<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Prenatal Care</strong></td>
<td>69%</td>
<td>72%</td>
<td>71%</td>
</tr>
<tr>
<td></td>
<td>2,049 of 2,987</td>
<td>2,241 of 3,108</td>
<td>2,158 of 3,020</td>
</tr>
<tr>
<td><strong>Enrolled in Pre-K or Head Start:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-year-olds</td>
<td>94%</td>
<td>95%</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>2,729 of 2,898</td>
<td>2,791 of 2,949</td>
<td>2,704 of 2,954</td>
</tr>
<tr>
<td>3-year-olds</td>
<td>23%</td>
<td>23%</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>684 of 3,132</td>
<td>726 of 3,138</td>
<td>1,253 of 3,012</td>
</tr>
<tr>
<td><strong>Ready for School (COR)</strong></td>
<td>NA</td>
<td>54%</td>
<td>53%</td>
</tr>
<tr>
<td><strong>Chronically Absent</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K – 3 (Target Schools)</td>
<td>47%</td>
<td>37%</td>
<td>35%</td>
</tr>
<tr>
<td>K – 3 (All Schools)</td>
<td>37%</td>
<td>30%</td>
<td>28%</td>
</tr>
<tr>
<td>K – 12</td>
<td>38%</td>
<td>35%</td>
<td>33%</td>
</tr>
<tr>
<td><strong>English in 3rd Grade</strong></td>
<td>5.5%</td>
<td>6.6%</td>
<td>8.2%</td>
</tr>
<tr>
<td></td>
<td>119 of 2,183</td>
<td>138 of 2,083</td>
<td>177 of 2,154</td>
</tr>
<tr>
<td><strong>Math in 4th Grade</strong></td>
<td>11%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>251 of 2,239</td>
<td>160 of 1,810</td>
<td>215 of 2,028</td>
</tr>
<tr>
<td><strong>English in 8th Grade</strong></td>
<td>7%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>130 of 1,957</td>
<td>55 of 1,437</td>
<td>91 of 1,443</td>
</tr>
<tr>
<td><strong>Math in 8th Grade</strong>*</td>
<td>8%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>*Some 8th graders take Regents Algebra I, not reflected here</td>
<td>26 of 1,796</td>
<td>9 of 1,151</td>
<td>8 of 1,161</td>
</tr>
<tr>
<td><strong>High School Graduates</strong></td>
<td>48%</td>
<td>51%</td>
<td>51%</td>
</tr>
<tr>
<td></td>
<td>1,155 of 2,399</td>
<td>1,047 of 2,054</td>
<td>1,138 of 2,235</td>
</tr>
<tr>
<td><strong>Ready for College</strong></td>
<td>18%</td>
<td>18%</td>
<td>15%</td>
</tr>
<tr>
<td>RCSD Grads entering MCC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RCSD Seniors applying for early financial aid</strong></td>
<td>NA</td>
<td>25%</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>401 of 1,597</td>
<td>470 of 1,673</td>
</tr>
</tbody>
</table>

**Monitoring Results**

**Driving Results**
ROC the Future

No single entity or organization can create the change necessary to improve outcomes for all children, cradle-to-career. Yet, improvement is possible when communities employ a “collective impact” approach to agree on shared goals; use evidenced-based approaches or best practices to improve; and measure success, together.

ROC The Future is part of StriveTogether, a national network of communities supporting the success of every child from cradle to career through a focus on a locally defined common agenda, shared measurement, continuous communications, mutually reinforcing activities, and mobilizing resources to increase equity and achieve collective impact.

More than 60 leading Rochester-area institutions and community partners, including the Rochester City School District, provide leadership and infrastructure support to better align and coordinate activities, and reduce duplication to improve outcomes for our children.

Since 2011, ROC the Future has helped to identify and promote progress in key measures of well-being for children and youth, from cradle-to-career, using six core indicators. ROC the Future drives some results in key focus areas (points leading to 3rd grade literacy, for example), while also monitoring the data on everything else that’s needed in this annual report card:

- **Kindergarten Readiness**: Strong predictor of future academic achievement
- **Third Grade Reading**: Students shift from learning to read, to reading to learn
- **Eighth Grade Math**: Important milestone and indicator of high school persistence
- **High School Graduation**: Pathway to college and employment
- **Post-Secondary Enrollment**: Gateway to productive and independent life
- **Post-Secondary Completion**: Maximum impact on earnings over the span of a career

<table>
<thead>
<tr>
<th>Community-Wide Outcomes (Core Indicators)</th>
<th>Measure/Data Source</th>
<th>Baseline Year 2014</th>
<th>Last Year 2015</th>
<th>Current Year 2016</th>
<th>Change from Last Year</th>
<th>Change from Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Readiness</td>
<td>COR Advantage Children’s Institute</td>
<td>2015</td>
<td>54%</td>
<td>53%</td>
<td>-1%</td>
<td>-1.0%</td>
</tr>
<tr>
<td>3rd Grade Reading</td>
<td>Standardized Assessment NYSED</td>
<td>6%</td>
<td>6.6%</td>
<td>8.2%</td>
<td>+1.6%</td>
<td>+2.2%</td>
</tr>
<tr>
<td>8th Grade Math</td>
<td></td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
<td>No Change</td>
<td>-3.0%</td>
</tr>
<tr>
<td>High School Graduation</td>
<td>RCSD Graduation NYSED</td>
<td>47%</td>
<td>51%</td>
<td>51%</td>
<td>No Change</td>
<td>+4.0%</td>
</tr>
<tr>
<td>Post-secondary Indicators</td>
<td>1-Yr. Enrollment National Student Clearinghouse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-secondary Indicators</td>
<td>4-Yr. Completion National Student Clearinghouse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data currently being calculated by RCSD; not available at report printing

In order to synchronize our work with national efforts in support of K-12 improvements, Rochester is a member community of the Annie E. Casey Foundation’s Campaign for Grade Level Reading, which contends that schools do not succeed alone, and provides information, support and best practices to help communities remove barriers, expand opportunities and assist parents in the success of their children. The Campaign has identified critical areas of focus which communities can align to support improved early student success along the cradle-to-career continuum:

- Early Childhood Development
- School Attendance
- Summer Learning
- Parent Engagement
Children’s Profile

**YOUTH UNDER 20**

2014

- **Asian**: 1,614 (3%)
- **African American**: 30,071 (53%)
- **Hispanic**: 13,393 (25%)
- **Caucasian**: 14,007 (24%)

**Total**: 56,947

Note: Percentages rounded to nearest tenth. Some duplication due to children in multiple categories.

Source: American Community Survey, US Census Bureau

**POVERTY RATES, YOUTH UNDER 18**

2010 - 14

- **Hispanic**: 57%
- **African American**: 57%
- **Asian**: 43%
- **Caucasian**: 41%

**Total**: 52%

Source: American Community Survey, US Census Bureau

Percentage of children under 18 living below the federally defined poverty line, by various racial and ethnic groups. Poverty thresholds vary by family composition and year. In 2014, the threshold for a four-person family with two children was $24,008. Children raised in impoverished environments are at higher risk for a wide variety of health and social problems, including poor performance in school. The challenges they face in childhood can diminish their chances for successful adult lives.

**SINGLE-PARENT FAMILIES**

**SHARE OF ALL FAMILIES**

- **Hispanic**: 70%
- **African American**: 81%
- **Asian**: 19%
- **Caucasian**: 57%

**Total**: 70%

Source: American Community Survey, US Census Bureau

Percentage of single-parent families with children under 18, by various racial and ethnic groups. Children in single-parent families are far more likely to grow up in low-income households, and are at greater risk of low academic performance and behavioral problems.

**BABIES BORN EACH YEAR**

IN ROCHESTER

3,300

Source: New York State Department of Health

On average, 3,300 babies are born each year in the city of Rochester.
The NWEA (Northwest Evaluation Association) Measures of Academic Progress are computer-adaptive assessments that measure student growth over the course of the school year. It informs how educators differentiate instruction, evaluate programs and structure curriculum for students to reach their learning goals. The NWEA provides another way, in addition to New York State’s Common Core-aligned exams, to measure student learning, and they provide a national benchmark, as students throughout the country take the assessments.

The number of children enrolled in charter schools has increased six-fold during the last 10 years, from 761 to 4629.

Percentage of students graduating after four years (cohort) of high school through August of the graduation year, by race/ethnicity. High school graduation is the culmination of a successful K-12 education and the gateway to college or employment.

Important Note: A 2012 report from the Schott Foundation said that the graduation rate for African American males in Rochester was 9% in 2010. This frequently repeated statistic was never true. Data validated by the New York State Education Department show that Rochester’s actual graduation rate in 2010 was 37% for African American males overall, with 24% earning a Regents diploma. The report’s author has since published the correct data for 2010 and the Schott Foundation retracted the 9% figure with an apology. While the 47% rate for African American males in 2015 shows a positive trend over five years, we still have a long way to go. The prevalence of the incorrect figure shows the importance of accurate data reporting for our community.
ROC the Future’s Collaborative Action Networks

ROC the Future’s efforts are supported by a committed leadership board ("conveners"), dedicated operational supports, and more than 30 additional partner entities participating in one or more of six work groups ("Collaborative Action Networks," or "CANs"), to guide the work along the cradle-to-career continuum.

ROC the Future’s Collaborative Action Networks labor to improve the children’s outcome indicators in this report card. CANs use data to identify problems and gaps, set baselines, and develop action plans to collaboratively and collectively improve outcomes for children, youth, and families.

ROC the Future’s six CANs are:

1. **Perinatal (Birth – Age 2)**
   Research shows that prenatal health, birth, and parents’ care of infants are incredibly important to the future academic success of school age children. The Perinatal CAN, chaired by the Healthy Baby Network, concentrates on two areas: effective, developmentally supportive parenting, and safe and stable housing. Using local data on housing violations and tenure, housing efforts focuses on how the environment impacts pregnant women, and the consequences on birth and outcomes for the health and life course of mothers and infants. Increasing preconception and prenatal education that parents need, especially fathers, before or during pregnancy, helps ensure their children meet developmental milestones and are on track to enter Pre-K ready to meet/exceed reading goals.

---

**HEALTHY START**

**EARLY PRENATAL CARE**

<table>
<thead>
<tr>
<th>Year</th>
<th>United States</th>
<th>NYS</th>
<th>Rochester</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>83%</td>
<td>73%</td>
<td>62%</td>
</tr>
<tr>
<td>2006</td>
<td>83%</td>
<td>74%</td>
<td>64%</td>
</tr>
<tr>
<td>2011</td>
<td>74%</td>
<td>73%</td>
<td>68%</td>
</tr>
<tr>
<td>2012</td>
<td>74%</td>
<td>74%</td>
<td>69%</td>
</tr>
<tr>
<td>2013</td>
<td>74%</td>
<td>70%</td>
<td>71%</td>
</tr>
</tbody>
</table>

**EARLY PRENATAL CARE**

**BY MOTHER’S RACE/ETHNICITY, 2014**

- **AFRICAN AMERICAN**: 67%
- **HISPANIC/LATINO**: 71%
- **WHITE/CAUCASIAN**: 82%

Source: New York State Department of Health
2 School Readiness (Age 3 – 5)

75% of brain growth and 85% of intellect & personality are formed before children attend their first day of Kindergarten. The School Readiness CAN, chaired by Children’s Institute, works to ensure more children begin school ready and able to learn. GROW-Rochester is working to integrate comprehensive developmental screenings for all of Rochester’s 3 year olds. Children are assessed in seven areas using robust tools: vision, hearing, dental, speech and language, cognitive, fine and gross motor and social and emotional growth. In this first year, GROW successfully screened over 600 children by June 30, 2016.

In addition, the group works to inform community based organizations, government, the faith community, health professionals, and others of the availability of services for young children, ages 0 - 8. Focusing on filling a critical workforce shortage in early childhood, the group is also researching the capacity of WNY colleges to provide needed professionals in key occupations. Finally, this work group reviews and assesses PreK – Grade 3 school curricula. As a result, RCSD has committed to a comprehensive K-2 curriculum rewrite to make it more developmentally appropriate and culturally relevant.

If we continue our investments in 3 year old programming and summer learning, by 2020, the School Readiness CAN and GROW Rochester will screen 4000 three and four year olds annually, and 80% of them will be ready for kindergarten.

3 School Attendance (PreK – 12)

The School Attendance CAN is led by the Rochester City School District, and focuses on improving the attendance of chronically absent students (those missing 10% or more of school). Research identifies regular attendance as a key indicator of future academic success. Although still far too many children miss school regularly, the 2015-16 school year ended with improvements at every level, with 620 more students in regular attendance, with a rate of 32.7% of students chronically absent. District-wide, K-3 chronic absence improved, going down from 30.1% to 27.6%, with rates at K-3 target schools improving (down to 34.3% from 36.6%). All district elementary schools have seen improvement in chronic absence down from 28.4% to 26.6%, and there is noted improvement at the secondary level down from 48% to 45.2%. Pre-K attendance still needs the most attention, with 55.5% of students chronically absent at district Pre-K sites.
The Expanded Learning Opportunities CAN, led by the Greater Rochester After School Alliance (GRASA), works to ensure that more Rochester students can participate in quality afterschool and extended-time learning opportunities. Research shows that, as with all children's programs, both access and quality determine successful outcomes, including increased academic achievement and graduation rates. In 2015-2016, 19 program sites, including 13 traditional out-of-school-time programs and 6 RCSD expanded learning sites, took part in the Youth Program Quality Improvement process. All staff at all 19 sites participated in Youth Work Methods training, as well as received on-site coaching. Combined, these programs served approximately 3,000 youth in their programs. Seventeen out-of-school-time program providers implemented a brief assessment of the strength of a student’s social-emotional competence. More than 1,600 youth completed at least one assessment during 2015-2016.

In 2016 The Children’s Agenda estimated that there are only 6,996 after-school slots available for 20,168 Rochester’s K-8 students during the 2015-16 school year. That leaves 65% of youth without access to after-school opportunities (3 or more days per week during the school year).

Research shows that students who apply for and receive financial aid persist in college at greater rates than students who don’t. That’s why the College Access Network CAN, chaired by the Rochester Education Foundation, leads the work to increase the number of students who complete the Free Application for Federal Student Aid (FAFSA), and encourages Rochester students to go to college. This year, approximately 350 students (representing 34 different high schools) and their family members attended six separate events, from January 31 – March 24. As a result we improved our FAFSA submission rate at nearly every RCSD high school, with a year-to-year increase from March 2015 to March 2016 of 17%. This is significant because students who file in January, February or March (early) on average receive more funding from federal, state and college sources as those who file later in the year.

The College Access Network also maintained and promoted the www.RochesterCAN.org regional college website, and logged more than 7,000 sessions and 11,000 page views between Sept 2015 and Aug 2016, and boasted an increase in new users from 63.7 percent to 85.1 percent. Finally the College Access Network provided college tours for RCSD 10th grade students from three RCSD high schools.
Parent Engagement CAN

The Parent Engagement CAN (PECAN) launched March 2016, and represents 15 organizations working to improve the engagement of parents and families. Utilizing resources from the Campaign for Grade-Level Reading, PECAN has developed two pilot projects to increase parental understanding and engagement, first at the early childhood developmental stage. Our summer pilot concentrated on reducing chronic absence at the PreK level, by offering parent orientations to increase parent awareness and skills to monitor and reduce incidents that lead to children missing school. A total of 525 parents (and counting) have attended orientations at ABC and Ibero Headstart programs, and signed “Covenants” to develop action plans to commit to school attendance for their child this year.

Parents of young children are increasingly connected to the internet, and prefer to receive information online, through social media, videos, and interactive platforms. Our second pilot is to introduce ReadyRosie (www.ReadyRosie.com), an early education resource using video modeling and mobile technology, to meet and equip parents where they are. Ready Rosie provides access to brief videos (in English and Spanish) that model everyday interactions in familiar environments with real parents and their children, ages 0-5. With funding secured thanks to the Farash Foundation, Friends & Foundation of the Rochester Public Library, Healthy Baby Network, and Children’s Institute, a rollout for Ready Rosie is being planned for Fall/Winter 2016, with plans to serve 400 parents in 2017.

Shared Accomplishments

October 2015 to September 2016

Children need continuous and consistent support both inside and outside of the classroom in order to achieve academically. Since ROC the Future launched in 2011, we’ve focused on learning more about the state of children in our community, and factors that impact their chances for success. These are highlights summarizing some of our shared accomplishments from working together over the past year.

- **Reduced chronic absence in the Rochester City School District** As a result of our collaborative effort, chronic absence during the 2015-16 school year improved from 30.1% to 27.6% for K-3 students, and reduced to 32.7% for the district overall.

- **Completed more than 600 separate health and developmental screenings for 3-year-olds** Children are assessed in seven areas using robust tools: vision, hearing, dental, speech and language, cognitive, fine and gross motor and social and emotional growth.

- **District-wide roll-out of evidence-based book distribution** All PreK-11 students had an opportunity to select their own free books for summer reading, a practice proven to reduce summer reading loss. PreK-2nd grade students each received 10 books, 5 of which they chose themselves based on their interests. Third-11th grade students chose 2 chapter books of their choice for summer reading as well.
• **Summer learning opportunities**  RCSD offered more than **50** summer learning programs, serving more than **8000** K-12 students. A recent Rand study on effects of summer learning examined summer programs in **5** urban districts, including the Rochester Summer Scholars program, and found that elementary students with high levels of attendance benefitted in both math and reading.

In summer 2016, the Horizons program increased enrichment and summer learning opportunities by **20%** over 2015 – serving approximately **1100** students at **17** sites. The SummerLEAP programs are on a mission to provide life-transforming high-quality summer enrichment to all qualifying students in the Greater Rochester area. Their PreK-3rd Grade Initiative improved kindergarten readiness by **38%** this summer. Students from the previous cohorts demonstrate positive reading proficiency, with **91%** of the original 2013 cohort reading at or above grade level upon entering 3rd grade this past September – after their 4th summer at Horizons at Harley. All students have also been taught to swim (www.summereap.net).

• **Increased filings of college financial aid forms**  Rochester City School District and area charter school student early FAFSA applications for federal student aid rose **17%** from March 2015 to March 2016.

• **Ready Rosie Funding**  PECAN was launched in March 2016 to support the deliberate engagement of parents and families in Rochester’s school success movement. Funding received from ROC the Future stakeholders to support Ready Rosie include the: Farash Foundation, Friends & Foundation of the Rochester Public Library, Healthy Baby Network, and Children’s Institute.

• **National Student Clearinghouse Subscription**  An annual subscription to this national database will allow ROC the Future’s College Access Network to identify how many students enroll in college upon graduation from Rochester high schools, their college persistence rates, as well as their college graduation rates. This subscription is made possible by a generous donation from the John and Jayne Summers Foundation.

• **City of Rochester’s Children Impact Statement**  The City of Rochester aligned its spending and priorities for children and families using the ROC the Future Framework in the 2016-2017 budget, and provided operational support for the first time.

• **Campaign for Grade Level Reading Pacesetter Awards**  The Rochester community was recognized with three Pacesetter Honors, for “leading by example” to solve one or more of the challenges that can undermine early literacy. The award was received in January in recognition for achievement in three areas. **School Attendance:** significantly reducing the number of chronically absent children in K-3rd grade from **37%** to **30%** in just one year; **Summer Learning:** **90%** of approximately **1200** struggling readers maintained or improved their reading levels over the course of the summer, almost twice the rate for comparison students who did not attend the program; and **Early Grade Reading:** Last year, Rochester saw a **5%** increase in the number of 2nd graders reading on grade level from Fall 2014 to Fall 2015 based on the NWEA assessment.

• **K-2 Curriculum Rewrite**  Working closely with the School Readiness workgroup, RCSD includes funding in its 2016-2017 budget for **5 teachers** to rewrite the K-2 curriculum to be more academically relevant and culturally appropriate.

• **Expansion of RTF Convener Leadership Table**  ROC the Future welcomed 6 new Conveners to the leadership table, with the goal of being more representative of all the efforts in our community to improve public education for children: ESL Charitable Foundation (also a new funder); East High School; Great Schools For All; Nazareth College; the North East Charter School Network; and the Community Advisory Council.
ROC the Future is the collective effort of many organizations and leaders in our community working together to achieve our common goal – improving student success. By design, ROC the Future is not a new organization or program. Our purpose is to help align, support and aggregate the impact of our community’s rich array of already-existing programs and organizations. Coordination, data, communications, policy supports, and shared community leadership are necessary to align the human capital and financial investments necessary to achieve our goals. Over the past five years of ROC the Future, other collective impact efforts have also emerged in our community, and working together across these various tables helps us to achieve even these modest achievements. Crucial alignments achieved during the past year include:

Local Partnership for Campaign for Grade Level Reading

In July, Rochester hosted a site visit with senior members of the Campaign, and of the National Association for Summer Learning, to share national learnings and discuss local progress on early childhood development, expanding summer learning, reducing chronic absence and parent engagement. Local partners include the Rochester City School District, the Greater Rochester Summer Learning Association and the City of Rochester.

Rochester Monroe Anti-Poverty Initiative/Community Advisory Council

The Rochester Monroe Anti-Poverty Initiative and ROC the Future jointly launched the Rochester Community Advisory Council (CAC), a council of resident stakeholders to engage in decision-making, priority setting and advocacy over decisions affecting their own social and economic wellbeing. A significant body of research supports the need, value and importance of including resident voice in community change efforts; it is paramount to success. Traditionally, resident voice has been either missing or anemic at various “stakeholder tables” in our community. When included, consideration of residents’ diverse perspectives and input on decision making is reported to be marginal, at best. The Rochester CAC members have been identified, and have begun their training and orientation.
Community Task Force on School Climate

ROC the Future is aligning its work with the Community Task Force. Social-emotional health and connected relationships are essential building blocks for successful learning communities, which is confirmed by increasing amounts of data showing the damage done by exclusionary discipline to students’ achievement and future prospects. A group called the Community Task Force on School Climate (CTF) was formed in late 2014, convened by the Rochester Area Community Foundation. Since then, the group—made up of parents, teachers, students, para-professionals, and committed community practitioners in child and youth development, mental health, juvenile justice, racial justice and restorative practices—has been working in collaboration with District leadership to develop recommendations to improve school climate in RCSD. CTF workgroups have been focused on Code and Culture, Professional Development and Engaging Learning Opportunities, and Student/Family/Community/Engagement, as well as working on district-driven implementation and data assessment plans for tracking progress of school climate efforts. As a result, a new “Code of Conduct” was unanimously voted into policy by the Board of Education on June 16, 2016.

<table>
<thead>
<tr>
<th>Level of School</th>
<th>Total Suspenions as of 9/2015</th>
<th>Total Suspenions as of 9/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary</td>
<td>153</td>
<td>128</td>
</tr>
<tr>
<td>K-6</td>
<td>32</td>
<td>19</td>
</tr>
<tr>
<td>K-8</td>
<td>70</td>
<td>37</td>
</tr>
<tr>
<td>TOTAL</td>
<td>255</td>
<td>185</td>
</tr>
</tbody>
</table>

Source: Rochester City School District

<table>
<thead>
<tr>
<th>2015-2016</th>
<th>RCSD Enrollment</th>
<th>RCSD Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or A/A</td>
<td>57.3%</td>
<td>72.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>28.3%</td>
<td>20.9%</td>
</tr>
<tr>
<td>White</td>
<td>10.1%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Other</td>
<td>4.3%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

Source: Rochester City School District

Finger Lakes Health Systems Agency Metrics Advisory Committee

The Metrics Advisory Committee informs and advises Finger Lakes Health System Agency on matters relating to the measurement, evaluation and reporting of regional population health. The Metrics Advisory Committee offers recommendations that enhance health reporting and aligns it with community initiatives to: leverage data access, maximize reporting and minimize duplication, as well as support data-sharing among partners to advance initiatives that lead to health improvement.
ROC the Future Alliance Leadership

ROC The Future is part of StriveTogether, a national network of communities supporting the success of every child from cradle to career through a focus on a locally defined common agenda, shared measurement, continuous communication, mutually reinforcing activities, and mobilizing resources for backbone functions to increase equity and achieve collective impact.

Member organizations include:

- Action for a Better Community
- The Bonadio Group
- Center for Governmental Research *
- Children’s Institute *
- City of Rochester
- **Community Advisory Council**
- ESL Charitable Foundation**
- East High School**
- **Great Schools For All**
- Greater Rochester Chamber of Commerce
- Greater Rochester Quality Council *
- Healthy Baby Network†
- Ibero American Action League
- JPMorgan Chase
- Monroe Community College
- Monroe County
- **Nazareth College**
  - NYS Assembly – Joseph Morelle
  - NYS Senate - Joseph Robach
  - NYS Board of Regents
- **North East Charter School Network**
  - Rochester Area Community Foundation *
  - Rochester City School Board
  - Rochester City School District
  - Rochester Education Foundation †
  - Rochester Public Library
  - SUNY Brockport/REOC
  - The Children’s Agenda *
  - United Way of Greater Rochester

* Provides backbone staff support
** New Conveners (2016)
† CAN Membership

Financial support has been provided by:

- Anonymous
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- The Brighter Days Foundation
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- Gray Locey CPAs
- Greater Rochester Health Foundation
- Healthy Baby Network
- JPMorgan Chase
- KnowledgeWorks Foundation
- MetLife Foundation
- Monroe Community College Foundation
- Rochester Area Community Foundation
- Mr. and Mrs. Harold Samloff
- John and Jayne Summers Foundation
- Summit Federal Credit Union
- United Way of Greater Rochester
- Upstate Bank

Convener Sub-Committees:

- Data Sharing Task Force
- Executive Committee
- Fund Raising/Finance
- Governance
- Report Card Task Force

Convener Members:

Jennifer Leonard, Rochester Area Community Foundation, Chair
Leonard Brock, United Way of Greater Rochester, Vice-Chair
Patricia Uttaro, Rochester Public Library, Secretary
Chris Wiest, Greater Rochester Chamber of Commerce, Treasurer
Larry Marx, The Children’s Agenda, Ad Hoc Committee Member

Collaborative Action Networks (CANs):

- Perinatal CAN
- School Readiness CAN
- School Attendance CAN
- Expanded Learning Opportunities CAN
- College Access Network CAN
- Parent Engagement CAN

ROC the Future’s leadership includes stakeholders from philanthropy, government, education, non-profits, community based organizations and many others, working together to improve outcomes for kids. As a community, we must also hold ourselves accountable to meet the needs of our children. And as a community, we must raise expectations for all of the adults to do the same.
Local Media Coverage Related to ROC the Future

**September 9, 2016** RBJ: Partnership launches adult mentoring program

**September 7, 2016** Connections with Evan Dawson: Child Care Subsidies As A Business Investment

**September 1, 2016** Greater Rochester Chamber of Commerce Newsletter: RTF Aligns Community Resources

**August 26, 2016** RBJ: Early Childhood Development Seen As Key

**August 25, 2016** TWCNews: Get More RCSD Students to School One Door Knock at a Time

**August 25, 2016** News 10: Attendance Blitz kick’s off with New Superintendent

**July 6, 2016** D&C: Children’s Institute aims to screen all Rochester 3-year-olds

**June 23, 2016** TWCNews: The Children’s Agenda Reviews Rochester Budget

**June 2, 2016** Connections with Evan Dawson: A Proposal For More Diverse Local Schools

**May 31, 2016** D&C: RMAPI seeks agency to lead job program

**May 19, 2016** ROC the Future welcomes Jessica Lewis as Communications Specialist

**May 17, 2016** D&C: RCSD gets 3-day Joy DeGruy anti-racism workshop

**May 13, 2016** Connections with Evan Dawson: Anti-Poverty Initiative Moves Forward

**April 27, 2016** D&C: RMAPI, ROC the Future to recruit community advisers

**Every Child is**

**SCHOOL READY**

**Every Child is**

**SUPPORTED**

**Every Child is**

**SUCCESSFUL**

**Every Child is**

**COLLEGE & CAREER READY**
For more information on ROC the Future see our website: rocthefuture.org

For a digital copy of the report card and information on all the ROC the Future indicators go to: www.actrochester.org/roc-the-future

To contribute to ROC the Future go to: racf.org/ROCtheFuture

To arrange a presentation about ROC the Future for your organization contact:
   Jackie Campbell, Alliance Director
   jackie@thechildrensagenda.org
   OR
   Jessica Lewis, Communications Specialist
   jessica@thechildrensagenda.org

To join one of our Collaborative Action Networks contact the Network facilitator:
   Perinatal Network – Sherita Bullock
   Sherita@healthy-baby.net
   School Readiness Network – Dirk Hightower
   dhightower@childrensinstitute.net
   Attendance Initiative Network – Jerome Underwood
   Jerome.underwood@rcsdk12.org
   Expanding Learning Opportunities Network/GRASA – Chris Dandino
   cdandino@racf.org
   College Access Network – Pat Braus
   info@rochestereducation.org
   Parent Engagement Network – Ida Perez
   ida.perez@iaal.org

To participate in an attendance blitz, 3rd Thurs. of every month from 9 to 11 am, contact
   Rhonda Kirkland rhonda.kirkland@rcsdk12.org

To volunteer at an event to help Rochester students and parents complete Free Application for Federal Student Aid forms please contact
   Rhaia Hull, at rhull@rochestereducation.org

To learn more about StriveTogether go to
http://www.strivetogether.org/

To learn more about the Campaign for Grade Level Reading go to
http://www.gradelevelreading.net

Be a part of the State of Our Children conversation by sharing your thoughts, experiences and photos on social media using the hashtag #SOOC, the official hashtag for the Address. Join fellow agents of change in telling your partners, friends and colleagues that you ROC for kids.

Relevant hashtags
#SOOC
#ROCtheFuture
#iROCforKids

Social Media handles
Facebook: ROCtheFuture
Twitter: #SOOC, @ROCtheFuture
www.RoctheFuture.org

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