ADAMS COUNTY

YOUTH INITIATIVE

cradle to career

Readiness Assessment to Request Support from ACYI

Before embarking on partnerships related to changing outcomes for students, ACYI will ensure that proposed efforts are in alignment with ACYI's process to take action. This quick assessment will provide the key elements of readiness for action including clearly defined need, access to student level data, and capacity. ACYI staff will then review and recommend next steps for the application.

Checklist	Yes	No
1. Do you have a problem you are trying to solve related to Cradle to Career outcomes for which you would like support? Please check which outcomes apply: □ Kindergarten Readiness □ 3rd Grade Reading Proficiency □ 8th Grade Math Proficiency □ High School Graduation □ Postsecondary Enrollment □ Postsecondary Completion 1b. What is that problem?		
2. Do you have data to show at least a 12-month history of the problem you are trying solve?		
3. Do you have access to student-level data on this problem?		
4. Do you have outcome measures and process measures in mind for your issue or idea?		
5. Do you have partners or stakeholders in mind that would join an action team on this issue?		
6. Are the indicators within the influence of the partnership and within the "cradle to career" scope?		
7. Do you have capacity to take on this effort with ACYI? By capacity, we mean demonstrated staff time to commit to managing this project, collecting data, and expand efforts on continuous improvement?		

If you answered "No" to any of these questions, you are not ready to complete a Request for Support for ACYI. Please contact ACYI staff for support in any of the areas on this checklist so that you are ready to move forward.

INSTRUCTIONS AND EXAMPLES

1. At ACYI, we want to make sure that we understand the problem we are trying to solve. If you have an idea for how something can be improved, it's important that you identify the problem first before moving to solutions. For ACYI, our work is focused on solving problems and creating improvement in six areas: Kindergarten Readiness, 3rd Grade Reading Proficiency, 8th Grade Math Proficiency, High School Graduation, Postsecondary Enrollment, and Postsecondary Completion. To work with ACYI, you must have identified an improvement opportunity that ties directly to one of these outcomes.

2. Before we can decide how to create improvements to a problem, we need to understand the history of the problem. For this question, think the history of the problem and if you have data to illustrate it. For example, *"At my school, we have been experiencing problems with student attendance in 2nd and 3rd grade, which ties directly to student performance on 3rd grade reading proficiency. In the 2014-2015 school year, the average rate of chronic absence was 22% for 2nd graders and 26% for 3rd graders. In the 2015-2016 school year, the average rate of chronic absence was 24% for 2nd graders and 28% for 3rd graders. This is broken down by each month of the year, showing how chronic absence changes each month."*

3. Student-level data is at the heart of ACYI's work. Student-level data means that the data can be tied to a specific student - generally by identified markers such as name, birthdate, or student ID number. ACYI works with our partners to de-identify your data, meaning that our staff will create a system where we remove all of that identifiable data and use a code or student ID to track the data for each student. Data collected anonymously or by a whole classroom or school is not student-level data because we can't tie that to a specific student. Without student-level data, we can't truly see the impact of our improvement efforts. We will ensure protection of the students' privacy in this process. You must have access to student-level data to work within ACYI's process.

4. In the problem you have identified, have you thought about indicators you would measure? For example, *"At my school, we have been experiencing problems with student attendance in 2nd and 3rd grade, which ties directly to student performance on 3rd grade reading proficiency. As we identify improvement opportunities in this area, we will track chronic attendance for each student every day so that we can look at trends by age, grade, and classroom. We will also track 3rd grade reading proficiency scores by each student to see how attendance impacts their testing scores."*

5. Do you already have ideas for individuals or organizations that would want to work with you on creating improvement opportunities for this problem? If so, check yes.

6. Here, we want to ensure that the problem you want to solve is directly tied to the ACYI Cradle to Career outcomes and can really be impacted by the partnership. For example, we know that all schools face problems with families in poverty and the impact that has on student performance. Our partnership does not have the scope or influence to end poverty in our region, so an effort focused on ending poverty for families in Adams County in order to improve high school graduation rates would not be appropriate for us.

7. Be honest about your time and capacity. ACYI will provide support for you, but we need to ensure that our partners have the time to add this effort to your workload including regular meetings with ACYI staff, collecting data, and working on improvement efforts.