



Building Family, School and Community Partnerships for Student Success

4/30/2015

PRESENTATION BY SARA SNEED

HARTFORD FOUNDATION DIRECTOR OF EDUCATION INVESTMENTS

**Over the past decade, the Hartford Foundation
has invested millions in support of education:**

**Early Childhood Development
Extended-Learning Opportunities
Literacy, STEM, Arts and Culture
Stemming Summer Learning Loss
New School Development
Scholarships
Advocacy**



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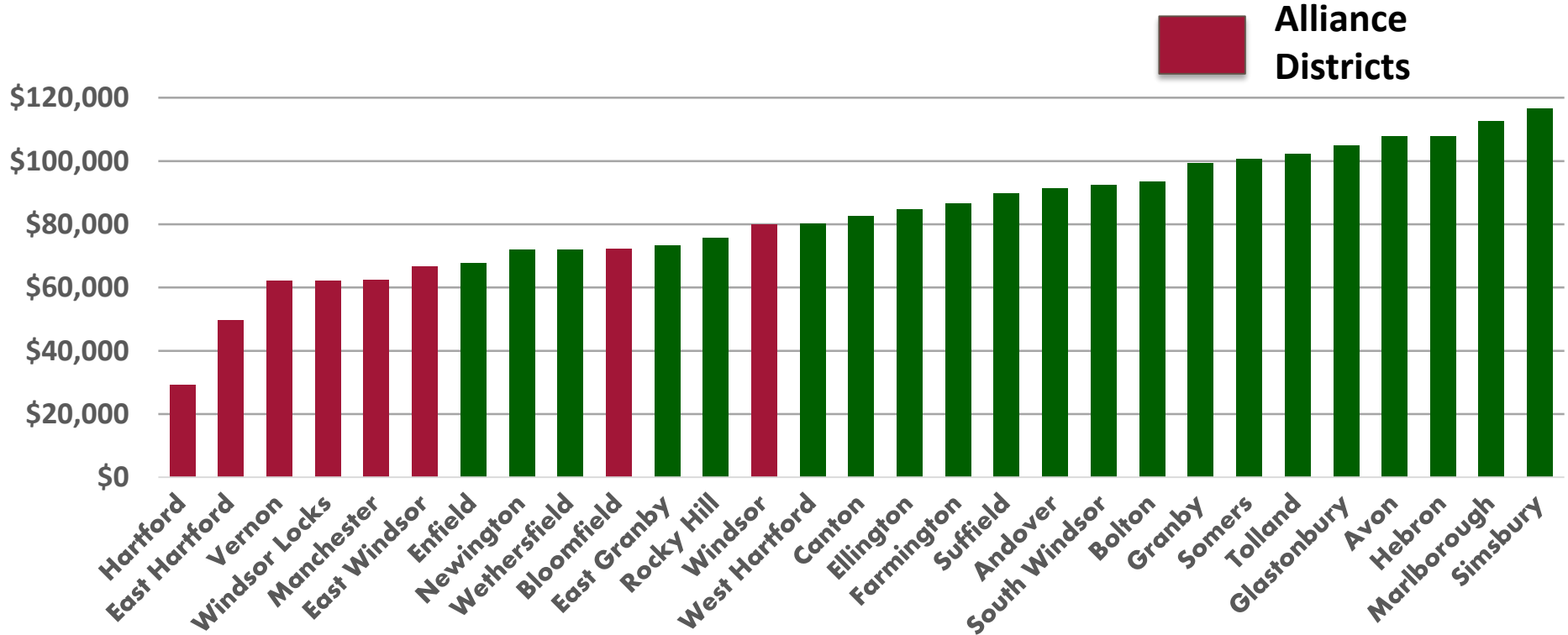
**A child's opportunity for
educational success
should not be function of
his or her zip code**



**38% of the region students in
“Alliance Districts”**

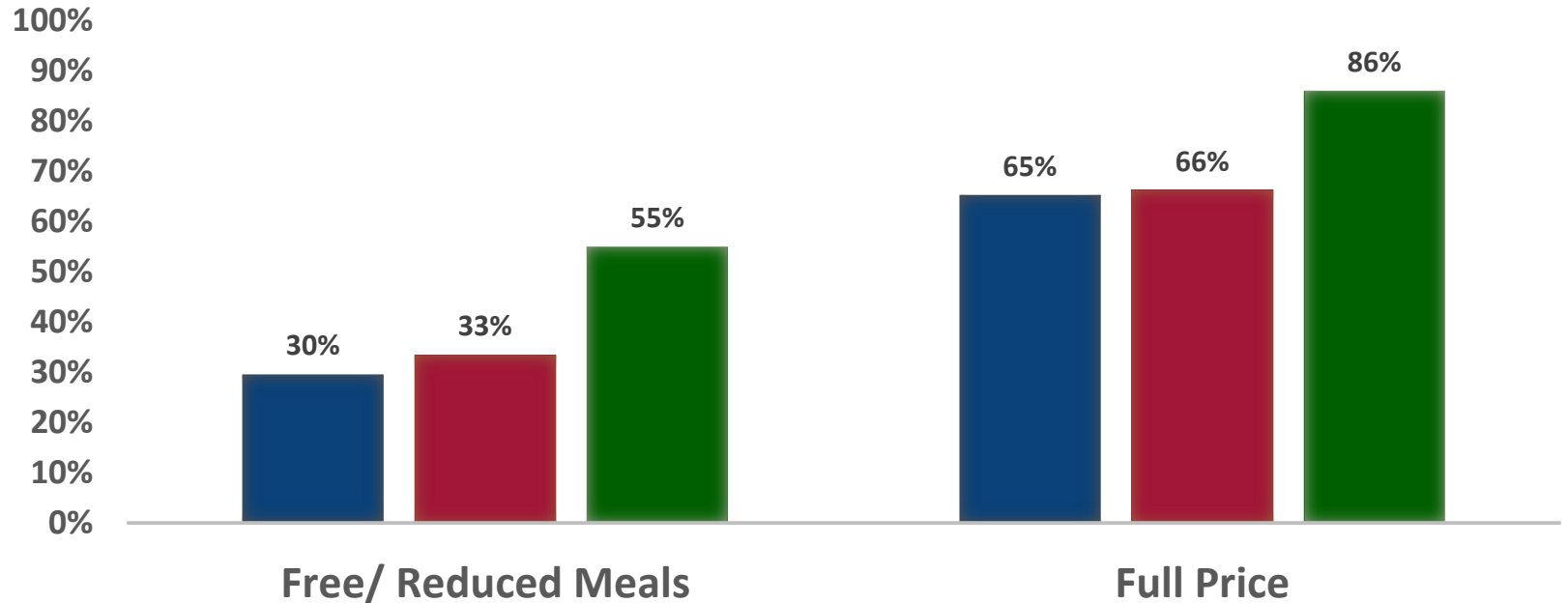
**Bloomfield, East Hartford, East
Windsor, Hartford, Manchester,
Vernon, Windsor, Windsor Locks**

MEDIAN HOUSEHOLD INCOME, 2011

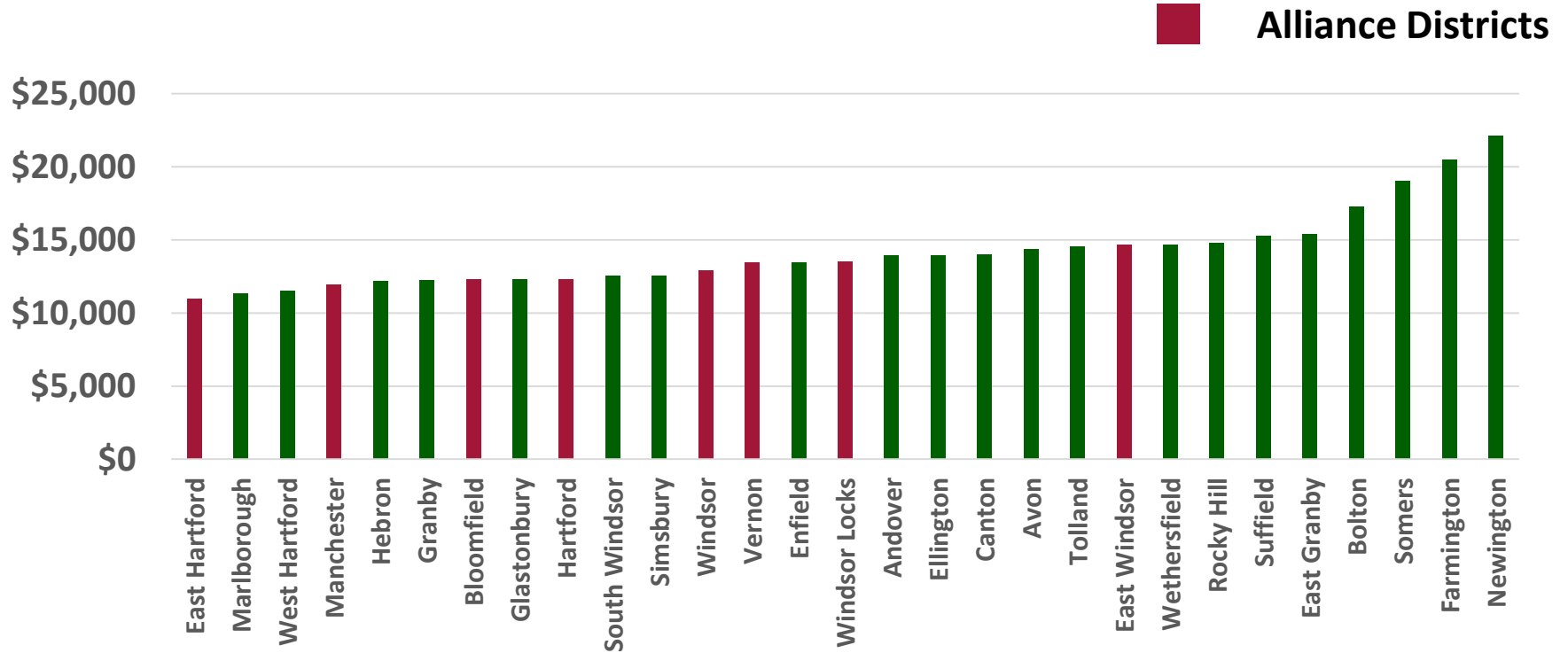


GR 8 MATH, % GOAL OR ABOVE

■ Hartford ■ Alliance Districts ■ Other District In Region



NET PER STUDENT EXPENDITURES





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EQUITY AND OPPORTUNITY

AN EQUAL DISTRIBUTION OF RESOURCES
IS NOT THE SAME THING AS EQUITY

**SOME CHILDREN NEED MORE, BEGINNING PRENATALLY
AND CONTINUING THROUGHOUT HIGH SCHOOL**



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Build on strengths in capacity building, research, advocacy, and collaboration.

Increase strategic use of grantmaking tools

Increase community access to and use of evaluation, research, evidence-based practices, core standards and assessments.

Create a learning environment that supports innovation and shares knowledge.

Serve more often as a catalyst, convener, facilitator, and engaged participant in community planning and problem-solving

Engage new donors and other partners to realize shared goals.



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INCREASING EDUCATIONAL EQUITY AND OPPORTUNITY

- * **System- and Partnership-building Across Alliance Districts**
- * **Capacity-building in Seven Hartford Community Schools**
- * **The Hartford Partnership for Student Success**
- * **Educational Leadership Development**
- * **Building a Regional Capacity-building Intermediary**

Shared Strategies

- Creating and sustaining conditions for more effective, student learning-centered family, school, and community partnerships
- Creating sustainable infrastructures within school districts and schools for partnership building
- Supporting parents, educators, and communities' knowledge building, knowledge sharing and ongoing learning supporting effective partnership
- Ensuring students' equitable access to a variety of academic and developmental supports.
- Supporting creation of and adherence to policies & fiscal practices enabling family, school and community partnership for student learning and success

Primary Tools and Methods Used

Knowledge building - The Foundation's development and delivery of training/leadership coaching and technical assistance for district and school leaders

Convenings and other events/activities supporting **knowledge sharing**

Grantmaking (supporting planning, innovation and systemic change at the district and school levels)

Advocacy (supporting changes in State, district and school policy and practice)

Manchester Public Schools

- System-wide capacity-building among district staff, parents, and community resources
- Improvements in the coordination of services with the Town of Manchester and others
- Development or redevelopment of strategic resources and opportunities to support increased family and community engagement in student learning and student success
- Development of new extended learning opportunities for MPS students, staff and families, especially through redesigned family resource centers

Windsor Locks Public Schools

- A groundbreaking plan to create personalized and experiential learning opportunities as components of new “career and college pathways” for Windsor Locks students
- Substantial systemic change over a projected five to seven year period, including the development of new policies and practices with respect to how the district works in partnership with families and strategically selected institutional partners

Our Goal:

To ensure that children in our region, especially those most disadvantaged, are ready to learn when they enter kindergarten and prepared to succeed when they leave high school.



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EXAMPLES OF RESULTS

- ① **In Hartford Community Schools, in one year, reading proficiency scores increased by over 10 percentage points.**
- ① **Proficiency in math and writing performance increased or remained the same across all three years for after-school participants, while performance decreased in math and writing for non after-school participants.**
- ① **Increased attendance in school, and students participating in afterschool programs.**
- ① **Systemic-change at the local, regional, and State levels**

***“Every child and every school is capable
of excellence given the right
conditions for learning”***

