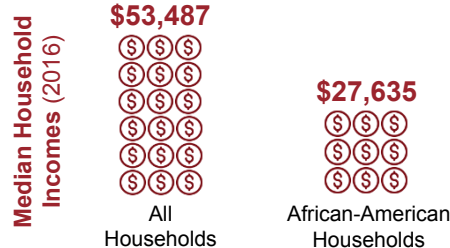


After six years, Say Yes Buffalo is only now seeing results, and feels that P-16 efforts to address complex, entrenched issues requires a **long time horizon**.

“The work is long-term, which is hard for trustees to hear. This is a 30-year, multi-generational challenge. People want to see immediate results.”  
—*Philanthropic leader*



Racial equity is still a major issue in the community. Though the city has undergone a renaissance, the economic rewards primarily have gone to the city's white residents.



The district struggles with obtaining accurate and reliable data, indicating that the current **data infrastructure and collection procedures need improvement**.

“My experience is that I can't rely on [the data] because if you ask for it twice, it'll come out different twice.”  
—*District leader*

# RGV FOCUS SPANS A LARGE GEOGRAPHY, INCLUDING 4 COUNTIES, 37 SCHOOL DISTRICTS AND 5 COLLEGES



RGV FOCUS  
a collaboration with Educare Texas

Local initiative  
background

Leadership

Equity &  
community  
inclusion

Data &  
measures of  
success

Successes &  
challenges

## STUDENT DEMOGRAPHICS

**356,964**

Students

**97%**

Hispanic

**86%**

Low-income students

**36%**

English language  
learners

## WHOLE CHILD OUTCOMES

SAFE



Homeless students: ~5%

SUPPORTED



Living in poverty: 33%

HEALTHY



Obese children: 33%

## STUDENT OUTCOMES (STATE PERCENTAGES)

### PROFICIENCY

ELA

MATH

### GRADUATION RATE

All students

**18% (--)**

**17% (--)**

**62% (89%)**

*Note: Data on this slide come from RGV Focus and The State of Obesity; data for the number of homeless students come from Brownsville ISD, which is a small fraction of total RGV population.*

# TEXAS PHILANTHROPY LEADERS ESTABLISHED RGV FOCUS TO IMPROVE COLLEGE ACCESS AND SUCCESS FOR STUDENTS IN THE VALLEY



Local initiative background

Leadership

Equity & community inclusion

Data & measures of success

Successes & challenges

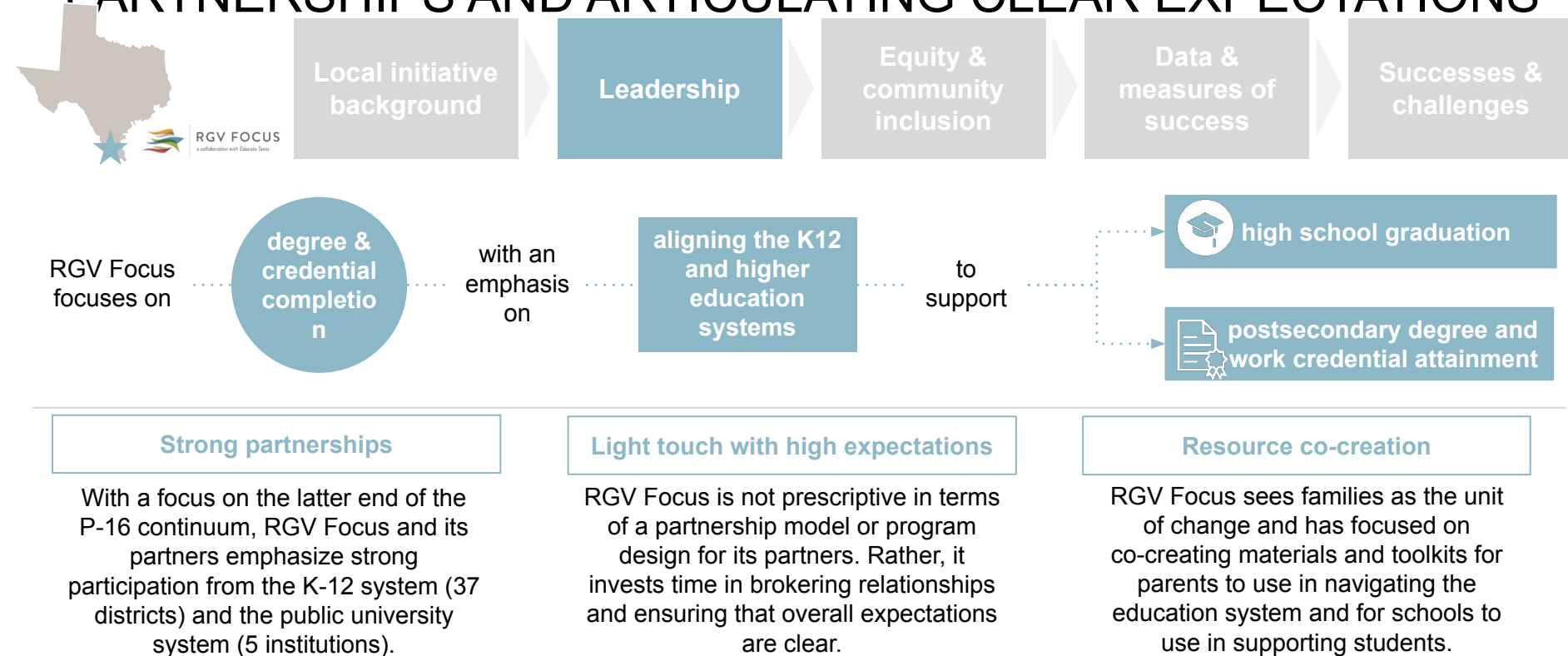
South Texas College (STC) joined ***Achieving the Dream***, a reform movement for student success, which **spurred conversations about postsecondary access and completion** for students in the RGV.

STC was initially approached to serve as the backbone, but thought the role required a more neutral party. Instead, **RGV Focus** was launched in 2012 as the local backbone organization in collaboration with Educate Texas and Communities Foundation of Texas to serve the Rio Grande Valley's **four-county region** of Cameron, Hidalgo, Starr and Willacy.



The Greater Texas Foundation worked with a consulting firm to create regional action plans, and visited the RGV to **convene presidents of higher education institutions and superintendents in the region**, all of whom indicated an interest in collective impact work.

# RGV FOCUS OPERATES THROUGH MAINTAINING STRONG PARTNERSHIPS AND ARTICULATING CLEAR EXPECTATIONS



# THE LEADERSHIP TEAM DRIVES THE VISION, WHILE THE ACTION GROUPS IMPLEMENT



School district, higher education, philanthropic, workforce and community leaders who provide overall vision for the effort



Community-based organizations, higher education and school district personnel lead the implementation of high-priority strategies

“At the Leadership Team level, a lot of the discussion is focused on data and metrics and goals. At the action team level, the partners drive the work. This year, we’ve focused on writing new guides as part of our toolkit and more material for counselors, parents and students.”  
—Action Group member



Provide input and participate in key aspects of the overall work



Collaborate on strategy implementation and measurement of progress

“Everyone around the table takes the information back to our district college advisors, shares data and pushes the question: How can we bump up the numbers?”  
—Action Group member

# WITH A SMALL STAFF, RGV FOCUS HAS CONCENTRATED ITS EFFORTS ON FIVE CORE FUNCTIONS



Local initiative background

Leadership

Equity & community inclusion

Data & measures of success

Successes & challenges

With just **3 staff members**, RGV Focus is **intentionally small** and serves clear purposes in the region.

Serves as a thought partner and creates space to discuss critical issues

Highlights the successes and supports the work of partners



Facilitates challenging conversations and raises tough questions

Convenes community members and partners

Serves as a neutral party to move the P-16 work forward

“As a third-party group, [RGV Focus] raises questions in a way that doesn’t sound the same as if the institution raised it. If LEA data doesn’t look good, RGV Focus raises the question, not the IHE.” *–Higher ed leader*

“[As a backbone,] your role is to bring folks together to solve a common problem, not make your org better.” *–Backbone staff*

“RGV Focus brings us together on challenging conversations. It’s important to have someone able to serve in that capacity to help us think about things and disrupt the day to day.” *–Higher ed leader*

# THERE ARE STRONG ROOTS OF COMMUNITY MOBILIZATION AND ACTION IN THE VALLEY



Local initiative  
background

Leadership

Equity &  
community  
inclusion

Data &  
measures of  
success

Successes &  
challenges

By design, **community inclusion and ownership** are essential to the P-16 initiative, and community-based organizations are responsible for executing on the work.



*A community union with the belief that low-income communities have the responsibility and the ability to organize themselves to activate change.*



*A network of parent leaders that focuses on how children and families can work together with school administrators to achieve student success.*

## ROLE OF FAMILIES



The community-based organizations, with the support of RGV Focus, understand and support the powerful role that families play in education.

Families in the Valley have long valued **postsecondary options**—especially as the area moves away from its roots in agriculture. The P-16 initiative works to **mobilize action** behind this strongly shared goal.

*“They are not at our table; we are at theirs.”  
—Backbone staff*

# THE VALLEY IS A HOMOGENEOUS COMMUNITY, AND RGV FOCUS PRIMARILY SERVES LOW-INCOME, LATINO STUDENTS



Local initiative  
background

Leadership

Equity &  
community  
inclusion

Data &  
measures of  
success

Successes &  
challenges

With 97% of students identifying as Hispanic and 86% low-income, RGV Focus is unique in that it serves a largely **homogenous community**.

Because of this, RGV Focus does not disaggregate data to identify inequities by subgroup within the community.

“We do share this common heritage: Mexican-American, along southwest part of the country; **our life stories are similar**. One of the **driving covenants** of our culture is to do something better for your children, and that is education. In all of those counties, up and down to El Paso, it doesn't matter whether you're talking about families in Brownsville or El Paso, they are seeking the same thing.” –*District leader*

Though there is **more that RGV Focus can do to uncover inequities** by student subgroup, including disability status, language proficiency status and gender, the initiative incorporates equity in two key areas...

Where does  
equity  
show up?



RGV Focus staff and partner organizations are representative of the community; the current executive director grew up in the Valley and has intimate knowledge of the community's needs.

To address barriers for undocumented students, RGV Focus created a DREAMer toolkit for partners and worked with IHE partners to improve the TASFA (Texas-specific financial aid for residents who are not legal citizens) application process.



# THE GOALS AND METRICS OF THE INITIATIVE FOCUS ON POSTSECONDARY SUCCESS



RGV FOCUS  
a collaboration with Educare Texas

Local initiative  
background

Leadership

Equity &  
community  
inclusion

Data &  
measures of  
success

Successes &  
challenges

RGV Focus tracks 11 outcomes to measure 4 goals



All students graduate high  
school **college ready**

3<sup>rd</sup> grade reading proficiency

8<sup>th</sup> grade math proficiency

Percent of college-ready graduates

4-year high school graduation rate

FAFSA completion

AP / Dual Credit completion



All high school  
graduates **transition  
to higher education  
within a year**

Percent of high school  
graduates who  
immediately enroll in  
postsecondary education



All higher education students  
achieve a **degree or  
credential on time**

Percent of students who graduate  
from 2-year higher education  
institutions

Percent of students who graduate  
from 4-year higher education  
institutions

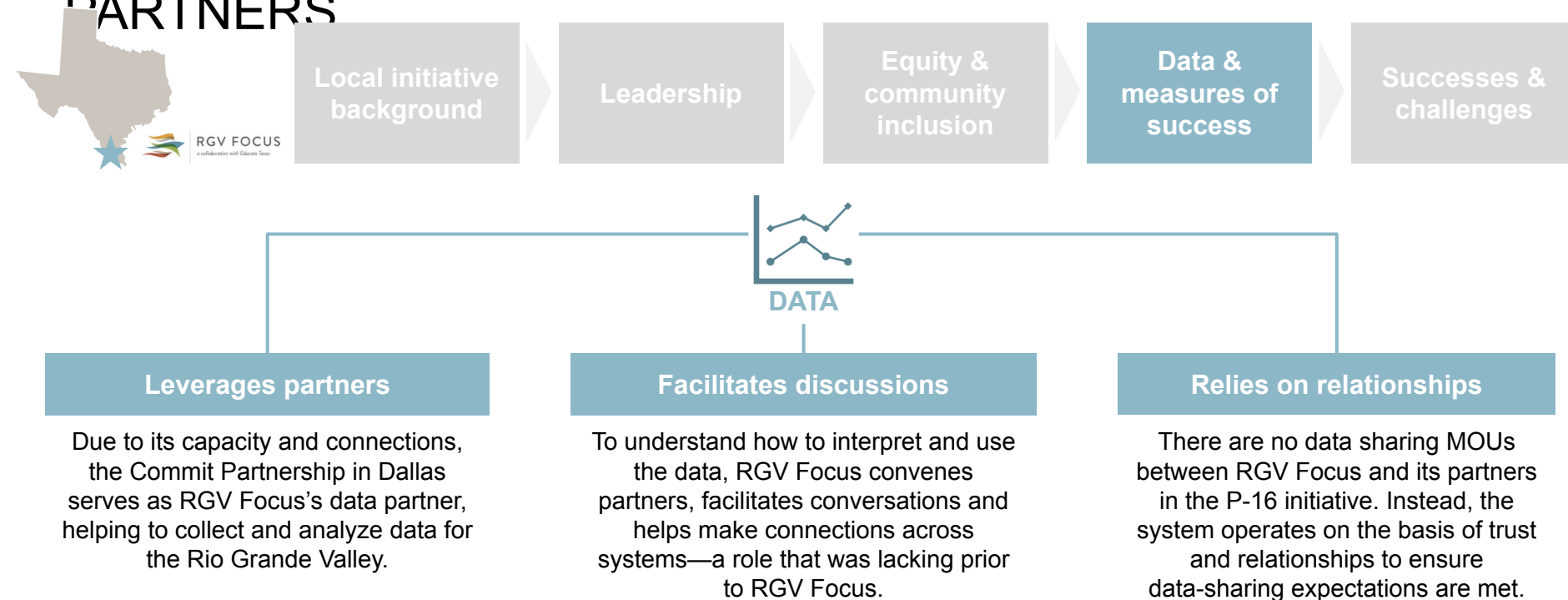


All higher education  
graduates are **employed  
within six months**

Percent of 2-year graduates  
employed or enrolled

Percent of 4-year graduates  
employed or enrolled

# THOUGH RGV FOCUS DOES NOT DISAGGREGATE DATA, IT USES DATA TO FACILITATE CONVERSATIONS WITH KEY PARTNERS



# THE REGION MATCHES OR EXCEEDS THE STATE ON 9 OF THE 11 METRICS



RGV FOCUS  
a collaboration with Educate Texas

Local initiative  
background

Leadership

Equity &  
community  
inclusion

Data &  
measures of  
success

Successes &  
challenges



3 <sup>rd</sup> grade reading proficiency	<b>72%*</b>	71%
8 <sup>th</sup> grade math proficiency	<b>74%</b>	74%
% of college-ready graduates	32%	39%
4-year high school graduation rate	<b>91%</b>	89%
FAFSA completion	<b>74%</b>	62%
AP / Dual Credit completion	<b>43%</b>	36%



% of high school graduates who immediately enroll in postsecondary	<b>56%</b>	52%
% of students who graduate from 2-year higher education institutions	<b>23%</b>	22%
% of students who graduate from 4-year higher education institutions	46%	61%
% of 2-year graduates employed or enrolled	<b>89%</b>	88%
% of 4-year graduates employed or enrolled	<b>80%</b>	78%



\*Note: **Bolded** numbers are equal to or higher than the state average.

# RGV FOCUS AMPLIFIES ITS IMPACT BY WORKING CLOSELY WITH THE COMMUNITY



RGV FOCUS  
a collaboration with Education First

Local initiative  
background

Leadership

Equity &  
community  
inclusion

Data &  
measures of  
success

Successes &  
challenges

## SUCCESSES



RGV Focus takes a strengths-based approach to the P-16 work, focusing on identifying and leveraging community assets and elevating community voice.

“We don’t think about challenges here in the Valley—we don’t think about deficits. When you are from a low-resourced community, you either you use it as an excuse, or you just figure it out.”  
—Backbone staff



Because of the work of RGV Focus over the last 6 years, institutions of higher education and local school districts have formed strong collaborative relationships that they work hard to maintain.

For example, faculty from the University of Texas RGV work closely with high school faculty, particularly on recruitment, where the UTRGV office takes a high-touch approach by visiting schools and promoting FAFSA completion.



RGV Focus is making headway with a small staff, a limited budget and no local funding partners by...



rallying its network of community partners;



focusing on building strong relationships; and



having a clearly articulated vision and purpose.

# RGV FOCUS COULD BENEFIT FROM MORE COORDINATION AND A DEEPER LOOK INTO EQUITY



Local initiative  
background

Leadership

Equity &  
community  
inclusion

Data &  
measures of  
success

Successes &  
challenges

## CHALLENGES



Though coordination between high schools and IHEs have been a success of the initiative, interviewees and focus group participants indicate that more work is needed.

“ISDs are doing great job getting students into technical programs.

Up to what point are [they] getting these students so we can add value and not duplicate? We haven’t had those conversations yet.” *–Higher ed leader*



The Valley is a homogeneous, majority-Hispanic and low-income community; however, there are some gaps geographically depending on which county a student is in. There is also some evidence that the strength of the partnerships between school districts and local colleges vary across the four-county region.



Some partners identify the focus on the latter end of the P-16 continuum as a challenge that the community needs to explore.

“I would love to see it be birth to 20. Families are first teachers, so how can we make that a vibrant part of our trajectory? It’s important for our community. We have talked about what that looks like, and how we think, talk and plan for that.”

*–Higher ed leader*

# CHATTANOOGA, A MAJORITY-WHITE CITY, HAS SIGNIFICANT GAPS IN STUDENT PROFICIENCY BY RACE



Local initiative background

Leadership

Equity & community inclusion

Data & measures of success

Successes & challenges

## STUDENT DEMOGRAPHICS

44,413

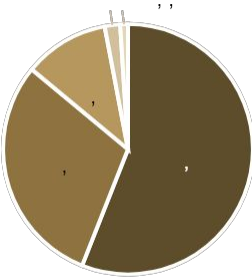
Students

37%

Low-income students

6%

English language learners



## WHOLE CHILD OUTCOMES

SAFE

Homeless students: 3%

SUPPORTED

Living in poverty: 16%

HEALTHY

Obese children: 38%

ENGAGED

Disconnected youth: 9,585

## STUDENT OUTCOMES (STATE PERCENTAGES)

	PROFICIENCY		GRADUATION RATE
	ELA	MATH	
All students	32% (34%)	39% (38%)	85% (89%)
Black/African-American students	19% (--)	20% (--)	82% (83%)
Hispanic students	23% (--)	28% (--)	78% (83%)
Low-income students	19% (--)	22% (--)	84% (--)

# BUSINESS LEADERS CREATED CHATTANOOGA 2.0 TO ADDRESS WORKFORCE DEVELOPMENT



Local initiative  
background

Leadership

Equity &  
community  
inclusion

Data &  
measures of  
success

Successes &  
challenges

## THREE LOCAL CONDITIONS



A major economic boom that has added more than 12,000 high-paying jobs since 2010—a number expected to quadruple by 2021.



Recognition that in the coming years, 80% of jobs that pay a living wage will require a postsecondary certificate or degree, but only 35% of county residents had such a credential.



A long history of stakeholders coming together around a problem and a willingness of decision makers to come to the table.

2015  
January

A group of education, business and community leaders joined together to produce a report on the full education continuum.



The report closed with an invitation for the community to gather in a 100 day planning process based on the report's findings.

Three working teams formed—early childhood, K-12 and postsecondary—and tasked with examining relevant data.

Leaders hosted a convening in which the overarching vision and locally determined strategies for the initiative were agreed upon.

July

Chattanooga 2.0 was formed; the first Executive Director was hired.

# THE INITIATIVE RECOGNIZES THE ROLE OF THE ENTIRE CONTINUUM TO MEET WORKFORCE NEEDS



Local initiative  
background

Leadership

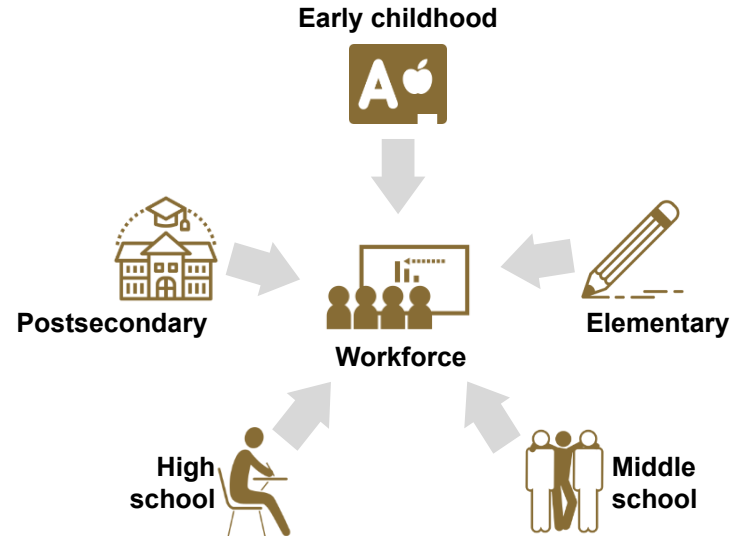
Equity &  
community  
inclusion

Data &  
measures of  
success

Successes &  
challenges

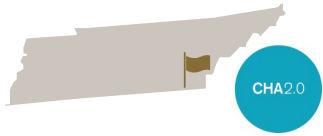
To meet Hamilton County's workforce needs, Chattanooga 2.0 recognizes that from early childhood through postsecondary, each stage of a student's academic career plays a role in their workforce readiness. As a result, the initiative approaches the work through a **cradle-to-career** lens.

"As we looked at workforce, we saw...extremely low outcomes for kids of color and those in poverty. From workforce, we started talking about high school and then middle and elementary school. Ultimately, we realized it was an early childhood through work force development conversation we needed to be having." *—Backbone staff*





# PARTNERS IN CHATTANOOGA 2.0 COLLABORATE TO LEAD AND OWN THE P-16 INITIATIVE



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Interviewees and focus group participants attribute Chattanooga 2.0's early success, in part, to its **focus on community-wide buy-in** and its adoption of **collaborative leadership**.



There is a strongly held belief that each partner in the initiative brings expertise and skills that are relevant to and can contribute to the initiative's goals and strategies.



Chattanooga 2.0 focuses on *organization* buy-in, rather than *individual* buy-in, to ensure that the coalition persists through leadership changes.

## SUPPORTING QUOTES

"Everyone is leaning all in. No one is worried about maintaining their silos. Instead, they are trying to just figure out who is best positioned to lead what work."

—Backbone staff

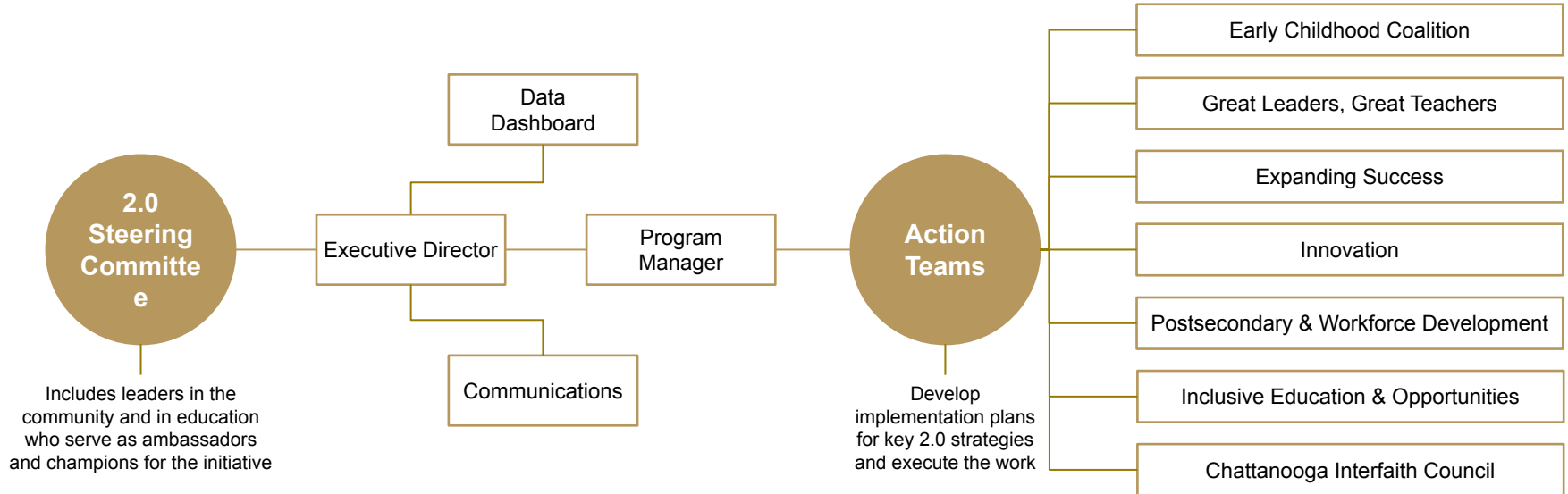
"2.0 has helped us be effective by avoiding pitfalls from not vetting ideas with multiple stakeholders."

—Higher ed leader

"We've got staff dedicated to this. But our real strength is having institutions across the spectrum that are dedicated to the strategies we've laid out."

—Backbone staff

# ACTION TEAMS CARRY OUT PROGRAMMING AND IMPLEMENT THE P-16 STRATEGY



# LEADERSHIP FROM THE BUSINESS COMMUNITY HELPS LINK ACADEMICS AND WORKFORCE



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Though Chattanooga 2.0 is its own distinct entity, it is housed within the Chattanooga Chamber of Commerce, which helps to reinforce the workforce focus of the cradle-to-career initiative.

Close ties to the Chamber and an emphasis on workforce readiness contributed to the impressive buy-in of the initiative by the local business leaders, who have committed over \$1 million.



The recent implementation of Future Ready Institutes in 13 high schools, which allow students to have rich learning opportunities around a career theme, demonstrates the collaborative relationship between the school district and the business community—in fact, every business that the district approached is engaged in some way.

“All of institute high school teachers did an externship at the industry sites and overwhelmingly the teachers appreciated being able to go into the workforce and get an intimate look and take the learning back to the classroom...Business/industry leaders really appreciated the teachers and being able to make the connections for their students” –*District leader*

# CHATTANOOGA 2.0 LEADERS ARE INTENTIONAL ABOUT INCLUDING AND ENGAGING STAKEHOLDERS FROM ACROSS THE COMMUNITY



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As discussed in the local initiative background section, **community voice and input** was embedded in the initiative's development, and is the focus of the effort.

"For the last 30 years we've been rebuilding our downtown and our communities and infrastructure Chattanooga 1.0; but now Chattanooga 2.0 is about focusing on our people and thriving."  
—Chattanooga 2.0 staff

**Chattanooga 2.0 Coalition** members include more than

**100**  
organizations.

**Chattanooga 2.0 Community Champions**, a group of

**~45**  
leaders who represent government, education, business, faith community, etc., gather feedback and share findings across the community to promote widespread input.

But interviewees recognize that they must consistently focus on strategies to ensure that **all voices** are included and valued.

"We know that not everyone is at the table that needs to be; and that is a rolling agenda item at 2.0 meetings. Early on we would have families from Baby University at meetings and at the table, but they wouldn't feel comfortable speaking up. So [now] we will send family questions through organizations."  
—City government staff

# CHATTANOOGA 2.0 WORKS TO ADVANCE EQUITY, BUT FACES OBSTACLES IN THE REGION



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## Where does equity show up?

Issues of equity are central to the initiative. Through the use of data, Chattanooga 2.0 **draws attention to access issues**, highlighting that an African-American student in Hamilton County is 33 times more likely to attend one of the lowest performing schools than a White student.

Hamilton County Department of Education, a central partner in Chattanooga 2.0, formed an **Equity Task Force** to bring stakeholders across the region together to **examine data and illuminate discrepancies and disparities** in the education system.

Every interviewee called out equity as the central challenge in the region, citing historical, political and societal barriers.

“Because of the nature of the region and merger [between the city and county districts], equity is a contentious word this political season. So we are trying to dig into this conversation and encourage our board to be willing...and to actually dig in.” –*District leader*

“This is a community that for so long didn’t feel that Black [students] needed to go to college. ‘Who are we preparing for which jobs?’ It was the status quo here that if you want your kids to go to work, send them to public school and if you want them to go to college send them to private school.” –*Chattanooga 2.0 staff*

# CHATTANOOGA 2.0 SET AMBITIOUS GOALS FOR THE REGION TO ACHIEVE BY 2025



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Chattanooga 2.0 has **two primary data goals**, and tracks **13 measures of success**

DATA  
GOALS



**Double** the percentage of graduates from Hamilton County public schools that **obtain a postsecondary degree or credential**, from **30% to 60%** by **2025**.



**Increase** the overall percentage of adults in Hamilton County with a **college degree or technical training certificate** from **38% to 75%** by **2025**.

BY 2025

## EARLY CHILDHOOD

- 80% of children enter kindergarten ready for school
- 2,000 additional licensed, high quality early education seats
- 85% of children screened for development delays & 85% referred as needed by age 3
- 100% of new parents with access to tools & information

## K-12

- 80% of students grades 3-8 proficient in reading
- 80% of students grades 3-8 proficient in math
- 90% of students report being challenged and supported academically
- 90% of high school students graduate with either workforce credential or one college-level course
- Hamilton County public schools will have the best teaching force in the South
- Hamilton County Schools will be one of the most improved school districts in Tennessee

## POSTSECONDARY

- 85% of students enroll in a postsecondary program
- 1,300 graduates per year will earn a degree or credential within 6 years
- 75% of residents of working age will have one or more postsecondary credentials

# THE INITIATIVE'S DATA SYSTEM AND CULTURE CONTRIBUTE TO ITS SHARED VISION



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Chattanooga 2.0's uses data to help push forward discussions around equity and to create a sense of urgency about student access to opportunity.

"When I see the data for Chattanooga with how our underrepresented minorities are doing (i.e., graduation rates) it speaks volumes and makes it clear that it is important to work together to make sure that we are making sure that *all* of our students are succeeding and have access to success." —*Higher education leader*

Interviewees shared several highlights on both the data system and the data culture that Chattanooga 2.0 fostered.

Integrated

Chattanooga 2.0 uses a sophisticated system, COGNOS, which allows different databases (i.e., discipline, parent engagement, etc.) to communicate with each other.

Longitudinal

The data system integrates student data both horizontally and vertically, which allows leaders to follow students from early childhood through the workforce.

Transparent

Partners in the initiative are transparent and candid with sharing their data—not only highlighting their successes, but also calling attention to persistent gaps.

# THE METRICS WERE INFORMED BY LOW PERFORMANCE ON KEY INDICATORS ACROSS THE P-16 CONTINUUM



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## EARLY CHILDHOOD



**40%** of children enter kindergarten ready for school



**4,000** children are not in licensed early education programs



**19%** of children screened for development delays & **25%** referred as needed by age 3

## K-12



**45%** of students grades 3-8 proficient in reading



**57%** of students grades 3-8 proficient in math



**38%** of high school seniors take at least 1 Advanced Placement course



**24%** of high school seniors are enrolled in at least one course at a local institution



**3%** of high schools seniors complete a workforce credential

## POSTSECONDARY



**65%** of students enroll in postsecondary program



**650** class of 2009 Hamilton County public school graduates earned a degree or certificate 6 years later



**38%** of residents of working age have at least one postsecondary credential

AS OF 2016



# THE INITIATIVE'S BROAD SUPPORT IS DUE, IN PART, TO ITS FOCUS ON THE ENTIRE CONTINUUM



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## SUCCESSES



Since its inception nearly 3 years ago, the two goals described in the data and measures of success section have served as the north star of the initiative, guiding the approach, strategies and programs.

“Every conversation is ultimately about impacting those two bold goals. We want to show there is alignment even if we are working with three-year olds.”

—Backbone staff



Even though the initiative's goals are framed around postsecondary and workforce success, Chattanooga 2.0 has intentionally targeted early childhood, recognizing the lasting impact the early end of the continuum has on the latter.

For example, the initiative provides incentives for early learning professionals to obtain an early childhood degree to improve the quality of programming.



Institutions of higher education and the local school district have formed strong partnerships in support of the initiative's goals, with IHE's taking initiative and ownership over improving high school students' access to postsecondary credentials.



# SUPPORTING UNDOCUMENTED STUDENTS, ENGAGING POLICYMAKERS AND POOLING FUNDING ARE KEY CHALLENGES FOR THE INITIATIVE

## CHALLENGES

CHA2.0

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There are obstacles to effectively supporting undocumented students. Without the option for in-state tuition or workforce eligibility, Chattanooga 2.0, its partners and students in the region face significant barriers.

“We piloted a computer tech program at Howard High School, gave them opportunity to have a bilingual teacher, but half of them can’t get a job without legislation changing.” —*Backbone staff*



Chattanooga 2.0 did not initially involve elected local and state officials and, as a result, struggles to engage these leaders in the work.

“We have done a poor job engaging elected officials...at the local and state level... We should have brought them in much earlier...and now we have a hard time getting them to feel ownership.”  
—*Backbone staff*



Chattanooga 2.0 takes a venture capital fund approach, using a pooled funding model. It has been challenging to gain buy-in on this funding structure and for funders to see the benefits of pooling their funds—particularly for national funders. Instead, leadership shared they are more interested in investing in programming, data infrastructure and technology tools.

# NYC DOE IS THE NATION'S LARGEST PUBLIC SCHOOL SYSTEM AND SERVES 1M+ STUDENTS



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## STUDENT DEMOGRAPHICS

<b>1.1M</b>	Public school students*
<b>42%</b>	Hispanic students
<b>25%</b>	Black/African-American students
<b>74%</b>	Low-income students
<b>14%</b>	English language learners

\*Note: Student data excludes charter schools

## WHOLE CHILD OUTCOMES

<b>SAFE</b> →	Homeless students: <b>11%</b>	<b>SUPPORTED</b> →	Living in poverty: <b>21%</b>
<b>HEALTHY</b> →	Obese children: <b>32%</b>	<b>ENGAGED</b> →	Disconnected youth: <b>167,473</b>

## STUDENT OUTCOMES\* (STATE PERCENTAGES)

	PROFICIENCY		GRADUATION RATE
	ELA	MATH	
All students	<b>41%</b> (40%)	<b>39%</b> (40%)	<b>74%</b> (82%)
Hispanic students	<b>30%</b> (29%)	<b>25%</b> (27%)	<b>68%</b> (71%)
Black/African-American students	<b>29%</b> (27%)	<b>21%</b> (24%)	<b>70%</b> (71%)

# IN THE MAYOR-LED SCHOOL DISTRICT, NEW YORK RECENTLY EXPANDED ITS FOCUS FROM K-16 TO SERVING CHILDREN FROM BIRTH TO 5



## Local initiative background

## Leadership

## Equity & community inclusion

## Data & measures of success

## Successes & challenges

In December 2008, then-CUNY Chancellor Goldstein and then-DOE Chancellor Klein established a joint College Readiness and Success working group.

2009

2008

In August 2010, Gates awarded NYC \$3 million over a three-year period for implementation. The initiative was named Graduate NYC, and staff was hired in December 2010.

2010

In time for the 2014-15 school year, NYC Mayor DeBlasio launched Universal Pre-K available to every 4-year-old regardless of ability or income.

2014

NYC DOE reorganizes/expands some divisions to serve children from birth to 5.

2017

2018

This partnership was recognized in November 2009, when NYC received a Gates Foundation Communities Learning in Partnership (CLIP) Planning Grant to support the work.

In June 2017, the NYC DOE and the Mayor's Office put out a plan, *Equity and Excellence for All: Diversity in New York City Public Schools*. The two overarching goals of the initiative are to ensure that, by 2026, 80 percent of students graduate high school on time and two-thirds of graduates are college-ready.

# IN NEW YORK, THERE IS NO DESIGNATED BACKBONE ORGANIZATION; INSTEAD THE MAYOR'S OFFICE, DOE AND CUNY ARE THE LEAD AGENCIES FOR CITYWIDE P-16 WORK



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NYC is a strong mayoral control city; the Mayor sets the vision for the city, (including education) and gives direction to the DOE Chancellor, though they worked jointly on the new citywide P-16-focused equity agenda

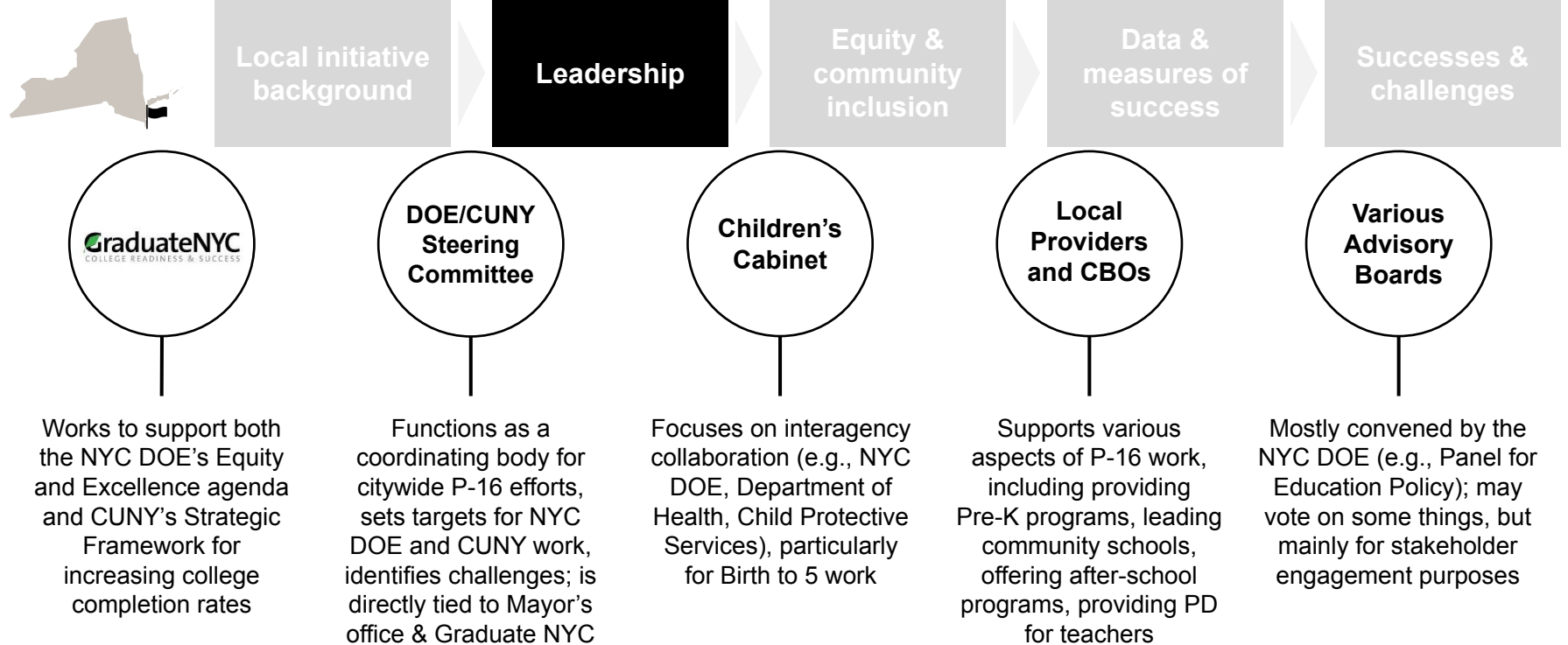


The DOE Chancellor is appointed by the Mayor; the DOE Chancellor has some vision-setting latitude, but is mostly responsible for making policy decisions, managing department divisions and overseeing implementation



The CUNY Chancellor is appointed by its Board of Trustees; is the nation's largest public urban university system and is solely focused on NYC; has a unique partnership with the DOE, supporting its Pre-K to college transitions work

# A NUMBER OF ENTITIES SUPPORT CITYWIDE P-16 EFFORTS



# MAYOR DEBLASIO'S *EQUITY AND EXCELLENCE FOR ALL* AGENDA FOCUSES ON INCREASING HIGH SCHOOL GRADUATION RATES



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**Academic Excellence:** Strives to ensure every student is college- and career-ready. The city is working to meet students' diverse needs with a variety of in-school and after-school programs. NYC also aims to support front-line educators and leadership with opportunities for professional development and collaboration.



**Student & Community Support:** Supports the whole child, as well as his/her family, on his/her social and emotional journey inside and outside of the classroom. NYC DOE collaborates with community partners, from elected officials to public advocates, and engages parents and families to reflect the needs of local communities.



**Innovation:** Allows staff to experiment with new programming and initiatives. NYC DOE aims to provide schools and educators the flexibility and resources they need to meet students and families where they are.

**By 2026...**

**80%**

of students will graduate  
high school on time



**2/3**

of graduates will be  
college ready



# THE CITY'S EQUITY AGENDA HAS GOALS FOR IMPROVING CHILD OUTCOMES ACROSS THE P-16 CONTINUUM



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**Pre-K for All** – All 3- and 4-year olds have access to free, full-day, high-quality Pre-K programs

**Universal Literacy** – All students are reading on grade level by the end of 2nd grade

**College Success for All** – Every middle school student will be exposed to a college-going culture and will have the opportunity to visit a college campus

**Algebra for All** – All students will complete algebra no later than 9th grade, enabling them to reach more advanced math courses in high school

**AP for all** – Every high school student will have access to at least 5 Advanced Placement courses

**Computer Science for All** – All NYC public school students will receive high quality Computer Science (CS) education at each school level: elementary, middle and high school

**College Success for All** – All students will graduate from high school with an individual college and career plan and have access to resources that will support them in pursuing that plan





# WITHOUT A BACKBONE ORGANIZATION, DIFFERENT AGENCIES AND PROGRAMS TRACK AND MEASURE DIFFERENT GOALS



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Below is a sample of some the measures tracked across various NYC P-16 initiatives



## Pre-K Programs

- Program quality
  - Health and safety data
  - Incident data
  - Class data
  - Family survey
- Number of seats
- Enrollment rate



## College Readiness

Students have to get a score on the state Regents exam that places them out of remedial classes, *or* place out of CUNY's remedial exam *or* get a commensurate score on the SAT or ACT



## College Matriculation

- College enrollment rate
- Number of students who start in remediation and move out in first semester
- Retention rates in first semester and first year
- College graduation rates
  - 2-3 years for associates
  - Up to 6 years for 4-year degree



## Educator Workforce

- Experience
- Education
- Professional development credits
- Salary data
- What languages teachers speak

# NYC DOE AND CUNY'S STRONG DATA-SHARING AGREEMENTS HELP ADVANCE THEIR WORK



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## Mutual data agreement

CUNY and NYC DOE signed a massive data-sharing agreement years ago. The agencies now exchange student-level records regularly and have developed a sophisticated way to link the two sets of records.

## Shared agenda

The internal research groups for both sectors created a shared research agenda, a set of questions and reports that both agencies use to inform and drive their decision-making.

## Aligned accountability

Given the disparity between the high school graduation and college readiness rates, the NYC DOE has incorporated CUNY's college readiness benchmark into its accountability system.

# PRE-K ACCESS, HIGH SCHOOL GRADUATION AND COLLEGE READINESS RATES HAVE INCREASED



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## SUCCESSES



The 2014 launch of **universal Pre-K for all 4-year-olds** in the city has growing momentum: Over 70,000 four year-olds enrolled in the program this past school year. The city is now working on expanding the program with its **3K for All initiative**. However, the program is only available in targeted districts for now. The Mayor plans on expanding the program citywide, but funding will be a challenge.



NYC officials report that **high school graduation rates and college readiness rates are the highest** they've ever been, though there are still gaps between the two.



Key CUNY programs are demonstrating success. The **College Now dual enrollment program reports 85% success rates** (grade of C or better in the course); **early college high schools report a 90% on-time graduation rate**, and the ASAP community college program

74%

benefit  
worthwhile

47%

ready

# FUNDING, COORDINATION, AND PROGRAM AND WORKFORCE QUALITY ARE KEY ISSUES



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## CHALLENGES



NYC public schools is **almost entirely publicly funded**. Primary funding source is the state, with the city tax levy dollars. Less than 3% overall from federal and private funds.

“NYS has a **long running fiscal equity lawsuit concerning how schools are funded**. Every year there’s back and forth with them about what level funding will be...That’s greatest challenge.”  
—City leader



As the largest public school system in the country, **reach and scale are issues**, particularly given the diversity and segregation in the city and across its five distinct boroughs. Local leaders report that **coordination across the city’s 2,000 educational sites, including schools and community-based programs, can be hard**, particularly with the large number of providers and diverse and large number of stakeholders involved.



To **support and enhance early childhood education programming for all students**, the city will need to pay special attention to the ensuring that its Pre-K programs are of high-quality. And that begins with making sure that it has a **qualified teacher workforce**, particularly those in its CBO-led programs. They will need proper support to truly meet infant and toddler needs.



# APPENDICES – SOURCES

# PHONE INTERVIEWEES

## P-16 Experts

- **Dan Goldhaber**, Director, Center for Analysis of Longitudinal Data in Education Research, AIR
- **Jon Zaff**, Executive Director, Center for Promise
- **Heather Clawson**, Executive VP of Research, Learning & Accreditation, **Michael Huang**, VP of National Resource Center & Connections and **Kathy Lally**, VP of Growth & Impact, Communities in Schools
- **Karen Hawley Miles**, CEO & President, Education Resource Strategies
- **Michael McAfee**, President, Promise Neighborhoods/PolicyLink
- **Michelle Matthews**, Senior VP, Purpose Built Communities
- **Jennifer Blatz**, CEO, and **Bridget Jancarz**, Senior Director of Network Advancement, StriveTogether Network

## P-16 Leaders of Place-Based Efforts

- **Steven Dow**, Executive Director, CAP-Tulsa
- **Todd Williams**, Executive Director, The Commit Partnership
- **Tammi Chun**, Former Founding Executive Director, Hawaii P-20 Partnerships for Education
- **Byron White**, Executive Director, and **Geoff Zimmerman**, Senior Director of Impact & Improvement, KnowledgeWorks/StrivePartnership
- **Jim Fong**, Executive Director, Rogue Workforce Partnership and Stewardship Committee Member, Southern Oregon Success

## Funders

- **Jeff Edmondson**, Managing Director, The Ballmer Group and Former Executive Director, StriveTogether
- **Jim Shelton**, President of Education, Chan-Zuckerberg Initiative
- **Paul Luna**, President & CEO, Helios Foundation
- **Jenna Ahner**, Program Officer, and **Madeleine Bayard**, VP of Policy & Practice, Rodel Foundation of Delaware

# SITE VISIT PARTICIPANTS

## Portland, OR

- **John Tapogna**, President, and **Andrew Dyke**, Project Director, ECONorthwest
- **Dan Ryan**, CEO, **Terri Theisen**, VP of Strategic Development, **Steffeni Mendoza Gray**, VP of Operations, **Jeanie-Marie Price**, VP of Communications, **Nate Waas Shull**, VP of Partnerships, **Erin Flanagan**, Manager Partnership & Stewardship, **Ben Baldizon**, Associate Director Partnership & System Development, and **Amber Moore**, Associate Director Partnership & Data Management, All Hands Raised
- **All Hands Raised “Cradle-to-Career Leadership Council” Members**
- **Sadie Feibel Holmes**, Early Childhood Education Director, **Ana Muñoz**, School Based Programs Manager, **Aliera Morasch**, Youth Engagement Specialist, and **Joel Cisneros**, School Based Programs Director, Latino Network
- **Holly Vaughn-Edmonds**, Lead Counselor, and **Raquel Laiz**, College and Career Center Coordinator, Franklin High School
- **Jennifer Piper**, Dean, Portland Community College
- **Chris Frazier**, Incoming Principal, Franklin High School
- **Kaveh Pakseresht**, Assistant Principal, and **John Meskimen**, Teacher, Boise-Eliot/Humboldt PK-8 School
- **Latoya Brown**, SUN Site Manager, Self Enhancement, Inc.
- **Carole Carmichael**, Social Service Coordinator, **Karissa Palmer**, Education Coordinator, and **Rolonda Johnson**, Teacher, Albina Head Start
- **Darcell Dance**, Mental Health Consultant, Multnomah County
- **Whitney Grubbs**, Executive Director, Chalkboard Project
- **Laurel Singer**, Director, National Policy Consensus Center
- **Lisa McDonald**, Principal, **Amber Brune**, Teacher, **John Dixon**, Asst. Principal, **Russell Kinyon**, Behavior Specialist, **Ron Tjaden**, Counselor, and **Michele Obrien**, Teacher, Glenfair Elementary School
- **Izear Smith**, SUN Youth Advocate, and **Lizet Molina**, Ready Set Go Site Coordinator, Metropolitan Family Services
- **Petra Callin**, Principal, **Brady Bennon**, Coordinator/Teacher and Academy/Lit Coach, **Clinton Harpster**, Teacher, **Kelly Shelton**, Counselor, and **Erica Spencer**, Career Coordinator, Madison High School
- **Swati Adarkar**, President & CEO, **Dana Hepper**, Director of Policy & Program, **Marina Merrill**, Senior Research & Policy Advisor, and **Maya Crone**, Early Works Site Liaison, Children’s Institute
- **Maria Adams**, Language Development Specialist, **Lindsay DeFazio**, Student Achievement Specialist, **Alganesh Indrias**, Preschool Instructional Assistant, **Andreina Velasco**, Preschool Teacher, and **Parents**, Earl Boyles Elementary School
- **Paul Coakley**, Superintendent, Centennial School District
- **Katrise Perera**, Superintendent, Gresham-Barlow School District

# SITE VISIT PARTICIPANTS (CONT'D)

## Buffalo, NY

- **Say Yes Buffalo Operating Committee**
- **Dr. Kriner Cash**, Superintendent, Buffalo Public Schools
- **Mary Anne Schmitt-Carey**, CEO, and **Gene Chasin**, COO, Say Yes to Education
- **Harvey Austin Elementary School**
- **Lynn Pullano**, Director, Help Me Grow Western New York
- **David Rust**, Executive Director, Say Yes Buffalo
- **Blythe Merrill**, SVP, The John R. Oishei Foundation
- **Clotilde Perez-Bode Dedecker**, President/CEO, Community Foundation for Greater Buffalo
- **Dr. Katherine S. Conway-Turner**, President, **Stanley Simmons**, Say Yes Program Coordinator, and **Students**, Buffalo State University
- **Maria Whyte**, Deputy Executive, and **Marie Cannon**, Commissioner for Social Services, Erie County

## Rio Grande Valley, TX

- **Luzelma G. Canales**, Executive Director, **Eugenio Longoria Saenz**, Deputy Director, and **Katherine Diaz**, Deputy Director, RGV Focus
- **Cledia Hernandez**, Interim Provost and Associate VP of Workforce Development, Texas State Technical College
- **Culture of Attending College Action Network**
- **Luzelma Canales**, CEO, Say Yes to Education
- **ARISE and Equal Voice Education Network**
- **Melissa Lopez**, Director, **Norma O. McCormick**, Coordinator, and **Nicole Saenz**, Education Specialist, **Region One ESC**
- **Sonia Falcon**, Senior Vice President, Lone Star National Bank
- **Ruben Ramos**, Vice President (Texas Border Region), BBVA Compass
- **Juanita Valdez Cox**, Executive Director, **Tania Chavez**, Fund Development and Systems Strategist, and **Abraham Diaz**, Education Specialist, La Union del Pueblo Entero
- **Dr. Ida Acuna-Garza**, CEO, South Texas Literacy Coalition
- **Patty McHatton**, Dean of College of Education and P-16 Integration, University of Texas RGV
- **Dr. Shirley Reed**, President, **Carlos Margo**, Associate Dean of Industry Training and Economic Development, **Juan Carlos Aguirre**, Dean of Professional and Workforce Education Department, **Jayson Valerio**, Dean for Nursing and Allied Health, **Ali Esmaeili**, Dean for Math, Science and Bachelor Programs, **Rebecca De Leon**, Director of Academies and High School Projects, **Nick Gonzalez**, Administrator for High School Programs and Services, **Tony Matamoros**, Director for College Connections and Admissions for Dual Enrollment, South Texas College
- **Maria (Lupita) Castillo Medellin**, Coordinator of Financial Aid, **Marisol Gutierrez**, Financial Aid Specialist, **Dulce Martinez**, Coordinator of Student Recruitment, **Sarai Barrera**, Coordinator of HS Relations, **Alex Salinas**, Director of Admissions/Records, **Donald Crouse**, AVP of Instruction, and **Angelica Fuentes**, AVP of Instruction for Student Success, Texas Southmost College



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- **Bryan Johnson**, Superintendent, **Nakia Towns Edwards**, Chief of Staff, **Jill Levine**, Chief of Opportunity Zone, and **Justin Robertson**, Chief of Schools Officer, Hamilton County Department of Education
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- **Donna McConnico**, CEO, Signal Centers
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