

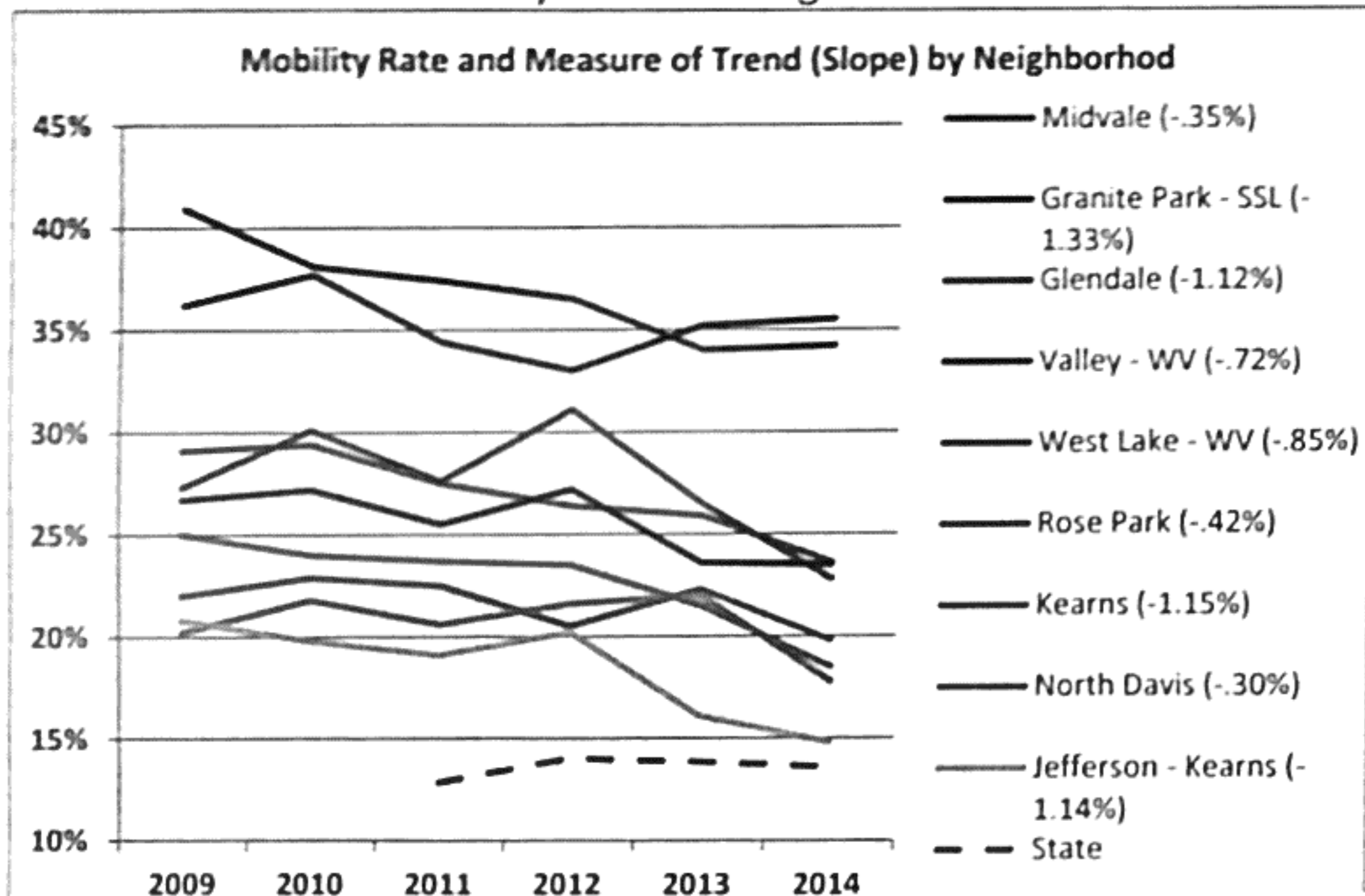
Result Plan

- Community Level Result:** All children and families are financially stable.
- Core Indicator(s):** Any student enrolled fewer than 160 cumulative days in a single school is considered mobile.
- Measurement Tool:** Student mobility rate (USOE)
- Whole Population Calculation & Description:** All students in feeder patterns in selected neighborhoods.

Neighborhood (K-Jr/Middle)	Total	# Mobile	% Mobile	# Low Income	% Low Income	% Minority **
North Davis	3,133	558	18%	1,628	52%	32%
Granite Park (South Salt Lake)	3,617	1,236	34%	2,732	76%	75%
Glendale	3,926	926	24%	3,672	94%	88%
Valley (West Valley)	4,461	1,049	24%	3,058	69%	65%
West Lake (West Valley)	6,146	1,402	23%	4,304	70%	69%
Jefferson (Kearns)	4,009	595	15%	1,899	47%	43%
Kearns	4,935	912	19%	3,447	70%	57%
Midvale	3,495	1,240	36%	2,645	76%	63%
Rose Park	4,659	923	20%	4,119	88%	86%
All Neighborhoods	38,381	8,841	23%	27,504	72%	65%

Current Conditions – Baselines Plan

Trend Over Time – Mobility rates in designated communities over time (USOE)



- Segmentation Analysis**
- Partners Currently Engaged:** USOE, Salt Lake County Housing Authority, SLCAP, DWS, The U, Davis SD, Granite SD, Jordan SD, Salt Lake SD, Salt Lake County.
- Recruiting:** Canyons SD, cities, Fair Credit Foundation, CRA community
- Data Development Agenda**
 - Why do kids move schools in Utah? In the selected neighborhoods?
 - Mobility definition
 - how many and what % of the people on the waiting list are families with children

Target Goals Plan

Factor Analysis – Story Behind the Baselines (selected for focus) Plan

- Stable housing
- Behavioral Health – through BH CAN
- District policies & practices – as they relate to other strategies
- School Environment / Student Engagement
- Alignment of services
- Parental knowledge re: available resources and effects
- Data, Research, & Measures
- Aligning with other mobility efforts

Proposed Interventions for Small Tests of Change (What Works) Plan

- Data, Research, and Measures
- Schedule data committee meeting
 - Finalize and administer survey
 - Add 2 questions to UWSL survey (results fall/winter 2015). Cheri/Seyha/Fatima: 2-question survey for why people move survey (in progress). Same survey at SLCAP's food pantries.
 - Entrance/exit survey at schools for students changing schools mid-year. SRI; schedule meeting with Christine, Korey, and Caroline.
 - Definition of school mobility, both conceptual and operational
 - More systematic scanning of states of how they're defining mobility and tracking the data; Randy to review Salt Lake's data to compare to USOE rates; Weiping to review Granite's data
 - What do other available data set tell us (Natalie)
- Parental knowledge
- Goal: Seamlessly connect parents with existing resources through existing touchpoints (schools, family centers, case management) & increase knowledge of the negative effects of school mobility on academic achievement – to parents, school staff
 - Service mapping, gap analysis
 - 211 Training for key connectors
 - Training for key connectors or key schools for district and federal programs
 - What are the state, district, and school policies that could help schools remember they are responsible for informing parents and assisting families through these programs?
- Housing
- Confirmed the importance of case management: Better integrate SLCAP case managers into Promise schools
 - Alignment with other housing initiatives
 - Identify housing indicators used by others. SLCounty Housing Authority. SLCityHA. DWS.
 - Service mapping and gap analysis in line with homelessness initiative
 - Lessons learned from Moving to Work housing authority (Grand Junction). Linked housing vouchers to school mobility. Liz will find the presentation and woman's name. Perhaps we give her a call for more information. What elements could SLCounty Housing Authority integrate? What worked, what didn't?

Action Plan for Small Tests of Change Do

See Action Plan attachment

Findings from Small Tests of Change Study

See Action Plan attachment

Action Steps and Adjustments Based on Findings Adjust

See Action Plan attachment

School Mobility Collaborative Action Network

Date: September 24, 2015

CAV: School Mobility

Version:

Proposed Interventions for Small Tests of Change (What Works) Plan

- Housing: Access to and maintenance of safe and affordable housing
 - Building and developing affordable housing
 - Provide advocacy for fair housing laws and mobilize tenant associations
 - Engage local governments to address housing discrepancies
- Family Functioning: Mental Health
 - Education and training for families and staff (overcoming stigma, available resources, etc.)
 - In-school therapists/social workers
 - Formalized referral and connection system
 - i. Family Resource Facilitators
 - ii. Case managers
 - iii. What services are out there?
 - Identification of students and, more importantly, parents/families who need mental health services
- (Not a separate factor. Integrated alignment thinking into other priority factors.) Access to and coordination of services: Communication to parents and Legal status
 - Coordinated services network (community school model): TEST 1: Mixed income housing
 - Market/outreach to parents re: available services
- Housing
 - Case Management (also: Family Functioning)
 - i. Explore how we could map data on which families are being evicted and cross reference that with the kids in our schools in order to target for SLCAP and Next Gen Kids case management
 1. Tim: what would it look like to collect this data?
 - increased alignment between school mobility and Fair Housing Quarterly Roundtable
 - increased alignment between SLCounty's homelessness effort
- District policies
 - Review all District's transfer policies
 - Interviews re: whether these present systems barriers
 - Research: what makes for a "good" policy?
 - Bring the right players in to have district-wide discussions
 - The McV folks at the 4-5 involved districts – how can we better understand their work in order to expand their purview, share lessons learned, leverage best practices, etc.?
- Alignment
 - Hand-off system of mobile students
 - How does it currently work? Who is currently involved? What's working under the current system and what's not working?
 - What are the changes needed?
 - Who from schools, districts, and state office need to be involved?
 - District/Housing Authority/DWS Partnerships
 - Know where gaps in services are and fill those gaps
- What housing developments are on the docket in our neighborhoods?

Action Steps and Adjustments Based on Findings Adjust

- Caroline: Canyons (in progress)
- Tim: Participant from Salt Lake City Housing Authority
- Mary Ann: Participant from Family Connections Center
- ????: Representatives from target populations who could attend meetings
- Mary: Research on what services are offered in Jordan, Granite, Salt Lake, Davis
- Seyha: Continue asking families survey question
- Todd: Share GSD's mobility data approach in data committee meeting
- Liz to get a list of the indicators SLCounty HA is using to show tenant success.
- Liz to find out how many and what % of the people on the waiting list are families with children
- Tim to get name of contact he met in DC around what a housing authority/school district partnership could look like.
- Fatima: Continue asking families survey question
- Tim: Can we conduct the survey in food pantries? Statistics on housing stock
- C/K/C: SRI meeting and survey
- R/W: review SL & GSD data

SEPTEMBER MEETING

- LEA policy about in-district if you move
- Lack of services for the middle group (have to be homeless)
 - They could apply for a permit to stay in the same school, but they wouldn't have financial help for transportation
- Lack of information about why students are leaving – how can we help you stay here
 - Encourage enrollment personnel, secretaries to have a conversation about "is there a way we can help you stay in this school". It's the way the question is framed.
 - Relationships with families
 - Parents don't know they're eligible or what it means to be eligible
 - For incoming families, outgoing families
- Who is helping with a soft landing after a school move?
- Training for registrars/secretaries to help the family understand what they're eligible for – and for other connectors
 - Jordan: sent outreach people to every school to speak with principals and secretaries
- What are the state, district, and school policies that could help schools remember they have to get this out?
- Training the connectors on 211 rather than handing out a resource list

<p><u>How much did we do?</u></p> <p># Served</p> <p># Activities</p> <p># Hours</p>	<p><u>How well did we do it?</u></p> <p>% Common Measures e.g. staff ratio, turnover, retention, % staff trained, % clients in own language</p> <p>% Activity Specific e.g. % timely, % clients completing activity, % meeting standard</p>		
<p align="center"><u>Is anyone better off?</u></p> <table border="1"> <tr> <td data-bbox="186 524 792 957"> <p># Skills / Knowledge (e.g. parenting skills)</p> <p># Circumstance (e.g. in stable housing)</p> <p># Behavior</p> </td> <td data-bbox="792 524 1404 957"> <p>% Skills / Knowledge (e.g. parenting skills)</p> <p>% Circumstance (e.g. in stable housing)</p> <p>% Behavior</p> </td> </tr> </table>		<p># Skills / Knowledge (e.g. parenting skills)</p> <p># Circumstance (e.g. in stable housing)</p> <p># Behavior</p>	<p>% Skills / Knowledge (e.g. parenting skills)</p> <p>% Circumstance (e.g. in stable housing)</p> <p>% Behavior</p>
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<p><u>How much did we do?</u></p> <p># of participants in class (calculated monthly)</p> <p># of participants that are related to our students</p> <p># of classes offered per month</p>	<p><u>How well did we do it?</u></p> <p>% of classes in subject parents have expressed interest in</p> <p>Average rating on class survey</p> <p>Rate of student turnover / retention</p>		
<p align="center">Parent Engagement Class at Junior High</p> <p align="center"><u>Is anyone better off?</u></p> <table border="1"> <tr> <td data-bbox="1647 524 2253 957"> <p>Parents # reporting increased academic support for children # reporting change in the way they support their kids at home</p> <p>Students # of kids showing academic improvement with an enrolled relative</p> </td> <td data-bbox="2253 524 2912 957"> <p>Parents % reporting increased academic support for children % reporting change in the way they support their kids at home</p> <p>Students % of kids showing academic improvement with an enrolled relative</p> </td> </tr> </table>		<p>Parents # reporting increased academic support for children # reporting change in the way they support their kids at home</p> <p>Students # of kids showing academic improvement with an enrolled relative</p>	<p>Parents % reporting increased academic support for children % reporting change in the way they support their kids at home</p> <p>Students % of kids showing academic improvement with an enrolled relative</p>
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<p><u>How much did we do?</u></p> <p># of unduplicated guests</p> <p># of bed nights</p> <p># of bus tickets</p>	<p><u>How well did we do it?</u></p> <p><i>-10% of EGs who move into a program</i></p>		
<p align="center"><u>Is anyone better off?</u></p> <table border="1"> <tr> <td data-bbox="186 1461 792 1897"></td> <td data-bbox="792 1461 1404 1897"> <p><i>% that move on to more stable housing</i></p> </td> </tr> </table>			<p><i>% that move on to more stable housing</i></p>
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<p><u>How much did we do?</u></p> <p>Average # of participants per class</p> <p># of participants that are related to our students</p> <p># of graduates per year</p>	<p><u>How well did we do it?</u></p> <p>Average rating on monthly survey</p> <p>Rate of student retention/attendance</p> <p>Teacher turnover (# of months or per year)</p> <p>% of students enrolling in GED at High School</p>		
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A3 Instructional Template

**Page numbers reference *Trying Hard is Not Good Enough* (e.g. pp. xx-xx)

**Other sources are referenced by name

Result	Plan
<ul style="list-style-type: none"> Community Level / Population Level Outcome / Result (i.e. all 3rd graders read on grade level) Common language statement of well-being. Don't use <i>increase, decrease, improve, etc.</i> Don't include <i>service or program</i> in the result (e.g. <i>childcare, case mgmt., tutoring, etc.</i>). Avoid <i>tiered results</i> - often 2nd tier "results" can be indicators (pp. 49-54). One of the most difficult, <u>but critical</u> aspects of the partnerships is ensuring members see themselves, via the partnership, as accountable to the Population Level Result <u>even though their program reaches only a small portion</u>. This can be helped by understanding population accountability and performance accountability (pp. 22-26, 97-101). Core Indicator(s) (i.e. # and % of 9th graders passing all core courses) Data points the group agrees to track that best measure CLO. Can be #, %, average, etc. Do not include current measurement numbers. When choosing core indicators, consider Communication Power, Proxy Power, and Data Power (pp. 54-56). Also, remember the "Data Development Agenda" as a way to simultaneously work to get better data, and get started as a group with the data you have (pp. 40). Measurement Tool (i.e. End of Year DIBELS Composite) Where will the data come from? How will it be gathered? See "Data Development Agenda" above (pp. 40). Consider a definition of the indicator if needed to unify partners. Whole Population Calculation & Description (# and %) What is the total scope of the population you are trying to impact? Define specific boundaries, specific qualifiers, and be as <u>specific as possible</u> with total number (pp. 39-40) 	

Current Conditions – Baselines	Plan
<p>Answering the question, "what is going on, what is the current reality?" Use facts, graphs, charts, dates Most groups will have several data points they are tracking, including <u>both core indicators and leading indicators</u> (see Factor Analysis below). This section highlights the current statistics for all of these data points.</p> <ul style="list-style-type: none"> Trend Over Time - current and projected (Graph) Start with the year <i>before</i> the effort was in place. What does the current statistic look like in comparison to historical trend data? If an effort has been ongoing, is the group making progress? What will happen if we don't do anything different? Consider using the Turning the Curve exercise to answer this question. Segmentation Analysis – Quantify the Gap (i.e. the # and % gap between goal and current reality) Using both raw numbers and percentages, how far are you from your target goal? Consider answering this for both short term (annual) and the long term targets (5 year, decade, etc.) Partners Currently Engaged Who are the partners currently involved in the effort? (For more, see Landscape Analysis below) Maintain a Data Development Agenda – An important, ongoing action is improving quality and access to data. However, it is not the <i>purpose</i> of the work. A Data Development Agenda helps the group keep moving forward while data is sought and improved (pp. 40). 	

Target Goals	Plan
<ul style="list-style-type: none"> SMART (Specific, Measurable, Actionable, Results-focused, and Time-bound) Goal SMART goals can be set for both core indicators and leading indicators (see Factor Analysis). <u>Start</u> with the data you have. Often, groups will have an annual goal (short term) alongside a long term goal (5-year, decade, by 2020, etc.) 	

Factor Analysis – Story Behind the Baselines	Plan
<p>Factor Analysis - A factor analysis helps identify, and address, the causal chain of conditions that leads to the core indicator and eventually the Community Level Outcome. Groups have different tool preferences and jargon, and most move the work equally well. Terms associated with a factor analysis include leading indicators, key drivers, early changing indicators, predictor variables, proximal variables, preconditions, root causes, and others</p> <ul style="list-style-type: none"> Use the simplest Problem-analysis tools (i.e. Factor Analysis, Theory of Change, Five whys, Key Driver Diagrams, Fishbone Diagram, Problem or Process Analysis Tree, Six Sigma tools) that will answer the question: "What are the causes and forces at work?" (pp. 156). Instructions for many of these are in the UWSL Facilitator's Handbook. Conduct a Resource Inventory and Landscape Analysis Resources and programs are clearly very valuable in addressing the myriad of "preconditions." With this in mind, it can be useful to perform analyses to understand what is already in place and where there are gaps. This is not typically part of an A3, just a useful tool if needed. 	

Proposed Interventions for Small Test of Change	Plan
<p>Proposed Interventions – Countermeasures – What works to do better? List interventions group members have proposed/that you are aware of in plain language. Detailed action steps come below.</p> <ul style="list-style-type: none"> As hypotheses to be tested in an Action Plan, list proposed interventions, based off of: <ul style="list-style-type: none"> Previous cycles of Plan/Do/Study/Act (PDSA) – PDSA is iterative, and the goal is to improve each time. So, many interventions should carry over from one cycle to the next with a proposed tweak. Information and research/What Works "No cost / Low cost" solutions – systems, policies, and programs can often align with no financial cost, just lots of adaptive work. Insist on no cost / low cost solutions. Also, give permission to think this way (pp. 43) Programs / practices partners bring to the work – Programs and practices will not change overnight. Start with what is already going on (status quo). Use iterative cycles to make the case for practice improvement. Analysis and evaluation – Answering the question "is what we are doing working?" can be done in several different ways. Statistical evaluation with isolated variables is time, resource, and data intensive. Program Performance Measures can be set up to improve both inputs and outcomes, using the data you have. (pp. 78-81 90- 91)(StriveTogether Jan. 2015 Continuous Improvement PPT) Avoiding "Silver Bullet" thinking – Finding the one perfect program, or debating one partner's program over another's, is often counterproductive and can lead to paralysis. Continuous Improvement is not meant to adopt the perfect program out of its package (though new programs <u>can</u> be adopted), but to improve practices on the ground and make decisions based on data. Create a research agenda - Waiting for the "perfect," evidenced-based program should not stop work from occurring now. A research agenda allows the group to simultaneously identify potential practices and use/improve existing practices (pp. 41-42, 49) 	

Action - Small Tests of Change	Do
<p>Action Plan – who, what, when, where, how This is tied directly to the interventions mentioned above. How will each be tested? What are the specific action steps necessary to fully test each hypothesis? Action plans, both on the A3 and in real life, should <i>come after</i> the five previous steps.</p> <ul style="list-style-type: none"> Individual and Organizational Action Commitments - Action commitments should be made <i>publicly</i> at the end of each meeting, written down, and revisited at subsequent meetings. Doing so increases follow through <i>dramatically</i> (RBF Book Two pp. 45). Test the efficacy of each of the interventions proposed above. Maintain a Data Development Agenda – An important, ongoing action is improving quality and access to data. However, it is not the <i>purpose</i> of the work. A Data Development Agenda helps the group keep moving forward while data is sought and improved (pp. 40). 	

Findings from Small Tests of Change	Study
<p>This box highlights the <i>iterative</i> process at work, or the <i>testing of hypotheses</i>. How did the proposed interventions work? Using the data you have, what are the results from each of the hypotheses tested?</p> <ul style="list-style-type: none"> Note findings Use results to inform future interventions and action commitments The results should indicate what is working, and what needs more refinement. This influences future interventions, as well as individual action commitments. 	

Adjustments Based on Findings - Moving Forward	Adjust
<p>Having tested different hypotheses, and studied the findings, what action steps must be made by the group to move the work forward?</p> <ul style="list-style-type: none"> Adjustments to current practices – Proposed New Practices If "Plan" portions have not changed, cycle back to "Proposed Interventions" Individual and Organizational Action Commitments - Action commitments should be made <i>publicly</i> at the end of each meeting, written down, and revisited at subsequent meetings. Doing so increases follow through <i>dramatically</i> (RBF Book Two pp. 45). 	