

Student Success Collaborative Collective Impact Plan

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Funded by



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Student Success Collaborative

The Student Success Collaborative (SSC) is a partnership between over 25 agencies that support the success of children and youth who attend public schools within the enrollment area of the West Contra Costa Unified School District. The SSC is a collective impact initiative committed to ensuring that **every** West County child graduates from high school prepared for college, career and life. Core principles of respect, integrity, equity, access, creativity and partnership guide the Student Success Collaborative.

The SSC grew out of the College Access Initiative and Out-of-School Time Initiative at the West Contra Costa Public Education Fund (The Ed Fund). The Ed Fund invited members from both initiatives to join them in a series of facilitated strategy sessions to find alignment between the two initiatives in order to improve student success. Those sessions resulted in the formation of a nascent SSC collective impact initiative.

Collective Impact

Collective impact is a model of collaboration that brings together a broad group of actors to solve a specific social problem. The five core pillars of collected impact are:

1. Common Agenda
2. Shared Measurement Systems
3. Mutually Reinforcing Activities
4. Continuous Communication
5. Backbone Support Organizations

This Collective Impact Plan includes a brief summary of the facilitated sessions, the SSC common agenda, and next steps needed to move the work forward.

Planning Process

The Ed Fund engaged Hatchuel Tabernik and Associates (HTA) to facilitate this planning process. HTA and the Ed Fund staff guided members of the College Access and Out-of-School Time Initiatives through a planning process that resulted: in a shared common agenda; draft goals, indicators and strategies; and recommendations for next steps. Members participated in facilitated group processes to identify goals, collective assets, areas for improvement, strategies, and indicators of success. The Ed Fund also convened a Joint Strategy team of leaders from SSC member agencies to review findings and provide guidance throughout the process. Figure one on the next page is a step by step description of the planning process.

The West Contra Costa Public Education Fund advocates for excellence in education. It assists schools to provide high-quality learning experiences, promote community engagement and investment in education, and support student access to educational opportunities.

College Access Initiative is a collaborative effort dedicated to increasing the options and resources open to students in the West Contra Costa Unified School District. Together it works to expand financial aid advising and to increase financial aid completion rates.

Out-of-School Time Initiative is dedicated to building a coordinated system of support for students during out-of-school time. Its goal is to expand sustainable, high-quality out-of-school time programming that incorporates best practices in youth development, academic improvement and violence prevention for all students in the West Contra Costa Unified School District enrollment area.

Figure 1. Planning Process



Common Agenda

Schools within the West Contra Costa Unified School District (WCCUSD) show dramatic performance disparities based on class, privilege, race, ethnicity, gender, disability, English language proficiency and history of oppression. The Student Success Collaborative believes these historical inequities will only be eradicated when a critical mass of community stakeholders works together to strategically support the academic and life success of underserved and underrepresented children and youth.

The Student Success Collaborative is committed to nothing less than **every** West County child graduating from high school prepared for college, career and life. By 2025, we will double the number of West County children and youth who earn a degree or certificate. We are individually and collectively committed to aligning our strategies and resources to eliminate the systemic inequities faced by underserved and underrepresented children, youth and families.

Goals, Indicators and Strategies

The SSC identified three core goal areas: out-of-school time, preparation for post-secondary success, and family engagement. An additional three future and related goal areas were also identified: achieving post-secondary success, access to health services, and safety. These goal areas are well defined and demonstrate the SSC's commitment to improve the lives of children and young adults living within the West Contra Costa Unified School District enrollment area.

This Collective Impact Plan (Roadmap) is a living document that will change over time as the SSC further defines the work, expands and partners with other collaboratives, adapts strategies to address environmental changes and engages in new goals. Therefore, the SSC's indicators, strategies and targets are expected to be refined over time as part of a continuous improvement and ongoing collaborative learning process.

Core Goal Area 1: Out of School Time (OST)



Goal: Underserved and underrepresented West County children and youth will have greater access to high quality Out-of-School Time (OST) programming that builds knowledge, shapes attitudes, and strengthens relevant skills through active and engaged learning.

Defining the Target: Engaging learning opportunities are not limited to the school day classroom. OST learning, enrichment and youth development activities are critical to a child's success. By the time a middle class child reaches the sixth grade s/he are likely to have spent 4,000 more hours in OST opportunities than a child born into poverty. Our goal is for XX% of our children and youth to participate in OST opportunities by 2025.

Shared Indicators

1. Quality: The #/% of West County OST organizations that are participating in a formal quality improvement process
2. Capacity/Enrollment: The #/% of OST enrollment capacity in community based and district programs that is being utilized as measured by enrollment and average daily attendance for elementary, middle school, and high school experiences

3. Future: Develop a student-centered indicator related to OST programs (e.g., student engagement with programs or student outcomes aligned to the new California OST quality standards and/or to the WCCUSD Local Control and Accountability Plan (LCAP) goals.

Mutually Reinforcing Strategies

Quality:

1. Use public recognition, outreach, marketing and other organizational incentives to encourage OST organizations to participate in SSC Quality Improvement programs
2. Outreach to families, community organizations and employers to increase access to quality OST programs
3. Build Ed Fund capacity to use student-level process and outcome data to enhance program quality and to inform the community of the impact of OST programs on student outcomes
4. Encourage student voice in OST program leadership, planning, quality assurance and evaluation

Capacity/Enrollment:

1. A referral, outreach and engagement system that effectively enrolls and retains underserved/underrepresented students and their families
2. Improve accessibility of programs (transportation, streamlined enrollment processes, language capacity, targeting underrepresented students, etc.)
3. Closely align OST programs with school day (via teacher engagement/partnerships) to increase referral of high-need students)
4. Market OST by demonstrating the value of OST programs (e.g., youth development, social emotional learning, experiential learning, credit recovery, homework assistance, college and career exposure and tutorial support)

Core Goal Area 2: Prepared for Post-Secondary Success



Goal: West County youth will graduate from high school prepared for post-secondary success

Defining the Target: High school graduation and post-secondary success are predicated on the accumulation and richness of a child's educational experiences from birth through high school. Every child should graduate from the K-12 system prepared to pursue post-secondary education. Currently, 78% of district children graduate from high school, XX% are ready for college level coursework in math and ELA, and only 42% of district graduates meet the entrance requirements to attend California's four year public universities. Our goal is that XX% of our children will graduate from high school, XX % will test into "non-remedial" math and ELA courses, and XX% will meet the A-G requirements by 2025.

Shared Indicators

1. The #/% of West County secondary students with a GPA greater than 3.0
2. The #/% of West County students who graduate from high school having completed the A to G requirements
3. The #/% of West County Seniors who complete the FAFSA application
4. The #/% of West County students who earn AP and/or college credit during high school
5. The #/% of West County graduates who test into non remedial coursework in math and ELA upon admission to a college or university

6. The # of work-based learning opportunities

Mutually Reinforcing Strategies

1. Effective outreach and engagement of underserved/underrepresented students and their families to college preparation programs. Engagement of community and faith-based organizations and extended learning programs in college preparation.
2. Establishing an “early warning system” to identify and intervene with students who are showing early signs of academic difficulties
3. All SSC members work together to ensure that all West County students have an up-to-date student success plan that guides their trajectory from eighth grade through certificate, college and university graduation
4. Partners work together to ensure that all students wishing to pursue post-secondary education have assistance completing the FAFSA application
5. Partners provide early college experiences for underrepresented students
6. Develop student success plan model and define elements
 - a. Future: Train CBOs to use student success plan
 - b. Future: Partners and schools work to ensure all students have a success plan

Core Goal Area 3: Family Engagement



Goal: OST and College Access Programs will align their efforts to create the space, opportunity and structure for West County families to engage with and support their children’s success in school, college and career.

Defining the Target: Family Engagement has been identified as critical to educational success. Every family wants their children to succeed, but systemic barriers often prevent families from meaningful engagement in their children’s education and learning experiences. The SSC proposes to reduce those barriers and create the space, opportunity and structure for all West County families to support their children’s educational success. Our goal is for SSC partners to support 100% of their families to be actively engaged in their children’s education and learning by 2025.

Shared Indicators

1. The # of parents trained and supported by the SSC to actively advocate as parent leaders for their children’s needs and school improvement
2. The # of parents who are aware of and engaged in the Local Control Accountability Plan (LCAP) process at their schools and at the district level
3. The #/% of parent survey respondents who indicate via district annual surveys that they are meaningfully involved in their children’s schools
4. The #/% of parents who attend events and who actively support their child’s educational and enrichment programs.

Mutually Reinforcing Strategies

1. The Ed Fund will work with all SSC partners to develop and maintain more effective use of social media and multi-cultural, multi-lingual parent outreach strategies

2. Incentivize parents and teachers to complete annual surveys – including ensuring that the survey results are made available to parents and faculty on a timely basis and in an accessible format
3. Work with partners to engage a broad array of community voices in the LCAP planning and accountability process
4. Ensure that all parent engagement strategies are effective in reaching all parts of the community regardless of language, race/ethnicity, socioeconomic status, and other meaningful variables

Future Goal Area 4: Achieve Post-secondary Success

Goal: West County children achieve post-secondary success.

Target: Post-secondary success is different for every child. Not all young people will choose to attend a four-year university, but no young person should be discouraged from his/her college aspirations. Every child who wishes to pursue an education beyond high school should be helped to obtain a postsecondary certificate or to complete a degree program that will prepare them for future personal and economic success. Currently college graduation and certification completion rates are XX%. Our goal is that XX% of West County children achieve postsecondary success by 2025.

Related Goals

The following two goals are directly related to a child’s and young adult’s ability to learn but are not core activities of the SSC and its member agencies. The strategies under these two goals will be used to create intentional partnerships with existing health and safety collaboratives.

Goal: West County children have equal access to quality and affordable health services

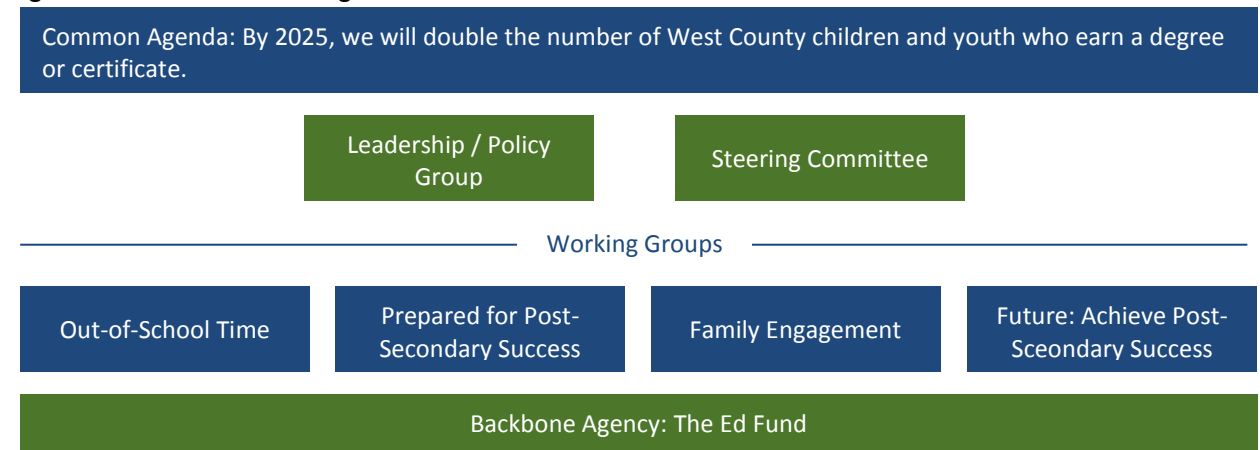
Goal: West County children are safe at school and in the community

Framework for Change

Student Success Collaborative Structure

The SSC will have a Leadership/Policy Group that guides the work, a Steering Committee that oversees implementation, and a Backbone Agency that supports the work, and working groups made up of member agencies that do the work. See figure 2 below.

Figure 2. Framework for Change Collaborative Structure



Leadership/Policy Group

The Ed Fund and member agencies will work together to develop a Leadership/Policy group that includes district representatives, public officials and staff from the county and cities that are served within the enrollment area. The Leadership/Policy Group will provide guidance to the SSC at the enterprise level, act as advocates for change, and ensure alignment with other initiatives across the WCCUSD service area.

Steering Committee

The Steering Committee will be selected by the SSC membership to provide operational oversight and guidance to the Working Groups and to regularly monitor the quality and impact of the SSC's work.

Working Groups

Working groups are the heart of a collective impact initiative. This is where pragmatic collaboration happens, where member agencies come together to accomplish the work. The SSC will start with three working groups aligned to the three core goal areas; Out-of-School Time, Prepared for Post-Secondary Success, and Family Engagement.

The SSC Collective Impact Plan is a living document and many of the identified goals, indicators, and strategies are expected to change over time. Therefore, the working groups and their membership may expand or change to address refinements to SSC goals, indicators, and strategies.

Backbone Agency

The Backbone Agency is one of the five pillars of collective impact and the key to the success of SSC. The Ed Fund has agreed to be the backbone agency for the SSC. It will act as a convener, support activities, facilitate changes, provide for continuous communication, support shared measurement, and mobilize resources. The Ed Fund will staff the Out-of-School Time and the Prepared for Post-Secondary working groups. It will work with the district or another member agency to co-staff a family engagement working group.

Shared Measurement Systems

Shared measurement systems are another of the five pillars of collective impact. The indicators identified in the core goal areas will be the initial focus of the working groups. In the next three months the individual working groups will review base line data and set targets for their goal and related indicators.

A key recommendation that emerged during the planning phase was to focus on the use of WCCUSD data and to provide support for member agencies' data analysis and management. WCCUSD has a rich and extensive data system, and it is willing to share data with partner agencies, who have current contracts with the district, and with the Ed Fund. WCCUSD representatives have volunteered to train working group members on how to request data using the district process. When possible the working groups and the Ed Fund will coordinate data requests to WCCUSD, so that the district is not overwhelmed by requests. Members also requested technical assistance regarding data management and development of simple data tools (e.g. spreadsheets) as appropriate.

Mutually Reinforcing Activities

Mutually reinforcing activities are another of the five pillars of collective impact. SSC member agencies are experts in their program areas and run high quality programs. Through the strategies identified under the core goal areas, SSC member agencies will enhance the impact of their programs by making strategic adjustments that improve alignment with the common agenda. Two key recommendations emerged during the planning phase, breaking down silos and LCAP alignment.

Breakdown Silos

Because many of the member agencies support children and young adults across multiple goal areas, the group recommended that the SSC develop a model that will allow individual agencies to participate in more than one working group.

LCAP Alignment

WCCUSD completed an intensive process to develop a Local Control Accountability Plan (LCAP), set targets, and to provide regular reports to staff, students, family and community members regarding progress towards these targets. Throughout this collective impact planning process member agencies (including WCCUSD) made sure that the goal areas aligned with LCAP. In some cases SSC intends to dream big and set targets that exceed those of the district. To ensure alignment going forward, working groups should continue to use the LCAP data provided by the district to align the work.

Continuous Communication

Continuous Communication is another of the five pillars of collective impact. Two key communication recommendations emerged during the planning phase, celebrating accomplishments and updating partner agencies.

Celebrate Accomplishments

Because our sector is inspired to focus on the issues that need to be fixed or improved, we often do not take the time to celebrate our accomplishments big or small. Working group facilitators will intentionally build in time to celebrate the accomplishments of the SSC, our partners and member agencies.

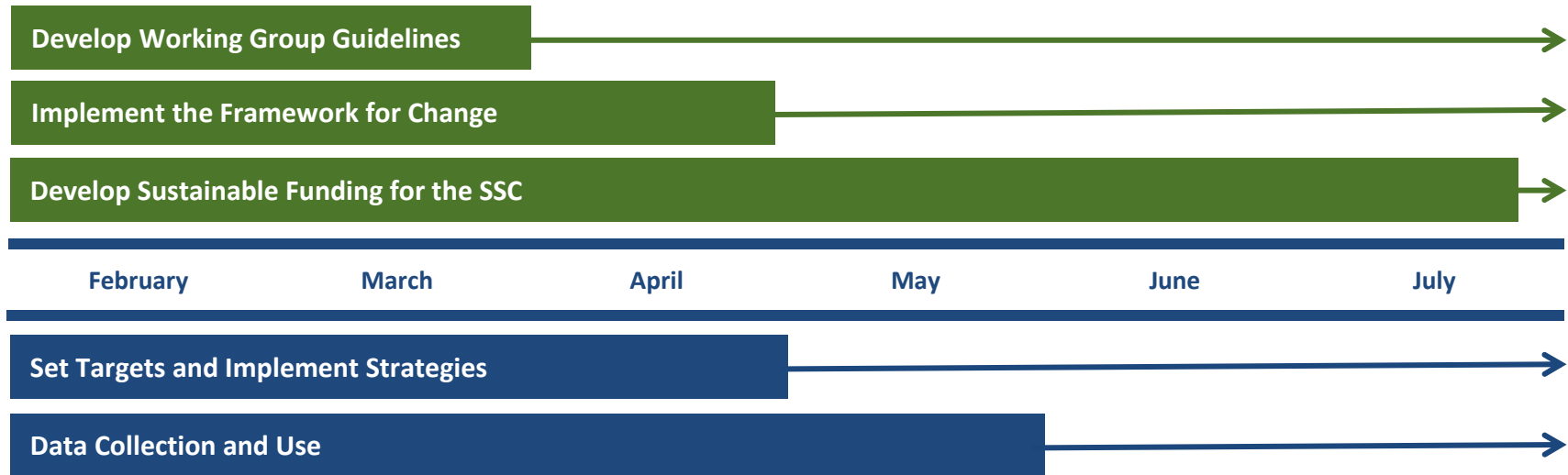
Member Updates

Member agencies are busy with their own activities and miss opportunities to collaborate simply because they do not know what events and activities other agencies have planned. Working group facilitators will build in time for member agencies to discuss upcoming events, training sessions, activities and opportunities for collaboration.

Next Steps

This Collective Impact Plan is just the beginning of the SSC journey. The plan is a living document that will be updated as the collaborative matures and indicators and strategies are adapted to meet the needs of children and youth. Immediate next steps are divided into structural tasks (develop working group guidelines, implement the framework for change, and develop sustainable funding) and programmatic tasks (set targets/implement strategies and data collection/use). See the figure 3 below and the detailed descriptions of each step on the next page.

Figure 3. Tasks for the Next Six Months



Develop Working Group Guidelines

The Ed Fund will develop facilitation guidelines for the working groups in the next two months. The guidelines will include how to organize meetings in ways that incorporate the working group recommendations to breakdown silos, celebrate accomplishments and align with the LCAP as detailed in the Framework for Change. The facilitation guidelines will further define the responsibilities of the working group facilitators (typically the Ed Fund), member agencies, and the Policy/Leadership Committee. The Ed Fund, in partnership with member agencies, will develop a process for adding new work groups or adapting existing ones.

Implement the Framework for Change

The SSC, supported by the Ed Fund, will implement the Framework for Change in the next three months e.g. working groups will start to meet. Additional tasks that will begin in the next three months include:

- Invite local leaders to sit on the Policy/Leadership Committee and develop the committee structure and mandate. (Next six months and ongoing)
- Recruit additional member agencies who serve children and young adults to participate in the SSC working groups. (Ongoing)
- West County includes multiple cities with collaboratives that have developed over time to serve specific geographic regions within the larger service area. Some existing collaboratives have a narrow focus on a single content area. Therefore, the SSC will engage and work with these existing collaboratives to ensure alignment and maximize resources in support of the SSC goals. (Ongoing)

Sustainable Funding for the SSC

The Ed Fund, with support from the SSC members, will secure start up and sustainable funding sources for the SSC. (Next six months and ongoing)

Setting Targets and Implementing Strategies

The working groups will review baseline data and set targets for each goal area. (Next three months). Working groups will further refine mutually reinforcing strategies, and member agencies will begin to make refined adjustments to their programs to align to those strategies. (Next six months and ongoing)

Data Collection and Use

The Ed Fund will invite WCCUSD staff to present the district's data request process and templates to the working groups. The working groups will develop a plan to coordinate data requests to district. (Next four months). The Ed Fund will provide technical assistance regarding data management and reporting and will develop simple data tools as appropriate (Next six months). The working groups will identify how and when to share data that measures collective progress towards the SSC goals and indicators and informs strategies and program refinement. (Next six months and ongoing).