# Building Improvement Science Capability Across Communities to Achieve Systems Change

BRIDGET JANCARZ, SENIOR DIRECTOR OF ADVANCEMENT

HEIDI BLACK, DIRECTOR OF COLLABORATIVE IMPROVEMENT

COLLEEN MALESKI, DIRECTOR OF STRATEGIC PARTNERSHIPS

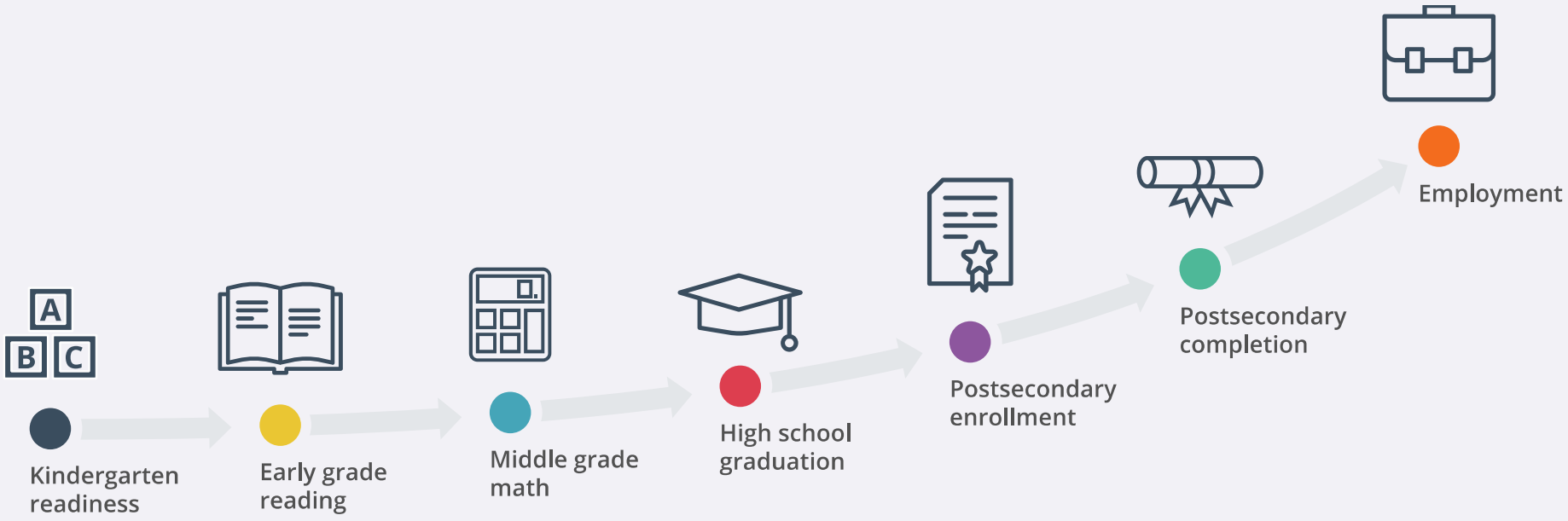
StriveTogether

Every child. Cradle to career.

We Need Better-educated workers!
We Need better-educated high-school grads!
We Need better-prepared mid-schoolers!
We Need better pre-natal care!
We Need better jobs!
We Need full-day kindergarten!
We Need elementary kids that can read and do math!
We Need more pre-K programs!
BUSINESS
COLLEGE
HIGH SCHOOL
PRE-K
KINDER-GARTEN
ELEMEN-TARY
MID-SCHOOL

# StriveTogether Cradle to Career Network

# Cradle to Career Outcomes



# The ultimate result we drive towards: Systems organized around youth, not institutions

© StriveTogether

# The StriveTogether Theory of Action

## Four Key Principles

1. Eliminate Disparities
2. Leverage Existing Assets
3. Build a Culture of Continuous Improvement
4. Engage Community Expertise and Voice

# Abbreviated StriveTogether Theory of Action

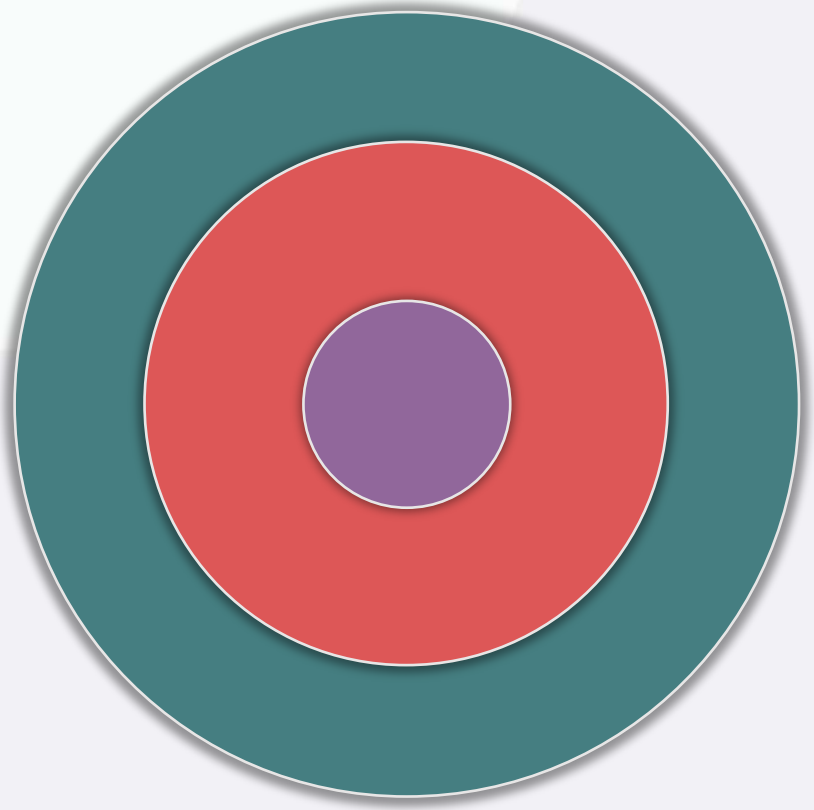
GATEWAYS:

| | Exploring | Emerging | Sustaining | Systems Change | Proof Point |
|---|---|---|---|---|---|
| Pillar 1: Shared Community Vision | •Geographic Scope<br>•Leadership Table<br>•Vision/ Mission<br>•Key Messaging | • Baseline Report | • Roles/ Responsibilities<br>• Annual Progress Report<br>• Consistent Messaging | • Shared Accountability<br>• Withstand Leadership Change | A Partnership is in the Systems Change Gateway and sees indicators improving. |
| Pillar 2: Evidence Based Decision Making | • Outcomes<br>• Indicators | • Baseline Data Collection<br>• Disaggregated Data | • Indicator Refinement<br>• Connection of Academic & Non Academic Data | • Timely Data Sharing for Continuous Improvement | |
| Pillar 3: Collaborative Action | • Continuous Improvement Commitment | • Collaborative Action Networks | • Action to Move Outcomes<br>• Opportunities & Barriers Addressed | • Spread What Works For Children and Youth | |
| Pillar 4: Investment & Sustainability | • Anchor Entity/ Backbone Functions<br>• Funder Engagement | • Management Capacity<br>• Financial Support | • Community Mobilization<br>• Aligned Resources<br>• Advocacy | • Policy Changes<br>• Multiyear Funding Commitment | |

BUILDING → IMPACT

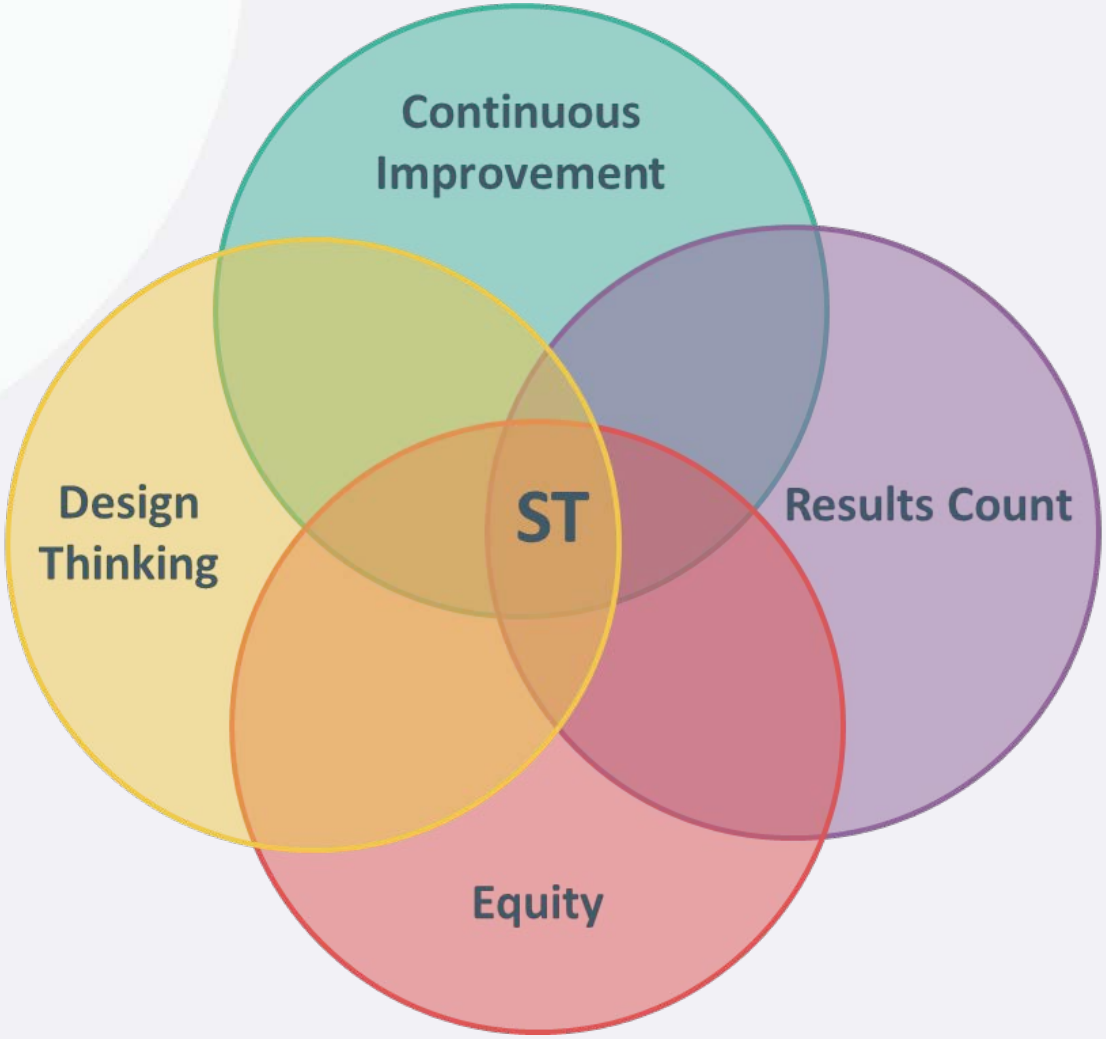
# StriveTogether's Collaborative Improvement Model

# Continuous Improvement in Collective Impact

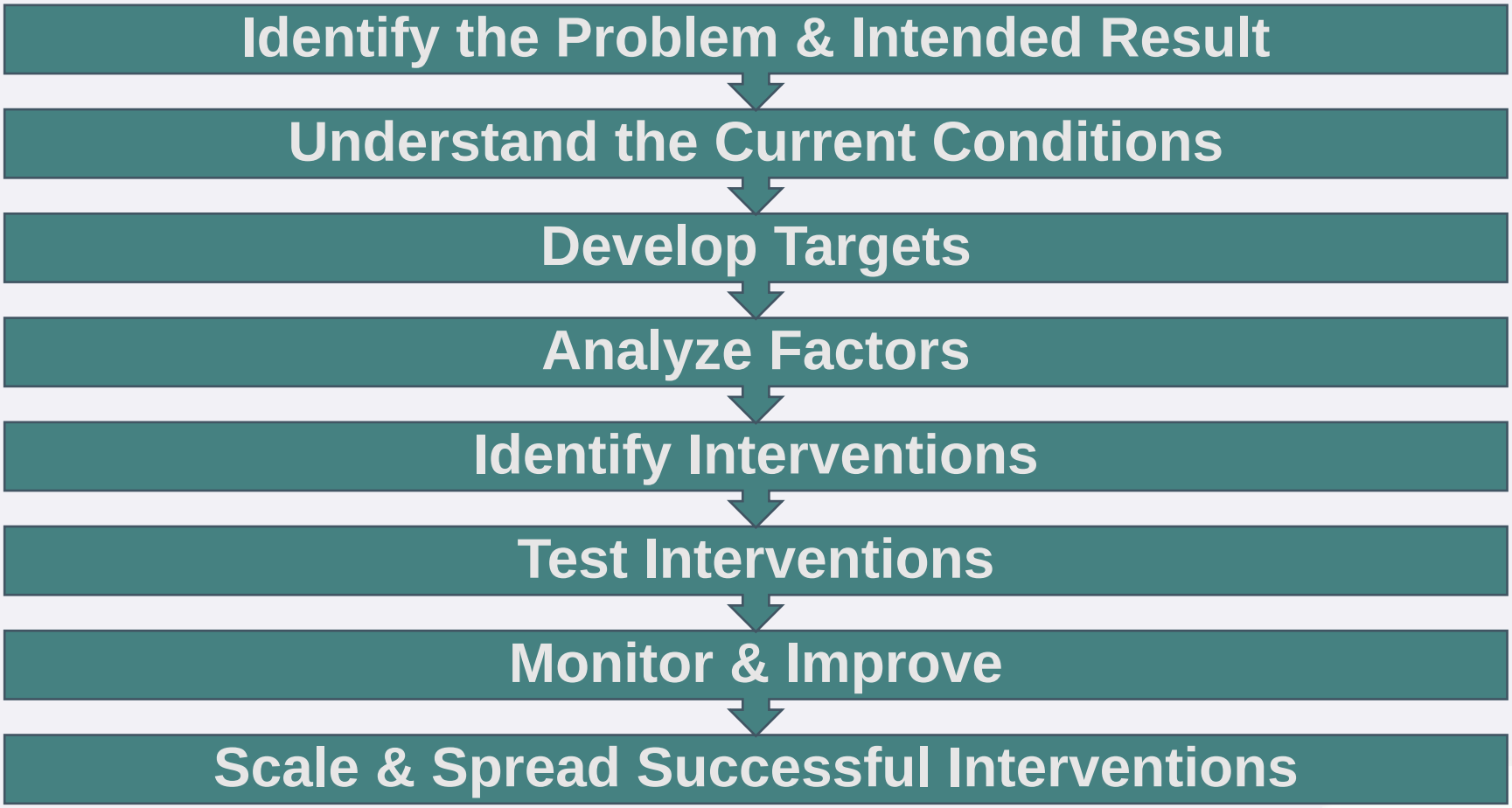


- **INDIVIDUALLY**
  Individual school teacher works with children to set goals and test interventions to improve learning in the classroom
- **ORGANIZATIONALLY**
  Organizations (e.g. school districts or direct service providers) practice continuous improvement across their institution to improve services and supports for children and families
- **COLLABORATIVELY**
  Partners (e.g. Leadership Table or Collaborative Action Networks) collectively track the impact of interventions against shared outcomes to improve services and supports for children and families

# Methodology Foundation



# StriveTogether's Continuous Improvement Process



# Building towards results

Model for Improvement

SMART Targets

Rapid Cycle

PDSA Cycles

Run Charts

# Building towards results

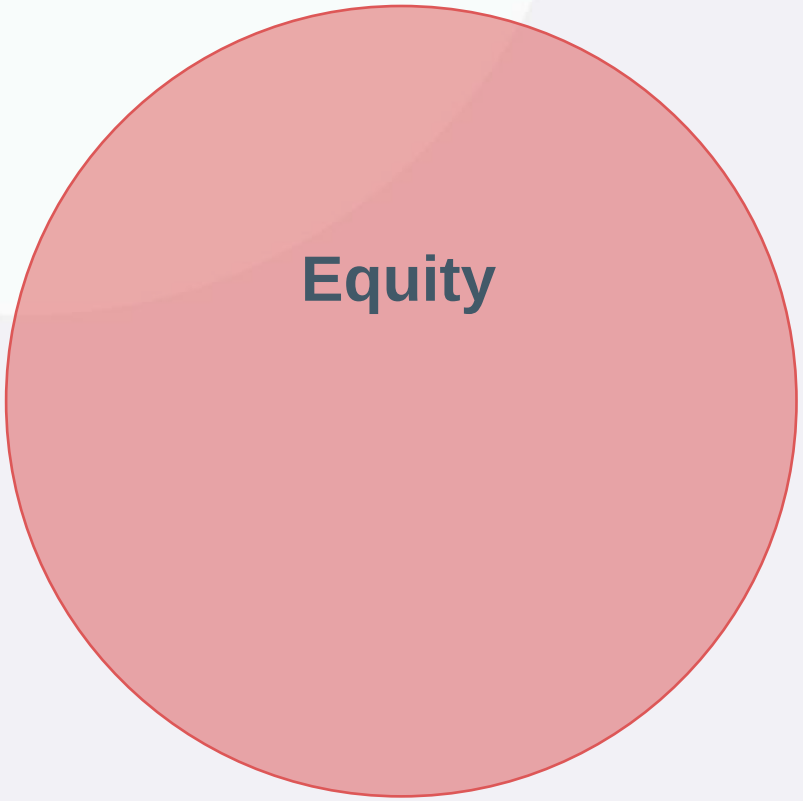
Annie E. Casey Foundation

Adaptive Challenges

Give Back the Work

Results Focus

# Building towards results




Eliminating Disparities

Target Population

Targeted Factor Analysis

Targeted Strategies

# Building towards results

Qualitative Data

Engagement

Stakeholder Informed Solutions

Empathy

# StriveTogether's Improvement Model in Practice

## A GALLERY WALK OF TWO EXAMPLE A3S FROM STRIVETOGETHER COMMUNITIES

# Insight Sheets

Title:

Insight:

Actions:

Source:

# Insight Sheets (Example 1)

Title: Falling off

Insight: Students miss more school in each consecutive 6-week period.

Actions: Increase targeted attendance efforts in mid-year, continue until year-end. “Back to school” campaign is not enough.

Source:  Camden Attendance Data

# Insight Sheets (Example 2)

Title: Creepy Crawlers

Insight: Student doesn’t feel secure walking to bus stop due to "creepy" people/outside threats.

Actions: Could we have volunteers at bus stops (akin to crossing guards) or more bus stops to reduce the distance students have to walk?

Source: Interview with student at Camden High School

# Insight Sheet Tips

- One insight per sheet
- Quality over quantity
- Make us think “**A-ha”** or contain a “so what”?
- Title really matters; write it last

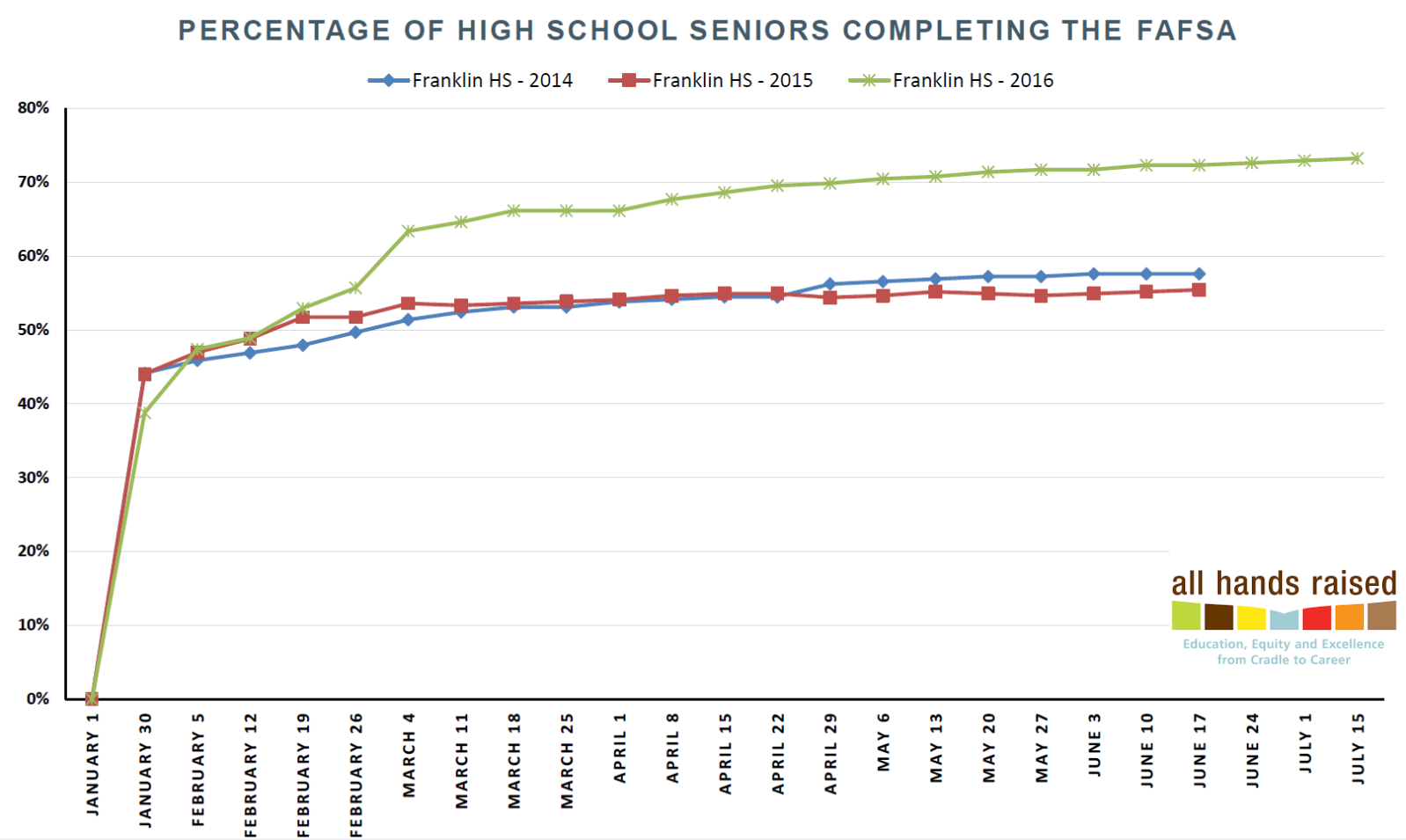
# Gallery Walk

- Partner up with someone you don’t know.
- Walk through the A3s, considering:
  - What insights might you glean if you were a new member of that improvement team?
  - How did the tools the communities used guide their approach to improvement?
  - What tools might be applicable in your community?
- Capture your learnings on your “insight sheet.”

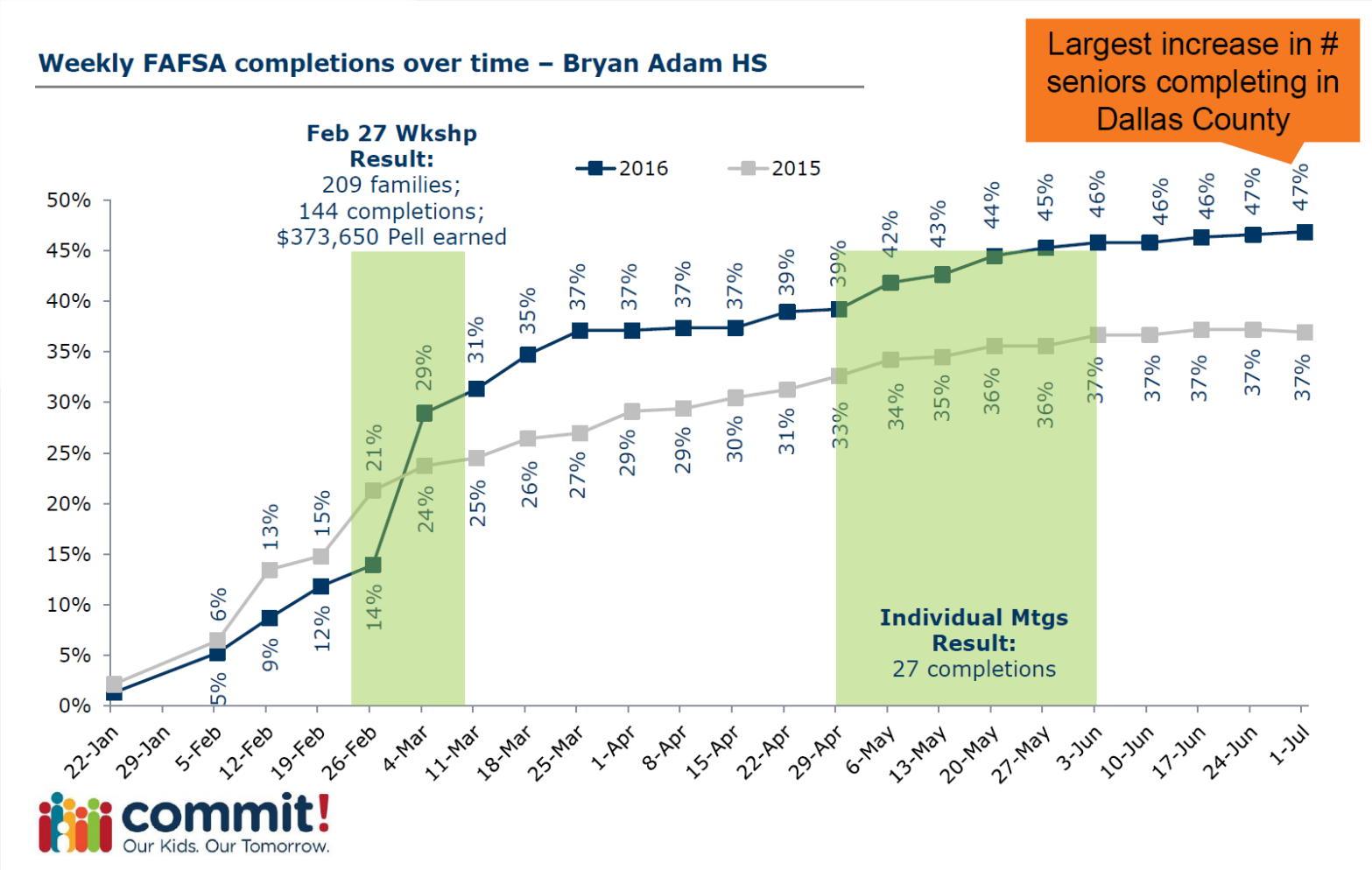
# Continuous Improvement Results

## WHAT STRIVETOGETHER COMMUNITIES ACHIEVED USING THIS MODEL AND THESE TOOLS COLLABORATIVELY

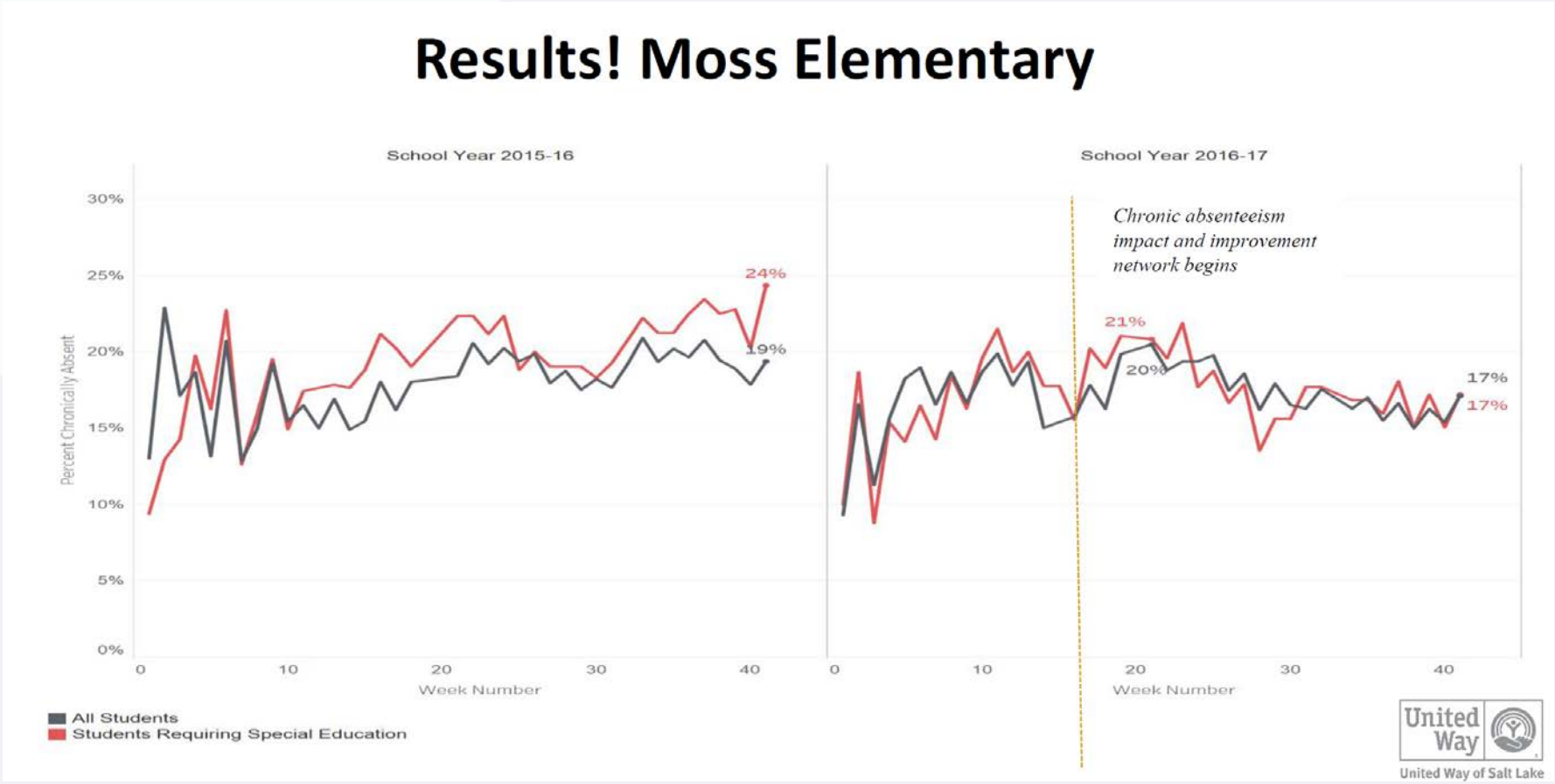
# Results


PERCENTAGE OF HIGH SCHOOL SENIORS COMPLETING THE FAFSA
Franklin HS - 2014
Franklin HS - 2015
Franklin HS - 2016
80%
70%
60%
50%
40%
30%
20%
10%
0%
JANUARY 1
JANUARY 30
FEBRUARY 5
FEBRUARY 12
FEBRUARY 19
FEBRUARY 26
MARCH 4
MARCH 11
MARCH 18
MARCH 25
APRIL 1
APRIL 8
APRIL 15
APRIL 22
APRIL 29
MAY 6
MAY 13
MAY 20
MAY 27
JUNE 3
JUNE 10
JUNE 17
JUNE 24
JULY 1
JULY 15
all hands raised
Education, Equity and Excellence from Cradle to Career

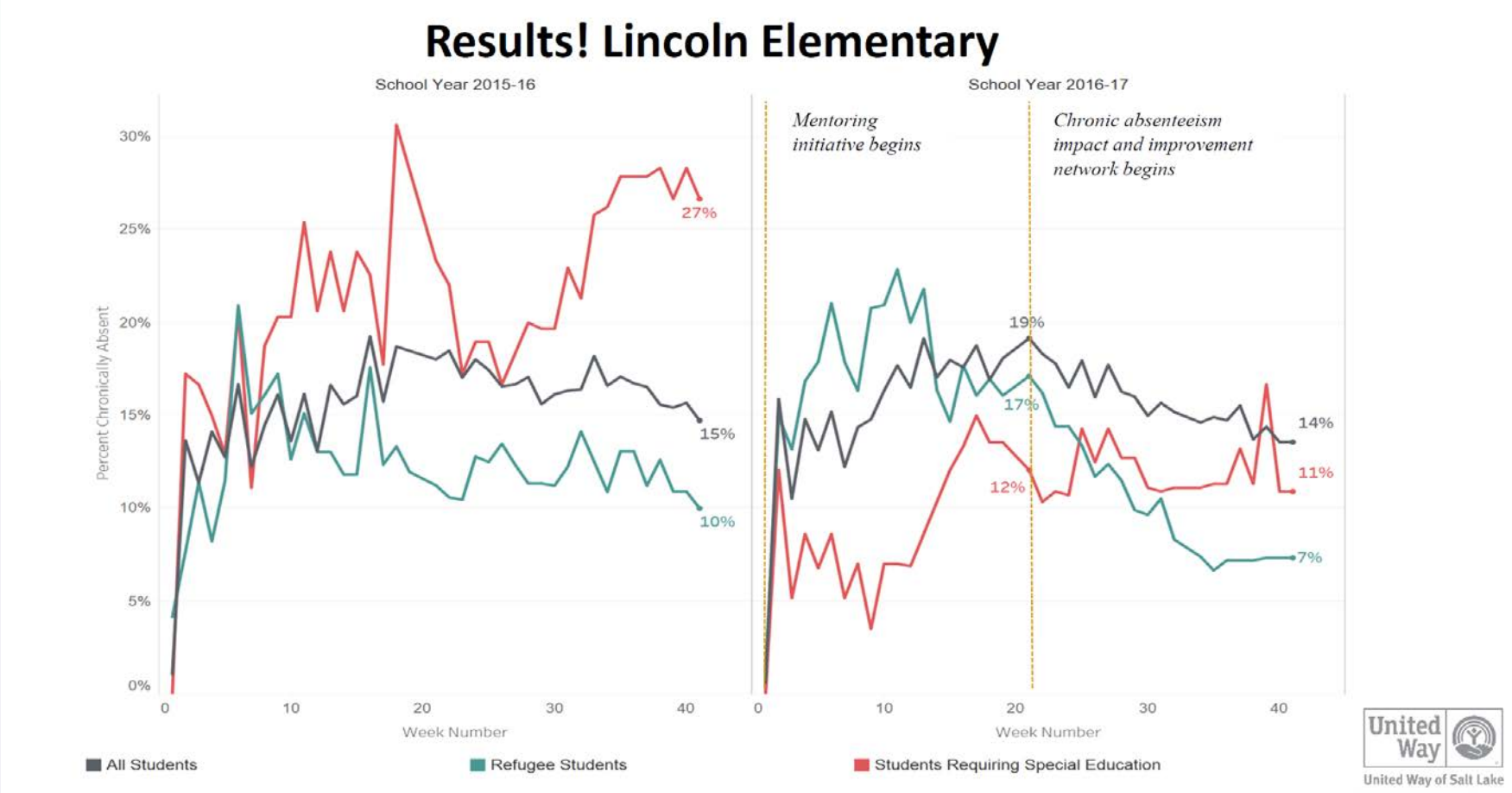
# Results


Weekly FAFSA completions over time – Bryan Adam HS
Largest increase in # seniors completing in Dallas County
Feb 27 Wkshp Result:
209 families;
144 completions;
$373,650 Pell earned
2016
2015
Individual Mtgs Result:
27 completions
50%
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
22-Jan
29-Jan
5-Feb
12-Feb
19-Feb
26-Feb
4-Mar
11-Mar
18-Mar
25-Mar
1-Apr
8-Apr
15-Apr
22-Apr
29-Apr
6-May
13-May
20-May
27-May
3-Jun
10-Jun
17-Jun
24-Jun
1-Jul
5% 6% 9% 13% 12% 15% 14% 21% 29% 24% 31% 25% 35% 26% 37% 27% 37% 29% 37% 29% 37% 30% 39% 31% 39% 33% 42% 34% 43% 35% 44% 36% 45% 36% 46% 37% 46% 37% 46% 37% 47% 37% 47%
commit!
Our Kids. Our Tomorrow.

# Results


Results! Moss Elementary
School Year 2015-16
School Year 2016-17
Chronic absenteeism impact and improvement network begins
Percent Chronically Absent
30%
25%
20%
15%
10%
5%
0%
24%
19%
21%
20%
17%
17%
0
10
20
30
40
Week Number
All Students
Students Requiring Special Education
United Way
United Way of Salt Lake

# Results


Results! Lincoln Elementary
School Year 2015-16
School Year 2016-17
Mentoring initiative begins
Chronic absenteeism impact and improvement network begins
Percent Chronically Absent
30%
25%
20%
15%
10%
5%
0%
0
10
20
30
40
Week Number
27%
15%
10%
19%
17%
14%
12%
11%
7%
All Students
Refugee Students
Students Requiring Special Education
United Way
United Way of Salt Lake

# Key Learnings from Impact and Improvement Networks

## WHAT TO CONSIDER IF IMPLEMENTING COLLABORATIVE CONTINUOUS IMPROVEMENT IN YOUR COMMUNITY

# Impact and Improvement Network – Key Components

Short term
(12 – 16 months)

Engaged
Communities

One Focused
Area

Learning and Action

# Example Impact and Improvement Network Scope

| Orientation | Learning Session 1 | Learning Session 2 | Learning Session 3 |
|---|---|---|---|
| • Getting Ready to Work.<br>• Building your Team. | • Understanding the continuous improvement process.<br>• Identifying family and student needs. | • Uncovering forces of change.<br>• Refining root cause.<br>• Setting goals, tracking progress. | • Designing small tests of change. |

| Learning Session 4 | Learning Session 5 | Learning Session 6 | Learning Session 7 | Learning Session 8 |
|---|---|---|---|---|
| • Learning from test cycles. | • Discovering what's working - lessons learned so far. | • Ramping, scaling, and replicating. | • Reflecting, planning, and evaluating. | • Reviewing impact. |

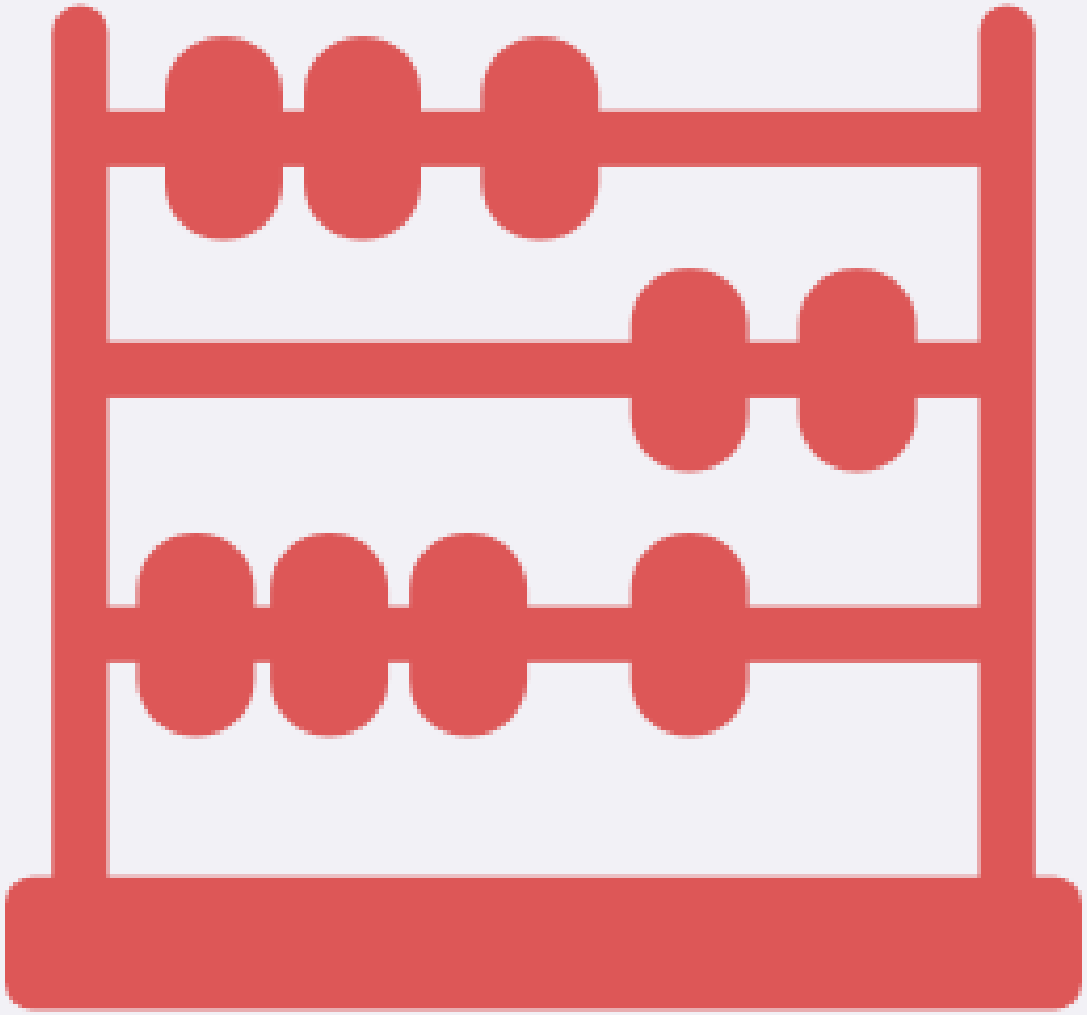
Sessions in TEAL are in person; ORANGE are virtual (webinars).

# Key Learnings: Results Before All Else

# Key Learnings: The Team Matters

# Key Learnings: Just Start

# Key Learnings: Accountability Counts



# Key Learnings: Be Flexible

# Key Learnings: Data, Data, Data.

# StriveTogether believes…

- In the rigorous use of data – used for improvement, not for judgment.
- That failure is where learning happens.
- That this work can only be done with – not to – those we intend to serve.
- That it takes a village.
- That there is no one-size-fits-all approach.
- That solving complex problems requires creativity and innovation.
- That you just have to start.
- In starting small.
- In closing disparity gaps.
- In improving outcomes for every child, cradle to career.