Family League
Data-Driven Decision Making
# Family League Vision, Mission & Bold Goal

<table>
<thead>
<tr>
<th><strong>Vision</strong></th>
<th>A Baltimore where every child grows up in a family that thrives.</th>
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<tbody>
<tr>
<td><strong>Mission</strong></td>
<td>Family League serves as an architect of change in Baltimore by <strong>promoting data-driven</strong>, collaborative initiatives and aligning resources to create lasting outcomes for children, families and communities.</td>
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<td><strong>Goal</strong></td>
<td>By 2030, all children in Baltimore will be born healthy, succeed in school, graduate high school and transition into higher education and the workforce.</td>
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Family League anchors all work in a whole-child approach

- Strengthening the capacity of agencies, organizations, and practitioners that deliver resources and services
- Strengthening families in order to better support children and youth
- Ensuring that children and youth have access to the resources and services
Family League Three Strategic Themes

Strengthening Organizations
- Providing Funding
- Building Capacity

Leading Collaboration
- Convening
- Coordinating
- Governance
- Evaluating
- Collecting & Analyzing Data
- Building Partnerships

Influencing Systems
- Providing Thought Partnership
- Championing Initiatives
- Influencing Policy

Support Individuals & Families
Build Sustainable Community Infrastructure
Focus Across the Life Span

**Goal Component**
- Long-term Outcomes
  - **High-level Strategic Themes**
    - Strengthening Organizations
      - Leading Collaboration
      - Influencing Systems

**Pre-natal – Age 4**
- Healthy, supported, and prepared for school
  - Target outcomes:
    - Pre-natal health and education
    - Child health
    - Positive home environment
    - Enrollment in quality early learning

**Pre-K – 8**
- Supported and successful in school
  - Target outcomes:
    - Student attendance rates
    - Reading at grade-level
    - Successful transition to high school
    - Participation in quality extended learning opportunities

**High School**
- Graduate High School ready for higher education & workforce
  - Target outcomes:
    - Student attendance rate
    - Academically prepared for college-level courses
    - Completion of High School
    - Successful transition to college and the workforce
Data-Driven Decision Making Process

Data Drives the Strategic Plan, Organizational Initiatives and Programmatic Work.

Strategic Plan
- Community Needs Assessment
- Results Based Accountability framework

Organizational Initiatives
- Connected to Population Level Indicators

Programs
- Leverage data to inform work
Data-Driven Strategic Plan

Family League’s strategic plan utilizes the Results Based Accountability framework developed by the Governor’s Office for Children.

Data is gathered on the eight Maryland’s Child Well-Being Results and the strategic plan utilizes this analysis to prioritize areas for initiatives and programming.

- **Babies Born Healthy**
- Healthy Children
- **School Readiness**
- **School Success**
- **School Completion**
- School Transition
- **Safety**
- **Stability**

Family League prioritized results are in bold and underlined.
Population Level Indicators

Population level indicators connect to our bold goal across the life span.

**Babies Born Healthy & School Readiness**
- Infant Mortality: Infant (<1 year) Mortality Occurring per 1,000 Live Births
- Low Birth Weight: Percentage of Low Birth Weight (<2500 g) Infants
- Kindergarten Readiness (R4K)

**School Success**
- Partnership for Assessment of Readiness for College and Careers (PARCC)
- National Assessment of Education Progress (NAEP) for Reading & Math Grade 4, 8, Scoring At or Above Proficient
- **Truancy: % of Students Absent More Than 20 Days in an Academic Year**

**Graduate High School ready for higher education & workforce**
- High School Program Completion
- Dropouts: % of Public School Students, Grades 9-12, Who Withdrew Before Graduation or Before Completing a Maryland-Approved Educational Program
- 4 year Adjusted Cohort HS Graduation Rate

**Pre-natal – Age 4**

**Pre-K – 8**

**High School**
Data-Driven Programs: Community School Engagement

Community Schools in Baltimore

A Community School is a place and a set of strategic partnerships among a school and other community resources that promote student achievement, positive conditions for learning and the well-being of families and communities. Through the work of a community-based partner, each Community School leverages unique community resources to meet community needs, and maintains a core focus on children, while recognizing that children grow up in families, and that families are integral parts of communities. This integrated approach will lead to student success, strong families and healthy communities.
Community School Planning Process

In 2014, Family League piloted a planning process for new Community Schools that formalized the use of a needs assessment and asset map to identify the priorities of the Community School Strategy.

Through surveys, focus groups and community forums, schools will understand the underlying issues related to student and family success.

The Community School Action builds on existing assets and fills gaps in services and supports through the coordination of partners and initiatives.

Building the Community School Planning Team
- The Community School Planning Team should be comprised of families, staff, community members and school partners who can represent their stakeholder groups and provide assistance with the planning and implementation of the community school engagement strategies.
- A common vision and understanding around the logistics and expectations of team members should be discussed and agreed upon to ensure effective functioning.

Community School Planning Team Data Review and Planning
- Planning team will review asset maps, climate survey and BNA data, as well as other sources available to identify preliminary areas to assess.
- Team will make determination of what indicators will be included in facilities-focused survey for stakeholders.

Surveying Stakeholders
- Survey structure developed by Family League with detailed areas of interest identified by Community School Planning Team.
- Survey distributed to families, staff, community representatives and school partners.
- Survey data entered into database created by Family League.

Community Forums
- School community’s opportunity to complete additional surveys and facilitate smaller focus groups and discussion opportunities will deepen the exploration of areas identified through High-level Survey.
- School community will create a list of priority areas to be explored as possible community-use space in the design process.

Community School Planning Team and Family League Review Priority Areas
- With the assistance of Family League, Community School Planning Team will review the priority areas identified by the school community to determine areas that have facilities impact.
- Family League and Community School Planning Team complete a decision-making matrix that will help identify gaps in services and partners that impact the formal recommendations to the School Design Team.

Following the facilities-focused activities, Community School Planning Teams will use the information gathered to begin planning and designing a comprehensive community school strategy.
Indicator Data

School Success

Chronic Absence: % of Students Absent More Than 20 Days in an Academic Year

SY2013-2014 Chronic Absence

- Pre-K - K
- Grades 1-5
- Grades 6-8
- Grades 9-12

FAMILY LEAGUE OF BALTIMORE
MAKING CONNECTIONS. IMPROVING LIVES
Data-Driven Programs

Baltimore Attendance Collaborative

- Collaborative of over 30 organizations
- Close partnership with City Schools
- Aligned to the Grade Level Reading Campaign
Working Logic Model

Baltimore Student Attendance Campaign Logic Model (DRAFT)

Vision: All children, youth and families have the resources and supports to access early education, school and expanded learning opportunities and attend every day.

Collaborative Goals
- Reduce Chronic Absence to 5% or less
- Increase Average Daily Attendance to 98%
- Increase Quality of School Climate

Strategies & Activities

**Communication**
- Develop Communications Plan
- Develop Website
- Create printed materials

**Policy**
- Develop policy & advocacy platforms for state, City of Baltimore & City Schools

**School Climate**
- Develop trainings on attendance framework & best practices
- Pilot new attendance initiatives
- Collect & disseminate best practices related to attendance (example - transportation & health equity)

Outputs

- Website fully functional
- Detailed communications plan with target audiences, messaging platforms, social media reach & action plan
- Printed materials for target audiences
- Incorporate parent & student voice communication strategy
- 3 policy & advocacy plans; state, City of Baltimore & City Schools
- List of opportunities to influence the adequacy study (Thornton)
- Assessment of practice & implementation of attendance policy at the school level
- Trainings for ELO providers on how to apply attendance framework
- Pilot attendance initiatives
- Attendance best practices available to stakeholders

Short Term to Intermediate Outcomes

- City wide awareness & discussion around BAC topics
- Web traffic
- Dissemination of information to target audiences
- BSAC voice messaging on attendance
- Access/downloads of relevant information on attendance topics
- Policy communication on critical attendance topics
- # ELO providers receiving print materials on attendance policies
- # ELO providers participating in attendance training
- % ELO providers incorporating communication on attendance strategies into their programming
- # students reporting stronger connection to adult at school
- # best practices integrated at schools

Long Term Outcomes

- Broader Reach of common attendance language
- Common Understanding & awareness at City level of what we can do
- # ELO slots/seats/capacity of City of Baltimore
- # Pre K capacity/ slots in City Schools
  - Chronic Absence policy at City Schools
  - MSDE standard on reporting on Pre K & K chronic absence
  - Inclusion of attendance component with IEPs
  - Maintain MD Meals for Achievement
- Student connection & attitude to school

Assumptions: Certain advocacy efforts depend on the fiscal climate.
Data-Driven Programmatic Work

• Data Collection
• Data Analysis
• Action
• Results
• Share Best Practices
Questions & Discussion