Agenda

• Welcome
  – Review of where we are

• Design Institute
  – Review Agenda, Roles, Invitation List

• Data Committee
  – Review and discuss progress to date

• Infrastructure Update
  – Discuss
Design Phase

Interest Building
Nov. 2011 – June 2012
• Stanford Social Innovation Review, Collective Impact Article
• Convening at MCF with Kathy Merchant, CEO Cincinnati Fnd. (Nov. 2011)
• Portrait of Marin Convening (Jan 2012)
• Angel Investors Agree to Fund Collective Impact Venture (March 2012)
• Working Group Established (Ann Mathieson, Kim Mazzuca, 10000 Degrees, Amy Reisch, First Five)
• County leadership engaged (Mary Jane Burke, Steve Kinsey, Tom Peters)
• Convening of Community Leaders - Introduction of Strive Model/Discussion of Collective Impact (June 2012)

Test for Support
June 2012 – Jan. 2013
• Kitchen Cabinet pulse check
• 1st Design Institute (October 2012) ~ 50 attendees
• Design Institute Survey
• Kitchen Cabinet organize and hold key stakeholders meetings
• Establish Community Outreach Committee (Develop Recruitment plan, Communication plan)
• Establish Community Engagement partner (ie. United Way)
• Establish a communications partner
• Establish Data committee to determine community wide outcomes (Design report card/Finalize academic and non-academic outcomes)
• 2nd Design Institute (Jan.2013)

Launch
• Finalize Infrastructure
• Establish Executive Team
• Establish Leadership Council
• Finalize Community Level Outcomes / Report Card
• Choose Backbone Organization
• Hire Staff
• Begin Phase II of Community Engagement

Decision to move forward if
• Leadership validation
• Short term funding
• Strive Partnership

Design Phase
Design Institute Outcomes

• Review updates from last Design Institute including the Marin Promise Mission and recommendations from Data Team on academic and non-academic outcomes and indicators
• Explore community engagement progress since Design Institute I.
• Identify an Accountability Structure for Marin Promise to specify roles and responsibilities, including the plan for backbone support by an Anchor Entity.
• Agree to a soft launch/proceed with partnership table recruitment
• Collaborative Action Overview
# Agenda

**Tuesday, January 17th**

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
<th>Purpose &amp; Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 – 10:15 a.m.</td>
<td>Welcome/Agenda Overview</td>
<td>Ann Mathieson, Jeff Edmonson</td>
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<tr>
<td>10:15 – 10:30 a.m.</td>
<td>Mission</td>
<td>Sub-committee participant Insert mission revision language for preview</td>
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<td>• Does new draft address concerns raised about the previous BHAG, i.e., complexity, scope, simplicity?</td>
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<tr>
<td>10:30 – 11:10 a.m.</td>
<td>Draft Community Level Outcomes and Indicators for the Report Card</td>
<td>Larry Rosenberger</td>
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<td>Provide draft community level outcomes and indicators for the community report card and discuss next steps</td>
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<td>• Do the proposed academic and non-academic indicators address the concerns raised at Design Institute 1?</td>
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<td>11:10 – 11:25 a.m.</td>
<td>Community Engagement Update &amp; Strategy</td>
<td>Sub-committee participant</td>
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<td>Provide written summary of activity, &amp; recommendations for future engagement. Share feedback from community engagement sessions. 1. Any feedback/thoughts community engagement efforts?</td>
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<td>11:25 – 12:25 p.m.</td>
<td>Accountability Structure</td>
<td>Overview</td>
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<td>Jeff Edmonson</td>
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<td>Strive Lessons</td>
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<td>Marin Promise Accountability Structure</td>
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<td>Sub-committee Member</td>
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<td>Review draft roles and responsibilities of different “tables”</td>
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<td>Table Exercise &amp; Report Out</td>
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<td>Backbone Organization Plan</td>
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<td>Sub-committee Member</td>
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<td></td>
<td>Review Backbone organization function, scenarios, and kitchen cabinet recommendation. Table Exercise &amp; Report Out</td>
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<tr>
<td>12:25 – 12:40 p.m.</td>
<td><strong>Working Lunch Break</strong></td>
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<tr>
<td>12:40 – 1:30 p.m.</td>
<td>Collaborative Action Overview</td>
<td>Rebecca Kelley, Jeff Edmonson</td>
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<td>Review the Continuous Improvement process</td>
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<td>Review Marin Promise value exchange between Partnership and Collaborative Action Networks</td>
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<td>Table Exercise &amp; Report Out</td>
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<td>• Are these the right supports needed for Collaborative Action to be successful?</td>
</tr>
<tr>
<td>1:30 – 2:00 p.m.</td>
<td>Next Steps</td>
<td>Jeff Edmonson</td>
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</tbody>
</table>
Marin Promise

Data Committee Recommendations
for Kitchen Cabinet meeting on
January 8, 2013
3:00-5:00 PM
Data Committee Members

- Julie Absey – MCF
- Juan Carlos Arauz – E3
- Betsy Baum Block – United Way
- Gina Guillemette – Parent Services Project
- Michele Crncich Hodge – CTA
- Traci Lanier – 10,000 Degrees
- Michael Lombardo – Reading Partners
- John Mergendoller – BIE
- Larry Rosenberger – FICO
- Chantel Walker – Marin County
- Kay Wernert – Head Start
- Lisa Schwartz - MCOE
- Kathy Tabor – MarinKids
Marin Community Level Goals

Key transition points on the C2C pipeline

GOALS

Enter kindergarten ready with skills and knowledge to succeed in school

Learn to read by 3rd grade

Master critical math concepts by 8th grade

Graduate high school with A-G requirements

Enroll in college/post-secondary w/o remediation

Complete a college/post-secondary degree

RATIONALE

...so they can begin their formal school experience on equal footing

...so they can successfully “read to learn” in the remainder of their schooling

...so they have the foundations for entering college and STEM careers

...so they can attend any post-secondary option they choose

...so they can complete a post-secondary degree on time and within their financial means

...so they can enter the living wage career of their choice
## Marin Community Level Goals

<table>
<thead>
<tr>
<th>GOALS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter kindergarten ready with skills and knowledge to succeed in school</td>
<td>% 3 &amp; 4 year olds enrolled in quality Preschool</td>
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<tr>
<td>Learn to read by 3rd grade</td>
<td>% 3rd Grade CST ELA Proficient &amp; Advanced levels*</td>
</tr>
<tr>
<td>Master critical math concepts by 8th grade</td>
<td>% 8th Grade CST Algebra 1 Proficient &amp; Advanced levels*</td>
</tr>
<tr>
<td>Graduate high school with A-G requirements</td>
<td>HS Graduation Rate</td>
</tr>
<tr>
<td>Enroll in college/post-secondary</td>
<td>% enrolled in AA or BA within 2 years of HS graduation</td>
</tr>
<tr>
<td>Complete a college/post-secondary degree</td>
<td>% completion – AA in 4 years, BA in 6 years</td>
</tr>
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</table>

* Will be replaced as soon as Common Core California State Standards are in place

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**The Marin Promise**

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Data Committee’s Recommended: Community Report Card

<table>
<thead>
<tr>
<th>K Goal</th>
<th>Enter K ready with skills &amp; knowledge to succeed in school so they begin formal schooling on equal footing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 1: % 3 and 4 year olds enrolled in Preschool</td>
<td><strong>BASELINE</strong></td>
</tr>
<tr>
<td>Marin County Low Income Latino/AA</td>
<td>Marin County Low Income Latino/AA</td>
</tr>
<tr>
<td>Indicator 2: Preschool attendance <em>(Discard: 3 votes)</em></td>
<td>73%</td>
</tr>
<tr>
<td>Indicator 3: % ASQ:SE screened/% with interventions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 Goal</th>
<th>Learn to read by 3rd grade so they can successfully “read to learn” in the reminder of their schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 4&amp;5: 3rd Grade CST – ELA Proficient &amp; Advanced levels*</td>
<td><strong>BASELINE</strong></td>
</tr>
<tr>
<td>Marin County Low Income Latino/AA</td>
<td>Marin County Low Income Latino/AA</td>
</tr>
<tr>
<td>Indicator 8: % students completing Algebra before HS <em>(Discard: 2 votes)</em></td>
<td>70% 33% 43%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8 Goal</th>
<th>Master critical math concepts by 8th grade so they have the foundations for entering college and STEM careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 6&amp;7: 8th Grade CST – Algebra 1 Proficient &amp; Advanced levels*</td>
<td><strong>BASELINE</strong></td>
</tr>
<tr>
<td>Marin County Low Income Latino/AA</td>
<td>Marin County Low Income Latino/AA</td>
</tr>
<tr>
<td>Indicator 8: % students completing Algebra before HS <em>(Discard: 2 votes)</em></td>
<td>69% 34% 38%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12 Goal</th>
<th>Graduate HS with A - G requirements so they can attend any post-secondary option they choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 9: HS Graduation Rate</td>
<td><strong>BASELINE</strong></td>
</tr>
<tr>
<td>Marin County Low Income Latino/AA</td>
<td>Marin County Low Income Latino/AA</td>
</tr>
<tr>
<td>Indicator 10: % graduation with A - G</td>
<td>91% 78%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13 Goal</th>
<th>Enroll in college or post-secondary without remediation so they can complete a post-secondary degree on time and within their financial means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 11: % enrolled in AA or BA within 2 years of HS graduation</td>
<td><strong>BASELINE</strong></td>
</tr>
<tr>
<td>Marin County Low Income Latino/AA</td>
<td>Marin County Low Income Latino/AA</td>
</tr>
<tr>
<td>Indicator 12: % enrolled without ELA or math remediation</td>
<td>78% 55% 58%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16 Goal</th>
<th>Complete a college/post-secondary degree so they can enter the living wage career of their choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 13: % completion – AA in 4 years, BA in 6 years</td>
<td><strong>BASELINE</strong></td>
</tr>
<tr>
<td>Marin County Low Income Latino/AA</td>
<td>Marin County Low Income Latino/AA</td>
</tr>
<tr>
<td>Indicator 14: % with meaningful work experience upon graduation <em>(Discard: 2 votes)</em></td>
<td>32% 60% 60% 60%</td>
</tr>
</tbody>
</table>

* Will be replaced as soon as Common Core California State Standards are in place
Data Committee’s Recommended: Contributing Indicators p1 of 2

- **21st century competencies** (currently in discussion with EdLeader21 re 4C rubrics for grades 3-4, 7-8, 10-11 in development)
  - Critical thinking *(Elevate: 3 votes)*
    - PISA (Program for International Student Assessment – an OECD program for literacy, numeracy and scientific literacy of students in different countries) [http://www.criticalteaching.org/pages/web.html](http://www.criticalteaching.org/pages/web.html)
  - Collaboration (teamwork)
  - Communications (active listening, clear writing, effective presenting)
  - Creativity (innovative)

- **School non-academic**
  - Student behavior (Tools: Early Warning System, Get on Track)
    - Attendance (K-5) *(Elevate: 3 votes)*
    - Attendance and on time (6-12) *(Discard: 2 votes)*
    - Lack or expulsions and suspensions (6-12)
  - Student engagement (Tools: Check & Connect, Class Measures, Gallop Poll, RTI model)
    - % students who feel connected to school (CHKS) (K-12) *(Elevate: 2 votes)*
    - % students with strong connection to teacher or other adult on campus (K-12) *(Elevate: 3 votes)*
    - % engaged in learning at school (K-12) *(Discard: 2 votes)*

- **Socio-Emotional**
  - ASQ:SE % screened for socio-emotional/developmental issues/% with interventions (K-8) *(Discard: 3 votes)*
  - % students with high performance/future expectations for themselves (6-12) *(Discard: 2 votes)*
  - Motivation (Tools: CA Healthy Kids survey, REISS motivation, RTI) *(Discard: 2 votes)*
  - % students with strong connection to parent/caregiver or another adult in their life (K-12) *(Discard: 2 votes)*
Data Committee’s Recommended: Contributing Indicators p2 of 2

• **Family/community**
  – % 4 year old children attending quality preschool (pre K) *(Discard: 2 votes)*
  – % parents who feel prepared to support child in school (pre K) *(Discard: 3 votes)*
  – % parents/caregivers or other adult(s) with high expectations for their student(s) (K-12) *(Discard: 2 votes)*
  – % parents/caregivers engaged in school (K-12) *(Elevate: 2 votes)*
  – % students supervised after school/involved in after school activities (including service) (6-12) *(Discard: 2 votes)*

• **Health/Wellness**
  – % children/students enrolled in health insurance (pre K-12) *(Elevate: 2 votes)*
  – % children entering K with required immunizations (pre K) *(Discard: 3 votes)*
  – % children having a dentist within the past year (K-12) *(Elevate: 2 votes) (Discard: 3 votes)*
  – % students eligible for free/reduced lunch/% enrolled (K-12) *(Elevate: 3 votes) (Discard: 2 votes)*
  – % families of eligible children enrolled in food sufficiency programs (K-12) *(Elevate: 3 votes)*
  – % children students participating in 30-50 minutes of physical activity (K-12) *(Elevate: 2 votes)*
  – % children identified as obese (pre K-12) *(Discard: 2 votes)*
  – % students who avoid using alcohol, tobacco, other drugs (6-12) *(Discard: 2 votes)*
  – % students who avoid violent/delinquent behavior (6-12) *(Discard: 3 votes)*
  – % students who avoid depression/suicide tendencies (6-12) *(Discard: 2 votes)*
  – % students who avoid risky sexual behavior/pregnancy (6-12) *(Discard: 2 votes)*

• **Teachers**
  – % teachers highly engaged (K-12)
  – % teachers highly qualified in subject matter (6-12)
  – % teachers with adequate resources and support to do their job (K-12)
  – % teachers with access to 21st century technology tools (K-12) *(Elevate: 2 votes) (Discard: 2 votes)*
• **JuanCarlos Arauz:**

I strongly believe that there should be an indicator(s) for the categories of social/emotional and teachers. It does not need to be on the report card so we are not accountable but it is something that is essential for us to track.

My rationale is simple. Our students and teachers is where "education" happens and while there are so many variables, it is vital to know how a student's perspective is on their own motivation, resilience, or outlook on life. At the same time, our teachers are the "front-line" and their engagement or access to resources to teach like 21st century technology tools is critical.

My last plea on this is the analogy of a southern phrase I learned as a child working in the fields. "You can take a horse to the well, but you can't make it drink". For me, the horse is the student and the well is the teacher. As we spend countless hours and money on this endeavor and perhaps create an environment that is ideal for instruction, there should be some indicator(s) that ask the question how is the student and teacher is "doing" since they are the ones "doing" the education.
Michele Crncich Hodge:

The Common Core implementation in Marin has begun in school districts with wide variations, in part, due to the law providing for locally driven decisions regarding transitioning to Common Core. The disparity in revenue from district-to-district and a general lack of districts working together (with the exception of Mill Valley, Kentfield and Reed) to implement this transition, could also be contributing to planning inequities between districts.

Our educators and students in Marin should be prepared equally to transition to new standards, learning activities and assessments. With a countywide community effort to provide consistent professional development opportunities and resources to all teachers and administrators, our Marin students will be prepared equally to thrive under a transforming content and assessment framework. This messaging to our larger community fits in the mission and vision of Marin Promise and could be an actionable goal Marin Promise could tackle to address educational equity for our children.
• Chantel Walker:
  [LER: Other candidate contributing indicators] Attractive to recent non-academic indicators: “Build Academic Mindsets”: Confidence in abilities, Self-direction, Goal-setting, and Advocate for themselves

• Chantel Walker:
  [LER: Another candidate contributing indicator] Below is the web link to the self sufficiency standard that I mentioned -- http://www.insightcced.org/calculator.html [LER: And an observation from Betsy Baum Block: If anyone has more questions about the Self Sufficiency Standard, how it is applied and Marin demographics, I am working very closely with Insight CCED and the University of Washington on demographics for all the 7 counties served by UWBA (including Marin), and can help think about how to apply this. It is a large part of the work we are doing region-wide in looking at cutting poverty.

• Betsy Baum Block:
  I met with Anne Wilson just now, and speaking as “an average Kitchen Cabinet member” (her words) the attached would be easier for her to consider – something that is reflect of what the group could “live with” based on consensus.
  I arrived it this by only addressing those that had THREE votes to discard or elevate. Also, I grayed out those that had significant disagreement of elevate vs. discard. I did make some decisions about placement on the timeline which others may challenge, but I welcome it!
  I view this as a “gradients of agreement” approach and explained it as such when I provided it to Anne W.
Marin Community Level Goals (Majority recommendation)

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<td>% completion – AA in 4 years, BA in 6 years</td>
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<td>% with meaningful work experience upon graduation</td>
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Marin Community Level Goals (Minority gradient views)

**GOALS**

- **B 1 2 3 4 K 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 Career**

- Enter kindergarten ready with skills and knowledge to succeed in school
- Learn to read by 3rd grade
- Master critical math concepts by 8th grade
- Graduate high school with A-G requirements
- Enroll in college/post-secondary
- Complete a college/post-secondary degree

**INDICATORS**

- % 3 & 4 year olds enrolled in quality Preschool
- % 3rd Grade CST ELA Proficient & Advanced levels*
- % 8th Grade CST Algebra 1 Proficient & Advanced levels*
- HS Graduation Rate
- % enrolled in AA or BA within 2 years of HS graduation
- % of eligible families enrolled in food sufficiency programs (e.g. SNAP)
- % of students taking Algebra before HS
- % students taking Algebra before HS
- % with meaningful work experience upon graduation
- % demonstrate critical thinking skills
- % strong connection to teacher or other adult
- % enrolled without ELA or math remediation
- % completion – AA in 4 years, BA in 6 years

* Will be replaced as soon as Common Core California State Standards are in place
Data Committee’s minority views: Contributing Indicators p1 of 2

- 21st century competencies (currently in discussion with EdLeader21 re 4C rubrics for grades 3-4, 7-8, 10-11 in development)
  - Collaboration (teamwork)
  - Communications (active listening, clear writing, effective presenting)
  - Creativity (innovative)

- School non-academic
  - Student behavior (Tools: Early Warning System, Get on Track)
    - Attendance and on time (6-12)
    - Lack or expulsions and suspensions (6-12)
  - Student engagement (Tools: Check & Connect, Class Measures, Gallop Poll, RTI model)
    - % students who feel connected to school (CHKS) (K-12)
    - % engaged in learning at school (K-12)

- Socio-Emotional
  - % students with high performance/future expectations for themselves (6-12)
  - Motivation (Tools: CA Healthy Kids survey, REISS motivation, RTI)
  - % students with strong connection to parent/caregiver or another adult in their life (K-12)
Data Committee’s minority views: Contributing Indicators p2 of 2

• Family/community
  – % parents/caregivers or other adult(s) with high expectations for their student(s) (K-12)
  – % parents/caregivers engaged in school (K-12)
  – % students supervised after school/involved in after school activities (including service) (6-12)
  – % 4 year old children attending quality preschool (pre K)  
    NOTE: potentially duplicative

• Health/Wellness
  – % children/students enrolled in health insurance (pre K-12)
  – % children students participating in 30-50 minutes of physical activity (K-12)
  – % children identified as obese (pre K-12)
  – % students who avoid using alcohol, tobacco, other drugs (6-12)
  – % students who avoid depression/suicide tendencies (6-12)
  – % students who avoid risky sexual behavior/pregnancy (6-12)
  – % children having a dentist within the past year (K-12)  
    (Discard: 3 votes/Elevate: 2 votes)
  – % students eligible for free/reduced lunch/% enrolled (K-12)  
    (Discard 2 votes/Elevate: 3 votes)

• Teachers
  – % teachers highly engaged (K-12)
  – % teachers highly qualified in subject matter (6-12)
  – % teachers with adequate resources and support to do their job (K-12)
  – % teachers with access to 21st century technology tools (K-12)
Leadership Council

25-30 members will be invited to join the Leadership Council.

Members must commit to:
• Serving a 1 year term
• Participate in 4 - 6 (3) hour meetings annually
• Participate in a 1/2 day retreat

Executive Committee

8 leaders will be invited to join a subgroup of the council (the Executive Committee) and serve as leaders of the council.

Members must commit to:
• Participate in monthly meetings
• Governance responsibilities
**Backbone Staff**

The chief support of a system or Organization, the mainstay.

**Promotes:**
- Shared Community Vision
- Evidence Based Decision Making
- Collaborative Action
- Investment/Sustainability

**Pillar 1**
**Shared Community Vision**
- Provides leadership for Marin Promise vision
- Facilitates process for stakeholder engagement and buy-in

**Pillar 2**
**Evidence-Based Decision Making**
- Manages a system for regular Data collection
- Conducts thorough analysis and presents findings to Leadership Council for decision making

**Pillar 3**
**Collaborative Action**
- Provides Facilitation and Project Management for the Leadership Council and Networks
- Designs Community Engagement, including advocacy and external communication
  - Facilitates cross sector collaboration process for stakeholder engagement
- Facilitates process for continuous improvement

**Pillar 4**
**Investment and Sustainability**
- Leads fundraising effort for collaborative action process

**Backbone** /ˈbakəˌbɒn/
## Backbone Staff

<table>
<thead>
<tr>
<th></th>
<th>Organizations in Marin doing this now</th>
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<tbody>
<tr>
<td>Data Management / Analysis</td>
<td></td>
</tr>
<tr>
<td>Facilitation / Project Management</td>
<td></td>
</tr>
<tr>
<td>Community Engagement</td>
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<tr>
<td>Fundraising</td>
<td></td>
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<tr>
<td>Stakeholder engagement and buy-in</td>
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<tr>
<td>Continuous improvement process</td>
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<tr>
<td>Cross Sector Collaboration</td>
<td></td>
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</tbody>
</table>
Infrastructure Update

• Process
  – Tasked to evaluate collaboration with Marin Kids
  – Four options (Not integrated, Partnership, Integration/Adoption, Buy time)
  – Working Model

• Collaborative Partnership outcomes
  – Action Guide / Report Card
  – Agreed to create and share one Leadership Council
    • Combine Marin Promise and Marin Kids
  – Meeting with Marin Kids to review budget and resources for backbone staff
What defines a Collaborative Action Network?

- Focus on a **specific** partnership community-level outcome
- Review local and national data, along with experience to identify action to work on collectively
- Identify shared action using data that network can take to move the needle on a community-level outcome (i.e. – policy, practice, training)
- Develop a plan to implement identified action:
  - Identification of resources (realigning existing and/or potential new sources),
  - Capacity building and training requirements,
  - Interim measures to track success
Composition of an “Ideal” Network

• Several and diverse partners: Partners represent different sectors, serve different demographics, or differ in overall size

• Committed partners: All partners demonstrate commitment to network

• Sufficient scope to impact community-level outcome: Collectively, the network has capacity to improve the overall outcome
Key Process Points in Forming Networks

Select Priority Outcome(s)
- Look at the data to better understand areas of need
- Perform a landscape analysis what other partnerships may exist that could be engaged in the work

Form the networks
- Determine the method for launching those networks
- Determine the mechanism for convening the networks

Support the networks
- Define the value exchange between the overall partnership and the networks
- Determine how supports will be delivered
Determine strategy to engage Collaborative Action Networks

Priority Outcomes selected

No Networks Exist

Some form of Networks exist

Networks using cont. improvement exist

Method of Engagement

ITE

RFE

RFS

Backbone Staff led

Lead Convener

Mechanism for Convening

B

LC

Networks Engaged

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Partnership/Network Value Exchange

**Benefits to Network**
- Hands-on facilitation, training and technical assistance to develop/implement shared action plan
- Access to consultation & support from data & research experts
- Recognition of effective practices & improved outcomes
- Advocacy to support opportunities to further improve outcomes
- Access to resources for parent engagement, youth feedback
- Meeting logistics support
- Limited funds available to support one-time, non-operational costs to build capacity

**Expectation of Network**
- Develop and implement a shared action plan to improve 3rd grade reading & address disparities
- Participate actively in Network meetings
- Share relevant program data and expertise to support action plan
- As appropriate, adopt or adapt best practices identified by continuous improvement process
- Allow new members/organizations to join