



# 2011

## Partnership Report

*Every Child  
Every Step of the Way  
Cradle to Career*



Cincinnati | Covington | Newport

## Dear Community Members,

This fourth annual report from The Strive Partnership offers an update on the encouraging progress being made to improve student achievement and growth, cradle to career, in the cities of Cincinnati, Covington, and Newport. In fact, of the 34 measures of student achievement on which the Partnership is focused, 81 percent are trending in the right direction versus 74 percent last year and 68 percent two years ago. Additionally,

- Kindergarten readiness has improved in all three of the urban school districts over the past several years. Thanks largely to the work of United Way of Greater Cincinnati and Success By 6®, Newport's readiness rate has improved 12 percent to 72 percent of students since 2005, Cincinnati's readiness rate has improved 9 percent to 53 percent of students prepared since 2005, and Covington has seen a 4 percent improvement (versus last year) to 67 percent of students prepared.
- Cincinnati Public Schools (CPS) became the first urban school district in the state to receive a rating of "Effective", which they maintained for the second year in a row. Covington experienced meaningful growth

in 4th grade reading, 8th grade math, high school graduation rates, and has partnered with Gateway Community and Technical College and the Social Innovation Fund to transform Holmes High School to further drive academic success and postsecondary enrollment. Newport experienced growth in ACT scores and postsecondary rates.

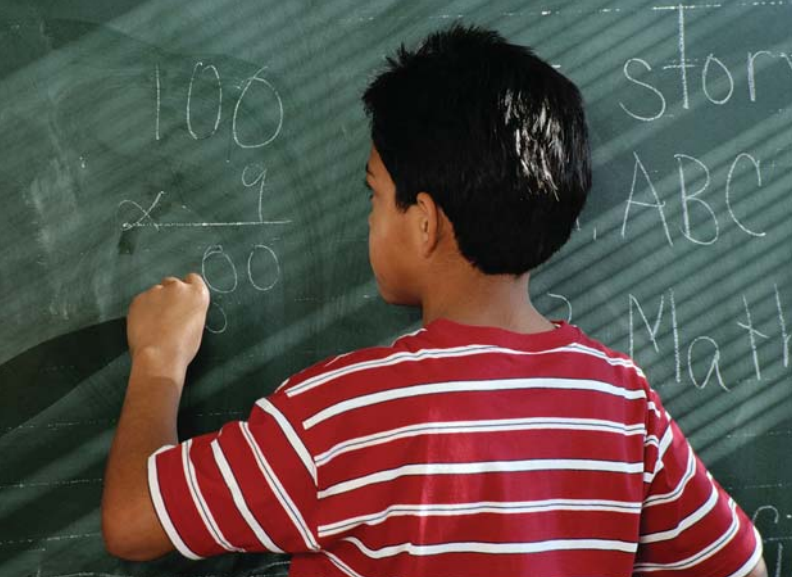
- Both the University of Cincinnati and Northern Kentucky University have seen retention rates improve since 2005, and all four local public colleges and universities have seen improvements to postsecondary completion rates and credentials awarded.

We are excited about the meaningful progress being made to drive collective impact, resource alignment, and data-



informed decision-making. Highlights include:

- **Ascend Performance Institute**, a new two-year leadership program focused on improving school-level performance through intensive leadership development, performance improvement plans, and ongoing coaching. Ascend, offered through the Mayerson Academy, launched its first cohort of 31 schools including 21 Partnership schools — 17 CPS, 3 Covington, and 1 Archdiocese. A second cohort of schools will begin the program soon.
- **Social Innovation Fund**, a unique funders' collaborative representing The Strive Partnership, United Way of Greater Cincinnati, and fourteen other local funders, is leveraging \$6 million, including a \$2 million federal grant, to support evidenced-based initiatives, cradle to career.
- **Learning Partner Dashboard**, combining student-level academic data with student-level service provider data (i.e. mentoring, afterschool, tutoring, etc.) at CPS. This effort is targeted to fundamentally improve our ability to support students with the specific



## We are entirely focused on improving education in the cities of Cincinnati, Covington, and Newport.

resources they need, drive data-informed decision-making, and improve the impact of services on student success. Efforts are underway to connect the Dashboard with early learning and development data, as well as to take this unique platform to Covington and Newport this fall.

This year marked a significant transition for us with the launch of a National Cradle to Career Network, led by Strive President, Jeff Edmondson. Dozens of communities across the country are working with Jeff and his team to initiate or expand collective impact-based partnerships, such as the one we support in our region. We are hopeful that the national attention that we are receiving will lead to new resources and support for the on-the-ground efforts in Cincinnati, Covington, and Newport.

Finally, as you read through this year's report, you will notice that we are pursuing a new format. This year's *Partnership Report* will describe the collective work underway to further improve education in the urban core of our region while highlighting where we stand relative to the eight key indicators of student success on which we are focused.

The complete set of data for 2011 can be found on our recently updated website, [www.strivepartnership.org](http://www.strivepartnership.org).

Progress is being made, but much more must be done — together — to ensure every child is succeeding, every step of the way, from cradle to career.

Sincerely,

Kathy Merchant  
Executive Committee Chair

Greg Landsman  
Executive Director

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The Strive Partnership is committed to improving student achievement from cradle to career in the cities of Cincinnati, Covington and Newport. The logos you see displayed on the following page represent the members of The Strive Partnership Executive Committee — a cross-sector governing board for the partnership. The strength of the partnership is its diverse membership, and only collectively can we have the greatest impact on a shared vision where successful students will create productive citizens which will lead to thriving cities. For more information please visit: [www.strivetogether.org](http://www.strivetogether.org).

# The Strive Partnership Executive Committee:

(Alphabetized by organization)

Jim Rigg  
Archdiocese of Cincinnati

Tom Dewitt  
Children's Hospital

Gary Lindgren  
Cincinnati Business  
Committee

Ellen van der Horst  
Cincinnati Chamber of  
Commerce

Julie Sellers  
Cincinnati Federation of  
Teachers

Mary Ronan  
Cincinnati Public Schools

Dr. O'dell Owens  
Cincinnati State Technical and  
Community College

Lynda Jackson  
Covington Independent  
Public Schools

Ed Hughes  
Gateway Community &  
Technical College

Kathy Merchant  
Greater Cincinnati Foundation

Leslie Maloney  
Haile/U.S. Bank Foundation

Ed Owens  
Fifth Third

Cinnamon D. Pelly  
JPMorgan Chase Foundation

Brian Ross  
KnowledgeWorks

Chad Wick  
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Peter Strange  
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Mike Wills  
Newport Independent  
Public Schools

Polly Lusk Page  
NKY Education Council

Jim Votruba  
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Rolonda Smith  
Parents for Public Schools

Nancy Swanson  
Procter & Gamble

John E. Pepper  
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Vicki Gluckman  
Success By 6®

Helen Carroll  
Toyota

Rob Reifsnnyder  
United Way of  
Greater Cincinnati

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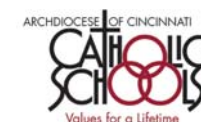
Greg Williams  
University of Cincinnati

Donna Jones-Baker  
Urban League of  
Greater Cincinnati

Bill Scheyer  
Vision 2015

Fr. Michael Graham  
Xavier University

Sandy Berlin Walker  
YMCA of Greater Cincinnati



## Overview

Education is perhaps the most important engine of economic growth and individual success. There is little doubt that growing a stronger economy and lifting incomes will depend on getting better results in education, cradle to career. To achieve these results, for every child, every step of the way, from cradle to career, Greater Cincinnati leaders of the education, nonprofit, community, civic, and philanthropic sectors are working together to tackle some of our most pressing challenges, and to take advantage of some of our biggest opportunities.

### The Goals

*Working together along the educational continuum to drive better results in education so that every child...*

- *Is prepared for school*
- *Is supported inside and outside of school*
- *Succeeds academically*
- *Enrolls in some form of postsecondary education*
- *Graduates and enters a career.*

The Strive Partnership serves as a catalyst for working together, across sectors, and along the educational continuum, to drive better results in education, so that every child is **Prepared** for school, is **Supported** inside and outside of school, **Succeeds** in school, **Enrolls** in some form of postsecondary education, **Graduates** and enters a career. After three years of reporting on ten key student success



indicators in the Partnership's footprint (Cincinnati, Covington, and Newport), we are now rallied around eight critical outcomes: kindergarten readiness, 4th grade reading proficiency, 8th grade math proficiency, high school graduation rates and ACT scores, and postsecondary enrollment, retention and completion.

These eight outcomes drive the collective work of The Strive Partnership. To have the greatest possible impact on these outcomes, the Partnership has identified the following strategic priority areas:

- **Early Childhood Education:** Led by United Way of Greater Cincinnati and Success By 6®, partners are coming together to invest in what works to prepare children for kindergarten.
- **Teacher and Principal Excellence:** Organized by the Partnership, we are better aligning efforts to make our region the destination for excellence in urban teaching and school leadership by improving educator preparation, induction, and career support.

- **Linking Community Supports to Student Achievement:** This “collective-impact” approach brings together nonprofits and school leaders to leverage nonprofit services to improve achievement.
- **Postsecondary Access and Success:** This collective effort is better leveraging local resources and building capacity to increase postsecondary access and success.

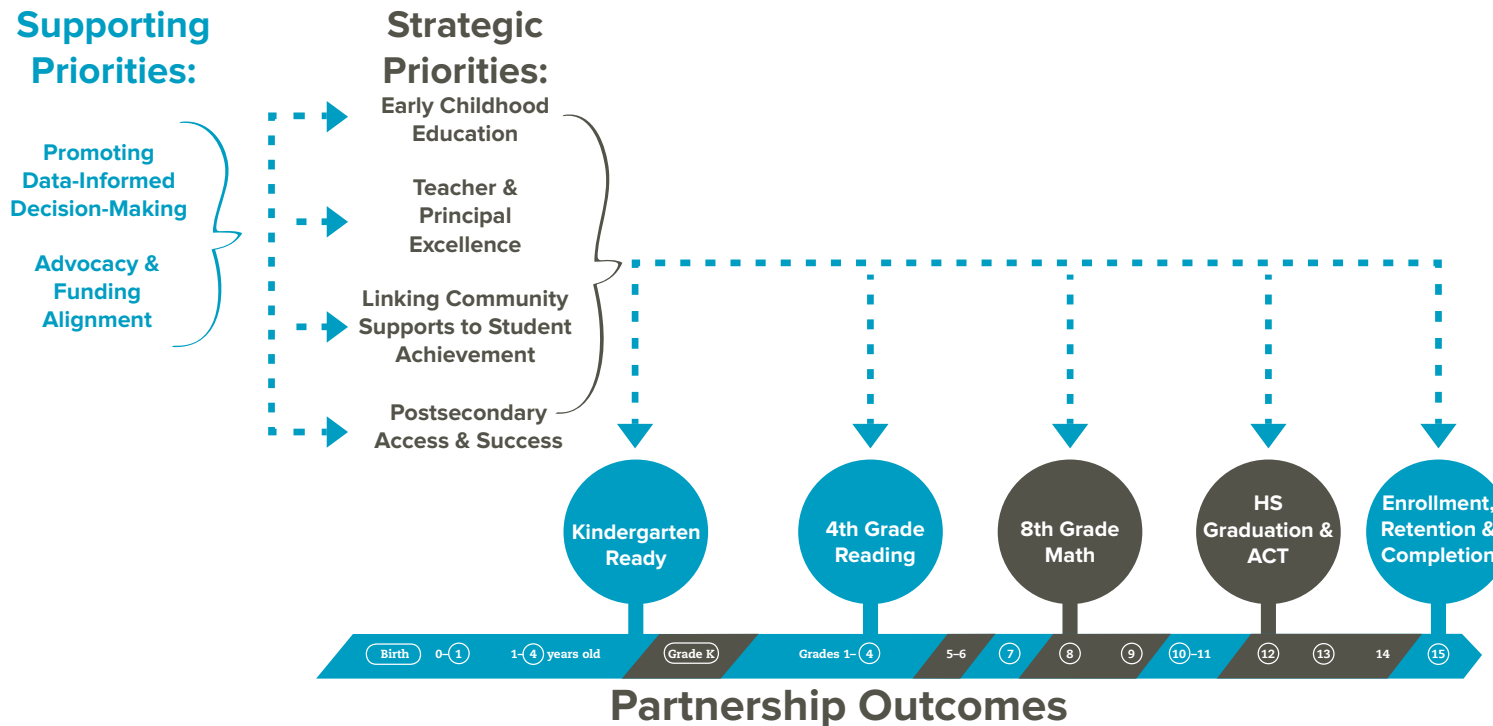
Keys to the Partnership’s work, from early childhood success to postsecondary attainment, is a commitment to aligning advocacy and funding efforts across the Partnership along with promoting the effective use of data. The following areas serve as key supporting strategies:

- **Advocacy and Funding Alignment:** Partners have developed a “cradle to career” state policy agenda, and have begun to coordinate advocacy efforts. The Partnership is also supporting the Social Innovation Fund, which involves fifteen local funders investing together around what works.
- **Promoting Data-Informed Decision-Making:** To promote a shared commitment to data-informed decision-making, we track, publish, and post education results, offer continuous improvement training, and support the development of a regional data portal and the expansion of the Learning Partner Dashboard.

To measure its success, the Partnership will track progress relative to its ability to align resources around what works, improvement on the eight indicators of student success, and key value judgments from our partners.

### Priority Outcomes

- *Kindergarten Readiness*
- *4th Grade Reading*
- *8th Grade Math*
- *High School Graduation*
- *College Preparedness (ACT Scores)*
- *Postsecondary Enrollment*
- *Postsecondary Retention*
- *Postsecondary Completion*



## Data Summary

The Strive Partnership outcome indicators represent a snapshot of local education data from birth through college for the urban core of the Cincinnati/Northern Kentucky region. As with the previous year's report, we ask that the reader use caution when attempting to make comparisons across the data. While some improvements in assessment are being made, this type of change takes time, and so it is not yet possible to compare data across school districts, institutions or communities without carefully considering whether like assessments are being used or how the data is being collected. That is not this report's purpose; rather, its purpose is to put the data out there, stimulate discussion and help us to identify additional data that is needed to measure success and make data-informed decisions. The promise of the partnership is that collectively we can have a greater impact on improving these outcomes.

These summary tables provide a useful overview of all the indicators by goal and institution. Included are the current data, target (if available), and change since the most recent and baseline years.

Partners have asked to have the data reported on a more real-time basis. As a result, we are providing a high level summary here, but the full set of data and trends, along with much more information on each indicator, are available on The Strive Partnership website at: [www.strivepartnership.org/education-results-resource/striving-together-report-card/](http://www.strivepartnership.org/education-results-resource/striving-together-report-card/).



### Criteria for Selecting Indicators

The Strive Partnership established a committee of local data experts to help develop the Partnership's outcome indicators. The set of criteria for selecting indicators include:

- The indicator should be population based, representing conditions at the community level and not at the programmatic level
- The indicator must be a valid measure of concepts outlined on the *Strive Student's Roadmap to Success*, measuring student success from birth through college and into a career
- The indicator must be easily understandable to local stakeholders
- The indicator must be reasonably similar across states and school districts
- The data must be produced by a trusted source
- Priority is given to including indicators that are equivalent across school districts and that have the ability to be compared
- All or most of the indicators must be affordable to gather and report
- The data should be available consistently over time
- The indicator should be changeable to a significant degree by local action and be useful in the day to day work of organizations and collaboratives that are working to improve student outcomes

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

Percent of students assessed as ready for school

	Current percentage	Change since baseline year	Change since recent year	Current target	Target year
Cincinnati	53%	+9 (2005)	N/C	75%	2020
Covington	67%	+4 (2010)	+4	>85%	2020
Newport	72%	+12 (2005)	+2	>85%	2020

Note: Cincinnati Public Schools uses the KRA-L, and Ohio mandated kindergarten assessment, and Covington and Newport Independent Schools use the DIAL-3 to measure readiness for school. Therefore, results are not comparable across states.

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

## Cincinnati Public

	Current pct. or avg.	Change since baseline year	Change since recent year	Current target	Target year
4th grade Reading	71%	+16 (2004)	+8	84%	2011
8th grade Math	61%	+24 (2004)	+11	72.3%	2011
Graduation	82%	+10 (2003)	+2	95%	2011
ACT Composite	18.1	N/A	N/A	19	2011
College Enrollment	65%	+7 (2004)	-3	70%	2011

Note: ACT data not comparable due to a change in administration of the test.

## Covington Independent

	Current pct. or avg.	Change since baseline year	Change since recent year	Current target	Target year
4th grade Reading	64%	+14 (2004)	-7	80.23%	2011
8th grade Math	24%	+14 (2004)	-2	80.23%	2011
Graduation	63%	N/A	N/A	90%	2011
ACT Composite	16.4	-.5 (2009)	-3	17.4	2011
College Enrollment	61%	+16 (2004)	-3	75%	2015

## Newport Independent

	Current pct. or avg.	Change since baseline year	Change since recent year	Current target	Target year
4th grade Reading	50%	-4 (2004)	-14	80.23%	2011
8th grade Math	65%	+44 (2004)	+9	80.23%	2011
Graduation	62%	N/A	N/A	91.25%	2011
ACT Composite	16.7	N/C	-1.1	17.2	2011
College Enrollment	47%	+6 (2004)	+1	75%	2014

Note: Ohio and Kentucky use different assessments to measure achievement, therefore, results are not comparable across states.

## Urban Covington & Newport Diocesan

	Current pct. or avg.	Change since baseline year	Change since recent year	Current target	Target year
3rd grade Reading	73 NP	N/A	N/A	TBD	2011-12
7th grade Math	50 NP	N/A	N/A	TBD	2011-12
Graduation	94%	+5 (2006)	+3	TBD	2011-12
ACT Composite	22.5	+8 (2005)	+5	TBD	2011-12

Note: The Archdiocese and Diocese switched to a new assessment this year, the Iowa Test of Basic Skills. The current achievement data is represented as a national percentile (NP) score. The Covington Diocese administers the tests in the 3rd and 7th grades.

## Urban Cincinnati Archdiocesan

	Current pct. or avg.	Change since baseline year	Change since recent year	Current target	Target year
4th grade Reading	59 NP	N/A	N/A	+2%/yr	2011-12
8th grade Math	62 NP	N/A	N/A	+2%/yr	2011-12
Graduation	89%	+5 (2007)	N/C	92%	2011-12
ACT Composite	23.2	+8 (2004)	+5	23.4	2011-12

Note: The Archdiocese and Diocese switched to a new assessment this year, the Iowa Test of Basic Skills. The current achievement data is represented as a national percentile (NP) score.

The complete set of data and trends are available online and updated on a regular basis. Please visit: <http://www.strivetogether.org/education-results-resource/striving-together-report-card/>

Note on high school graduation rates: Kentucky districts changed the way they report graduation rates. Kentucky now uses the Averaged Freshman Graduation Rate (AFGR), making data from previous years incomparable. Kentucky will report the AFGR for three years and then begin reporting the new four year adjusted cohort rate. Ohio schools will also be reporting the four year adjusted cohort rate as their official graduation rate beginning next year. The cohort rate will be adopted by most states and will become a standard and hopefully more accurate way to report graduation rates across states.

\* We use "college" to refer to postsecondary education.

# Goal 5: Every student will GRADUATE and ENTER A CAREER.

## University of Cincinnati

	Current percentage	Change since baseline year	Change since recent year	Current target	Target year
College Retention Rate (Local Students)	86%	+5 (2005)	-4	90%	2019
College Completion: 6 yr Graduation Rate (Local Students)	56%	+9 (1999)	+2	75%	2019

## Cincinnati State Technical & Community College

	Current pct. or num.	Change since baseline year	Change since recent year	Current target	Target year
College Retention Rate (Local Students)	45%	-10 (2005)	-10	58%	2014
College Completion: Total Credentials Awarded (Local Students)	291	+74 (2005)	+4	400	2014

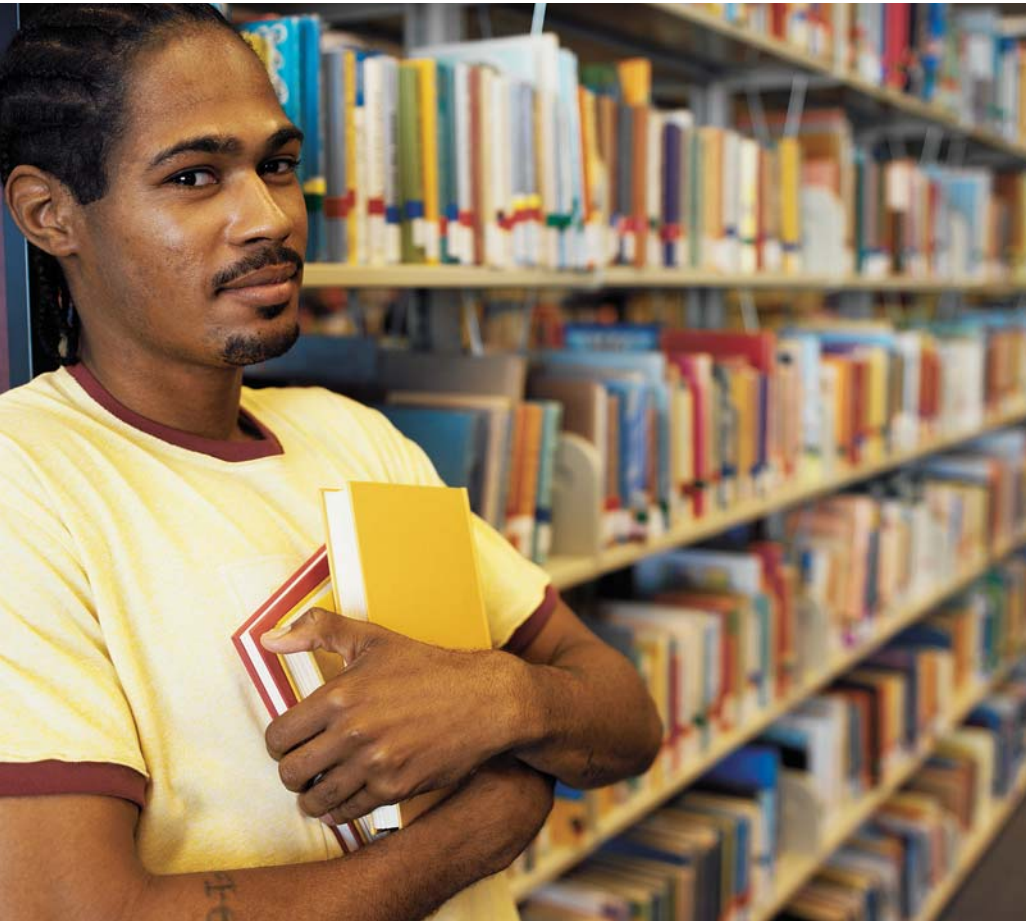
## Gateway Community & Technical College

	Current pct. or num.	Change since baseline year	Change since recent year	Current target	Target year
College Retention Rate (Local Students)	63%	-4 (2005)	-10	75%	2015-16
College Completion: Total Credentials Awarded (Local Students)	63	+5 (2005)	-13	240	2015-16

## Northern Kentucky University

	Current pct. or num.	Change since baseline year	Change since recent year	Current target	Target year
College Retention Rate (Local Students)	69%	+10 (2005)	+4	TBD	2015
College Completion: 6 yr Graduation Rate (Local Students)	37%	+17 (2001)	+7	TBD	2015

Note: NKU targets will be finalized in the fall with the completion of the Kentucky Council on Postsecondary Education goal setting process for public institutions. Targets will be set for 2015.



# What It Takes to Get to “Every Child”\*

In addition to reporting the percentages this year, we also offer below the actual number of children and students that would still need to be ready for school and successful academically in order to achieve The Strive Partnership’s mission of Every Child, Every Step of the Way, Cradle to Career. Looking beyond the percentages, and focusing on the children and students has been inspirational for us. We hope it will be inspirational for you too.

## Cincinnati Public

### Number of students to reach 100%

Kindergarten Readiness	1340
4th Grade Reading	651
8th Grade math	869
High school Graduation	431
Postsecondary Enrollment	603

## Covington Independent

### Number of students to reach 100%

Kindergarten Readiness	139
4th Grade Reading	121
8th Grade math	173
High school Graduation	29
Postsecondary Enrollment	76

## Newport Independent

### Number of students to reach 100%

Kindergarten Readiness	52
4th Grade Reading	72
8th Grade math	40
High school Graduation	43
Postsecondary Enrollment	61

## Cincinnati State

### Number of students to reach 100%

Postsecondary Retention, associates	97
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## Gateway

### Number of students to reach 100%

Postsecondary Retention, associates	15
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## Northern Kentucky University

### Number of students to reach 100%

Postsecondary Retention, bachelors	78
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## University of Cincinnati

### Number of students to reach 100%

Postsecondary Retention, bachelors	73
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## Urban Core Totals

Kindergarten Readiness	1531
4th Grade Reading	844
8th Grade Math	1082
High School Graduation	503
Postsecondary Enrollment	740
Postsecondary Retention	263



### \* Notes

- The data presented are intended to capture the number of students needed to reach 100% in the Partnership’s key outcomes in addition to percentages.
- The calculations are based on the best available data and are intended to capture the numbers as simply as possible.
- Data for kindergarten readiness, 4th grade reading, and 8th grade math come from the Strive Report Card and the state departments of education.
- Data for high school graduation and college enrollment and retention come from the state departments of education and the district National Student Clearinghouse reports.
- Postsecondary enrollment data is based on a denominator of the number of high school graduates.
- Postsecondary retention data is based on first time, full time, degree seeking students.



## Priority Areas – Highlights

While there are many exciting efforts underway in Cincinnati, Covington, and Newport to improve outcomes for children, here are a few examples of progress in 2011:

### Early Childhood Education — Led by United Way of Greater Cincinnati and Success By 6®

- Kindergarten readiness scores have increased in all three of the urban school districts over the past four years. The number of centers and classrooms participating in Hamilton County's Learning Circles has grown from 14 in 2008 to 51 in 2011. The centers receive targeted support and technical assistance for sites/classrooms based on identified needs and performance data. Data show that children attending a Learning Circle affiliated classroom for a full academic year are better prepared

for kindergarten (20.5 on the KRA-L vs. 16.8 for a comparable group of children with no documented preschool experience).

- In Northern Kentucky, local data show that Success By 6® investments and data-driven continuous learning and improvement planning are making a difference. In Newport, a child who has two years of involvement in a high quality program scores, on average, 21 percent higher on kindergarten readiness assessments. Local data in Covington reinforces the quality kindergarten readiness link (of the 44 percent of children who did not attend a quality program, only 51 percent were prepared for kindergarten).

### Linking Community Supports to Student Achievement

- The Mentoring Works collaborative completed a data-informed action plan detailing work with priority schools to provide quality mentoring services and data collection around common measures. As a result, the P&G Fund is investing \$300,000 over three years in this collaborative action plan. Funded partners will work collaboratively around recruitment, training, and impact in priority schools.
- Covington Partners in Prevention (CPIP) has convened providers around college access, mentoring, youth leadership, health & wellness and parent engagement. CPIP partners are in the final stages of developing a team charter and building data-informed action plans.
- The *Be the Change* tutoring recruitment campaign has recruited and placed hundreds of tutors since the January 2011 kick-off. A major push for school partnerships to support early grade-level reading is planned for the fall. We are also exploring ways in which we can support the *One to One* reading tutoring initiative of the Northern Kentucky Education Council in Covington and Newport.

### Teacher and Principal Excellence

- The Ascend Performance Institute launched in June with its first cohort of 31 schools, including 21 local schools from CPS, Covington, and the Archdiocese. Ascend is a promising two-year

## Coordinating Action and Aligning Resources to Support Student Achievement

- *Early Childhood Leaders*
- *District Superintendents*
- *College and University Presidents*
- *Community, Corporate, and Private Funders*
- *Business and Parent Leaders*
- *Service Providers*

program focused on improving school performance through leadership development, execution of 90-day improvement plans, and school-site coaching. School-level performance will be tracked as the key measure of success.

- Local partners from area institutions have developed criteria for high-impact professional development, and a group of professional development experts are now accepting and reviewing submissions from providers. The criteria require that the professional development offerings be long-term in nature (as opposed to a single workshop or speaker), involve coaching and support, and include the tracking of implementation and impact on student-level achievement and outcomes. Accepted offerings are posted on the Together We Educate website (tweducate.org), which serves to recruit, support, and retain top talent in the urban core.

### Postsecondary Access and Success

- Supported by the Greater Cincinnati Foundation, and with the assistance from a General Electric Blackbelt, the College Access Alliance (CAA) has been reviewing the 2008/2009 school year data. Upon initial analysis, the same five success indicators were once again found to demonstrate statistical significance in contributing to a student's ability to enroll into college:

Specifically, students are over 80% more likely to enroll into college when they:

1. Pass all portions of the Ohio Graduation Test,
2. Graduate from high school,
3. Apply for financial aid/scholarships,

4. Submit applications to colleges, and
5. Take appropriate college entrance exams.

- Progress continues with a college access pilot project underway at Woodward High School. Recently, partners and school counselors began entering data into the Learning Partner Dashboard, which will assist in helping to better identify, target and prioritize services.

### Promoting Data-Informed Decision-Making

- Through the Social Innovation Fund, the Partnership will introduce Impact U, a series of workshops and coaching designed to build the capacity of nonprofits to implement continuous improvement processes and manage organizational impact in support of key community indicators. Impact U will meet the need for the SIF to provide training and technical assistance to its sub-grantees while also setting a stage for a technical assistance model for cohorts of organizations focusing on impact along the cradle to career continuum.
- The Learning Partner Dashboard combines student-level, school data with student-level, service provider data (i.e. mentoring, afterschool, tutoring, mental health, etc.) at CPS. An implementation team has been meeting regularly to drive adoption locally and provide assistance to partners and schools. There are 144 partners currently matched to students, with the percent of students matched to partners rising from 33% to 77% since early spring.

### Advocacy and Funding Alignment

- The Social Innovation Fund has 16 local funders engaged, with 9 selected grantees spanning the cradle to career continuum. Talks are underway with funders to expand this collaborative around what works, along the cradle to career continuum.
- An aligned policy agenda has been developed and meetings with state legislators and other policymakers are being held. The policy agenda focuses on three core principals of the Partnership: 1) use data more effectively to determine what works; 2) invest existing resources in what works; and 3) pursue public-private partnerships and systems alignment.

# Highlights of Collective-Impact Efforts

## Covington Early Childhood\*

Led by Success By 6<sup>®</sup>, key early childhood stakeholders are working together to identify gaps in services and strengthen others, to help children enter kindergarten prepared.

**Shared Objectives:** To use data to inform decision-making to improve kindergarten readiness in Covington.

### Shared Goals:

- By September 2011, 70% of children will enter kindergarten prepared, as measured by the DIAL-3.
- By December 2011, each center's total average score will increase by 3%, as measured by the DIAL-3.
- By December 2011, participating child care center will reach 2/5 indicator "fully met" for Standard 3.8 of Kentucky's Quality Self-Study.
- By December 2011, increase the number of STAR-Rated centers from 1 to 3.

**The Strive Partnership Shared Measure:** Percent of children assessed ready for school.

**Highlights:** Kindergarten entry scores increased from 63% to 67%, exceeding the collaborative's goal.

**Members:** Children, Inc., Covington Housing Authority, Covington Independent Schools, Every Child Succeeds, 4C for Children, Head Start, Northern Kentucky University, and Success By 6<sup>®</sup>.

## Hamilton County Early Childhood

Led by United Way of Greater Cincinnati and Success By 6<sup>®</sup>, school districts, the business community, local non-profit agencies, parents, community leaders and public agencies are working together to raise awareness about the importance of the early years and to make early childhood a top priority for resources and funding.

### Shared Objectives:

- Increase Bracken scores (on the School Readiness Component (SRC) for percentage) of all children 3–5 year old home visitation programs from program entry to exit.
- By August 2012, 18% of City of Cincinnati family child care providers in the Child and Adult Care Food Program (CACFP) will receive in home training on basic language and literacy concepts to improve their child care environment and skills.
- By October 2011, 95% of City of Cincinnati family child care providers participating in the project to demonstrate increased language and literacy activities in their

home child care business, to build their skills to help get children ready for kindergarten.

**Shared Goals:** By fall 2012, 58% of Cincinnati Public School kindergarten children will score 19 or above on the Kindergarten Readiness Assessment–Literacy (KRA-L).

### The Strive Partnership Shared Measure:

Percent of children assessed ready for school.

**Highlights:** Through Winning Beginnings funding, data collection and analysis has improved in the last eight months. Efforts are now underway to connect the Hamilton County Winning Beginnings database with the Learning Partner Dashboard.

**Members:** 4C for Children, Cincinnati Early Learning Centers, Cincinnati Public Schools, Cincinnati Hamilton County Community Action Agency, Every Child Succeeds, Innovations, Success By 6<sup>®</sup>, and United Way of Greater Cincinnati.



## Newport Early Childhood\*

Led by Success By 6®, key early childhood stakeholders are working together to identify gaps in services and strengthen others, to help children enter kindergarten prepared.

**Shared Objectives:** To use data to drive decisions to impact kindergarten readiness to Newport.

### Shared Goals:

- By school year 2012/2013 75% of children will come to kindergarten ready to learn
- By 6/30/11 increase the % of children participating in high quality partner programs
- By 6/30/11, 66% of children in Home Instruction for Parents of Preschool Youngsters (HIPPY) and Full-Day Preschool will enter kindergarten ready
- By December 2011, the number of STAR-Rated centers will increase from 0 to 2.

**The Strive Partnership Shared Measure:** Percent of children assessed ready for school.

**Highlights:** Kindergarten entry scores increased from 70% to 72%.

**Members:** Brighton Center, Children, Inc., Every Child Succeeds, 4C for Children, Head Start, Newport Independent Schools, Northern Kentucky University, and Success By 6®.

## Mentoring Works

“Mentoring Works” is not only a true statement; it is a network of mentoring organizations serving children in Cincinnati, Covington and Newport.

### Shared Objectives:

- Create and implement strategies to recruit and train mentors based on identified areas of need.
- 100% of partners will begin data collection on common outcomes/measures.
- By May 31, 2011, 100% of partners will implement identified best practice standards.

### Shared Goals:

- By May 31, 2013, increase the number of mentors to meet the needs of youth who need and/or want a mentor.
- By May 31, 2013, increase the number of positive outcomes for youth engaged in a mentoring relationship.
- By May 31, 2013, 100% of partners will implement best practice standards.

### Strive Partnership Shared Measures:

- Percent of students with mentors who graduate from High School
- Percent of students who enroll in college
- Percent of students retained in college (1st to 2nd year)

**Highlights:** After working together for four years, the team has developed and implemented an action plan and secured a grant of \$300,000 over three years from the P&G Fund to improve student outcomes.

**Members:** Beech Acres Parenting Center, Big Brothers & Big Sisters, Boys Hope Girls Hope, Cincinnati Youth Collaborative, College Mentors & Kids, Covington Partners in Prevention, EndZone Youth Club, Friends of the Children, Higher Education Mentoring Initiative, Junior Achievement, Leadership Scholars, Mathis Foundation, Talbert House, and the YMCA.





## SMART Tutoring Network

*The SMART Tutoring Network provides awareness of and access to a network of trained, high quality, caring and supportive academic tutors for Cincinnati Public School (CPS) students.*

### **Shared Objectives:**

- By July 31, 2011, improve the quality of tutoring services and coordination efforts.
- By July 31, 2011, implement a system to collect and report on standardized data elements to measure student success.

### **Shared Goals:**

- By December 31, 2015, increase student outcomes of partner tutoring services provided to CPS students.
- By July 31, 2011, determine if the Pyramid of Intervention can be implemented by all partners.

- By December 31, 2015, increase the academic success of students served by 8%.

### **Shared Measures:**

- Percent of students who receive at least 30 hours of tutoring who demonstrate improvement on the OAT from one year to the next when compared to the district average.
- Percent of students who receive at least 30 hours of tutoring who score at the minimum state standard or higher on either reading or math on the OAT.

**Highlights:** A Quality Tutoring Seal of Approval has been developed and funded by the United Way. Partner programs are evaluated by an external party and earn the Seal of Approval based upon quality

standards. Early results indicated that 59.8% of students who received 30 hours of tutoring from Seal Approved partners, scored at or above state minimums on either the Math or Reading Ohio Achievement Assessment.

**Member Organizations:** Academia.net, Academic Support Services, Breakthrough Cincinnati, Cincinnati Public Library, Cincinnati Public Schools, Cincinnati State, Cincinnati Youth Collaborative, Club Z, Families Forward, Science Tutoring Program at Hughes Stem High School, Imani, Literacy Network of Greater Cincinnati, Mayerson Academy, Nia Educational Services, SAC, Sylvan Learning, Tutoring in Your Home, UC-CCE , UC-PASS, UC-SES, Urban League of Greater Cincinnati, Whiz Kids, and the YMCA.

## Cincinnati/Northern Kentucky Arts Education\*

Partners have joined together to work with arts and cultural organizations throughout the region, teachers, teaching artists, school districts, and colleges and universities to encourage excellence in arts-in-education practice, and to bring arts-based learning experiences to students who otherwise would have limited access to these opportunities.

### Shared Objectives:

- Increase access to arts programming offered to students.
- Increase number of students participating in arts and education programming.
- 100% of programming offered by arts organizations involved in the Arts Education SSN will be aligned with academic content standards (national, state and local).

- 100% of CPS Arts Specialists will be trained in the use of academic content standards to increase student learning and development.
- Provide at least one professional development opportunity for out-of-school arts providers and pre-service arts specialists in Year One of the plan.
- Increase awareness through an advocacy campaign to educate the general public, educators and policymakers about the impact of learning in and through the arts on student academic achievement and social/emotional development.

**Shared Goals:** Enhance student academic achievement for youth in CPS, CIS, and NIS by increasing the number students learning in and through the arts.

**The Strive Partnership Shared Measure:** 4th grade reading.

**Highlights:** Partners have worked collaboratively to provide quality learning experiences through an Arts Integration Pilot. Over 400 Cincinnati Public School students participated in an arts infused experience once a week, for a ten week session, with three sessions per school year. The Arts Integration classrooms showed significant positive results when compared to non-AI classrooms even when controlling for economic disadvantage and expected performance on both the Math and Reading Ohio Achievement Assessment.

**Members:** Artlinks, Artswave, Bi-Okoto Cultural Institute, CET Learning Services, Cincinnati Art Museum, Cincinnati Arts and Technology Center, Cincinnati Arts Association, Cincinnati Ballet, Cincinnati Chamber Orchestra, Cincinnati Children's Theatre, Cincinnati Playhouse in the Park, Cincinnati Public Schools, Cincinnati Shakespeare Company, Cincinnati Symphony Orchestra, Contemporary Arts Center, Covington Independent Schools, Dramakinetics, Ensemble Theatre of Cincinnati, Green Acres Foundation Art Center, Learning Through Art, Inc., Madcap Production Puppet Theatre, Newport Independent Schools, Renegade Garage Players, Taft Museum of Art, The Carnegie Visual and Performing Arts Center, UC College Conservatory of Music, and the YMCA.



## Covington Partners

Covington Partners is a combination of dedicated individuals, organizations, and board members committed to the collaborative work of planning, funding, implementing, and evaluating initiatives that benefit the youth and the future of Covington.

### After School Programs

**Shared Goals:** By 2013, ensure that 75% of the after school program needs are secured.

**Shared Objective:** By 2012, secure prioritized and appropriate after school services.

**Shared Measures:** # of schools with needs identified (8 possible); Total number of needs met; % of schools with after school program needs met (10–25% per year).

### College Access

**Shared Goals:** By 2015, Holmes High School will increase by 10% the number of students enrolling in two to four year colleges; by 2015, Holmes High School students will increase the average ACT score by 2.5 points.

**Shared Measures:** Postsecondary enrollment and average score on the ACT.

### Health and Wellness

**Shared Goals:** By 2013, implement instruction in healthy eating habits and nutrition in all schools.

**Shared Objectives:** By 2011/2012, ensure proper nutrition, growth and development of students.

### Family Engagement

**Shared Goal:** Ensure that Covington families are provided the opportunities, services and support needed to be involved partners in their child's education.

**Shared Objective:** Improve student achievement by further engaging families of students at Holmes High School and Holmes Middle School.

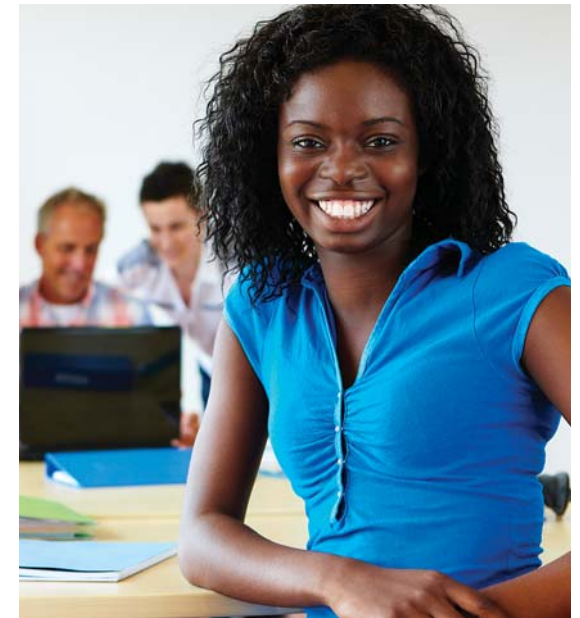
### Mentoring

**Shared Objectives:** Create and implement strategies to recruit and train new mentors based on identified areas of need; 100% of partners will collect data on common outcomes/measures; by May 31, 2011, 100% of partners will implement identified best practice standards.

**Shared Goals:** By May 31, 2013, increase the number of mentors to meet the needs of youth who need and/or want a mentor; by, May 31, 2013, increase the number of positive outcomes for youth engaged in a mentoring relationship; by May 31, 2013, 100% of partners will implement best practice standards.

**Shared Measures:** Percent of students with mentors that graduate from High School; percent of students that enroll in college; percent of students retained in college (1st to 2nd year).

**Highlights:** This year partners embarked on a significant action planning process in preparation for the 2011–2012 school year.



Partners have identified problems and solutions and are committed to gathering common data to track progress.

**Members:** Covington Independent Public Schools, Boys/Girls Club, N. KY Community Action Commission, Gateway Community & Technical College, Flaughter and Associates, City of Covington Recreation, N. KY Health Department, YMCA, Center For Great Neighborhoods, Kenton County Alliance, NKCAC, Covington Library, Homeward Bound, Cabinet for Health & Family Services, Housing Authority of Covington, National Committee on Youth, Girl Scouts, Brighton Center Welcome House, Catholic Charities, Thomas More College, YouthBuild of N. KY, Mentoring Plus, The Carnegie Visual & Performing Center, KCPL, North Key, TBNK, Children, Inc., United Way, and DUBS.

## Youth Career Access Network

Youth CAN is a collaborative that ensures improved coordination of partner services and establishes standardized best practices in order to provide low income youth, ages 14–24, services that increase the likelihood of successful transition from school to career.

### Shared Objectives:

- All partners will define, adopt and implement key components of employer expectations in program design.
- All partners will develop and utilize a uniform assessment to determine participant understanding of employer expectations.
- Develop a system or tap into existing systems that would track participant's retention in year round employment and youth who complete a summer employment program.
- All partners will collaborate with the SMART Tutoring Network.
- Partners will increase the percentage of dropouts they re-engage who attain a GED/Diploma.
- Connect eligible youth within 6 months (of exiting a partner program) to a support agency/person to assist them through the process of entering advanced training or employment.

### Shared Goals:

- By 2015, 75% of youth served by partners will achieve competency in employer expectations and requirements.
- By 2013, increase the percentage of youth served by partners who receive a high school diploma or GED.

- By 2013, increase the percentage of youth who are served by partners who have a career plan and that enter an advanced training (vocational, apprenticeship, post-secondary, etc.) or become employed as indicated by their career plan.

### The Strive Partnership Shared Measure:

High school graduation rates.

**Highlights:** This team secured a grant of \$584,350 from the City of Cincinnati to provide needed training, support and summer employment for nearly 400 young people. The team has created a standardized common assessment tool that measures a youth's knowledge and skill level so that appropriate training can be provided to ensure successful employment and increase employer satisfaction. In addition, the automation of this assessment resulted in an efficiency (cost/time) savings of over \$12,000 annually.

**Members:** Children's Home, Cincinnati Human Relations Commission, Cincinnati Public Schools, Cincinnati Recreation Commission, Cincinnati State Technical and Community College, Connect 2 Success, Easter Seals Work Resource Center, General Electric, Great Oaks, Jobs for Cincinnati Graduates, Lighthouse Youth Services, Literacy Center West, Project Nehemiah, Southwest Ohio Workforce Investment Board, University of Cincinnati, Urban Appalachian Council, Urban League of Greater Cincinnati, and the YWCA.

## College Access Alliance\*

The College Access Alliance is focusing on building a college-going culture within Cincinnati Public Schools and working towards improving the delivery of comprehensive and well coordinated college access services to high school students.

### Shared Objectives:

- Implement a college awareness plan for all schools/students.
- Determine, analyze and prioritize customer needs (school staff, partner staff, students and parents/guardians).

**Shared Goal:** By 2015, increase postsecondary enrollment for CPS students by 10%.

### The Strive Partnership Shared Measures:

High school graduation and postsecondary enrollment.

**Highlights:** In 2010/2011 the team's preliminary analysis of baseline data from school years 07–09 revealed there were key critical factors that significantly impact a student enrolling into college. Specifically, students are over 80% more likely to enroll into college when they pass all portions of the Ohio Graduation Test, graduate from high school, apply for financial aid/scholarships, submit applications to colleges, and taking appropriate college entrance exams.

**Members:** Cincinnati Public Schools, Cincinnati State, Cincinnati Youth Collaborative, General Electric, Greater Cincinnati Foundation, Jobs for Cincinnati Graduates, Parents for Public Schools, Project Grad, University of Cincinnati, Upward Bound, Urban League of Greater Cincinnati, and the YMCA.

\* While affiliated with The Strive Partnership, this collaborative is led, supported and/or funded by a community partner.

Please note: The measures and highlights included in this report are not a comprehensive representation of the work of collaboratives in the region. Additional information can be found at [www.strivepartnership.org](http://www.strivepartnership.org).



**SOCIAL INNOVATION FUND**  
CINCINNATI / NORTHERN KENTUCKY

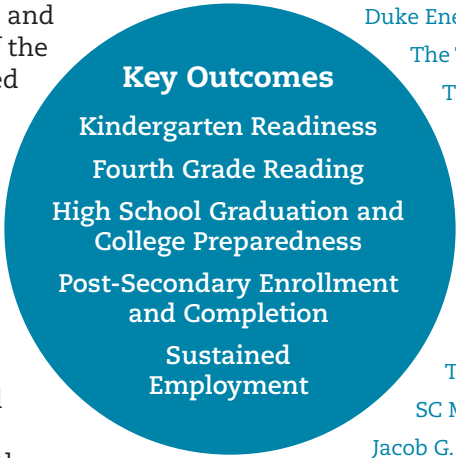


The Cincinnati/Northern Kentucky Social Innovation Fund is a partnership of more than a dozen local grantmakers supporting innovative and effective community solutions for children from cradle to career. With the support of a two-year, \$2 million grant from the Corporation for National and Community Service, these funders are coming together to provide catalytic support — both grant funding and capacity building services — to scale up effective organizations and programs that can move the needle on key community outcomes.

The SIF aims to increase education and employment outcomes for children and young adults in Greater Cincinnati's urban core — Cincinnati, Ohio and Covington and Newport, Kentucky. The SIF is investing in a portfolio of organizations providing a continuum of services to help families ensure their children are ready for kindergarten,

graduate from high school prepared for their next step, enroll and complete post-secondary education and gain employment. Each of the organizations being funded is evaluating its program to build upon their evidence of effectiveness and contribute to the body of knowledge on what services are working best for the community's children.

The funders have selected nine organizations to participate in Cincinnati/Northern Kentucky Social Innovation Fund. Capital from the Corporation, local funding partners and the selected organizations will result in more than \$7 million in investment in the region over two years.



## SIF Partners

- Duke Energy Foundation
- The Thomas J. Emery Memorial
- The Greater Cincinnati Foundation
- The Carol Ann and Ralph V. Haile, Jr./U.S. Bank Foundation
- KnowledgeWorks
- The Andrew Jergens Foundation
- JPMorgan Chase Foundation
- The Daniel and Susan Pfau Foundation
- The P&G Fund
- SC Ministry Foundation
- Jacob G. Schmidlapp Trust, Fifth Third Bank, Trustee
- The Strive Partnership
- Toyota
- United Way of Greater Cincinnati
- The Craig Young Family Foundation

### Kindergarten Readiness



**Cincinnati Museum Center**

**Cincinnati Museum Center** is a nationally recognized education resource that continues its reach into the community. Through the ECSITE program, the Museum

Center, focuses on building skills of Head Start teachers to effectively build science and inquiry activities in their classrooms. Science activities integrate with classroom curriculum to help

build not only inquiry skills but vocabulary and communication skills in three and four-year-olds. The Cincinnati Museum Center will expand the program from Northern Kentucky Head Start to Hamilton County Head Start and expects to serve a total of 91 teachers and approximately 1,000 students. The project has the potential to inform the field on the importance of science and STEM curriculum in preschool while also informing effective practices in delivering that curriculum.





**Cincinnati Public Schools** is the Greater Cincinnati region’s largest school district (34,000 students) and the first urban school district in Ohio to receive an Effective rating. The Early Childhood Department will expand its Books in Action and Summer Bridge programs to serve additional students within the city of

Cincinnati. Each program has shown to deliver higher than typical results in helping students be prepared for kindergarten as assessed by Ohio’s Kindergarten Readiness Assessment–Literature. While serving additional children through the public preschool program, CPS will also provided training and professional development to staff at community child care centers to replicate these programs for children not enrolled in CPS preschools.



**The Consortium for Resilient Young Children** focuses on the social and emotional development of preschool children. The

Consortium combines assessment, professional development for preschool teachers, clinical services and parent engagement to address these needs. The program is a collaboration of 8 key partners including child care providers, Head Start providers, mental health providers and the local child care resource and referral agency. The program will expand services within Cincinnati, Ohio and Covington, Kentucky and expand the program into Newport, Kentucky. The program intends to expand services to an additional 610 children, ultimately serving 1,460 annually. The proposed evaluation will strengthen evidence of effectiveness and provide information on best practices to address early childhood development and mental health issues.



**Every Child Succeeds** provides high quality home visitation services to first time mothers. Every Child Succeeds is a collaboration of 15 service providers. The Social Innovation Fund will expand the Transition Program, which helps

families leaving the program transition their children into high quality child care programs. The program will further evaluate its services to determine how the developmental gains experienced by children in the program translate to kindergarten readiness and how transition plays an important role in maintaining those

gains. Every Child Succeeds is a national model program in home visitation services and has potential to inform the field on the importance of transition services.

## High School Graduation–Prepared for Next Step



**Cincinnati Arts and Technology**

**Center** is a replication of Bill Strickland’s successful Manchester Bidwell Corporation in Pittsburgh. It will build upon this model by expanding its career pathway focus

for a segment of their students who are not immediately entering a traditional two- or four-year postsecondary program. Initially students will participate in training that prepares them for entry-level employment at Cincinnati Children’s Hospital Medical Center. The project connects CATC’s successful high school completion services with the community’s career pathways focus. SIF funding will be used to expand the program to include additional employers and, potentially, additional career pathways in other industries. The evaluation will contribute knowledge to similar high school-based programs looking to provide career training.



**Covington Independent Public Schools** will transform its Holmes High School campus to an early college high school with each of its 900+ students achieving 15 hours of college credit upon graduation. The school is being redesigned to follow a career clusters model — delivering curriculum around specific career industries to help students see a pathway for

their future beyond high school. The turnaround program will focus on school and curriculum redesign, professional development for teachers and advising staff, development of industry-specific training programs, and strengthening the partnership with the local community and technical college.

**Leadership Scholars** provides more than 1,000 hours of leadership training to inner city Cincinnati youth over a six year period. Students are recruited as Scholars into the program in 7th and 8th grade and participate in a variety of programming aimed at building leadership skills. In 9th and 10th grade students are paired

with an adult mentor. In 11th and 12th grade students serve as Leaders, delivering the leadership training services to the new batch of 7th and 8th graders. The program is uniquely focused on peer-delivered leadership training. The program will focus on its curriculum and training its Leaders to consistently deliver programming while focusing efforts to expand programming outside of the Catholic Inner City Schools.

## Postsecondary Enrollment and Completion



**University of Cincinnati** is expanding two programs focused on the university's most vulnerable populations — first-generation students and students who are emancipated from the foster care system. The Gen-1 Theme House is a unique residential-based program that provides support services to first generation college students. HEMI works with youth aging out of the foster-care system to identify their college goals and help them transition to the University. Each program has the potential to inform the field on best practices in working with similar groups of college students.

## Sustained Employment



**Easter Seals Work Resource Center** will replicate its successful transitional employment program set in a deconstruction and resale enterprise to its packing social enterprise. The replication will train individuals to work in the packing enterprise while also receiving employment skills training and

working towards MSSC certification. The project will directly tie into the community's career pathways model for the advanced manufacturing sector. The program expects to serve 22 individuals a year in helping to place and retain them in entry level positions within an industry with a clearly defined career track. The initial SIF investment will build industry capacity to obtain additional clients and provide increased revenue to support activities and, potentially, serve additional employees.

## Other Subgrantees in Greater Cincinnati



In addition to the nine subgrantees funded through the Cincinnati/Northern Kentucky Social Innovation Fund, we are fortunate to have two other SIF Intermediaries currently funding five additional subgrantees in the region:

- Brighton Center
- Cincinnati Works
- Santa Maria Community Services
- Urban League of Greater Cincinnati
- Greater Cincinnati Workforce Network



### For additional information, please contact:

Michael L. Baker  
 Director, Cincinnati/Northern Kentucky Social Innovation Fund

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 (513) 762-7208 | [mike.baker@uwgc.org](mailto:mike.baker@uwgc.org)



## A Look Ahead

### Early Grade-Level Reading and STEM Innovation

Recognizing the importance of early grade-level reading and STEM (Science, Technology, Engineering, and Math) success, funders, district leaders, and nonprofit providers will launch comprehensive efforts to boost reading, science and math achievement. These two new collaborative efforts, one focused on early-grade level reading, and the second on STEM, will help to bring leaders together around shared goals, strategies, and outcomes.

### Learning Partner Dashboard Expansion

The Partnership will continue to support implementation of the Dashboard across CPS, as well as to improve the Dashboard's functionality and relevancy through ongoing enhancements that will be based on what users want and need. Expansion will link early learning and development data with the Dashboard, and efforts are underway to bring the tool to Covington and Newport.

### Impact U

Through the Partnership's support of the Social Innovation Fund (SIF), we will help launch Impact U, which includes workshops and coaching designed to build the capacity



of education providers to implement continuous improvement processes and manage organizational impact in support of key community indicators. Impact U will also provide training and technical assistance to existing and new collaborative efforts to drive impact around the Partnership's eight priority outcomes.

### Together We Educate

To better attract principals and teachers to the region, leaders from local districts, colleges of education, and businesses are launching a new website, Together We Educate. This site will present the assets and advantages of living and educating in the urban core, provide information and resources such as evidenced-based professional development, and link directly to each district and university plus promote what opportunities and incentives are available to principals and teachers. Partners are investigating additional collaborative efforts to recruit top talent to our local schools.

### Aligned State Policy Agenda

Having developed a shared "cradle to career" state policy agenda, the Partnership is now playing a much larger advocacy role in Columbus and Frankfort. Partners are pushing for greater investments in early learning and development, funding based on results and data, and the kind of systems alignment pursued locally through The Strive Partnership.

### Regional Data Portal

A collaborative of local partners, including the Strive Partnership, has formed to construct a regional data portal for community level data. The goal of this effort is to provide a unified gateway into the education, social, economic, demographic, and health information in the Greater Cincinnati/Northern Kentucky region.

## Get Involved



### **One to One Reading Initiative, Northern Kentucky Education Council**

This effort trains volunteers to produce measurable and positive results for kindergarten to third grade students who are struggling with reading in Northern Kentucky.

Contact: Nancy Costello, [ncostello@nkyec.org](mailto:ncostello@nkyec.org), 859-282-9214



### **Be the Change, Tutoring Campaign**

The tutor recruitment is focused on securing volunteers to work in high need schools within Cincinnati Public Schools, with an early grade-level reading priority.

Contact: [bethechange@strivetogether.org](mailto:bethechange@strivetogether.org), 513-929-1343

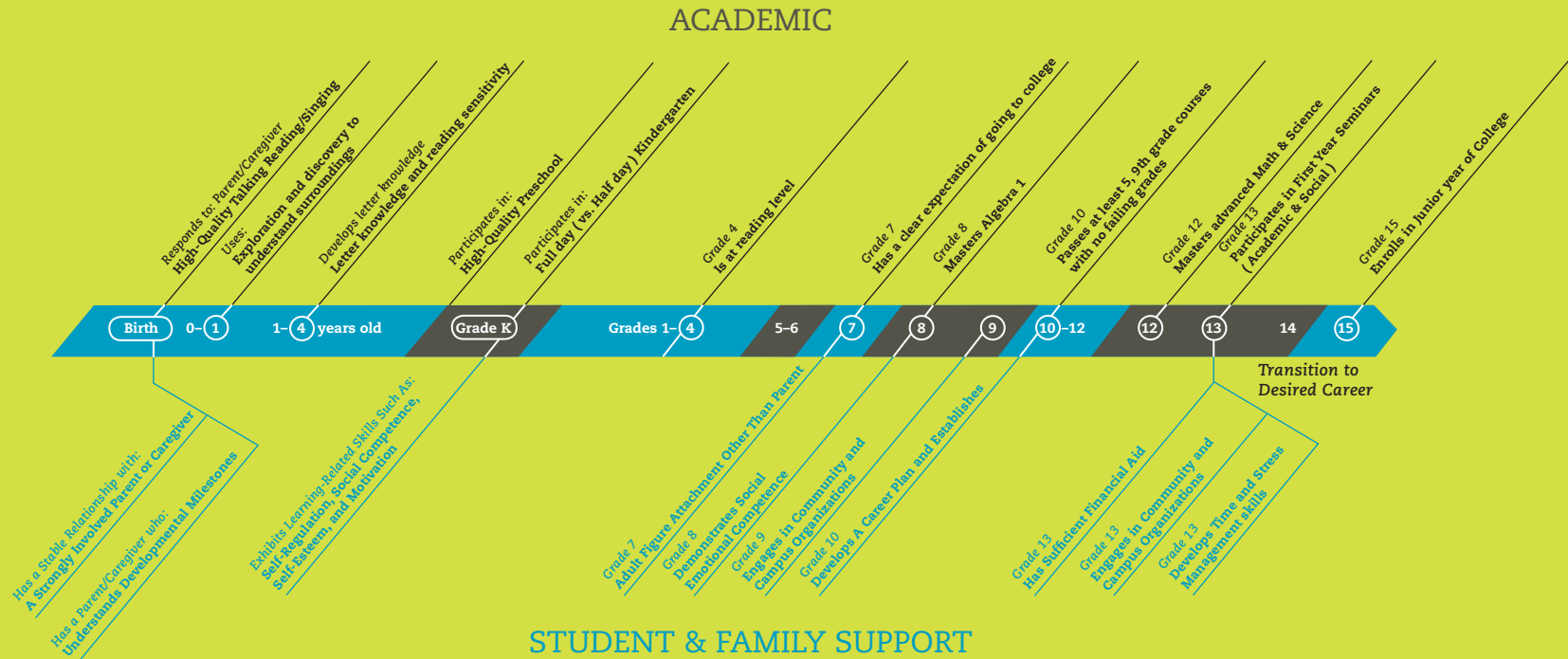


### **Mentoring Works, Mentors Needed**

More than 4,000 young people are already benefiting from a Mentoring Works mentor, however over 1,000 youth are still in need. Become a mentor today.

Contact: United Way of Greater Cincinnati  
2-1-1 Community Resource Directory.

# Student Journey to Success:



Cincinnati | Covington | Newport

www.strivepartnership.org  
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 513.929.1145

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