Collective Impact Update
at Pittsburgh Milliones, a University Preparatory School

Education Committee Meeting: March 8, 2016
Student Envoy Project

The Student Envoy Project is used to engage student leaders to mobilize the student body to achieve academic and character proficiency

- Keseana Bowles-Wild, 9th Grade
- Victor Gariseb, 11th Grade
- Cameron Rainey, 11th Grade
- Ms. Mary Ellen Phillips, 9th & 10th Social Studies Teacher
Collective Impact: Theory of Action

We can accomplish so much more when we work together.

Isolated Impact

Collective Impact
What is Collective Impact?

Collective Impact is a three-step process, not a program, that brings together school staff, students, family and the community with the focus on solving an issue and establishing clear communication pathways.

Our goal is that through this collaborative process, there will be a culture shift that leads to academic success.

1. Shared Purpose
   - Align the school, students, families and community around one shared purpose or vision

2. Shared Priorities
   - Outline the steps and timeline for accomplishing the vision

3. Shared Responsibility
   - Each partner has a defined role to help accomplish the vision
Timeline Highlights

December 2013
• Whole Child, Whole Community

August 2015
• New Leadership at UPrep

March 2016
• Sharing Design Team Progress
  • Board
  • Community
  • Teachers
  • Students

June 2015
• Needs Assessment
• Innovative Workshop with stakeholders
• Community Asset Mapping
• Graduate Profile

October 2015
• Vertical Design Team Meets

April – August 2016
• Planning Phase 1: 2016-17 School Year
To ensure the graduates of Pittsburgh Milliones 6-12 are prepared for College, Career and Life by utilizing our collective resources to provide targeted programs that promote academic, character, and emotional development.
Shared Priorities

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2. **Shared Priorities**: Outline the steps and timeline for accomplishing the vision.

3. **Shared Responsibility**: Each partner has a defined role to help accomplish the vision.

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**Priorities**

- Early College In High School
- College Prep: 2-year & 4-year Pathways
- Accelerated Career Pathways
- Student Support
- Family Support
- Staff Learning & Support
- Feeder School Relationships
- Community Assets

**Goals**

- Prepare all students — from Middle School preparation to graduation — for success in College, Career and Life
- Enhance the development of all partners
- Utilize our collective resources to accomplish the vision
Shared Priorities

Shared Priorities

Shared Priorities

Family Support

- Assist families with meeting the needs of students
  - Create programs to address student hunger
  - Start a food pantry at U-Prep
  - Create programs to address student homelessness
  - Create programs to address student trauma
  - Create programs that enable community support of families
  - Create programs to get students to school (address low attendance)
  - Offer laundry services for all families at the school
  - Share strategies with parents and the community for how to support students

Student Support

- Work with students who will eventually attend Millionines U-Prep in preparation for their success
  - Summer activities for incoming 8th and 9th graders to help them learn the culture of the new school
  - Activities during the school year to teach incoming 8th and 9th graders to know their U-Prep
  - Offer academic preparation in the summer for new incoming students
  - Align expectations for students in feeder schools and U-Prep
  - Ensure a smooth transition from elementary to middle to high school

Staff Learning & Support

- Community Assets
  - Work with community members and providers to meet the holistic needs of students
  - Utilize the strengths of community providers to meet the holistic needs of students
  - Ensure students are aware of Hill District history and culture
  - Have community members volunteer in the school (e.g., mentoring, transition times, guest lecturers)
  - Pair teachers with community resources to help in classrooms (i.e., make history current, assist with cultural relevance, add capacity to helping students)
  - Link students and families with resources in their community
  - Assess where the gaps in services are
  - Have the community create a way to support students outside of school
  - Demonstrate a shared expectation that students are in school every day, that they graduate, and that they pursue a quality life after graduation

Partnerships

- Build and enhance partnerships so that resources are aligned and used to accomplish the vision
  - Establish clear communication pathways amongst partners, including the school
  - Develop a system for identifying who can offer programs that meet the needs of students and staff
  - Maintain relationships with higher education schools
  - Share resources across partners
  - Create clear roles and ways for others to help
  - Hold all partners to high expectations
  - Assess the impact of partners
Top Ten Ranked Critical Priorities from Community Meeting

Based on the priorities which were ranked critical by participants, these are the ten top-ranked priorities. All fall within Family Support, Student Support and Staff Learning & Support.

<table>
<thead>
<tr>
<th>#</th>
<th>Priority Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Apply for Department of Human Services partnership that provides wrap-around mental health support (Student Support)</td>
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<td>2</td>
<td>Learn how to respond to trauma reactions/behavior (Staff Learning &amp; Support)</td>
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<tr>
<td>3</td>
<td>Focus on seniors — ensure they will have sufficient credits to graduate (Student Support)</td>
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<td>4</td>
<td>Create programs to address student hunger (Family Support)</td>
</tr>
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<td>5</td>
<td>Create programs to address student trauma (Family Support)</td>
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<td>Share strategies with parents and the community for how to support students (Family Support)</td>
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<td>Better utilize existing in-school support (Student Support)</td>
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<td>8</td>
<td>Community partners provide programs (Student Support)</td>
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<td>9</td>
<td>Learn how to teach in an urban environment in a culturally responsive manner (Staff Learning &amp; Support)</td>
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<td>10</td>
<td>Address vacancies — who, how, quickly — and train new staff well (Staff Learning &amp; Support)</td>
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Top Ten Ranked Critical Priorities from Teacher Meetings

Based on the priorities which were ranked critical by teachers, these are the ten top-ranked priorities. They fall within 6 of the 9 priority areas.

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<td>Identify the skillsets that students should demonstrate mastery in (i.e., writing, Math, communication) (Accelerated Career Pathways)</td>
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<td>Offer expanded High School electives (College Prep: 2-year &amp; 4-year Pathways)</td>
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There is similarity on 4 of the top 10 Priority Areas

Based on the priorities which were ranked critical by teachers, these are the ten top-ranked priorities. They fall within 6 of the 9 priority areas.

1. Create programs to address student trauma (Family Support)
2. Address vacancies – who, how, quickly – and train new staff well (Staff Learning & Support)
3. Create programs to get students to school (address low attendance) (Family Support)
4. Focus on school culture (College Prep: 2-yr & 4-year Pathways)
5. Learn how to deal with the stress resulting from helping or wanting to help someone in need (Staff Learning & Support)
6. Apply for Department of Human Services partnership that provides wrap-around mental health support (Student Support)
7. Develop a system for identifying who can offer programs that meet the needs of students and staff (Partnerships)
8. Better utilize existing in-school support (Student Support)
9. Identify the skillsets that students should demonstrate mastery in (i.e., writing, Math, communication) (Accelerated Career Pathways)
10. Offer expanded High School electives (College Prep: 2-year & 4-year Pathways)
Shared Responsibility Worksheet

Name: ____________________________
Contact Info: ______________________
Affiliation: ________________________
Skills: ___________________________
Area of Expertise: __________________
Areas of Interest: ___________________
Resources & Capabilities: ___________

Early College in High School
College Prep: 2-year & 4-year Pathways
Accelerated Career Pathways

Family Support
Student Support
Staff Learning & Support

Feeder School Relationship
Community Assets
Partnerships
Feedback

**Rose** — positive, what resonated with you

**Bud** — potential, what direction should we take

**Thorn** — negative, what concerns do you have