### Agenda for Today’s CI Funder COP Learning Call

#### Topics for Today’s Virtual Meeting

<table>
<thead>
<tr>
<th>Topics</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Introductions and Overview</strong></td>
<td>10 min</td>
</tr>
<tr>
<td>• <strong>Equity and Collective Impact: Lessons from Disaggregating Data</strong></td>
<td>75 min</td>
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<tr>
<td>o Presentation and discussion with Kantahyanee Murray, Annie E. Casey Foundation</td>
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<tr>
<td>o Presentation and discussion with Junious Williams, Urban Strategies Council</td>
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<tr>
<td>o Presentation / discussion with Nicole Jolly, EMPLOY, Cowen Institute at Tulane University</td>
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<tr>
<td>• <strong>Next Steps</strong></td>
<td>5 min</td>
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</tbody>
</table>
I. Introduction and Overview

II. Equity and Collective Impact: Lessons from Disaggregating Data

III. Next Steps
Goals of the Collective Impact Funder Community of Practice

• **Networking and building relationships** with other funders of collective impact

• **Learning about the strategies and nuances for funders engaging in collective impact**, and how to most effectively engage in and support collective impact

• **Improving the practice of grantmakers** as funders and partners in collective impact
Since May 2014, the CI Funder COP Has Offered Meetings and Peer Learning Calls on Topics Such as Community Engagement, Equity, Funder Alignment, and Leadership

- **Sept. 2014:** 30+ COP participants join first large group learning call
- **Jan. 2015:** Small group peer knowledge exchange calls begin
- **May 2015:** Second annual CI Funder Convening (New Orleans, LA)
- **Feb. 2016:** Fourth in-person COP meeting (DC)

**2014**

- **May 2014:** COP launches at first annual CI Funder Convening (Aspen, CO)

**2015**

- **Nov. 2014:** 40 attendees at first in-person COP meeting (Seattle, WA)
- **Feb. 2015:** Second in-person COP meeting (DC); 50+ orgs now in the COP

**2016**

- **Oct. 2015:** Third in-person COP meeting (Chicago, IL)
- **June 2016:** Third annual CI Funder Convening (Seattle, WA)
50+ Organizations Are Currently Participating in the CI Funder COP

<table>
<thead>
<tr>
<th>Confirmed Funder COP Participants (as of May 2016)</th>
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<tbody>
<tr>
<td>• Annie E. Casey Foundation</td>
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<tr>
<td>• Aspen Community Foundation</td>
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<tr>
<td>• Bill &amp; Melinda Gates Foundation</td>
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<tr>
<td>• Blandin Foundation</td>
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<tr>
<td>• Campbell Soup Company</td>
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<tr>
<td>• Colorado Health Foundation</td>
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<tr>
<td>• Feeding America</td>
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<tr>
<td>• First 5 Monterey County</td>
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<tr>
<td>• Ford Foundation</td>
</tr>
<tr>
<td>• Foundations of East Chicago</td>
</tr>
<tr>
<td>• GlaxoSmithKline</td>
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<tr>
<td>• Greater Cincinnati Foundation</td>
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<td>• Greater Houston Community Foundation</td>
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<td>• Greater Texas Foundation</td>
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<td>• Gulf Coast Community Foundation</td>
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<td>• Healthcare Georgia Foundation</td>
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<tr>
<td>• Health Foundation of Central Massachusetts</td>
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<td>• Health Foundation of South Florida</td>
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<tr>
<td>• Hunt Alternatives / Demand Abolition</td>
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<tr>
<td>• Institute of Mental Hygiene</td>
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<td>• Interact for Health</td>
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<tr>
<td>• John T. Gorman Foundation</td>
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<tr>
<td>• Lake Area United Way</td>
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<tr>
<td>• Legacy Foundation</td>
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<tr>
<td>• Lumina Foundation</td>
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<tr>
<td>• Mat-Su Health Foundation</td>
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<td>• Missouri Foundation for Health</td>
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<td>• Monterey Peninsula Foundation</td>
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<td>• Northside Funders Group</td>
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<tr>
<td>• Ontario Trillium Foundation</td>
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<tr>
<td>• Robert R. McCormick Foundation</td>
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<tr>
<td>• Santa Fe Community Foundation</td>
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<td>• SC Ministry Foundation</td>
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<tr>
<td>• Social Venture Partners</td>
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<tr>
<td>• Stuart Foundation</td>
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<tr>
<td>• The Community Foundation of Herkimer &amp; Oneida Counties</td>
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<tr>
<td>• The Findlay-Hancock County Community Foundation</td>
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<tr>
<td>• The HCA Foundation</td>
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<tr>
<td>• The Lake County Community Foundation</td>
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<tr>
<td>• The Rider-Pool Foundation</td>
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<tr>
<td>• The Raikes Foundation</td>
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<tr>
<td>• The Seattle Foundation</td>
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<tr>
<td>• The Staten Island Foundation</td>
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<tr>
<td>• The Whitman Institute</td>
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<tr>
<td>• United Way of Greater Cincinnati</td>
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<td>• United Way of Hancock County</td>
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<td>• United Way of San Diego County</td>
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<td>• United Way of the Bay Area</td>
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<td>• United Way of the Greater Triangle</td>
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<td>• United Way of the Greater Lehigh Valley</td>
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<tr>
<td>• Venture Philanthropy Partners</td>
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<tr>
<td>• William Caspar Graustein Memorial Fund</td>
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<tr>
<td>• Wisconsin Partnership Program</td>
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</tbody>
</table>
COP Participants Are Geographically Diverse, But Also Have Clusters in Places like Chicago, Cincinnati, and Seattle

★ = Headquarters of CI Funder COP Participant
I. Introductions and Overview

II. Equity and Collective Impact: Lessons from Disaggregating Data (Katahyanee Murray)

III. Next Steps
Disaggregating Data to Promote Race Equity and Inclusion

Collective Impact Funder Community of Practice Webinar
May 11, 2016
Kantahyanee W. Murray, PhD
Senior Research Associate Research, Evaluation and Learning

THE ANNIE E. CASEY FOUNDATION
The **Annie E. Casey Foundation** is devoted to developing a brighter future for millions of children at risk of poor educational, economic, social and health outcomes.
AECF initiatives often target communities, families and children of color.

Grantees often expect disaggregation of data.

Policy research, evaluation, and TA partners routinely produce data profiles and findings disaggregated by race/ethnicity.

A need remains to enhance data disaggregation efforts.
Making Connections

- Significant long-term, multisite effort.
- Pulled residents and institutions together to improve the lives of families living in specific low-income neighborhoods.
- Outcomes
  - *Child/Family*: employment, stable income and earnings, family savings, homeownership.
  - *Neighborhood*: resident leadership, safety, available & quality neighborhood services and financial institutions.
A2 - Percent of All Families by Employment Status of Parent(s), 2005/06

<table>
<thead>
<tr>
<th>Parent(s)</th>
<th>At Least One Parent Employed</th>
<th>At Least One Parent Employed Full-Time</th>
<th>Only Employed Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 site average</td>
<td>74</td>
<td>64</td>
<td>9</td>
</tr>
<tr>
<td>By site</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denver</td>
<td>74</td>
<td>60</td>
<td>14</td>
</tr>
<tr>
<td>Des Moines</td>
<td>81</td>
<td>75</td>
<td>6</td>
</tr>
<tr>
<td>Indianapolis</td>
<td>75</td>
<td>71</td>
<td>4</td>
</tr>
<tr>
<td>San Antonio</td>
<td>76</td>
<td>68</td>
<td>7</td>
</tr>
<tr>
<td>White Center</td>
<td>90+</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>Hartford</td>
<td>63</td>
<td>48</td>
<td>15</td>
</tr>
<tr>
<td>Louisville</td>
<td>60</td>
<td>47</td>
<td>12</td>
</tr>
<tr>
<td>Milwaukee</td>
<td>67</td>
<td>56</td>
<td>10</td>
</tr>
<tr>
<td>Oakland</td>
<td>77</td>
<td>66</td>
<td>10</td>
</tr>
<tr>
<td>Providence</td>
<td>71</td>
<td>62</td>
<td>9</td>
</tr>
<tr>
<td>By race/nativity (10 sites)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NH White Total</td>
<td>80</td>
<td>75</td>
<td>5</td>
</tr>
<tr>
<td>NH Black U.S. Born</td>
<td>63</td>
<td>53</td>
<td>10</td>
</tr>
<tr>
<td>NH Black Immigrant</td>
<td>83</td>
<td>68</td>
<td>15</td>
</tr>
<tr>
<td>Hispanic U.S. Born</td>
<td>70</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>Hispanic Immigrant</td>
<td>81</td>
<td>72</td>
<td>9</td>
</tr>
<tr>
<td>NH Asian Immigrant</td>
<td>81</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>Total U.S. Born</td>
<td>69</td>
<td>60</td>
<td>9</td>
</tr>
<tr>
<td>Total Immigrant</td>
<td>82</td>
<td>71</td>
<td>10</td>
</tr>
</tbody>
</table>

Statistically significant changes since Wave 1 (2002/03), by site:
White Center: Employment *increased* from 83% to 90%.
Conversations about Equity

• Before the conversation
  – Engage diverse group of stakeholders.
  – Communicate values and rationale for providing disaggregated data.
  – Discuss commitment to consistently disaggregate data by race and ethnicity.
  – Involve stakeholders in the selection of indicators, outcomes, etc.
Conversations about Equity

• Ensure authentic participation of diverse racial/ethnic groups.

• Use guidelines for presentation of data using a racial equity lens.
  – Offer a structural analysis of how disparities are produced.
  – Identify indicators relevant for various racial/ethnic groups.
Lessons Learned

• Selection of partners has implications for inclusion.

• Engage stakeholders throughout data development and evaluation process.

• Move beyond the asterisk and other data limitations.
  – Embrace qualitative approaches.
  – Explore use of Integrated Data Systems.
Problem: Current Systems Exist in Silos

- Juvenile Justice
- Social Services
- Health Care
- Education
Solution: Integrated Data Systems (IDS)

- Complete
- Cost Effective
- Big
How Are IDS Being Used to Promote Policy and Program Improvement?

- Identify protective factors using data from one system to design and target resilience programs in another system.
- Identify risks through one system that can be addressed by services and interventions from a different system.
- Analyze pathways by which children enter deep-end services.
- Identify cost savings in one system achieved through investments made in different system.
- Evaluate effectiveness of services by comparing long-term outcomes for recipients vs. non recipients across multiple systems.
“…the greatest challenges of the United States could and should benefit from collaborative thinking and the collective experiences of those who are disproportionately impacted by them.” – Philanthropy in a Changing Society
I. Introductions and Overview

II. Equity and Collective Impact: Lessons from Disaggregating Data (Junious Williams)

III. Next Steps
Collective Impact Forum
Community of Practice Webinar
Developing and Using Disaggregated Data for Collective Impact

May 11, 2016
Presentation by: Junious Williams, CEO
Urban Strategies Council
Juniousw@urbanstrategies.org
www.urbanstrategies.org
AGENDA

1. About Urban Strategies Council
2. Data-Driven Equity Model
   • Equity Definition
   • Targeted Universalism Definition
   • Equity Principles
3. Suspension Case Study
Our mission is to eliminate persistent poverty by working with partners to build vibrant, healthy communities.

We use tools of equity-focused data and policy analysis, collaboration and advocacy.

“Bringing together people and data for equity and social justice”
Equity Definition

Equity is **fairness** achieved through systematically assessing **disparities** in opportunities and outcomes and reducing disparities through targeted actions.
Targeted Universalism

Fairness is not advanced by treating those who are situated differently as if they were the same...A targeted universal strategy is one that is inclusive of the needs of both the dominant and marginal groups, but pays particular attention to the situation of the marginal group. John Powell
# EQUITY PRINCIPLES

1. Define equity and educate the community on its importance
2. Build data systems to support equity and effectively use data
3. Establish explicit equity outcomes and accountability for achieving them
4. Engage the community and ensure leadership is representative of the community
5. Focus on increasing equity and improving outcomes
6. Apply targeted universalism
7. Continually assess for and address equity
8. Hold systems accountable for reducing and eliminating disparities
CASE STUDY

Student Suspensions in Oakland Unified School District (OUSD)
What did suspension rates in OUSD look like in 2010-11?

Data Source: Oakland Unified School District
Percentage of OUSD Male Students in All Grades Suspended Once or More, 2005-06 to 2010-11

- African American Males
- White Males
- OUSD: All Males
Percentage Suspended Once or More by School Level
OUSD 2010-11

<table>
<thead>
<tr>
<th>School Level</th>
<th>African American Males</th>
<th>All OUSD Students</th>
<th>White Males</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>18%</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>Elementary</td>
<td>9%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Middle</td>
<td>33%</td>
<td>17%</td>
<td>7%</td>
</tr>
<tr>
<td>High</td>
<td>22%</td>
<td>11%</td>
<td>9%</td>
</tr>
</tbody>
</table>
Percentage Suspended by Reason (Grade K-12) OUSD 2010-11

![Bar chart showing the percentage of students suspended by reason.]
Top Three Offenses

Three offenses accounted for 1,143, or 75%, of suspensions of AAM in OUSD in 2010-11:

1. Disruption/defy authority (38% of suspensions of AAM);
2. Caused/attempted/threatened injury (28% of suspensions of AAM);
3. Obscene act/profanity/vulgarity (9% of suspensions of AAM).
What has been done to address the problem?

• Legislation passed (AB420) that limits the use of willful defiance as a reason for suspending or expelling elementary students.

• The Office of Civil Rights entered an agreement with OUSD to address the disparities.
What changes did the OCR require of OUSD?

• Data collection to track discipline interventions and outcomes
• Referral form that tracks disciplinary process, especially actions for targeted offenses
• Prescribed interventions, including:
  – Positive Behavioral Interventions & Supports
  – Restorative Justice
  – Manhood Development Programs
  – Other evidence-based programs
• Professional development for staff
• Student/parent meetings at each school site
How have OUSD suspension rates changed since the interventions?

<table>
<thead>
<tr>
<th>Year</th>
<th>African American</th>
<th>Asian</th>
<th>Filipino</th>
<th>Latino</th>
<th>Native American</th>
<th>Pacific Islander</th>
<th>White</th>
<th>All OUSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>14%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>14%</td>
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<tr>
<td>2011-12</td>
<td>14%</td>
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<td></td>
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<td></td>
<td>11%</td>
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<td>2012-13</td>
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<td>10%</td>
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<td>2013-14</td>
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<td></td>
<td></td>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>

Legend:
- African American
- Asian
- Filipino
- Latino
- Native American
- Pacific Islander
- White
- All OUSD
For More Information

• Data-Driven Equity Model
  http://www.urbanstrategies.org/equity/#.VTpyFZPrXSc

• Culturally-Focused Manhood Development
  https://drive.google.com/file/d/0B2iTdBiWCAa-Sm9QUzVBNk5EbTQ/view

• Boys and Men of Color

• Targeted Universalism
  http://scholarship.law.berkeley.edu/facpubs/1633
I. Introductions and Overview

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III. Next Steps
LONG TERM IMPACT GOALS

Ensure that all opportunity youth receive high-quality supports necessary to progress along education and career pathways.

Increase the number of youth who obtain high school diploma or equivalency and complete postsecondary education and/or training.

Increase opportunity youth employment toward high-wage, high-demand pathways.

Decrease the number of youth in New Orleans who are disconnected from education and employment.
OPPORTUNITY YOUTH DATA SHARING COUNCIL

What:
A collective of 10 programs who work with “opportunity youth” – youth ages 16-24 who are not in school and not working who utilize a shared performance management process and shared data system.

Why:
To increase coordination and streamline processes across organizations serving opportunity youth in New Orleans; to address the need for local participant level data; and to improve organizational and community capacity to utilize data.
GOALS OF THE OYDSC

1. Improve case management and data capacity.
2. Establish seamless and consistent intake and referral processes.
3. Institute a Performance Quality Improvement plan across programs working in the opportunity youth space.
4. Institutionalize the practice of making data-driven decisions.
5. Provide data on the patterns and processes of reconnection.
OPPORTUNITY
YOUTH DATA
SHARING COUNCIL
(OYDSC)

Data Domains
WHAT ARE WE CAPTURING?

Indicator Clusters:

Support and Stabilization
- Financial literacy and independence
- Services for young parents
- Housing
- Basic needs
- Relationships to caring adults
- Physical and behavioral health
- Legal advocacy

Education and Training
- Diploma/equivalency, postsecondary
- On the job training, certification

Job Readiness
- Transitional skills
- Professional skills
- Foundational skills

Job Placement and Retention
- Employment status, wages, satisfaction
- Retention, stability, promotion
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III. Next Steps
Space Is Filling Up for the 2016 Collective Impact Funder Convening on June 6-8 in Seattle

Catalyzing Large Scale Change: The Funder's Role in Collective Impact
Seattle | June 6 - 8, 2016

• Third annual convening for those who are funding collective impact initiatives

• Opportunities for in-depth learning and peer-exchange with 300 funders

• Joint discussions with experienced backbone leaders and other community partners

• 20+ sessions on capacity building, community engagement, equity, leadership, learning and evaluation, and aligning initiatives

If you haven’t yet registered, please sign up soon to confirm your spot
Continue the Discussion on Equity and Collective Impact at These Plenary and Concurrent Sessions in Seattle in June

**Tuesday, June 7**

- *Equity as the Soul of Collective Impact: Implications for Funders* (breakfast plenary)
- *Moving Equity from Theory to Practice* (morning concurrent session)
- *Listening to the People We Seek to Help* (morning concurrent session)
- *When the Equity Talk Hits the Road…or, um, Beach: Authentic Engagement of Residents and Parents in a Place-Based Collective Impact Approach in Central and West Long Beach* (morning concurrent session)
- *Community at the Center: Co-design, Data and Governance for Equity* (afternoon concurrent session)
- *Leading Neighborhood and Community Change from the Inside Out – Lessons from Los Angeles* (afternoon concurrent session)

**Wednesday, June 8**

- *Data: An Essential Tool to Power Community Engagement that Advances Equity* (morning concurrent session)
- *Confronting Power Dynamics and Engaging the Community’s Voice in Collective Impact* (lunch plenary session)