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### Albany Promise 2014 Report Card

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2014

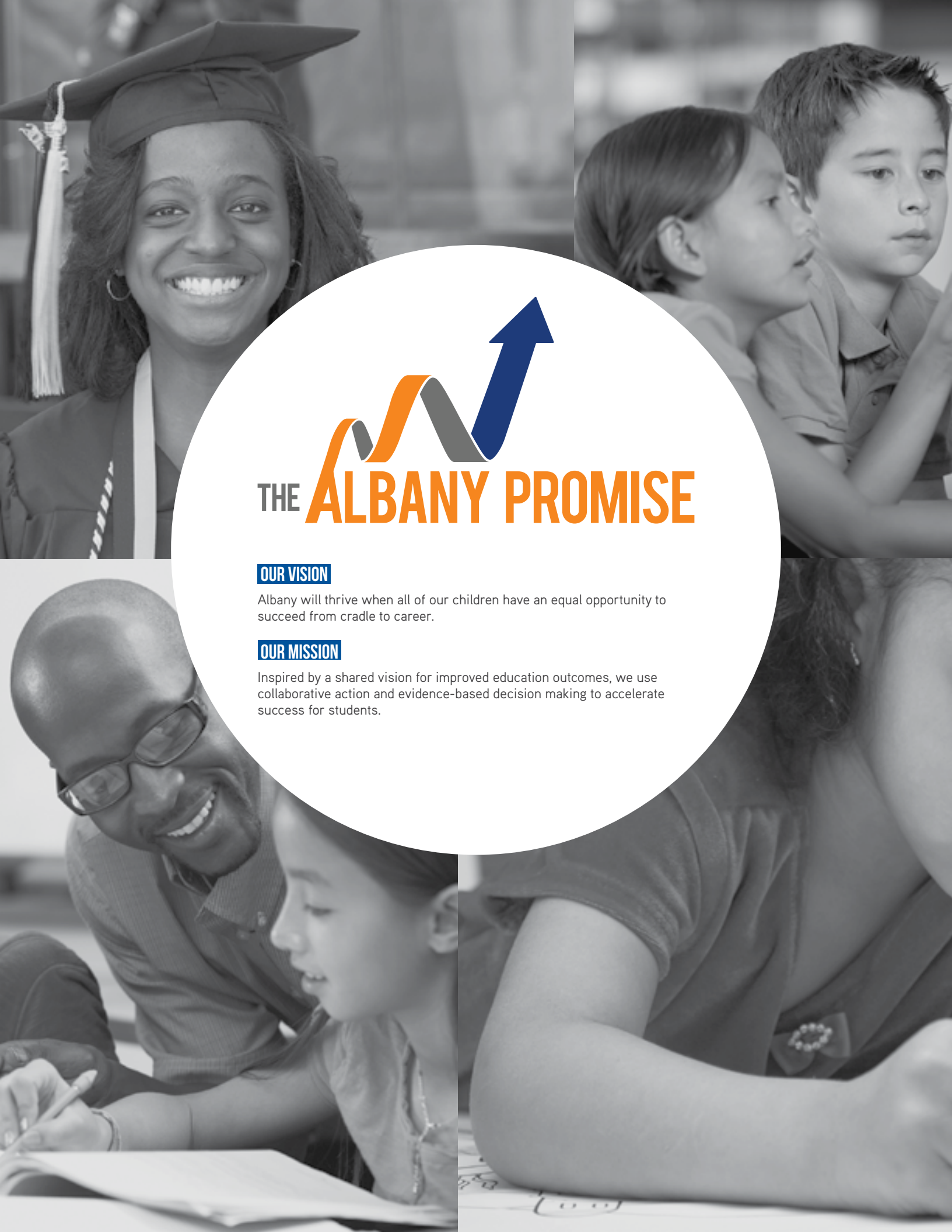
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REPORT

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CARD





THE **ALBANY PROMISE**

**OUR VISION**

Albany will thrive when all of our children have an equal opportunity to succeed from cradle to career.

**OUR MISSION**

Inspired by a shared vision for improved education outcomes, we use collaborative action and evidence-based decision making to accelerate success for students.



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## THE ALBANY PROMISE PARTNERSHIP

**What does it mean when a community comes together to change its future?**

It means we're all in. We're a part of something bigger. We leave our individual agendas at the door. We adhere to a shared community vision for the education of all of our children. We commit to using evidence to drive decision making. We share and analyze data. We use continuous improvement. We invest in what works for our kids. *We are all in.*

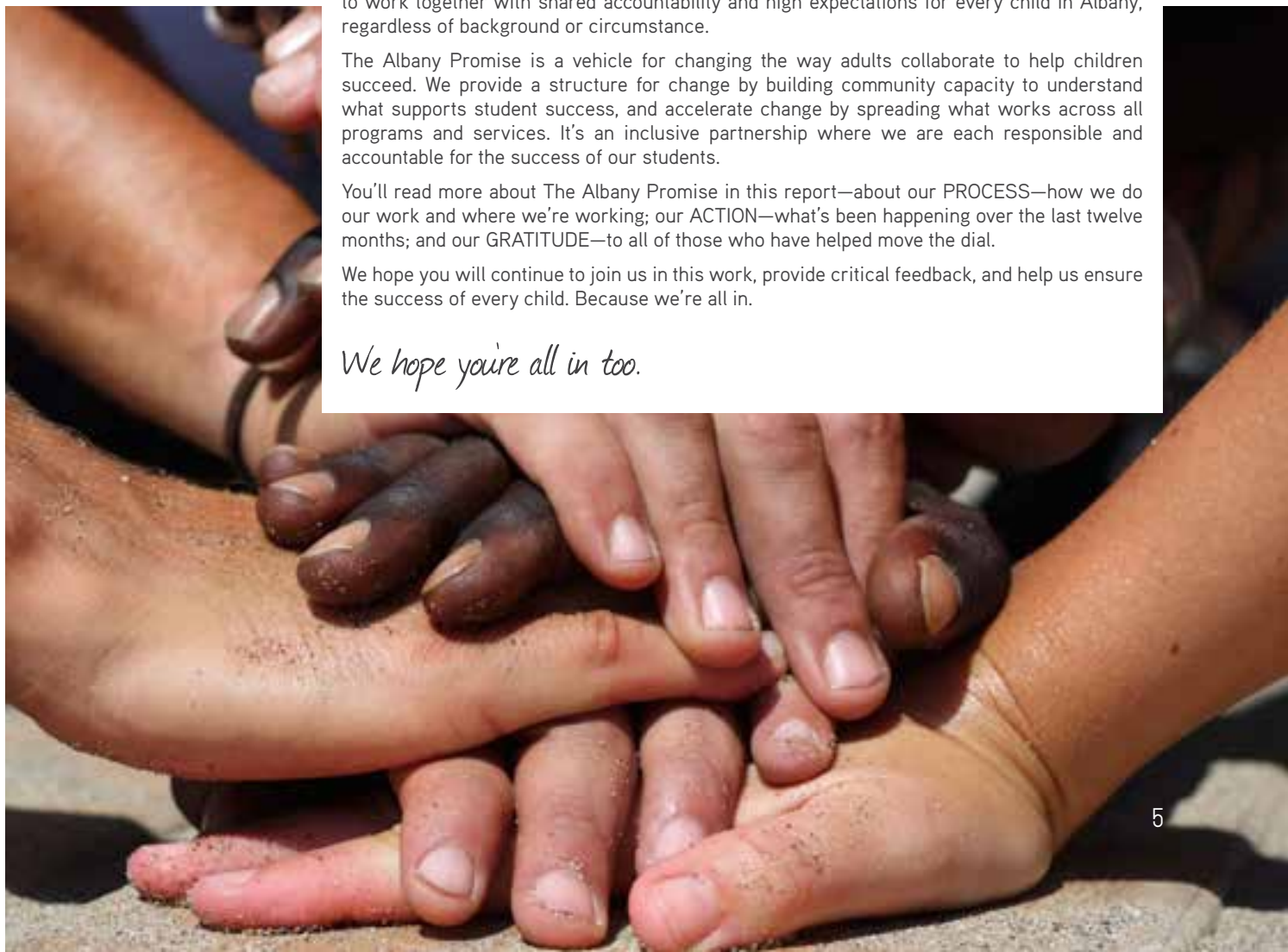
Proving children with the tools to become educated, employed, and engaged members of society is the job of our entire community. No single entity or group can solve the challenges that face our students, our families, our schools, or our community. It takes commitment from all sectors—education, business, community, higher ed, civic, and philanthropy. We all need to work together with shared accountability and high expectations for every child in Albany, regardless of background or circumstance.

The Albany Promise is a vehicle for changing the way adults collaborate to help children succeed. We provide a structure for change by building community capacity to understand what supports student success, and accelerate change by spreading what works across all programs and services. It's an inclusive partnership where we are each responsible and accountable for the success of our students.

You'll read more about The Albany Promise in this report—about our PROCESS—how we do our work and where we're working; our ACTION—what's been happening over the last twelve months; and our GRATITUDE—to all of those who have helped move the dial.

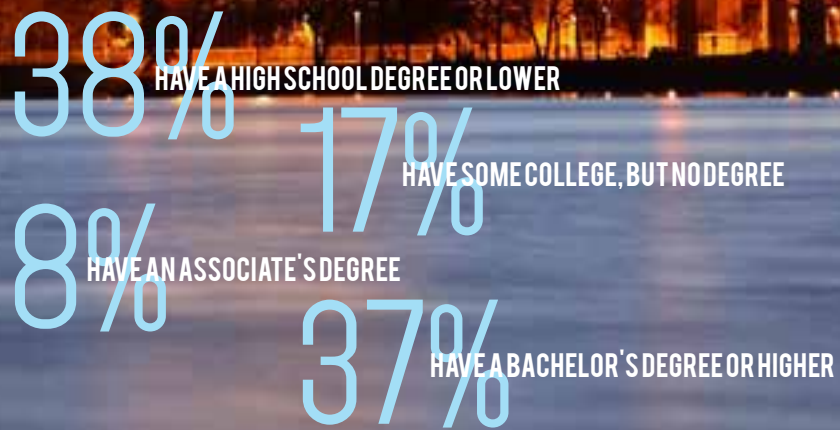
We hope you will continue to join us in this work, provide critical feedback, and help us ensure the success of every child. Because we're all in.

*We hope you're all in too.*





The unemployment rate in Albany is 10%, representing about 5,000 individuals. City residents 25 years and older have varying levels of educational attainment:



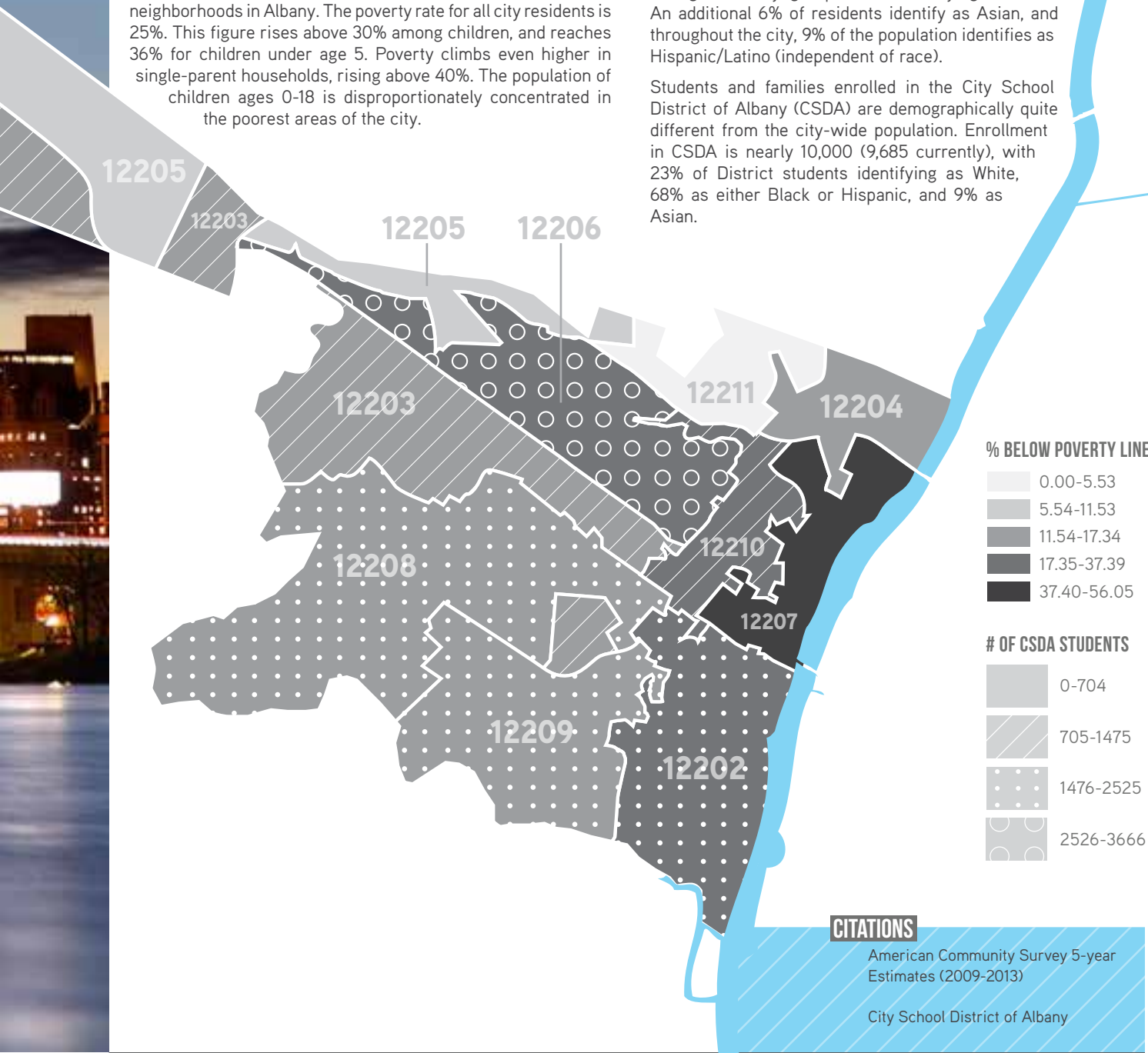


# CITY OF ALBANY

**\$** As in most urban settings, economic indicators are uneven across Albany, with poverty estimates ranging from 7% in some ZIP Codes (12205) to 58% in others (12207). Per capita income ranges from approximately \$11,000 to \$35,000 across neighborhoods in Albany. The poverty rate for all city residents is 25%. This figure rises above 30% among children, and reaches 36% for children under age 5. Poverty climbs even higher in single-parent households, rising above 40%. The population of children ages 0-18 is disproportionately concentrated in the poorest areas of the city.

**👨👩** Albany is home to nearly 100,000 New Yorkers, 25% of whom are 19 years old or younger. The city population remains majority White (56%), with a large minority group (33%) identifying as Black. An additional 6% of residents identify as Asian, and throughout the city, 9% of the population identifies as Hispanic/Latino (independent of race).

Students and families enrolled in the City School District of Albany (CSDA) are demographically quite different from the city-wide population. Enrollment in CSDA is nearly 10,000 (9,685 currently), with 23% of District students identifying as White, 68% as either Black or Hispanic, and 9% as Asian.



**CITATIONS**

American Community Survey 5-year Estimates (2009-2013)

City School District of Albany



## THE EQUITY EQUATION

Our community currently faces achievement gaps at every educational level. Beginning in kindergarten, we see significant gaps in the achievement of children from different racial groups—gaps that we know only persist and grow wider as time goes on. The most profound gap is between Black and Hispanic students and their White and Asian counterparts. With students of color comprising over 65% of the District’s population, the social and economic consequences of the current level of achievement are dire, and unacceptable.

Our commitment to racial equity has been central to our vision since day one. Within the partnership, equity doesn’t take the form of a committee or any single action—it’s embedded in everything we do. The disaggregation of all data by race, social-economic status, or other relevant factors allows us to identify the students who are being left behind. This enables us to think critically about how we can support our most vulnerable populations. Participation in this work requires sharing the value of racial equity.

With such large gaps in achievement, it is sometimes necessary to disaggregate not just the data but the interventions used to close these gaps. My Brother’s Keeper, a national initiative to boost the academic and social success of Black males, has shown that specific interventions for young Black males succeed at higher rates than typical interventions. The City of Albany signed onto the My Brother’s Keeper challenge in 2014, and The Albany Promise is supporting that effort to implement supports that will lift up all students.

From early childhood to college and career, we stand committed to closing the achievement gap. We look forward to the day when we can eliminate the relationship between achievement and race, gender, or social-economic status.





# SUPERMAN ISN'T COMING TO SAVE US

The pattern plays itself out time and time again. A grant application is released. A funder thinks they know what might work. A committee is formed. A position is created. The grant expires. The funder leaves. The committee is abolished. A person retires.

Attempting to pull together enough programs or initiatives to support every child simply hasn't worked and has left our most vulnerable populations at risk of falling through the cracks between the thousand points of light. *We are program rich, but system poor.*

If we're going to solve the system-level challenges of ensuring success for every child, we all need to coordinate our efforts around clearly defined goals. And then focus our resources on interventions that are proven to improve outcomes.

*There is no silver bullet, no more waiting for superman.*

“The commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem.”

– John Kania and Mark Kramer, Stanford Social Innovation Review, Winter 2010]

## COLLECTIVE IMPACT

This new approach to adaptive problem solving is called **COLLECTIVE IMPACT** and has five conditions:

- 1 **Common Agenda:** All partners involved share a common vision for change that is jointly developed to ensure its universality.
- 2 **Shared Measurement:** All partners agree on how success will be measured and agree to share data and participate in timely analysis of data.
- 3 **Mutually Reinforcing Activities:** All partners coordinate actions to support the common agenda. Each partner executes their activities differently based on what their role is, but all activities support the goals of the partnership.

- 4 **Continuous Communication:** All partners communicate open and honestly, building trust, motivation, and shared accountability for results.
- 5 **Backbone Support:** An independent staff ensures the partnership moves forward every day.

*Stanford Social Innovation Review, Winter 2010*

## INDIVIDUAL ACTION TO COLLABORATIVE ACTION

### COLLABORATIVE ACTION

- A group working towards the same outcome
- Using disaggregated student-level data
- Continuously improving practices over time



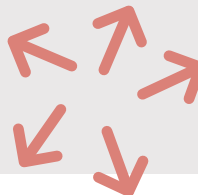
### COORDINATED ACTION

- A group working on a specific issue
- Sharing program information/design
- Aligning efforts around a specific issue or population



### INDIVIDUAL ACTION

- Individual practitioners working on specific issues
- Collecting qualitative and quantitative data for their individual programs
- Demonstrating impact with individual students

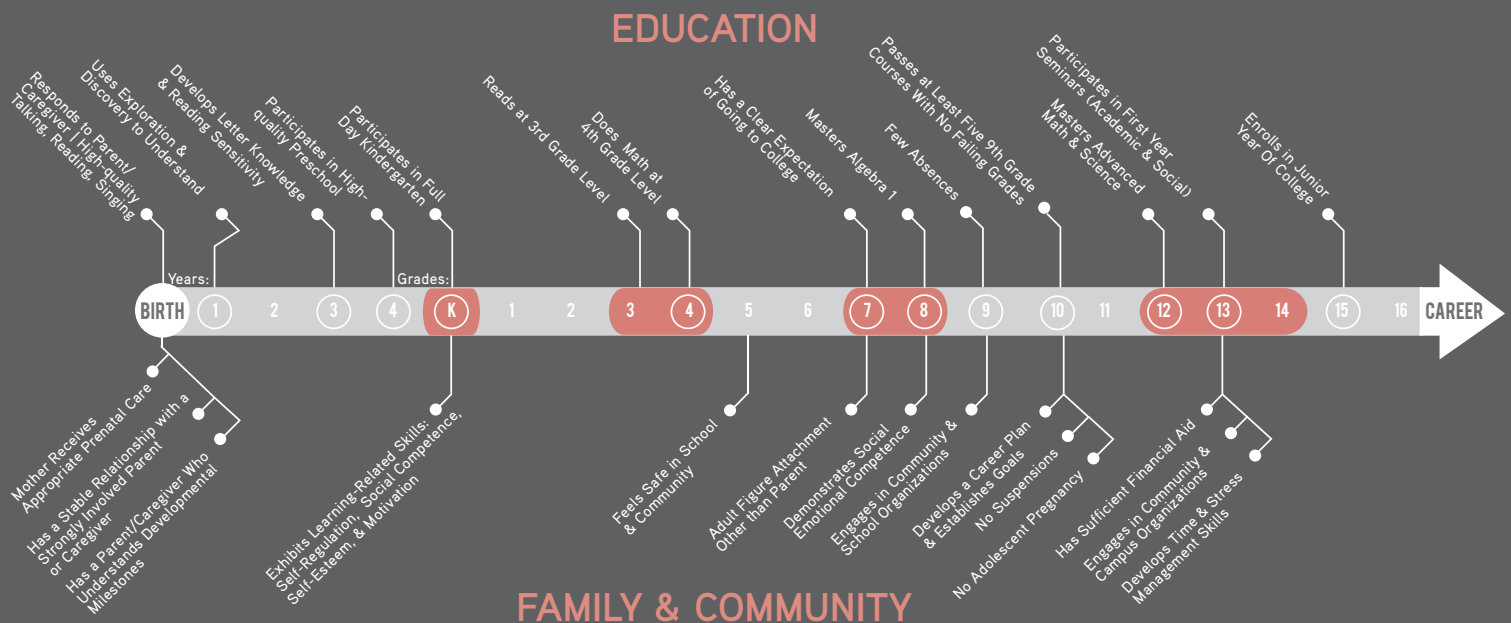




# SHARED COMMUNITY VISION

Creating shared accountability for the success of all children requires a shared community vision for education. These include all the competencies, experiences, and benchmarks we agree all children should have access to.

In 2012, the partnership convened the community in order to establish this community vision. The resulting document is below; the student roadmap to success. It illustrates the cradle-to-career commitment to education, beginning at birth and progressing through post-secondary and career. The roadmap represents the holistic nature of the education pipeline, including both academic benchmarks (above the timeline) and social/emotional benchmarks (below the timeline).



Key Transition Areas  
Benchmarks

Researched by the University of Cincinnati, Center for Urban Education © Strive 2006  
Adapted with permission

With this vision in hand, the partnership established five educational goals for all students in Albany:

- GOAL 1** Children enter kindergarten ready to succeed
- GOAL 2** Students are proficient in core academic subjects
- GOAL 3** Students successfully transition from middle to high school
- GOAL 4** Students graduate from high school
- GOAL 5** Graduates attain employment or a post-secondary degree/credential

## HOW WE WORK

What makes The Albany Promise unique is our process. We use a rigorous, data-driven, grassroots-and-grassroots approach to convene partners into action teams, focusing on improving outcomes and indicators, leveraging existing resources, including the voice of the community, and engaging in collaborative action.

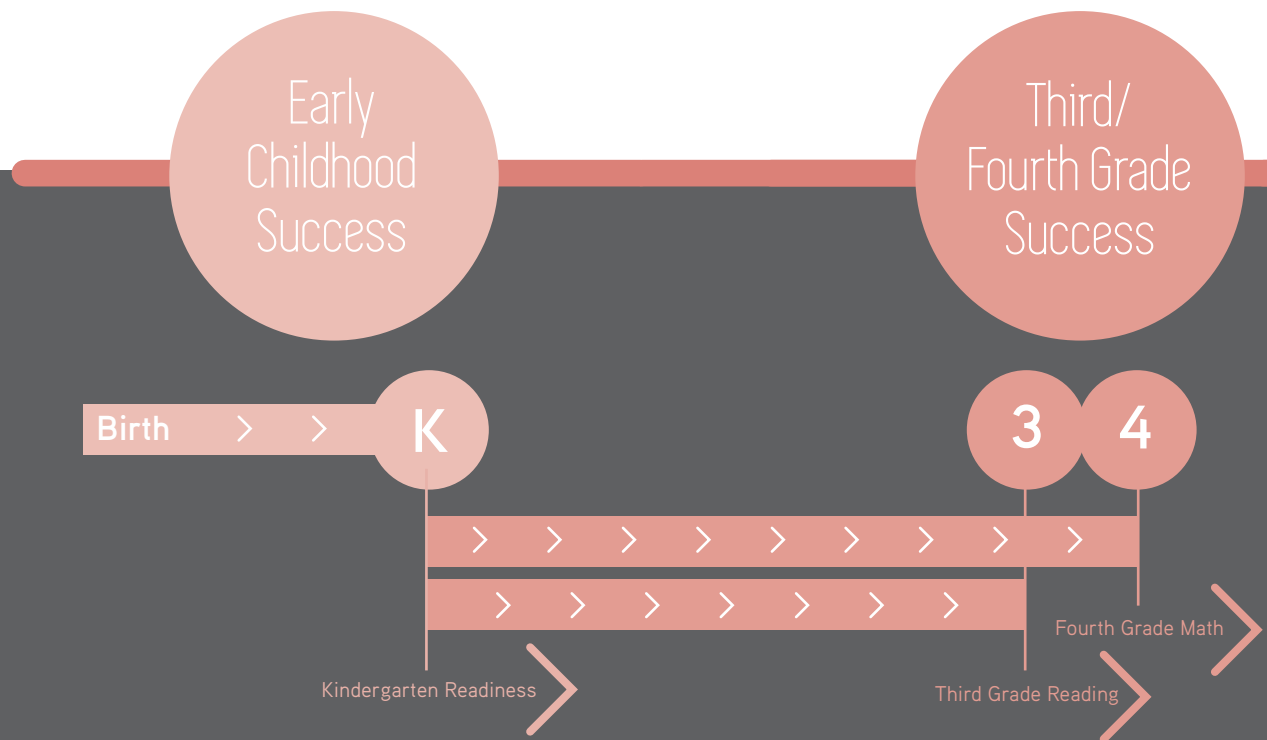
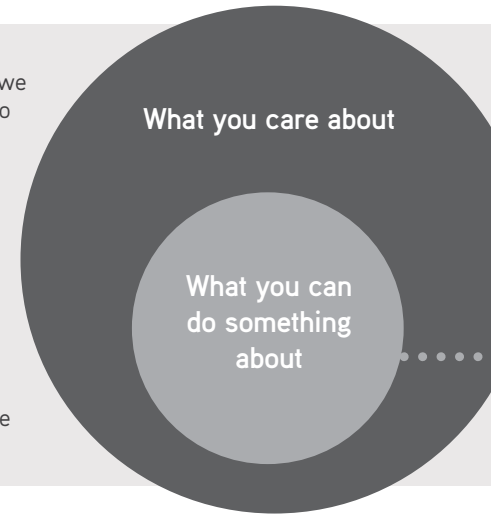
“Process is the new program”

### ACTION TEAMS

The partnership gets its work done on the ground through Action Teams, composed of partners who have content expertise, knowledge or influence in the community, or control over resources or strategies needed to move the work forward. These partners are often direct service providers who work with schools, students, families, or policy implementers. Together, the teams create charters to hold each other accountable to the Partnership and develop the right scope to reach their goals.

### SCOPING THE WORK

When confronting the myriad challenges we face, it can be difficult to know where to start. Part of being effective in affecting change is acknowledging that we can't boil the ocean. Proper scoping of the work is critical to being able to have impact. Action teams are advised to always keep in mind what practices/policies/resources they can influence, rather than the ones they cannot. This enables action teams to create action plans that the team can act on, instead of the all-too-common wish lists that invariably end up collecting dust on someone else's shelf.



**IDENTIFYING OUTCOMES AND INDICATORS**

Equally critical to the success of an action team is the selection of the right outcomes and indicators. Each team must have a way to measure both their short-and long-term progress, and have access to said data to be able to track the indicators on a frequent basis.

You will see these various indicators referred to on their corresponding action team pages.

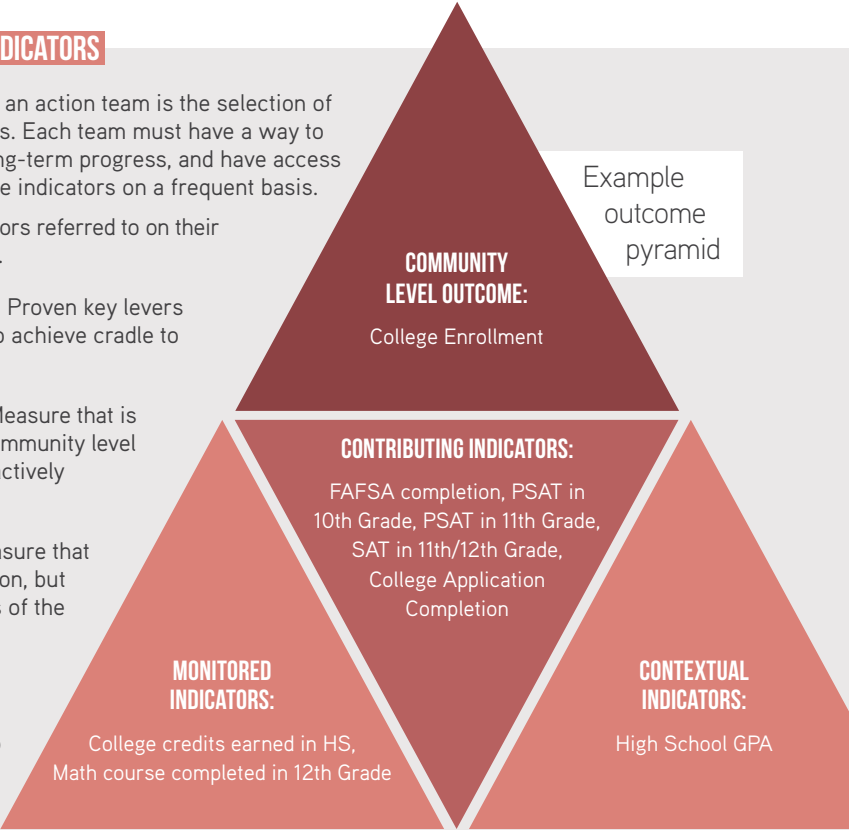
**COMMUNITY LEVEL OUTCOME:** Proven key levers that need to be moved in order to achieve cradle to career success.

**CONTRIBUTING INDICATORS:** Measure that is associated with improving the community level outcome that the action team is actively working on.

**MONITORING INDICATORS:** Measure that the team is not initially focusing on, but might eventually become a focus of the action team.

**CONTEXTUAL INDICATORS:** Measure that is outside of the action team's scope but needs to be monitored as it influences the partnership's outcomes.

Example outcome pyramid



**Circle of CONCERN**

Out of the partnership's scope: refer to another sector.

**Circle of INFLUENCE**

Out of the team's scope: refer to another team.

“You can't improve what you can't measure”

College & Career Success



**CURRENT ACTION TEAM AREAS**

Choosing where to start can be as difficult a task as any, since so many areas need improvement. Optimal conditions include access to the necessary data needed to analyze what is happening in the given space, community will to change practices around a particular outcome, and strong leadership in that space.

The partnership first selected Early Childhood as a priority outcome area, and work began in 2013 to form the Early Childhood Success Action Team. Next, the partnership focused on early grade reading and mathematics, creating the 3rd and 4th Grade Success Action Team. In Spring of 2014, the College and Career Action Team was launched. Two other action teams were launched in 2013, but due to unfavorable conditions, were put on hold.

Selecting priority areas for work doesn't mean that these areas are more important than others—it simply reflects the current capacity of the partnership. As the partnership grows, more priority areas will be added and new action teams will form.

9 > > > 16

Post-secondary attainment

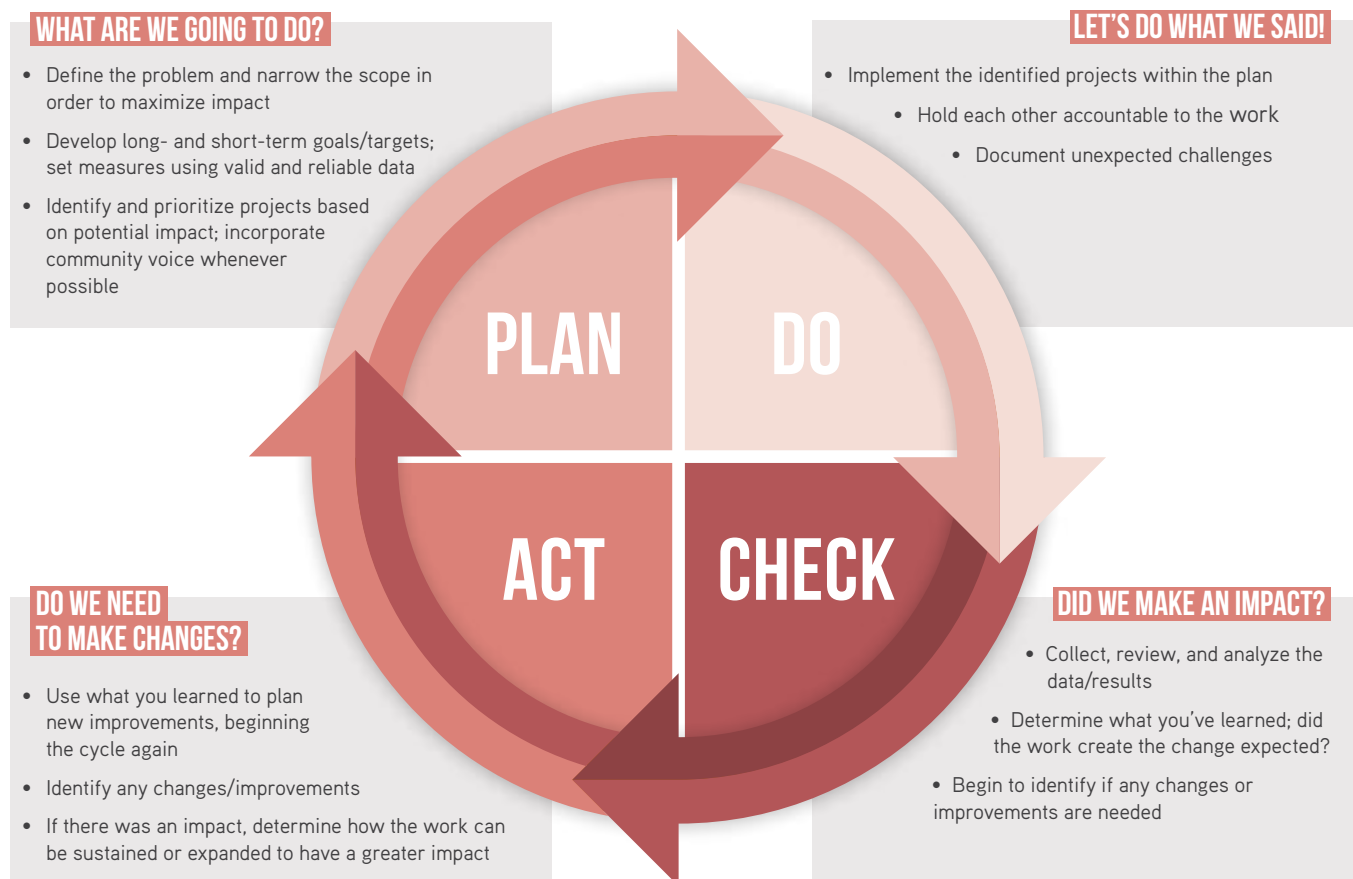


# PLAN. DO. CHECK. ACT.



con·tin·u·ous im·provement  
ken' binyooes im' proovment]

Borrowing from the past 100 years of quality control science, The Albany Promise commits itself to using continuous improvement to always be improving—using local data to improve the efficiency and effectiveness of processes and actions. This process can take many forms, most of which follow the plan-do-check-act diagram below.



Continuous improvement is critical to the work since many outcomes are the result of multiple indicators working together or against one another. Without constant attention to each part of the puzzle, we will never see population-level change. Continuous improvement also helps to uncover the most impactful practices, so that we can expand what works to more students.

The cycle of continuous improvement gives us a reliable process to define problems, test interventions, and analyze the results—all very quickly. The work may never seem “done,” but we’re able

to see results instantly, fail more quickly, and learn more from our failures. After all, with a long way to go until all our children are succeeding, it’s nice to know we’ve got a sure-fire way of getting there.

Simply put, we need continuous improvement to become the best at getting better.





# EARLY CHILDHOOD

# SUCCESS ACTION TEAM

Early childhood settings are critical in building the foundation for learning that all students need to begin a successful journey through the education pipeline. There is growing recognition that the skills children develop early in life facilitate learning at later stages in development, and that skills missed early on may be difficult to compensate for at a later time<sup>(1)</sup>. National research suggests that the achievement gap is visible even at the kindergarten level, with students from disadvantaged backgrounds performing below more advantaged peers in early reading and mathematics skills, oral language development, vocabulary, and general knowledge<sup>(2)</sup>. Simply put, the work of ensuring an equitable educational foundation for all students begins in early childhood.

There is a wide variety of programs serving young children in the City of Albany, with nearly 100 early childhood providers serving infants, toddlers, and pre-kindergarten children within the city limits. Data on the various early learning settings in Albany is limited and often incompatible with other sources. More specifically, it is not clear which curricula, practices, guidelines, and assessments are being used across the settings, if any. Further exacerbating the problem is the wide variation in professional credentials and training across early learning settings.



## GOAL

Children enter kindergarten ready to succeed.

## CORE INDICATOR

Average performance of incoming kindergarteners in six foundational skill areas.

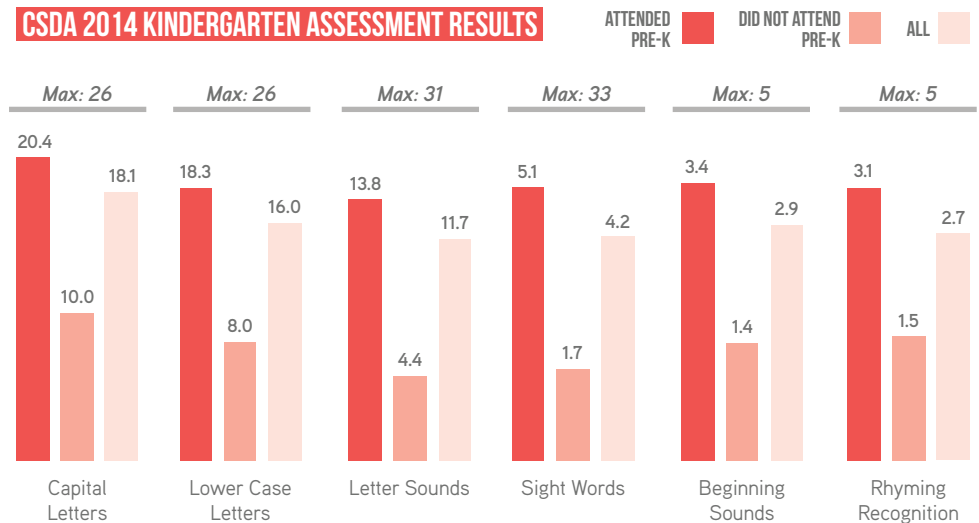
## TARGET

By 2017, increase the average performance of kindergarteners in each of the six key areas by 35%.

## CO-CHAIRS

**Melissa Hasty**, Early Childhood Coordinator, City School District of Albany; **Tina Turriglio**, Center Team Coordinator, Capital District Child Care Council

## CSDA 2014 KINDERGARTEN ASSESSMENT RESULTS



# 1

## ESTABLISHING A FORMULA FOR KINDERGARTEN SUCCESS

The Early Childhood Action Team embraced the complexity of the early childhood space and together established a Kindergarten Success Formula—a clear message that the success of all kindergarteners does not lie with any one person or institution, but rather with all partners working together.

The Albany Promise and its members are committed to working together to ensure the success of all incoming kindergarteners, with the knowledge that: all children are capable of learning; all children develop at different rates; and success necessitates collaboration between families, communities, and schools to ensure the success of every child.

### Kindergarten Success Formula

**Families + Community + Programs = Children Ready for Success in Kindergarten**

**Families:** Families provide loving, stable, and healthy environments for children; engage in positive play and learning experiences with children; recognize their role as the child's first teacher and advocate.

**Programs:** Programs engage the child where they are developmentally; meet high-quality care, educational, and developmental benchmarks; meet the diverse learning needs of all children; focus on both social-emotional and academic development; focus on progress in a child's learning; and partner with families to help each child reach her/his potential.

**Community:** The community provides access to high-quality early learning opportunities; provides accessible healthcare for all children; and provides a vast array of learning experiences in the community for children that build critical learning skills.

# 2

## PROFESSIONAL DEVELOPMENT OF EARLY CHILDHOOD PROVIDERS

Through a survey administered to early childhood providers in 2013, the need for clarification of what was expected of providers arose. To improve understanding within the provider community, a series of professional development workshops were launched, giving all early learning programs free access to high-quality training in both the New York State Pre-Kindergarten Foundation for the Common Core (for Pre-K provider use) and the New York State Early Learning Guidelines (for infant and toddler provider use). 55 providers from 22 programs across the city attended the sessions, which included make-and-take activities to empower providers to change their practices in their classroom settings. The Capital District Child Care Council provided both certified trainers and training hours to encourage participation. The City School District of Albany's Early Childhood Coordinator co-facilitated the trainings to ensure that providers understood just how important it is to have students entering elementary school ready for kindergarten.

55 PROVIDERS ACROSS 22 PROGRAMS

PROJECTS

# 3

## FIRST EVER DISTRICT-WIDE ASSESSMENT OF INCOMING KINDERGARTENERS

A big hurdle in taking on the goal of ensuring that every child is ready for kindergarten was the lack of available data to show how students were performing in the key skill areas that lead to readiness. In the Fall of 2014, the entire kindergarten class was assessed with a literacy-based tool developed by the District. This first-ever universal collection will allow us to track the progress of incoming cohorts each year as well as provide key information as to which skill areas need the most development.

700 KINDERGARTENERS ASSESSED

## EXPANDING THE USE OF RESEARCH-BASED CURRICULUM AND ASSESSMENT TOOLS

# 4

Through the delivery of professional development, providers learned about the importance of using a research-based curriculum to support the learning standards for early childhood. While some providers are required to use a curriculum due to their funding streams, others do not, creating an uneven distribution of quality in programs for children. Furthermore, assessment of children's skills varies across programs, creating an uneven view of how children are progressing across programs. Through support from the United Way, the partnership has been able to bring a research-based curriculum and assessment tool to providers who previously didn't have access.

6 PROGRAMS GAINED ACCESS TO CURRICULUM AND ASSESSMENT TOOLS

### CITATIONS

- (1) Roskos & Christie, 2007
- (2) Hart & Risley, 1995

### WHAT'S NEXT

- Offering parent engagement opportunities to broaden understanding of the parent's role as a child's first teacher
- Continued implementation of a research-based curriculum and assessment tool in early childhood settings
- Expansion of the professional development offerings for early childhood providers

3RD AND 4TH GRADE

SUCCESS ACTION TEAM

Literacy is critical to a student’s academic success, and early grade reading is crucially important as disparities in literacy during the early grades are linked to persistent achievement gaps later on in a student’s academic career. If children fall behind by third grade, they generally stay behind throughout school<sup>(1)</sup>. National research shows that students who are not proficient by the end of third grade are four times more likely to leave high school without a diploma than proficient readers<sup>(2)</sup>. This critical milestone corresponds to a transition from “learning to read” to “reading to learn,” meaning the reading curriculum becomes more complex in both vocabulary and meaning, and students are expected to use text to analyze, inquire, and develop connections. Without the key building blocks of literacy in place, students fall behind and cannot develop these key habits of mind.

Mastery of mathematics is also an important milestone for persistence, academic achievement, and intellectual development. Nationally, many studies point to the successful completion of eighth grade math (typically Algebra 1) as an indicator of college and career readiness. Students who succeed at middle grade math stay in the mathematics pipeline longer and attend college at higher rates than students who do not<sup>(3)</sup>. However, when the Action Team dug into the local data around mathematics proficiency in Albany, they discovered a noticeable drop in scores between third and fourth grade on the district assessment. Before we tackle eighth grade math, we must focus on the fourth grade gap.

In thinking through the factors that affect students’ literacy and math proficiency, the Action Team initially scoped their work to the out-of-school-time space, meaning the hours that students spend outside of the classroom. Most elementary school students are enrolled in some form of after-school program, adding an additional three to four hours of adult-supervised structured learning time to their day. Elementary school students can add up to 3,060 hours of learning time through after-school opportunities<sup>(4)</sup>. Without these extra hours to boost their academic and social skills, we simply won’t get close to closing the achievement gaps we face.

**GOAL**

Students are proficient in core academic subjects.

**CORE INDICATOR**

Percentage of students proficient in 3rd Grade English Language Arts & percentage of students proficient in 4th Grade Mathematics.

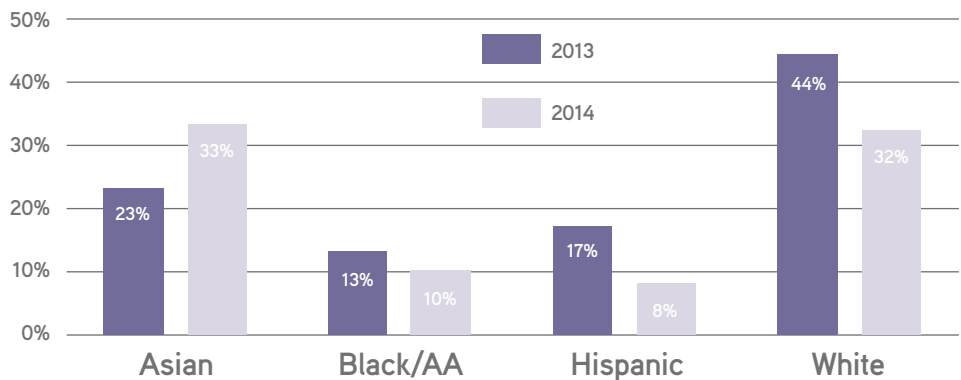
**TARGET**

By 2017, 60% of 3rd graders will be proficient in English Language Arts and 60% of 4th graders will be proficient in Math, as measured by the NYS assessment.

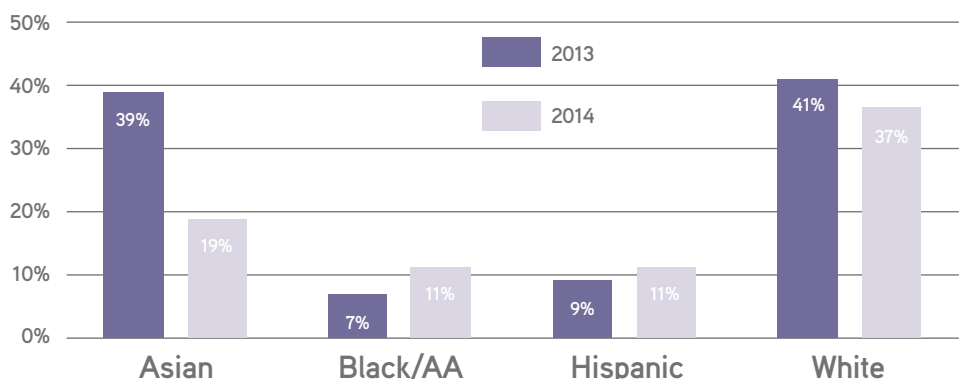
**CO-CHAIRS**

Lynn Siebert, *Director of Education Services, Capital District Child Care Council*; Karen Bechdol, *Director of Curriculum and Instruction, City School District of Albany*

**PERCENT PROFICIENT ON THIRD GRADE NYS ELA ASSESSMENT, BY ETHNICITY (2013 AND 2014)**



**PERCENT PROFICIENT ON FOURTH GRADE NYS MATH ASSESSMENT, BY ETHNICITY (2013 AND 2014)**



1

**CONVENING THE OUT-OF-SCHOOL-TIME COMMUNITY**

The provider landscape in the space of out-of-school-time (OST) is fractured due to the nature of funding and the various delivery models. It is a community that does not have a formal structure to come together, aside from various historical efforts to do so. In June of 2014, the partnership held an out-of-school-time forum to engage in conversation around the issues that impact the quality of out-of-school-time and what resources and improvements could be made available to OST providers to focus on quality. While a broad range of topics were discussed, one critical issue that most programs agreed needed improvement was behavior management of the children in OST programs. Typically, programs are staffed by non-certified teachers, due to the relatively low pay, few hours, and structure of the job. This in turn leads to enthusiastic staffers who may not have the pedagogical training relating to behavior management. Providers agreed that before any transformation to the content or delivery of educational material, staff must be able to manage a classroom of students.

PROJECTS

2

**TRAINING OUT-OF-SCHOOL-TIME STAFF IN POSITIVE BEHAVIOR INTERVENTION AND SUPPORT**

Having identified behavior management as an area in need of improvement, the Action Team launched a series of professional development workshops for out-of-school-time providers focused on Positive Behavior Intervention and Support (PBIS). PBIS is a research-based approach that directly teaches students clearly defined behavioral expectations. The District has implemented PBIS in each of its elementary schools, and by training the OST providers in PBIS, students will have more consistency in how they are expected to behave and what supports and interventions are administered when behavioral issues arise. This continuity between in-school and out-of-school time is key to increasing the learning time available to students.

The District's PBIS director and a school-aged training professional worked jointly on a curriculum that introduced the PBIS framework to OST providers and provided appropriate adaptations for OST environments. Each of the monthly two-hour professional development sessions were offered free of charge to all OST providers working in the city. Additionally, observation and coaching sessions are being provided in between each professional development session to a small sample group of four OST sites.

50

PROVIDERS ATTENDED THE OST SUMMIT



63

STAFF MEMBERS FROM SIX PROGRAM SITES ATTENDED THE FIRST SESSION IN JANUARY

“Elementary school students can add up to 3,060 hours of learning time through after-school opportunities.”

**CITATIONS**

- (1) Lesnick, Joy, et al., 2010
- (2) Hernandez, 2011
- (3) Spielhagen, 2006
- (4) TASC, 2014

**WHAT'S NEXT**

- Analyze the results of the observations to see if OST provider behavior management practices have changed
- Begin understanding the impact of literacy/math tutors
- Engage parents around early grade literacy and math

# COLLEGE AND CAREER

# SUCCESS ACTION TEAM

The 21st century knowledge economy demands a highly trained and skilled workforce for the jobs of tomorrow. It is projected that 65% of all U.S. jobs will require some form of post-secondary education by the year 2020; 35% requiring a bachelor's degree or higher, and 30% requiring an associates' degree<sup>(1)</sup>. Completion of post-secondary education leads to higher employment rates, with 5% of college graduates reporting unemployment in 2012 compared to 12% of high school graduates<sup>(2)</sup>.

Lifetime earnings also correspond to degree levels—a citizen with a high school diploma can expect to earn \$973,000 over a lifetime while someone with an associate's degree will earn \$1.7 million, and a worker with a bachelor's degree will earn \$2.3 million over a lifetime<sup>(3)</sup>.

In order to create a prepared and empowered workforce to build a stronger economy and improve the quality of life of our citizenry, we must ensure that every student has the opportunity to pursue a post-secondary education.

The College and Career Success Action Team chose to initially focus on post-secondary enrollment in the first 12 months of their work, with the understanding that post-secondary persistence and completion are also critical elements to building an educated workforce.

The team reviewed key data points pertaining to college enrollment and chose the following contributing indicators to focus on: PSAT completion in 10th and 11th grade, SAT completion in 12th grade, FAFSA completion, and successful college application completion.

## GOAL

Graduates attain employment or a post-secondary degree/credential.

## CORE INDICATOR

Percentage of students enrolling in post-secondary opportunities within six months after high school graduation.

## TARGET

By 2017, 65% of Albany High School graduates will be enrolled in some form of post-secondary education or training six months after graduation.



## BOOSTING PSAT & SAT PARTICIPATION

The PSAT is a diagnostic tool for students, families, and schools, providing feedback on student performance as it relates to college and career readiness in three major areas: reading, writing, and mathematics. Students who take the PSAT are given an early exposure to the SAT format, receive information regarding their potential to succeed in AP courses and earn college credit in high school, can opt-in to receive free information about admissions and financial aid from colleges, are given access to online college planning tools, and may qualify for the National Merit Scholarship Program and other programs that use PSAT scores. Nationally, students who take the PSAT in 10th and 11th grade on average score 189 points higher on the SAT than students who do not<sup>(4)</sup>.

In looking at historical PSAT and SAT participation data, there was an uneven distribution of student participation. In most years, there was in-school administration of the PSAT—which is highly recommended to ensure all students can participate—and varying levels of SAT participation. The partnership, with support from the Lumina Foundation, invested in in-school administration of the SAT to all seniors at Albany High School, and the District invested in in-school administration of the PSAT to both sophomores and juniors. On October 15, 2014, all sophomores, juniors, and seniors were given free access to the exams.

	2012-13	2013-14	2014-15
PSAT (sophomores)	352	0	368
PSAT (juniors)	311	343	373
SAT (seniors)	224	218	335

Overall, 500 more students took the PSAT or SAT in 2014/15 than in 2013/14. In both 2012/13 and 2013/14, 46% of SAT test takers were Black or Hispanic. In 2014, that percentage jumped to 61%, suggesting that the population granted access through universal administration was largely from a racial minority.

Consistent with national trends, students who took the PSAT prior to the SAT had an average score of 1439, while those who did not take the PSAT had an average score of 1128.

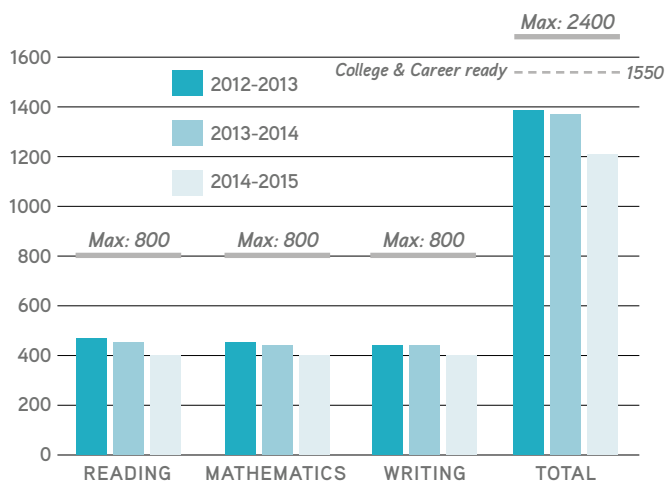
**+29% INCREASE IN SENIORS TAKING THE SAT**

# PROJECTS

## IMPROVING SAT SCORES

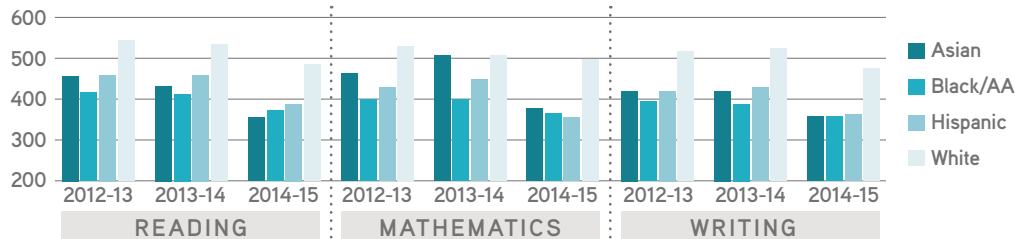
While increasing participation in PSAT and SAT testing is a first step to understanding how students are performing universally, the heavier lift is providing support to students in order to increase their scores, improving their eligibility to attend rigorous post-secondary institutions.

Since 2014 was the first year to have universal, in-school SAT testing, we can consider these results a baseline—a starting point against which we can measure progress each year.



Overall, average scores fell in each of the three subject areas. This may be explained by the universal testing opportunity, rather than a smaller group of students self-selecting to take the SAT. Based on predictive validity studies<sup>(5)</sup>, the College Board has established the ready composite score of 1550 being a “college and career score.”

### CSDA SAT SCORES BY ETHNICITY (2012-13 TO 2014-15)



### CITATIONS

- (1), (2), and (3): Center on Education and the Workforce, Georgetown University
- (4) The College Board
- (5) Wyatt et al., 2011

### WHAT'S NEXT

- Align community resources to provide SAT preparation for students in need
- Develop strategies to increase FAFSA completion rates
- Begin working in the post-secondary persistence space



## THANK YOU DOESN'T EVEN BEGIN TO COVER IT

So many individuals and organizations have lent their time, talent, and treasure to make the partnership what it is today. Without their steadfast dedication and elbow grease, we wouldn't be where we are today. *Thank you.*

### THE BACKBONE

In 2014, the backbone<sup>(1)</sup> of The Albany Promise was officially established at the University at Albany, under the leadership of President Robert J. Jones. The partnership thanks President Jones, Chief of Staff Leanne Wirkkula, and Executive Director of the University at Albany Foundation Fardin Sanai for all their support in this transition.

### THE DATA TEAM

None of this work is possible without the rigorous use of data, done on behalf of the partnership by The Center for Human Services Research, a division of the University of Albany. The Albany Promise Data Team is composed of Senior Research Scientists Ken Robin and Melissa King, and Research Assistant Chris Rees, led by Center Director Rose Greene.

### THE ACTION TEAM CO-CHAIRS

Above and beyond participating on one of the action teams, several outstanding members of the community serve as action team co-chairs, leading the work of each team, ensuring progress, and keeping us all moving forward. These incredible individuals have added this immense responsibility to their already-full workloads, and we cannot thank them enough for their leadership. Thank you Melissa Hasty, Tina Rose-Turrioglio, Karen Bechdol, and Lynn Siebert.

### THE BACKBONE STAFF

The partnership is currently staffed by Juliette Price. The partnership also thanks the following people for their hard work, guidance, inspiration, and occasional late-night, last-minute help: Lee Dixon, Alice Oldfather, Teri O'Brien, Jeff Edmondson, Vanessa Threatte, Tammy Dunckley, Richard McGinn, James Hyde, Chris Losavio, Jennifer Carron, Pat Ryan, Fitzgerald Grant, Mary Bryan, Cathie Gifford, Barbara Jariri, Anna Marie Foote, Susan Supple, Anette Lippold, Jay Quaintance, Jessica Neidl, and Megan Wolszczak.



(1) The backbone of a collective impact partnership is an organization or entity that commits to hosting the day to day operation of the partnership. This includes being the partnership's fiscal agent and providing physical space for the partnership. Backbones are typically blended, meaning multiple organizations contribute to the partnership's success.



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## LEADERSHIP GRATITUDE

We thank all the leaders who serve on the Executive Committee of The Albany Promise for their leadership, inspiration, and constant support of the work.

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Dr. Martha Asselin, Acting President, Schenectady County Community College  
Mark Bobb-Semple, Board President, African-American Cultural Center of the Capital Region  
Michael Castellana, President and CEO, SEFCU  
Mark Eagan, President and CEO, Albany-Colonie Regional Chamber  
Gail Geohagen-Pratt, Commissioner, Albany County Department for Children, Youth & Families  
Brian Hassett, President and CEO, United Way of the Greater Capital Region  
Dr. Robert Jones, President, University at Albany  
Dr. Drew Matonak, President, Hudson Valley Community College  
Carolyn McLaughlin, President, Albany City Common Council  
Harris Oberlander, CEO, Trinity Alliance of the Capital Region  
Kathy Sheehan, Mayor, City of Albany  
Barbara Smith, Albany Family Education Alliance  
Noelene Smith, Director, The Baby Institute  
Dr. Carolyn Stefanco, President, College of Saint Rose  
Mike Tucker, President and CEO, Center for Economic Growth  
Dr. Marguerite Vanden Wyngaard, Superintendent, City School District of Albany  
Arlene Way, Executive Director, Arbor Hill Development Corporation  
Dr. Nancy L. Zimpher, Chancellor, State University of New York



“We are the we that we have been waiting for.”



## PARTNER GRATITUDE

Without partners, there is no partnership. The organizations represented at the table are what make The Albany Promise move forward. We thank everyone who has committed to changing the status quo, championed the work, and stayed at the table through successes and failures.

### 15-Love

African-American Cultural Center of the Capital Region  
Albany City Council  
Albany College of Pharmacy and Health  
Albany Community Action Partnership  
Albany County Department for Children, Youth and Families  
Albany Family Education Alliance  
Albany Housing Authority  
Albany Medical Center  
Albany Police Athletic League  
Albany Police Department  
Albany Public Library  
Albany-Colonie Regional Chamber of Commerce  
Alpha Phi Alpha Fraternity  
Arbor Hill Development Corporation  
Arbor Park Childcare Center  
Berkshire Bank  
Big Brothers Big Sisters of the Capital Region  
Boys and Girls Club  
Capital District Child Care Council  
Capital District YMCA  
Catholic Charities

Capital Region BOCES  
Center for Economic Growth  
Center for Human Services Research  
Center for Technology in Government  
Centro Civico  
City of Albany  
City School District of Albany  
City School District of Albany Board of Education  
Club Fed  
Club Zoe  
College Board  
College of Saint Rose  
Community Foundation for the Greater Capital Region  
CSArch  
Equinox, Inc.  
Girls, Inc. of the Greater Capital Region  
Homeless and Travelers Aid Society  
Hudson Valley Community College  
Liberty Partnership  
NAACP  
Mission Accomplished Transition Services  
New York State Afterschool Network  
New York State Homes and Community Renewal  
New York State Cradle to Career Alliance  
New York State Education Department  
New York State United Teachers  
Parsons Child and Family Center  
PEDS Program  
Price Chopper  
Schenectady County Community College  
SEFCU  
Siena College  
South End Neighborhood Association  
Spectra Learning, LLC  
Sponsor A Scholar  
St. Catherine's Center for Children  
State University of New York  
The Baby Institute  
Trinity Alliance of the Capital Region  
Turner Construction Company  
United Way of the Greater Capital Region  
University at Albany  
West End Neighborhood Association  
WMHT Public Broadcasting  
Workforce Development Institute  
YMCA of Albany



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## INVESTOR GRATITUDE

Thank you to the pioneering investors who see the vision of what is possible through this work.

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### CORPORATE



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### FOUNDATION



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### PUBLIC



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### INDIVIDUAL/FAMILY

*Neil and Jane Golub*



## THIS IS JUST THE BEGINNING.

We're just getting started, and we hope you'll join us in the work. We encourage you to get involved, serve on an action team, tell someone about the partnership, and continue to hold us accountable.

**CONNECT:** Visit our website to get the latest news about the partnership. Follow us on Twitter. Like us on Facebook. Most importantly—tell a friend.

**DONATE:** If you think this work is worth doing, support the partnership financially.

**COMMIT:** This work requires a long-term commitment to the children of our city. Stay inspired, engaged, and hopeful.



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[www.albanypromise.org](http://www.albanypromise.org)



THE **ALBANY PROMISE**

