

Quarterly Convening

September 13, 2022

Agenda

| | |
|-------------|------------------------------------|
| 9:00-9:30 | Opening and Strategic Plan Preview |
| 9:30-10:00 | Equity Panel |
| 10:00-10:05 | Break |
| 10:05-10:55 | Equity Table Discussions |
| 10:55-11:00 | Closing |

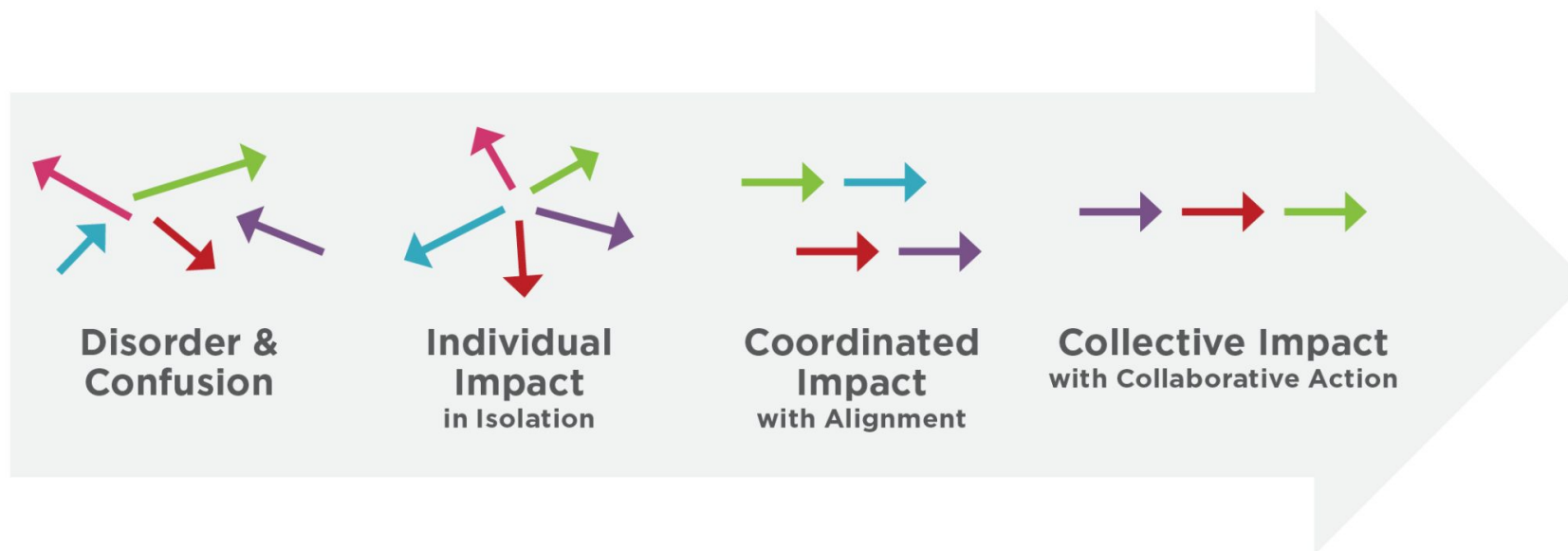
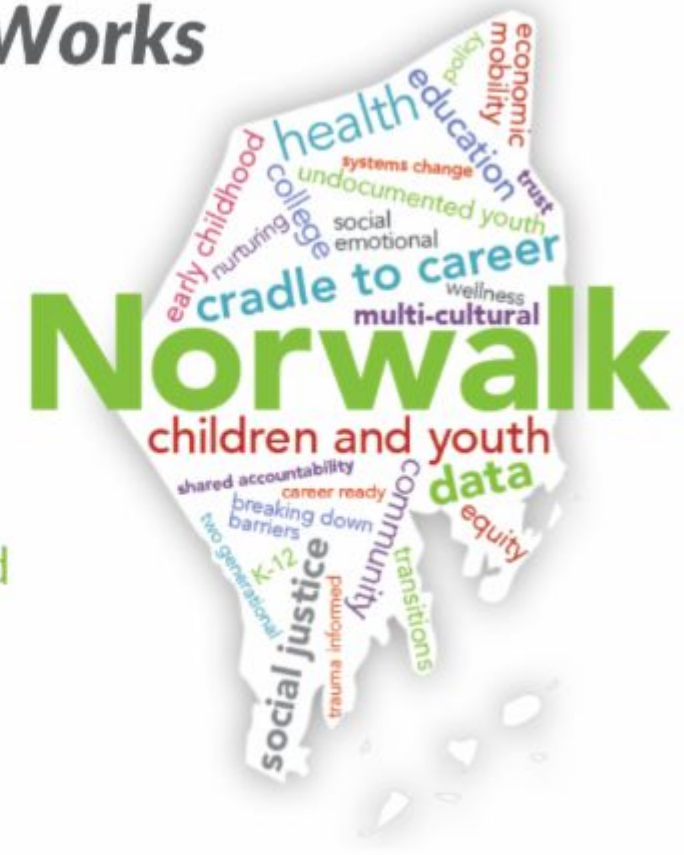
Transforming How Community Works

MISSION:

To collectively transform systems by ensuring resources, policies, practices, and power structures actively dismantle racism and drive equitable outcomes for every Norwalk child and young person.

VISION:

Norwalk is a connected and equitable community where every child and young person thrives academically, physically, and social-emotionally from cradle to career.



Backbone

Partnership

Strategic Plan Acknowledgement

- ▶ **The Initiative action plans were co-created with Initiative co-chairs with input from members over several months.**
- ▶ **We want to acknowledge that this action planning process is iterative and will continue to evolve with changes in language and narrowed focus.**
- ▶ **We plan to set targets, when appropriate, for community-level outcome indicators after the first year of implementation.**

Birth to Age 3 Developmental Growth

Problem Statement

Norwalk's support and reach to families with 0-3 children is a mixed-delivery model (public and private community-based providers) with points of misalignment and fragmentation among the services for infants and toddlers. As a result, children at 3 years of age compared to children at kindergarten are not as on track with the five-domains of developmental growth.

Current Conditions

Timeline at Age 3 (36 Months) - % of Children who achieved

Timeline at Kindergarten Readiness - % of Children who achieved

2016

2017

2018

2019

2020

2021

2022

2016

2017

2018

2019

2020

2021

2022

2016

2017

2018

2019

2020

2021

2022

2016

2017

2018

2019

2020

2021

2022

Root Cause/Factor Analysis

- Public investment in education (i.e., serving the economy), has led to an overemphasis on cognitive development, with less emphasis given to the development, care, and social attachments of children under 3 years of age, and related child and family challenges.
- Parent lack of understanding of child development
- Parent' confusion with navigating services and completing developmental screening
- Equity within Norwalk neighborhoods: There is a lower % of children who are on track within all 5 developmental domains, residing in under-resourced/poor Norwalk neighborhoods in comparison to those who live in wealthier neighborhoods.
- Covid had further effects on children residing in under-resourced neighborhoods due to the lack of parent' resources to ensure children's continued growth.

Goals & Objectives

Improve coordination of services across early childhood professionals and agencies through implementation of a community-wide system for screening, tracking, and promoting young children's development, using a common tool—the ASQ-3, a nationally recognized five-domain developmental growth screen that was designed to be completed by parents.

- Build capacity/ understanding of parents of the importance of the developmental domains and empower parents with skills and resources to discuss/advocate concerns with their child's pediatrician.
- Institute routine developmental screenings for all young children as early as possible and at each developmental touchpoint and identify children with developmental concerns and connect them to services as needed.
- Work with system providers to ensure access to 0-5 services and resources for parents

Strategies

- Ongoing developmental promotion, education, and information, and support to all families.
- Data collection and reporting to inform decisions about resource allocation, protocols, equity, access, and policy.
- Recruitment and implementation of ASQ Community Liaisons to promote the five domains of developmental growth
- Building capacity for maintenance and sustainability of the multi-level/multi-sector infrastructure and system
 - Regular monthly CQI meetings since 2016
 - Plan Do Study Act cycles implementing routine screens: SR, HV NHCC, CA, Sparkler platform, Pending: All Our Kin, WIC
 - Alignment across Norwalk early childhood governance groups

Indicators & Performance Measures

Community-level Indicator

- X% increase of 0-3 children on track in the five-domains of developmental growth

Performance Measures

- Total # of community partners; % increase in total # of community partners from one year to next
- Total # of children screened routinely at different ages
- Total # of screens, repeat /routine screens; % increase in screens from one time point to the next
- # of children identified with developmental concerns
- # of children with developmental concerns referred for services; # of children participating in prevention/intervention program services

PLAN

DO

STUDY

ACT

Norwalk

ACTS

Strategic Plan

All Norwalk children and youth thriving academically, physically, and socially—emotionally from cradle to career.

Fall 2022

DRAFT Social Emotional Health Initiative "A3" Action Plan – 06/10/22

Problem Statement

Norwalk youth and children are experiencing depression, suicide ideation, isolation with limited opportunity to connect, due to the lack of quality relationships and connection amongst friends, peers, school, and Norwalk community.

Current Conditions

Groups Reporting Higher Rates of Depression

Gender: all

Gender: female

Gender: male

Not sure sexually

Sexual identity

Race/ethnicity

Students with IEPs

Students with 504

Overall 100-1000

Percentage of Norwalk 100-1000 Students

0

20

40

60

80

100

Suicide Attempts

Gender: all

Gender: female

Gender: male

Not sure sexually

Sexual identity

Race/ethnicity

Students with IEPs

Students with 504

Overall 100-1000

Percentage of Norwalk 100-1000 Students

0

10

20

30

40

50

60

70

80

90

100

Root Cause/Factor Analysis (*see page 2)

- Increased stress, depression, and suicide ideation/attempts
 - LGBTQ population is the subgroup experiencing the highest rates of stress, although students experiencing financial difficulties, girls, and Black students also reported higher rates of stress.
- Lack of quality relationships and connection to friends and peers, school, and community
 - Impact on peer relations (39% connected to peers, 30% weaker peer relationships)
 - Impact on teacher relations (58% connected to teachers, 45% weaker relationships)
 - Students feeling overwhelmed without supports in place, new school environment and remote settings*
- Isolation along with limited opportunity to connect
 - Weak social emotional skills (19% weak self-awareness, 18% weak relationship skills, lost social opportunities*, social media effect*)
 - Stress from Covid-19 (73%)
 - Reached out to others about how they were feeling (30%)

Goals & Objectives

A community-wide response is needed to strengthen collaboration and alignment among schools, youth-serving organizations, community-based providers, and Norwalk community to increase quality relationships and connections for Norwalk youth.

- Increase community-wide mental health literacy through prevention and wellness initiatives
- Build and reinforce skills to improve relationships for youth-serving adults, CBOs, and Providers through training in Developmental Relationships, Restorative Practices, Trauma Informed Care, and cultural competency trainings as it pertains to at-risk groups
- Increase access and opportunities for youth connections, programming, and pro-social activities

Strategies

- Information and education
- Skills training
- Youth supports
- Environmental (physical design, enhance access/reduces barriers, policy & advocacy)

Indicators & Performance Measures

Community-level Outcome Indicator

- By 2024, 5% increased connections to peers and friends, adults, community, and school & 5% increase quality of relationships
 - 5% increase in social emotional skills & reaching out to others about how they are feeling
 - 5% reduction in suicidal ideation & feeling sad/depressed over a 2-week period
 - 3% reduction in suicidal attempts

Performance Measures for Strategies

- # of trainings/events and # of participants/organizations (disaggregated)
- # of communications/publications and # of people reached
- Post-training evaluations and surveys

PLAN

DO

STUDY

ACT

Pre-K to Kindergarten Transition

Problem Statement

Norwalk's youngest learners who are just beginning preK or kindergarten have been greatly impacted by COVID-19. Data reveals lower preschool attendance, literacy rates, developmental growth, and kindergarten entrance inventory results for the class of 2024. To help mitigate the lasting effects, it is essential to strengthen transition points to help children move forward successfully.

Root Causes/Factor Analysis

- Norwalk has a diverse parent population who view/value early childhood education differently
- Lack of consistent school readiness transition resources for parents
- Limited communication between preschool providers and elementary settings
- Due to COVID, for those within preschool programs, there has been limited interaction between staff and parents
- High preschool teacher turnover has led to closed classrooms and limited professional development for new and existing staff due to time and financial constraints to hire qualified staff.
- Parents have been more apprehensive in having their child enrolled in preschool programming due to COVID risk and lack of 0-5 year vaccine.

Goals and Objectives

A strong Norwalk early childhood system is essential for all Norwalk children to be ready to learn when they enter kindergarten. A community of continuous learning and improvement between Pre-K and K teachers has been established to implement effective transition planning:

- Identify areas of alignment/misalignment between or within Pre-K and Kindergarten teachers' understanding of the skills and knowledge children need/should have at Kindergarten entry
- Engagement of parent through tools and resources to ensure student school readiness success
- Share information about Pre-K and K assessments and increase understanding between Pre-K and K providers

Strategies

- Consistent information, resources, and education for parents
- Skill Building and Professional staff development which align to Connecticut Early Learning and Development Standards (CT ELDs)
- Reducing Barriers for incoming Kindergarten families who have not had a preschool experience.

Indicators & Performance Measures

Community-level Outcome Indicator

- X% increase in developmental growth in 5 domains
- X% increase in preschool enrollment
- X% increase in PreSchool Early Literacy Initiative (PELI)
- X% increase Kindergarten Entrance Inventory (KEI)
- X% in DIBELS Literacy Assessment

Performance Measures for Strategies

- # parents engaged
- # of tools created and utilized by parents
- # opportunities for cross-sharing between Pre-K and K providers
- # of professional learning opportunities for teachers
- % of Camp ELLI incoming kindergarteners with no preschool

PLAN

DO

STUDY

ACT

DRAFT Workforce Development Initiative Joint Action Plan – 09/13/22

Problem Statement

Despite employer demand for skilled roles, inconsistent communication and alignment between employers, education institutions, training providers, social service providers, and the population is resulting in underemployment, lack of medium- and high-skilled talent, and below living wages for residents.

Current Conditions – In Development

- 43% of Norwalk households (~14,500) struggle to afford basic needs (ALICE 2020) & 10% poverty rate (~8,900 households living below poverty level) (Data Haven 2021)
- 3.6% unemployment rate (1,825 people in Norwalk are unemployed) (May '22 DOL)
- 5.4% disconnected youth aged 16-24 not in school/not working (PUMA 2016-2020)
- NPS 89.7% average 4-year HS graduation rate of students (2016-2021)
- NPS 69.9% average college entrance rate & 86.2% college persistence rate (2015-2020 Edupilot)
- 18% of NPS graduates enroll into NCC (2016-2020 NSC)
- NCC enrollment/persistence/completion TBD
- 2 Norwalk employers are active participants in regional sector partnerships (1/106 manufacturing employers & 1/~600 Data-tech enabled employers)
- Norwalk's Top Industries (CT DOL 2020)

| Industry | Employment | Establishment | Average Wage |
|--|------------|---------------|--------------|
| Retail Trade | 6,056 | 367 | \$62,135.93 |
| Health Care & Social Assistance | 5,985 | 415 | \$64,562.69 |
| Professional, Scientific, & Technical Services | 5,968 | 493 | \$120,546.84 |
| Accommodation & Food Services | 2,752 | 297 | \$27,395.79 |
| Finance & Insurance | 1,625 | 200 | \$354,498.63 |
| All Industries | 38,246 | 3,662 | \$301,167.46 |

Root Cause/Factor Analysis – In Development

- \$14 minimum wage in CT yet cost of living with typical monthly expenses for the FC region requires hourly wage from \$18.14 for a single adult to \$57.29 for two adults, one infant, and one preschooler to cover basic household survival costs (ALICE 2020)
- Multifaceted issue that inequitably affects people of color with several adjacent barriers such as housing, transportation, childcare, healthcare, etc.
- Multiple workforce development regional/statewide initiatives without City of Norwalk engagement and representation
- Lack of social service provider engagement in workforce development efforts

Goals & Objectives

Develop an integrated workforce development infrastructure and strategy for Norwalk to meet employer-driven demand and connect job seekers to educational and employment opportunities that lead to livable wage employment.

- Strengthen connection, collaboration, and alignment among employers, education institutions, training providers, social service providers, and Norwalk's population through creation of Norwalk Workforce Development Committee
- Amplify local and regional employer-community partnerships in supporting city-wide initiatives that meet their medium- and high-skilled talent needs
- Increase access to educational (including upskilling and reskilling) and employment opportunities that lead to livable wage employment for Norwalk Residents

Strategies

- Local, regional, and statewide stakeholder engagement and liaising
- Communication and marketing of workforce development opportunities and updates (e-newsletter)
- Data collection and reporting of Norwalk workforce development and employment outcomes
- Resource mapping with gap analysis of current Norwalk workforce development ecosystem

Indicators & Performance Measures – In Development

Community-level Indicators

- Decrease in ALICE population in Norwalk
- X% increase of Norwalk residents/NPS students enrolled and successfully completion of NCC certification programs with livable wage employment
- % increase in NPS students graduating high school with a post-secondary plan or post-graduation plan to enter the workforce with a livable wage
- X% decrease in disconnected youth in greater Norwalk region

Performance Measures

- # of local and regional trainings/events and # of Norwalk residents/organizations enrolled/completed referrals (disaggregated)
- # of Norwalk residents employed (6 month, 1 year) after completion of training programs with livable wage
- # of Norwalk employers active in regional sector partnerships
- # of connections/partnerships among Norwalk workforce development stakeholders
- # of active participants & # of new stakeholders engaged on Norwalk Workforce Development Committee
- # of communications/updates & # Norwalk stakeholders reached

PLAN

DO

STUDY

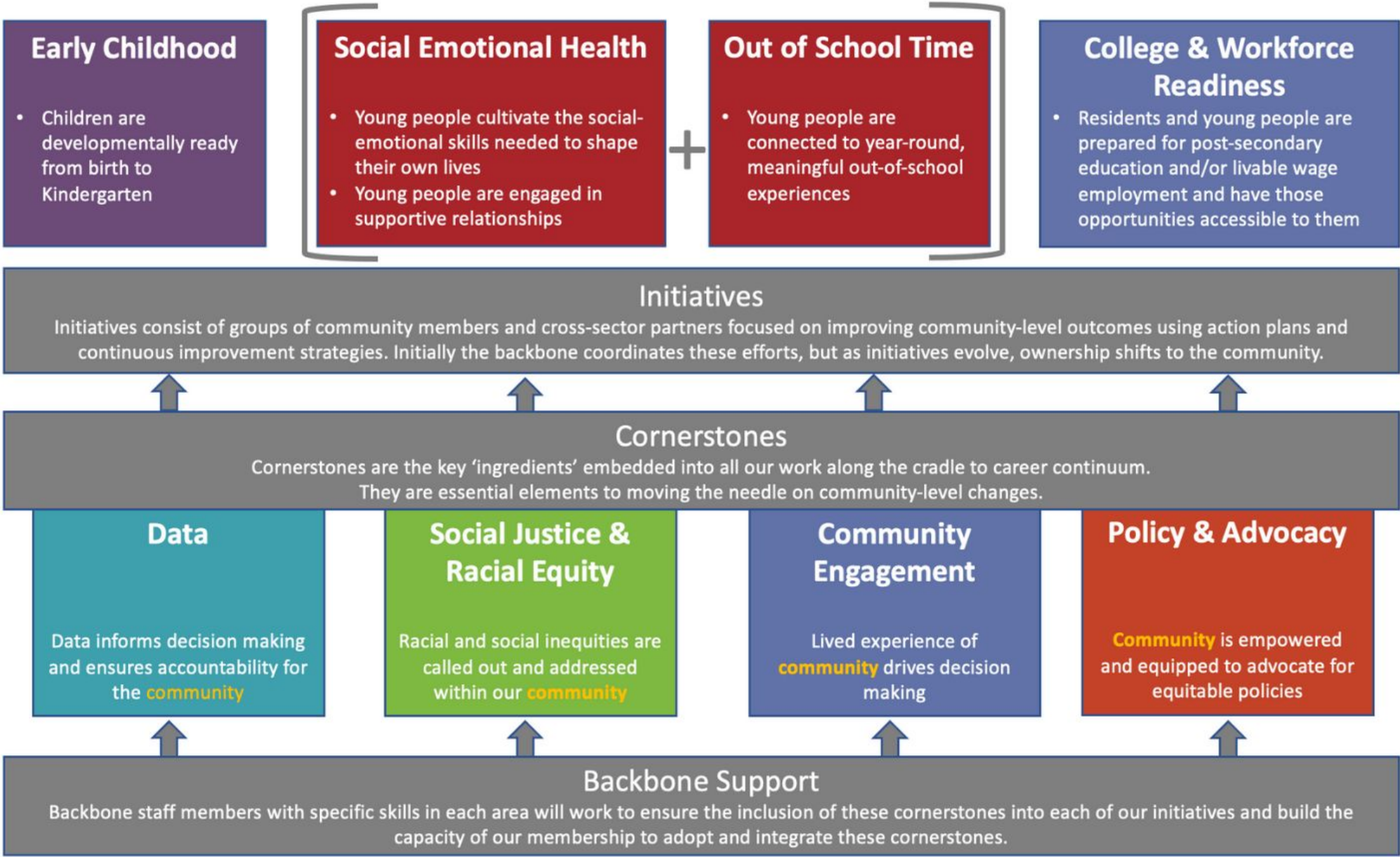
ACT

Norwalk

ACTS

BIG BET

To achieve our collective vision that Norwalk is a connected community where all children and youth are thriving from cradle to career, our big bet over the next three years is to maintain a disciplined focus on specific, community-level outcomes and build the capacity of Norwalk ACTS members to implement targeted strategies within the cornerstones of our work.



EARLY CHILDHOOD INITIATIVE

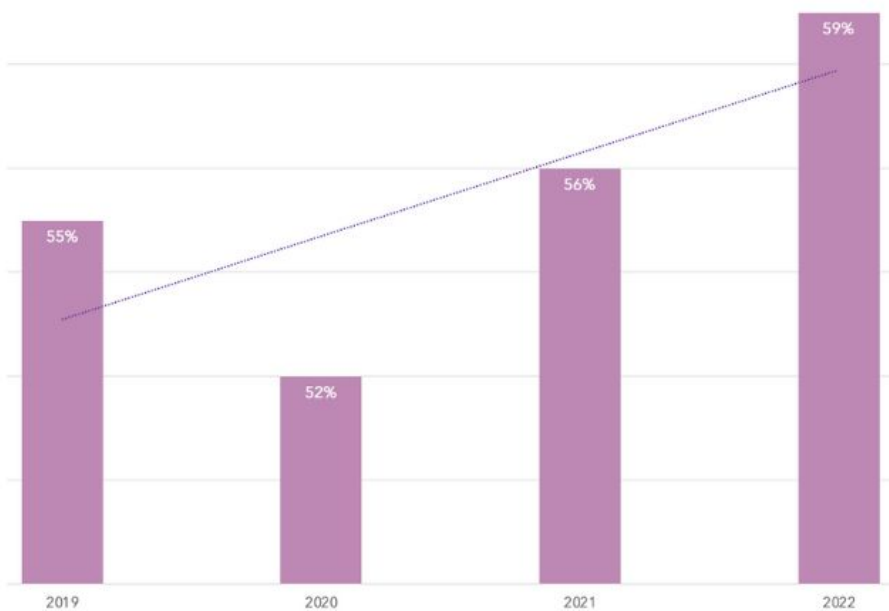
Birth to Age 3 Developmental Growth

Problem Statement

Norwalk’s support and reach to families with children from birth to age three is a mixed-delivery model (public and private community-based providers) with points of misalignment and fragmentation among the services for infants and toddlers. As a result, many children at age three are not on track across the five domains of development.

Key Data Point

Five Domain Developmental Readiness Trends at Age 3



The graph shows trend data at age three (36 Month Ages & Stages Questionnaire interval) for the percentage of children who achieved five domain developmental readiness as measured by parent/caregiver-completed screens by each year. While developmental readiness is increasing for those who are being screened, 41% are still not on track with the five domains of developmental readiness as measured by parents/caregivers in 2022.

Source: 211 Child Development, United Way of Connecticut

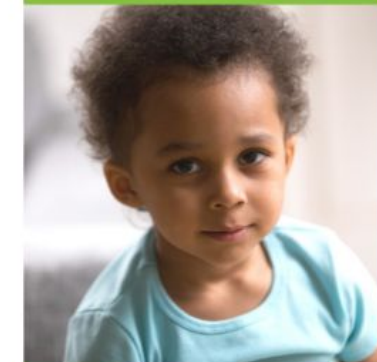
Goals & Objectives

Improve coordination of services across early childhood professionals and agencies by implementing a community-wide system for screening, tracking, and promoting young children’s development, using a common tool, the Ages & Stages Questionnaire (ASQ-3), a nationally recognized five domain developmental growth screen that was designed to be completed by parents/caregivers

1. Build capacity and understanding of parents/caregivers of the importance of the developmental domains and empower parents/caregivers with skills and resources to discuss/advocate concerns with their child’s pediatrician
2. Institute routine developmental screenings measured by the ASQ for all young children as early as possible and at each developmental touchpoint and identify children with developmental concerns and connect them to services as needed
3. Work with system providers to ensure access to services and resources for parents/caregivers with children from birth to age five

Community-Level Outcome Indicator

- % increase of children ages 0–3 on track in achieving five domain developmental readiness as measured by the ASQ





A B C EARLY CHILDHOOD INITIATIVE

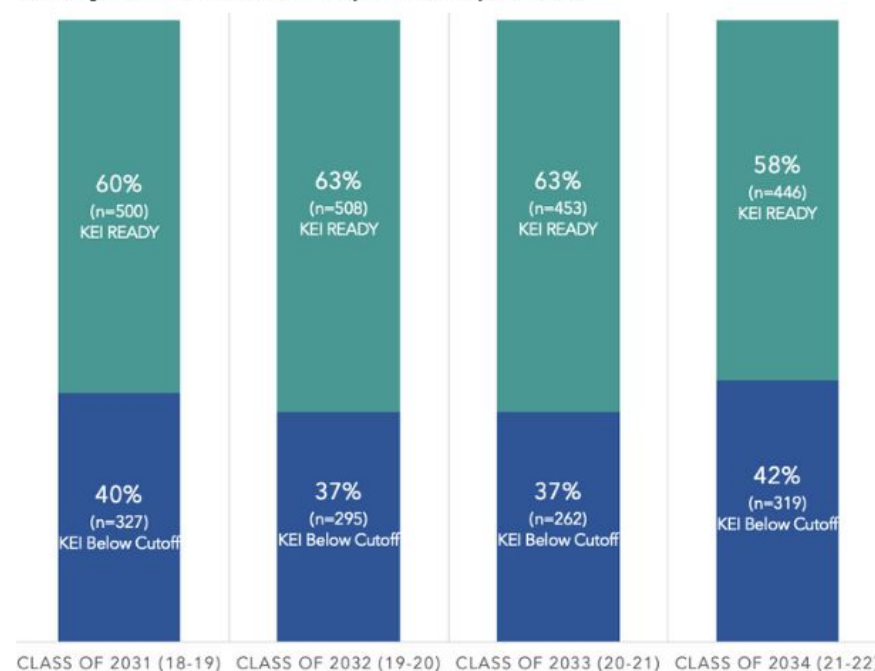
Pre-K to Kindergarten Transition

Problem Statement

Norwalk's youngest learners who are just beginning Pre-K or kindergarten have been greatly impacted by COVID-19. Data reveals lower preschool attendance, literacy rates, developmental growth, and kindergarten entrance inventory results for the class of 2034. To help mitigate the lasting effects, it is essential to strengthen transition points to help children move forward successfully.

Key Data Point

Kindergarten Entrance Inventory (KEI Ready) Results



For the Class of 2034, 42% of incoming kindergarteners were not on track for Kindergarten readiness. The CT KEI is a beginning of year skills snapshot, based on teachers' observations of student performance levels (1, 2, 3) by domain (Creative, Language, Literacy, Numeracy, Personal, Physical). We define KEI ready as performing at level 2 or 3 on all 6 domains.

Source: Norwalk Public Schools

Goals & Objectives

A strong Norwalk early childhood system is essential for all Norwalk children to be ready for success in kindergarten. A community of continuous learning and improvement between Pre-K and kindergarten teachers has been established to implement effective transition planning.

1. Identify areas of alignment/misalignment between or within Pre-K and Kindergarten teachers' understanding of the skills and knowledge children need/should have for kindergarten entry
2. Engagement of parents/caregivers through tools and resources to ensure student school readiness success
3. Share Pre-K to K assessment information in a streamlined manner

Community-Level Outcome Indicator

- % increase of children ages three to five on track in the five domains of developmental growth as measured by the ASQ
- % increase in preschool enrollment
- % improvement in Kindergarten Entrance Inventory (KEI) performance, PreSchool Early Literacy Initiative (PELI) performance, and DIBELS Literacy Assessment performance as measured by the ASQ



SOCIAL EMOTIONAL HEALTH & OUT OF SCHOOL TIME

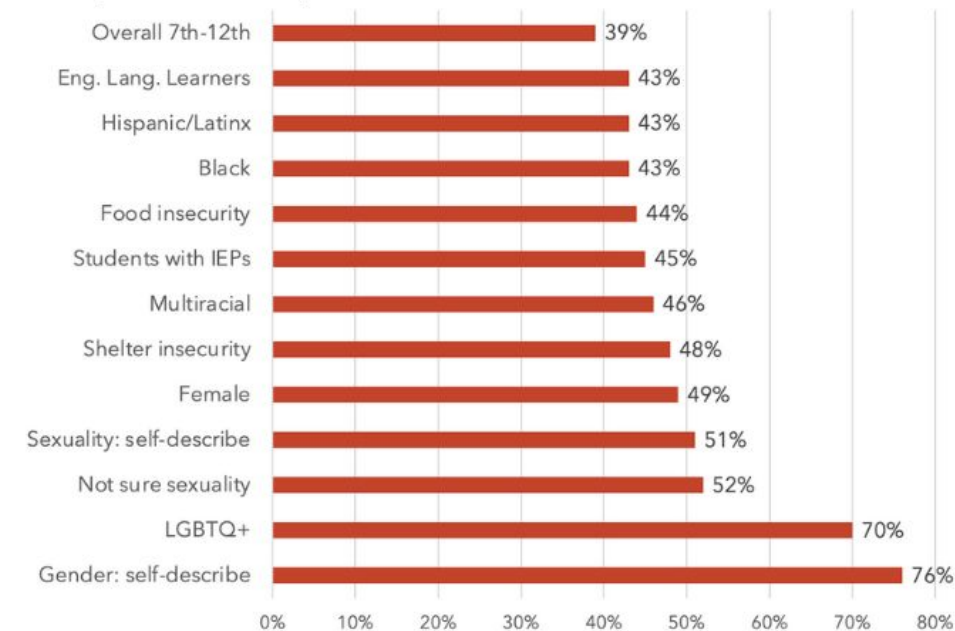


Problem Statement

Norwalk youth and children are experiencing depression, suicidal ideation, and isolation with limited opportunity to connect due to the lack of quality relationships and connections amongst friends, peers, school, and Norwalk community.

Key Data Point

Self-reported Rates of Depression



An average of 39% (991 students) of NPS seventh through twelfth grade students reported that they felt sadness or hopelessness almost everyday for a 2+ week period that stopped them from doing some usual activities in the past 12 months. Self-reported sub-groups of students showed higher rates of depression compared to the average, especially as it relates to gender and sexual identity.

Source: 2021 Norwalk Youth Survey

*The action plans for the Social Emotional Health & Out of School Time Initiatives have been combined, at the moment, based on the shared focus of the goals and objectives.

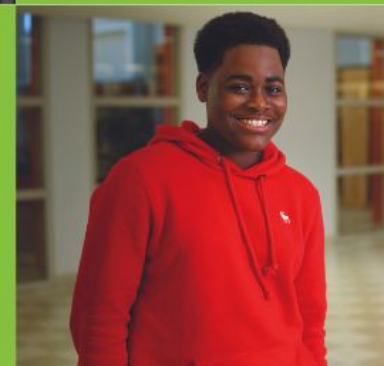
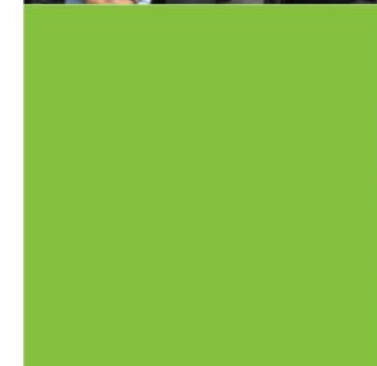
Goals & Objectives

A community-wide response is needed to strengthen collaboration and alignment among schools, youth-serving organizations, community-based providers, and the Norwalk community to increase quality relationships and connections for Norwalk youth.

1. Increase community-wide mental health literacy through prevention and wellness initiatives
2. Build and reinforce skills to improve relationships for youth-serving adults, community-based organizations, and providers through training in developmental relationships, restorative practices, trauma informed care, and cultural competency training as it pertains to at-risk groups
3. Increase access and opportunities for youth connections, programming, and pro-social activities

Community-Level Outcome Indicator

- % increased connections to peers and friends, adults, community, and school
- % of youth who can identify one or more trusted adult or peer who they can speak openly with
- % reduction feeling sad/depressed over a 2+ week period
- % reduction in suicidal ideation and attempts





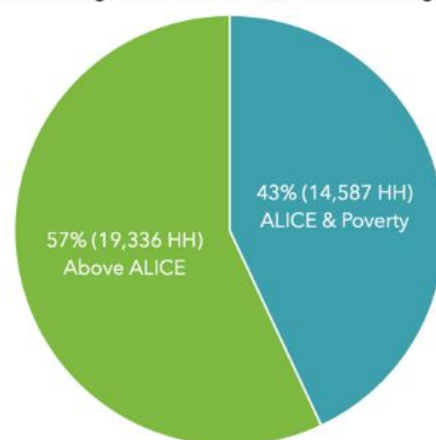
COLLEGE AND WORKFORCE READINESS

Problem Statement

Despite employer demand for skilled roles, inconsistent communication and alignment between employers, education institutions, training providers, social service providers, and the population is resulting in underemployment, lack of medium- and high-skilled talent, and below living wages for residents.

Key Data Points

Percentage of Norwalk Households Struggling



ALICE is an acronym for Asset Limited, Income Constrained, Employed- households that earn more than the Federal Poverty Level but less than the basic cost of living for the area (the ALICE Threshold). Combined, the number of ALICE and poverty-level households equals the total population struggling to afford basic needs, which is 43% of households in Norwalk.

Source: United Way of Coast Fairfield County 2020

Goals & Objectives

Develop an integrated workforce development infrastructure and strategy for Norwalk to meet employer-driven demand and connect job seekers to educational and employment opportunities that lead to livable wage employment

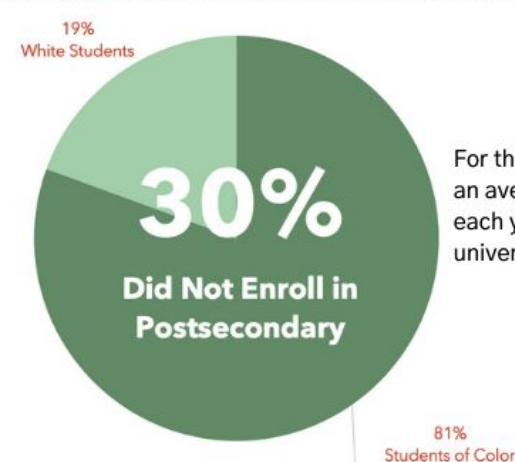
1. Strengthen connection, collaboration, and alignment among employers, education institutions, training providers, social service providers, and Norwalk's population through the creation of the Norwalk Workforce Development Committee
2. Amplify local and regional employer-community partnerships in supporting city-wide initiatives that meet their medium and high-skilled talent needs
3. Increase access to educational (including upskill and reskill) and employment opportunities that lead to livable wage employment for Norwalk Residents

Community-Level Outcome Indicator

- % decrease in ALICE population in Norwalk
- % decrease in disconnected youth in the greater Norwalk region
- % increase in Norwalk Public Schools students graduating high school with a post-secondary plan or post-graduation plan to enter the workforce with a livable wage

*The College & Workforce Readiness Initiative is Norwalk ACTS's newest initiative. This action plan is a preliminary plan that will continue to evolve with input from the Norwalk Workforce Development Committee.

Percentage of NPS Students Not Enrolling in Postsecondary Education



For the NPS graduating classes of 2016-2020, an average of 30% (average of 243 students each year) did not enroll in a college or university within the first year after graduation.

Source: National Student Clearinghouse

CORNERSTONE PRIORITIES

Through research and examination of best practices and what it takes to make systems-level changes, the backbone team will focus on these cornerstone priorities over the next three years to build capacity in the Norwalk ACTS partnership.



DATA

Data must inform decision making and ensure shared accountability for the community.

1. Continue to provide public-facing data of important community-level indicators with an improved emphasis on qualitative data reporting, and formalize data access of tools and products for Norwalk ACTS membership when requested.
2. Continue to define and create, in collaboration with the Norwalk data governance committee, a sustainable early childhood and post-high school longitudinal data pipeline and infrastructure.

POLICY & ADVOCACY

Community must be empowered and equipped to advocate for equitable policies and practices.

1. Develop multilingual tools, resources, and trainings for the community to educate and empower them to engage the city, state, and federal policymakers and advocate for equitable policy change.
2. Convene and support community members and leadership throughout the city to take collective action on policies and practices that are critical to the success of each Initiative and work collaboratively with CT C2C Coalition to develop and advocate for equitable policies that are driven and co-created by community voice.

SOCIAL JUSTICE & RACIAL EQUITY

We must call out and address racial and social inequities in the community.

1. Build alliances and share power with marginalized and historically excluded community members, and develop structures and processes to consistently center the experiences and ideas of residents.
2. Provide ongoing professional development and learning opportunities to build cultural humility, improve community outcomes and quality of care, and develop strong, positive relationships where Norwalk cultures and identities are centered, valued, and understood.

COMMUNITY ENGAGEMENT

Lived experience of community must drive decision making.

1. Increase the number of community advocates and community members, representative of the Norwalk population, participating and leading Norwalk ACTS Initiatives and workgroups.
2. Strengthen relationships between potential, new, and long-term members through a structured onboarding process and consistent relationship-building opportunities that will lead to increased partnerships and access to community resources.



To make sure we're on the same page, here are working definitions for some of the words we may use during our time together.

What is Equity?

The quality of being fair and impartial.

What is Racial Equity?

A process of eliminating racial disparities and improving outcomes for everyone. It is the intentional and continual practice of changing policies, practices, systems, and structures by prioritizing measurable change in the lives of people of color.

What is Social Justice?

The view that everyone deserves equal economic, political, and social rights and opportunities.

Equity Panel



Prema Winn
South Norwalk Family
Executive Center



Rob Cashel
Family & Children's Agency



Bob Giolitto
The Race and Social Justice
Coalition at St. Paul's



Cadence Pentheny
Triangle Community Center



Lorraine Reid-James
Family & Children's Agency

5 Minute Breakout

Each name tag has a number (1-8). For the tabletop discussion, we ask that all sit at the table of corresponding number.

Discussion Goals

Goal 1- Find someone to connect and continue this dialogue with.

Goal 2- Identify an action you will take based on this discussion.

Table Discussion Norms

1. Listen and be open to different perspectives and experiences.
2. Show respect and suspend judgment.
3. Disagreement is an opportunity to expand our perspectives.
4. Check your assumptions and assume positive intent.
5. Be purposeful and to the point.
6. Step up, step back.

Equity Table Discussion Questions

- What reactions/ takeaways do you have based on the panel discussion?
- What does race equity personally mean to you?
- What does social justice personally mean to you?
- Consider where you are currently in your race equity journey, what is a lesson that you have learned?
- *(If representing an organization)* How is your organization building a race equity culture?
- What are you grappling with on your personal journey in this work?
- What action will you take based on this discussion?

Our 2nd Annual Partnership Survey

Norwalk ACTS

ANNUAL PARTNERSHIP SURVEY



WE WANT YOUR FEEDBACK
WE INVITE YOU TO LET US KNOW HOW WE
ARE DOING WITHIN THE CORNERSTONES
OF OUR COLLECTIVE IMPACT WORK.



OR VISIT
<https://bit.ly/NACTSSurvey>

- 5-10 minutes
- All answers will be anonymous.
- All multiple choice questions with three optional open-ended questions

The results of the survey will be developed into a partnership progress report that we will present to our membership on an annual basis to hold ourselves accountable.

Closing

Strategic Plan
will be sent
out following
today's
convening!

Sign up on our website for our newsletter!

September news & updates

Norwalk ACTS

September 9th, 2021

Upcoming Events
See what's happening this [month](#).





News You Can Use
[The Hour: Census Data: Norwalk Has the 7th Highest Population Increase in CT](#)
[CT Post: "In Their Own Words," Dallo Education Funds Storytelling Platform for CT Teachers](#)
[Chalk Talk: For Norwalk Schools, Resolving Equity Gaps Starts with a Mindset Shift](#)

Member Spotlight
ALL OUR KIN

All Our Kin is a nationally recognized nonprofit organization that trains, supports, and sustains family child care educators—transforming opportunities by ensuring that children and families have the foundation they need to succeed in school and in life.

[Become a Norwalk ACTS member today!](#)

**FOLLOW US
FOR OUR LATEST NEWS**



CEO Corner
Jennifer D. Barahona, LCSW

Over the past week, social media feeds were filled with faces of children and teachers returning to school. Given the uncertainty of the past eighteen months, it feels comforting to have a routine. However, now more than ever, we need to continue to come together as a community to support one another, exercise patience and understanding, and give ourselves and others grace.

We send our very best wishes to all students, teachers, staff, and families as together we continue to learn to navigate this new reality. Getting back into a routine is also an opportunity to recommit to our own self-care plans so that we are in a position to serve to the best of our abilities.

We look forward to welcoming you to the first convening of the new school year on [September 14th](#). We will be unveiling our new vision and mission statements and updating members on the plans for the coming year. In addition, we will receive an update from our race equity core team and hear from the Norwalk Public Schools about the strategic operating plan for the district.

DON'T MISS OUT!

Are you a member? Please sign our digital **Memorandum of Agreement (MOA).**

Norwalk ACTS

MEMORANDUM OF AGREEMENT

The **mission** of Norwalk ACTS is to enrich and improve the lives and futures of all of Norwalk's children and youth, from cradle to career. In doing so, it is our **vision** that Norwalk will be the healthiest city in America for a child to grow up in - academically, socially/emotionally, and physically. Social justice and racial equity are core values of Norwalk ACTS. We are committed to continuing to disaggregate data to report on racial and economic disparities so that together we can deploy tools and resources to support adoption of equitable practices. This includes evaluating our internal operations and systems and building our own capacity to make measurable progress towards being a truly diverse, equitable, and inclusive organization. The Norwalk ACTS Membership, having adopted the principles of **Collective Impact** and the **StriveTogether Theory of Action** for building cradle to career civic infrastructure, is helping our community build an integrated system to address the academic, social emotional, and health/wellness needs of Norwalk's children.

Principles of Collective Impact

- Common Agenda
- Shared Measurement
- Mutually Reinforcing Activities
- Continuous Communication
- Backbone Support

StriveTogether Pillars

- Shared Community Vision
- Evidence Based Decision Making
- Collaborative Action
- Investment and Sustainability

Additionally, we incorporate these additional **eight practices** of Collective Impact:

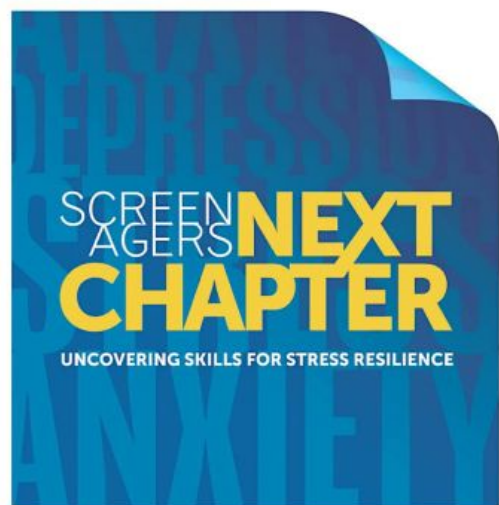
1. Design and implement Initiatives with a priority placed on equity
2. Include community members in the collaborative
3. Recruit and co-create with cross-sector partners
4. Use data to continuously learn, adapt, and improve
5. Cultivate leaders with unique system leadership skills
6. Focus on program and system strategies
7. Build a culture that fosters relationships, trust, and respect across participants
8. Customize for local context

Our Collective Impact process, strategies, and Initiatives are aimed at the achievement or increase in the %s of the following community level outcomes:

- Norwalk children enter kindergarten ready to learn.
- Norwalk students meet the goal level in 3rd grade reading.
- Norwalk students have the necessary skills to successfully transition from 5th to 8th grade.
- Norwalk students have the necessary skills to successfully transition from 8th to 9th grade.
- Norwalk students graduate from high school in 4 years ready for college, post-secondary training, or full-time employment.
- Norwalk graduates are career-ready with a college degree or professional certificate.

Upcoming Events in 2022 - Save the Dates!

All links will be shared in follow up email



**Out of School
Time Initiative
Meeting**



**Social
Emotional
Health Initiative
Meeting**



**Early Childhood
Initiative
Meeting**



**Policy
Convening with
Norwalk's
Delegation**



September 14, 2022

6:30 PM

Wall Street Theatre

October 4, 2022

11:00 am - 12:30 pm

November 2, 2022

3:00 pm - 4:30 pm

November 16, 2022

10:00 am - 12:00 pm

December 13, 2022

8:30 am - 11:00 am

Stepping Stones