Communities Supporting Youth

Welcome!
Continuous Improvement Framework

1. Define problems, objectives and partners

2. Establish baseline and set improvement goals

3. Determine major factors contributing to outcomes

4. Identify and implement improvements

5. Monitor and maintain improvements
What do they have in common?

Who are these people?

Nicole Maher – AHR Board member, C2C Council member, Exec Dir, Native American Youth & Family Center

Lee Po Cha – Vice-Chair of AHR Board and Director, IRCO Asian Family Center

Both are co-chairs of the Coalition for Communities of Color. As co-chairs of CCC, Nicole and Lee helped the community come face to face with our inequities, specifically by using data to make them visible.


Who can tell me what they have in common?

• Used objective data to research problems they were interested in, come at the problem in a new way and advance something they personally believed in

But let’s bring this idea even closer in to why we’re here today – education.
The math for kindergarteners

Hamilton County Early Childhood Success Student Network - Cincinnati - Working as a collaborative. Improved kindergarten readiness from 44% to 53.4%. In four years.

How did they do it?

You’ll learn much more about the full process in meetings to come.

For now, let’s get started with the 4 Tenets of Continuous Improvement.
The Continuous Improvement Framework was developed in the private sector. It breaks down nicely into four simple components.

1. **CUSTOMER DRIVEN.** When they talk about Customers, you’re probably thinking student, family, client or service recipient. That would be an accurate way to interpret Customer. We want to meet or exceed their needs and expectations (Voice of Customer)

2. **IMPROVEMENT FOCUS.** Improvement is the focus. Improvement is an ongoing process. It emphasizes knowing the problem. And addressing it. That’s how we’ll achieve results.

3. **COLLABORATION.** Improving community outcomes involves all of us, working together to align and coordinate resources and improve service delivery

4. Decisions for improvement must be made based on facts and data rather than what people think is going to work. Data becomes a clear landmark to focus on when you’re looking for progress. It also becomes a powerful tool when you’re working with funders, to demonstrate results.

You are already living these 4 tenets.

What’s different is that we will be doing this together. Multiple organizations. Looking from multiple angles at Communities Supporting Youth.
Continuous Improvement Framework
Initial Work of Collaboratives

1. Build the Charter
2. Build the Action Plan

There are two fundamental tools we’ll be using in this framework.

The primary purpose of the charter is to clarify:
• What you’re working on
• Who are the partners involved
• What specific problem have they come together to address
• What part of the problem will they address together → because the Hamilton County Early Childhood Network was only successful after it FOCUSED its efforts

We won’t even get to strategies until we’re done with the Charter.

The strategies will go into the Action Plan. In this framework, Action Plans are typically for a year.

Fast forward a few months and you’ll be implementing the Action Plan.

Fast forward another few months and we’ll be collecting data on how well our strategies worked. Based on the metrics that we decide together we will be measuring.

We’ll analyze. We’ll draw conclusions. We’ll replicate. We’ll revise.

And a little over a year from now we’ll be building out a new action plan based on the results we saw in year one.

It’s continuous. Informed by data. Measured by data.

And EVERYONE will be involved.

With that brief overview, it’s time for us to jump on in ...
The very first piece of the Charter is a brief description of the Collaborative.

You’ve all seen the purpose statement – it was in the invitation.

The Cradle to Career Council approved the Convening Partners’ proposal ... understanding this Description might be modified when you all came to the table to begin your work.
You have a copy in front of you.

Instructions
Let’s Read it together.
Now, take a few minutes to jot your thoughts ...

Take 3-4 minutes.

Include name and contact if you’d like to be contacted about anything you wrote.

We’ll summarize and circulate a new draft reflecting your input, including any outliers that need further discussion.

We want to be thorough and efficient – and avoid unnecessary word-smithing by the group.

Hold on to these until the end of this segment – we’ll collect them then.
This is the second element of the Charter.

As we do this next piece of work, you’ll have a chance to hear and see how your colleagues frame the problem from different vantage points.

With what we’re about to do, I want to lay a little context:

In a moment, I’m going to ask you to reflect on the wealth of knowhow you brought into this room to begin putting a lens on the problem, as it relates to Communities Supporting Youth.

Here’s how it’s going to work.

You are writing out a problem.

A problem in terms of student outcomes. Because its crucial we start with kids.

One problem per sticky.

There’s no right or wrong about the nature of the problem you choose to note.

However, there is a very specific format.
Continuous Improvement Framework
Lens on the Problem

1. DO summarize the primary problem – student outcomes
2. DO list facts – include numbers or percentages
3. DO include the source
4. DON’T list solutions (yet!)

(“X” is acceptable if you don’t have the statistic)

We need to look at the issue from all the different vantage points represented in this room today.

DO list critical data that is missing

Spend 4-5 minutes working on your own. Capture your own ideas.
### Continuous Improvement Framework
#### Lens on the Problem

#### Helpful Examples

<table>
<thead>
<tr>
<th>Example</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>“40.9% of Latino student in Multnomah County graduated high school on time in 2011.”</td>
<td>(Oregon Department of Education, Cohort Graduation Rate '10-'11)</td>
</tr>
<tr>
<td>“In 2009-2010, African American students in Multnomah County were excluded from school at 3.5 times the rate of white students.”</td>
<td>(Exclusionary Discipline in Multnomah County Schools, a report of the Multnomah County Commission on Children, Families &amp; Community (2012))</td>
</tr>
</tbody>
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#### By Contrast

<table>
<thead>
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</tr>
</thead>
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<tr>
<td>“Too many children aren’t taking advantage of afterschool programs.”</td>
<td></td>
</tr>
<tr>
<td>“We need to increase the number of schools participating in community-based programs.”</td>
<td></td>
</tr>
</tbody>
</table>

To tee this up, I’m going to begin by sharing two examples that set the stage ...

And it has to do with data.

What do these two statement have in common?

Ask the room: what do you notice about the samples on the left? On the right?

**They are statements about Student outcomes**
- Data-based
- Numbers
- Source
- Local. (not national or state)
- One sentence.

**AVOID**
- General
- Opinion
- Strategy

Red = problems in standard nominclature. You may believe them.

But when we talk about problems in the continuous improvement framework, we always start with defining the problems.

For the purposes of this work, I’m asking you to step out the framework you’re most accustomed to, and step into a particular framework for thinking about problems.
1. DO summarize the primary problem – student outcomes
2. DO list facts – include numbers or percentages
3. DO include the source
4. DON’T list solutions (yet!)

“40.9% of Latino students in Multnomah County graduated high school on time in 2011. (Oregon Department of Education, Cohort Graduation Rate ‘10-’11)”

This is not a competition. However, I invite you to fill up as many stickies as you can in the next few minutes.

One problem, one sentence, per sticky. With source.

Spend 4-5 minutes working on your own. Capture your own ideas.

We’ll collect these in a few minutes, and use them as a springboard into our next meeting.

Questions?