

“Our Collective Impact”

How are we making a difference?
How do we know?

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How are we impacting students, families, and communities? How do we know?

Understanding our impact - not just the *what* of what we do, but *how has it created meaningful change?*

Can understand at different levels and for different people

Can use different tools to understand

- Conversation, focus groups, interviews, observation
- Program evaluation, statewide data sources, national data

Can use different tools to share

Why is it important to understand our *collective* impact?

Video

We asked partners “How has STEPS made a difference for students and families? How do you know?”

As you watch, take note of any themes, questions, or ideas it brings up for you



Pair and Share

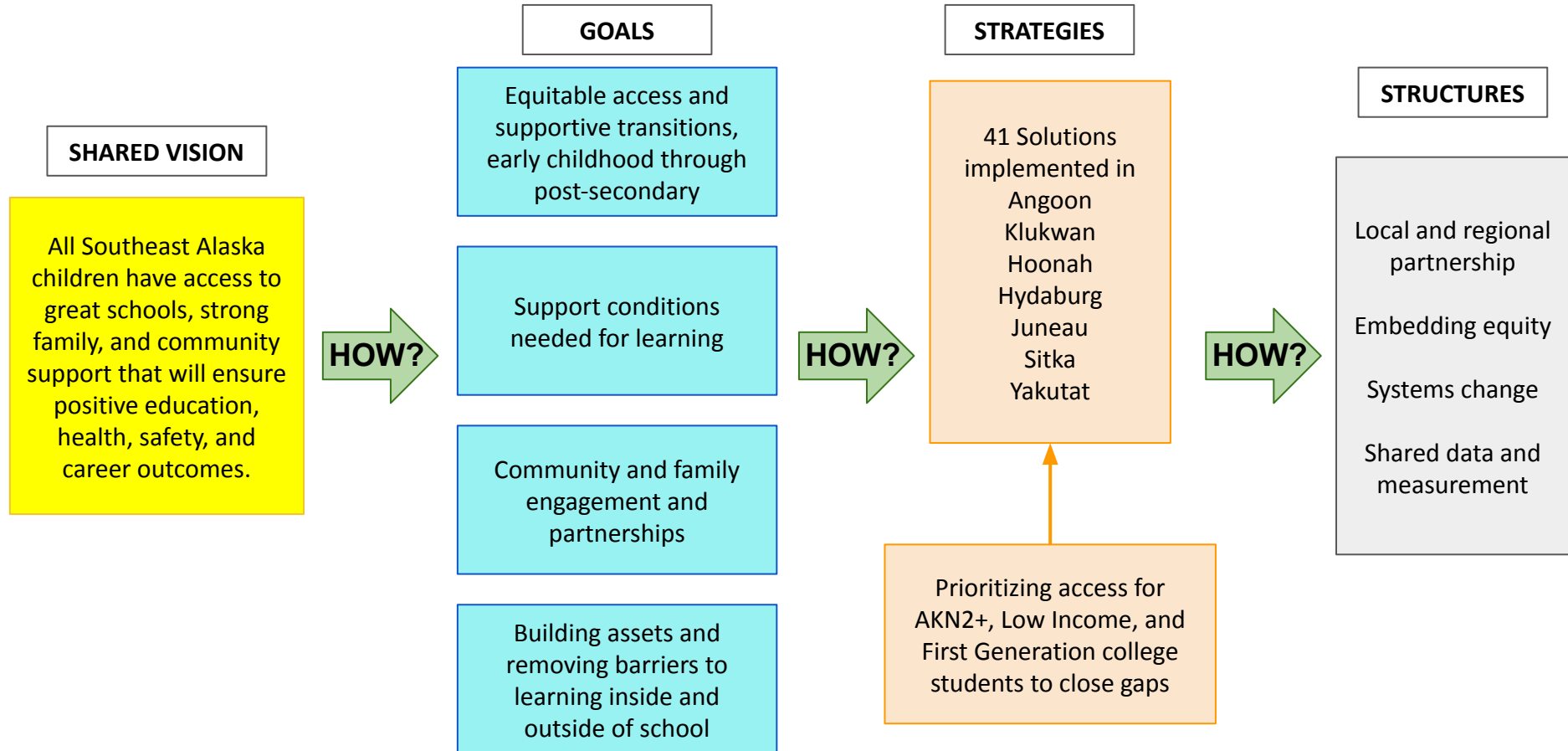
What did you notice? Any themes?

What were the ways that folks in the video “knew” they were making a difference?

Share out a highlight to the full group

How are we making a difference?
How do we know?

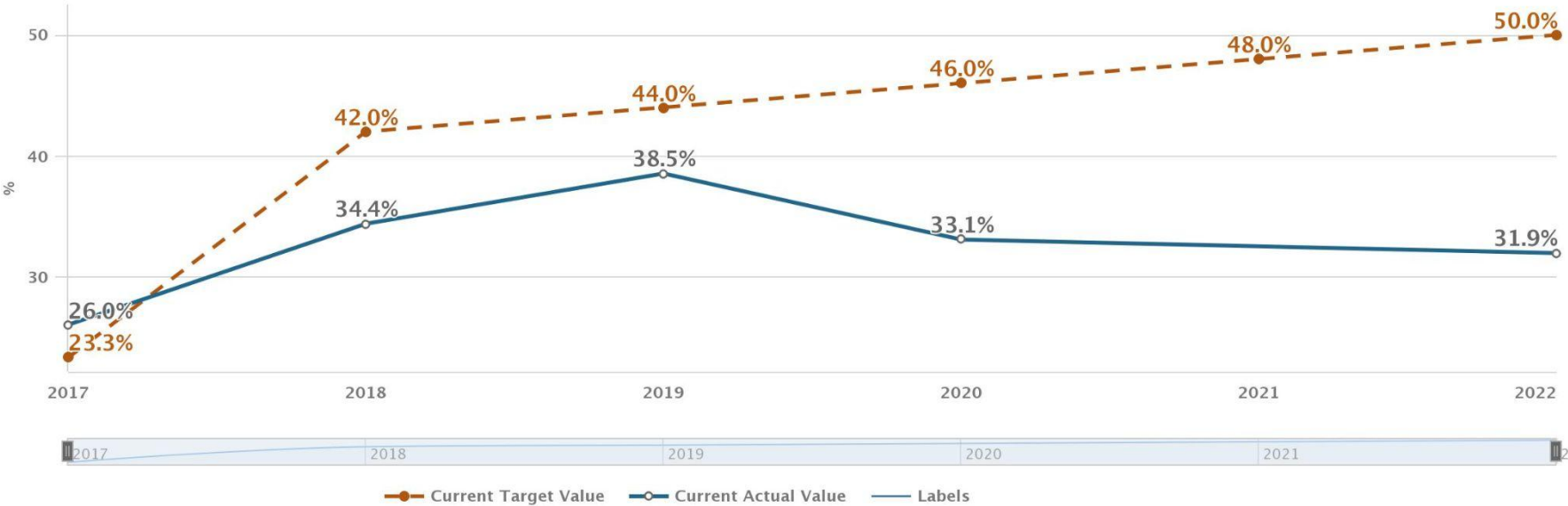
STEPS Theory of Change - what are we doing together?



GPRA- Level Data - Kindergarten Readiness

GPRA 1a - % of children who demonstrate age-appropriate functioning across multiple domains of early learning (ADP)

Data Source: DEED Alaska Developmental Profile



2.1 % of students at or above grade level according to State mathematics assessments (3rd through 8th grades and once in high school) -

GPRRA-Level Data - Math and Reading

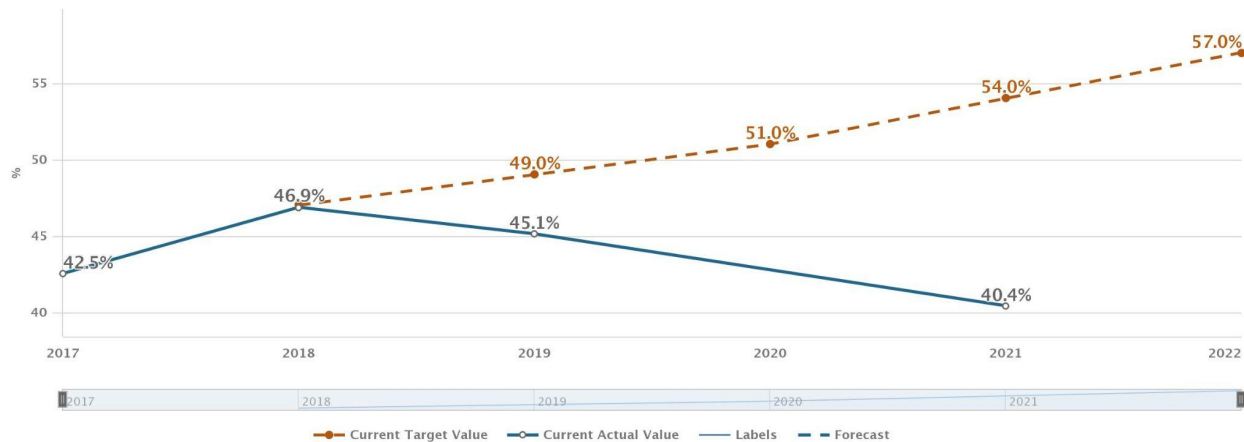
Narrative Entry

Data Source: DEED PEAKS



ClearImpact.com

2.2 % of students at or above grade level according to State English language arts assessments (3rd through 8th grades and once in high school) and Narrative Entry



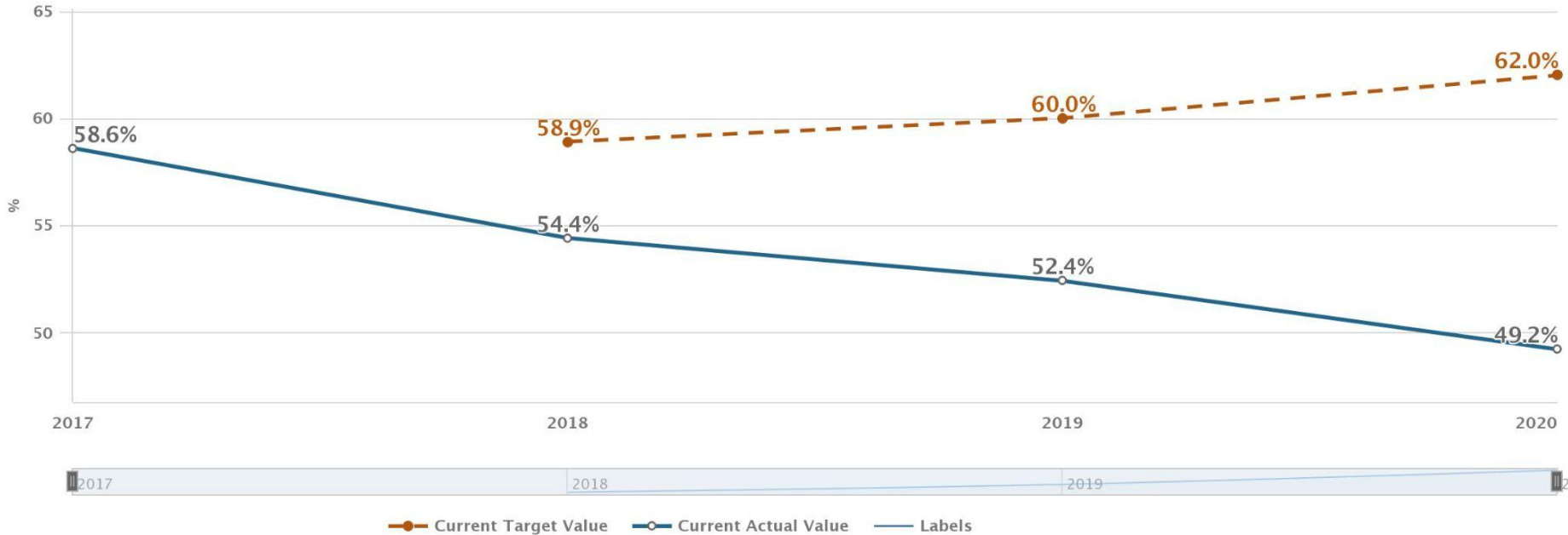
ClearImpact.com

GPRA-Level Data - Post-Secondary Enrollment

5.1 % of Promise Neighborhood Students who enroll in a two year or four year college or university within 16 months after graduation -

Narrative Entry

Data Source: Alaska Department of Education and Early Development



Reflection

Does this data tell the same story as the video? Why or why not?

STEPS Data and Shared Measurement Workgroup

We wanted to answer 2 main questions:

1. How do we know we're making a difference - earlier?
2. How do we know we're making a difference - not just as individual partners, but collectively across our STEPS region?

Why?

STEPS Theory of Change

Population-Level Outcomes

Program (Participant-level) Outcomes

Program Data (Who and How)

Structural and Systemic Changes

All Southeast Alaska children have access to great schools, strong family, and community support that will ensure positive education, health, safety, and career outcomes.

Equitable access and supportive transitions, early childhood through post-secondary

Support conditions needed for learning

Community and family engagement and partnerships

Building assets and removing barriers to learning inside and outside of school

41 Solutions implemented in
Angoon
Klukwan
Hoonah
Hydaburg
Juneau
Sitka
Yakutat

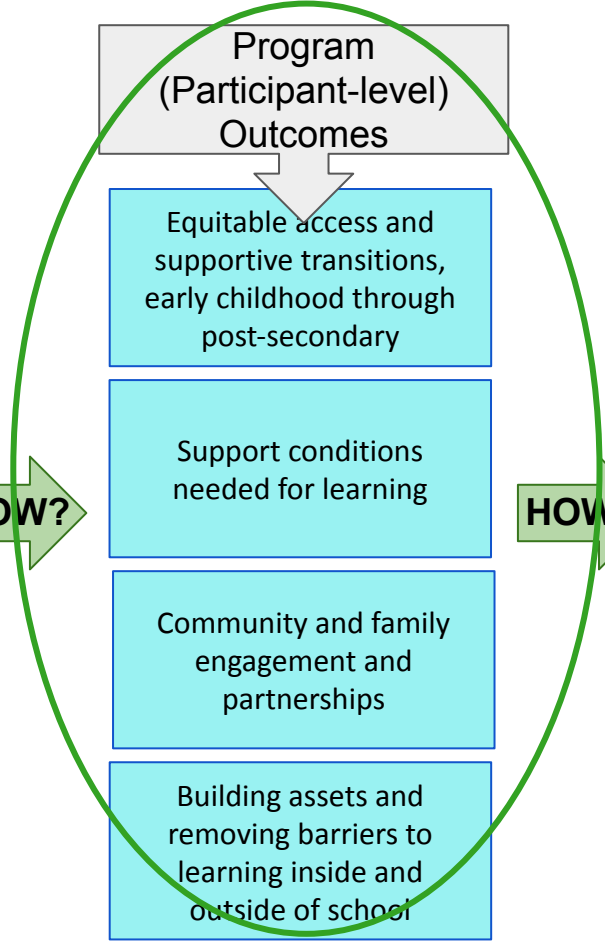
Prioritizing access for AKN2+, Low Income, and First Generation college students to close gaps

Local and regional partnership
Embedding equity into structures
Systems change
Shared data and measurement

HOW?

HOW?

HOW?



Process

Started with the four goals

Worked through each goal, looking at 2 questions -

- what would this (outcomes: goal “achieved”) look like?
- what could we use to know if we’ve reached this goal? (how could we measure?)

So far, the workgroup has identified some draft outcomes for each goal and brainstormed some potential ways to measure them

Goal 2 - Support conditions needed for learning, including trauma-informed and culturally responsive environments that serve the academic, cultural, social and emotional, and physical needs of students

Outcomes (the changes we expect to see)	Sample Strategies/Aspects
<p>2.1 Educational settings have budgetary, staffing, professional development, and governance (policy) structures that prioritize and support positive conditions for learning</p>	<ul style="list-style-type: none"> -ENOUGH staff, staff retention/ turnover -Staffing positions such as family engagement, TES -Policies, implementation of policies -Budget for training, curriculum, etc...
<p>2.2 Schools/ School leadership create a school culture that supports conditions for learning</p>	<ul style="list-style-type: none"> -Professional development opportunities -Mindset and commitment at staff level
<p>2.3 Teachers/ Classrooms effectively employ proven strategies for ensuring conditions for learning are met for all students</p>	<ul style="list-style-type: none"> -Culturally Responsive Education -Trauma Engaged Schools -Social-Emotional Learning
<p>2.4 Youth/ Students help to create a school environment where conditions for learning are met for all students</p>	<ul style="list-style-type: none"> -Peer culture is positive / bullying is gone/ safety -Students a part of decision-making, leadership

Reflection

1 - Individual Reflection - choose an outcome and reflect

2 - Small group (about the same outcome)

- share out individual reflections with 1-3 others
- consider how to address the outcome collectively

3 - Large group - share out 1 highlight

Goal 2- Support conditions needed for learning, including trauma-informed and culturally responsive environments that serve the academic, cultural, social and emotional, and physical needs of students

Outcome: _____

What strategies/ areas of your work are helping to contribute toward this outcome?

How effective have these strategies been?

How do you know?

What would you still like to know about the effectiveness of these strategies?

How could you find out?

Individual reflection - then
small group share

How could STEPS help facilitate collaboration that would 1) make progress toward this outcome 2) effectively measure our progress toward that outcome?

Small group discussion
(please take notes)

Thank you!