Prepared youth. Productive residents. Thriving communities: A Collective Call to Action

There are over 700,000 jobs within the District of Columbia's borders and only 332,000 District adults in the labor force. Yet our city struggles with a nearly 10 percent unemployment rate and has nearly 10,000 low-income youth who are out-of-school and out-of-work. As a "village," we are failing to nurture local talent to meet the demands of our changing economy and facing a bleak future in which far too many of our young people will neither be able to provide for their families nor contribute productively to their communities. Growing a stronger economy and increasing incomes of our residents depend on raising outcomes for our young people, from the time they are born to the time they begin a career.

While piecemeal reforms and individual programs have led to important improvements in the lives of children, system-wide progress remains elusive. Too many children are still entering school not ready to learn, are academically off-track, fail to graduate from high school, do not succeed in the workforce and higher education, and are out-of-school and out-of-work.

Isolated interventions of individual organizations and agencies will not bring radical improvements to the lives and futures of the District's children. Driven by the need to transform how we support success from cradle to career, innovative leaders from across public, private, nonprofit and philanthropic sectors are stepping up to shape a civic infrastructure that moves away from the District's habit of isolated efforts towards a smarter and more integrated way of organizing existing funds, initiatives, and resources for children and youth.

The work of the Raise DC partnership will drive improvements in outcomes for children and youth along each part of the cradle-to-career continuum by:

- **Aligning** academic and non-academic supports across all parts of the continuum,
- **Focusing resources** on the few most critical outcomes for children and youth,
- **Using data** to identify effective practices that will improve existing programs, rather than launching new ones, and
- **Investing in the sustainability** of the work so that it thrives beyond political cycles.

Mission:
  Together, raise DC by connecting resources to provide every young person the opportunity for success from cradle to career.

Goals:
- Every child is prepared for school
- Every child succeeds in school
- Every youth who is not in school reconnects to education, training, or employment opportunities
- Every youth attains a post-secondary credential
- Every youth is prepared for a career

Raise DC

Selecting Citywide Outcomes

With support from the Urban Institute, the Raise DC partnership underwent an extensive process to articulate common citywide outcomes that would lay the foundation for our collective work and would provide the District with a comprehensive picture of our progress each year. Over the course of several months, we worked closely with issue experts, nonprofits, and government agencies to define outcomes that were specific, measureable, and aligned with work already underway in the city. Descriptions of these key outcomes are highlighted below:

1 **Increase the percent of children entering kindergarten meeting expected benchmarks in multiple domains.** As a national leader in achieving universal Pre-K, the District must build on this momentum by ensuring our children enter kindergarten ready to succeed. With a wealth of center-based, charter school, and DCPS options, the District is moving towards implementing a developmentally-appropriate assessment by Fall 2013 that will help us know where our youngest children are in meeting academic and developmental benchmarks.

2 **Increase the percent of youth who graduate from high school within 4 years college/career ready.** The District is now tracking its graduation rate using the federal "cohort" model, which calculates the number of students who graduate within four years after entering their freshman year. It is equally important that our young people not only attain a high school diploma but that they also achieve at high levels. As part of the Partnership for Assessment of Readiness of College and Careers (PARCC), a consortium of nearly 25 states, the District is developing a common set of K-12 assessments in English and math that is aligned with the Common Core Standards. This new assessment is scheduled to be fully implemented by School Year 2014-2015, and unlike the current DCCAS, will allow us to know how our students are performing compared to their national peers.

3 **Decrease the number of youth who are disconnected from both school and work.** Nearly 10,000 of our most vulnerable youth (ages 16-24) are both out of school and not working, the immediate impacts of which point to a socio-economic crisis that cannot be ignored. Efforts to help these young people get back on a path towards success must include opportunities to reconnect to school, training, and job experiences.

4 **Increase the percent of youth who attain a college degree or industry-recognized license/certification.** Georgetown University's Center on Education and the Workforce predicts that by 2018, the U.S. economy will create 47 million job openings – nearly two-thirds of which will require workers with at least some post-secondary education, with nearly 14 million being filled by those with an associate's degree or occupational certificate. Knowing that there are multiple paths to prepare for good jobs, Raise DC will focus on increasing the number of young people who attain an associate's or bachelor's degree in 6 years and who achieve an industry-recognized license/certification. While data is readily available to monitor college degree attainment from higher education institutions nationally, Raise DC will be working with the Community College of DC to measure rates for students who graduate and go on to pass their exams for industry-recognized licenses/certifications.

5 **Increase the percent of young adults who are employed.** Monitoring the percent of 20-24 years olds who are employed will ultimately tell us whether we have succeeded in preparing our young people for a successful transition into adulthood. With only 56 percent of these young people currently employed, we are committed to working diligently to increase that amount to 66 percent by 2017 (roughly 1,000 young people annually). Moreover, it is also critical that we strengthen the "talent pipeline" by providing 16-19 year- olds with experiences that will increase their preparedness for careers including post-secondary enrollment, internships, and part-time jobs.
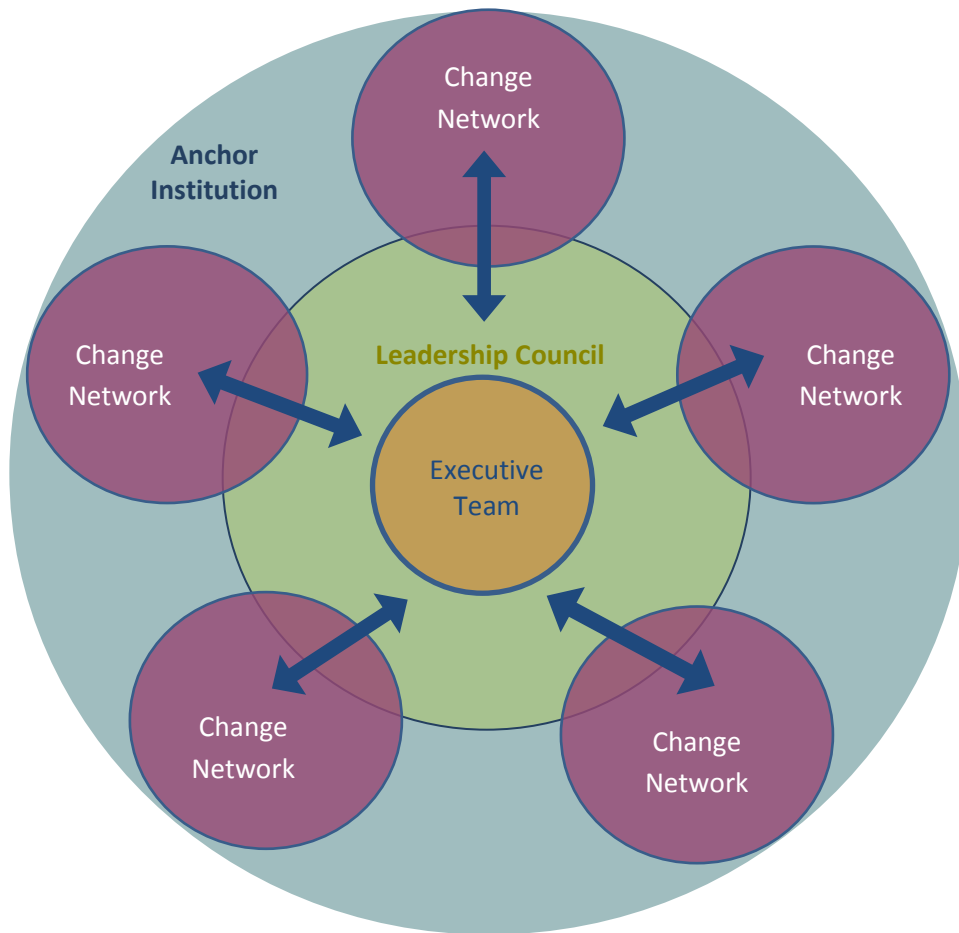
Examining Contributing Factors

Raise DC partners understand that many factors contribute to the educational success of young people. However, for far too long we have employed a "spray and pray" funding mentality in which we disperse monies and hope that it makes an impact somewhere for someone. A culture shift requires identifying the few critical contributing factors – both academic and non-academic – that will help move our outcomes and engaging in data analysis of work that is already happening to determine which effective practices we can lift up, improve upon, and expand. This type of collaborative action is grounded in the belief that data is not used to prove the value of one program over the other but rather to identify strategies that will improve how all of us do our work on behalf of the District's young people.

Raise DC: Success Roadmap

VISION	Prepared youth. Productive residents. Thriving communities.				
MISSION	Together, raise DC by connecting resources to provide every young person the opportunity for success, from cradle to career.				
GOALS	Every child is prepared for school	Every child succeeds in school	Every youth who is not in school reconnects to education/training/ employment	Every youth attains a post-secondary credential	Every youth is prepared for a career
OUTCOMES	Percent entering kindergarten meeting expected benchmarks in multiple domains Baseline: To be reported by Fall 2013	4-year cohort graduation rate Baseline: 59% (2011) **Target: 70% by 2017** Percent proficient on PARCC* assessment Baseline: To be reported by Fall 2015	Percent of "disconnected youth" (ages 16-24) Baseline: ~10,000 (2010) **Target: Reconnect 3,000 by 2014**	Attain a college degree within 6-years Baseline: 30% **Target: 40% by 2017** — Industry-recognized license/ certification Baseline: 36% **Target: 60% by 2017**	Percent employed Baseline: 56% (ages 20-24; 2010) **Target: 66% by 2017**

* Partnership for Assessment of Readiness of College and Careers

Executive Team: Comprised of core cross-sector leaders from within the Leadership Council, the Executive Team provides *strategic guidance* for Raise DC (e.g. solidifying citywide vision, goals, and outcomes; reviewing progress towards goals/outcomes and advising on necessary mid-course corrections; anticipating long-term needs of city and ensuring that the strategic direction is in alignment with those needs; etc). Members possess the authority to leverage significant financial and/or social capital to advance the goals and outcomes of Raise DC and are key public champions.

Leadership Council: Inclusive of executive-level leaders from government, business, universities, community/service organizations, and philanthropies (including all Executive Team members and change network community co-chairs), the Leadership Council *drives collaborative action* towards improving common outcomes. Informed of best practices and effective strategies by the change networks, the Leadership Council members use their authority to align and broker resources to implement these strategies. The Leadership Council collectively and continuously reviews the effectiveness of strategies and advises on necessary revisions. The Leadership Council is held accountable for progress by promoting and reporting data both among Raise DC partners and to the public.

Change Networks: Co-chaired by one Leadership Council member and one community member, change networks are comprised of existing and/or emerging groups and coalitions, including stakeholders, leading practitioners, and issue experts. The change networks are charged with using data to identify effective practices, using collaborative action to *implement and scale up* these practices to achieve outcomes, and reporting progress (including advising on necessary revisions to strategies) to the Leadership Council.

Anchor Institution: An anchor or "backbone" institution is critical to *sustaining the work* of the Raise DC partnership. A neutral entity, the anchor provides key staff and data supports, must be able to communicate and work across sectors to deliberately eliminate silos and deliver results, and must have convening power to ensure that key leaders will consistently come to the table over time.

Raise DC Executive Team Members

De'Shawn Wright, Deputy Mayor for Education, Executive Office of the Mayor (co-chair)

Lucretia Murphy, Executive Director, Maya Angelou/See Forever Foundation (co-chair)

Randall Boe, Executive Vice President and General Counsel, Monumental Sports and Entertainment

Terri Freeman, President, Community Foundation for the National Capital Region

Allison Gerber, Executive Director, Workforce Investment Council

Jonathan Gueverra, Chief Executive Officer, the Community College of District of Columbia

Bill Hanbury, President, United Way of the National Capital Area

Mike Harreld, Regional President, PNC Bank

Kaya Henderson, Chancellor, District of Columbia Public Schools

Daniel Horgan, Senior Director of Community Affairs, Capital One

Solomon Keene, President, Hotel Association of Washington, DC

Hosanna Mahaley, State Superintendent, Office of the State Superintendent of Education

Pat McGuire, President, Trinity College

Beatriz "BB" Otero, Deputy Mayor for Health and Human Services, Executive Office of the Mayor

Scott Pearson, Executive Director, Public Charter School Board

Thomas Penny, General Manager, Courtyard Marriott

Irasema Salcido, Chief Executive Officer, Cesar Chavez/DC Promise Neighborhoods, Inc.

Carrie Thornhill, President and Chief Executive Officer, Great Start DC

Herb Tillery, Executive Director, DC College Success Foundation

Raise DC

▶ Finalize membership of Leadership Council – **Spring 2012**

▶ Identify long-term anchor institution for Raise DC partnership – **Spring – Summer 2012**

▶ Begin to establish initial change networks – **Spring – Summer 2012**

▶ Transition key roles and responsibilities to anchor institution – **Fall – Winter 2012**

▶ Publish baseline report card on outcomes and key contributing factors – **Fall 2012**

Where we are is not where we want to be.
The success of our city depends on how well we prepare our young people.
What role will *YOU* play to Raise DC?

Spread the Word

- Increase awareness of Raise DC by hosting a brown bag lunch/breakfast or information call/webinar.

Align Efforts

- Participate in a change network. Change networks are charged with using data to identify effective practices and using collaborative action to implement and expand these practices to achieve outcomes.

Investment

- As a funder, align your community investments in education with the goals of Raise DC and request that your grantees incorporate the desired outcomes and contributing factors into their grant applications and performance reporting.

- Invest in the operations behind the Raise DC partnership to ensure sustainability of the effort beyond administrations. Examples of operational support can include investments in a strong communications plan to keep the issue in the public's mind as well as showcase Raise DC's progress and needs along the way, as well as, investments in the staff capacity to help convene stakeholders, engage the public and drive the necessary collaboration to ensure that we remain focused on our collective vision and goals.

Volunteer

- Volunteer with schools and nonprofit/service providers that are aligned with Raise DC outcomes. Ways you can get engaged include: Reading to students to increase their literacy skills; tutoring students in math to enhance their math proficiency; broadening a student's awareness of career opportunities through job shadowing and hosting panel discussions on career paths, job skills and credentials necessary for specific jobs/careers; and/or providing coaching support on the development of soft-skills that are essential to a young person's success (i.e. listening, presentation skills, self-confidence, problem solving/conflict resolution).

- Match the skills and expertise of working professionals with the capacity and programming needs of schools and nonprofit organizations. Examples of tangible pro bono or skills-based volunteer opportunities include: Supporting the IT infrastructure of a school or nonprofit's tracking and reporting system, database management, etc; developing a communications plan, school/organizational website, newsletter template, branding campaign, etc; reviewing and enhancing existing human resource policies and guidelines such as employee handbooks, professional development or performance management; and/or analyzing financials to identify opportunities for cost-savings or alternative revenue options, preparing a financial audit, or developing a multi-year financial plan.

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