

COMMUNITY REPORT

December 2017





STAMFORD CRADLE TO CAREER
is a Collective Impact partnership with a solid and committed cross-sector collaboration that is based on the nationally recognized StriveTogether Cradle to Career Framework. Stamford Cradle to Career is a community-wide partnership that provides a road map to change and a new way for community stakeholders to work together. The overarching goal of Stamford Cradle to Career is to collectively align community resources to ensure that all youth succeed in education, career and life, because successful children lead to a vibrant and thriving community. United Way of Western Connecticut is serving as the anchor and backbone entity, providing management and fiscal support for the partnership.

VISION

All youth succeed in education, career and life.

MISSION

To collectively align community resources to ensure equity and excellence in education, for every child, from cradle to career.

Copyright © 2017 Stamford Cradle to Career. We express our thanks to the following organizations for their contributions to the photography featured in this report: *Abilis, Boys & Girls Club of Stamford, All Our Kin, Children's Learning Centers of Fairfield County, Stamford Public Education Foundation, Stamford Family YMCA, and Stamford Public Schools.*

We apologize for any inadvertent omissions and misspellings.

Dear Community Partners,

As the Stamford Cradle to Career (SC2C) partnership marks its first year anniversary, we are proud of our collective commitment to a common vision that will ensure educational success and a healthy lifestyle for children and youth in the City of Stamford. This commitment, in turn, will lead to a community with a strong, skilled workforce and civically engaged citizens.

On the occasion of our second annual convening, we look back at an active year following the launch of our Community Action Networks, establishing our accountability structure, and public release of our Baseline Community Report. In this second report from SC2C you will gain a better understanding of the underlying principles of our collective impact initiative, the continuous improvement process that is embedded in everything we do, and will review the progress of the four Community Action Networks: Infant Health and Development, Kindergarten Readiness, Early Grade Reading and Transition from High School to Postsecondary, College and/or Career.

Closing the educational achievement gap is a national challenge facing communities across our country and state. There are no easy solutions. SC2C joins more than 70 other communities across the United States using the data and the StriveTogether Cradle to Career Framework to help close the gap. With backbone support from United Way of Western Connecticut, SC2C uses the Framework to organize our work with clearly defined conditions for progress through this multi-phase initiative. Our success derives from implementing collaborative approaches and the latest data to help inform our decision making.

The single most important condition for our success lies in your courageous, dedicated, and continued commitment to our common agenda. As the SC2C partnership moves further into action, the entire community shares our vision of looking toward the future to ensure that EVERY student can access the tools, strategies, and resources to achieve their highest aspirations. Please consider how you or your organization can contribute positively to the mission of Stamford Cradle to Career and help align resources to support student success.



Matthew Quinones
Chief Executive Officer, Stamford Public Education Foundation
Chair, Executive Team



Michael Duggan
Executive Director, Domus Kids
Vice Chair, Executive Team

Message from the Mayor and Superintendent

The progress that the Stamford Cradle to Career (SC2C) partnership has made in the past two years has been inspirational. We have watched the vision of this initiative—to align community resources to collectively impact equity and excellence in education, for every child, cradle to career—evolve from theory into practice and action.

The number of partners gathered from every sector who are engaged and connected with others as a result of the SC2C partnership speaks to the commitment of all involved to advance this common agenda for the benefit of each child and young person in the City of Stamford. We continue our commitment to partner with and seek new ways of working together.

Some examples of the progress that we have observed in the past year include: connecting key partners in the community with pregnant women and young children to address access to critical resources; bringing staff from our community centers together with school staff to discuss how best to align literacy curricula; and facilitating regular conversations with our local high school and college faculty to smooth transitions from high school to college. These are but a few examples of the movement we are making through the SC2C partnership, and we are confident that this past year has laid the ground work for greater progress in the coming year.

We acknowledge and thank all of those involved for their commitment to this important effort. Collaborative impact work is challenging, especially in a community as large and diverse as Stamford. We attribute the success to date to the unwavering dedication of those involved, and we are confident that with continued focus and commitment, SC2C will be sure to have another productive year.

On behalf of the City of Stamford and the Stamford Public Schools, we thank the United Way and Strive for leading the way and facilitating the work.

Sincerely,



Hon. David M. Martin
Mayor, City of Stamford



Earl T. Kim
Superintendent, Stamford Public Schools

ADVISORY BOARD

- Geoff Alswanger, *President, Stamford Board of Education*
- Bob Arnold, *CEO, Family Centers*
- Chris Bruhl, *President & CEO, Business Council of Fairfield County*
- Terrence Cheng, *Director, UConn Stamford*
- Jonathan Fontneau, *Chief, Stamford Police Department*
- Linda Franciscovich, *Executive Director, Grossman Family Foundation*
- Catalina Horak, *Executive Director, Building One Community*
- Marc Jaffe, *CEO, Children’s Learning Centers of Fairfield County*
- Earl T. Kim, *Superintendent, Stamford Public Schools*
- Alice Knapp, *President, The Ferguson Library*
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- David M. Martin, *Mayor, City of Stamford*
- Douglas McArthur, *Pastor, United Methodist Church*
- Kimberly Morgan, *CEO, United Way of Western Connecticut*
- Mark Lingle, *Pastor, St. Francis Episcopal Church, Interfaith Council of Southwestern Connecticut*
- Kathleen Silard, *EVP & COO, Office of the President, Stamford Health*
- Vincent Tufo, *CEO, Charter Oak Communities*

EXECUTIVE TEAM MEMBERS

Chair

Matthew Quinones, *CEO, Stamford Public Education Foundation*

Vice Chair

Michael Duggan, *Executive Director, Domus Kids*

- Bob Arnold, *CEO, Family Centers*
- Eliot Brenner, *CEO, Child Guidance Center of Southern Connecticut*
- Bridget Fox, *CIO, United Way of Western Connecticut*
- Cindy Grafstein, *Special Assistant to the Mayor of City of Stamford*
- Jackie Heftman, *Board Member, Stamford Board of Education*
- Catalina Horak, *Executive Director, Building One Community*
- Marc Jaffe, *CEO, Children’s Learning Centers of Fairfield County*
- Earl T. Kim, *Superintendent, Stamford Public Schools*
- Alice Knapp, *Executive Director, The Ferguson Library*
- Tamu Lucero, *Assistant Superintendent, Stamford Public Schools*
- Kimberly Morgan, *CEO, United Way of Western Connecticut*
- Bob Neiman, *Board Member, Harvard Business School Community Partners*
- Andrew Traub, *Chair, Harvard Business School Community Partners*
- Dudley Williams, *President and CEO, Mill River Park Collaborative*

TABLE OF CONTENTS

- Roadmap to Building a Transformative Movement 2017: Highlights6
- Overview of Collective Impact.....7
- Our Approach.....8
- SC2C Accountability Structure.....9
- Community Task Force.....10
- Key Outcome Area Summary11
- Core Values.....12
- Data Matters12
 - Health.....13
 - Education13
 - Finance.....14
 - Infant Health and Development.....15
 - Kindergarten Readiness16
 - Early Grade Reading16
 - Transition to Middle School.....17
 - Transition to High School18
 - Transition from High School To Postsecondary (College and/or Career).....20
- A Closer Look At The Data.....22
- Infant Health and Development24
- Kindergarten Readiness27
- Early Grade Reading28
- Transition from High School To Postsecondary (College and/or Career)31
- What’s Next.....32
- Career Networks and Teams.....33
- Join the Stamford Cradle to Career Partnership34
- Partners35

ROADMAP TO BUILDING A TRANSFORMATIVE MOVEMENT 2017: HIGHLIGHTS

APRIL 2017

Professional Development for Preschool and Kindergarten Teachers: Collaborative Effort

Kindergarten Readiness Community Action Network (CAN) members collaborated to bring 16 preschool teachers and 26 kindergarten teachers together for an afternoon workshop. The event was designed to foster discussion and promote two-way communication between the early childhood education/pre-school community and the Stamford Public Schools (SPS). The participants were enthusiastic and energized by the mutual desire to create processes to support each other's collective goals, as well as explore ways to strengthen a collaborative culture that leads to improved student learning. It was the first step in creating an action plan for future professional development that allows dialogue between preschools and the elementary schools. Key themes included the need for regularly scheduled combined professional development time, engaging in each other's classrooms, working together to define "Kindergarten Readiness," sharing student assessment information, utilizing technology to connect the two communities, and support for increased parent outreach and education.

MAY TO JUNE 2017

Stamford Public Schools Strategic Plan Process

SPS Superintendent Earl T. Kim is highly committed to SC2C. As SPS began its long-term vision and strategic planning process, SC2C was invited to participate as an active member of the planning

team. We worked closely with consultants from Cambridge Education and the Superintendent's team to assist in the strategic planning process, which resulted in a number of positive outcomes, including the creation of the CAN action plan template and related common language to use city-wide around educational programming. SC2C partners acted as community advisors and provided the platform for SPS to hear input and guidance from a wide range of stakeholders across the city. The district will release a long-range vision and a five-year plan to drive improvement across SPS with robust support and involvement by the SC2C partnership.

JUNE 2017

Professional Development for Summer Program Staff at the Community Centers: Collaborative Effort

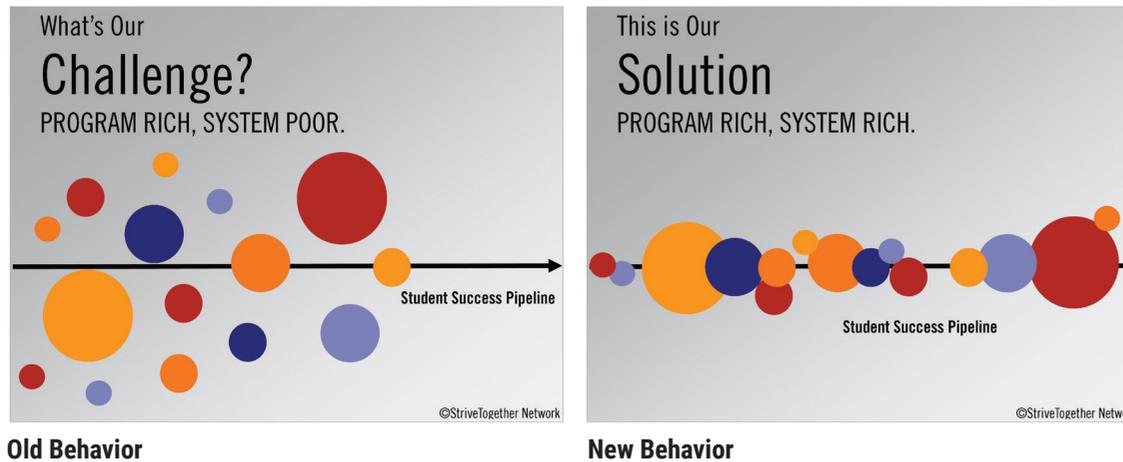
In order to strengthen literacy-based practices in the summer and after-school programs throughout the city, the Early Grade Reading CAN identified the need for alignment between what is taught in the classrooms and at after-school center programs. SPS's Natalie Elder, Director of School Improvement and Professional Development, and Lisa Armstrong, Curriculum Associate for Elementary Literacy, provided a two-day training for 40 community center staff members from Chester Addison Community Center, the Boys and Girls Club of Stamford and ROSCCO. The training focused on integrating school-based literacy strategies into the daily activities of the summer program students at the centers and was highly rated by attendees.

JUNE 2017

Partnership with Synchrony Financial Business Leaders Program: Youth Summit Feasibility Study

As result of United Way's partnership with Synchrony Financial, SC2C hosted six members of their Business Leadership Program who spent three weeks conducting a youth outreach and summit feasibility study for our community. The team began their work by gaining an in-depth understanding of Stamford and issues faced by city youth. They worked hard to assure that the study and their proposal was reflective and inclusive of our youth's perspective, and based on best practices. They interviewed executive leaders, and engaged with several youth focus groups. They centered their final proposal on a one-day interactive exposition event to empower and engage youth via multiple platforms. The proposed expo would not only engage youth voices in the SC2C initiative, but provide them with a venue to connect to sought-after resources and information for their further education and career plans in an ongoing partnership following the expo. Stamford youth were very vocal in sharing that they want an exciting, interactive event that would launch a long-term commitment.

OVERVIEW OF COLLECTIVE IMPACT



- 1. Common Agenda:** All partners commit to a shared vision for making change that includes a common understanding of the problem and applies a joint approach to solutions through agreed-upon, evidence-based activities.
- 2. Shared Measurement:** All partners commit to measuring success by using data and evidence to create a consistent accountability system.
- 3. Mutually Reinforcing Activities:** All partners commit to developing a mutually reinforcing plan of action while applying strategies that may be differentiated.
- 4. Continuous Communication and Inclusive Engagement:** All partners commit to frequent communications within and across organizations, to build trust and inform ongoing learning and adaptation of strategy.
- 5. Backbone Organization:** Creating and managing collective impact requires dedicated and sufficient backbone support. The organization helps facilitate and drive the process, but the community leads the decision making.

CONDITIONS FOR RESULTS DRIVEN OUTCOMES THROUGH COLLECTIVE IMPACT

Stamford Cradle to Career is a cross-sector partnership committed to making a difference in the lives of our youth, resulting in excellent health and educational success at each developmental milestone until they reach adulthood and enter the workforce. It works in new ways to achieve large scale change that creates lasting solutions for the existing and emerging challenges that face our community.

COLLECTIVELY COMMITTED, WE WILL ACCOMPLISH MUCH MORE

There are multiple organizations working hard to support children and youth in Stamford, but a common agenda and a laser-like focus will sharpen and intensify our accomplishments to assure that our children are healthy and successful in school, work and life.

OUR APPROACH

CONTINUOUS IMPROVEMENT PROCESS

Plan-Do-Study-Act (PDSA) is at the core of our continuous improvement process. PDSA is a four-stage problem-solving model used for improving a process or carrying out change. Central to PDSA is that change is planned and tested on a small scale first. The cycle is ongoing and results in creating efficiencies that become embedded in the work with practice:

- **Plan:** problem is identified based on data and team is put in place; results in an action plan
- **Do:** implement the action plan with data collection
- **Study:** analyze and interpret the results
- **Act:** decide what to do next based on the results: Adopt, Adapt, or Abandon

We have designed and created an action plan template based on the PDSA cycle for improvement and used by all four CANs.

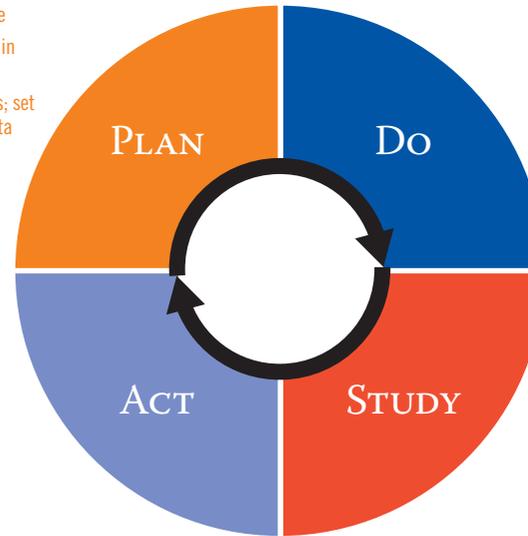
Plan, Do, Study, Act Continuous Improvement Example

PLAN: WHAT ARE WE GOING TO DO?

- Establish partners and clarify purpose
- Define the problem and narrow scope in order to maximize impact
- Develop long/short-term goals/targets; set measures using valid and reliable data
- Identify and prioritize current & new projects based on potential impact; be sure to incorporate customer feedback when possible

ACT: DO WE NEED TO MAKE CHANGES?

- Use what you learned to plan new improvements, beginning the cycle again
- Identify any changes/improvements
- If there was an impact, determine how the work can be sustained or expanded to have a greater impact

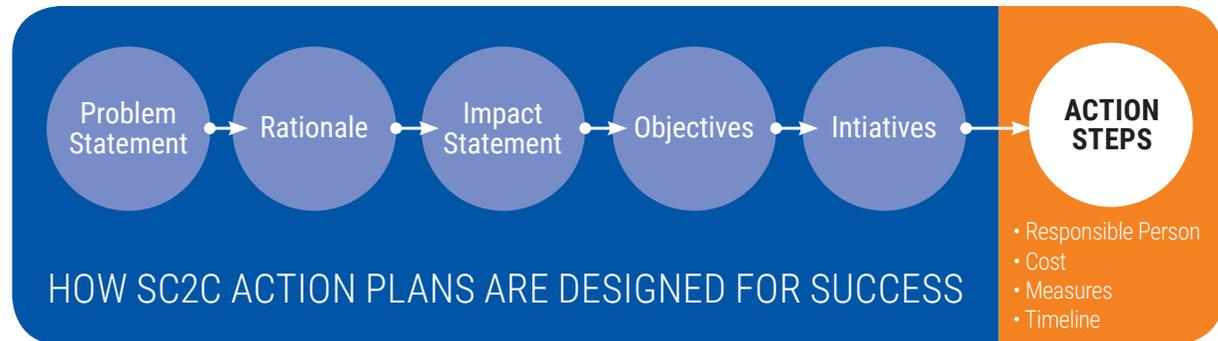


DO: LET'S DO WHAT WE SAID!

- Implement the identified projects within the plan
- Hold each other accountable to the work
- Use the action plan as the agenda

STUDY: DID WHAT WE DO WORK?

- Collect, review and analyze the data/results
- Determine what you've learned; did the work impact the change expected
- Begin to identify if changes/improvements are needed



STAMFORD CRADLE TO CAREER ACCOUNTABILITY STRUCTURE

Our Accountability Structure

COMMUNITY TASK FORCE: Group of community leaders who meet regularly to address community-wide issues and contextual indicators linked to our work.

LEADERSHIP COUNCIL: Members representing all components of the accountability structure from government, businesses, universities, Community Based Organizations/non-profits and philanthropic organizations who serve as advisors to the partnership.

IMPLEMENTATION TEAM: Co-Chairs of each Community Action Network, representatives of Community Task Force and Stamford Cradle to Career staff who guide the day-to-day direction of the partnership.

COMMUNITY ACTION NETWORKS (CANs): Small workgroups focused around each outcome area.

ADVISORY BOARD: Top-level community leadership who provide strategic advice and support for the work.

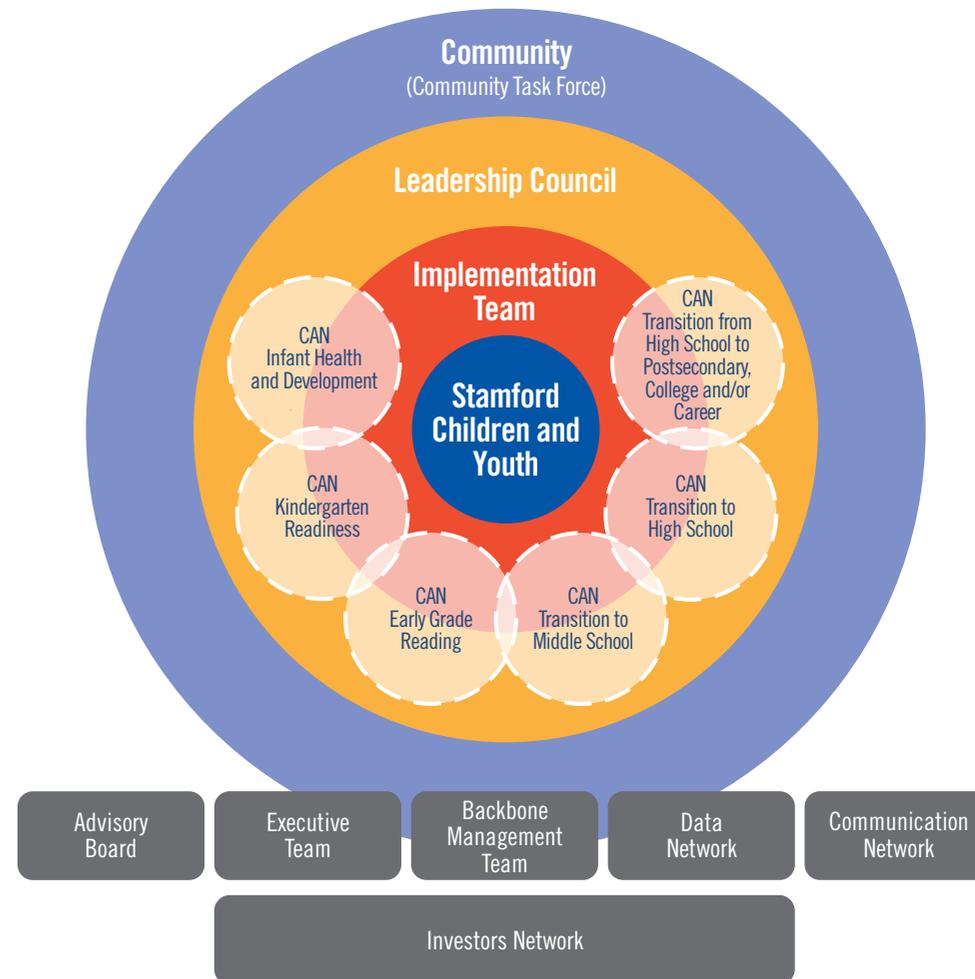
EXECUTIVE TEAM: Cross-sector of leaders who make funding and management decisions.

BACKBONE MANAGEMENT TEAM: Stamford Cradle to Career staff responsible for day-to-day operational support.

DATA NETWORK: Group charged with reviewing outcome indicators, related measures and data points.

COMMUNICATION NETWORK: Group charged with the development of communication and marketing strategies to engage multiple audiences.

INVESTORS NETWORK: Businesses and foundations willing to financially sustain the work over multiple years.



COMMUNITY TASK FORCE

SC2C has formed a Community Task Force (CTF), consisting of representatives from leading social service providers and community organizations, to address the socio-economic factors that impact healthy development and students' ability to learn. Thus, the CTF focuses on the Contextual Indicators (CI) identified as community-wide issues. The CTF will continue to support, inform and strengthen the work of the Community Action Networks (CANs) by generating connections, engagement and resources through its interface with members of the Stamford community and a wide array of assets.

- **Support:** The CTF will continue to partner with the CANs to: understand their challenges; learn how any CI might impact SC2C's Core and Contributing Indicators; and seek to engage appropriate resources from the Stamford community and elsewhere, as appropriate.
- **Inform:** The CTF will help the CANs connect to the Stamford community by obtaining information and feedback to assist in meeting their objectives.
- **Strengthen:** By engaging the Stamford community, the CTF will help ensure relevancy, leverage resources, influence the provision of key services, support data utilization and involve multiple, diverse sectors in SC2C.

The Community Task Force is pursuing its work through a series of campaigns, each organized according to a defined theory of change, action teams, stated objectives and accountable timeframes. Campaigns underway in late 2017 include:

- **Food for Thought:** Strengthen food security among Stamford's school-age population through access, education, and promotion
- **Race, Equity and Inclusion:** Drive a community-wide initiative to highlight and remove implicit racial and social biases from the educational system
- **School Attendance Project:** Engage SPS and community to reduce chronic absenteeism, and prevent youth violence and other negative social behaviors
- Other planned campaigns will align with the broader vision and goals of SC2C and SPS, and will include *Embracing Families and Community*.

CO-CHAIRS:

Pam Koprowski, *Cardinale Associates,
Public Affairs Counsel, Stamford Health*
Vincent Tufo, *CEO, Charter Oak Communities*

COMMUNITY TASK FORCE MEMBERS:

Bob Arnold, *Family Centers*
Dena Booker, *Stamford Public Schools*
Michael Cotela, *Boys and Girls Club of Stamford*
Terri Drew, *City of Stamford Mayor's Youth
Services Bureau*
Michael Duggan, *Domus Kids*
Jonathan Fontneau, *Stamford Police Department*
Bridget Fox, *United Way of Western Connecticut*
Cindy Grafstein, *City of Stamford*
Catalina Horak, *Building One Community*
Marc Jaffe, *Children's Learning Centers
of Fairfield County*

Debbie Katz, *Kids In Crisis*
Alice Knapp, *The Ferguson Library*
Jennifer Lapine, *Community Leader*
Mark Lingle, *Interfaith Council of
Southwest Connecticut*
Ceci Maher, *Person-to-Person*
Mike Meyer, *Stamford Public Schools*
Measi O'Rourke, *Saint Joseph Parenting Center*
Polly Rauh, *Community Educator and Activist*
Donn Reid, *Domus Kids*
Jason Shaplen, *Inspirica*

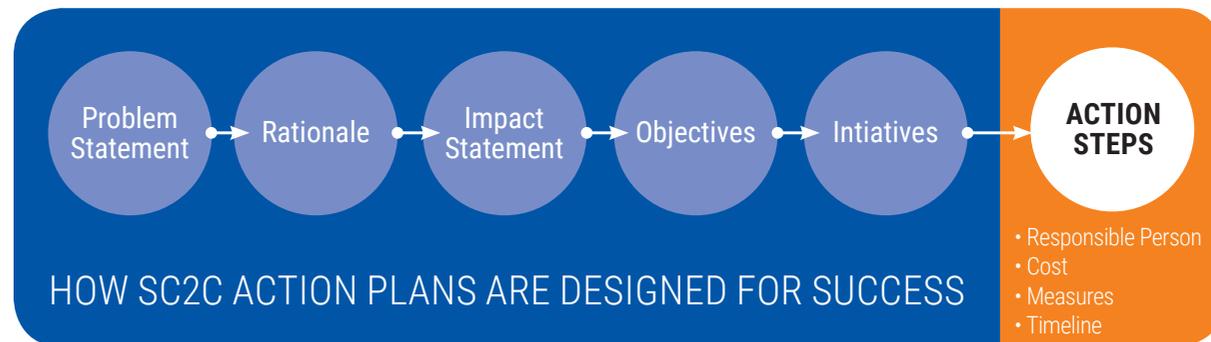
KEY OUTCOME AREA SUMMARY



In response to the critical goal of ensuring that our youth become active and productive citizens of our community, we must impact outcomes in new ways. The Stamford Cradle to Career partnership has identified six key outcome areas for intense focus with the goal of improvement. The key outcomes address school performance as well as health and social emotional factors at each transitional milestone that impact success in school and beyond. To date, we have launched four CANs that address the following milestones:

- **INFANT HEALTH AND DEVELOPMENT**
- **KINDERGARTEN READINESS**
- **EARLY GRADE READING**
- **TRANSITION FROM HIGH SCHOOL TO POSTSECONDARY, COLLEGE AND/OR CAREER**

In order to effectively measure, identify effective practices, and align resources, we have designed and developed a detailed action plan process. The process and the related template were created in close partnership with Stamford Public Schools and the Superintendent’s team, and the process is consistently followed by all CANs. Each CAN is at a different stage of action plan completion, depending on the complexity of the objectives and the available data.



CORE VALUES

STEWARDSHIP

We will lead and follow as stewards of the City of Stamford, caring responsibly for our community assets.

OPEN ENGAGEMENT AND PARTNERSHIP

We will welcome all stakeholders seeking to make a positive contribution to our collective goals. We will extend ourselves to create an inclusive, cohesive community through partnership and collaboration.

COMMITMENT TO OUTCOMES

We understand this work is long-term and we are committed to staying involved.

HOLISTIC APPROACH

We believe that anything is possible for Stamford children and families.

DATA-DRIVEN DECISION MAKING

To the greatest extent possible, we will base decisions and action plans on objective data, thereby avoiding distortion of issues by personal feelings or agendas. We commit to advocating for what works.

RELEASING RESOURCES

We value the empowerment of all community stakeholders to honestly and forthrightly share all knowledge, experiences and insights relative to our work. We take responsibility for ensuring our truth is current and not historical. We all share the responsibility for maintaining the truth telling standard.

INCLUSIVENESS

We respect all stakeholders and recognize there are diverse viewpoints. Viewpoints from diverse constituencies will be proactively sought to ensure the best possible outcomes for Stamford's children and families—cradle to career.

COMMITMENT TO RESOLVING CONFLICT

Healthy conflict involves valuing every individual regardless of his or her stance on a specific issue. We pledge an unwavering commitment to working through conflict in a positive manner despite its severity.

ASSET-BASED APPROACH

We are focused on using a strength-based, asset-oriented approach to improving outcomes for Stamford children and families cradle to career.

TRANSPARENCY AND OBJECTIVITY

We agree to promote open and frequent communication and access to information regarding our work. We empower stakeholders to share information openly. We commit to constantly improving communication for all audiences.

DATA MATTERS

The Stamford Cradle to Career partnership is committed to data-driven decision making. We should keep in mind that collecting data and using it to implement practical, effective solutions is a multi-stage process. The national challenge of improving twenty-first century education from pre-school through post-high school has been compared in scale and complexity to a moon shot. Locally, it will require a steady commitment of energy over time to see positive results on the indicator measures in this report. We also must discipline ourselves to identify and measure short-term achievements that lead, in stages, to our long-term goals for each outcome area.

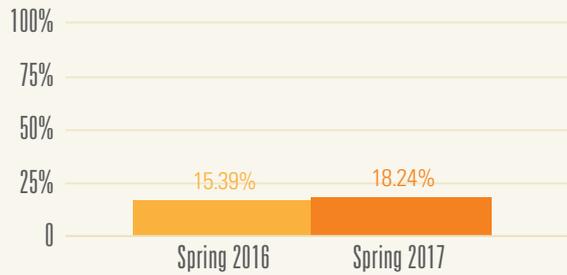
The data presented in the report tells us much about Stamford's children and young adults. The indicators reflect important aspects of our city in the aggregate, so as to represent a large and diverse population in one statistic. Using aggregate data gives us one perspective.

Looking toward the future, SC2C will examine data in additional ways to go beyond the limitations of a single perspective. One method will be to disaggregate the data—to look at smaller sections of the city's population or the school district's students. This approach, used alongside our existing indicators, may create a richer picture that more fully captures the intellectual abilities, academic performance, health and wellness, growth, and spirit of our young people. With a more detailed picture, we have the potential to find more tools that emphasize the best qualities of our young people. Such tools will help them improve the quality of life for this and future generations and prepare them for success in a democratic society.

CONTEXTUAL INDICATORS

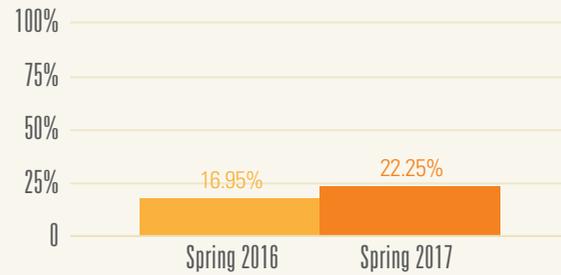
HEALTH

Percentage of Overweight Children Enrolled in Children's Learning Centers of Fairfield County



Source: Children's Learning Centers of Fairfield County. The Spring numbers reflect samples taken over two school years. CLC has seen an increase in the number of overweight and obese children enrolling in its programs.

Percentage of Obese Children Enrolled in Children's Learning Centers of Fairfield County



Percentage of Students with Asthma in Stamford Public Schools†



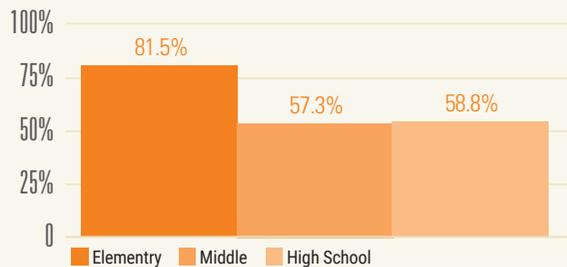
Source: Connecticut Department of Public Health, Asthma Surveillance, school data for 2009-2012.

Number of Emergency Department Visits by Stamford Residents with a Primary Diagnosis of Asthma, 2010-2014†



Source: Connecticut Department of Public Health, Asthma Surveillance.

Stamford Public Schools Students Who Said They Feel Safe at Their School



Source: Stamford Public Schools, Spring 2017. Percentage of Students Agreeing/Strongly Agreeing to School Climate Survey Question about School Safety.

Number of Hospitalizations by Stamford Residents with a Primary Diagnosis of Asthma, 2010-2014†

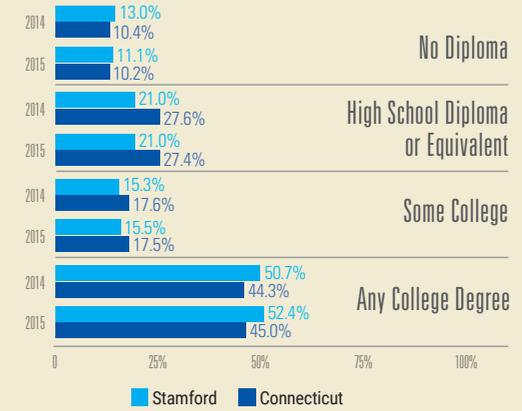


Source: Connecticut Department of Public Health, Asthma Surveillance.

†No Updates Available

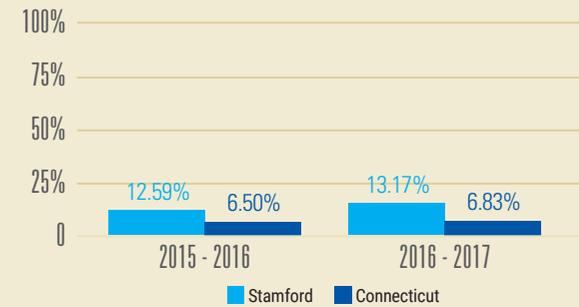
EDUCATION

Educational Attainment, Population 25 Years and Over



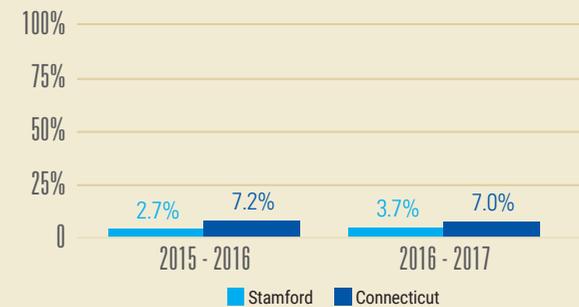
Source: American Community Survey, 2014 and 2015 Five-Year Estimates.

Percentage of English Learner Students



Source: Connecticut State Department of Education.

Suspension Rate for Public School Students

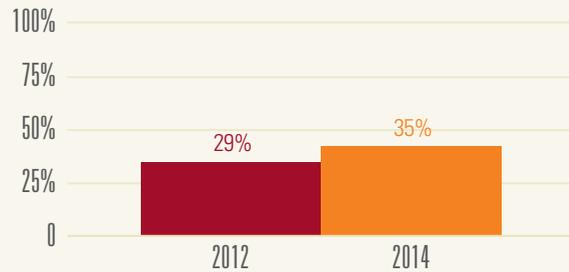


Source: Connecticut State Department of Education. The Suspension Rate is the number of students reported with at least one suspension (in-school or out-of-school) or expulsion.

CONTEXTUAL INDICATORS

FINANCE

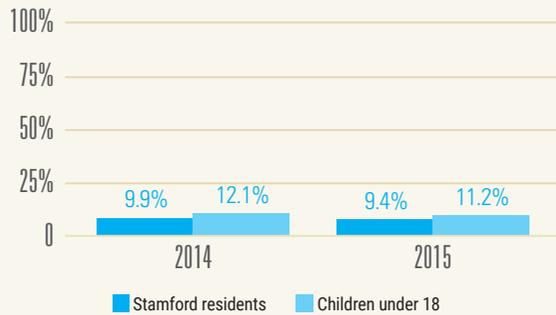
Stamford Residents Who Earn Less Than the Basic Cost of Living in Fairfield County[†]



[†]No Updates Available

Source: ALICE (Asset Limited, Income Constrained, Employed) Connecticut 2014 Report and 2016 Update, United Way of Northern New Jersey, 2009-2016.

Percentage Living in Poverty



Source: American Community Survey, 2014 and 2015 Five-Year Estimates.

Food Insecurity Data for Stamford

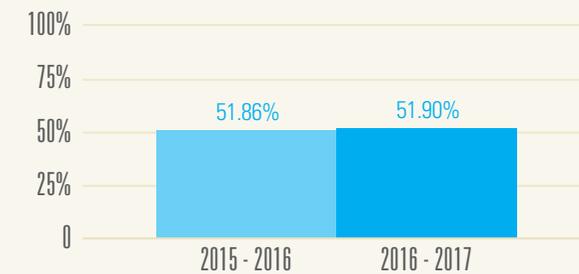
2015[†]
SNAP (Supplemental Nutrition Assistance Program) Recipients[†]



2015
Monthly Average WIC (Supplemental Nutrition Program for Women, Infants and Children) Participants[†]



Percentage of SPS Students Eligible for Free/Reduced Lunch



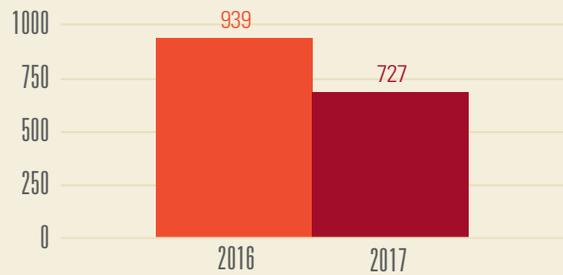
Source: Connecticut Office of Legislative Research; Connecticut Department of Public Health; Stamford Public Schools.

OUTCOME AREA DATA UPDATE

INFANT HEALTH AND DEVELOPMENT

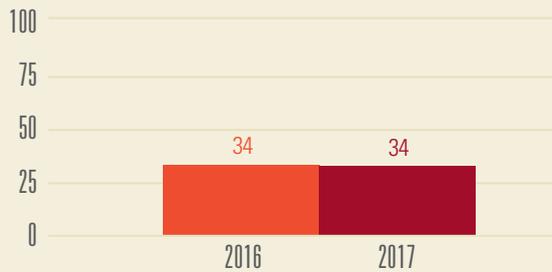
Core Indicators

Total Spaces in Stamford's Licensed Child Care Centers for Children Aged Birth-3



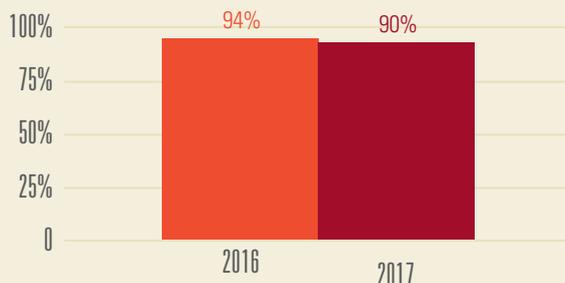
Source: Elicense.ct.gov, as of 6/3/16 and 9/28/17.

Total Spaces in Group Child Care Homes for Children Aged Birth-3



Source: Elicense.ct.gov, as of 6/3/16 and 9/28/17.

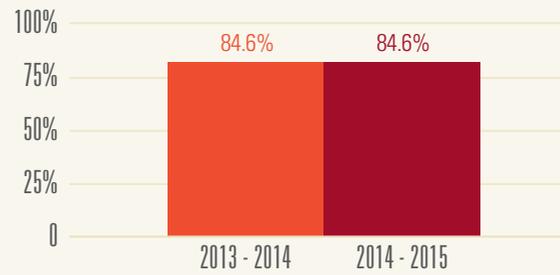
Percentage of Stamford Babies Born at Gestational Age of 37-41 Weeks



Source: Stamford Hospital, October 2016. Data for April 14, 2016 - October 22, 2016; Stamford Hospital, June 2017. Data for July 1, 2016 - June 30, 2017.

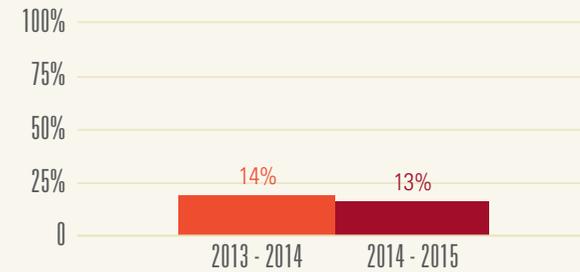
Contributing Indicators

Percentage of Stamford's New Mothers Receiving Timely Pre-Natal Care (Beginning First Trimester)



Source: Connecticut Department of Public Health, HSS Section.

Percentage of Stamford's New Mothers Who Have Attained Less Than a 12th-Grade Education



Source: Connecticut Department of Public Health, HSS Section.



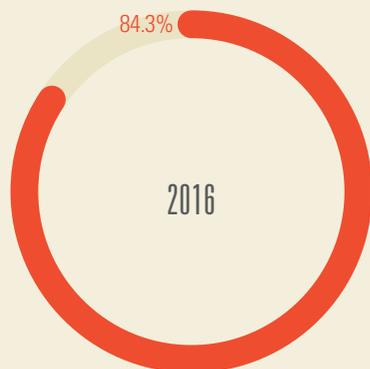
OUTCOME AREA DATA UPDATE



KINDERGARTEN READINESS

Core Indicators

Percentage of Students Entering Kindergarten Who Had a Preschool/Daycare Experience¹



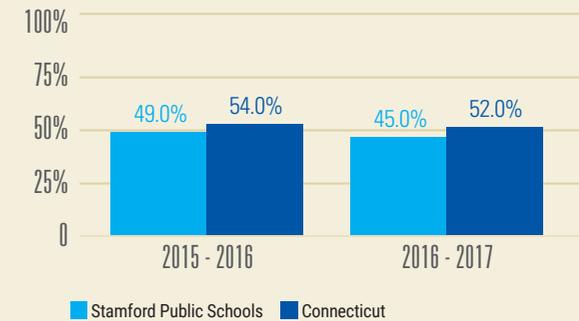
Source: Stamford Public Schools. Based on kindergarten enrollments for 2016-2017. Updated data for 2017 will not be available until December 2017.

¹No Updates Available

EARLY GRADE READING

Core Indicators

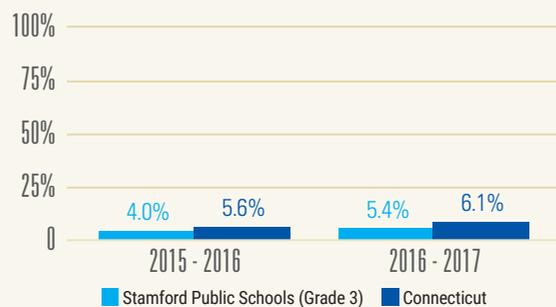
Percentage of Third Grade Stamford Public Schools Students Scoring at Level 3 or 4 in English-Language Arts (ELA) on the Smarter Balanced Assessment



Source: Stamford Public Schools and the Connecticut State Department of Education.

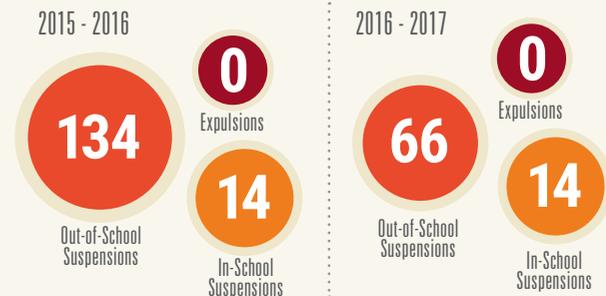
Contributing Indicators

Percentage of Elementary Students Chronically Absent



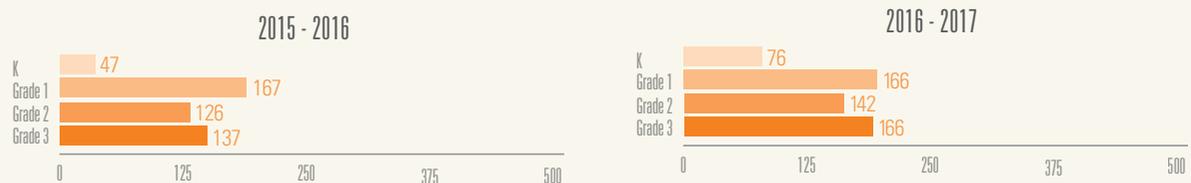
Source: Stamford Public Schools and the Connecticut State Department of Education.

Number of Student Suspensions/Expulsions from Stamford Public Elementary Schools



Source: Stamford Public Schools and the Connecticut State Department of Education. The drop in the number of suspensions reflected a state policy change which precluded suspensions for students in grades K-2.

Scientific Research Based Intervention (SRBI) Reading Interventions by Grade



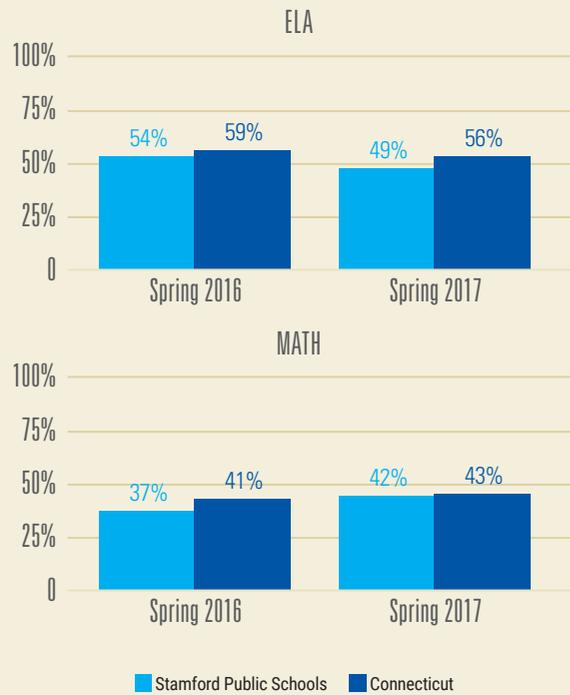
Source: Stamford Public Schools and the Connecticut State Department of Education.

OUTCOME AREA DATA UPDATE

TRANSITION TO MIDDLE SCHOOL

Core Indicators

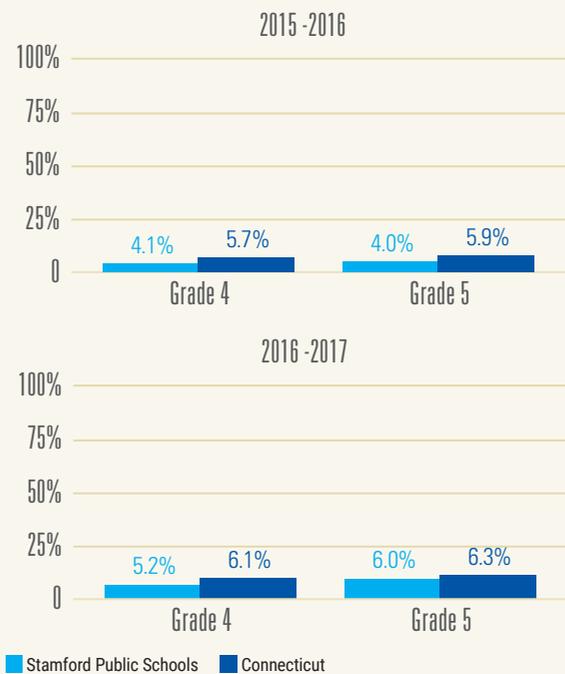
Percentage of 5th Grade Stamford Public Schools Students Scoring at Level 3 or 4 in English-Language Arts (ELA) on the Smarter Balanced Assessment



Source: Stamford Public Schools.

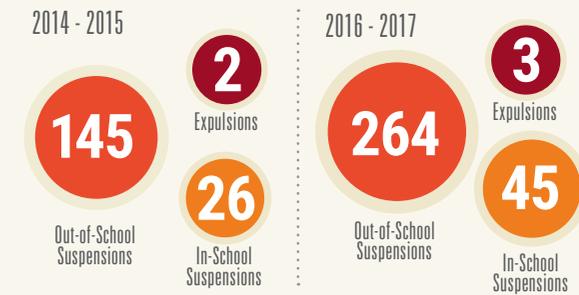
Contributing Indicators

Percentage of Stamford Public Schools Students in Grades 4-5 Chronically Absent



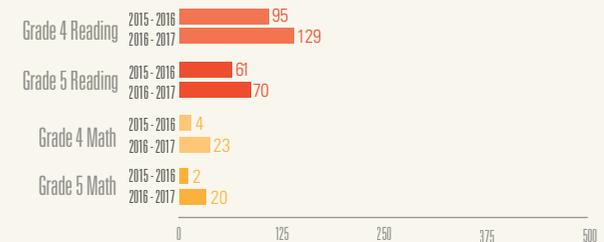
Source: Stamford Public Schools and the Connecticut State Department of Education.

Number of Student Suspensions/Expulsions from Stamford Public Middle Schools



Source: Stamford Public Schools. Does not include out-of-district special education students and suspensions for Alternate Route to Success students. SPS is addressing the increased number of suspensions with interventions to address discipline issues.

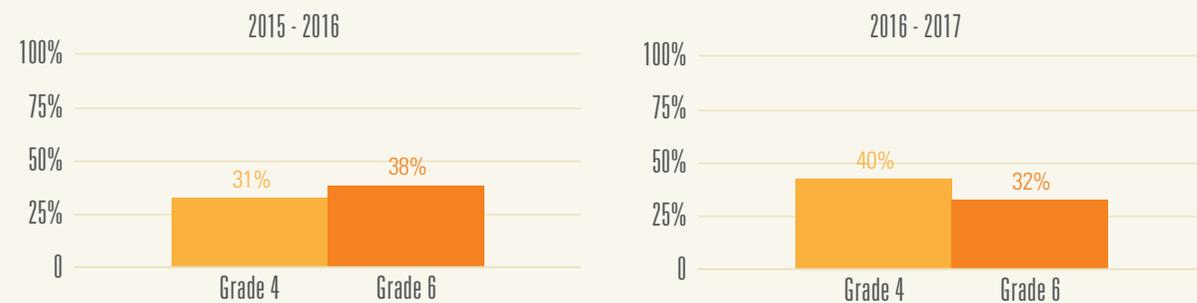
Scientific Research Based Intervention (SRBI) Reading Interventions by Grade



Source: Stamford Public Schools. The SRBI process continues to grow and be refined and more students are being properly identified for interventions. SPS initiated SRBI for reading and the process for proper identifications in math resulted in the increase in 2016-17.

Percentage of Stamford Public Schools Students Who Meet All Four Physical Education Standards

Source: Stamford Public Schools.

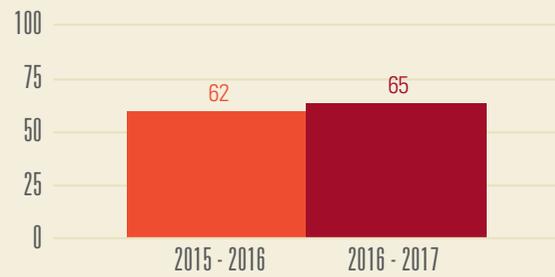


OUTCOME AREA DATA UPDATE

TRANSITION TO HIGH SCHOOL

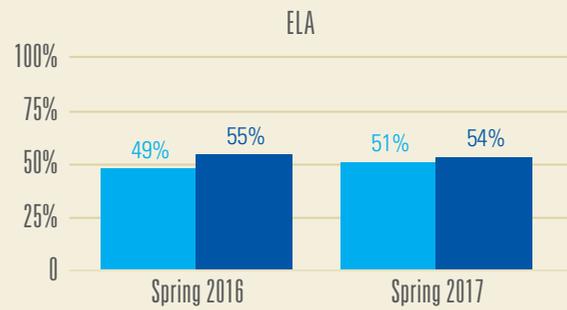
Core Indicators

Number of 9th Grade Students in Stamford Public Schools Who Were Retained



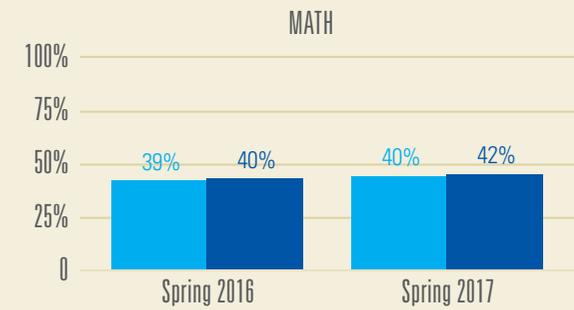
Source: Stamford Public Schools.

Percentage of 8th grade Stamford Public Schools Students Scoring at Level 3 or 4 in English-Language Arts (ELA) on the Smarter Balanced Assessment



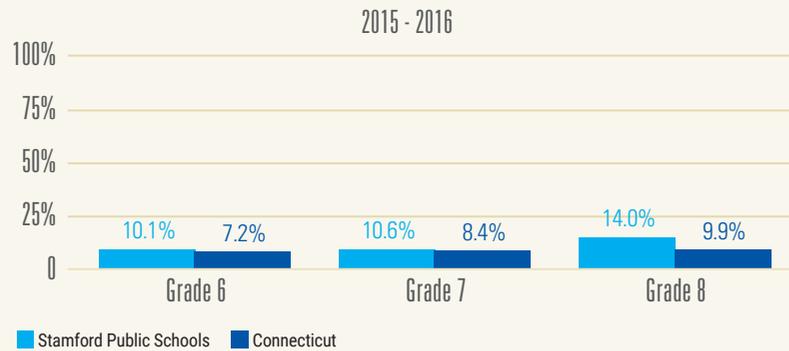
Stamford Public Schools Connecticut

Source: Stamford Public Schools.



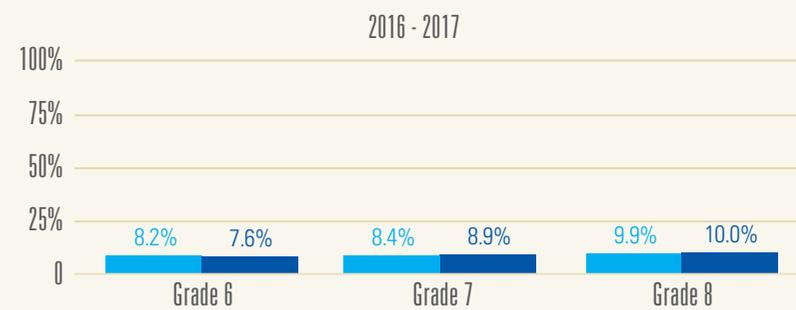
Contributing Indicators

Percentage of Middle School Students Chronically Absent



Stamford Public Schools Connecticut

Source: Stamford Public Schools and the Connecticut State Department of Education.



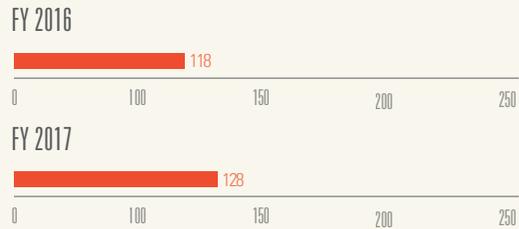
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OUTCOME AREA DATA UPDATE

TRANSITION TO HIGH SCHOOL

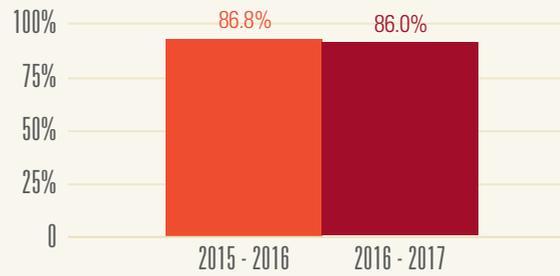
Contributing Indicators

Number of Stamford Youth Processed Through the Juvenile Justice System



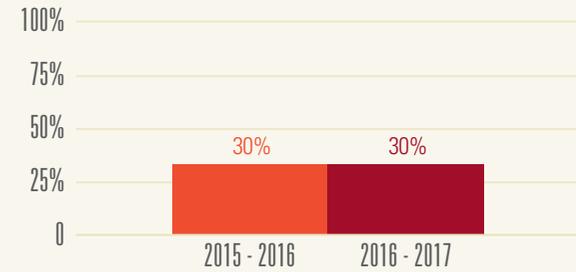
Source: State of Connecticut Judicial Branch.

Percentage of 9th Grade Students Who Have Completed Algebra I



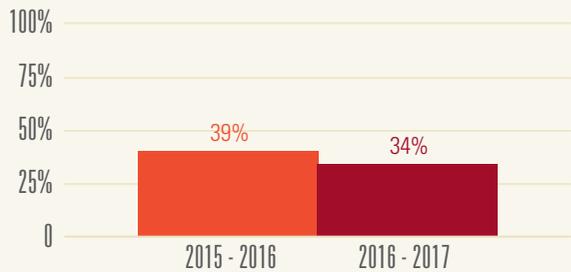
Source: Stamford Public Schools. Does not include students in Alternate Routes to Success.

Percentage of 9th Grade Students Who Have One or More D or F Grades.



Source: Stamford Public Schools.

Percentage of 8th Grade Stamford Public Schools Students Who Meet All Four Physical Education Standards



Source: Stamford Public Schools.

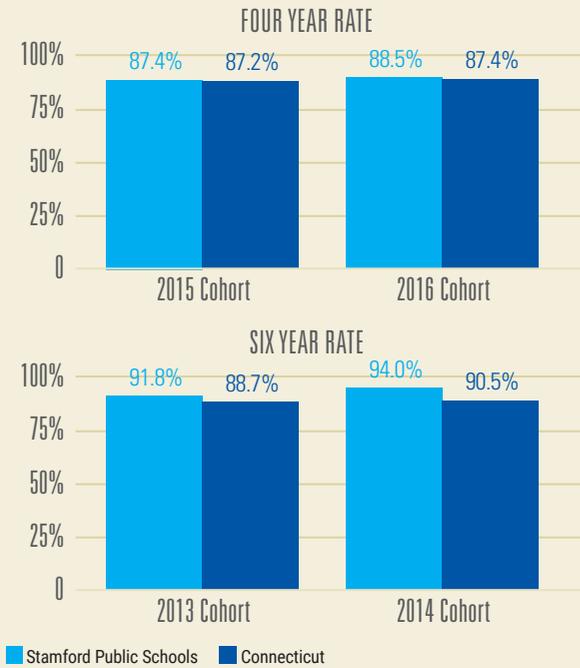


OUTCOME AREA DATA UPDATE

TRANSITION FROM HIGH SCHOOL TO POSTSECONDARY, COLLEGE AND/OR CAREER

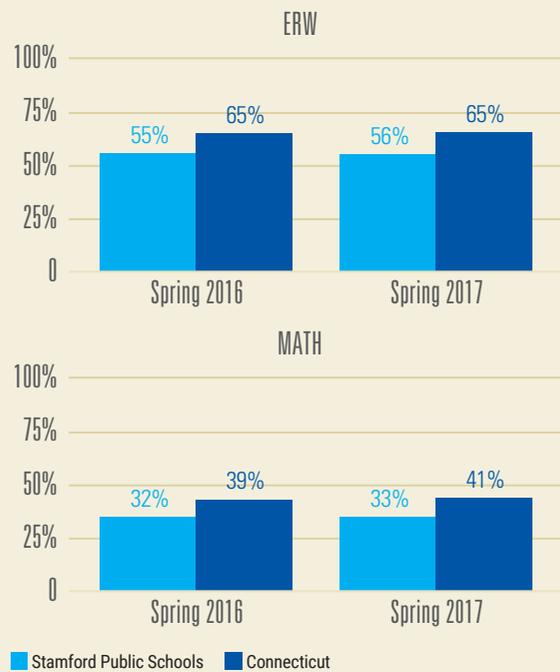
Core Indicators

High School Graduation Rate



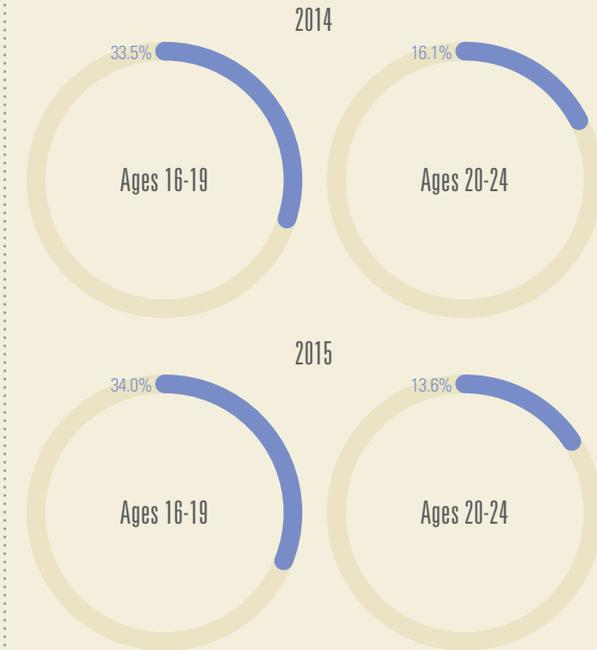
Source: Connecticut State Department of Education.

Percentage of Students Scoring at Level 3 or 4 in Evidence-based Reading and Writing (ERW) and Math on the SAT



Source: Stamford Public Schools and the Connecticut State Department of Education.

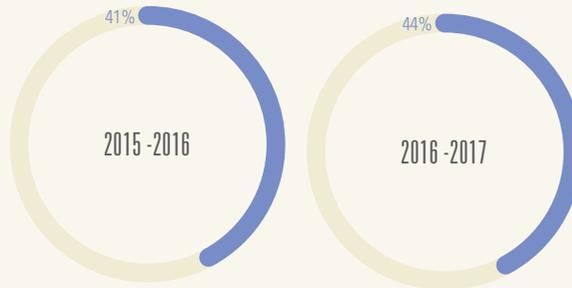
Youth Unemployment Rate



Source: American Community Survey, 2014 and 2015 Five-Year Estimates.

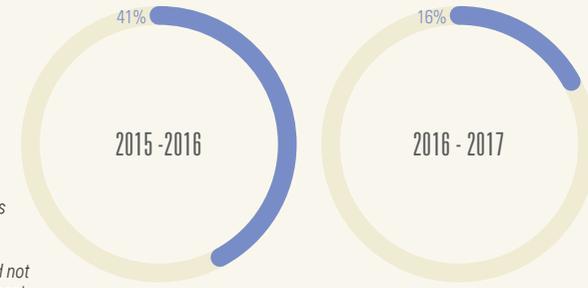
Contributing Indicators

Percentage of Stamford Public Schools High School Students Who Take an Art or Music Class



Source: Stamford Public Schools.

Percentage of 10th Grade Stamford Public Schools Students Who Meet All Four Physical Education Standards



Source: Stamford Public Schools. The Next Generation Accountability report recognizes both participation and achievement on the Physical Fitness Assessment. At the high school level, many high school students did not participate in the Physical Fitness Assessment in past years. With nearly 100% participation of students in 2016-17, achievement declined.

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OUTCOME AREA DATA UPDATE

TRANSITION FROM HIGH SCHOOL TO POSTSECONDARY, COLLEGE AND/OR CAREER

Contributing Indicators

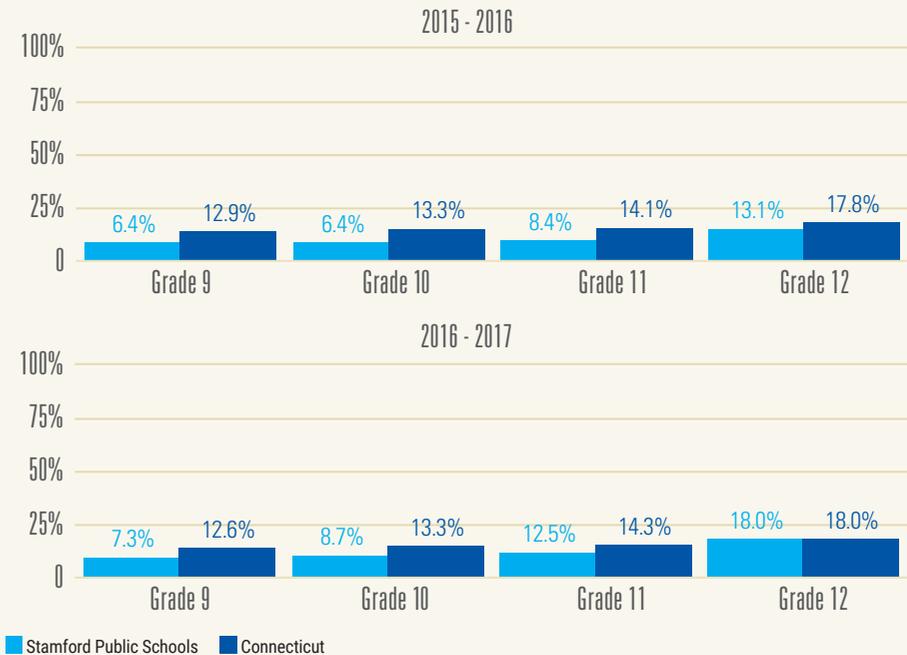
Number of Student Suspensions/Expulsions from Stamford Public High Schools



Source: Stamford Public Schools. Does not include students in Alternate Routes to Success. SPS is addressing the increased number of suspensions with interventions to address discipline issues.

Percentage of High School Students Chronically Absent

Source: Stamford Public Schools and the Connecticut State Department of Education.



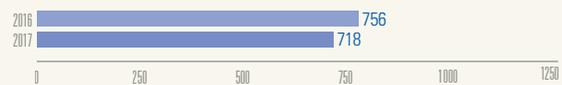
Postsecondary Readiness

Number of Stamford Public Schools Students Who Took an AP Exam



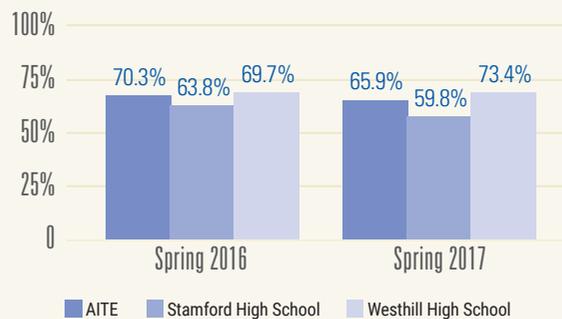
Source: Stamford Public Schools

Number of Stamford Public Schools Students Who Completed a FAFSA Through December



Source: U.S. Department of Education, Office of Federal Student Aid.

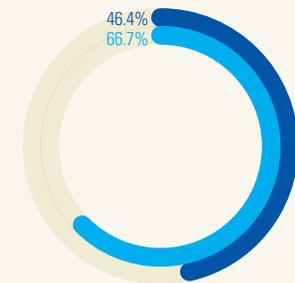
Percentage of Students Passing the AP Exam by School



Source: Stamford Public Schools.

Percentage of Stamford Public Schools Students Enrolled in Remedial Courses at Connecticut Community Colleges or the Connecticut State University System

Source: Stamford Public Schools



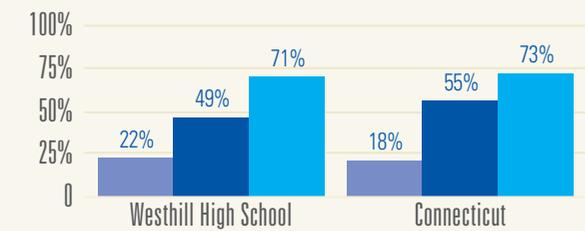
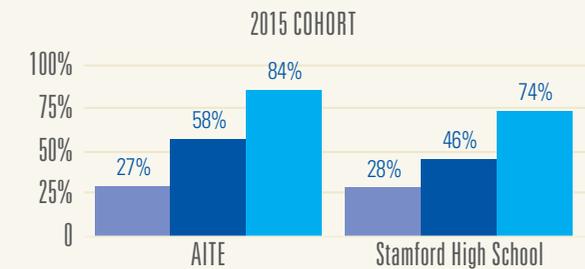
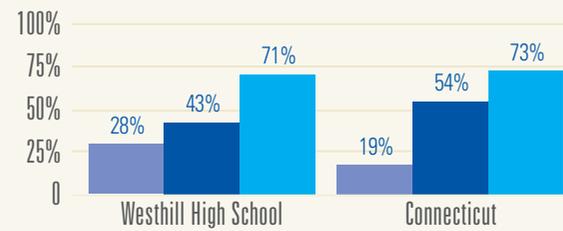
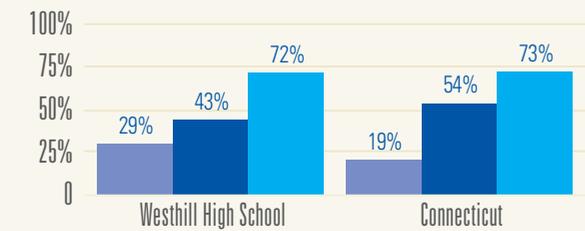
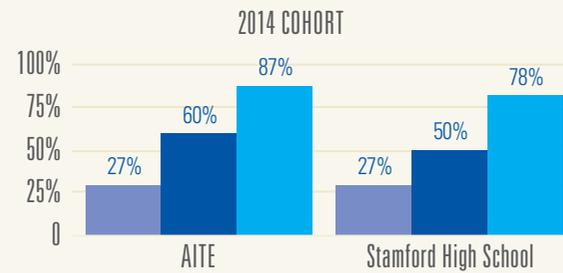
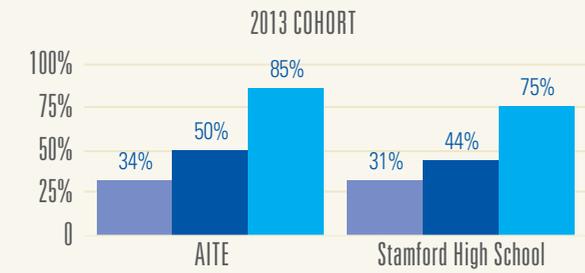
Source: Preschool through Grade Twenty and Workforce Information Network (P20WIN), College Entrance, Remediation, and Credit Earning: P20WIN Results for the Graduation Cohort of 2011.

OUTCOME AREA DATA UPDATE

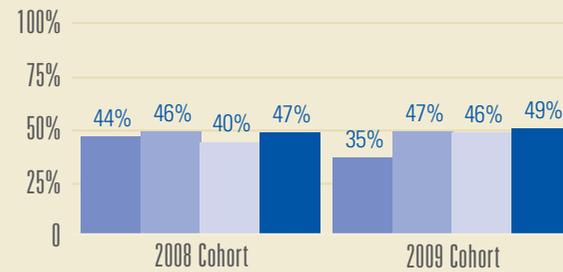
TRANSITION FROM HIGH SCHOOL TO POSTSECONDARY, COLLEGE AND/OR CAREER

College Enrollment

Percentage of Stamford Public School Students Enrolled in Two-year and Four-year Colleges Any Time During the First Year After High School



Percent of Stamford Public Schools Students Completing Postsecondary Education Within Six Years

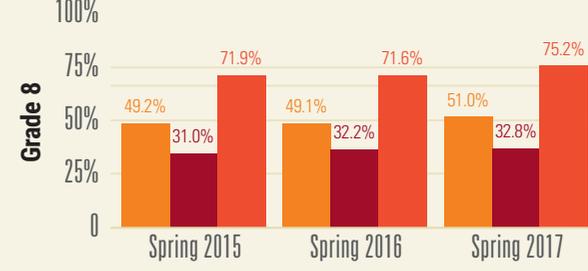
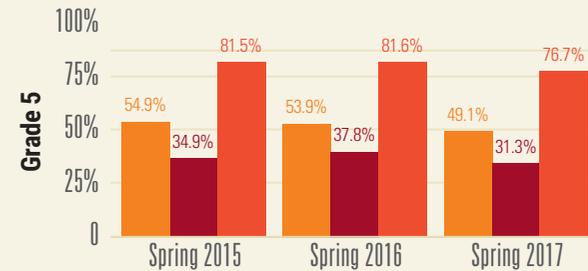
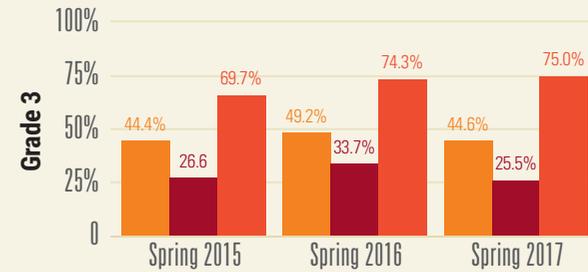


Source: National Student Clearinghouse.

A CLOSER LOOK AT THE DATA

Here is an example of disaggregated data. The Connecticut State Department of Education defines High-Needs Students as students who qualify for Free or Reduced Lunch, English Learners, and Students with Disabilities. Notice the range of scores between high-needs, non-high needs, and all students.

ENGLISH/LANGUAGE ARTS PERCENT AT LEVEL 3 OR 4 SMARTER BALANCED ASSESSMENT

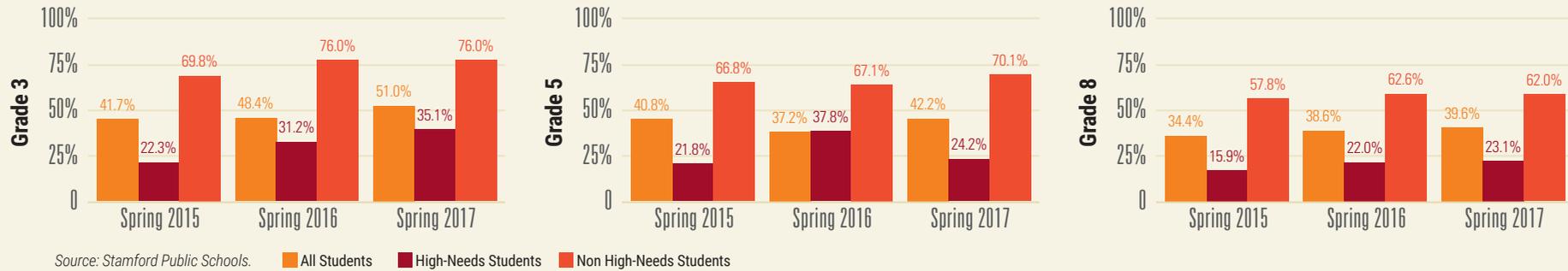


Source: Stamford Public Schools.

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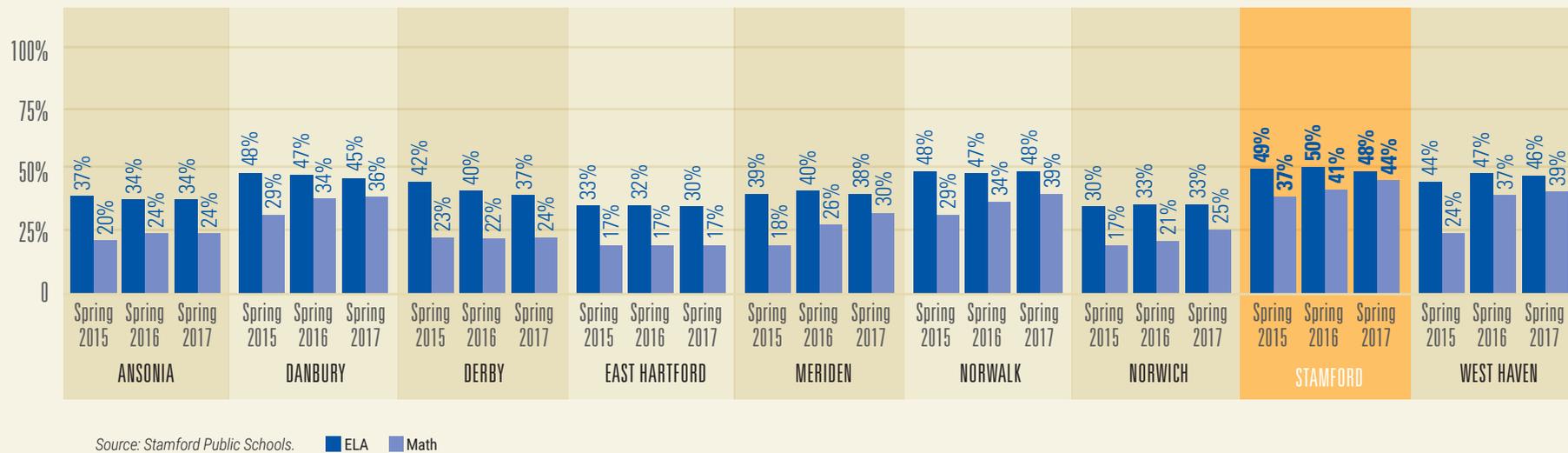
A CLOSER LOOK AT THE DATA

MATH PERCENT AT LEVEL 3 OR 4 SMARTER BALANCED ASSESSMENT



SC2C will also try to make a greater number of relevant comparisons to help us understand Stamford's progress. The Connecticut State Department of Education assigns school districts to District Reference Groups (DRGs) based on their students' socio-economic status. The table to the right shows how Stamford Public School students performed on the Smarter Balanced Assessments, compared to the students from other districts in the same reference group. **Stamford's Smarter Balanced results indicate that Stamford students annually exceed the achievement in English/Language Arts and Math of their peers in the towns in the Reference Group.**

PERCENT OF STUDENTS AT/ABOVE PROFICIENT ON SMARTER BALANCED, SPRING 2015, 2016 AND 2017
(Grades 3-8 and 11 Combined)



INFANT HEALTH AND DEVELOPMENT

All Stamford Infants Will Be Healthy

Infant health and development shapes child health, and in turn, adolescent and adult health. Social determinants of health have a great impact on children's health and development, and ultimately, their readiness and success both inside and outside of school. It starts before birth and is influenced by every part of the environment—the home, care environments, neighborhood and city.

Members of the Infant Health and Development CAN are a committed group of community stakeholders who are experts in the field of infant health and development. The CAN was launched in November 2016, and the *Plan* phase of our Continuous Improvement Process began at the first meeting in December 2016. Two action plans are in process of being developed, with goals to:

1. Increase number of referrals to Women, Infants, and Children (WIC)/Food and Nutrition Service in the first trimester of pregnancy so that infants are healthy, develop according to developmental milestones and are ready to succeed in school. We will work to increase access to the use of Child Development Infoline by women seeking prenatal care and begin a campaign to educate women on the importance of being healthy throughout pregnancy.
2. Create a plan for increasing the number of completed Ages and Stages Questionnaire (ASQ) in the early childhood community to facilitate promotion of parent awareness of developmental milestones, referrals for early intervention and establish an integrated data collection system for tracking Stamford data and identifying community needs.

CO-CHAIRS:

Adele Gordon, *Assistant to the President for Strategic Development, Community Health Center, Inc.*
Erica Phillips, *Chief Operating Officer, All Our Kin*

COMMUNITY ACTION NETWORK MEMBERS:

Jody Bishop-Pullan, *City of Stamford Health Department*
Elaine Braccia, *City of Stamford Health and Social Services*
Marijane Carey, *Carey Consulting*
Nicole Clark-Taxiltaridis, *Children's Learning Centers of Fairfield County*
Kareena DuPlessis, *United Way of Connecticut*
Karen Feder, *Abilis*
Joan Gildea, *Pediatric Center*
Emily Goldschmid, *Children's Learning Centers of Fairfield County*
Helma Gregorich, *Family Centers*

Eileen Kelly-Gombos, *Medical Home Initiative*
Amy Laughlin, *The Ferguson Library*
Rona Marotta, *Stamford Health Department*
Barbara McLaughlin, *Inspirica*
Measi O'Rourke, *Saint Joseph Parenting Center*
Denise Qualey, *Kids in Crisis*
Illaria St. Florian, *Stamford Health*
Luci Shaw, *PLTI Parent*

ADVISORS:

Stamford Health: **Anne Brewer, Kathy LiVolsi, Madhu Mather and Gerald Rakos**
UConn Stamford: **Mary Tabb Foley**





KINDERGARTEN READINESS

All Children Will Have Access to Quality Early Learning

The academic success of children in later years depends heavily on their school readiness as incoming kindergarteners. Healthy development, early education experiences and enrichment activities in the first years of life are most crucial in establishing a solid foundation for children to succeed in school.

Members of the Kindergarten Readiness CAN are committed community stakeholders who are experts in the field of early childhood education. The CAN was launched in November 2016, and the *Plan* phase of our Continuous Improvement Process began at the first meeting in December 2016. Two action plans have been finalized and approved by the Executive Team, with goals to:

1. Use the 2017-18 school year to pilot a best practice collaboration model of professional development for kindergarten and preschool teachers. A small sample
2. using approximately 20-25 teachers from four elementary schools and an equal sampling of 20-25 preschool teachers from a mixture of preschool settings (including SPS School Readiness Pre-K, Head Start, private day care, for-pay, and family/home day care) will be recruited to create a schedule and content for collaborative professional development activities with a goal of improved student kindergarten readiness.
3. Expand the use of the Stamford Public Schools' Preschool-Kindergarten Transition Summary (PKTS) in the 2017-18 school year, with a goal to collect information for at least 85% of the incoming SPS kindergarten students for the 2018-19 school year through coordinated outreach to preschools, center day care providers and family home day care providers throughout the city. This will result in the best placement of incoming kindergartners for successful student outcomes.

CO-CHAIRS:

Jennifer DeRubeis, *Director of Early Childhood and Intervention, Stamford Public Schools (2016-2017 Academic Year)*

Kendra Brown, *Acting Director of Early Childhood and Intervention, Stamford Public Schools*

Penny Lehman, *Director of Program Services, Children's Learning Centers of Fairfield County*

Linda Levy, *Former Executive Director for Stamford Achieves (2016-2017 Academic Year)*

Antonia Better-Wirz, *All Our Kin*

Dena Booker, *Stamford Public Schools*

Nicole Clark-Taxiltaridis, *Children's Learning Centers of Fairfield County*

Lisa Cody, *Curriculum Associate, Stamford Public Schools*

Deidre Costello-Anspach, *City of Stamford Health Department*

Linda Darling, *Hart Magnet Elementary School*

Emily Goldschmid, *Children's Learning Centers of Fairfield County*

Yasmin Iglesias, *All Our Kin*

Danielle Jean-Guillaume Sittol, *Stamford Family YMCA*

Barbara McLaughlin, *Inspirica*

Joanna Meyer, *Partnership of Early Education Research (PEER), Yale University*

Denise Qualey, *Kids in Crisis*

Maribel Sandalo, *Boys and Girls Club of Stamford*

Carol Sargent, *Children's Learning Centers of Fairfield County*

Shira Tarantino, *PLTI Parent*

Amy Twing, *The Ferguson Library*

Karen Wenz, *First Presbyterian Church Nursery School*

Anna Witkowski, *Children's Learning Centers of Fairfield County*

ADVISORS:

Stamford Public Education Foundation:

Anne Downey and Matthew Quinones

Family Centers: Leslie Sexer

EARLY GRADE READING

All Stamford Children Will Be Reading at or Above Grade Level by the End of 3rd Grade

According to research by the Annie E. Casey Foundation, learning to read by third grade predicts graduation rates in high school, as well as positive social emotional adjustment.¹ Ability to read in the primary grades is the cornerstone for success in academic learning, as children learn to read by third grade, they read to learn for the rest of their lives.

Members of the Early Grade Reading CAN are community experts in the field of literacy or oversee and manage programs for a large number of Stamford children. The CAN was launched in November 2016, and the *Plan* phase of our Continuous Improvement Process began at the CAN's first meeting in December 2016. Two action plans have been finalized and approved by the SC2C Executive Team. Both action plans include a commitment to create a more seamless process for information sharing and effective communication between various community partners, with specific goals to:

1. Sustain or improve student literacy skills during summer recess through alignment of SPS literacy strategies with literacy programs provided at city community centers. As a pilot, SPS personnel will evaluate the effectiveness of training staff and volunteers of Chester Addison Community Center to incorporate SPS literacy strategies into their 2017 summer program.
2. Reinforce student literacy skills during the after-school programs by creating alignment and consistency between the SPS literacy strategies and Stamford Boys and Girls Club's after-school programs. As a pilot, SPS personnel will train staff and volunteers of Stamford Boys and Girls Club to incorporate SPS literacy strategies into their 2017-2018 after-school programs.

CO-CHAIRS:

Natalie Elder, *Director of School Improvement and Professional Development, Stamford Public Schools*
Polly Rauh, *Community Educator and Activist*

COMMUNITY ACTION NETWORK MEMBERS:

Marlyn Agatstein, *Reading Partners*
Alan Arellano, *Intake Music*
Lisa Armstrong, *Stamford Public Schools*
Michael Cotela, *Boys and Girls Club of Stamford*
Angie Durrell, *Intake Music*
Andy George, *Stamford Board of Education*
Angelica Gorrio, *Stamford Public Education Foundation*
Monica Hoherchak, *Stamford Public Schools*
Catalina Horak, *Building One Community*
Michael Hyman, *Chester Addison Community Center*
Danielle Jean-Guillaume Sittol, *Stamford Family YMCA*
Cynthia Manifold, *Stamford Public Schools*

Paula Molina, *PLTI Parent*
Cindy Newman, *Stamford Public Education Foundation*
Christina Ramogluo, *ROSCCO*
Kathleen Ryan Mufson, *Pitney Bowes*
Sarah Walker, *The Ferguson Library*
Caroline Ward, *The Ferguson Library*

STRATEGIC MANAGEMENT CONSULTANTS:

Harvard Business School Community Partners:
Bob Neiman and Andrew Traub

¹Annie E. Casey Foundation. 2010. *Early Warning: Why Reading By the End of Third Grade Matters*. Baltimore, MD, USA: Annie E. Casey Foundation.





TRANSITION FROM HIGH SCHOOL TO POSTSECONDARY, COLLEGE AND/OR CAREER

All Stamford Youth Will Succeed Academically and Graduate From High School and Will Attain Postsecondary Degrees and/or Obtain Employment

As a community, we want all students to find success in life, whether it be through postsecondary schooling, apprenticeships, certificate programs, or career pathways.

Members of the Transition from High School to Postsecondary, College, and/or Career CAN are a committed group of community stakeholders who are experts in secondary and postsecondary education and career pathways. The CAN was launched in November 2016, and the *Plan* phase of our Continuous Improvement Process began at the first meeting in December 2016. Two action plans are in process of being finalized, with tentative goals to:

1. Improve and foster development of non-academic, essential skills needed for success in career. The National Association of Colleges and Employers have identified the essential skills needed to succeed in the work place.
2. Increase number of students who pass defined courses by providing social-emotional and academic support through mentoring and tutoring. The outcome of this effort will be a decrease in the number of Stamford students placed in remedial college classes.

CO-CHAIRS:

Jennienne Burke, *Health Educator and Community Activist*

Tina Rivera, *Principal, Academy of Information Technology & Engineering*

2016-2017 CO-CHAIRS:

Camille Figluizzi, *Principal, Westhill High School*

Jackie Lightfield, *Stamford Partnership*

COMMUNITY ACTION NETWORK MEMBERS:

Godfrey Azima, *Domus Kids*

Claudia Berlage, *Stamford High School*

Cheryl DeVonish, *Norwalk Community College*

Marc Donald, *Domus Kids*

Lana Gifas, *Women's Mentoring Network*

Laura Greene, *Stamford Public Schools*

Jessica Herlihy, *Family Centers*

Carmen Hughes, *HG Group*

Michelle Lappas, *City of Stamford Youth Bureau*

Lise Leist, *Future 5*

Ida Lupinacci, *Abilis*

Cynthia Lyon, *Business Council of Fairfield County*

Clif McFeely, *Future 5*

Jackie Lightfield, *Stamford Partnership*

Jim Lohr, *Carpenters Labor Management Program*

Thomas Madden, *City of Stamford Office of Economic Development*

Calvin McFadden, *Norwalk Community College*

Terry Reilly, *UConn Stamford*

Diana Revolus, *Freelance Child/Medical Advocate and Activist*

Angela Thomas-Graves, *Stamford Public Schools*

Kevin Thompson, *Horizon Student*

Enrichment Program

Rebecca Wilson, *Stamford Public Schools*

ADVISOR:

Michael Fernandes, *Assistant Superintendent, Stamford Public Schools*

WHAT'S NEXT

This 2017 report marks the next phase of the Stamford Cradle to Career partnership as we move onto the Do phase of the Continuous Improvement Process: Plan, Do, Study, Act. The CANs are the driving force of this movement. We have built a framework that organizes the continuum of support needed for our children and youth throughout the city to succeed in school and life.

IN THE NEXT YEAR WE WILL:

Address Options and Explore Strategies for Launching the Remaining CANs. CANs to address Key Outcome #4: Transition to Middle School and Key Outcome #5: Transition to High School are crucial to student success in Stamford and fulfilling the goals of the SC2C partnership.

Address Contextual Indicators. The Community Task Force (CTF) will continue to address community-wide issues. Currently, there are several community initiatives organized around the city that have come together to support the action plans generated in the CANs. CTF will further formalize the process of alignment with the work of all the CANs.

Address Formalization and Establishment of Our Organizational Structure. The SC2C Executive Team will continue to review and formalize our Governing Principles to further define and establish our processes.

Engage the Community. Community engagement efforts and activities have been strengthened over the past year through the work of the CTF. "Embracing Families and Community" is an important strategy in the SPS Strategic Plan, and it is thoroughly integrated into the work of the SC2C. Plans for specific outreach activities are underway by both the SPS and other members of the CTF. Direct youth engagement will continue in the Transition from High School to Postsecondary, College and/or Career CAN, as well as an exploration of the Synchrony Financial Business Leadership Program proposal for a youth exposition event.

Transparent Communication. The Communication Network has finalized key messages and are working together to develop a comprehensive communications plan that will focus on the progress of the individual CANS for the next 12 months. Generating greater awareness of SC2C throughout the city and embracing new media are continually discussed and will be implemented.

Coordinate and Share Data. The Data Network will continue to review and analyze data related to tracking our action plan goals. It will review ways to select a reporting software. The data sharing agreement between SC2C and SPS will be finalized.

Strengthen Regional Collaboration. As a member of a regional team focused on the StriveTogether Cradle to Career Framework, we will continue to collaborate and create consistencies that reach beyond individual towns. Fairfield County's Community Foundation is committed to coordinating and supporting this effort.

Meet National Standards. We will continue to work with the StriveTogether Cradle to Career National Network to meet all requirements. We have met requirements for the Emerging Gateway in October 2017. We are now in the Sustaining Gateway.

LISTING OF STAMFORD CRADLE TO CAREER NETWORKS AND TEAMS MEMBERS

COMMUNICATION NETWORK

CO-CHAIRS

Sharon Beadle, *Public Affairs Officer, Stamford Public Schools*

Bill Brucker, *Vice President, Family Centers*

MEMBERS

Sofia Dupi, *United Way of Western Connecticut*

Andy George, *Board Member, Stamford Board of Education*

Jennifer Hallissey, *Director of Strategic Partnerships, Children's Learning Centers
of Fairfield County*

Surline Jolicoeur, *United Way of Western Connecticut*

Kim Kempton, *District Coordinator, Odyssey of the Mind*

Pam Koprowski, *Cardinale Associates, Public Affairs Counsel, Stamford Health*

Jennifer Lapine, *Community Leader*

Polly O'Brien Morrow, *Program Manager Corporate Philanthropy & Citizenship,
Pitney Bowes*

DATA NETWORK

CO-CHAIRS

Terri Drew, *Director, Mayor's Youth Services Bureau*

Michael Fernandes, *Assistant Superintendent, Stamford Public Schools*

MEMBERS

Alison Black, *Data Analyst/Director, Domus Kids*

Ellen Bromley, *Director, Stamford Department of Social Services*

Adhlere Coffy, *Data Scientist, Operations and Programs, Fairfield County's
Community Foundation*

Lori Fuda, *Office and Research Analyst, Research and Development, Stamford
Public Schools*

Jamel Keels, *Assistant Head of School, Waterside School*

Kevin Klemme, *Grants Development and Research Specialist, The WorkPlace*

Jeff Leng, *Westhill High School Parent*

Corinne Luczcz, *Assistant Director of Quality Assurance, Kids In Crisis*

Ray Manka, *Principal, Stamford High School, Stamford Public Schools*

Erica Phillips, *Chief Operating Officer, All Our Kin*

Polly Rauh, *Community Educator and Activist*

Judy Singer, *Office and Research Analyst, Research and Development, Stamford
Public Schools*

Andrew Traub, *Chair, Harvard Business School Community Partners*

JOIN THE STAMFORD CRADLE TO CAREER PARTNERSHIP

PLEASE CONSIDER JOINING US

- Become a member of one of our Community Action Networks
- Become a champion of our work and expand our partnership
- Share your feedback and help in the evolution of Stamford Cradle to Career as we grow stronger and our work expands
- Follow us on Facebook at www.facebook.com/StamfordC2C and Twitter@StamfordC2C
- Invest in the Stamford Cradle to Career partnership and align community investments with our four Community Action Networks and related action plans

In order for children and youth to succeed and be happy and healthy, this work must be embraced by ALL of us in the Stamford community. The key goal of the Stamford Cradle to Career partnership is to develop self-sufficient young people who will contribute to a strong workforce in the future of the vibrant City of Stamford.



**STAMFORD CRADLE TO CAREER BACKBONE
STAFF AND SUPPORT**

Mara Siladi, *Executive Director*
Sofie Sandone, *Project Manager*
Surline Jolicoeur, *Communications Associate*
Jessica Epstein, *Americorps Campus Compact
VISTA Member*
Linda Levy, *Project Coordinator*

**STAMFORD CRADLE TO CAREER STAFF
WHO CONTRIBUTED TO OUR MISSION
DURING THE 2016-17 ACADEMIC YEAR**

Karen Brennan, *Director, Stamford Early
Childhood Collaborative*
Marleine Marcelin, *Project Manager*

**STRATEGIC MANAGEMENT CONSULTANTS
FOR THE STAMFORD CRADLE TO CAREER
PARTNERSHIP**

Harvard Business School Community Partners
Bob Neiman
Andrew Traub

STAMFORD CRADLE TO CAREER PARTNERS

100 Black Men
Abilis
All Our Kin
Boys & Girls Club of Stamford
Building One Community
Business Council of Fairfield County
Charter Oak Communities
Child Health and Development Institute of CT
Child Guidance Center of Southern CT
Children's Learning Centers of Fairfield County
City of Stamford, Office of the Mayor
Community Health Center, Inc.
CT Department of Labor
CT General Assembly
CT Parent Power
Domus Kids
East Side Partnership
Exchange Club Parenting Skills Center
Fairfield County's Community Foundation
Family Centers
The Ferguson Library
First Presbyterian Church Nursery School
Future 5
General Electric
Genworth
Grossman Family Foundation
Harvard Business School CT Community Partners
Horizons at New Canaan Country School
Inspirica
Interfaith Council
Kids In Crisis
Medical Home Initiative, Southwest Connecticut
Mill River Park Collaborative
NAACP

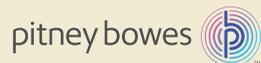
New Canaan Community Foundation
Norwalk Community College
Odyssey of the Mind
Office of Economic Development
Optimus Healthcare
Parent Teacher Council, Stamford Public Schools
Person-to-Person
Pitney Bowes
Purdue Pharma
ROSCCO
Sacred Heart University
Saint Joseph Parenting Center
Stamford Board of Education
Stamford Board of Representatives
Stamford Chamber of Commerce
Stamford Charter School of Excellence
Stamford Coalition of Parents Expecting Success (SCOPES)
Stamford Department of Social Services
Stamford Family YMCA
Stamford Food Collaborative
Stamford Health
Stamford Health Department
Stamford Partnership
Stamford Police Department
Stamford Public Education Foundation
Stamford Public Schools
Stamford School Readiness Council
Stamford Youth Bureau
United Way of Western Connecticut
University of Connecticut
Waterside School
Women's Mentoring Network
Yale University



INVESTORS NETWORK



Grossman Family Foundation



ADDITIONAL SUPPORT PROVIDED BY

Genworth
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