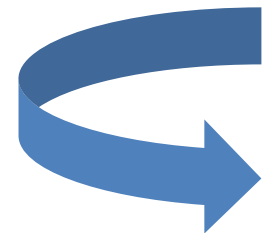


John & Janice Wyatt Foundation



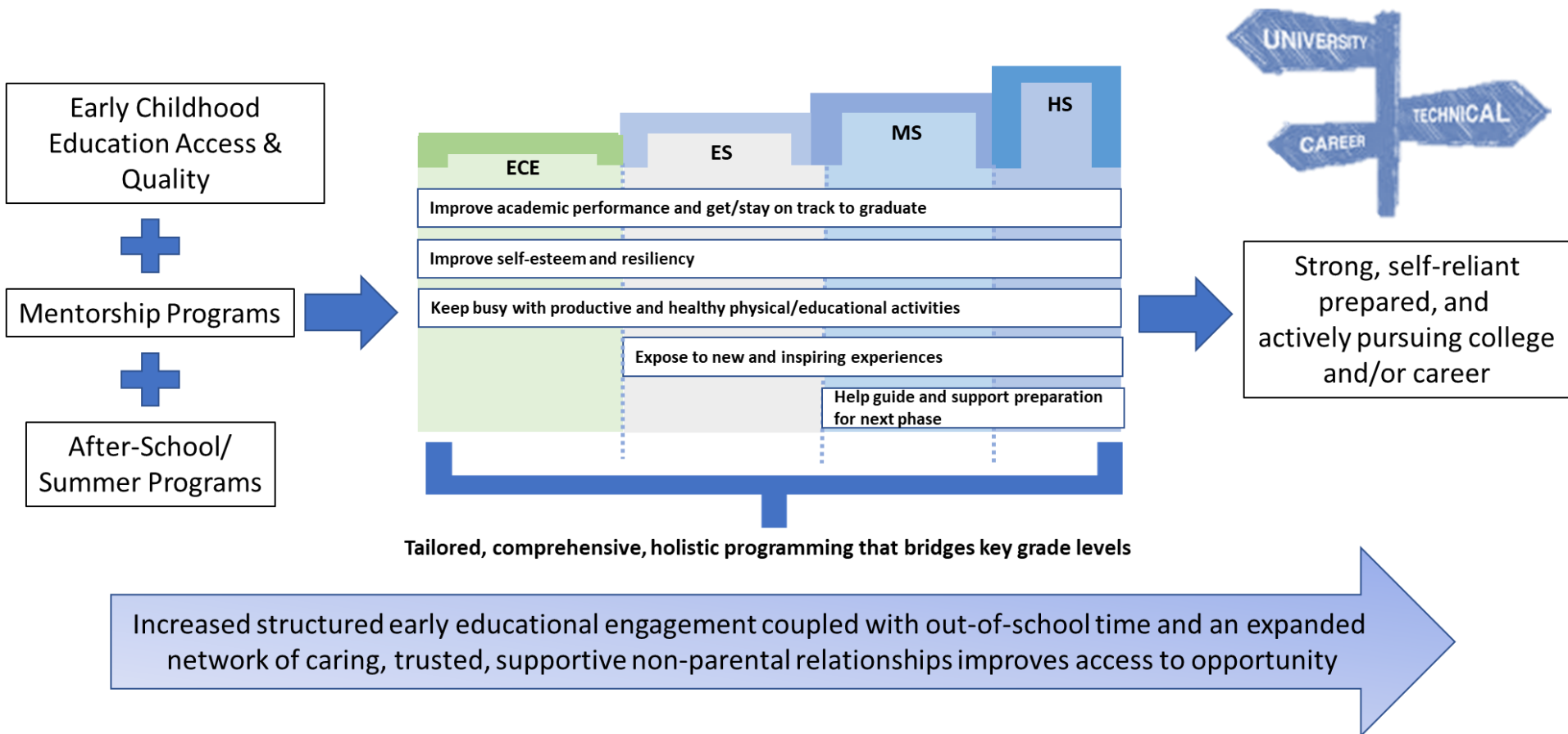
**Strategic Plan
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- End State: Increase in engaged citizens in society, defined by increase in actively attending higher education or earning a living wage
- Data demonstrates individuals are more likely to be engaged citizens if they graduate from high school
 - HS dropouts commit, on average, 75% of all crimes in the US ¹
 - Only 2% of those who finish high school, work full time, *and* marry before having children end up in poverty compared to 75% for those who have done none of these things ²
 - HS graduates earn 47% more than drop-outs (career-ready) and college graduates earn 59% more than drop-outs (college-ready) ³
 - ❖ Summary: By graduating high school, one is more likely to be engaged, earn better pay and avoid the criminal justice system
- Data demonstrates individuals are more likely to graduate high school and become college/career ready if they are on grade level reading/math by 3rd grade and have low chronic absenteeism rates
 - Students who cannot read on grade level by 3rd grade are four times less likely to graduate high school on-time ⁴
 - Students that experience chronic absenteeism in middle/high school are associated with a 7-fold increase in the likelihood of dropping out ⁵
 - Students that cannot read by 3rd grade *and* are chronically absent are at a 90% risk of not graduating on-time ⁶
 - ❖ Summary: If on grade level by 3rd grade, coupled with reduced chronic absenteeism, one is more likely to graduate high school






- Students are more likely to be on grade level reading and math by 3rd grade and have a reduction in absenteeism if they attend quality Pre-K programs and participate in quality out-of-school (OST) time programs
 - Only 48% of low-income students are ready for school by age 5 ⁷
 - As students progress from K to 3rd grade, those in the lower ranks of reading achievement are likely to remain there ⁸
 - 83% of all low-income students read below the proficiency level by the end of 3rd grade ⁹
 - 74% of low-income 4th graders score below the 25th percentile on the NAEP ¹⁰
 - Children in low-income families can fall 2.5-3 years behind by 5th grade ¹¹
 - Students attending high-quality Pre-K programs are 50% more likely to be reading on grade level by 3rd grade ¹²
 - Students attending high-quality Pre-K programs are 11% more likely to graduate high school on-time ¹³
 - Alignment of pre-k education with K-12 curricula can further boost vocabulary, early reading, writing, and social skills; with school-based programs demonstrating higher rates of success over childcare centers ¹⁴
 - High-attending OST participants can reduce math gap to 0 by 5th grade ¹⁵
 - High-attending OST participants demonstrate significant reductions in chronic absenteeism (as high as 25%) ¹⁶
 - ❖ Summary: By attending high-quality ECE/OST, one is more likely to be on grade level by 3rd grade and have a reduction in chronic absenteeism
- **Strategy: Intervene early by focusing on increased access, improved quality, layering, and linkages of Pre-K and OST programs targeting economically disadvantaged students from Pre-K through 8th grade**
 - Pre-K attendance ranks among the strongest success factors that influence the school readiness of low-income children (>9%) ¹⁷
 - ROI for ECE programs that serve low-income children is 7-10%, exceeding the historical rate of return to equity of 6% ¹⁸

- ¹ “By the Numbers: High School Dropouts,” CNN, 6.20.2012, <https://www.cnn.com/2012/06/20/us/by-the-numbers-high-school-dropouts/index.html>.
- ² “Three Simple Rules Poor Teens Should Follow to Join the Middle Class,” Brookings, Ron Haskins, Senior Fellow Emeritus, Brookings Institute, 3.13.2013, <https://www.brookings.edu/opinions/three-simple-rules-poor-teens-should-follow-to-join-the-middle-class/>.
- ³ “The Silent Epidemic: Perspectives of High School Dropouts,” Civic Enterprises, Peter D Hart Research Associates for the Bill & Melinda Gates Foundation, pg 2, 03.2006, <https://docs.gatesfoundation.org/documents/thesilentepidemic3-06final.pdf>.
- ⁴ “Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation,” Annie E. Casey Foundation, 1.1.2012, <https://www.aecf.org/resources/double-jeopardy/>.
- ⁵ “Chronic Absenteeism in the Nation’s Schools: A Hidden Educational Crisis,” US Department of Education, under section “Why Chronic Absenteeism Matters: What the Research Says,” data story updated with data from the 2015-2016 CRDC in January 2019, <https://www2.ed.gov/datastory/chronicabsenteeism.html>.
- ⁶ “Study: Third Grade Reading Predicts Later High School Graduation,” Education Week, by Sarah Sparks; she and “Early Warning Confirmed” research references study by Robert Balfanz of Johns Hopkins University, 4.8.2011, http://blogs.edweek.org/edweek/inside-school-research/2011/04/the_disquieting_side_effect_of.html.
- ⁷ “Starting School at a Disadvantage: The School Readiness of Poor Children,” Center on Children and Families at Brookings, Julia Isaacs, Social Genome Project, pg 3, 03.2012, https://www.brookings.edu/wp-content/uploads/2016/06/0319_school_disadvantage_isaacs.pdf.
- ⁸ “Does Third Grade Reading Proficiency Matter?” Studer Community Institute blog, Reggie Dogan, cites both the Double Jeopardy and Early Warning Confirmed studies, 7.22.2018, <https://www.studeri.org/blog/does-third-grade-reading-proficiency-matter>.
- ⁹ “Early Warning Confirmed: A Research Update on Third Grade Reading,” Annie E. Casey Foundation, pg 3, 2013, <https://www.aecf.org/resources/early-warning-confirmed/>.
- ¹⁰ “Early Warning Confirmed: A Research Update on Third Grade Reading,” Annie E. Casey Foundation, pg 3, 2013, <https://www.aecf.org/resources/early-warning-confirmed/>.
- ¹¹ “Summer Learning Loss: Campaign for Grade Level Reading,” cited source Cooper H., Borman G., & Fairchild, R., “School Calendars and Academic Achievement,” 2010, <https://gradelevelreading.net/our-work/summer-learning-loss>.
- ¹² “Findings on Boston Pre-K Through Early Elementary School,” Sustaining the Boost Project, Weiland C., Univ of Michigan, pg 7-8, 10.2019, <http://edpolicy.umich.edu/files/boston-prekindergarten-findings.pdf>.
- ¹³ “New Study: Quality Pre-K Boosts High School Graduation Rates,” Lisa Phillip, 11.23.2017, citing study published in Educational Researcher by Dana McCoy, Harvard University, <https://www.wunc.org/post/new-study-quality-pre-k-boosts-high-school-graduation>.
- ¹⁴ “Early Warning Confirmed: A Research Update on Third Grade Reading,” Annie E. Casey Foundation, pg 13-14, 2013, <https://www.aecf.org/resources/early-warning-confirmed/>.
- ¹⁵ “Afterschool is a Real Solution Linked to Closing the Achievement Gap,” Expanded Learning & Afterschool, Dr. Deborah Lowe Vandell, citing her Univ of California study, 2014, <https://www.expandinglearning.org/docs/The%20Achievement%20Gap%20is%20Real.pdf>.
- ¹⁶ “Making the Case: How Good Afterschool Programs Improve School-day Attendance,” Attendance Works summarizes with several individual research studies on defining after-school impacts on chronic absenteeism, <https://www.attendanceworks.org/wp-content/uploads/2017/08/Afterschool9.20.pdf>.
- ¹⁷ “Starting School at a Disadvantage: The School Readiness of Poor Children,” Center on Children and Families at Brookings, Julia Isaacs, Social Genome Project, pg 11, 03.2012, https://www.brookings.edu/wp-content/uploads/2016/06/0319_school_disadvantage_isaacs.pdf.
- ¹⁸ “Early Warning Confirmed: A Research Update on Third Grade Reading,” Annie E. Casey Foundation, cited work by Nobel Award-winning economist, James J. Heckman and a study by the Child-Parent Center program in Chicago, pg 15, 2013, <https://www.aecf.org/resources/early-warning-confirmed/>.



The J2W Foundation long-term strategy is to develop – where needed and appropriate – a collective impact model for disadvantaged youth based on evolving relationships, programs, and a shared vision for a better, more equitable future

	Bilateral Partnerships 	Multi-Lateral Partnerships 	Collective Impact 
Inputs	<ul style="list-style-type: none"> Grant funding Partnership development Joint capacity-building 		
Strategies	<ul style="list-style-type: none"> Partner with 1-2 non-profits or school system Focus on 1-2 after-school programs or early childhood programs Focus on pre-K through middle school 	<ul style="list-style-type: none"> Develop “Sectoral-Level Impact” model in programmatic space(s) Bridge and expand between grade levels Inject multiple layers of programming and connect early childhood and after-school/summer initiatives 	<ul style="list-style-type: none"> Develop Collective Impact model Expand relationships and connections Support and facilitate multi-sectoral wrap-around services integrated with educational outcomes, shared vision, and metrics
Outputs	Number of partnerships formed Number of students served per grade level Total students served		
Outcomes	<ul style="list-style-type: none"> Increased PALS and readiness testing scores Increased targeted math/reading scores Improved teacher quality and professional education Increased exposure to networks and experiences Decreased absenteeism and out-of-school time Decreased drop-out rates 		<ul style="list-style-type: none"> Partnership outcomes; plus: Development of Collective Impact team with shared vision/standardized meetings/agenda/metrics/tracking/accountability/ Measured per cohort child Measured over targeted community population
Impact	<ul style="list-style-type: none"> Increase in entry into post-secondary education, military, or workforce Decrease in unemployment + out-of-school Decrease in non-living wage employment 		

Level the Playing Field in Education

Increase access and improve quality at ECE level, then wrap around high-quality, high-attending OST to reinforce interventions

Support targeted interventions that improve equity in education for disadvantaged youth

Strategic Objective	Approach
<p><i>Facilitate Campaign for Grade Level Reading</i></p> <p><i>Collective Impact model in targeted communities</i></p>	<ul style="list-style-type: none"> • Advocate for communities to put a stake in the ground on the importance of early childhood literacy as a means to break the generational cycle of poverty • Ensure sustainability of early childhood/out-of-school time interventions over the long term by engaging the entire community to work together • Establish an early childhood focus and build resiliency within the Winchester and Dorchester County communities • Solidify relationships and trust with key stakeholders and act as a convener • Assist in developing shared vision, shared goals and shared metrics • Support communities with resources (people and capital)
<p><i>Increase access to quality education</i></p>	<ul style="list-style-type: none"> • Build relationships and trust with key stakeholders in school districts and non-profit communities focusing on ECE and OST programs in all 3 localities • Partner with multilateral stakeholders that would allow an increase in capacity for quality work • Support targeted interventions that increase opportunities for disadvantaged students

Level the Playing Field in Education

Increase access and improve quality at ECE level, then wrap around high-quality, high-attending OST to reinforce interventions

Support targeted interventions that improve equity in education for disadvantaged youth

Strategic Objective	Approach
<i>Improve quality of service delivery</i>	<ul style="list-style-type: none">• Build relationships and trust with key stakeholders in school districts and non-profit communities focusing on ECE and OST programs in all 3 localities• Partner with multilateral stakeholders that would allow for improvement in quality of work• Support targeted interventions that increase opportunities for quality improvement
<i>Build out additional linked and innovative approaches to outcome improvement</i>	<ul style="list-style-type: none">• Explore policy and/or program interventions that, when layered with quality or access programs, seek to improve overall equity for disadvantaged students• Communicate with, and influence, policymakers at various levels and other stakeholders to shape change• Be prepared to respond to events that create widespread disruption to the education system

Winchester, VA

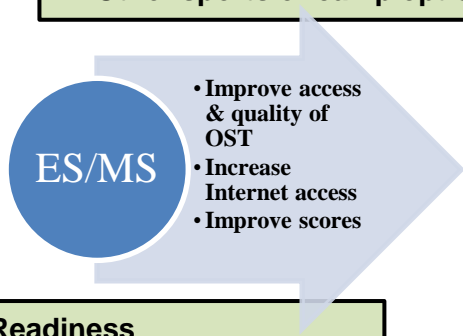
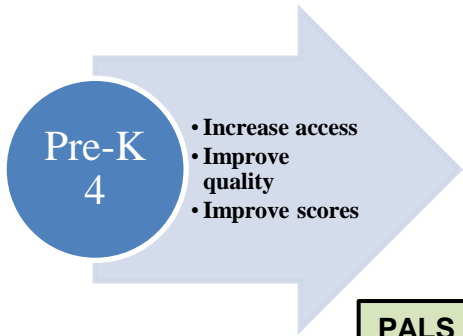
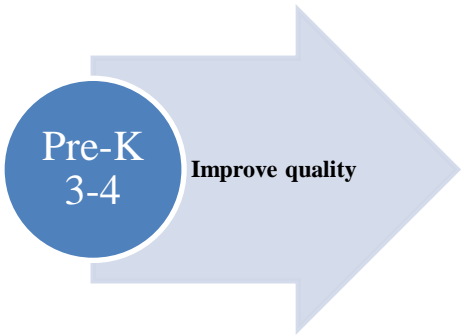
Total students: 4,396
ES population: 1,749
MS population: 1,315
HS population: 1,305
HS graduation: 290 (out of 326) = 89%
Est population per grade level: 342
Free/reduced lunch: 67%

OST accessibility (ES/MS = total 3,064)

- WPS (?)
- Kid's Club (120)
- Difficult to split out low-income from WPS

Other OST options:

- Youth Development Center (40)
- Parks and Rec HIVE/HIVE Club (50)
- Fremont/Winchester Day (12)
- Other sports or camp options



On-time graduation rates
84.5% vs 89.5%

Chronic absenteeism
30.3% vs 24%

Drop out rates
9.8% vs 7.4%

Pre-K4 accessibility (174 out of 230, or 75% covered)

- VPI (144)
- Head Start (18)
- Fremont/Winchester Day (12)

Other pre-K options:

- For-profit/faith-based daycare programs
- Scholarship/subsidies at higher-income facilities
- Home-based facilities
- County-based facilities

PALS Readiness
25% fail

VKRP Readiness

- 39% need reading intervention
- 58% already 1-2 yrs behind

ES math performance
69% vs 82% (31% fail)

ES reading performance
51% vs 78% (50% fail)

Internet Accessibility
10% without Internet (440 students)

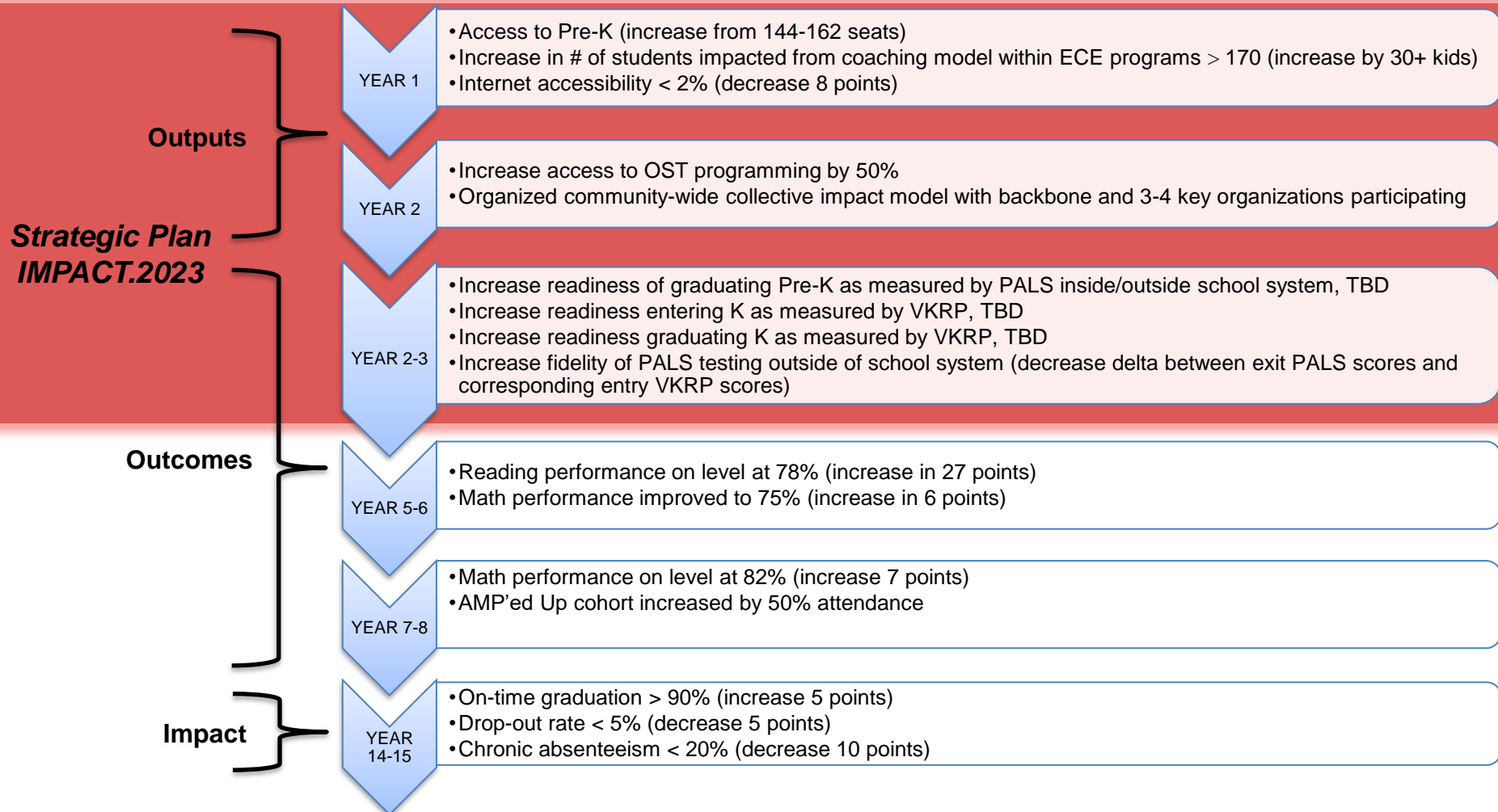
Program	Target	Description	Goal
VPI Classroom Linked Objective: <i>Increase Access to Quality Education</i>	Pre-K 4-year old students	J2W funds an additional Pre-K classroom to support existing VPI Pre-K program. Classroom will expand seating for low-income Pre-K from 144 to 162. \$180K over 3 years to fund the local match for VPI.	Increase access for economically disadvantaged students to high-quality Pre-K to reduce achievement gap.
Program	Target	Description	Goal
Learning Labs Linked Objective: <i>Build out additional linked and innovative approaches to outcome improvement</i>	ES to MS	J2W facilitates a community-led coalition of OST non-profits to operate in-person, safe-space sites for children to help with academics and socialization; and help parents get back to work. Cost \$30K (Year 1).	Program is designed to minimize learning loss and increase socialization opportunities for our most vulnerable K-6 students during the virtual year.
Program	Target	Description	Goal
Community of Practice Coach Linked Objective: <i>Improve Quality of Service Delivery</i>	Pre-K 3 and 4-year old students	J2W funds a WPS community of practice coach that works with multiple (3-5) non-profit agencies to improve teacher PD, curriculum, bridge to school system, and better standardize content delivery. \$240K over 3 years to fund coaching position.	Improve quality of service delivery for economically disadvantaged 3 and 4-year old students to improve readiness, reduce achievement gap, and strengthen pipeline to school system.
Program	Target	Description	Goal
Kids Club Capacity Building Linked Objective: <i>Build out additional linked and innovative approaches to outcome improvement</i>	ES to MS	J2W funds a Program Director position for the Kids Club so the non-profit can improve governance/leadership, improve quality of programming, and engage more children. \$180K over 3 years to fund position.	Improve quality of OST programming and increase access for economically disadvantaged students in order to layer out-of-school education with in-school learning.

Program	Target	Description	Goal
Internet for All Linked Objective: <i>Build out additional linked and innovative approaches to outcome improvement</i>	ES to HS	J2W works in partnership with Internet for All task force to support short and long-term Internet affordability for economically disadvantaged students. \$20K/year for 2 years.	Reduce percentage of low-income students without home-based Internet to support virtual learning which will improve grades, participation, and comprehension.

Program	Target	Description	Goal
Campaign for Grade Level Reading Linked Objective: <i>Facilitate development of Collective Impact model in targeted communities</i>	Population Level 0 to 18-year old children	J2W works with partners to facilitate a holistic, unified collective impact approach, targeted to improve educational outcomes for all children. Funds key incentive(s) to ensure strong backbone organization and sustained partner engagement. Cost \$110K (\$50K year 1 and \$30K years 2 and 3).	Improve overall quality of life for students and families in an integrated, whole-of-community approach that creates positive educational outcomes through improvements in family well-being, employment, health, and housing.

Note: Business Education Workforce Roundtable in 2015 listed ECE as a Top 5 issue for economic development as it relates to both consistent childcare for working parents as well as attracting labor force talent.

Program inputs



Dorchester County, MD

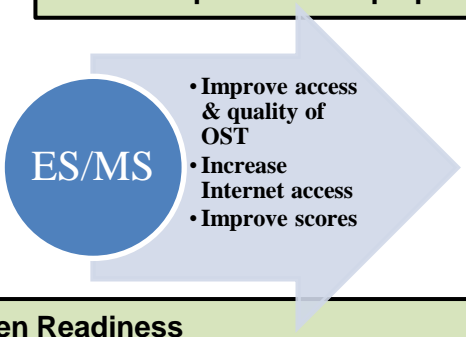
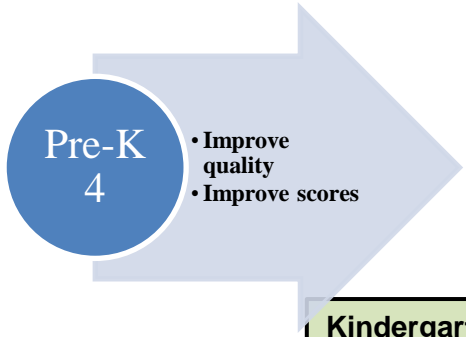
Total students: 4,816
ES population: 2,176
Number ECE children (0-4): 1,650
MS population: 1,421
HS population: 1,249
HS graduation: 82%
Est population per grade band: 330
Free/reduced lunch: 67%

OST accessibility (ES/MS = total 3,597)

- DCPS (?)
- DASC Coalition members (100)
- Boys and Girls Club (120)
- Difficult to split out low-income from DCPS

Other OST options:

- YMCA
- Rec and Parks
- Other sports or camp options



On-time graduation rates
75.5% vs 88%

Chronic absenteeism
32.8% vs 19.2%

Number of daycare programs: 60
Number of seats avail (0-4): 1,502
ECE programs % assoc degree/higher: Less than 10%

ECE options:

- DCPS
- Head Start/Early Head Start
- Center-based daycare programs
- Home-based daycare programs

Kindergarten Readiness
 - 57% not ready

ES Readiness
 - 47.3% did not see any academic improvement from previous year

ES math performance
 - 80% of low-income students did not pass SOL

ES reading performance
 - 80% of low-income students did not pass SOL

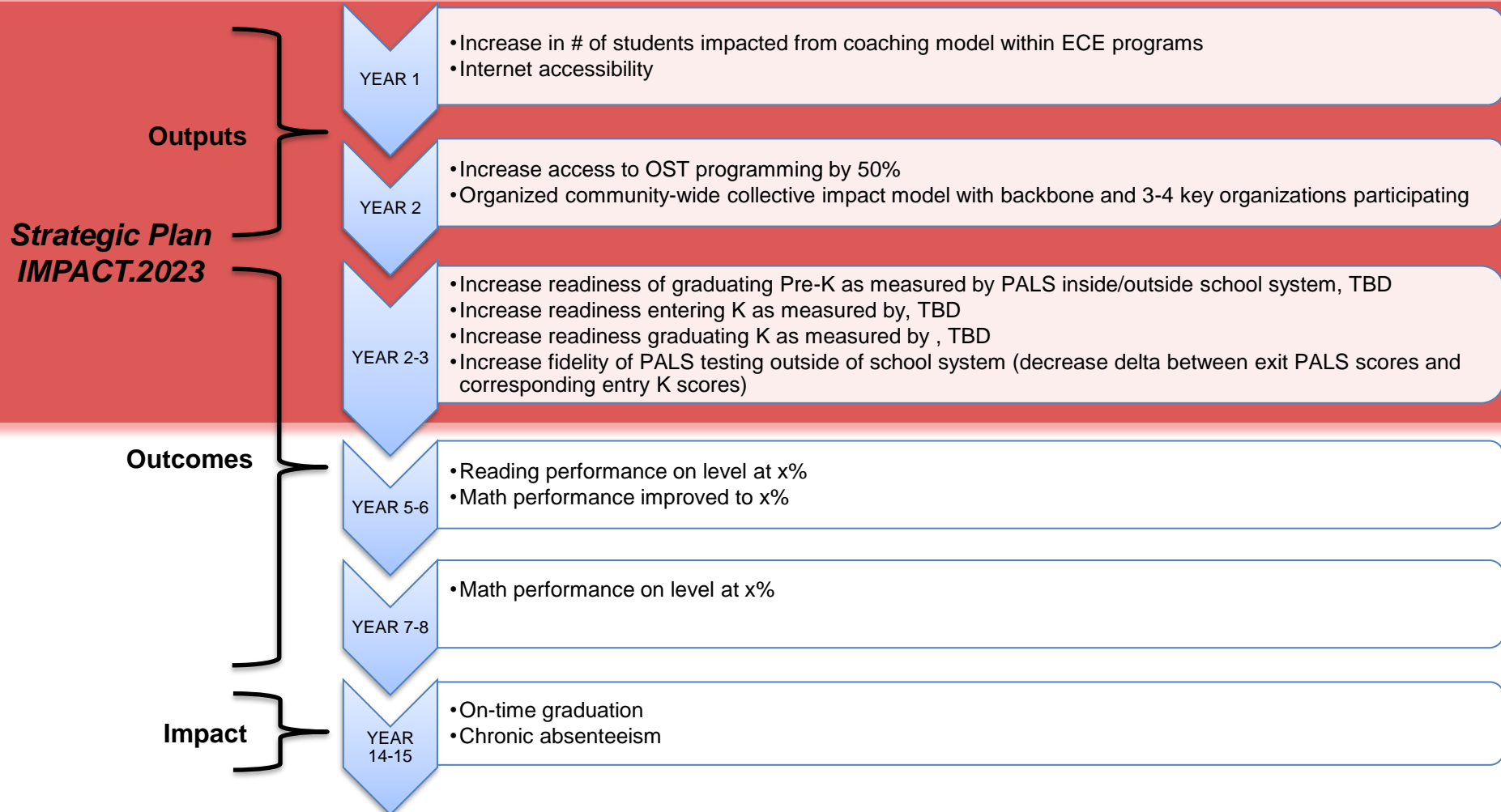
Internet Accessibility
 Approximately 15% of student population without Internet

Program	Target	Description	Goal
3-PreK Pilot Classroom Linked Objective: <i>Increase Access to Quality Education</i>	Pre-K 3-year old students	J2W funds a pilot 3-PreK program for DCPS. Classroom will create a first-ever opportunity for low-income 3-year old pre-k (not associated with an Early Head Start program). Cost TBD over 3 years.	Increase access for economically disadvantaged students to high-quality early childhood education to reduce achievement gap.
Program	Target	Description	Goal
Learning Labs Linked Objective: <i>Build out additional linked and innovative approaches to outcome improvement</i>	ES	J2W facilitates a community-led coalition of OST non-profits to operate in-person, safe-space sites for children to help with academics and socialization; and help parents get back to work. Cost \$50K (Year 1).	Program is designed to minimize learning loss and increase socialization opportunities for our most vulnerable PreK-3 students during the virtual year.
Program	Target	Description	Goal
Early Learning Readiness Program Linked Objective: <i>Increase Access to Quality Education</i>	Birth to 5	J2W brings together multiple partners and funds program at a cost of \$10K for 3 years. Import YMCA ELRP into Dorchester County with mixed delivery model using NHP/Op Pathways location, targeting NHP families.	Program is designed increase academic readiness of low-income children within NHP complex, using ASQ developmental screening tool to measure.
Program	Target	Description	Goal
Community of Practice Coach Linked Objective: <i>Improve Quality of Service Delivery</i>	Pre-K 3 and 4-year old students	J2W funds a WPS community of practice coach that works with multiple (3-5) non-profit ECE agencies to improve teacher PD, curriculum, bridge to school system, and better standardize content delivery. \$240K over 3 years to fund coaching position.	Improve quality of service delivery for economically disadvantaged 3 and 4-year old students to improve readiness, reduce achievement gap, and strengthen pipeline to school system.

Program	Target	Description	Goal
Empowerment Center Capacity Building Linked Objective: <i>Build out additional linked and innovative approaches to outcome improvement</i>	ES to MS	J2W funds an Executive Director position for the Empowerment Center so the non-profit can improve governance/leadership, improve quality of programming, and engage more children. \$180K over 3 years to fund position.	Improve quality of OST programming and increase access for economically disadvantaged students in order to layer out-of-school education with in-school learning.

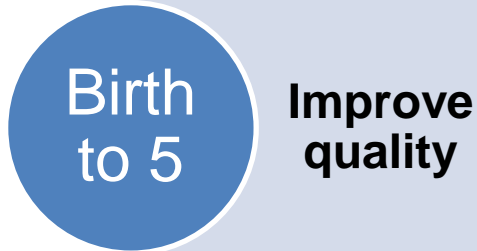
Program	Target	Description	Goal
Campaign for Grade Level Reading Linked Objective: <i>Facilitate development of Collective Impact model in targeted communities</i>	Population Level 0 to 18-year old children	J2W works with partners to facilitate a holistic, unified collective impact approach, targeted to improve educational outcomes for all children. Funds key incentive(s) to ensure strong backbone organization and sustained partner engagement. Cost \$110K (\$50K year 1 and \$30K years 2 and 3).	Improve overall quality of life for students and families in an integrated, whole-of-community approach that creates positive educational outcomes through improvements in family well-being, employment, health, and housing.

Program inputs



Fairfax County, VA

Total students: 188,000
ES population (PreK-6): 98,000
MS population (7-8): 30,000
HS population (9-12): 60,000
HS graduation: 13,400 (out of 14,670) = 91.3%
Est population per grade band: 14,000
Free/reduced lunch: 31%



On-time graduation rates
86.3% vs 91.3%

Chronic absenteeism
11.5% vs 8.5%

Drop out rates
9.8% vs 7.3%

- Birth to 5 ASQ Developmental Screening:**
- 66K children need screening
 - 2K/year and then scale program
 - Improve early detection and increase intervention supports
 - Improve SWD outcomes
- Strengthen ECE Pipeline:**
- 45 educators/year begin CDA
 - Improve quality and retention of ECE workers
 - Improve academic outcomes

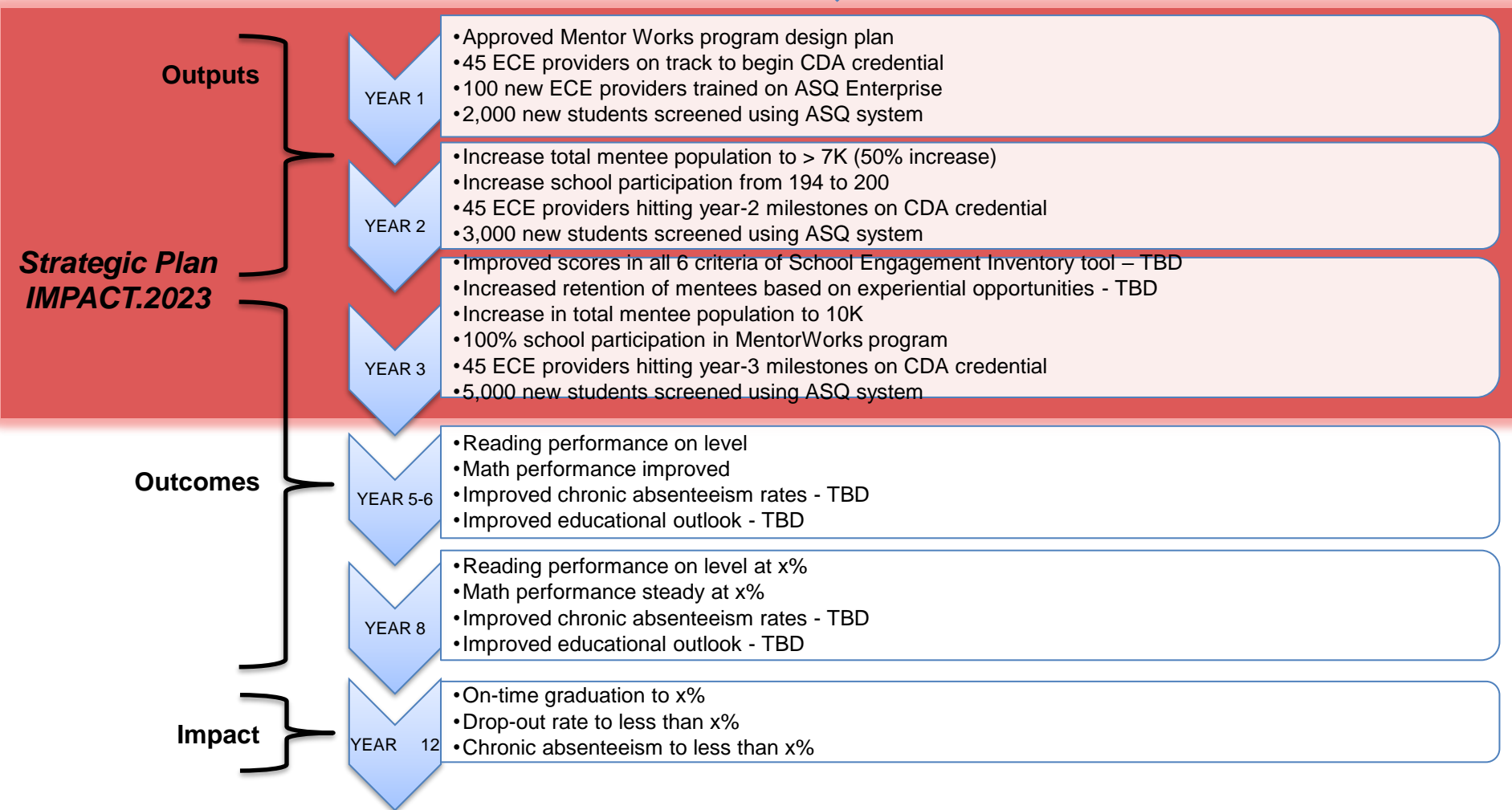
- Develop Improved MentorWorks Program Design:**
- Increase numbers of current mentors/mentees (5K to 19K)
 - Increase number of participating schools (194 to 205)
 - Improve SEL factors in participating mentees
 - Improve academic outcomes
 - Reduce chronic absenteeism rates
 - Reduce drop out rates
 - Improve at-risk population on-time graduation rates

Program	Target	Description	Goal
<p>Promoting the Use of Developmental and SEL Screeners Among ECE Programs to Support School Readiness</p> <p>Linked Objective: <i>Improve Quality of Service Delivery</i></p>	<p>0-5 years old</p>	<p>Fairfax Futures partnered with Fairfax County Office for Children (OFC) to expand and promote the use of the Ages and Stages Questionnaires (ASQ-3 and ASQ:SE2)—developmental and social/emotional screeners—among ECE programs. This work aligns with Strategy 2 of the Fairfax County Equitable School Readiness Strategic Plan: “provide equitable offerings of high-quality early development and learning experiences and related school readiness supports throughout the county.” In Fairfax County there are approximately 66,000 children, 0-5, so the need for screening will continue to ensure all children enter kindergarten meeting age-appropriate developmental expectations. The funding will support the purchase and launch of ASQ Enterprise. Will purchase ASQ screening kits in English and/or Spanish for 40-55 programs (some may need materials in both languages) and invite other programs that already have kits, such as the Virginia Preschool Initiative, to participate in the ASQ Enterprise. These programs may include ECE programs, including centers and family childcare homes. For those who have not already been trained on how to use ASQ screening tools, they would participate in the online training course that is in current development. For those who have been trained, they will be invited to join the ASQ Enterprise as a user and begin to use the online screening tools. Total pilot cost will be \$120K over 3 years.</p>	<p>Due to COVID-19, live trainings are being adapted to an online course format that will be a combination of teaching instruction and small group sharing (cohorts) to cultivate peer learning. Goal is to virtually train 100 additional educators through June 2021. In this first year, we would strive to screen up to 2,000 children. The ASQ Enterprise system will manage ASQ-3 and ASQ: SE-2 data across multiple sites as a solution to help support the County’s work to ensure more children are screened before they enter kindergarten.</p>

Program	Target	Description	Goal
<p>Strengthening the Fairfax County ECE Workforce Pipeline</p> <p>Linked Objective: <i>Improve Quality of Service Delivery</i></p>	<p>0-5 years old</p>	<p>Fairfax Futures proposes the launch of a new initiative—the Child Development Associate (CDA) Mentoring Program—as an avenue to support the professional learning and development of the early childhood educator workforce to support children’s success in kindergarten and beyond. The opportunity will be offered to state-licensed and county-permitted family child care educators as well as educators from state-licensed center programs. Each participant will work with a mentor to help them create an individualized action plan that will guide them to successful completion of their CDA. Program will cover the purchase of CDA materials/ application fees for up to 45 early childhood educators (30 from child care centers and 15 from family child care homes) and consulting fees. Total pilot cost will be \$210K over 3 years.</p>	<p>This mentoring program would help provide a structure and support system to keep the educator on track for completing the credential in a timely manner. The CDA credential, administered by the Council for Professional Recognition, is an important tool to support a more confident, well-prepared, and knowledgeable early childhood educator workforce in our community.</p>

Program	Target	Description	Goal
<p>Mentor Works Capacity Building</p> <p>Linked Objective: <i>Build out additional linked and innovative approaches to outcome improvement and Increase Access to Quality Education</i></p>	<p>ES to MS</p>	<p>J2W funds a Program Designer/Data Analyst position for Mentor Works so the FCPS in-school mentoring program can improve the overall program design, develop key data metric points, collect/analyze/communicate success metrics, while freeing the Director to focus on increasing pool of mentors and mentees. Also provide a funding pool to be managed by Director for FCPS-unbudgeted enrichment, experiential, and field trip opportunities for mentors/mentees. \$150K over 3 years to fund position, and \$60K over years' 2-3 for the enrichment funding.</p>	<p>Improve academic and social-emotional learning outcomes in students by increasing quality mentorship opportunities and by building deeper caring, trusting, supportive non-family relationships. Long-term, quality mentorship will develop a better connection to school, improve personal beliefs and feelings of value, improve behavior and attendance and thus will assist in improving on-time graduation rates and access to opportunity. Quality data that demonstrates an effective program will increase chances of long-term sustainability through future FCPS funding.</p>

Program inputs



**Strategic Plan
IMPACT.2023**

Strategic Objective

Approach

Facilitate development of Collective Impact model in targeted communities

- Build consensus for CI need in communities, with focus on children and education, in Winchester and Dorchester County MD
- Identify and resource, as needed, backbone organizations
- Build relationships and trust with key stakeholders
- Act as a convener, as needed, and supporter of collective impact model
- Assist in developing shared vision, shared goals and shared metrics
- Support communities with resources (people and capital)

Increase access to quality education

- Build relationships and trust with key stakeholders in school districts and non-profit communities focusing on ECE and OST programs in all 3 localities
- Partner with multilateral stakeholders that would allow an increase in capacity for quality work
- Support targeted interventions that increase opportunities for disadvantaged students

***Improve quality of service
delivery***

- Build relationships and trust with key stakeholders in school districts and non-profit communities focusing on ECE and OST programs in all 3 localities
- Partner with multilateral stakeholders that would allow for improvement in quality of work
- Support targeted interventions that increase opportunities for quality improvement

***Build out additional linked
and innovative approaches
to outcome improvement***

- Explore policy and/or program interventions that, when layered with quality or access programs, seek to improve overall equity for disadvantaged students
- Communicate with, and influence, policymakers at various levels and other stakeholders to shape change
- Be prepared to respond to events that create widespread disruption to the education system