



FUTURE

2022



# LETTER

## FROM THE CHAIR

### DEAR PARTNERS,

For over a decade, ROC the Future has been building something unique as a cross-sector partnership working to improve outcomes, cradle to career. With more than 60 leading Rochester-area institutions and community partners, we have been able to provide leadership and infrastructure to promote intentional alignment of resources to accelerate and increase our collective impact. These efforts have focused on our priorities of whole child health and wellness (prenatal – age 8), high-school graduation, and parent engagement and leadership.

With a renewed commitment of leadership and additional funding for a strategic focus on the whole child, we look to realize transformative change, which will allow us to better identify and correct ineffective systems of support for parents, families, and children, prenatal to age 8. This Whole Child Initiative is a community-wide, coordinated, cross-sector undertaking that centers on improving access and strengthening systems in a way that works best for parents/families and children, ages 0-8.

We recognize that children grow and develop within supportive relationships and environments that strengthen their resilience, while acknowledging the detrimental role racism, inequities, violence, and poverty may play in their everyday lives. To that end, we are intentional about involving parents and families from the very beginning in decisions that will impact the well-being of themselves and their children. Our Parent Engagement Collaborative Action Network (PECAN) works to

ensure that parent voice and input are a part of our decision-making and solutions processes. Additionally, members of our Youth Leadership Coalition are being equipped to dismantle systems of power that have long disenfranchised many individuals. We are working together to shift policies, practices, and power dynamics in an effort to achieve systems change.

We believe improvement is possible when communities employ a collective impact approach. The data and stories in this report help to share some of our results and also remind us that there is still much more work to do.

We encourage you to visit [rocthefuture.org](http://rocthefuture.org) for more information and to share these results and insights with others in your sphere of influence. We invite you to get involved to make a difference. Consider joining an Outcomes Team, aligning your organization's funding priorities with the ROC the Future goals, or advocating for policy change to create more effective systems that serve our children and families well. No one entity can do this work alone, but collectively, we can have a greater impact that will lead to meaningful change in our community.

Thank you

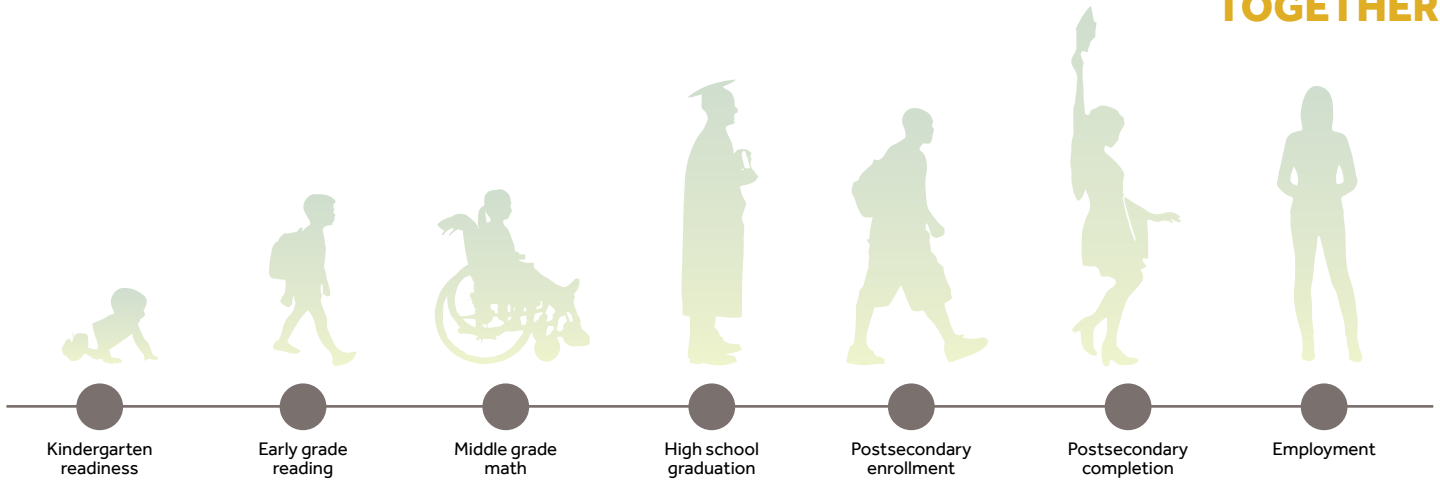
**LORNA WASHINGTON, EdD**

ROC the Future Alliance Chair



# ROC THE FUTURE IS ALL OF US

**FOCUSED ON CHILDREN'S SUCCESS TOGETHER**



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**ROC THE FUTURE IS AN ALLIANCE OF OVER 60 LEADING ROCHESTER-AREA INSTITUTIONS AND COMMUNITY PARTNERS.**

We promote the alignment of community resources and initiatives to improve the academic achievement of Rochester's children.

We are part of the Strive Together national network of communities building a world where a child's potential isn't dictated by race, ethnicity, zip code, or circumstance.

We use a collective impact framework that involves centralized infrastructure, a dedicated staff, and structured processes to form a common agenda, shared measurement, continuous communication, and mutually reinforcing activities across organizations.

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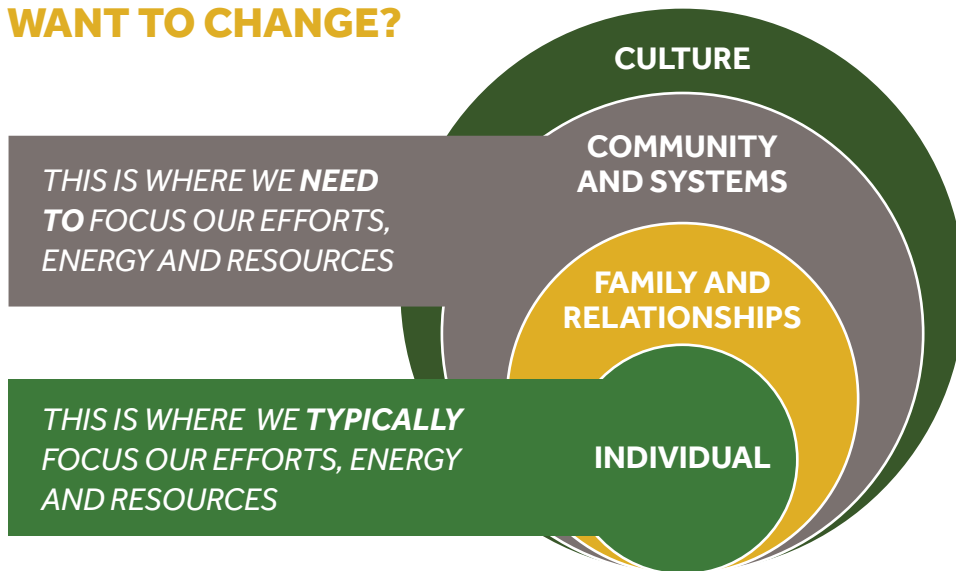
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# ALIGNING FOR CHANGE

ROC the Future Alliance began as a StriveTogether network in 2011, through a partnership between Monroe Community College and the Rochester City School District. Since then, the Alliance has grown to include a full backbone infrastructure,

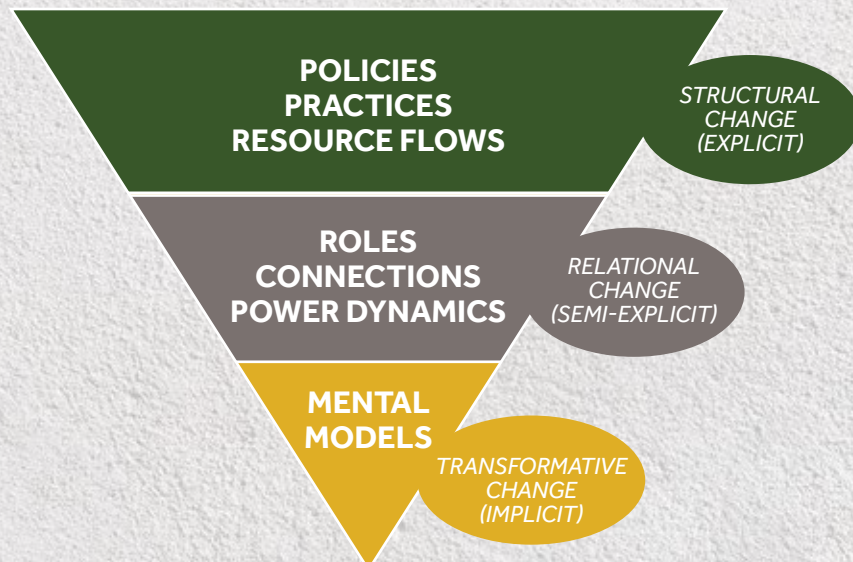
a robust leadership team, the Conveners, and multiple work groups (Outcome Teams focused on strategic work), all committed to improved outcomes for children and families. And we are making plans for the years ahead.

## WHAT SYSTEMS DO WE WANT TO CHANGE?



As we move forward, we are setting our sights on ways to change systems and processes so that they better support our children and families, and our community. To do this, we must move from pilots or projects targeted to individuals to those that can bring about changes to systems responsible for poor outcomes for children.

## LEVELS OF SYSTEMS CHANGE



**“PROGRAMMATIC INTERVENTIONS HELP PEOPLE BEAT THE ODDS WHILE SYSTEMIC INTERVENTIONS SEEK TO CHANGE THE ODDS”.**

- Karen J. Pittman

# GOAL 1:

## EVERY CHILD IS SCHOOL READY

### SHARED POWER & RACIAL EQUITY

A key principle and value in this work is authentic and transformative parent/family engagement and leadership, with a focus on activating racial equity. We publicly affirm our commitment to advance systems-level approaches that disrupt structural racism and build racial equity to ensure that children receive what they need to be safe, healthy, and successful.



### NAHMESE BACOT, PARENT/FAMILY PARTNER

Nahmese is a proud mother of 3, and an active and engaged Co-Chair of ROC the Future Alliance's Parent Engagement Collaborative Action Network (PECAN). She is also a Parent/Family Partner in the Whole Child Initiative, using her voice and leadership to help shape decisions in our work.

Whole Child Initiative | Whole Child Outcome Team

### IN HER WORDS

"I am the proud parent of three, including a newborn. As a parent, I believe it is my duty to advocate on behalf of my children. It has been my experience that children who have strong advocates in their lives have better educational and social outcomes. My journey to advocacy started when my oldest child was in second grade. I had some concerns that his educational needs were not being fully met. As a result, he was not able to reach his full academic potential. I was frustrated because the trained professionals

and systems that were in place to support him refused to see me as a partner and asset in achieving his educational goals. I sought out opportunities to collaborate with organizations that serve children and families. It needs to be understood that parents and families are the experts on their children and the most powerful yet undervalued resource when supporting children. When organizations learn to partner well with the adults in the lives of the children, they will become more effective."

**TINA CARNEY,**  
**PARENT/FAMILY PARTNER**

I participate in the Whole Child Initiative because I struggle(d) to access services, accommodations, and instruction that my children need to thrive. One of my children waited several months for early intervention speech services, and another child needlessly struggles in school because there is a lack of awareness and understanding about dyslexia, neurodiversity, and how our brains learn to read, write, spell, and comprehend.



I participate because I know I'm not alone — other families and children are struggling — and it doesn't need to be that way. Rochester is rich with generous, talented, diverse, and compassionate people with a variety of personal and professional experiences. The Whole Child Initiative will bring us all together to improve outcomes for children by centering parent and family voice and leadership and taking action.

The Whole Child Initiative was born from the reality that young children and their families are not a priority in the United States, New York State, or the Rochester community. The lack of public investment and coherent policies has resulted in poor child outcomes generation after generation.

Rochester's shameful ranking as a national leader in child poverty and poor academic performance persists as the systems established to provide health, education, social & economic services regularly fail them.

It does not have to be this way! Other states and many other communities do better.

The culture and operation of these systems are often felt by too many Black, Indigenous and Persons of Color (BIPOC) children and families to be lacking, siloed, inaccessible, impersonal, racist, and disrespectful. In fact, families with second language learners often enter our systems as "disadvantaged" and feel punished instead of supported. Stereotyping and "othering" of our children and families is rampant, as are predictable and disparate outcomes reflecting racism, implicit, explicit, and systemic biases.

The Whole Child Initiative is **aligning for change** and is committed to CROSS-SECTOR collaboration that values and centers Parent/Family Partnership & Leadership and Racial Equity. An emerging body of research demonstrates that racism is a social determinant of health. We promote anti-racist practices and actions and are aligned to the Greater Rochester Black Agenda Group Declaration that racism is a public health crisis. Additional Whole Child Initiative values include:

- **Sustainability:**  
Short and Long Term
- **Impact Orientation:**  
Goals and Metrics that Matter
- **Accountability:**  
Individual, Group, Systems, Funders
- **Continuity:**  
Across Providers, Systems, Services
- **Developmental Lens:**  
Expectations, Responses, Programs, Policies, Environments, Individualized
- **Strengths-Based Approach:**  
Recognize the strengths of all children and families
- **Agility and Action Orientation**





# ROC THE FUTURE'S WHOLE CHILD INITIATIVE (WCI)

ROC the Future's Whole Child Initiative is a coordinated, cross-sector, community-wide commitment that centers children, from prenatal through school age transitions, and their families. This holistic approach

recognizes the developmental continuum across childhood in all developmental domains: identity, spirituality, social-emotional, cognitive, physical, and mental health, language(s), and learning.

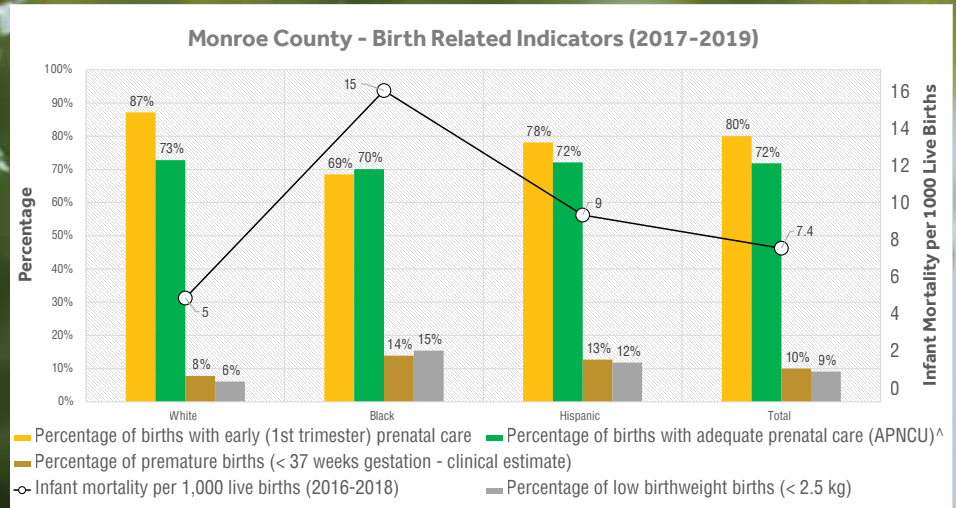
The WCI recognizes that children grow and develop within care-giving relationships and environments while acknowledging the lasting effects of racism, inequities, violence, poverty, access, etc.



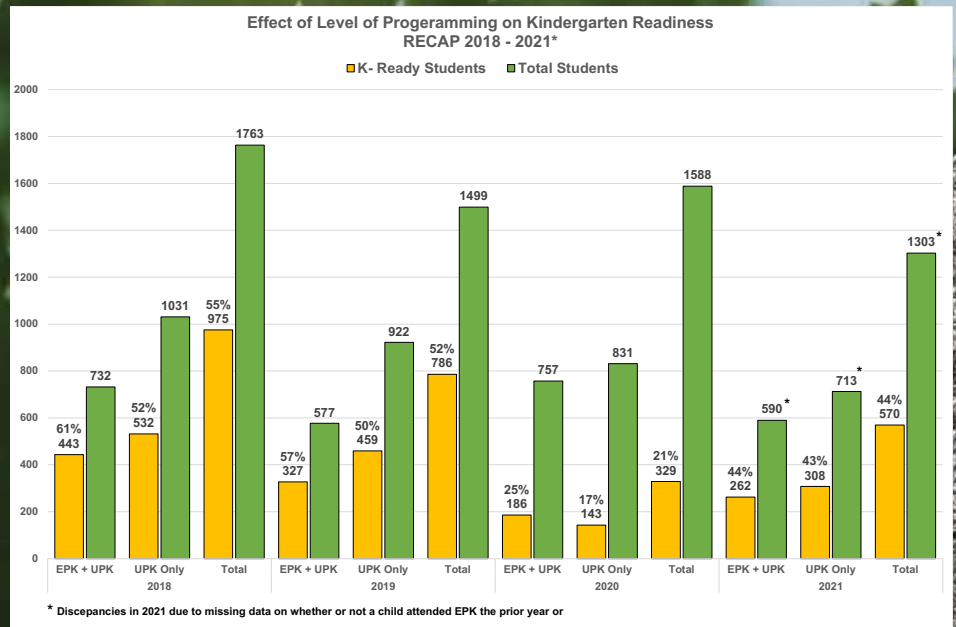
## WHOLE CHILD MEASURES

During our first “planning” year, the Whole Child Initiative Core Team is creating the foundation for both Parent/Family Partners and System Partners to work closely to put together the essential elements to change systems so that children and families are better served. Across the planning year, the WCOT will champion parent-leadership, data-based decision making, and cross-sector engagement, and will work to define shared outcomes. Measurements in this Report Card include:

- Infant Mortality
- Low Birth Weight
- Premature Birth
- Prenatal Care
- EPK & UPK Enrollment
- Kindergarten Readiness (RECAP Data)
- Early Grade Level (RCSD and Rochester Charter Schools)
- Developmental Screenings (Get Ready to Grow – page 10)



Source: New York State Department of Health, Vital Statistics, <https://health.data.ny.gov>



Source: Children's Institute, Rochester Early Childhood Assessment Project, 2021



### TOTAL 3<sup>RD</sup> GRADE STUDENTS ENROLLED

	2018-2019	2020-2021	% Change
<b>RCSD</b>	2065	1740	-16%
<b>City Charters</b>	581	544	-6%

### TOTAL 3<sup>RD</sup> GRADE STUDENTS TESTED

	2018-2019	2020-2021	% Change
RCSD	1957	553	-72%
City Charters	414	319	-23%

### TOTAL 3<sup>RD</sup> GRADE STUDENTS TESTED

	2018-2019	2020-2021
<b>Charters</b>		
Sum of 3 <sup>rd</sup> Graders Enrolled	581	544
Sum of 3 <sup>rd</sup> Graders Tested	414	319
<b>RCSD</b>		
Sum of 3 <sup>rd</sup> Graders Enrolled	2065	1740
Sum of 3 <sup>rd</sup> Graders Tested	1957	553
<b>Total Sum of 3<sup>rd</sup> Graders Enrolled</b>	<b>2646</b>	<b>2284</b>
<b>Total Sum of 3<sup>rd</sup> Graders Tested</b>	<b>2371</b>	<b>872</b>

### EARLY GRADE LITERACY / WHAT THE DATA MEANS

Due to the extraordinary and ongoing circumstances related to the pandemic, less than 4 in 10 Rochester students (RCSD and charter schools combined) participated in state assessments in 2020-21. Because only 38% of students' results are available, state assessments *are not representative of our student population and cannot be compared to results in previous years.*

The NYS assessment is the most common measure we have for early grade reading and literacy, not just in our community, but within the state. It is how we've measured how we are doing in comparison with other communities surrounding Rochester and at the state level, and we've been challenged by this for some time. This underscores our move to expand our scope beyond academics to other areas of development and by working with systems partners in health and human services with the whole child initiative.

# GET READY TO GROW

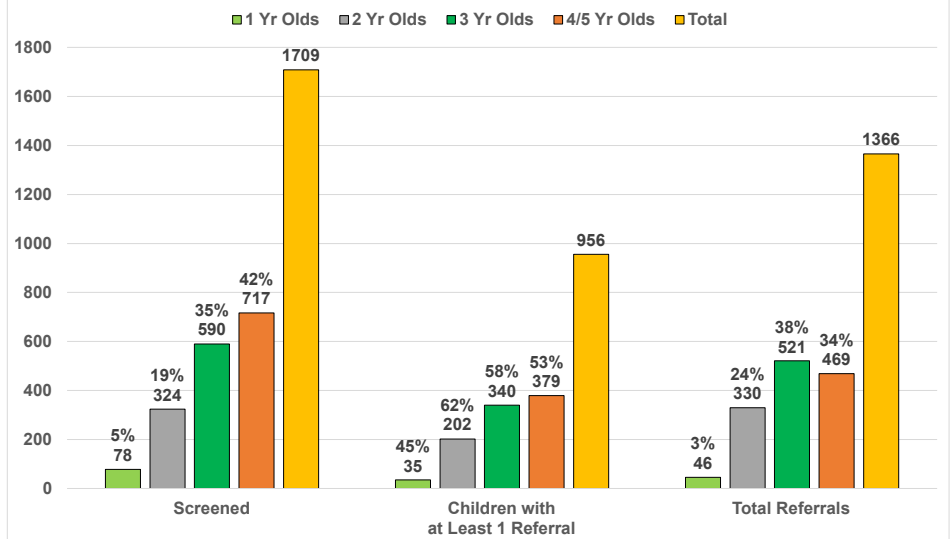


SUPPORTING KIDS' HEALTHY DEVELOPMENT

In 2014, GROW launched to provide comprehensive developmental screenings to Rochester's 3-year-olds. GROW currently conducts Vision, Hearing, Dental, Body Mass Index (BMI), Motor, Speech, Developmental, Social Emotional, and other screenings.

In 2021, GROW screened children 12 months – 5 years through its mobile screening, bringing screenings to childcare programs, pediatric offices, and other community sites.

Get Ready to GROW (Rochester, NY)  
Outcomes January 1, 2021 to December 31, 2021



Source: Children's Institute, GROW Project, 2021



# GOAL 2:

## EVERY CHILD IS SUPPORTED



### CHERRIESE BUFIS, PARENT/FAMILY PARTNER

and bad because every Parent/ Family Partner will shape the outcome of this work and the future of the organizations that serve our city.

Thus far, with those who have partnered with us and have helped get the Whole Child Initiative to this stage, I have greatly appreciated the respect, honor, integrity, and value I have been given as a Parent Family/Partner. I have never been a part of a collaborative where I have felt so heard and valued. I am excited to introduce the initiative to future Parent/Family Partners, and with the groundwork we have laid, I believe they will be supported in the most equitable way."

"My name is Cherriese Bufis, and I am a Parent/Family Partner with the Whole Child Initiative. I have been a part of this Initiative from the inception and believe wholeheartedly in the future of our children and the major impact this work will have for many generations to come. I continue to show up as a Parent/Family Partner through good

## PARENT AND YOUTH ENGAGEMENT AND LEADERSHIP

ROC the Future Alliance is committed to centering racial equity and shifting the power dynamics so that Black & Brown parents are partners in the decisions we make. Evidence suggests that when parents are given access to tools and opportunities for leadership and decision-making, they contribute greatly to shifting policies, practices, and resources that change systems and improve outcomes. They shift the odds in favor of children and families.

ROC the Future Alliance uses the StriveTogether Community Engagement Spectrum to guide our efforts, with the goal of parent participation in co-creation of solutions and decision-making. This is how we are aligning for change!

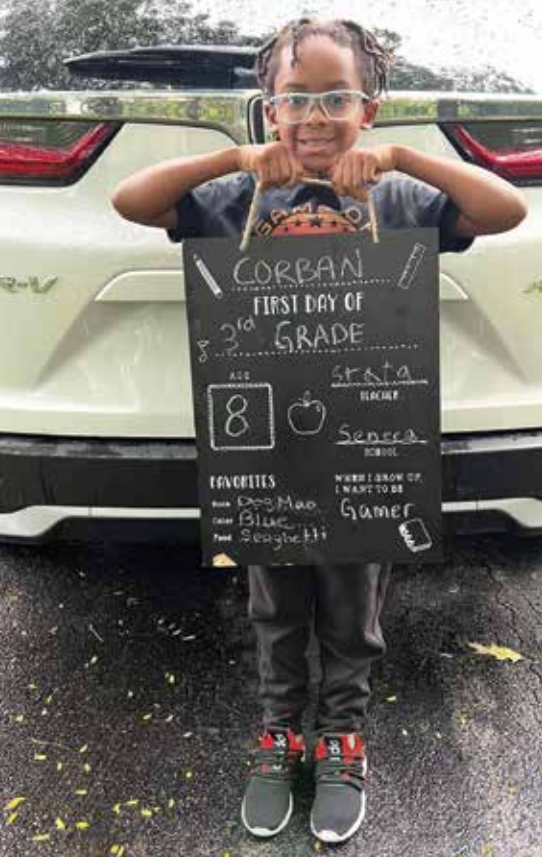


## PARENT ENGAGEMENT COLLABORATIVE ACTION NETWORK (PECAN)

In 2016, ROC the Future Alliance launched the Parent Engagement Collaborative Action Network (PECAN) to convene organizations seeking to serve and engage parents and family members. In 2019, based on feedback from family and community members, PECAN expanded its membership to include actual Parent Leaders, and in 2020, shifted again to center parent/ family power by being majority parent-led.

In 2021, PECAN Parent Leaders issued their PECAN Manifesto for greater and more authentic involvement of parent leaders in efforts to change systems and supports, such as the Whole Child Initiative and other work groups in the Alliance. As the parent/family-led work group in ROC the Future Alliance, PECAN:

- **Builds trust and authentic engagement**
- **Pushes for greater transparency and accountability of the Alliance**
- **Shares their perspectives, experience and expertise on Outcome Teams**
- **Participates in decision-making at our leadership table**
- **Serves as Search Team members for leadership positions (Executive Director & WCI Director)**



**ALIGNING FOR CHANGE** means that PECAN is an integral part of the Alliance, as members on our Executive Committee, in the Whole Child Initiative, and on the High School Graduation Outcome Team as well as leaders in our Healthy Equitable Future's Grant and contributors to the Wildly Important Goal (WIG). In addition to these areas, PECAN priorities also include Engaging Fathers, Teacher Discipline, Parent Support and Development.

### **TOYIN ANDERSON, PARENT/FAMILY PARTNER**

"I am a proud mother of 3 children, and their success in school and life depends on the opportunities that they are able to access. I know it takes a village to raise our children, and everyone has a role to play to ensure the success of our children and community. I am so involved in my community work because I want all of our children to reach their fullest potential, so I have to invest my time!



**"PARENTS ARE THE EXPERTS ON THEIR CHILDREN'S AND FAMILY'S NEEDS, AND EXPERTS ON THEIR COMMUNITY. THEY UNDERSTAND BEST THE ISSUES FACING THEIR HOMES, FAMILIES AND NEIGHBORHOODS BUT ARE TOO OFTEN LEFT OUT OF DESIGNING SERVICES AND SYSTEMS WHEN THEY SHOULD BE CO-CREATING MORE EFFECTIVE SOLUTIONS."**



## WILDLY IMPORTANT GOAL

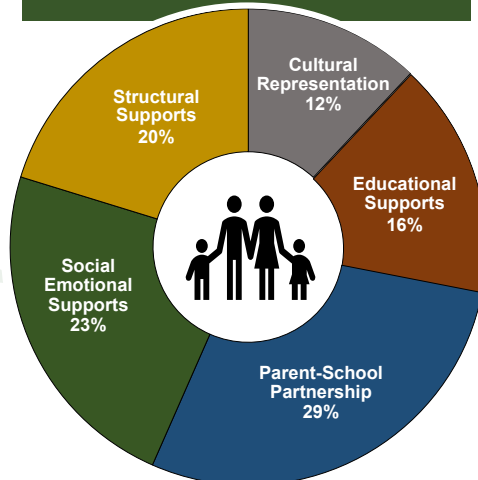
In 2021, ROC the Future Alliance identified **Parent Engagement** as our Wildly Important Goal (WIG) to center parents and families as the experts in their children's lives and to improve the way nearly every system engages them.

To realize the opportunity from the pandemic and create transformational change, we are positioning parents as experts and influencers at the table to drive decisions throughout change efforts. This change would be horizontal across child and family serving organizations and systems as well as across developmental stages.

Our WIG was to "... engage at least 6,000 families to identify the essential elements of successful learning environments, decide on priority actions, and inform funding priorities." The data here comes directly from 707 parents and family members, including those from Convener organizations: Rochester Educational Opportunity Center (REOC); Ibero American Action League; The Children's Agenda among others.

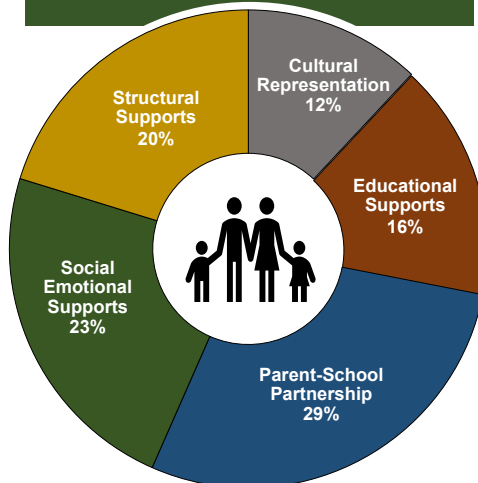
## WIG FINDINGS:

### WHAT OUR CHILDREN NEED ...



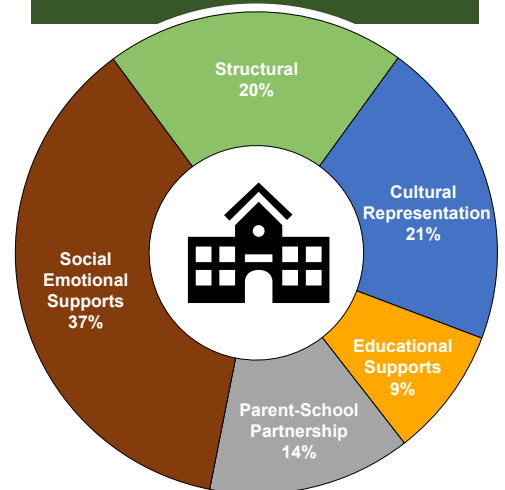
Source: ROC the Future, WIG Parent Voice Survey, 2022

### WHAT OUR FAMILIES NEED ...



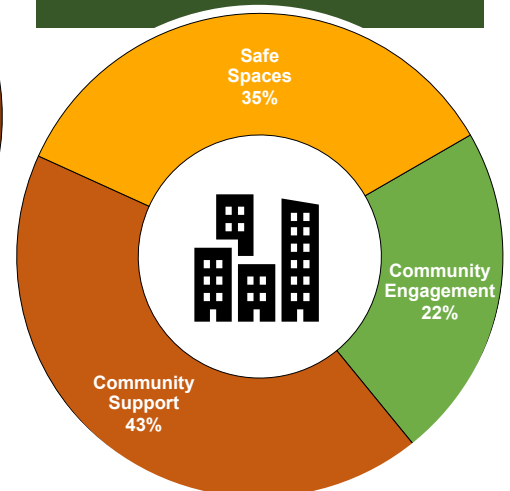
Source: ROC the Future, WIG Parent Voice Survey, 2022

### WHAT OUR SCHOOLS NEED ...



Source: ROC the Future, WIG Parent Voice Survey, 2022

### WHAT OUR COMMUNITY NEEDS ...



Source: ROC the Future, WIG Parent Voice Survey, 2022

# PARENT ENGAGEMENT



We are continuing to analyze the data with our parents and partners in order to identify critical supports as well as gaps in the work. We are also working with partner organizations to use the Community Engagement Spectrum to learn from families and to make decisions guided by these learnings.

They are committed to **aligning for change** to improve our community.

Fundamental change like this won't come easy, but if Rochester achieves this goal, it will represent nothing less than a revolution. One that centers parents in their rightful place – as leaders and decision-makers for their children and families.



**WILDLY IMPORTANT GOAL**





## COLLECTIVE SUMMER PROGRAM FUNDING

**GRASA's out-of-School (OST) Funders Group** recognized the impact of COVID and violence on children's social-emotional well-being as well as the importance of summer learning. Since New York State does not have a dedicated summer funding

stream, local support is essential. This past summer 2022, approximately \$1M was distributed to 45 diverse programs, including more faith-based organizations and smaller community-based providers.



### GRASA

The Greater Rochester After school & Summer Alliance (GRASA), an initiative of the Rochester Area Community Foundation, supports and advocates for expanding the quality and quantity of, and access to, positive youth development during

out-of-school time (OST). GRASA provides opportunities for children ages 5 to 18 throughout the Greater Rochester area. GRASA is aligned for change and focused on collective impact to benefit the community.

## OPERATION F.I.R.E

Rochester is dealing with the consequences of systematic inequities that have created the conditions by which crime has metastasized. In the fall of 2021, the District looked for innovative ways to tackle this problem and support student safety and well-being. With this end in mind, the RCSD created Fathers Initiating Restorative Engagement (F.I.R.E.).

As part of a nationwide campaign modeled after the Dads on Duty program in Louisiana, the initiative encourages fathers and supportive male figures in the community to offer help and support to students and staff in schools with high levels of violence — a research-



proven best practice. As part of this program, volunteer fathers welcome students to school and lend helping hands and listening ears to students.

Currently, nearly forty fathers have volunteered their time to support students at two schools - Franklin and Edison - being present at arrival time, lunch periods, and sporting events for two days a week.





## GOAL 3: EVERY CHILD IS SUCCESSFUL

### HIGH SCHOOL GRADUATION OUTCOME TEAM RELAUNCH!

Helping every child reach his or her full potential drives all our efforts at ROC the Future Alliance. We promote alignment and focus on community resources to improve outcomes for Rochester's children and families.

The High School Graduation Outcome Team (HSGOT) launched in 2018 and set a community goal for an 80% graduation rate in the RCSD by 2022. The August 2021 graduation rate for the Rochester City School District was 71%, a significant increase from 53% in 2016. Yet, when we include Rochester Charter Schools' graduation rates, our rate increases to 73%!

The HSGOT is **aligning for change** with new leadership and membership poised to collectively make an impact. New this year is an engagement of youth and parent leaders on the team and focused discussions on centering racial equity.

We've made impressive improvements to graduation rates over the last seven years, making consistent gains year over year. However, what's needed is further innovations to maintain and build on those gains.

### NICOLLE L. HAYNES, RCSD EXECUTIVE DIRECTOR OF EQUITY, INCLUSION AND CURRICULUM PROGRAM AUDIT, AND ROC THE FUTURE HIGH SCHOOL GRADUATION OUTCOMES TEAM CO-CHAIR



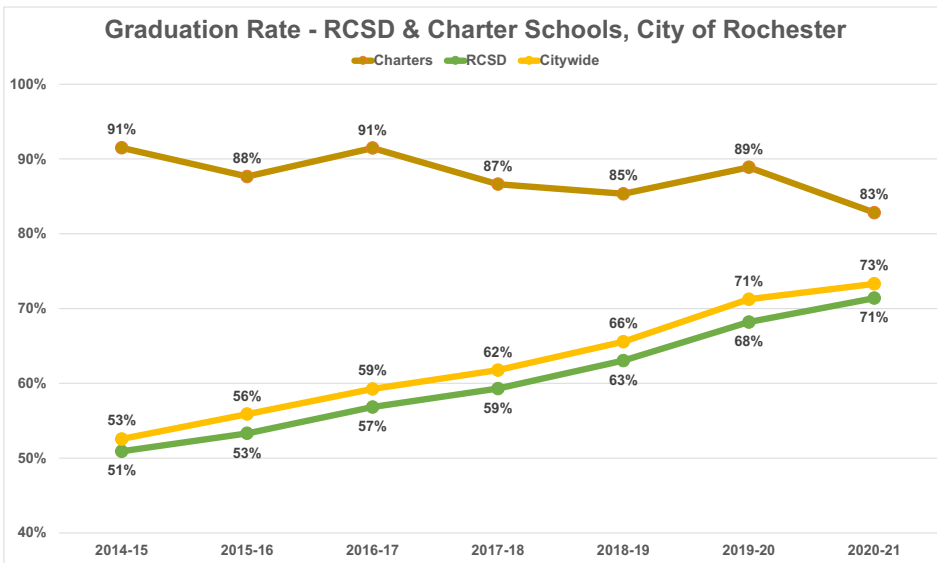
"I am honored to serve in this position because the ROC the Future Alliance has been at the forefront of the Collective Impact in the City of Rochester. ROC the Future defines collective impacts as, *"the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem"*. ROC the Future has developed structures that bring the important actors together and that keep measurable impacts on specific societal problems central. In my professional capacity as the Executive Director of Equity, Inclusion, and Curriculum Program Audit for the Rochester City School District, the role that ROC the Future plays is integral to success. Racial Equity means eradicating the predictability of achievement,

and physical and mental health, by race. This cannot be done without a collective effort. ROC the Future has created and sustained a structure that we can all capitalize on to truly reach our goals for the families of the City of Rochester. Personally, I enjoy being amongst such brilliance from the ROC the Future Backbone Team and the participants from all sectors. The participants embody personal ownership and accountability, as well as holding people in positions of power accountable for progress. As a collective, we understand that *"transformative and equitable change happens... when we act with community, recognizing and building on the people and power it contains."* (Centering Equity in Collective Impact, Kania, et. al., 2022)

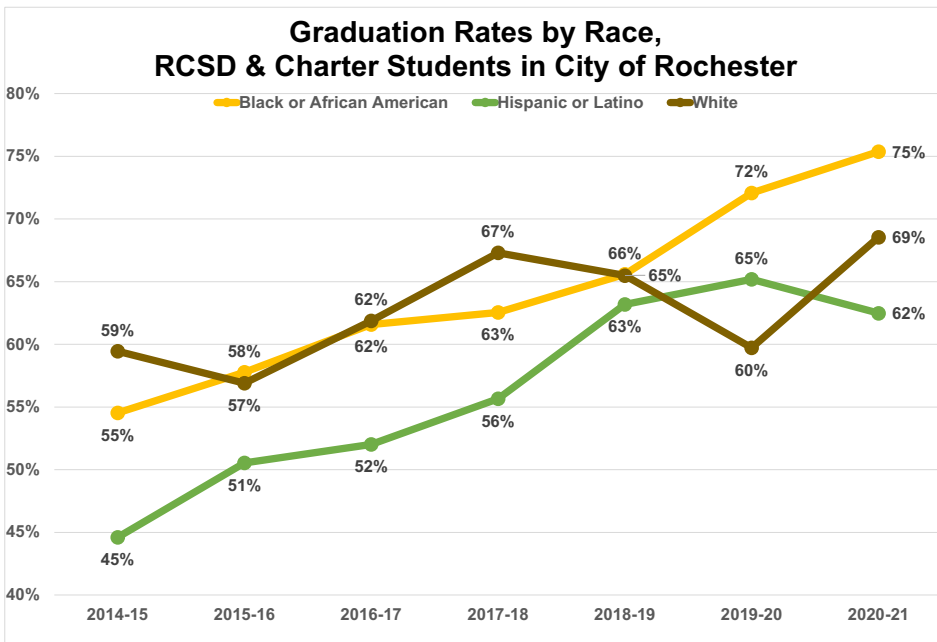




Photo: Collective Impact Youth Summit



Source: New York State Department of Education (2021), <https://data.nysed.gov>

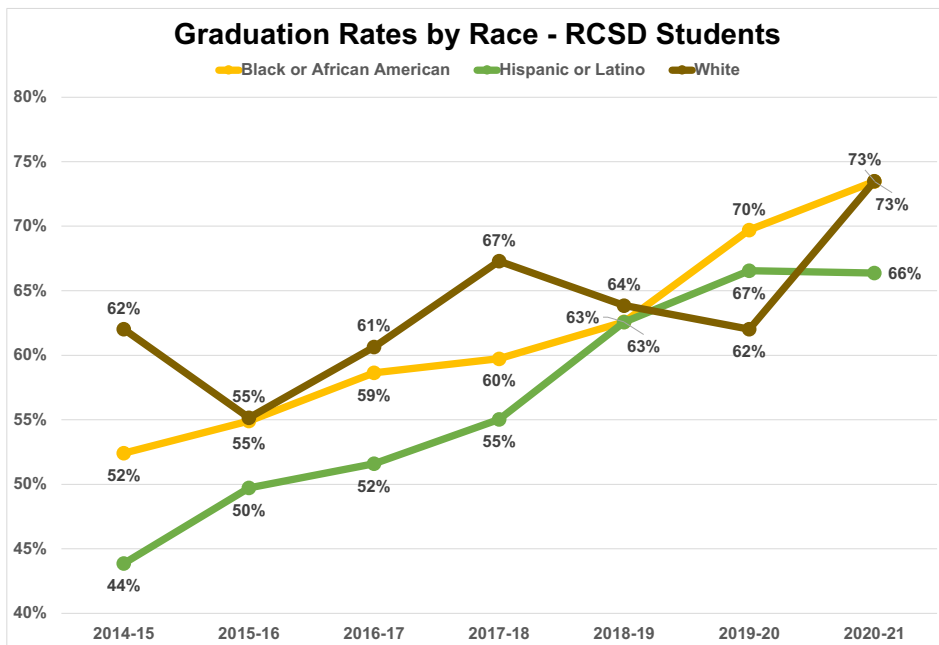


Source: New York State Department of Education (2021), <https://data.nysed.gov>

## HSGOT PARTNERS

- BADEN STREET SETTLEMENT
- CITY OF ROCHESTER
- CENTER FOR GOVERNMENTAL RESEARCH
- ESL CREDIT UNION
- GREATER ROCHESTER CHAMBER OF COMMERCE
- MONROE BOCES #2
- MONROE COMMUNITY COLLEGE
- PARENT AND YOUTH PARTNERS
- ROCHESTER AREA COMMUNITY FOUNDATION
- ROCHESTER-MONROE ANTI-POVERTY INITIATIVE
- ROCHESTER WORKS
- TEEN EMPOWERMENT
- THE CHILDREN'S AGENDA
- UPREP CHARTER SCHOOL





Source: New York State Department of Education (2021), <https://data.nysed.gov>

In addition to graduation rates, HSGOT is also concerned with overall student wellbeing – ie. how our community (beyond school buildings) are supporting them and seeking opportunities to improve systems so that they do better.



## STUDENT & SCHOOL CLIMATE



During the Fall of 2021, the administration gave a survey to over 19800 RCSD students in grades 6-12 regarding their experiences from March 2020 to the Summer of 2021, specifically in terms of student resiliency and supported factors. The Children’s Institute analyzed the student responses.<sup>1</sup> Findings include:

### Protective Factors:

- Students reported on a range of protective factors, including a sense of purpose and knowing where to go to seek help.

- Among the protective factors, few students reported “often being able to make difficult decisions.” Continuing to strengthen students’ decision-making skills can have positive impacts on overall socio-emotional and academic outcomes
- Within this sample, students with a higher number of reported protective factors had a lower likelihood of reporting depression and suicidal ideation. Schools can continue to implement socio-emotional learning programming to strengthen protective factors, such as grit and problem-solving, to reduce adverse mental health outcomes.

### Adverse Events:

- Almost 90% of students experienced at least one adverse event between March 2020 to summer of 2021. This includes traumatic events such as witnessing family violence and bereavement of a close friend or family member.

- Consistent with the literature, exposure to adverse events was associated with a higher likelihood of reporting poor mental health (Balistreri & Alvira-Hammond, 2016)<sup>2</sup>.

### Mental Health:

- 34% of students reported feeling depressed or having thoughts of suicide from March 2020 to spring 2021. It is difficult to know whether this represents an increase in mental health problems from pre-COVID. Previous data from the Youth Risk Surveillance Survey has shown that 33% of RCSD high school students reported depression in the year 2019 (Monroe County Dpt of Public Health, 2019)<sup>3</sup>. However, the wording of this item was different than in the current study, and thus, results are not strictly comparable.
- There is consensus in the literature that youth are experiencing elevated levels of mental health problems in the COVID-19 pandemic (Racine et al., 2021)<sup>4</sup>.

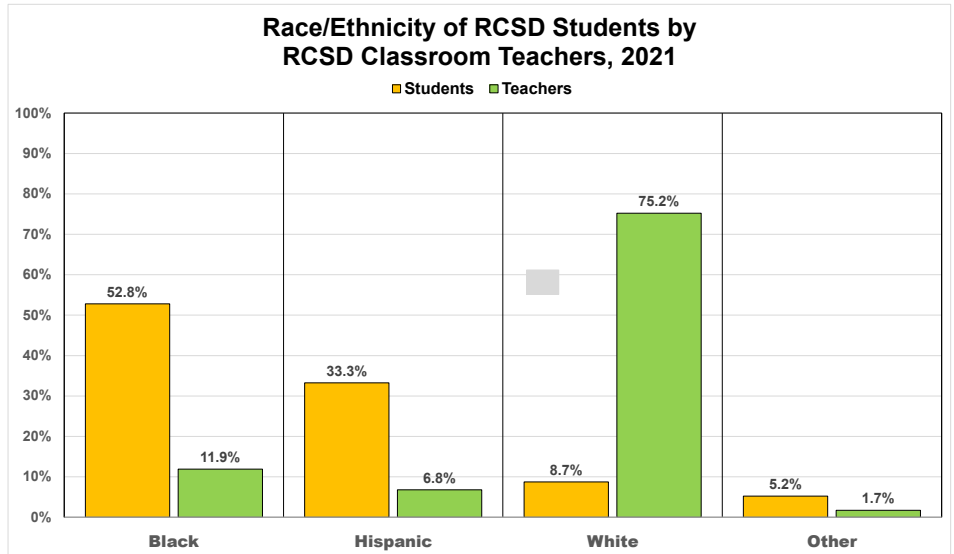
<sup>1</sup> Children’s Institute (2022). *RCSD Student Survey Results Report*.

## TEACHER PIPELINE

The changing racial and ethnic composition of the United States has led to a more diverse student body. As recently as 1986, about 70% of students enrolled in U.S. public schools were white, while today, that number stands at about 50%. Despite this change, the teaching force remains about 80% white and overwhelmingly female. This is troubling, given the large, long-term benefits that BIPOC students receive from having same-race teachers (Gershenson et al., 2018).

ROC the Future's Higher Education Institutional partners (IHEs) and K12 partners take this evidence seriously and are engaged in intentional efforts to support teacher diversity and qualifications.

In addition to teacher diversity, RTFA's teacher pipeline work includes efforts to focus on the GYO (Grow Your Own) programming.



Source: New York State Department of Education (2021), <https://data.nysed.gov>



Education Level	Less than Bachelors	Bachelors degree	Masters degree	Doctorate	TOTAL
Classroom Teacher	15	245	1931	20	2211

Source: New York State Department of Education (2021), <https://data.nysed.gov>

Years of Experience	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	Over 40	TOTAL
Classroom Teachers	384	298	387	447	451	159	62	16	7	2211

Source: New York State Department of Education (2021), <https://data.nysed.gov>

<sup>2</sup>Balistreri, K. S., & Alvira-Hammond, M. (2016). Adverse childhood experiences, family functioning and adolescent health and emotional well-being. *Public Health, 132*, 72–78. <https://doi.org/10.1016/j.puhe.2015.10.034>

<sup>3</sup>Monroe County Dpt of Public Health. (2019). *Rochester City School District Youth Risk Behavior Survey Report*. [https://www.monroecounty.gov/files/health/DataReports/RCSD\\_YRBS\\_2019\\_10.19.pdf](https://www.monroecounty.gov/files/health/DataReports/RCSD_YRBS_2019_10.19.pdf)

<sup>4</sup>Racine, N., McArthur, B. A., Cooke, J. E., Eirich, R., Zhu, J., & Madigan, S. (2021). Global Prevalence of Depressive and Anxiety Symptoms in Children and Adolescents During COVID-19: A Meta-analysis. *JAMA Pediatrics, 175*(11), 1142–1150. <https://doi.org/10.1001/jamapediatrics.2021.2482>

“FULLY REALIZE HOW MUCH THE PAST EFFECTS OUR PRESENT AND THE LASTING IMPRESSIONS THESE SYSTEMIC PROBLEMS HAVE”.

– Youth Leadership Coalition Participant

# COLLECTIVE IMPACT YOUTH

Summit 2022



## YOUTH LEADERSHIP COALITION

In 2020, RTFA launched the Youth Leadership Coalition in collaboration with the RCSD Student Leadership Council, the Mayor's Youth Voice One Vision, In-Control, and other partners. Delivered by SpreadKarma, a youth development training organization from Baltimore, YLC members complete training in cultural empathy, youth leadership, civic engagement,

and collective impact. Youth who complete the core training have the opportunity to be trained as Trainers, which embodies the essence of cultural empathy, and authentically engages youth in critical thinking skills. Two cohorts have completed the full year training of 8 sessions (both in-person and virtual).



## YOUTH LEADERSHIP COHORTS

- Organized and led its first Collective Impact Youth Summit on Supporting Youth Emotional, Physical and Mental Health
- Presented an hour workshop on *Keys to Collective Impact Coalition Building* at the University Youth Power Conference in Albany, NY
- The YLC hopes to transform how youth are engaged in collective impact efforts to bring about systems change. YLC is *aligning for change* to provide input to the HSGOT as it develops strategies and initiatives to improve student wellbeing and outcomes. Recruitment is underway for Cohort 3 of the YLC to begin in December.



# GOAL 4:

## EVERY CHILD IS COLLEGE & CAREER READY

Every child should graduate from high school prepared to engage in one of four areas:

1. **Enrollment (in college or post-secondary vocational training)**
2. **Employment**
3. **Entrepreneurship**
4. **Enlistment in the military or other public service**

Each of these pursuits require the support and engagement from our community partners and the collective alignment of our resources and efforts to ensure our young adults are poised for success and wellbeing after high school.

### FAFSA

The Rochester Education Foundation has led the College Access Network since 2014, coordinating the community's resources so that more students apply and complete the Free Application for Federal Student Aid (FAFSA). For many students, college would not be possible without this support. Despite making gains from the previous year's 29% completion rate and surpassing projections, RCSD student completion rate as of Friday, July 17, 2022, was 33% and continues to lag surrounding school districts and the state average (58.6%).



**Free Application for Federal Student Aid (FAFSA) Estimated Completion Rates by Public School District**  
Applications processed through June 17 of the first 15 months of each cycle

	2022/2023 Cycle	2021/2022 Cycle		
	Through June 17, 2022	Through June 17, 2021	Through June 2021	Through Dec 2021
<b>ROCHESTER CITY SCHOOL DISTRICT</b>	Estimated FAFSA Completion Percentage June 17, 2022	Estimated FAFSA Completion Percentage June 17, 2021	Estimated FAFSA Completion Percentage June 2021	Estimated FAFSA Completion Percentage Dec 2021
	25-29%	25-29%	25-29%	35-39%

Source: U.S. Department of Education (2022), <https://studentaid.gov/data-center/student/application-volume/fafsa-completion-high-school>



# YOU CAN MAKE A DIFFERENCE



## FAMILIES CAN...

- Play with your child, indoors and outdoors, through games and imaginary play
- Explore new places with your child and talk about what they experience - at the beach, in the park, at museums, in the neighborhood
- Do projects together where you plan and problem solve - cooking, home improvement projects, art, gardening
- Enroll your child in after-school and summer programs that they enjoy



## SCHOOLS CAN...

- Assess each student in reading and math
- Keep students immersed in grade-level work and support them as needed
- Offer High-Intensity Tutoring - 50 minutes of tutoring daily, with 2 students per tutor
- Offer Acceleration Academies - week-long summer instruction with 25 hours of targeted teaching in small groups of 8-12 students
- Track student growth frequently and share progress with students and families



## SUMMER AND AFTER-SCHOOL PROGRAMS CAN...

- Have a clear purpose and intentional design that helps youth develop new skills
- Develop caring relationships and safe spaces where youth feel like they belong
- Engage youth in planning problem solving, and reflecting on their experiences
  - Help children develop skills to
    - » listen and cooperate
    - » express their opinions
    - » take responsibility
    - » empathize with others
    - » set and achieve goals
    - » communicate



## COMMUNITY MEMBERS CAN...

- Ask youth about their goals and their plans for achieving them
- Share how you overcame challenges in your life
- Invite youth to shadow you at work or offer them a summer job
- Volunteer as a coach or tutor or teach a class at a recreation center
- Organize block parties or neighborhood events to build a sense of community

# THANK YOU

## PARENT/FAMILY PARTNERS AND YOUTH

*for stepping up to lead, representing community voices, participating in strategic decision-making, and shaping our future.*

- PECAN
- Healthi & Equitable Futures Project
- WIG Partners
- The Youth Leadership Coalition

## CONVENERS

*for setting strategic priorities, providing leadership, and elevating educational priorities in the community.*

- Action for a Better Community
- Center for Government Research
- Children's Institute
- City of Rochester
- Common Ground Health
- Dept. of Pediatrics at Rochester Regional Health and University of Rochester Medical Center
- East High School
- ESL Credit Union
- Farash Foundation
- Great Schools for All

- Greater Rochester Chamber of Commerce
- Greater Rochester Health Foundation
- Ibero American Action League
- Konar Foundation
- Monroe Community College
- Monroe County Dept. of Human Services
- Nazareth College
- NYS Charter School Association
- Rochester Area Community Foundation
- Rochester City Council
- Rochester City School Board
- Rochester City School District
- Rochester Education Foundation
- Rochester Education Opportunity Center
- Rochester Monroe Anti-Poverty Initiative
- Rochester Public Library
- St. John Fisher University
- Systems Integration Project (TogetherNow)
- The Children's Agenda
- SUNY Brockport
- United Way of Greater Rochester

## OUTCOME TEAMS

*for learning in and centering racial equity when identifying factors and root causes, identifying measurable outcomes, measuring impact and providing recommendations.*

- Whole Child Outcome Team
- High School Graduation Outcome Team

## FUNDERS

*for making all of this possible.*

- ESL Foundation
- Farash Foundation
- Greater Rochester Health Foundation
- Hollowell Fund
- Konar Foundation
- Rochester Area Community Foundation
- Sands Foundation
- StriveTogether
- Thermo Fischer Scientific
- United Way of Greater Rochester
- Wegmans Foundation

Design by





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