RIZ PARTNERSHIP IMPROVEMENT PLAN

JULY 2018

ACKNOWLEDGEMENTS

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EXECUTIVE SUMMARY

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COMMUNITY CONTEXT

The Renton Innovation Zone Partnership connects communities and schools to dramatically improve the well-being of children and their academic performance in the service areas of four elementary schools in the Renton School District: Lakeridge, Bryn Mawr, Campbell Hill, and Highlands. These schools are part of the Skyway/West Hill neighborhood of unincorporated King County and Sunset/Highlands area of Renton.

Community Landscape and Opportunity Gaps
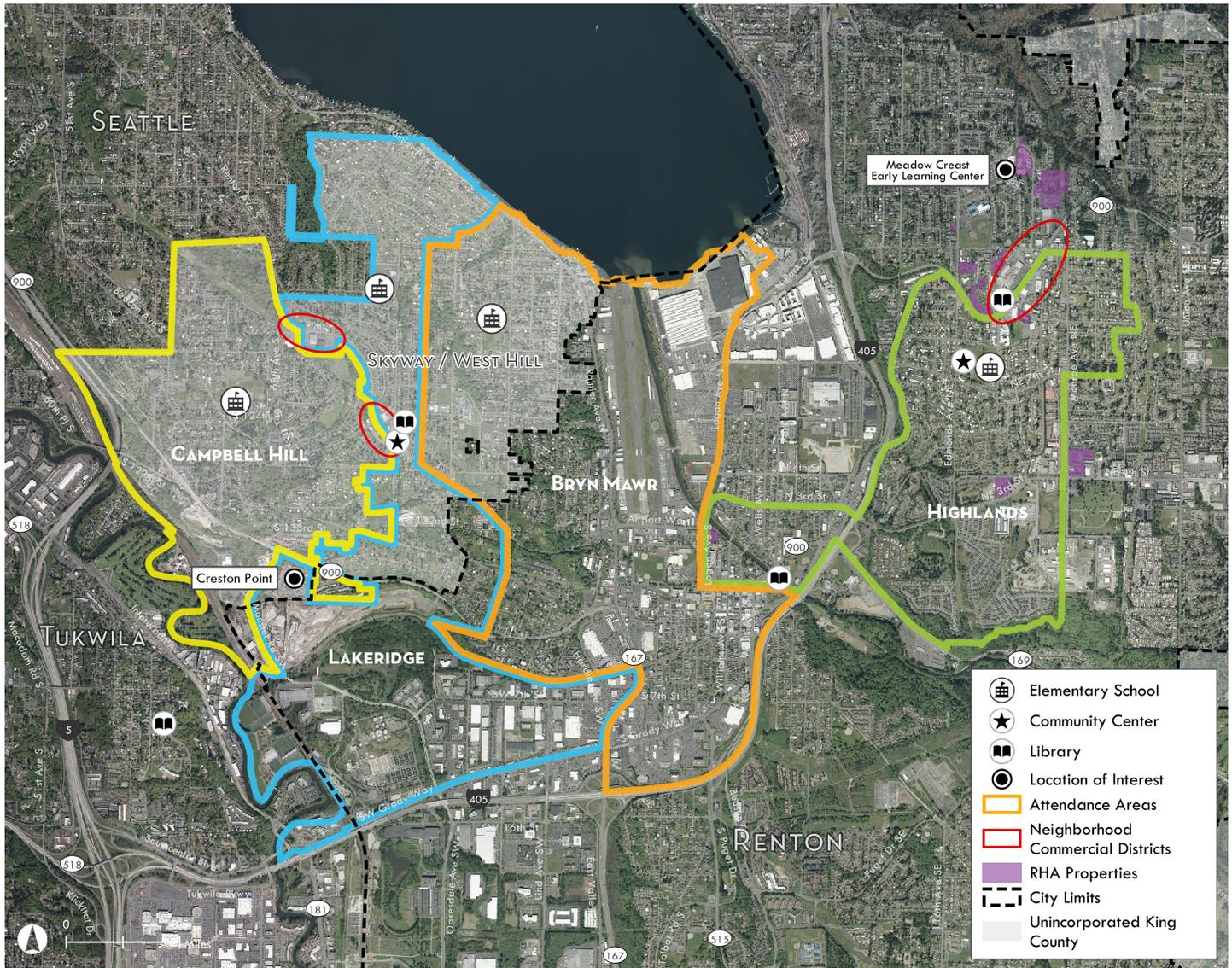
Exhibit 1-1

Students attending Lakeridge, Bryn Mawr and Campbell Hill come from the surrounding Skyway/West Hill community. This community of approximately 3.2 square miles is an urban unincorporated "island" located between the cities of Renton, Seattle and Tukwila. Lacking a municipal government, the region is governed by King County, and lacks many of the basic community amenities needed to support families and children. The investment in the public infrastructure in the Skyway/West Hill neighborhood does not meet the standards of its surrounding urban areas. The largest affordable housing community in the area is Creston Point on Martin Luther Way; with 476 units, Creston Point is home to many of Lakeridge's students.

The Sunset/Highlands area is located on the east side of Lake Washington in Northeast Renton. The Sunset/Highlands area has the highest concentration of publicly-owned affordable housing in Renton, along with the lowest incomes. Levels of violent crime and domestic violence are twice as high as the rest of Renton. The City of Renton, Renton Housing Authority, Renton School District (RSD), the West Hill Community Association, and others have been working on revitalization of the Sunset Area for more than ten years which has resulted in significant public investments in the neighborhood.

There are limited options in these communities for educational learning opportunities for children. There are only three licensed early learning centers and ten licensed family child care homes in the neighborhoods near the RIZ schools. Only 40% (116 of 287) of entering kindergartners in 2017 attended formal child care or preschool programs, according to Renton School District data. Tutoring, academic support and enrichment options have been very limited, and schools have historically lacked onsite providers who can offer academic assistance. As a direct result of RIZ momentum, however, out of school time offerings will start to expand in the 2018-2019 school year. This includes school-based before and after care to be offered by Right at School, a national provider that is new to Renton, and new Best Starts for Kids out of school time programs.

Demographics

The 5,023 children ages 0-9 in this zone come diverse racial and cultural backgrounds. These are primarily communities of color. As well, 41% of the RIZ students live in households where English is not the primary language. Although Spanish is most prevalent in total, the four schools each have different demographics.
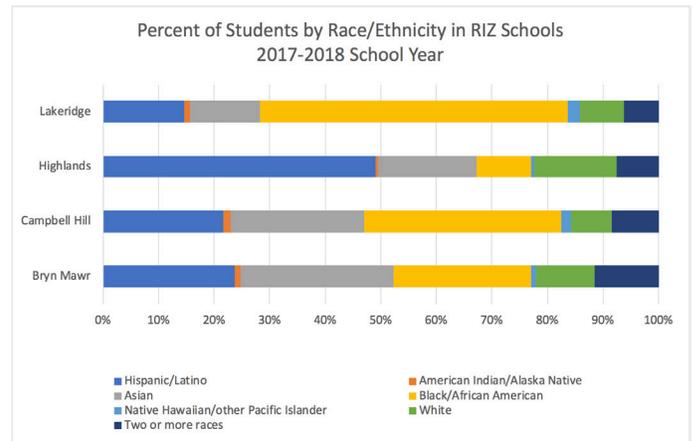

Exhibit 1-2

These children are also living in families who face daily economic challenges. Over 7% of adults over age 25 have less than a ninth-grade education, which is more than double the rate in Renton as a whole (3.1%) and King County (3.6%). The percentage of families living below 100% of the federal poverty level ($30,750 in 2017 for a family of four) in these neighborhoods is 17%, which is greater than Renton School District's overall rate of 12% and nearly twice as much as King County as a whole (9%).

Housing instability in the RIZ is increasing. The current housing crisis in the region has been driving housing costs up in this area significantly, as displacement has risen to a high level of concern for families and community partners. Homelessness and housing instability create significant challenges to students' ability to learn and thrive. There are at least 105 homeless students in the four RIZ schools (8.3% of its total population), as determined by McKinney Vento Status. This is a federal classification for children and youth experiencing homelessness and the designation provides additional supports for students.
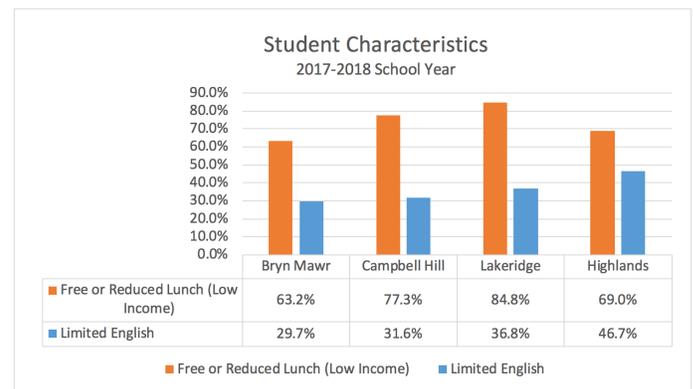

Exhibit 1-3

STUDENT ACADEMIC DATA

Due to a severe lack of quality early learning opportunities, many of the children who begin kindergarten have not had access to quality early learning activities, which creates challenges as they transition to kindergarten. While there is variation among the four elementary schools, overall only 40% of children are assessed to meet six of six WaKIDS (Washington Kindergarten Inventory of Developing Skills) domains (social emotional, physical, cognitive, language, literacy and mathematics).

Challenges persist for students as indicated by their 3rd grade English Language Arts (ELA) and 4th grade math assessments, which vary significantly by school and by ethnic group. In total, only 38% of third grade students met reading proficiency on the English Language Arts standards in 2016-17, and only 44% met proficiency on the 4th grade math assessment. Importantly, there are significant disparities among racial and language groups.
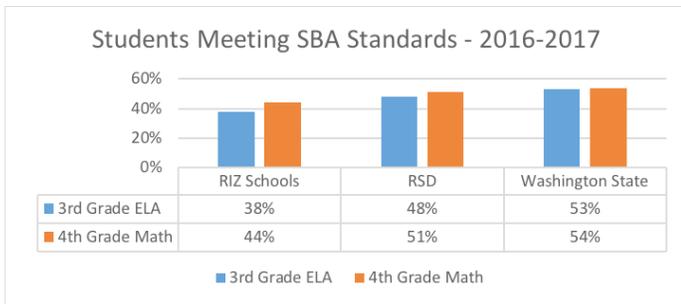

Students Meeting SBA Standards - 2016-2017

	RIZ Schools	RSD	Washington State
3rd Grade ELA	38%	48%	53%
4th Grade Math	44%	51%	54%

Exhibit 1-4

HISTORY AND VISION OF THE RIZ PARTNERSHIP

Intentional School Improvement

In 2011, Lakeridge Elementary, one of the state's lowest performing schools, was identified for the Federal School Improvement Grant to support school turnaround. Jessica Calabrese Granger was hired as the new principal and she initiated key changes to improve instruction and build a strong culture for social emotional learning. Based on the dramatic success of Lakeridge by 2015, RSD Superintendent Damien Pattenaude had the vision for *West Hill Now!,* and sought to scale that improvement to Campbell Hill and Bryn Mawr Elementary School in 2016. In February 2017, RSD expanded these efforts to include Highlands Elementary School and called the comprehensive, multi-year initiative the Renton Innovation Zone.

Intentional Community Partnership

RSD recognized that for children to truly thrive, schools can't do it alone. They needed full partnership with families and community. In partnership with the Community Center on Education Results (CCER), King County and King County Housing Authority, RSD convened community stakeholders in August 2017, which launched the RIZ Partnership Steering Committee (PSC). Since then, the RIZ PSC has grown to over 84 individuals representing 35 different agencies or constituencies involved in the RIZ leadership and action team structures.
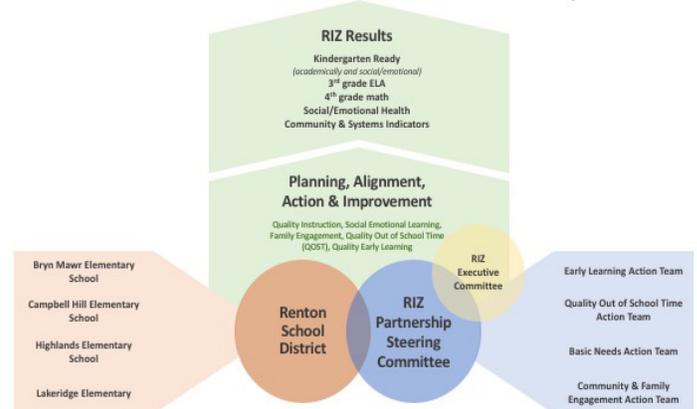
Exhibit 1-5

THE RIZ MISSION, VISION & THEORY OF CHANGE

The RIZ Partnership developed its mission, vision and theory of change to guide its work and galvanize stakeholders around the needs of RIZ children:

Mission

The mission of the RIZ Partnership is to lead a relationship-based, data informed collaborative network to advance racial equity and create healthy learning opportunities for all children throughout the RIZ neighborhoods.

Vision

Every child feels safe, supported, connected, inspired to learn and is thriving.

Theory of Change

1. Developing a whole child approach, weaving social emotional and academic skill development together in environments that are welcoming, supportive, and inclusive.
2. Expanding resources in neighborhoods and community-based organizations to support the needs of children and families.
3. Acknowledging that the families are the children's first educators and advocates and co-creators of opportunities for learning.

RESULTS SOUGHT BY THE RIZ PARTNERSHIP

Within the RIZ Partnership planning framework, "results" are high level outcomes that drive action and set expectations among all partners. Overarching these results, it seeks to ensure that **100% of RIZ children will have equity of opportunity** and access to supports. The PSC has established the following goals, targets, and indicators.

By the 2022-2023 school year:

- **78% of children are academically, physically, socially, and emotionally ready for kindergarten**
- **74% of 3rd grade students meet English Language Arts proficiency target**
- **74% of 4th grade students meet math proficiency target**

The RIZ Partnership also identified that children will reach their potential only if the foundational systems around them are strong, effective, and focused on equity. Five other result areas have been identified that measure *individual, community, and system level progress*:

- **Increase social emotional development of children**
- **Increase access to culturally relevant services and supports (this includes both increasing capacity and cultural relevancy of available services)**
- **Increase culturally relevant family and community engagement to support RIZ students**
- **Increase the number and quality of culturally relevant learning opportunities (Early Learning and Out of School Time) available to RIZ students and their families**

- **A result focused specifically on equity and addressing systemic and institutional racism will be developed by the RIZ Partnership**

A NEW WAY TO WORK – KIDS AT THE CENTER

The RIZ Partnership is committed to new ways of working together to achieve results, as it was unacceptably clear that business as usual would result in the same substandard results for children. Its genuine collaboration with families and community partners is an unprecedented approach to holistically supporting children. The essential ingredients to this approach are:

- *Equity* – Intentional focus on equity at both individual and systemic levels
- *School-District and Community Partner Collaboration* – Build shared strategies, teams, and supports around shared goals for children and families
- *Relationships-Centered* – Place relationships among partners and with community, families, and children at the center of all actions
- *Results Informed* – Start with the end result for children – RIZ Targets – and continuously use data to inform decisions and improvement
- *Community Driven* – Co-create strategies with communities and families
- *Aligned Action and Contribution* – Accountability among all partners to take aligned actions to make measurable progress toward the results
- *Simultaneously Build Capacity and Quality* – Serve *more* children *well*
- *Improvement Science* – Use rigorous methods such as the Plan-Do-Study-Act (PDSA) approach as framework for immediate, rapid cycle, testable improvements that lead to long term innovation and scale to both fill gaps and address emerging needs

PROGRESS TO DATE

The RIZ Partnership has gained momentum both to increase services to children and families and to build the collaborative infrastructure needed for a new way of working.

New Services for Children and Families

While the new ways of collaborating were being launched and the RIZ Partnership developed its initial plan, it also felt the urgency to immediately create opportunities for children. Renton School District took action to address the lack of out of school time opportunities. As a result, it contracted with Right at School, which will provide hands-on learning, fitness, and leadership development in the 2018-19 school year.

The RIZ Partnership also took advantage of Best Starts for Kids (BSK) Requests for Proposals (RFPs) to write and secure new grants for new services in the RIZ. To date, new funding secured through RIZ Partnership grant writing totals over $2.88 million that will:

- **Deepen social emotional learning**
- **Expand out of school time opportunities**
- **Expand maternal health**

Community Leadership and Governance

The primary vehicle for coordination and oversight of the RIZ Partnership to date has been the Partnership Steering Committee (PSC). The PSC, four Action Teams, and Interim Executive Committee have met monthly through 2018 to advance planning and collaboration. The Interim Executive Committee is beginning the process of restructuring to a new leadership group to provide support for the next phase of implementation.

Data Informed Decision Making and Quality Improvement

Data is at the center of RIZ Partnership planning, strategy development, and quality improvement.

Use Data to Inform Planning to Identify Trends and Set Priorities - The RIZ Partnership engaged in a "*factor analysis*" as it launched its planning process and identified challenges directly affecting children and families. The factors identified included both *individual* considerations, such as lack of social emotional skills, family stress and lack of resources to meet basic needs, as well as *systems* level issues, such as limited access to early learning, transportation challenges, lack of culturally competent outreach or learning environments, and racial bias.

Use Data to Set Targets and Monitor Progress - In spring 2018, the RIZ Partnership reviewed academic data to establish targets for Kindergarten Readiness, 3rd Grade English Language Arts and 4th Grade Math. There is still a great deal of work to be done to create processes to monitor progress toward the academic indicators and establish methods for measuring *community and system level results.*

Build Systems to Share and Use Data - RSD has been updating its data capacities to better inform its instructional and intervention strategies. The RIZ efforts have advanced *Data Sharing Agreements* (DSAs) between the Renton School District and RIZ community-based organizations. As of July 2018, RSD and CCER are in the process of updating their data sharing agreement.

Methods for Quality Improvement - The RIZ Partnership will use the *Plan-Do-Study-Act (PDSA)* method to focus on ongoing, sustainable and scalable quality improvement. This method can be used to test small scale improvements as well as be the model for the RIZ Partnership's iterative planning process to continuously assess and modify from its learning. Additional quality improvement approaches will be explored to meet community needs as well.

Organizational Support, Coordination, and Staffing

Resources for the initial partnership formation, planning and grant writing have been jointly provided by RSD and CCER.

New Capacities Identified for Implementation - The RIZ Partnership has identified the capacities necessary to implement the RIZ Partnership improvement plan as it goes forward. These capacities are shared across the lead partners at Renton School District, CCER, and the new staffing required for the RIZ Partnership. The building blocks for strong partnerships and focused, accountable collaboration are identified in Exhibit 1-6.

Family Engagement Cultivate strong partnerships with families and communities	**Data Analysis & Use** Set & monitor targets, shared learning, research and trend tracking	**Partnership Development** Build strategic partnerships to bring new services into the RIZ	**Membership Engagement & Support** Cultivate members; staff governance structure & action teams

Communications With RIZ members, families, policy makers, schools, funders & others	**Capacity Building & Continuous Improvement** Support strong CBO infrastructure and programs, technical assistance	**Fund Development** Grant writing, public/private partnership, sustainability

Strong Schools Quality instruction Positive culture	**Leadership & Coordination** With Stakeholders, Funders, Schools, Early Learning and OST systems, Basic Needs systems

Exhibit 1-6

Staff Support Identified - RSD and CCER have made significant commitments to support many of these key capacities into the future. There is a gap in the staffing needed to support the ***community partnership elements of this plan.*** The Interim Executive Committee and Partnership Steering Committee have identified the need for 5.5 FTEs to lead and coordinate the community partnerships at the level of intensity needed to achieve the RIZ Partnership's vision for children.

Establishing the RIZ Partnership Organization - The Partnership Steering Committee has explored the organizational backbone structure needed to support the RIZ Partnership goals and the staff needed. There are practical and community considerations it must weigh with due diligence. To provide the time for these considerations through at least the remainder of 2018, CCER will act as the incubator for the new RIZ Partnership through the hiring of the Founding Director.

NEXT STEPS – IMPLEMENTATION

The school-based and community partnership strategies are planned to be mutually reinforcing. The Improvement Plan for Year One and beyond provides a roadmap for *expanded program opportunities* for children and families plus *building the community capacity* to deliver quality experiences. The initial implementation priorities align with the RIZP theory of change and focus on four key areas that are infused with effective implementation, strong coordination, and embedded family voice:

- **Support strong schools**
- **Expand the availability of early learning and out of school time opportunities**
- **Build capacity and quality throughout the early learning and out of school time systems**
- **Meet basic needs of children and families**

Strategies that focus on 0-5 year old children and their families include:

	78 % of Students are Kindergarten Ready = 78 additional students ready by 2022					
Strong Schools	Improve Instruction –*All Schools*	Social Emotional Learning – *All Schools*	Planning for Promise K – Kindergarten for 4 year olds			
EL Opportunity	Increase Prenatal Care – Doulas	Pilot Dual Language Programs	Play & Learns			
	Pilot Integrated Family Literacy	Pilot Parent Co-Op Preschool	Increase Developmental Screenings	Effective Program Implementation	Linkages and Connections	Families – *Voice; Connection to Schools and Community; Reach hardest to serve*
EL Capacity	SEL and Trauma Informed PD – Child care and home visitors	Quality Improvement – EL Programs	Planning for expand facilities available for EL Programs or Family Center			
Basic Needs	Mental Health Counseling	Outreach to isolated families	Housing Stability & Eviction Prevention			

Exhibit 1-7

Strategies that support elementary-aged children and their families include:

	74 % of Students meet ELA Standard = 113 additional students 74% of Students meet 4th grade math standard = 86 additional students					
Strong Schools	Improve Instruction –*All Schools*		Social Emotional Learning – *All Schools*			
OST Opportunity	Expand OST-Right at School (#TBD); BSK – (+140 students)	School based CBOs (TBD)	Planning for Mentors for all students (+400 or more)	Effective Program Implementation	Linkages and Connections	Families – *Voice; Connection to Schools and Community; Reach hardest to serve*
OST Capacity	SEL and Trauma Informed PD – Youth Workers	Quality Improvement – OST Programs	Planning for expand facilities available for OST			
Basic Needs	Mental Health Counseling	Outreach to isolated families	Housing Stability and Eviction Prevention			

Exhibit 1-8

Family Voice

With the anticipated support from the Bill and Melinda Gates Foundation, RSD will enhance its staff capacity with Partnership Liaisons to build family leadership capacity, engage families as full partners, and share effective strategies that can cross school and home-based learning.

The Community and Family Engagement Action Team has identified the **Community Café model** as a promising practice for family engagement. Community Cafés are a practice of appreciative inquiry that is designed and led by the community to have meaningful conversations, grow community leadership, and build relationships. It will pilot 3-4 Community Cafés from summer through fall, 2018. The Community and Family Action Team proposed creating a new *Innovation Fund* of up to $10,000 per project to test promising new ideas.

Equity

The Action Teams have identified four initial activities that will support its equity agenda. Additional assessment and planning are needed in Year One to leverage actions such as diversifying the workforce, using a racial equity tool for decision making, and increasing the cultural relevancy of learning opportunities.

Community Leadership and Governance

As the RIZ Partnership matures past the initial planning stage, its governance structure will also evolve to fulfill its roles to support a new director, stand up its organizational entity, coordinate action, and implement new initiatives.

Communications

In Year One, the RIZ Partnership will move forward on priority communications tasks including renaming RIZ, developing culturally appropriate materials for use in the community, and streamlining member communications.

Data Informed Decision Making and Quality Improvement

Use Data to Inform Ongoing Planning to Identify Trends and Set Priorities - RIZ Partners, RSD, and CCER will be advancing Community Cafés, a landscape scan of early learning programs in the RIZ, and a review of early learning assessments in fall 2018. These analyses will inform the RIZ Partnership's work in identifying strategies to pursue in order to reach its results.

Use Data to Set Targets and Monitor Progress - The RIZ Partnership will establish initial data monitoring processes in Year One. This includes setting interim targets and indicators for academic milestones. Establishing community and systems level indicators and targets, which will begin in Year One, is a very significant body of work that requires new ways of working and will be done in phases.

Build Systems to Share and Use Data - RSD will continue to deepen its data capacity to inform student strategies at the district, building, and partner levels. RSD and partner community-based organizations (CBOs) will continue to enter into data sharing agreements, with the RIZ Partnership's support.

Support Quality Improvement and Shared Learning - School buildings, classrooms, and CBOs will begin using the PDSA method in earnest in fall 2018. The RIZ approaches this improvement with an eye toward scalability. Schools, Action Teams, and the PSC will be learning forums for sharing positive practices, problem solving, or lessons learned.

Readiness to Implement

Some of these strategies are underway or ready to implement in the 2018-2019 school year. However, there is a great deal that the RIZ Partnership needs to understand in order to make effective strategic decisions. This fine tuning will inform with more precision RIZ Partnership's understanding of specific geographic and population needs and potential implementation partners.

RSD and the RIZ Partnership Action Teams have *partial* resources to implement promising strategies, or as needed, to further assess data and design targeted strategies. Gaps exist to fully implement in two areas that are critical to the overall ability of the RIZ Partnership to achieve its vision for children:

- **Coordination and alignment support from the RIZ Partnership – this is the grease that allows the collaboration to function**
- **Funding for direct services in areas that will contribute to results for children and families**

Organizational Support, Coordination, and Staffing

For RIZ to achieve its vision for children, it is essential to have the staffing, resources, and partnerships that can align efforts and galvanize resources.

Collaborative Functions and Roles - These three independent entities will leverage their unique expertise to advance the RIZ Partnership. Core functions are shared across the Renton School District, CCER, and RIZ Partnership Roles. RSD and CCER have existing and pending positions to support this work. Funding is needed to support the RIZ Partnership functions. Dedicated interagency teams will meet regularly to plan and implement shared work and will be formalized in a Memorandum of Understanding (MOU).

Core Functions	RSD	RIZ Partnership	CCER
School Based Instructional Support	Lead		
Coordination of External Partners for service expansion, collaboration, etc.		Lead	
Coordinate PSC and Action Teams	Support	Lead	
Community Engagement	Lead	Lead	
Communications	Lead	Lead	Lead
CBO Capacity Building and Quality Improvement	Support	Lead	Support
School capacity building and Quality Improvement	Lead		
Data-Reporting, analysis, target setting, accountability, shared learning	Lead	Support	Lead
Fundraising and sustainability	Lead	Lead	Support

Exhibit 1-9

Establishing the RIZ Partnership Organization - For the balance of 2018, CCER will incubate the RIZ Partnership staffing, beginning with its Founding Director. This key leader will be hired as quickly as possible in order to maintain the current momentum and advance in key areas. The RIZ Partnership will spend the fall deeply assessing its options for the long-term plan for the RIZ Partnership. This includes making an essential decision of if it should be an independent agency pursing non-profit status, an independent agency with a fiscal sponsor, or a program of another nonprofit.

BUDGET AND SUSTAINABILITY

Resources have been secured to support many of the key elements of the RIZ Improvement Plan for the next three years. There is a pending application with BMGF for $828,000 that would support RSDs internal and partnership capacities needed to implement their role in this plan.

The RIZ Partnership staffing and the following new initiatives will require additional funding. Some of these programs may be developed in partnership with existing providers to leverage resources.

Preliminary Start-Up and Annual Budget

RIZ Partnership Budget	Estimated Costs
2018 Transition Phase - Sept-June 2019	
Personnel	$ 185,554
Consulting (facilitation, grant writing, translation)	$ 64,030
Administrative Fees	$ 13,649
Program Costs - Community Cafes	$ 24,000
Total Costs	**$ 287,233**
One-time Only Start Up	
Furniture and Equipment	$ 13,650
Marketing, Branding and Communications	$ 31,000
Legal	$ 10,000
Total Start Up Costs	**$ 54,650**
RIZ Partnership Annual Costs -July 2019 - June 2020	
Personnel	$ 509,751
Consulting and Contractors	$ 58,500
Facilities and Equipment	$ 22,816
Supplies, Printing, Postage, Misc	$ 3,000
Insurance	$ 4,000
Information Technology	$ 2,600
Travel (local and out of area)	$ 10,510
Meetings (food, space)	$ 4,000
Professional Development	$ 6,000
Program Costs - Community Cafes	$ 20,000
Program Costs-Community Innovation Fund	$ 30,000
Total Annual Costs	**$ 671,177**
Total Costs Sept 2018-June 2020	**$ 1,013,060**

Exhibit 1-10

There is much work ahead of the PSC to more fully understand cost estimates for the RIZ Partnership. Costs will vary depending on whether the RIZ Partnership has a fiscal sponsor, fees charged, and assets available (such as space or furniture) or if the RIZ becomes a program of another organization (which would have different budget dynamics). The budget will be refined and updated in Year One as details are worked out.

This budget assumes a transition period as CCER incubates the RIZP for up to twelve months while the PSC makes key decisions on the structure of the RIZP

organization. This assumes a staged ramp up to full staffing, beginning with the Founding Director. The only program costs shown here (in both the transition period and the annual costs) are the Community Cafés and the Community Innovation Fund which service critical community and family engagement activities. Specifically, the Innovation Fund supports pilot ideas that are generated and supported through the community. One-time only costs may vary and will be firmer as the PSC makes decisions on the nature of the RIZP organization. These costs assume basic organizational start-up expenses for furniture, communications, and legal costs.

Long Term Sustainability

There are multiple approaches to sustainability of both opportunities for children and families and of the RIZ Partnership Infrastructure:

- Build *capacity* of community partners, including strong boards of directors, strong data systems, or in hiring and retaining diverse staff

- Invest in data analysis, monitoring, and tracking to *demonstrate effectiveness*

- Modest *fund development* to community partners to secure funding for priority strategies

- *Broker relationships* with interested funders, track important funding trends, and promote the value of place-based initiatives (CCER)

- *Leverage the public resources* available for many of the programs and infrastructure needed, such as BSK and other regional and federal dollars

TIMELINE OF SELECT ACTIVITIES

The specific timing of the activities that the RIZ Partnership leads as well as the implementation of specific programmatic components that require new resources is contingent on funding availability and timing.

July – December 2018

- RSD Early Learning and Partnership Director hired

- RIZ Partnership Founding Director hired by CCER

- CCER and RSD revise data sharing agreement and MOU

- PSC considers long term options for backbone organizations

- Interim Executive Committee recruits new members, transitions to permanent leadership group

- New partners offered opportunities to apply for BMGF funding to join improvement teams

- Action Teams and school-based school improvement teams trained in PDSAs; begin new PDSAs

- Early learning landscape analysis completed

- RSD begins exploring Promise K implementation

- RSD and RIZ partnership advance collaboration and linkages with EL and OST providers

- 3-4 Community Cafés launched

- New BSK funded programs launch

- Action Teams and PSC continue ongoing planning to address emerging needs

- RIZ website, member portal, and collateral developed

- CBO partners finalize data sharing agreements; begin using Tableau

January – June 2019

- RIZP staff hired

- PSC reviews and modifies any changes in governance structure

- PSC builds additional processes for aligned action and accountability of members

- Community Cafés continue

- Equity tools researched and potentially modified for RIZ use

- Indicators and outcomes developed

June 2019-June 2020

- Additional community and systems results established with community engagement

- Refinement of PSC tools, methods, communications, etc.

- Promise K launched if feasible

RIZ Partnership Improvement Plan

Section 2

COMMUNITY CONTEXT

The Renton Innovation Zone (RIZ) Partnership connects communities and schools to dramatically improve the well-being of children and their academic performance in the service areas of four elementary schools in the Renton School District: Lakeridge, Bryn Mawr, Campbell Hill, and Highlands. These schools are part of the Skyway/West Hill neighborhood of unincorporated King County and Sunset/Highlands area of Renton.

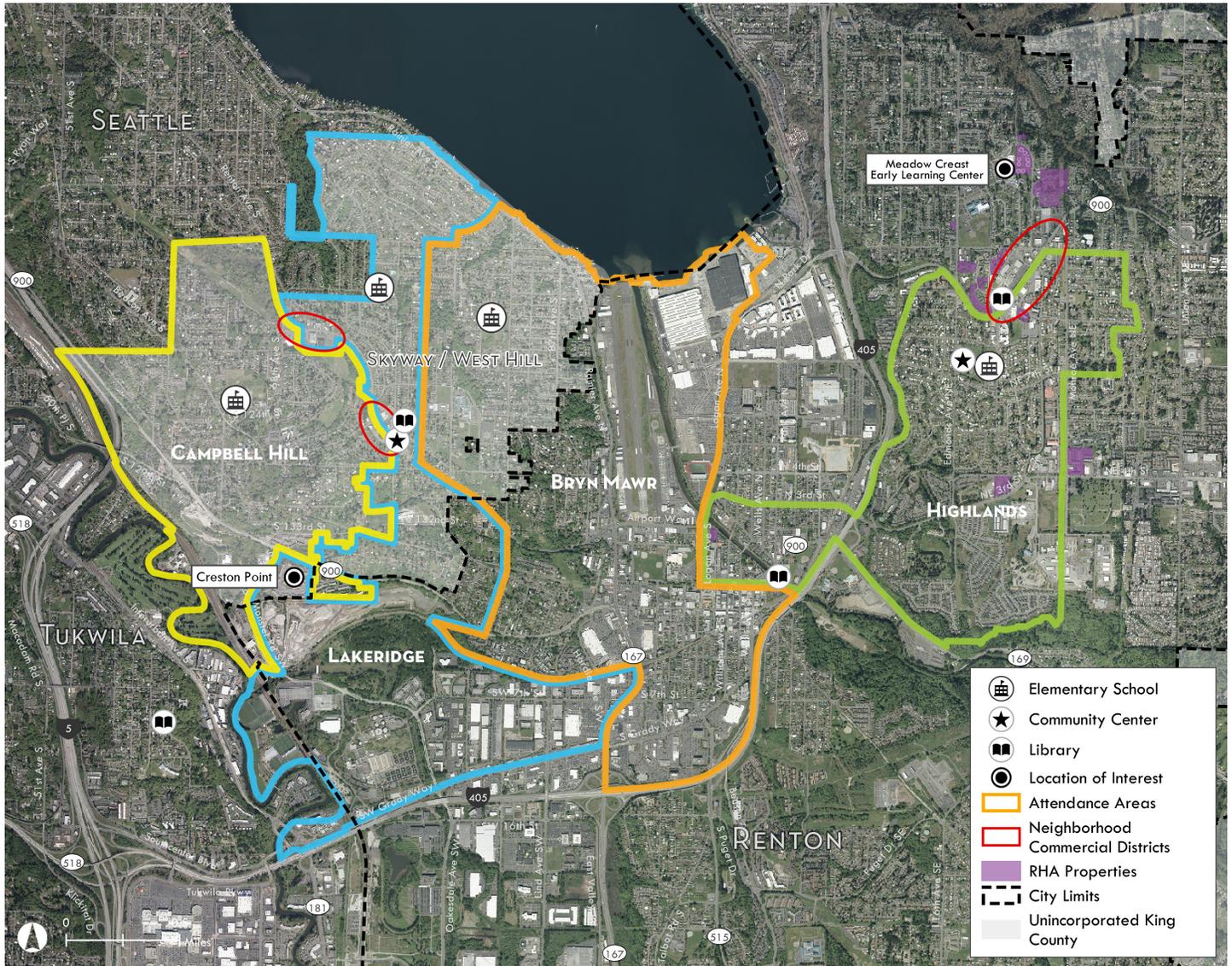## COMMUNITY LANDSCAPE AND OPPORTUNITY GAPS

Exhibit 2-1

Students attending Lakeridge, Bryn Mawr, and Campbell Hill come from the surrounding Skyway/West Hill community. The community is mostly residential, with single family housing representing much of the overall housing stock. Slightly less than half of the housing units are renter occupied (47.6%).[1] While Skyway/West Hill has historically had a large

proportion of single family detached housing, it also has seven affordable housing communities that offer low rent or tax credit subsidies. King County Housing Authority provides Housing Choice (Section 8) vouchers to 288 residents at Creston Point on Martin Luther King Way, the largest affordable housing community in the area. With 476 units, Creston Point is home to many of Lakeridge's students.

[1] Renton, King County and WA State population and housing unit data (OFM, 2017)

This community of approximately 3.2 square miles is an urban unincorporated "island" located between the cities of Renton, Seattle, and Tukwila. King County, Skyway Solutions, the West Hill Community Association, and other partners have been working together with residents for many years to help secure more resources and respond to Skyway/West Hill community needs. The King County Library System built a new Skyway Library which opened in January 2016, yet there remains a great deal of work to do still.

Lacking a municipal government, the region is governed by King County and lacks many of the basic community amenities needed to support families and children. The investment in the public infrastructure in the Skyway/West Hill neighborhood does not meet the standards of its surrounding urban areas. It lacks adequate transit service, a connected street network, and bike trails to meet the transportation needs of the community. It has limited parks and recreation access within its boundaries, which consist of the 23.4-acre Skyway Park (owned by King County), playgrounds on school campuses, and sports fields. The Skyway Business District on Renton Avenue South is the core commercial zone and is in need of revitalization and investment. While access to fresh and affordable food options has increased in recent years, there are still gaps in this region.

The Sunset/Highlands area is located on the east side of Lake Washington in Northeast Renton. The area was created in the 1940s when the federal government and the Renton Housing Authority built several thousand "temporary housing" units for the World War II workers at Boeing and PACCAR; most of these units remain as privately-owned housing, although many are in poor condition. Twenty six percent (26%) of the residents are Hispanic, compared with 15% for Renton overall. The Sunset/Highlands area has the highest concentration of publicly-owned affordable housing in Renton along with the lowest incomes. Levels of violent crime and domestic violence in this area are twice as high as the rest of Renton. Sunset/Highlands has 51% single-parent households (compared with 30% for Renton overall) and 66% of the residents are renters (compared with 51% for Renton overall).

Although the Sunset/Highlands area has significant disparities compared to the rest of Renton and King County, the neighborhood has assets to build upon. An older commercial business district transects the neighborhood with several grocery stores and many other retail services. The area also includes neighborhood centers and parks, and Renton Technical College is located less than half a mile away. Despite these assets, area residents who were surveyed in 2014 reported needing to travel for essential services, primarily medical, dental, emergency food, and utility assistance. Low income residents reported difficulty in securing transportation that was reliable, easy to use, affordable, and efficient.[2]

The City of Renton, Renton Housing Authority, Renton School District, and others have been working on revitalization of the Sunset Area for more than ten years which has resulted in significant public investments in the neighborhood. Over the past four years, additional community partners joined the development effort and began to implement a transformation plan to better respond to additional housing, critical community improvements, education, and human service needs in the Sunset Area.

While full landscape data is incomplete, there are limited options in these communities for educational learning opportunities for children. From a recent analysis of programs for three to four-year olds, only three licensed early learning centers and ten licensed family child care homes were in the neighborhoods near the RIZ schools. Meadow Crest Early Learning Center, in the Highlands area, is the largest early childhood provider in the region. Meadow Crest is operated by Renton School District (RDS) and provides a total capacity of 209 slots for Head Start, the Early Childhood Education and Assistance Program (ECEAP) and Inclusive Preschool (integrated Special Education). Meadow Crest is at capacity and maintains a waitlist. Renton School District kindergarten registration data suggest that only 40% (116 of 287) of entering kindergartners attended formal child care or preschool programs and 60% of entering kindergartners spent their earliest years with family, friends, and neighbors. The percentage of

[2] U.S. Department of Housing and Urban Development, Choice Neighborhoods Implementation Grant Application for the City of Renton. (2018). Exhibit E, Neighborhood Narrative. Location: City of Renton, Community & Economic Development Department.

kindergartners with an early learning background is disaggregated by race showing that larger populations, such as Black/African-American and English-language learning kindergartners, are more likely to have attended a formal early learning program, whereas Hispanic children of all races are disproportionately more likely to be with family, friends, and neighbors prior to kindergarten.

The out of school time (OST) landscape data for elementary-aged children is also limited. Communities in Schools of Renton has been a key school-based provider for children in crisis, providing linkages to support and emergency assistance, yet the needs of children and their families exceeds capacity. While data is too incomplete to understand how many children are attending quality OST programs, informal data indicates there are at least 16 youth development and academic support programs attended by RIZ children and youth. These include programs that are out of the area, including summer camps and faith-based programming, as well as community-based partners at local libraries and parks and recreation departments. Tutoring and academic support options have been very limited and schools have historically lacked onsite providers who can offer academic assistance. These offerings will expand in the 2018-2019 school year. Right at School, a national OST provider, will begin providing before and after school programming to students in all of the RIZ schools. In addition, Best Starts for Kids (BSK), programs funded by King County's children's levy, will expand options for both early learning and OST.

DEMOGRAPHICS

The 5,023 children aged 0-9 in this zone come from diverse racial and cultural backgrounds. These are primarily communities of color. As well, 41% of the RIZ students live in households where English is not the primary language. Although Spanish is most prevalent in total, the four schools each have different demographics.

The diversity in each RIZ school is different, as demonstrated in Exhibit 2-4.

Total population in the RIZ in 2017
(n=35,723)

- White
- Black/African American
- Asian
- Two or more races
- Hispanic origin
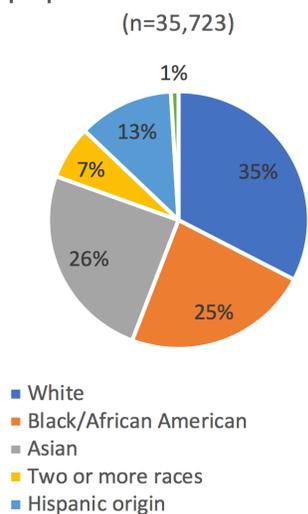
Exhibit 2-2

Home Languages (Non-English)
759 of 1853 - 41%
2017-2018 School Year
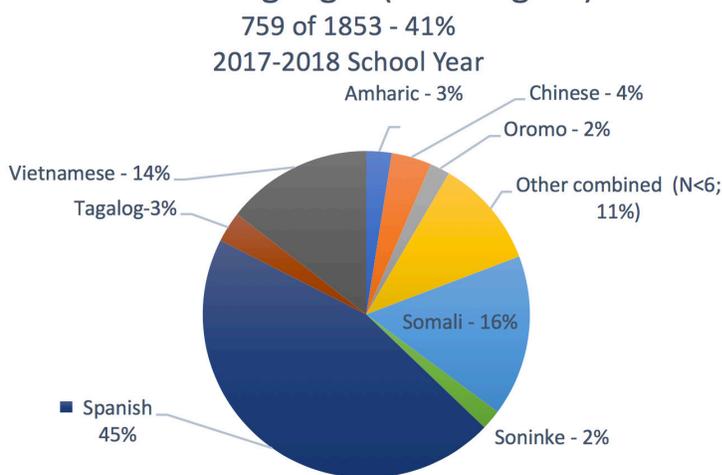
Exhibit 2-3

Percent of Students by Race/Ethnicity in RIZ Schools
2017-2018 School Year

- Hispanic/Latino
- American Indian/Alaska Native
- Asian
- Black/African American
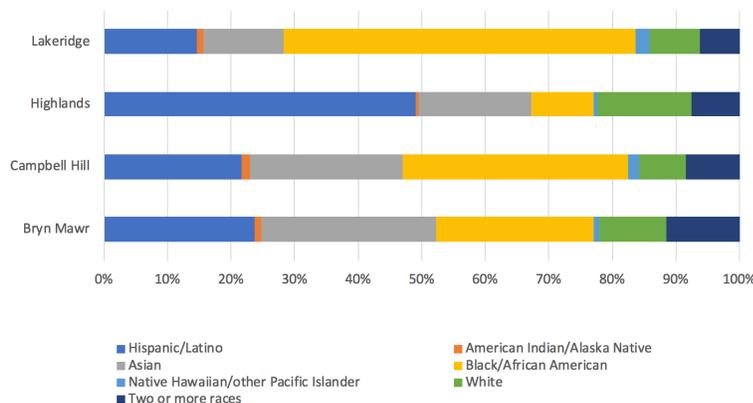- Native Hawaiian/other Pacific Islander
- White
- Two or more races

Exhibit 2-4

However, these students are also living in families who face daily economic challenges. Over 7% of adults over age 25 have less than a ninth-grade education, which is more than double the rate in Renton as a whole (3.1%) and King County (3.6%). The percentage of families living below 100% of the federal poverty level ($30,750 in 2017 for a family of four) in these neighborhoods is 17%, which is greater than Renton School District's overall rate of 12%, and nearly twice as much as King County as a whole (9%).
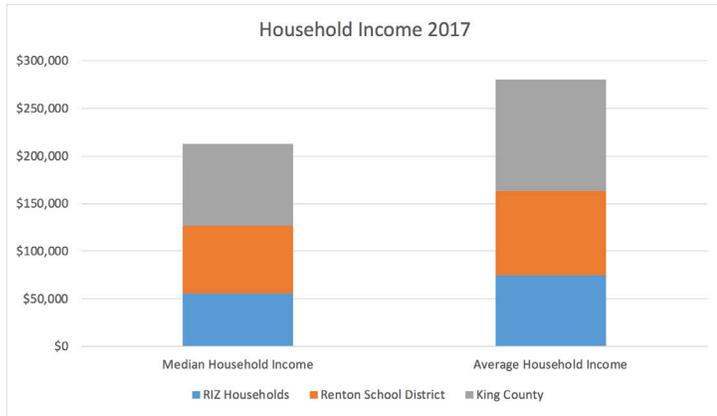

Household Income 2017

Exhibit 2-5

Youth attending the four schools in the Renton Innovation Zone are even more diverse than the population in general, reflecting a greater diversity and level of poverty among families with children than among area residents overall.
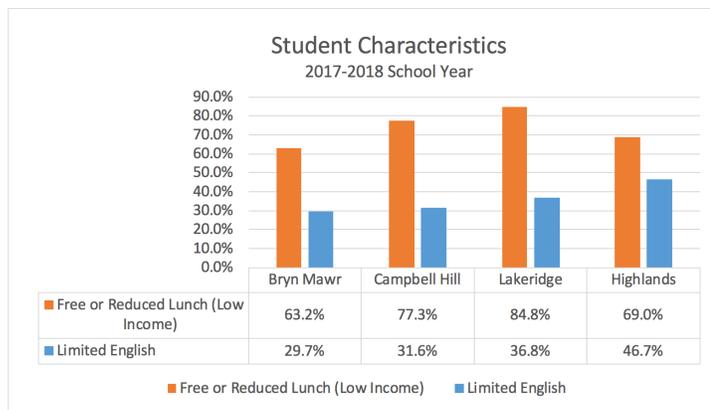

Student Characteristics
2017-2018 School Year

	Bryn Mawr	Campbell Hill	Lakeridge	Highlands
Free or Reduced Lunch (Low Income)	63.2%	77.3%	84.8%	69.0%
Limited English	29.7%	31.6%	36.8%	46.7%

Exhibit 2-6

Housing instability in the RIZ is increasing. The current housing crisis in the region has driven housing costs up in this area significantly, as displacement has risen to a high level of concern for families and community partners. Homelessness

and housing instability create significant challenges to students' ability to learn and thrive. There are at least 105 homeless students in the four RIZ schools, as determined by McKinney Vento Status. This is a federal classification for children and youth experiencing homelessness and the designation provides additional supports for students.

The McKinney Vento Status varies by school, with Bryn Mawr having the greatest number: 40 students (8.3% of its total population). The impact of homelessness is not proportionate to the general demographic population. Students identified as American Indian/Alaska Natives, Native Hawaiian/Pacific Islanders, and multiple race show a proportion of McKinney Vento students more than twice their general population. The percentage of Black/African American McKinney-Vento students in the RIZ schools is more than 50% higher than their general population, while Asian, Hispanic/Latino, and White students are homeless at a proportion that is less than their general population.
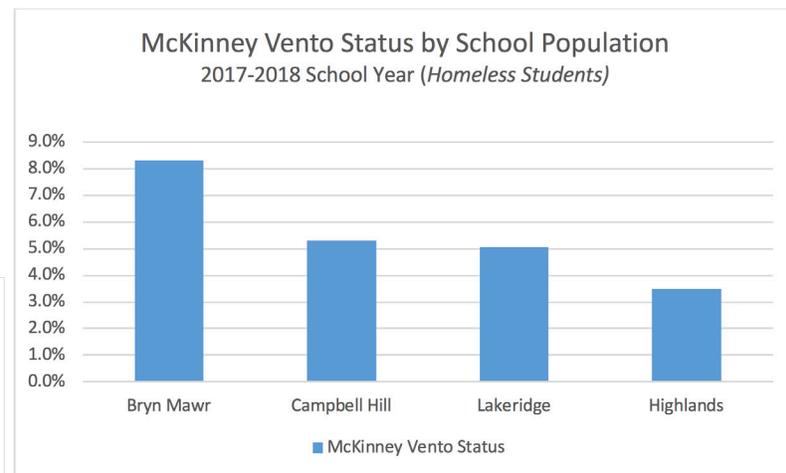

McKinney Vento Status by School Population
2017-2018 School Year (*Homeless Students*)

Exhibit 2-7

STUDENT ACADEMIC DATA

Due to a severe lack of quality in early learning opportunities, many of the children who begin kindergarten have not had access to quality early learning activities, which creates challenges as they transition to kindergarten. While there is variation among the four elementary schools, overall only 40% of children are assessed to meet six of six WaKIDS domains. WaKIDS is the standard for measuring kindergarten readiness and is based on teachers' observations during classroom activities of six different skill areas for children (social-emotional, physical, cognitive, language, literacy, and mathematics). Children who enter school without pre-kindergarten skills often lag in their cohort throughout their academic career as they struggle to master complex behavioral cues and early reading and math skills. Children from middle-income homes typically start kindergarten with a significant vocabulary, easing their transition. In contrast, students from low-income families may lack similar early learning opportunities in order to develop socially and emotionally and gain awareness of literacy and numeracy skills.

Challenges persist for students as indicated by their 3rd grade English Language Arts (ELA) and 4th grade math assessments on the Smarter Balanced Assessment (SBA) which vary significantly by school and by ethnic group. In total, only 38% of 3rd grade students met reading proficiency on the ELA standards in 2016-17 and only 44% met proficiency on the 4th grade math assessment. Importantly, there are significant disparities among racial and ethnic groups.
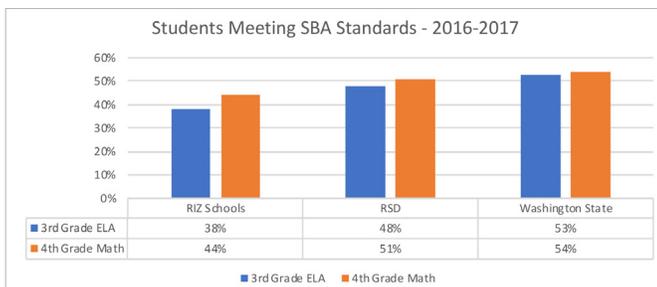
In the Exhibits below, Levels 1 and 2 (orange and blue) are SBA scores that are below standard. Levels 3 and 4 (green and yellow) indicate that the students are meeting standard. Similar patterns by race and language group are seen among subgroups on 3rd grade English Language Arts assessments.
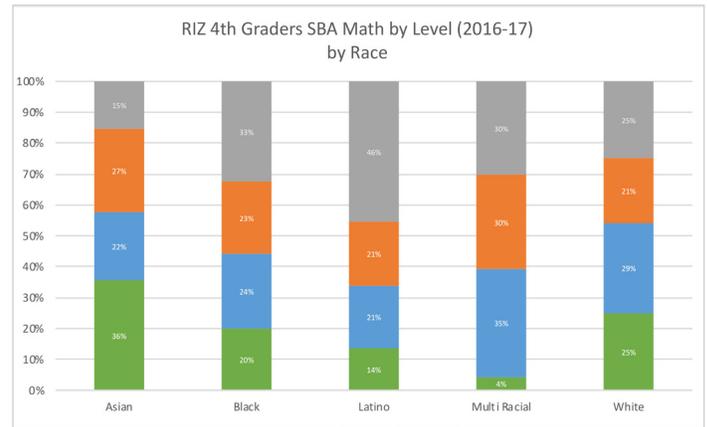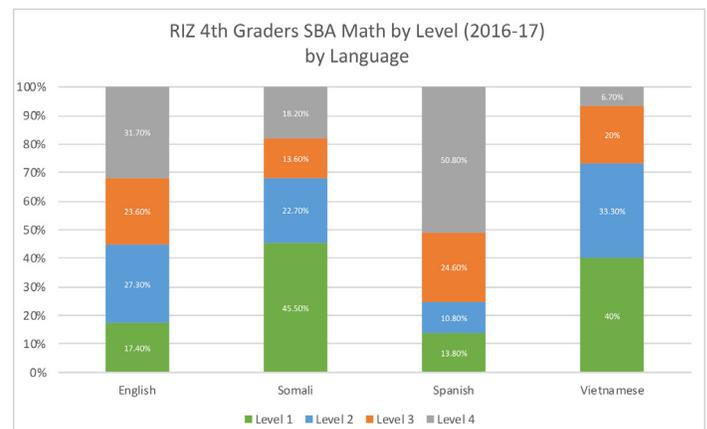

Exhibit 3-2

Exhibit 3-3

Exhibit 3-1

INTENTIONAL SCHOOL IMPROVEMENT

In 2011, Lakeridge Elementary, one of the state's lowest performing schools, was identified for the Federal School Improvement Grant to support school turnaround. Jessica Calabrese Granger was hired as the new principal and she initiated key changes to improve instruction and build a strong culture for social emotional learning. Based on the dramatic success of Lakeridge by 2015, RSD Superintendent Damien Pattenaude had the vision for *West Hill Now!,* and sought to scale that improvement to Campbell Hill Elementary School and Bryn Mawr Elementary School in 2016. In February 2017, RSD expanded these efforts to include Highlands Elementary School and called the comprehensive, multi-year initiative the Renton Innovation Zone.

To advance this work, Renton School District (RSD) has committed to an intensive process of improving practice among teachers, principals, and students, with a focus on four key strategies:

> **Embedded Professional Development.** This includes focusing on academic standards (what to teach) and engaging and effective instructional practices (how to teach). The district has focused on teacher skill development and content coaching.

> **Effective Collaboration.** This focuses on careful monitoring of developing student understanding and is approached as a teaching team with active support from the content coaches and principal.

> **Social Emotional Learning (SEL).** RIZ schools have invested in increasing teacher understanding of the skills students need and providing instructional strategies to teach these skills. This builds classroom communities that support engagement and uses data to identify and respond to student needs as a system.

> **Principal Learning.** In her current capacity as Chief of School Improvement, Jessica Calabrese Granger provides a balance of coaching and accountability for principals to function effectively in their ability to be instructional leaders.

INTENTIONAL COMMUNITY PARTNERSHIP

RSD recognized that for children to truly thrive, schools could not do it alone - they need full partnership with families and community. This school improvement momentum also coincided with a focused, yearlong leadership development program supported by *StriveTogether*, a national network supporting a rigorous approach to accelerate progress in educational results. *StriveTogether* provides technical assistance to over 70 Cradle to Career improvement projects across the nation, such as Roadmap Project, staffed by the Community Center for Education Results (CCER). A team from RSD (Jessica Calabrese Granger and Ebony Pattenaude), CCER (Mary Jean Ryan), King County (Sheila Capestany), and the King County Housing Authority (Ted Dezember) participated in the training and focused their work on developing the community partnership elements of the Renton Innovation Zone.

The planning group convened community stakeholders in August 2017, which launched the RIZ Partnership Steering Committee (PSC). Its initial charge was to ensure RIZ children and families have access to a strong early learning system as well as a robust, culturally appropriate before, after school, and summer learning and enrichment system.

Since then, the RIZ PSC has grown to over 84 individuals representing 35 different agencies or constituencies involved in the RIZ leadership and action team structures:

- The **Early Learning Action Team** focuses on increasing the quality and availability of high-quality early learning experiences for all RIZ children

- The **Quality Out of School Time Action Team** focuses on increasing robust, culturally appropriate extended day enrichment and summer learning opportunities

- The **Basic Needs Action Team** seeks to improve services to meet basic needs with an initial focus on housing stability

- The **Community and Family Engagement Action Team** ensures that the work of RIZ committees and Action Teams is responsive to the community and family priorities

- Each **partner school** develops its plan with the support of the Renton School District to support quality instruction, family engagement, and social/emotional learning

- An **Interim Executive Committee** was established in January 2018 to support the initial planning phase and fund development for BSK grants
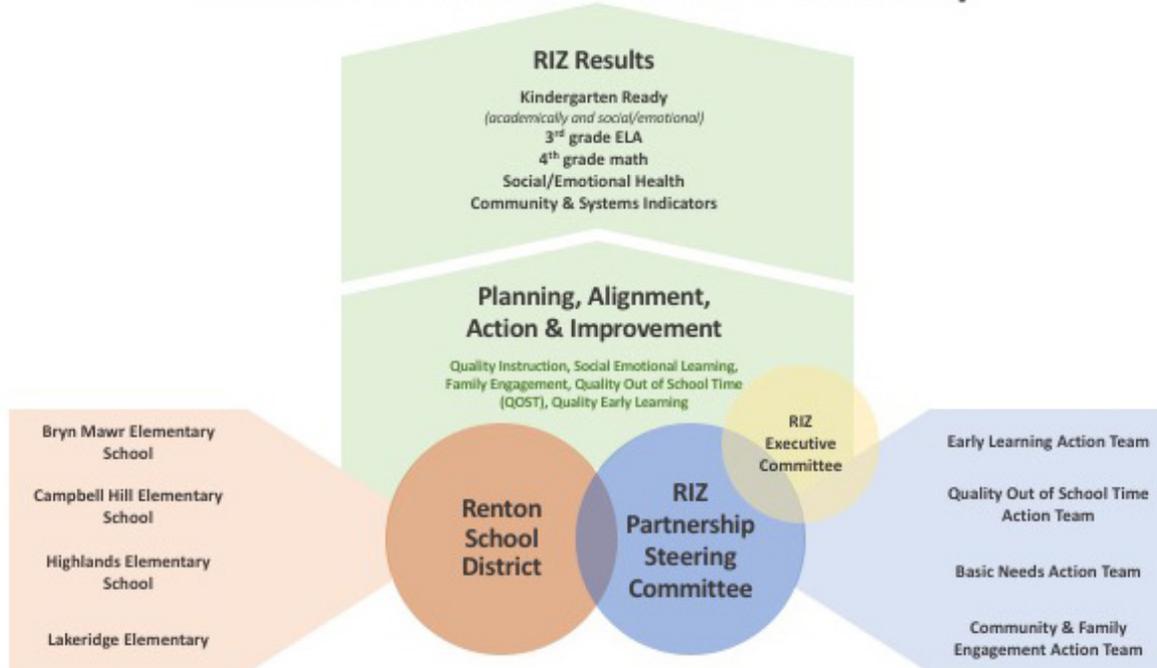
Renton Innovation Zone Partnership

RIZ Results

Kindergarten Ready
(academically and social/emotional)
3rd grade ELA
4th grade math
Social/Emotional Health
Community & Systems Indicators

Planning, Alignment, Action & Improvement

Quality Instruction, Social Emotional Learning, Family Engagement, Quality Out of School Time (QOST), Quality Early Learning

Bryn Mawr Elementary School

Campbell Hill Elementary School

Highlands Elementary School

Lakeridge Elementary

Renton School District

RIZ Partnership Steering Committee

RIZ Executive Committee

Early Learning Action Team

Quality Out of School Time Action Team

Basic Needs Action Team

Community & Family Engagement Action Team

Exhibit 4-1

THE RIZ MISSION, VISION & THEORY OF CHANGE

The RIZ Partnership developed its mission, vision and theory of change to guide its work and galvanize stakeholders around the needs of RIZ children:

Mission
The mission of the RIZ Partnership is to lead a relationship-based, data informed collaborative network to advance racial equity and create healthy learning opportunities for all children throughout the RIZ neighborhoods.

Vision
Every child feels safe, supported, connected, inspired to learn and is thriving.

Theory of Change

1. Developing a whole child approach, weaving social emotional and academic skill development together in environments that are welcoming, supportive, and inclusive.

2. Expanding resources in neighborhoods and community-based organizations (CBOs) to support basic needs of children and families.

3. Acknowledging that families are the children's first educators and advocates and co-creators of opportunities for learning.

RESULTS SOUGHT BY THE RIZ PARTNERSHIP

Within the RIZ Partnership planning framework, "results" are high level outcomes that drive action and set expectations among all partners. Overarching these results, it seeks to ensure that 100% of RIZ children will have equity of opportunity and access to supports. The PSC has established the following goals, targets, and indicators. By the 2022-2023 school year:

- **78% of children are academically, physically, socially, and emotionally ready for Kindergarten**
  Indicator: Kindergartners demonstrate characteristics of entering kindergartners in at least five of six developmental domains in WaKIDS

- **74% of 3rd grade students meet English Language Arts proficiency target**
  Indicator: Smarter Balanced Assessment composite of children in the four RIZ elementary schools

- **74% of 4th grade students meet math proficiency target**
  Indicator: Smarter Balanced Assessment composite of children in the four RIZ elementary schools

As part of its emphasis on equity, the PSC set these goals for **all subpopulations** of students.

Reaching the Targets
Kindergarten Ready requires 78% of population
3rd Grade ELA requires 74% of population
4th Grade Math requires 74% of population

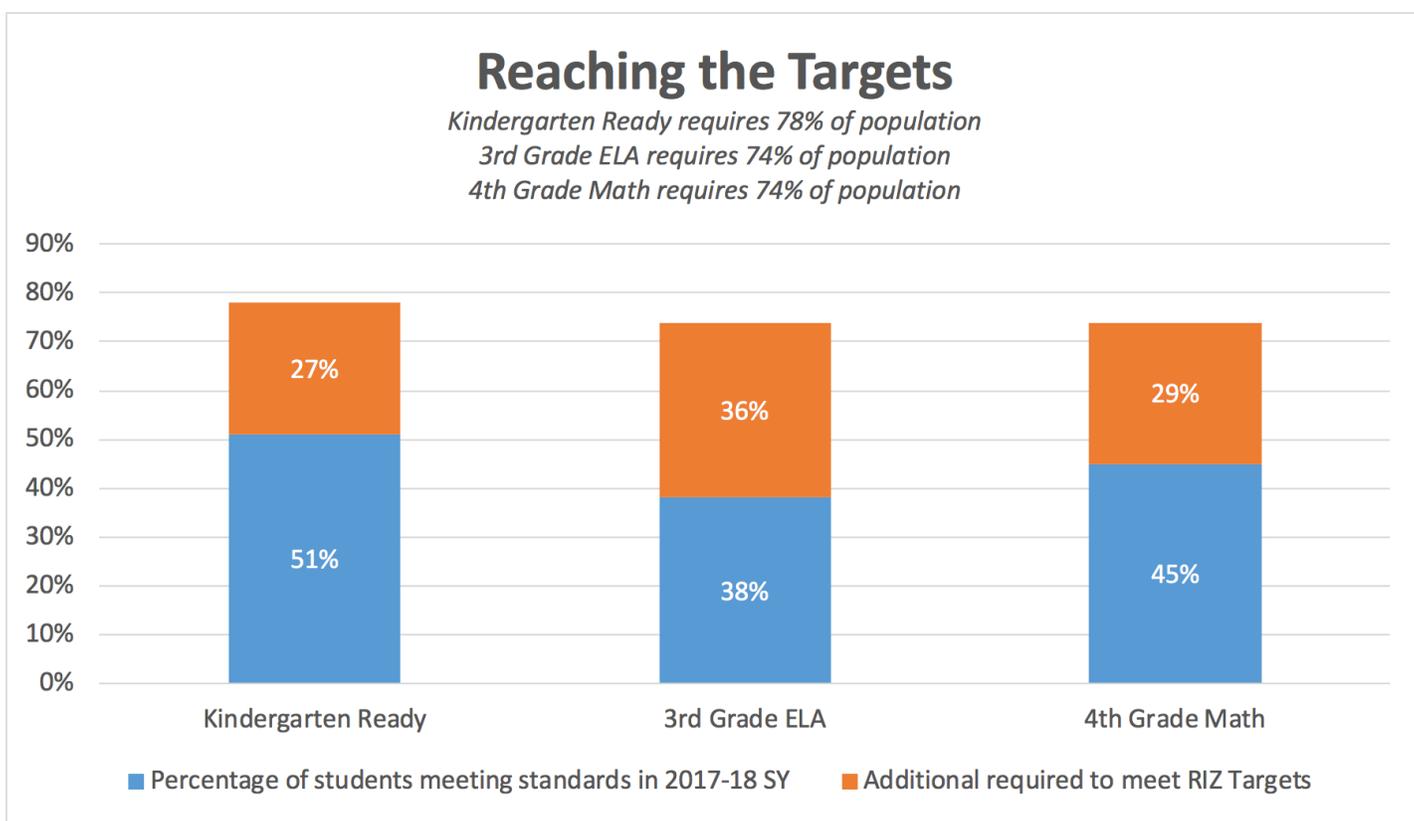|	Percentage of students meeting standards in 2017-18 SY	Additional required to meet RIZ Targets
Kindergarten Ready	51%	27%
3rd Grade ELA	38%	36%
4th Grade Math	45%	29%

Exhibit 6-1

The RIZ Partnership also identified that children will reach their potential only if the foundational systems around them are strong, effective, and focused on equity. Five other result areas have been identified that emphasize **individual, community, and system level progress**:

- Increase social emotional development of children
- Increase access to culturally relevant services and supports (this includes both increasing capacity and cultural relevancy of available services)

- Increase culturally relevant family and community engagement to support RIZ students
- Increase the number and quality of culturally relevant learning opportunities (Early Learning and Out of School Time) available to RIZ students and their families
- A result focused specifically on equity and addressing systemic and institutional racism will be developed by the RIZ Partnership

A NEW WAY TO WORK – KIDS AT THE CENTER

The RIZ Partnership is committed to new ways of working together to achieve results, as it is unacceptably clear that business as usual would result in the same substandard results for children. RSD is adding dedicated staff capacity at all levels to support its intense focus on improving the RIZ schools. Its genuine collaboration with families and community partners is an unprecedented approach to holistically supporting children. The enthusiasm of the RIZ partners to join the effort demonstrates a readiness to work in new ways to break down opportunity barriers for all RIZ children. The essential ingredients to this approach are:

- **Equity** – Intentional focus on equity at both individual and systemic levels
- **School-District and Community Partner Collaboration** – Build shared strategies, teams, and supports around shared goals for children and families
- **Relationships-Centered** – Place relationships among partners and with community, families, and children at the center of all actions
- **Results Informed** – Start with the end result for children (RIZ Targets) and continuously use data to inform decisions and improvement
- **Community Driven** - Co-create strategies with community and families
- **Aligned Action and Contribution** –Accountability among all partners to take aligned actions to make measurable progress toward the results
- Simultaneously build **capacity and quality** to serve more children well

- **Improvement Science** – Use rigorous methods, such as the Plan-Do-Study-Act (PDSA) approach as framework for immediate, rapid cycle, testable improvements that lead to long term innovation and scale to both fill gaps and address emerging needs
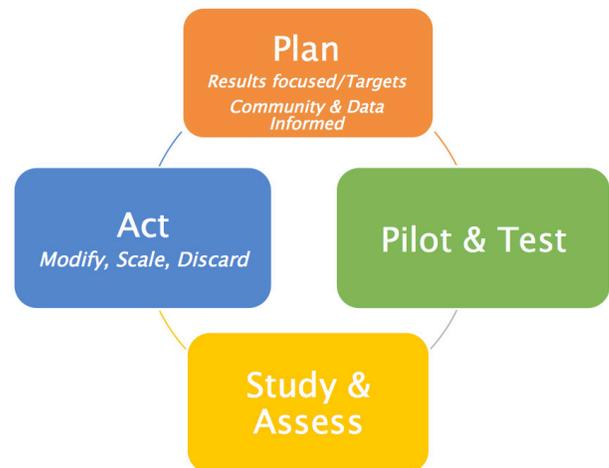
This new approach has required new infrastructure and processes to support the collaboration, including:

- Communications
- Data informed decision making
- Organizational support, coordination, and staffing
- Community leadership and governance

The RIZ Partnership has gained momentum both to increase services to children and families and to build the collaborative infrastructure needed for a new way of working.

NEW SERVICES FOR CHILDREN AND FAMILIES

As the RIZ Partnership launched new ways of collaborating and developed its initial plan, it also felt the urgency to create opportunities for children *now*. Renton School District took action to address the lack of school-based student support. RSD issued an RFP for before and after school services in fall of 2017. As a result, it contracted with Right at School, which will provide hands-on learning, fitness, and leadership development in the 2018-19 school year.

The RIZ Partnership also took advantage of Best Starts for Kids (BSK) Requests for Proposals (RFPs) to write and secure new grants for new services in the RIZ. To date, new funding secured through RIZ Partnership grant writing totals over $2.88 million that will:

- **Social Emotional Development** - The four RIZ schools plus Dimmitt Middle School will use BSK funding for trauma informed and restorative justice services, in partnership with Sound Discipline, Somali Youth and Family Club, Renton Area Youth Services, and Thrive Yoga.

- **Expanded Out of School Time Opportunities** - Somali Youth and Family Club, in partnership with Techbridge Girls and Urban Family, will provide STEM programming to at least 80 youth per day at Creston Point in Skyway. The City of Renton – Recreation and Neighborhoods, along with Centro Rendu and Techbridge Girls, will provide quality OST programming to over 60 youth at the Highlands Neighborhood Center.

- **Expanded Maternal Health** - Somali Doulas of NW will implement a doula home visiting model in the RIZ as a result of securing new BSK funding.

COMMUNITY LEADERSHIP AND GOVERNANCE

The primary vehicle for coordination and oversight of the RIZ Partnership to date has been the Partnership Steering Committee (PSC). Currently, this has been an open membership of volunteers representing 21 institutions plus families who are deeply invested in the RIZ communities. RSD administration has provided ongoing leadership to this initiative, both at the school level and within the partnership. The PSC, four Action Teams, and Interim Executive Committee have met monthly through 2018 to advance planning and collaboration.

While all of these teams have clarified their unique scopes, these are still mostly informal groups. The Interim Executive Committee developed initial decision-making protocols that guided the planning phase but has otherwise operated without formal processes. There is no formal membership or participation requirement currently, and only the Community and Family Engagement Action Team has a dedicated chair. The Interim Executive Committee is beginning the process of restructuring to a new leadership group to provide support for the next phase of implementation.

DATA INFORMED DECISION MAKING AND QUALITY IMPROVEMENT

Data is at the center of RIZ Partnership planning, strategy development, and quality improvement.

Use Data to Inform Planning , Identify Trends & Set Priorities

The RIZ Partnership engaged in a "factor analysis" as it launched its planning process. This analytical process, one of the cornerstones of Results Based Accountability, focused the Partnership on the specific community assets and barriers that impact child success. This analysis sheds light on the disaggregated data above, which shows disproportionate impacts on children of color, including English Language Learners.

Many factors were identified as challenges directly affecting children and families:

- Lack of social emotional skills
- Weak family connection to school, including access to tools and resources to support learning
- Lack of resources to meet basic needs
- High levels of family stress, including deportation trauma and fear
- Increasing housing instability and homelessness
- Increasing acuity and complexity of needs, including mental health, legal issues, violence, alcohol and drug abuse

There were many service and systems issues identified as well:

- Limited access to quality early learning slots
- Challenges in the child care system, including costs, times, retention and staff skills, as well as lack of language support to connect with the full student population

- Services that are spread out with limited transportation options available to families
- Cultural differences and lack of culturally competent outreach, environments, or learning opportunities
- Ineffective instruction to reach all children
- Discrimination and racial bias, including housing discrimination

As the RIZ Partnership considered its strategies to address many of these barriers, it became clear that they would need to both focus on supporting the skill development of children to impact student level indicators and fix the systemic, underlying causes of the disparities. It considered CCER's approach to the essentials of racial equity as a starting point to look at systems and foundational indicators that will drive long term success for all students in the RIZ.
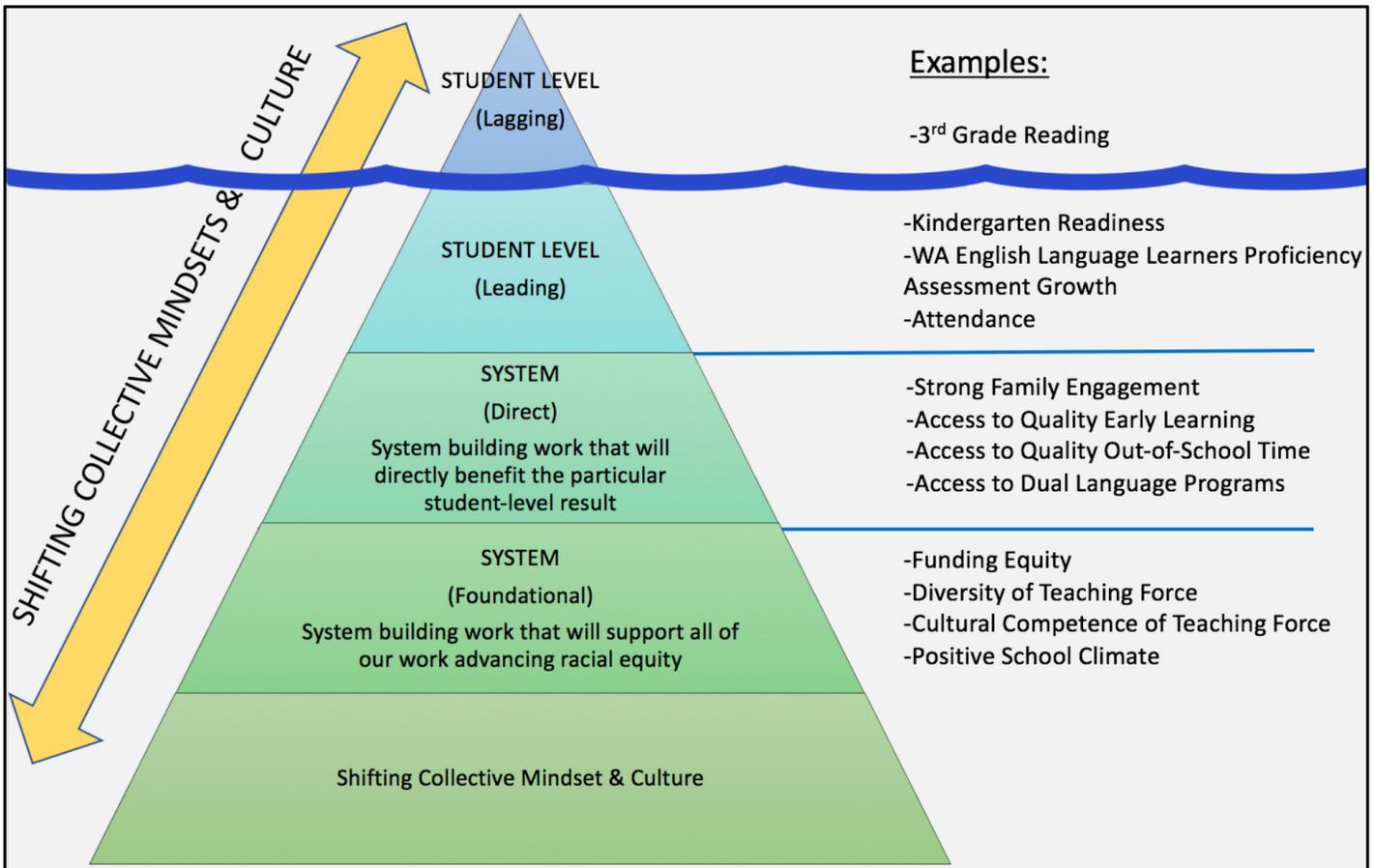

Exhibit 8-1 Source: Community Center for Education Results, Student Level and Systems Indicators

To date, there has been limited staff capacity to research and analyze existing data sources and the Partnership has been reliant on the somewhat limited data that is shaped by formal systems for measuring student achievement, community health, and basic needs. The data available on key community issues often lacks context and analysis that is needed to better validate the factor analysis. The Action Teams have identified areas where additional information will be important for decision making in the next phase, including:

- **The landscape of early learning and out of school time opportunities, including who is served by them**
- **Parent interests and values in the opportunities available to their children, their social emotional needs, and other priorities**
- **Existing community assets that can be leveraged**
- **Barriers to accessing services and programs**
- **Culturally specific interests**
- **Geographic differences between the Sunset and West Hill neighborhoods**
- **Family mobility, specifically for families experiencing homelessness and unstable housing**
- **Health and mental health needs of children and families**
- **Isolation - trends related to connectivity to services or participation in school-based events**
- **Experiences and needs of friends and family child care providers**

Use Data to Set Targets and Monitor Progress

In spring 2018, the RIZ Partnership reviewed academic data to establish targets for Kindergarten Readiness, 3rd Grade English Language Arts, and 4th Grade Math. They reviewed disaggregated data as well as comparative performance data from across the region to establish both the timeline and the targets listed above (Results Sought by the RIZ Partnership).

There is still a great deal of work to be done to monitor progress toward the academic indicators. This includes establishing milestones and lead indicators to measure annual progress toward goals.

In addition, the methods for measuring progress have yet to be established in several result areas. Unlike academic indicators, the community and system

level results present new, cutting edge approaches to measuring the systemic levers that makes individual success possible. There is great work to do to understand the result areas, identify appropriate data sources that accurately measure progress, understand what is valuable to families to measure, and set up systems that can consistently track progress.

Build Systems to Share and Use Data

RSD has been updating its data capacities to better inform its instructional and intervention strategies. It has invested in Tableau to build customizable reports for school building leaders to track individual student progress, early warning indicators, and overall trends. It began rolling these reports out to middle school teachers in 2018 and will be soon building relevant reports for RIZ elementary schools.

The RIZ efforts have advanced *Data Sharing Agreements* (DSAs) between Renton School District and RIZ community-based organizations (CBOs). These providers recognized the advantage of having real time data, including the ability to connect directly with schools to align approaches to specific student needs and issues as they arise. They are developing their priorities for how they will use the data and what data they need to inform the specifics of the DSAs. CBO partners are moving forward with data sharing agreements which will result in actionable student level data in fall/winter 2018.

As of July 2018, RSD and CCER are in the process of updating their data sharing agreement. This agreement will support the development of measures as well as support shared learning among the partners.

Methods for Quality Improvement

The RIZ Partnership has prioritized quality improvement, and will use the *Plan-Do-Study-Act (PDSA)* method to focus on ongoing, sustainable, and scalable quality improvement. The Early Learning and QOST Action Teams have also been introduced to the PDSA method, and school-based improvement teams will begin using PDSAs in the fall. This method can be used to test small scale improvements as well as be the model for the RIZ Partnership's iterative planning process to continuously assess and modify from its learning.

ORGANIZATIONAL SUPPORT, COORDINATION & STAFFING

Resources for the initial partnership formation, planning, and grant writing have been jointly provided by RSD and CCER. The intentional focus on planning for service expansion and improvement, community and family inclusion, and equity have all required an investment in institutional and coordination capacity to support the new level of collaboration and planning that has occurred in the past year. This has included:

- **Creation of the RSD Family and Community Engagement Coordinator position -Ebony Pattenaude - to work intensively on building school/community partnerships**

- **CCER Early Learning and Elementary Success Director - Gretchen Stahr Breunig - has developed new partners for the RIZ and supported the success of both school and community initiatives**

- **CCER contracted with a facilitator – Catherine Verrenti - to establish RIZ Action Teams, Steering Committee, and Interim Executive Committee, and to develop the initial plan for the partnership**

- **CCER contracted with a grant writer - Sylvie McGee - to support community-based and school district proposals to Best Start for Kids**

- **CCER and RSD have provided technical support for data analysis and target setting**

- **RSD created a new AmeriCorps VISTA position – MyKa'La Alexander – who is working with the Family and Community Engagement Coordinator to increase family and community engagement with a focus on early learning and after school programs. She also supports some of the initial communications needs of the RIZ Partnership**

Initial seed funding of $150,000 for partnership development and planning was provided by the Balmer Group and *StriveTogethe*r. In addition, the Bill and Melinda Gates Foundation (BMGF) provided $145,000 to RSD in spring 2018 to support additional assessment and planning with a focus on improving social emotional learning and early math.

Beyond these resources, the day to day work of the RIZ Partnership is being carried in large part by staff at Renton School District, the Community Center for Education Results, and a variety of community-based organizations. In order to support the implementation of this plan, however, additional sustainable staff support is needed.

New Capacities Identified for Implementation

The RIZ Partnership has identified the capacities necessary to implement the RIZ Partnership improvement plan as it goes forward. These capacities are shared across the lead partners at Renton School District, CCER, and the new staffing required for the RIZ Partnership. These are the building blocks for strong partnerships and focused, accountable collaboration:

Family Engagement Cultivate strong partnerships with families and communities	**Data Analysis & Use** Set & monitor targets, shared learning, research and trend tracking	**Partnership Development** Build strategic partnerships to bring new services into the RIZ	**Membership Engagement & Support** Cultivate members; staff governance structure & action teams

Communications With RIZ members, families, policy makers, schools, funders & others	**Capacity Building & Continuous Improvement** Support strong CBO infrastructure and programs, technical assistance	**Fund Development** Grant writing, public/private partnership, sustainability

Strong Schools Quality instruction Positive culture	**Leadership & Coordination** With Stakeholders, Funders, Schools, Early Learning and OST systems, Basic Needs systems

Exhibit 8-2

Staff Support Identified

The coordination of partners and the strategies identified in this plan require dedicated staff support, increased capabilities, and role clarity across the partners. RSD and CCER have made significant commitments to support many of these key capacities into the future. There are multiple full or partial positions that support the overall RIZ Partnership goals.

Renton School District Support

Position	Status
Chief of School Improvement	Existing
Family and Community Engagement Director	Existing
Director of Curriculum, Instruction and Assessment	Existing
Partnership and Early Learning Network Director	Funding Pending - BMGF
Math Coach Lead	Funding Pending - BMGF
Teacher Residents	Funding Pending - BMGF
Partnership Coordinator (school based)	Funding Pending - BMGF
Family Liaisons (in partnership with Communities in Schools Renton)	Existing
Community Engagement Vista	New- Secured

Exhibit 8-3

Community Center for Education Results Support

Position	Status
Early Learning and Elementary Success Director	Existing
Director of Data	Existing
Data Coach	New – Secured

Exhibit 8-4

Renton Innovation Zone Partnership – Phase 1 Needs

There is a gap in the staffing needed to support the community partnership elements of this plan. The Partnership Steering Committee identified the need for 5.5 FTEs to lead and coordinate the community partnerships at the level of intensity needed to achieve the RIZ Partnership's vision for children.

Position	Dedicated FTE	Status
RIZ Partnership Founding Director	1.0	Need funding
Community and Family Engagement Builder	1.0	Need Funding
Partnership Builder	0.5	Need Funding
Quality Improvement Coordinator/Capacity Building Coach	1.0	Need Funding
Communications Specialist	1.0	Need Funding
Administrative Assistant	1.0	Need Funding

Exhibit 8-5

Establishing the RIZ Partnership Organization

The Partnership Steering Committee has explored the organizational backbone structure needed to support the RIZ Partnership goals and the staff needed. In June 2018, the PSC had a robust discussion of options, including whether it should be an independent entity or if it should be part of another organization with a shared mission. As this recommendation has significant implications, the PSC decided to deeply explore the issue and its implications before making this decision. There are practical and community considerations it must weight with due diligence, such as:

- Which option would have more credibility with families, community, schools, and other stakeholders, such as policy makers and funders?

- What level of independent decision making is necessary for the RIZ Partnership and how is that best achieved?

- If the RIZ Partnership was part of another non-profit, what are the characteristics of the ideal match? Are there mission-based organizations that meet those characteristics and are interested in supporting the RIZ Partnership?

- What are the financial/fundraising differences among the different options? How much can the RIZ Partnership realistically accomplish?

To provide the time for these considerations through the remainder of 2018, CCER will act as the incubator for the new RIZ Partnership through the hiring of the Founding Director.

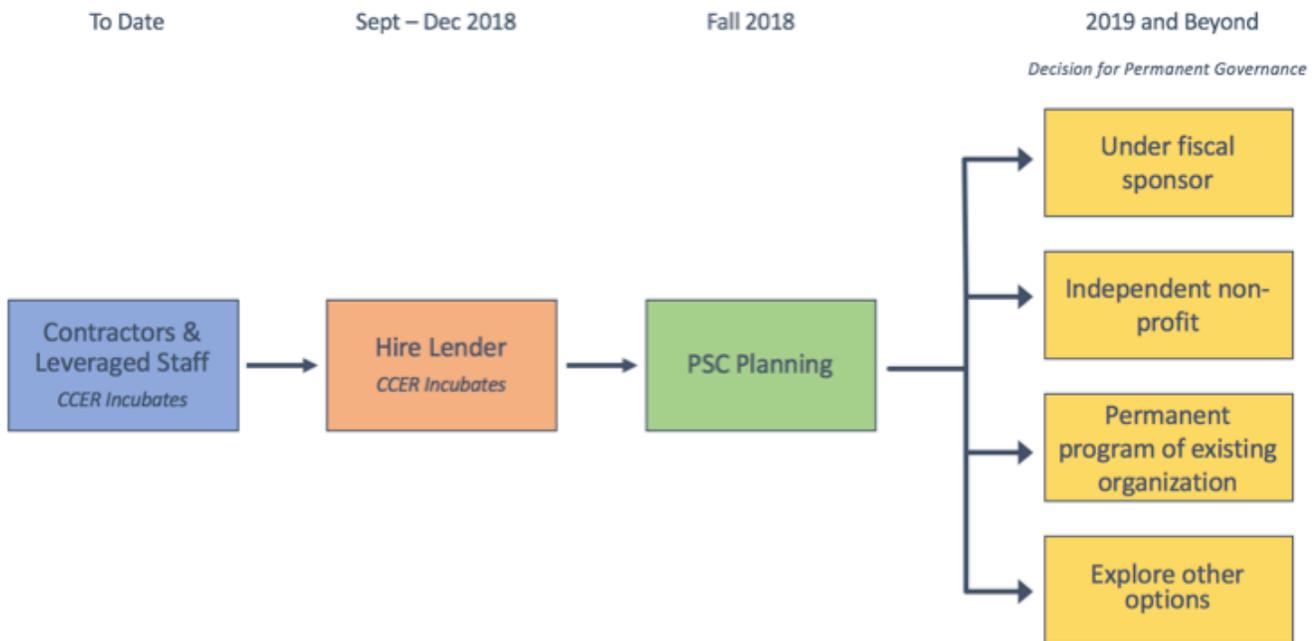## Staff and Organizational Development Process and Timeline

Exhibit 8-6

NEXT STEPS – IMPLEMENTATION

The school-based and community partnership strategies are planned to be mutually reinforcing. These strategies are based on an assessment of the most important things we can do right now to move the most critical levers that support or constrain RIZ children in their capacity to thrive. The Improvement Plan for Year One and beyond lays the foundation for expanded program opportunities for children and families plus builds the community capacity to deliver quality experiences. Addressing the diversity of needs and interests, and focusing on the students most needing assistance, the initial plan has a set of interrelated strategies to change the results for RIZ children.

The initial implementation priorities align with the RIZP theory of change and focus on four key areas that are infused with effective implementation, strong coordination, and embedded family voice:

- **Support strong schools**
- **Expand the availability of early learning and out of school time opportunities**
- **Build capacity and quality throughout the early learning and out of school time systems**
- **Meet basic needs of children and families**

Strategies that focus on 0-5 year-old children and their families include:

78 % of Students are Kindergarten Ready = 78 additional students ready by 2022					
Strong Schools	Improve Instruction –*All Schools*	Social Emotional Learning – *All Schools*	Planning for Promise K – Kindergarten for 4 year olds	**Effective Program Implementation**	**Linkages and Connections**	**Families – Voice; Connection to Schools and Community; Reach hardest to serve**
EL Opportunity	Increase Prenatal Care – Doulas	Pilot Dual Language Programs	Play & Learns			
	Pilot Integrated Family Literacy	Pilot Parent Co-Op Preschool	Increase Developmental Screenings			
EL Capacity	SEL and Trauma Informed PD – Child care and home visitors	Quality Improvement – EL Programs	Planning for expand facilities available for EL Programs or Family Center			
Basic Needs	Mental Health Counseling	Outreach to isolated families	Housing Stability & Eviction Prevention			

Exhibit 9-1

Strategies that support elementary-aged children and their families include:

74 % of Students meet ELA Standard = 113 additional students
74% of Students meet 4th grade math standard = 86 additional students

Strong Schools	Improve Instruction –*All Schools*		Social Emotional Learning – *All Schools*		
OST Opportunity	Expand OST-Right at School (#TBD); BSK – (+140 students)	School based CBOs (TBD)	Planning for Mentors for all students (+400 or more)		
OST Capacity	SEL and Trauma Informed PD – Youth Workers	Quality Improvement – OST Programs	Planning for expand facilities available for OST		
Basic Needs	Mental Health Counseling	Outreach to isolated families	Housing Stability and Eviction Prevention		

Columns on right: Effective Program Implementation | Linkages and Connections | Families – *Voice; Connection to Schools and Community; Reach hardest to serve*

Exhibit 9-2

SUPPORT STRONG SCHOOLS

Strengthen Effective Instruction

With the 3-year grant from BMGF, RSD will expand its instructional coaching model to partner with teachers to improve practices and deepen their abilities to differentiate instruction. RSD will add a lead coach position to establish an improvement network among the content coaches across the RIZ schools. The coaches' effectiveness in designing curriculum and assessment and providing timely, effective professional development is critical to the improvement in outcomes for children.

In addition, RSD is seeking to pilot a Teacher Residency Program that will provide the four schools with a cadre of three teachers trained in effective instructional and SEL strategies who will provide instruction while teachers engage in embedded professional learning.

Deepen Social Emotional Learning in the Four RIZ Schools

The four schools in the RIZ will continue to develop their social emotional model. Sound Discipline will provide professional development and coaching to each of the four elementary schools to support the development of classroom communities and build intervention systems and strategies. Ensuring that teachers and staff have the skills to address root causes of behavior challenges is essential in creating classroom environments that effectively support children in accessing learning. The Year One focus is on supporting collaboration across the four schools in implementing and refining newly developed SEL curriculum pacing guides and expanding supports to leaders and staff beyond the classroom teachers.

Additionally, RSD is providing additional intervention staffing support to assist assistant principals and teachers in responding effectively and positively to school-wide, classroom, and individual student needs as revealed by intervention and discipline data analysis.

Expand Early Learning Opportunities – Promise K

Promise K is a state funding mechanism for early entrance kindergarten that has been effectively used by the Bellingham School District to significantly expand Early Learning (EL) opportunities for children. It is open to children who are scheduled to start kindergarten the following fall and have had no prior EL opportunities. This expansion, if viable for Renton, would begin to address the lack of capacity and long waitlists for Early Learning programming. RSD needs to consider variables such as facilities requirements, funding adequacy, and institutional leadership and support to best assess for viability, timelines, and resources needed to implement. RSD is committed to exploring this strategy with a program launch, if determined feasible, no later than 2020.

EXPAND THE AVAILABILITY OF EARLY LEARNING AND OUT OF SCHOOL TIME OPPORTUNITIES

Improve Connections and Pathways

As the early learning and out of school time systems grow in capacity, and the schools deepen their instructional practice, there will be increased urgency to align and coordinate across systems. This includes forging new linkages between the early learning programs and kindergarten classrooms to support transition to kindergarten as well as collaborations between the out of school system and the RIZ elementary schools to align practice.

Initially, a new position at RSD, the Early Learning and Partnership Director, will build these relationships. RIZ Partnership staffing is needed to support wider community collaboration with organizations, including faith-based organizations and others, that provide services to RIZ children and families yet are not directly connected to schools or RIZ. The RIZ Partnership staffing will also form partnerships with agencies that can bring new services into the RIZ.

Ensure Effective Implementation of New Programs

The RIZ Partnership has been very successful in bringing resources into the community for new early learning and out of school time programs through Best Starts for Kids. Ensuring strong program implementation, including strong organizational systems, strong quality improvement practice, and useful data sharing practices, will be important to guarantee that the new services are contributing to the RIZ targets.

Promising New Services to Fill Critical Gaps

The Early Learning and QOST Action Teams have identified the following **promising approaches** to meet the RIZ targets. Additional capacity would support the Action Teams in furthering program development, engaging families for co-creation, fine tuning priorities, and finding partners to offer services.

1. **Improve Developmental Screenings**
   Identifying children in need of services as early as possible is a key strategy in supporting development. The RIZ Partnership will need to identify pathways and mechanisms to assess the highest needs children ages birth to five for screening, early intervention, and appropriate learning experiences.

2. **Pilot Dual Language Supports for 2-4 Year Old Latino Children**
   Latino children have faced some of the starkest opportunity gaps and need the most support to reach RIZ targets. The Early Learning Action Team has begun to develop concepts for a dual language program to support literacy development and learning in both English and Spanish for the highest need children.

3. **Expand Play and Learn Programming**
   Kaleidoscope Play and Learn is a weekly community-based program of facilitated play groups that support children's learning and kindergarten readiness. There are currently two Play and Learn groups in the RIZ. However, there is additional capacity and need for more opportunities, including among Latino families.

4. **Pilot Comprehensive, Integrated Family Literacy for Families and Children**
   A comprehensive, intensive strategy would integrate early child education, adult literacy, including instruction for English language learners, parenting support, and interactive parent and child literacy activities. This program would include a combination of parent groups and home visiting services, and would include connection to resources targeting families most in need of services.

5. Pilot and Test Parent Cooperative Education

Parent co-operative preschools are a dual-generational strategy. Generally, these programs operate either in a campus-based early learning lab classroom or in approved community-based early learning or preschool programs. Community college early learning instructors lead volunteer parents in staffing a classroom of their children.

6. Develop a Model for Mentorship

Mentorship may be an opportunity to support youth in programs to form relationships, learn new skills, and find new ways to spark interests. RIZ QOST providers are interested in developing a system-wide mentorship model that can match caring adults, including older students, with programs and children.

BUILD CAPACITY AND QUAILITY THROUGHOUT THE EARLY LEARNING AND OUT OF SCHOOL TIME SYSTEMS

Expand Professional Development for Early Learning and Quality Out of School Time Providers in Trauma Informed Practice and Social Emotional Learning

This core strategy for early learning and out of school time professionals is designed to parallel work on social emotional learning in the RIZ partner schools. Ensuring a shared practice in social emotional learning will best support children to thrive through transitions. With resources for coordination and professional development, the RIZ Partnership could provide training and coaching to child care centers, friends and family child care providers, and out of school providers.

Address Facilities Limitations for Place-Based Solutions

In the next year, the Community and Family Action Team will be working closely with families and communities to understand their needs and interests in "safe spaces" to form relationships and access services. This solution could be a family resource center opportunity that meets a variety of interests. Such a center could include child care options, parenting resources and classes, access to basic needs, networking and social opportunities, and other types of programming as identified by the community. Availability and viability of space options would need to

be assessed as well, as lack of space has been identified as a significant barrier in this community.

Ensure Programs Meet High Quality Standards

The Early Learning Action Team will review the current quality practices in RIZ early learning programs to develop a pathway for improvement. They will explore possibilities to accelerate support for Early Achievers sites in neighborhoods near schools in partnership with Child Care Resources.

The Quality Out of School Time Action Team will also review quality practice in the OST arena. This team will consider the Youth Quality Improvement Assessment and the Washington State Quality Standards for Afterschool and Youth Development Programs as possible standardized, research-based approaches to ongoing quality improvement. It will also deepen its partnership with Schools Out Washington, the regional leader in quality improvement, to access quality data, identify system-wide improvement priorities, and develop pathways for improvement that ensure all children in RIZ OST programs have access to high quality experiences that support their growth and development.

MEET BASIC HUMAN NEEDS OF CHILDREN AND FAMILIES

Increase Access to Mental Health Services Available to Out of School Time and Early Learning Providers

RIZ partners identified an increase in mental health issues both with children and adults in the RIZ. Programs serving children and families report a lack of expertise and resources to support children with high needs. Behavioral health specialists who can provide assessment and support to children and families, as well as coaching and support for staff are needed across the system. The RIZ Partnership would have to assess whether this need can be met best through partnership with specialized mental health agencies or through hiring new counseling staff at partner agencies.

Target Support to Reduce Risk of Eviction and Homelessness

The combination of poverty, discrimination, isolation, and gentrification are key factors affecting the overall stability of families and children in the RIZ. While the

range of basic needs is wide, the Basic Needs Action Team is first looking at the immediate step of reducing eviction as essential to stabilizing children and families, reducing trauma, and supporting children's healthy development.

There are some resources available in the local system to help families stabilize; however, isolation of families and disconnections between resources and community-based programs that serve the most isolated families remains a challenge in getting the right resources to families most in need in a timely way. The Basic Needs Action Team is developing mechanisms for CBOs, especially ethnic specific CBOs, to connect with the emergency resources available in the schools, such as McKinney Vento services and Community in Schools Renton.

Beyond this core connection, there remains a lack of adequate resources to prevent eviction. The Basic Needs Action Team identified the need for increased financial support for utility and rental assistance available to families with children in the RIZ to prevent eviction. It will continue to assess the landscape and needs with the goal of building out a continuum of housing stabilization efforts, supports, and resources available to families that include eviction prevention, utility assistance, rental assistance, legal assistance, and other supports.

Build Advocacy or Policy Support

Many of the issues challenging RIZ families require systemic approaches. As the Basic Needs Action Team deepens its understanding of issues, it may look to partner with coalitions or other partners to strengthen the power of the collaborative voice. This may include joining in the community coalitions looking at displacement or partnering with affordable housing groups, for instance.

School-Based Basic Needs Supports

Through its partnership with Community in Schools Renton, students in RIZ schools have access to linkages to basic needs resources. Currently, RSD is adding an additional clinic aide to help address basic health care needs for students in each RIZ school.

FAMILY VOICE
Expand Outreach Capacity to Reach Disconnected and Isolated Families

Isolation is a key factor that constrains children from reaching their highest potential. The physical community of the RIZ lacks a strong community focal point – spaces and traditions that tie people together for mutual support. This isolation looks different across ethnic, cultural, and geographic communities. For example, refugees experience isolation resulting from dislocation; undocumented families experience heightened fear of deportation and avoid institutions in this charged political environment; and African American communities that have been displaced by rapid gentrification are at risk of losing strong community ties.

RIZ Action Teams will be developing methods to better coordinate and align their actions to reach those hardest to serve families and connect them with available services. In addition, they identified the need for new, culturally specific outreach workers to connect with families to address isolation, build relationships, understand needs, and increase linkages to services.

In an aligned effort, RSD is also seeking to increase district and school capacity to reach parents with children aged 0-5, pending Bill and Melinda Gates Foundation (BMGF) funding. If funding is secured, each of the four RIZ schools will increase its parent outreach capacity in Year One by adding parent liaisons. With this enhanced support, it will look to leverage its existing relationships with parents to outreach and connect families with preschool-age children to early learning opportunities.

Launch Community Cafés and Support Innovation

It is the RIZ Partnership vision that the programs and strategies are co-created with families. Action Teams have identified the need for deeper understanding of what families want for their children, their experiences with current educational opportunities, and how it can build on the current assets in the community. Several key themes emerged that inform strategies for increasing family engagement:

- Build systems, structures, and *relationships* for long-term engagement and participation

- Value stories and learning from the community which will require genuine structures where people feel heard, honored, and listened to – and in particular, *where different cultural approaches* to child development and communication are respected
- Acknowledge and address the *impacts of poverty and gentrification* on lower-income families and communities

The Community and Family Engagement Action Team has identified the **Community Café** model as a promising practice for family engagement. Community Cafés are a practice of appreciative inquiry that is designed and led by the community to have meaningful conversations, grow community leadership, and build relationships. It will pilot 3-4 Community Cafés from summer through fall 2018 to explore with families such topics as:

- What are families' expectations for grade-level readiness for their children?
- What is role of community in supporting children who are ready for school at all grades?
- What governance and decision-making role should families have in the RIZ Partnership?
- What do families want to discuss to inform this work?

Beyond fall, additional resources are needed maintain the Community Cafés. This will be important to maintain relationships and deepen trust that will lead to full community engagement. Participants may identify new ideas to pilot as a result of the cafés. The Community and Family Action Team proposed creating a **new Innovation Fund** of up to $10,000 per project to test promising new ideas.

EQUITY

The Action Teams have identified four initial activities that will support its equity agenda. Additional assessment and planning are needed in Year One to understand dynamics and opportunities, and to identify the high leverage actions that will have the results desired. Starting points include exploring:

- Strategies to diversify the workforce of staff at RSD and in EL and QOST programs to better represent the students; and ensure that supports, professional development opportunities, and salary levels support retention of quality staff

- Using or modifying a racial equity tool, such as the City of Seattle Racial Equity Toolkit or the Puget Sound Educational Services District Equity Tool for RIZ decision making and accountability
- Strategies to increase the cultural relevancy of learning opportunities

COMMUNITY LEADERSHIP AND GOVERNANCE

As the RIZ Partnership matures past the initial planning stage, its governance structure will also evolve to fulfill its many roles, to support its new founding director, stand up its organizational entity, coordinate action, and implement new initiatives. To start, the PSC will determine the characteristics, size, and scope for a new leadership body (currently the Interim Executive Committee) to oversee the next phase of work. As the expertise of the current Interim Executive Committee is important to this transition, members may stay in place and expand membership for this transition period.

The PSC will also consider the overall governance needs of the RIZ Partnership for this next phase. For example, recruitment to the Partnership Steering Committee has been open to all to date. As the Partnership matures, it will review roles and responsibilities, membership requirements or terms, strong community voice and representation. It may be of value to consider a range of governance and advisory options, which will be informed both by the legal and practical needs of the backbone organization, once decided.

COMMUNICATIONS

The community initiative was initially named Renton Innovation Zone during its early startup phase to reflect the alignment with RSD's school improvement efforts, which grew out of RSD's *West Hill Now!* initiative. As the partnership evolved, it became apparent that the name did not capture the initiative's meaning within the Skyway/West Hill and Sunset/Highlands communities, and there is general confusion on the names. With community inclusion at the center of the work, the Partnership Steering Committee decided to rename the initiative to highlight its value of inclusivity and its purpose. PSC members engaged students at Renton High School in May 2018 – all alumni from RIZ schools – to generate ideas for new names that better capture the meaning and excitement of the RIZ

Partnership. There will be full community engagement in deciding on the name, as the families of all RIZ students, along with RIZ Partnership members and their constituents, will be invited to weigh in. It is anticipated that the new name will be determined in fall 2018.

As the partnership has grown, so have the communications needs. Renton School District has communicated with parents and school personnel about RIZ primarily through its Peach Jar Website. Communications across partners and beyond has been limited to date by staff and resource capacity. The RIZ Partnership developed an initial communications plan to meet its needs as it matures, and will focus on:

- **Renaming and branding RIZ Partnership**
- **Formally "launching" RIZ Partnership to spread enthusiasm and awareness among the community and other stakeholders**
- **Developing culturally appropriate materials for community members with general information on what RIZ is and why it matters, how they can get involved, and current happenings**
- **Identifying and launching platforms for communication between RIZ members and with RIZ Partnership support staff (such as calendars of events and meetings, minutes, announcements, and job openings)**
- **Developing a website to promote the RIZ Partnership**

DATA INFORMED DECISION MAKING AND QUALITY IMPROVEMENT

Using Data to Inform Ongoing Planning to Identify Trends and Set Priorities

The Community and Family Engagement activities, including the Community Cafés described above, are important strategies to learn about experiences and values directly from families. In addition, the Renton School District is collaborating with CCER to increase its capacity for data analysis and completion of a landscape scan specifically related to early learning opportunities, as well as reviews of current early learning assessment practices. That analysis will inform the RIZ Partnership's work in identifying strategies to pursue to reach its results.

As the RIZ Partnership capacity deepens, including in its capacity to access disaggregated and cross sector data, it will respond to Action Team requests for better data to make informed decisions.

Using Data to Set Targets and Monitor Progress

The RIZ Partnership will establish initial data monitoring processes in Year One. This includes setting interim targets and indicators for academic milestones. Establishing community and systems level indicators and targets, which will begin in Year One, is a very significant body of work that requires new ways of working and will be done in phases. The data team is considering starting with the Result area of increasing the number and quality of culturally relevant learning opportunities available to RIZ students. In addition to measuring the availability of opportunities ("slots") in Early Learning and Out of School Time Opportunities, this work needs to consider the essence of the goal area, which includes important factors such as:

- **Is there true access? Are we removing barriers to participation?**
- **Are we dismantling the mechanisms of institutional racism that are limiting opportunities and voice?**
- **Are the opportunities that are available culturally relevant?**
- **Are they the supports that families actually want?**

Building Systems to Share and Use Data

RSD will continue to deepen its data capacity to inform student strategies at the district, building, and partner levels. RSD and partner CBOs will continue to enter into data sharing agreements, with the RIZ Partnership's support. RIZ Partnership, in collaboration with the Youth Development Executives of Washington (YDEKC), will deepen its capacity to support CBOs in developing methods to use data for program improvement and to partner with schools.

Supporting Quality Improvement and Shared Learning

School buildings, classrooms, and community-based organizations will begin using the PDSA method in earnest in fall 2018. There is funding pending from the Bill and Melinda Gates Foundation (BMGF) to build the capacity of schools and community partners to form *improvement teams* focused on the needs of

the school communities. Procurement for partners will occur in late summer/early fall 2018.

The Action Teams and school improvement teams will receive more training and coaching in the PDSA method in summer/fall 2018. The RIZ Partnership will play the role of coach and supporter, as well as to help set up methods to share measurement of progress. The RIZ approaches this improvement with an eye toward scalability. Schools, Action Teams, and the PSC will be learning forums for sharing positive practices, problem solving, or lessons learned.

In addition, the RIZ Partnership offers a larger perspective on its new ways of working collaboratively at the local level for children and families. CCER is the lead for coordinating with Third Sector Intelligence (3si) on an evaluation of the initiative. This evaluation is funded by BMGF and will shed light on the lessons learned in creating genuine, effective school-community partnerships focused on results for children. This evaluation may provide insight for improvement in how the RIZ Partnership works as well as ideas for other communities interested in similar approaches.

READINESS TO IMPLEMENT

Some of these strategies are underway or ready to implement in the 2018-2019 school year. However, there is a great deal that the RIZ Partnership needs to understand in order to make effective strategic decisions. Community Cafés, landscape analyses, and deeper data review will inform with more precision RIZ Partnership's understanding of specific geographic and population needs, scale of new programming desired by families and children with the highest needs, and potential implementation partners.

RSD and the RIZ Partnership Action Teams have partial resources to implement promising strategies, or as needed, to further assess data and design targeted strategies. Gaps exist to fully implement in two areas that are critical to the overall ability of the RIZ Partnership to achieve its vision for children:

- **Coordination and alignment support from the RIZ Partnership – this is the connective tissue that allows the collaboration to function**

- **Funding for direct services in areas that will contribute to results for children and families**

Funding and Implementation Status of RIZ Partnership Strategies

	Resources Secured — Ready to Implement, Plan or Design	Partial Resources Secured — Ready to Partially Implement	Requires Funding — For RIZP Capacity to Coordinate, Assess or Plan	Requires Funding — For Services or Program
Support strong schools				
Strengthen instruction	■			
Deepen social emotional learning in RIZ schools	■			
Explore Promise K	■			
Expand the availability of early learning and out of school time opportunities				
Improve connections and pathways - RSD, EL and OST systems		■	■	
Effective implementation in new RIZ programs		■	■	
Dual language supports		■	■	
Play and Learns		■		
Integrated family literacy			■	■
Cooperative parent education			■	■
Mentorships for children		■	■	
Build capacity and quality throughout the early learning and out of school time systems				
Professional development		■	■	
Address facilities limitations			■	■
Quality standards		■	■	
Meet basic needs of children and families				
Access to mental health services			■	■
Eviction prevention services			■	■
Basic needs through schools		■		
Elevate family voice				
Family partnerships with schools		■	■	
Outreach to families		■	■	
Community Cafés		■	■	
Communications		■	■	
Utilized data informed decision making and quality improvement				
Use data for planning		■	■	
Set targets and monitor progress		■	■	
Build systems to share and use data		■	■	
Support quality improvement and shared learning		■	■	
Support RIZ Partnership – PSC, Action Teams and other			■	

Exhibit 9-3

ORGANIZATIONAL SUPPORT, COORDINATION AND STAFFING

For RIZ to achieve its vision for children, it is essential to have the staffing, resources, and partnership that can align efforts and galvanize resources. The implementation phase requires that the RIZ Partnership has adequate capacity and clear, formal relationships that tighten alignment of activities and support the entire collaboration beyond what has been possible to date.

Collaborative Functions and Roles

These three independent entities will leverage their unique expertise to advance the RIZ Partnership. Core functions are shared across the Renton School District, CCER and RIZ Partnership Roles. RSD and CCER have existing positions to support this work as well as pending funding. Funding is needed to support the RIZ Partnership function.
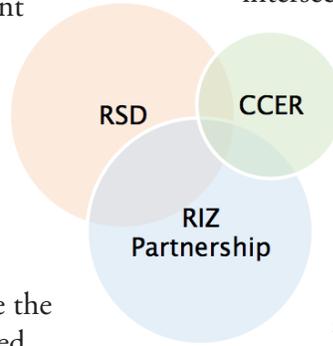
Dedicated interagency teams will meet regularly to plan and implement shared work. This includes:

Support Agency Leadership Team: Leadership at all three entities will collaboratively identify points of intersection and collaboration, and jointly oversee work plans and responsibilities.

Data and Measurement Team: The RSD Director of Assessment and Curriculum, CCER's data team, and the RIZ Partnership Founding Director will jointly develop and oversee the overall data plan. Each partner leads in its area of expertise, as appropriate to the data sources it can access, as indicated below.

Exhibit 9-4

Purpose	Primary Audience	Products	RSD	RIZ Partnership	CCER
Planning & Priority Setting	Action Teams	Needs and trend data – community input	✓	✓	
		Disaggregated data	✓		✓
Set Targets and Monitor Progress	PSC, Community	Dashboard of progress	✓		✓
		Develop community & systems indicators			✓
Share & Use Data	Schools, Partners, Lead Agencies	Data Sharing Agreements	✓		
	Schools, Partners	Quality improvement through data support and learning communities	✓	✓	

Exhibit 9-5

RIZ Partnership Steering Committee Staff Team:
The RIZ Partnership Founding Director will provide primary leadership and staffing to the committees and Action Teams, in collaboration with assistance from the RSD Partnership and Early Learning Director.

Community Engagement Team: RSD and the RIZ Partnership share responsibility for genuine, highly sustained community and family engagement.

The RIZ Partnership will lead efforts outside of the school building to support Community Cafés and other initiatives to engage families, build stronger relationships with schools, as well as inform community-based EL and OST programs. This work will be done in active alignment and coordination with the school-based initiatives lead by the RIZ Partnership Family and Community Engagement Director.

Core Functions	RSD	RIZ Partnership	CCER
School Based Instructional Support	Lead		
Coordination of External Partners for service expansion, collaboration, etc.		Lead	
Coordinate PSC and Action Teams	Support	Lead	
Community Engagement	Lead	Lead	
Communications	Lead	Lead	Lead
CBO Capacity Building and Quality Improvement	Support	Lead	Support
School capacity building and Quality Improvement	Lead		
Data-Reporting, analysis, target setting, accountability, shared learning	Lead	Support	Lead
Fundraising and sustainability	Lead	Lead	Support

Exhibit 9-6

These relationships will be formalized in Memorandum of Understanding (MOUs) that detail roles and responsibilities. As of June 2018, CCER and RSD are in the process of updating their MOU to articulate their commitments. The RIZ Partnership will be added to the MOU as it formalizes.

Establishing the RIZ Partnership Organization
For the balance of 2018, CCER will incubate the RIZ Partnership staffing, beginning with its Founding Director. This key leader will be hired as quickly as possible in order to maintain the current momentum and advance in key areas. It is a value and preference that RIZP staffing is hired from the geographic communities of Skyway and Highlands to the degree feasible. The RIZ Partnership will spend the fall deeply assessing its options for the long-term plan for the RIZ Partnership. This includes making an essential decision of whether it should be an independent agency pursing

non-profit status, an independent agency with a fiscal sponsor, or a program of another nonprofit. That decision will trigger different work that will be started in mid-late fall:

- **Identifying a fiscal sponsor**
- **Determining benefits, if needed**
- **Hiring, onboarding, and supporting leadership staff**
- **Deciding the interest and timeline of establishing a legal non-profit with 501(c)(3) status and potentially initiating the tax status**
- **Adjusting to governance to meet legal requirements**
- **Finding space in the RIZ community**

BUDGET AND SUSTAINABILITY

Resources have been secured to support many of the key elements of the RIZ Improvement Plan for the next three years. There is a pending application with BMGF for $828,000 that would support RSD's internal and partnership capacities needed to implement their role in this plan.

The RIZ Partnership staffing and the following new initiatives will require additional funding. Some of these programs may be developed in partnership with existing providers to leverage resources.

PRELIMINARY START-UP AND ANNUAL BUDGET

RIZ Partnership Budget	Estimated Costs
2018 Transition Phase - Sept-June 2019	
Personnel	$ 185,554
Consulting (facilitation, grant writing, translation)	$ 64,030
Administrative Fees	$ 13,649
Program Costs - Community Cafes	$ 24,000
Total Costs	**$ 287,233**
One-time Only Start Up	
Furniture and Equipment	$ 13,650
Marketing, Branding and Communications	$ 31,000
Legal	$ 10,000
Total Start Up Costs	**$ 54,650**
RIZ Partnership Annual Costs -July 2019 - June 2020	
Personnel	$ 509,751
Consulting and Contractors	$ 58,500
Facilities and Equipment	$ 22,816
Supplies, Printing, Postage, Misc	$ 3,000
Insurance	$ 4,000
Information Technology	$ 2,600
Travel (local and out of area)	$ 10,510
Meetings (food, space)	$ 4,000
Professional Development	$ 6,000
Program Costs - Community Cafes	$ 20,000
Program Costs-Community Innovation Fund	$ 30,000
Total Annual Costs	**$ 671,177**
Total Costs Sept 2018-June 2020	**$ 1,013,060**

Exhibit 10-1

This is much work ahead of the PSC to more fully understand cost estimates for the RIZ Partnership. Costs will vary depending on whether the RIZ Partnership has a fiscal sponsor, fees charged, and assets available (such as space or furniture), or if the RIZ becomes a program of another organization (which would have different budget dynamics). The budget will be refined and updated in Year One as details are worked out.

This budget assumes a transition period while CCER incubates the RIZP for up to twelve months while the PSC makes key decisions on the structure of the RIZP organization. This assumes a staged ramp up to full staffing, beginning with the Founding Director who will lead the RIZ Partnership through key initial decisions. As there is a great deal of work already underway, the transition period also includes outside support to maintain momentum, including facilitation support and grant writing.

The only program cost shown here (in both the transition period and the annual costs) funds critical community and family engagement activities. This continues the Community Cafés and funds the Innovation Fund, which would provide seed funding to support pilot ideas that are generated and supported through the community.

One-time only costs may vary and will be firmer as the PSC makes decisions on the nature of the RIZP organization. These costs assume that basic organizational start up costs would be necessary, including furniture for staff and the legal costs to assist with setting up a non-profit. This start up period also includes one-time only costs to increase communications for the RIZP, including assistance with branding, website development, and a kickoff event to promote the initiative.

LONG TERM SUSTAINABILITY
Capacity Building as a Sustainability Strategy
Families and children on the margins are the primary focus of the RIZ's strategies, and there are community-based providers that are best positioned to form those relationships. While passionate, these providers are often small, with little infrastructure. In order to fully participate in RIZ, deepen their impacts on their communities, and to embrace improvement strategies,

the RIZ Partnership identified that additional capacity building assistance may be needed. This includes technical assistance in building strong boards, strong data systems, or in hiring and retaining diverse staff. The RIZ Partnership values capacity building as a sustainability practice.

Demonstrating Effectiveness
The investment in data analysis, monitoring, and tracking supports the RIZ Partnerships sustainability plan. The Partnership has confidence that with adequate resources, it will be able to demonstrate significant, life changing results for children and families. This track record will be at the base of its strategy to secure future funding.

Funding Support
As CBO partners build their own capacity, they will be better positioned to secure funding to continue and expand their work. In the short term, the RIZ Partnership will provide modest support to securing funding for priority initiatives.

That said, funding resources will be needed to coordinate the partnership and sustain essential elements. CCER will continue to support the RIZ Partnership though brokering relationships to interested funders, tracking important funding trends, and promoting the value of place-based initiatives. These connections will support the RIZ Partnership Founding Director in identifying additional resources to support the partnership.

Leveraging Systems Resources
There are public resources available for many of the programs and infrastructure needed. The RIZ Partnership hopes that it will so convincingly demonstrate the power of collaboration and aligned action that it will be a draw for public resources, both for services and for the partnership. Long term, BSK and other regional and federal dollars are a match for the initiative. Local funders, such as King County, the City of Renton, and RSD, may be investors in the sustained infrastructure to support the initiative.

TIMELINE OF SELECT ACTIVITIES

The specific timing of the activities that the RIZ Partnership leads as well as the implementation of specific programmatic components that require new resources is contingent on funding availability and timing.

July – December 2018

- RSD Early Learning and Partnership Director hired
- Founding Director hired by CCER
- CCER and RSD revise data sharing agreement and MOU
- PSC considers long term options for backbone organizations
- Interim Executive Committee recruits new members, transitions to permanent leadership group
- New partners offered opportunities to apply for BMGF funding to join improvement teams
- Action Teams and school-based school improvement teams trained in PDSAs; begin new PDSAs
- Early learning landscape analysis completed
- RSD begins exploring Promise K implementation
- RSD and RIZ partnership advance collaboration and linkages with EL and OST providers
- 3-4 Community Cafés launched
- New BSK programs launch
- Action Teams and PSC continue ongoing planning to address emerging needs
- RIZ website, member portal, and collateral developed
- CBO partners finalize data sharing agreements; begin using Tableau

January – June 2019

- RIZP staff hired
- PSC reviews and modifies any changes in governance structure
- PSC builds additional processes for aligned action and accountability of members
- Community Cafés continue
- Equity tools researched and potentially modified for RIZ use
- Indicators and outcomes developed

June 2019 – June 2020

- Additional community and systems results established with community engagement
- Refinement of PSC tools, methods, communications, etc.
- Promise K launched if feasible

THE RENTON INNOVATION ZONE PARTNERSHIP OFFERS A UNIQUE OPPORTUNITY TO LEARN FROM FAMILIES WHAT THEY HOPE THEIR CHILDREN WILL ACHIEVE, TO BRING COMMUNITY-BASED ORGANIZATIONS INTO SHARED ACTION WITH THEIR LOCAL SCHOOLS, TO TEST OUT OUR PREDICTIONS AS TO WHAT MATTERS MOST IN CREATING LONG-TERM HOLISTIC STUDENT GROWTH AND GAINS IN ACADEMIC ACHIEVEMENT, AND TO BRING THESE LESSONS TO LIFE FOR OTHER COMMUNITIES WITH SIMILAR CONDITIONS FOR SUCCESS. WE HOPE TO INSPIRE. WE HOPE TO LEARN TOGETHER AND FOSTER SOCIAL, ACADEMIC, AND ECONOMIC SUCCESS FOR ALL STUDENTS LIVING IN WEST HILL/ SKYWAY AND HIGHLANDS.

APPENDICES

APPENDIX A: RIZ PARTNERSHIP STAFF DESCRIPTIONS

As the RIZ Partnership identified these potential positions to support the capacities to advance the full vision of collaboration needed to implement the RIZ Partnership Improvement Plan.

RIZ Partnership Founding Director This working director role will be responsible for overall leadership and ensuring that all activities are advancing the goals and objectives of the Plan. The Founding Director would staff or guide staff who are supporting the PSC and/or Action Teams; coordinate at a leadership level with RSD and CCER for shared responsibilities; and foster community relationships, including relationships with community partners, schools, funders, policy makers and other stakeholders.

Community and Family Engagement Builder This position will support the Community and Family Engagement Action Team and its strategies to place relationships with family and community at the center of the work. This position will build strong relationships with community groups as well as support the schools' initiatives to build strong bridges to families. Many of the priority strategies in the Improvement Plan start with strong family voice to co-design the program, which this position will support. In addition, this person will support the data team as it develops the RIZ's community and systems targets (for example, access to culturally relevant services).

Partnership Builder This is an external-facing position. Many potential solutions might be advanced by leveraging existing relationships – funded programs that may be able to bring services to Renton. This person can also build new relationships to fill gaps as they arise. Examples may include building partnerships with mental health providers or home visiting programs funded by BSK. This person may work with systems partners (like King County or Renton Technical College), community-based organizations and business partners, for example.

Quality Improvement Coordinator/Capacity Building Coach. This position would work closely with early learning, out of school time, and other providers to support organizations with strong cultures and systems for continuous improvement. This may be helping to build strong organizational infrastructures, supporting shared learning through pilot projects, and partnering with system-wide continuous improvement partners such as Child Care Resources, Schools Out Washington, or others.

Communications Lead RIZ needs strong communications within its membership and with external stakeholders. This person would lead that effort. This includes building and maintaining member platforms that allow members to communicate with each other as well as access relevant RIZ materials, such calendars or minutes. This person would also develop collateral for external audiences, including potential members and families. This may be in writing or social media, for instance, and may require different methods depending on the audience. This person will help communicate effective practices and shared learning across the network as well as with potential larger audiences.

Administrative Assistant The five roles identified above will require core administrative support, including scheduling, logistics and documentation.

APPENDIX B: RIZ AFFILIATE GROUPS AND ORGANIZATIONS THAT SUPPORTED THE PLANNING AND LAUNCH OF THE RIZ PARTNERSHIP

Ashe Prep Academy

Bryn Mawr United Methodist Church

Community Center for Education Results

Child Care Resources

City of Renton

Communities in Schools of Renton

Community Café Collaborative

Health Point

Kindering

King County Housing Authority

King County, Community Services Area Program

King County, Department of Community and Human Services

King County Library

Neighborhood House

New Birth Center for Community Inclusion

Parents and grandparents

Public Health of Seattle King County

Renton Area Youth Services

Renton Ecumenical Association of Churches

Renton Housing Authority

Renton School District

Renton Technical College

Right at School

Saint Vincent de Paul

School's Out Washington

Skyway Solutions

SOAR

Somali Parents Education Board

Somali Youth and Family Club

Techbridge

Urban Family Center

Washington State Department of Social and Health Services

Washington State University and King County Extension Supplemental Nutrition Assistance Program Education

YMCA

Youth Development Executives of King County

APPENDIX C: ACRONYMS

BSK – Best Starts for Kids, program funded through King County's Children's Levy

BMGF – Bill and Melinda Gates Foundation

CBO – Community-Based Organization

CCER - Community Center for Education Results

ECEAP – Early Childhood Education and Assistance Program

EL – Early Learning

ELA – English Language Arts

MOU – Memorandum of Understanding

OST – Out of School Time

PDSA – Plan-Do-Study-Act Approach

PSC – Partnership Steering Committee

QOST – Quality Out of School Time

RIZ – Renton Innovation Zone

RIZP – RIZ Partnership

RSD – Renton School District

SBA – Smarter Balanced Assessment

SEL – Social Emotional Learning

SY – School Year

WaKIDS – Washington Kindergarten Inventory of Developing Skills