

Hartford Foundation for Public Giving

Putnam Workshop Summary Report

Overview

The Hartford Foundation for Public Giving hosted a workshop on the Opportunity Gap in July 2016. The workshop was attended by 80 members of 16 funding organizations from throughout Connecticut and featured guest speaker, Dr. Robert Putnam. Dr. Putnam shared research and views from his 2015 book, *Our Kids: The American Dream in Crisis*. Additional statistics specific to the state of Connecticut were also presented. Workshop participants then engaged in facilitated table discussions around two important questions: 1) As funders and conveners, how do we need to think and act differently to collectively leverage our unique roles in the state? and 2) What efforts, if any, are working now—statewide, regionally or locally? A sampling of participant discussions was shared with the group and Dr. Putnam responded to participants with his perspective and insights. Remaining group discussion responses were captured on flipcharts and are included within this report in both summary and raw data formats. The report concludes with additional recommendations and suggested next steps for moving the collaborative effort to narrow Connecticut's opportunity gap forward.

Introduction

On the evening of Thursday, July 21, 2016, the Hartford Foundation for Public Giving hosted a workshop titled *Narrowing the Opportunity Gap in Connecticut: Harnessing the Power of Philanthropy*. The purpose of the workshop was to bring philanthropists from across the region together to discuss how they can leverage their unique roles as funders to narrow the opportunity gap. The event was attended by 80 members of 16 funding organizations from across the state of Connecticut and featured distinguished guest speaker Dr. Robert Putnam. Dr. Putnam is a political scientist and Malkin Professor of Public Policy at Harvard University. His 2015 book, *Our Kids: The American Dream in Crisis*, formed the basis for a statewide discussion on closing the opportunity gap that is facing Connecticut's children. The evening culminated in a keynote address and Q&A session with Dr. Putnam, attended by 570 community members.

After a brief period of informal networking, Hartford Foundation for Public Giving's President, Linda Kelly, kicked off the event by highlighting the one thing that all of the attending organizations had in common – a commitment to the well-being of Connecticut's residents and communities. She set the stage for the group to explore ways they could harness their unique role and resources to address the growing opportunity gap, and called attendees to collective action by stating, "Together, we can harness our resources to develop, support and sustain transformative solutions to the most intractable issues facing our residents with the greatest needs."



Hartford Foundation for Public Giving President, Linda Kelly, calls attendees to action.

Dr. Putnam's Address

Following his introduction, Dr. Putnam was warmly welcomed as he took the stage to address the audience. “Despite the progress that has been made in the last 50 years,” he said, “our society increasingly is coming apart along economic or social class lines.” He spoke about the growing gap between our country’s rich and poor, drawing specific attention to the fact that segregation between class groups is increasing in terms of where they live, go to school, and whom they marry. Beyond the wealth gap, there is also a growing physical division in our society —integrated neighborhoods have been replaced with gated communities.

Dr. Putnam highlighted other factors contributing to the opportunity gap, including fundamental changes in family structure. “Family structure in the working class part of the community has crumbled,” he said, “whereas family structure among the middle and upper class is actually stronger than it used to be.” Putnam stated that while 93% of middle and upper class kids live with two parents, less than one-third of lower income kids across all races live with two parents. Low-income children typically live in more dangerous communities and neighborhoods, go to less effective, low-income schools, and have just one parent at home. Meanwhile, in addition to having access to higher-quality education, middle and upper class children are also engaging in more enrichment activities like music, sports, and camps, and getting more quality time with their parents.

Children who are impacted by the opportunity gap:

- Have fewer people in their lives they can trust and rely on;
- Develop fewer soft-skills (including collaboration, negotiation and adaptability);
- Are less likely to attend or graduate from college; and
- Have more difficulty recovering from the consequences of their mistakes.

However, the costs of the opportunity gap go far beyond those endured by the individual children who are impacted by it.

Dr. Putnam estimates the opportunity gap as having a nationwide societal cost of \$5 trillion in the form of:

- Criminal justice costs;
- Health care costs; and
- Loss of contributions from kids who fall victim to the gap.



Dr. Robert Putnam talks about the opportunity gap.

“But I’m optimistic that we can fix this,” said Putnam, “because we’ve been here before.” He then talked about a similar gap that existed around the turn of the 20th century which was addressed by the institution of free public high school and other reforms. Putnam stated, “This turned out to be *the best decision Americans have ever made.*” According to Putnam, instituting public high school was

responsible for most of the economic growth throughout the 20th century. It made all American citizens, both rich and poor, much better off, and served to level the opportunity playing field.

Dr. Putnam closed his speech by encouraging audience members to think of the low-income children affected by the opportunity gap as “our kids.” “The meaning of ‘our kids’ is not just my biological kids, it’s those people on the other side of the tracks,” he said. “That makes economic sense. It makes political sense. It makes moral sense.” He reminded workshop attendees that the previous opportunity gap was not solved by Washington or Harvard, but by ordinary people in ordinary towns who were trying to fix their version of the national problem. “We can fix this,” he said, “it just requires commitment by local leaders in communities like this.” “All that is required is that you—and I mean people in this room—take this problem seriously here in Connecticut.”

Group Discussion

Following Dr. Putnam’s informative and inspiring speech, attendees were given the opportunity to discuss the opportunity gap and explore possible solutions that might be implemented within the state of Connecticut to address it. Kenya Rutland and his team from KJR Consulting facilitated the table discussions, beginning by presenting the following local statistics compiled by the Hartford Foundation for Public Giving:

1. More children are living in homes with less educated single parents.
2. Overall, state spending on children has declined since 1990.
3. Higher poverty schools have lower rates of pre-K experience.
4. Only 8% of urban residents think they live in an “excellent place to raise children.”
5. Low-income residents have low trust in their neighbors, regardless of place.
6. Lower-income residents believe they have less ability to influence local government decision making.



Consultant, Kenya Rutland, facilitates table discussions.

Note: A copy of the complete local statistics provided to participants is included in Appendix A of this report.

Attendees were given an opportunity to talk briefly at their tables about this data. The following comments were shared with the group:

Question:	What stands out for you about this data? What was a surprise? What would you want other people to know if you had to communicate this information to others?
Participant	<i>“The first thing is, no one at our table was surprised at any of the data - so, we knew that. The second is, we wanted to know why Stamford and Norwalk were</i>

Responses:	<i>not defined as urban. And when did we decide that ‘urban’ and ‘poor’ are the same thing as opposed to urban being ‘densely populated.’ So, we spent a lot of time on that.”</i>
	<i>“I haven’t been in Connecticut for 26 years, but it did surprise me that over 26 years funding [for children] had actually gone down. I would have thought it would have increased over that period of time.”</i>
	<i>“At our table we were talking about how we were surprised that this data was not segregated by race because Connecticut is not only very segregated across income lines, but also across race lines. We suspected that these statistics might look very, very different for white children versus children of color.”</i>

Based on the contents of Dr. Putnam’s speech and the local data presented, workshop participants agreed that the opportunity gap is a serious issue that must be addressed. The conversation was then shifted to focus on possible solutions that could be implemented at the local level.

Along these lines, attendees were challenged to discuss and answer one of two questions at their tables. Key discussion points from each table were captured on flipcharts from which the following common themes were identified:

Question 1: As funders and conveners, how do we need to think and act differently to collectively leverage our unique roles in the state? What would be the key components of a statewide, philanthropic collective impact effort to address our opportunity gap?	
Data	<ul style="list-style-type: none"> • Conduct a statewide study of what is being funded and its impact. • Use data to devise solutions and make decisions.
Open Dialogue	<ul style="list-style-type: none"> • Be open and willing to discuss tough issues such as divides and diversity. • Bring at risk population into discussion so they have a voice in solutions.
Learning	<ul style="list-style-type: none"> • Continue to learn alongside beneficiaries and from other communities. • Leverage learning and successes.
Advocacy	<ul style="list-style-type: none"> • Be a part of public policy/advocacy efforts. • Create a funders collaborative advocacy group to influence state policy and public opinion.
Collaboration	<ul style="list-style-type: none"> • Bring stakeholders together across sectors. • Create a shared statewide goal and one measure across foundations.

Education Funding	<ul style="list-style-type: none"> • Address inequity in public education funding with matching grants. • Support supplemental learning.
Wrap-Around Services	<ul style="list-style-type: none"> • Focus on support systems such as transportation, mentoring, health care, and proper nutrition. • Take a two-generational approach and find ways to strengthen the family core.
Philanthropic System	<ul style="list-style-type: none"> • Examine internal inefficiencies and be willing to change. • Increase transparency and reduce inequity in funding decisions.

Question 2: What efforts, if any, are working now—statewide, regionally or locally? What is the evidence that they are having an impact? How can we build on or expand them?

Programs to Model	<ul style="list-style-type: none"> • Cradle to career community coalitions such as: <ul style="list-style-type: none"> ○ Waterbury Bridge to Success ○ New Britain Coalition ○ STRIVE. • Special interest collaborations such as: <ul style="list-style-type: none"> ○ Early Childhood Funders Collaboration ○ Office of Early Childhood ○ Homelessness Prevention
Continue to Build On	<ul style="list-style-type: none"> • Actively educate donors and the public to create awareness about current needs. • Philanthropists and grant makers should play a broader role by funding and leveraging collective resources to impact change. • Develop a common language, metrics, and measurement criteria. • Increase collaboration and leverage collective influence to change policy and increase impact. • Model more collaboratives after the Early Childhood Funders Collaborative • Identify current workforce development models and partnerships that are successful and fund them accordingly. • Take a two-generation approach by providing education, coaching, and support for single parents. • Programs to develop kids to support their peers through an up-stander approach • Encourage parents to support kids besides their own.

Dr. Putnam's Response

Dr. Putnam responded by saying that he heard some very impressive comments from the table groups and that the level of sophistication in the room was quite high, especially in the areas of early childhood and the two-generation approach. He pointed out that, although there were several other important areas that could have been discussed, he agreed that focusing on parenting and early childhood would be his personal nominee for the breakthrough of the 21st century.

In addition, Putnam issued a general caution against blaming the schools for the opportunity gap and emphatically stated that the schools are not the cause. However, he did suggest that there are things that could be done within the schools that could help solve the issue. He also suggested giving further consideration to utilizing community institutions like churches, and men's and women's groups, to provide support to low-income children through mentoring, etc., and focusing on workforce development in the form of community colleges, apprenticeship programs, and vocational/technical education. "This is not a problem for which there is one solution," he said.



Dr. Putnam responds to participants.

Looking at the process side of things, Dr. Putnam shared his observation that the participants at this workshop were the most jurisdictionally fragmented of any group he has talked to. "The whole country is fragmented, but *wow*, you are fragmented," Putnam exclaimed. "You probably know that's a problem, but from the outside, *boy*... I'd try to figure out how to fix that." He suggested thinking of each city and town as a ship in a convoy. "Each has its own captain, but someone needs to think about how the entire convoy can get across the ocean rather than just my ship," he explained.

Putnam also urged the group to think of themselves as more than just funders. "Smart funders across the country think of themselves as being 'venture capital funders,' " he said. "They're going to try to fund some interesting ideas... be bold, but then measure carefully." In addition to being willing to take risks, Putnam suggested that community foundations can play a very important role in convening, advocacy, and even lobbying. "The community foundations that are doing the most effective job are working so that the political leadership in the state or metropolitan area knows what they think about this issue."

Finally, Dr. Putnam addressed the issue of race that was raised earlier in the evening. Putnam stated that no one can ignore that race is an issue and the fact that children of color are disproportionately poor. However, he stated that the growth in the opportunity gap over the last 30 years is not concentrated among communities of color but among white communities. Being careful not to minimize the disadvantages associated with race and the need to continue to address racial inequality, Putnam urged members of the audience to think of the opportunity gap as a separate issue. "I don't want people to think that the race problem and the economic problem are the same problem, and therefore,

when you talk about poverty it's just a code for black, urban, inner-city dwellers," he said. According to Putnam, the purely economic issues associated with the opportunity gap are true across races. And furthermore, there is an advantage to viewing the opportunity gap as "everyone's problem" rather than just a problem within communities of color since that view creates more unity of purpose across races toward solving the problem.

Challenge Question

Attendees were then asked to discuss and answer a final challenge question at their tables. The following responses were shared with the group:

Challenge Question:	What is preventing us from combining our philanthropic muscle to make some of the ideas a reality in Connecticut? How do we remove those barriers?
Table Responses:	<i>"Between Dr. Putnam's example of Charlotte [of a community that came together] and their one goal being to get out of the basement, and what we in Connecticut have seen around the efforts to end homelessness that's been this one goal, I think if we decide on one thing – just one clear target – and we know it won't be everything, and we know there's no one perfect solution, but if we could do one thing together we could make some real headway and show what's possible."</i>
	<i>"At our table, we talked about addressing regionalization with partnership, through maybe a collective impact model where you agree on all different types of conditions. And we also spoke about adding an equity lens to your philanthropic approach, and taking that and running with it."</i>
	<i>"Two points that came up, to follow up on our colleagues, one was to have a working group under the rubric of the Connecticut Council for Philanthropy that is the opportunity gap network. Bring together family foundations and community foundations whose CEOs and chairs can commit resources and time to being part of this to move the needle on the opportunity gap issue. To identify one particular goal that they can all commit to and make a difference. And in that context, some concerns that we were talking about were addressing programmatic issues where we're putting Band-Aids on but not the systemic issues that we need to bring about a change to."</i>
	<i>"One of the comments we were making was about the COGs. In Connecticut we don't have the counties but we do have the Council of Governments and they just recently started restructuring themselves. And if we had a seat at that table. If we were part of the conversation when they were looking at how they can change their economic outlook in their region. Or the other thing would be involved in</i>

	<i>the economic districts and looking at the economic districts throughout the state of Connecticut and being at that table.”</i>
	<i>“One of the things that we’ve talked about at the foundation is... youth-led social change. And the one thing that I feel we should do more of as foundations is listen to the people we serve directly and have them help us come up with solutions.”</i>
	<i>“Dr. Putnam put into words, and painted a picture in a matter of 10 minutes, of that socio-economic gap, but I think one thing that could be done collaboratively is taking a look at what the societal cost of not dealing with this problem is. It’s really every resident of Connecticut’s problem, whether you’re affluent or not. If there was a first project of putting together a societal cost analysis it would help take it back to everyone’s constituents and I think it might harness a groundswell of support, and help us identify what’s the first battle-cry, what’s the first thing that gets attacked.”</i>
	<i>“We spoke about something - and this is going back to barriers - a lot of what’s been described is being done by funders in Connecticut, the Early Childhood Funders Collaborative is a great example, the STRIVE model in Waterbury, the Coalition for New Britain’s Kids in New Britain. A lot of this kind of work-- sharing, funders collaborating and cooperating, and so on gets done. There are barriers to this, meaning the mechanisms are there and people know what to do. I think there is a very serious barrier, very tough to overcome, and that is if you shift your focus, your time, energy, and your funding from over here to over there, there’s real consequences to things that you’ve been funding. And it’s not so easy to just figure out ‘Well, that doesn’t work. We’ve measured that. That’s a failure program over there. Or we’re just tired of that agency.’ And funders have been criticized for many years for getting excited about what’s the shiny new thing to fund. So I mention this not as a cautionary tale, it’s just a barrier. It’s something to be cognizant of. So, I guess it requires more energy, more creativity, and use of more collective funding to create, say, ‘backbone organizations’ that can sustain collaborative efforts. As again, we keep citing it because it’s a great success, what the Graustein Foundation did through a lot of its fellow funders.</i>

Conclusion and Resources

As the workshop drew to a close, facilitator Kenya Rutland, expressed the Hartford Foundation for Public Giving's hope that this will not be the last time this group gets together to discuss the challenge of addressing the opportunity gap. He also reminded participants that "While the Hartford Foundation for Public Giving was kind enough to bring us all together, they cannot alone do this work." The goal of the workshop was to create a forum for collective and coordinated action amongst foundations.

For more information on solving the opportunity gap, Dr. Putnam recommended that participants download a report called *Closing the Opportunity Gap* which is a product of Harvard Kennedy School's Saguaro Seminar. The free, 75-page report gives a brief description of evidence-based solutions within the following five areas: family, early childhood, K-12, community institutions, and on-ramps (workforce development). The report is available at: <http://theopportunitygap.com/wp-content/uploads/2015/08/2016-Working-Group-Report.pdf>

Hartford Foundation for Public Giving's President, Linda Kelly, closed the session by thanking Dr. Putnam and the attendees for their participation. She reminded participants that once barriers are identified, as a group, they are in a unique position to be able to remove them. She urged the attending organizations to keep the collaboration going: "We don't have to believe that because the geographic lines are drawn so narrowly here in Connecticut that our thinking and our actions have to be as limited. We know in order to have any real, long-term, sustainable, systemic change in this state we all have to come together. What we're thinking about here today, and what we'll continue to think about is: 'What do we do tomorrow?' and 'How do we keep this momentum going?'"

Recommended Next Steps

In order to keep the conversation about the opportunity gap going and initiate further statewide collaboration to solve this issue, KJR Consulting recommends taking the following steps:

1. Download and read the *Closing the Opportunity Gap* report recommended by Dr. Putnam (available at the link above).
2. Find out if a forum exists for communities across the country to exchange ideas about this topic. If not, consider establishing one.
3. Establish a leadership structure to organize volunteers going forward. Reach out to workshop participants via survey to solicit volunteers to join an ongoing committee(s) focused on addressing this issue at the state level. The survey should also include questions to identify the specific interests of the volunteer, as well as the level of involvement they are willing to commit to and any special skills or resources they can contribute.
4. Establish a schedule of regular follow-up meetings, either quarterly or semiannually, for the committee(s) to reconvene.
5. Have different organizations host the quarterly meetings on a rotating basis in order to alleviate any one organization from the burden of organizing, hosting, and leading all of the subsequent meetings.
6. Consider using an outside facilitator to help plan and lead regular meetings. This would reduce the burden of leadership, while keeping the group's collaborative efforts moving forward. The facilitator can guide the committee through specific processes for problem diagnosis, collective visioning, assignment of roles and tasks, and the recording/reporting of decisions and agreements.

Initial facilitated sessions may focus on the following areas:

- Trouble-shooting and improving the fragmented state of the community;
- Discussing the ideas set forth in the *Closing the Opportunity Gap* report and choosing an approach;
- Agreeing on one overarching goal or target to focus on at the state level;
- Establishing consistent measurements of success.

Appendix A – The Opportunity Gap in Connecticut



July 21, 2016

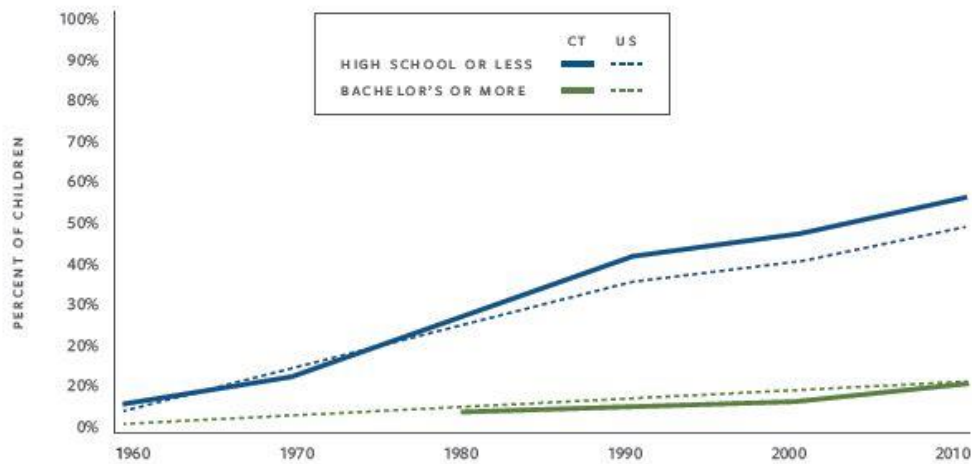
CLOSING THE OPPORTUNITY GAP
A Workshop with Dr. Robert Putnam
Author of *Our Kids: The American Dream in Crisis*

Across Connecticut, the opportunity gap is widening. Here are just a few examples.

① More children are living in homes with less educated single parents

Percent of Children Living in a Single-Parent Household in Connecticut

Currently, Connecticut children living in single-parent households are three times more likely to have parents that have a high school diploma or less.

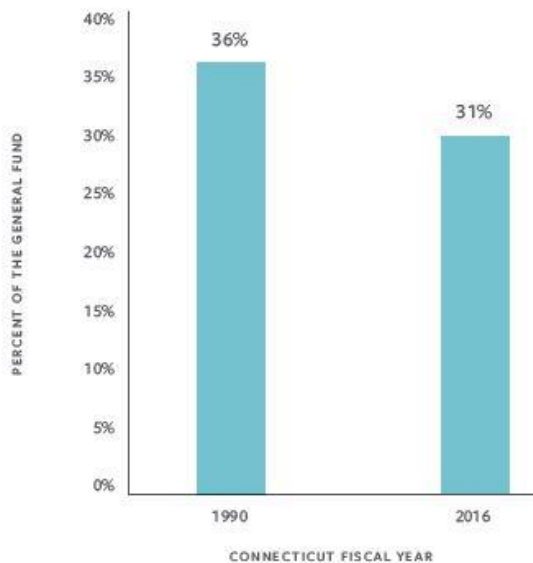


SOURCE: University of New Hampshire, Carsey School of Public Policy



② Overall, State spending on children has declined since 1990

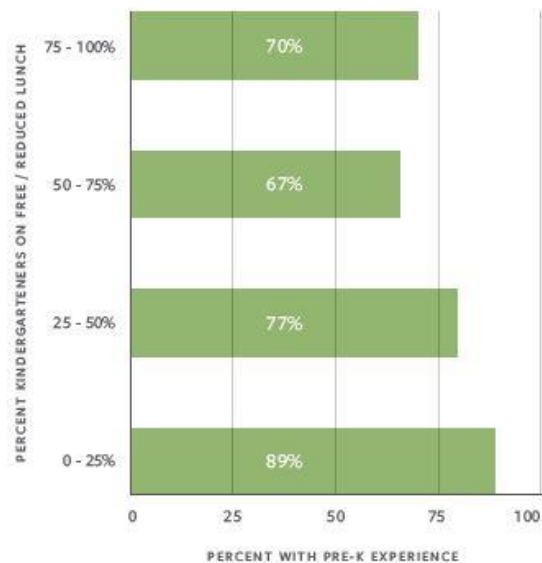
While the dollar amount is greater, Connecticut spends about 6% less of its annual budget on children than it did in 1990.



SOURCE: Connecticut Voices for Children Fiscal Policy Center, *Tracking the Children's Budget*

③ High-poverty schools have lower rates of pre-K experience

Despite subsidies to encourage enrollment in early care and education, students at high poverty schools attend such programs at lower rates than students enrolled in low poverty schools.



SOURCE: Connecticut State Department of Education



④ **Only 8% of urban residents think they live in an “excellent place to raise children”**

The Five Connecticuts are a system used to classify individual towns based on the median household income, population density and poverty rate of each town.

Q. How would you rate where you live as a place to raise children?

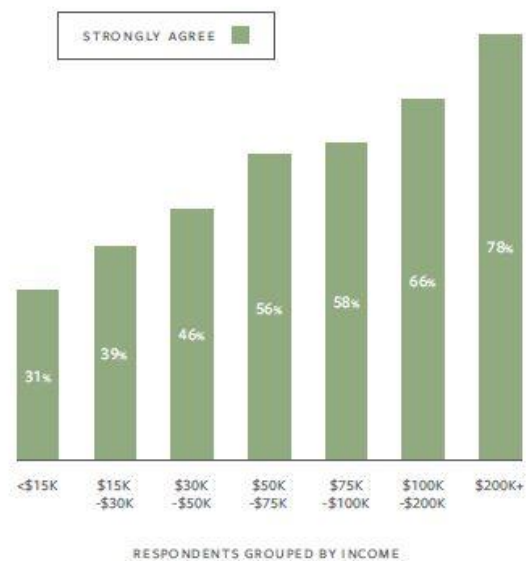


SOURCE: 2015 DataHaven Community Wellbeing Survey.
Urban Core includes Bridgeport, Hartford, New Britain, New Haven, New London, and Waterbury.

⑤ **Low-income residents have low trust in their neighbors, regardless of place**

78% of people with incomes of \$200K+ trust their neighbors whereas only 31% of people with incomes of \$15K and below share the same belief.

Q. How strongly do you agree that people in your neighborhood can be trusted?



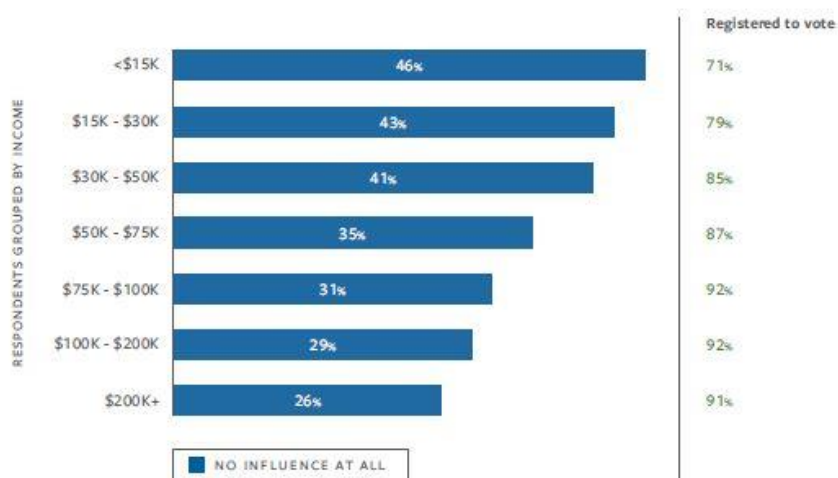
SOURCE: 2015 DataHaven Community Wellbeing Survey



6 Lower-income residents believe they have less ability to influence local government decision-making

Q. How would you describe your ability to influence local government decision making?

Voter turnout for the 2012 presidential election varied greatly with income: 46% among families with incomes less than \$35k vs. 72% for families with incomes \$75k or more.



SOURCES: 2015 DataHaven Community Wellbeing Survey | 2016 Connecticut Civic Health Index, DataHaven

Appendix B - Table Discussion “Raw Data”

Question 1: As funders and conveners, how do we need to think and act differently to collectively leverage our unique roles in the state? What would be the key components of a statewide, philanthropic collective impact effort to address our opportunity gap?

Table #	Response
1	<ul style="list-style-type: none"> • Statewide landscape study of what is being funded <ul style="list-style-type: none"> ◦ Get on the map • Feel comfortable talking about divides, diversity in a meaningful way <ul style="list-style-type: none"> ◦ Learn how to have the conversations • As funders do we learn alongside our beneficiaries • City foundations be a part of public policy/advocacy efforts • How do we make the shared agenda on a continuum? • Leveraging of success and learnings • Data driven decision making
2	<ul style="list-style-type: none"> • Community-level data that is actionable → leading to the right solutions • Different communities that are struggling with similar issues are learning from each other <ul style="list-style-type: none"> ◦ Ex. Bridgeport and New London ◦ Ex. Windham and comparable community <p>BHA Ideas (Big, Hairy, Audacious Ideas for Statewide Action)</p> <ol style="list-style-type: none"> 1. Transportation fixes – so low-income kids can get access to extracurricular activities (which we all fund) 2. Address the inequity in public education funding – A HEAVY LIFT! 3. Matching grants to low-income public school districts, so they can hire higher quality, more qualified teachers 4. Support “supplemental learning” – OST 5. Ensure that all communities have an overarching structure for collective action/impact 6. Create a “developmental dosage” chart for what all children need to thrive: <ol style="list-style-type: none"> a. Hours of mentoring per month b. Hours of supplemental learning per week c. Health care, including mental health services d. Diet / healthy foods <p>This will be appealing to donors – metrics; allows donors to choose where they want to help</p> 7. Advocacy & lobbying – how can funders in Connecticut do more focused advocacy connected/focused on reducing the opportunity gap?
3	<ul style="list-style-type: none"> • Leveraging our unique position as philanthropic entities to bring together stakeholders and decision makers across sectors • Bring businesses in at the state level to build consensus and seek alignment <ul style="list-style-type: none"> ◦ Find a specific benefit to business community and call to action

	<ul style="list-style-type: none"> ○ Create better conditions with more jobs • Identify cross sector champions • More integrated approach across issues areas and areas of expertise between funders, nonprofits, businesses and municipalities • Find opportunities to strengthen family core • Courageous conversations and problem solving among philanthropies
5	<ol style="list-style-type: none"> 1. Regionalization <ul style="list-style-type: none"> • Supports idea of “our kids, our families, our community” • Would decrease inconsistency across towns/cities 2. Build a constituency <ul style="list-style-type: none"> • Together – not separate projects, etc. 3. More funding collaboratives <ul style="list-style-type: none"> • I.e. Early Childhood Funders Collaborative • Learning/share/leverage good ideas • Have the “One Measure” across foundations • Challenges <ul style="list-style-type: none"> ○ Fragmentation b/w funders ○ Fear to give up control ○ Fear to give up your pride/credit • Ideas <ul style="list-style-type: none"> ○ Need more PD and more engagement of board members together with those of other foundations/funders ○ Need to fund/support more “backbone” responsibilities for organizations collaborations, etc. – Not just fund programs but the “glue”
6	<ol style="list-style-type: none"> 1. Philanthropy needs to look at themselves to see how we contribute to issues. For example, are the people who need to give input/make decisions at the table? Why not? 2. Philanthropy’s relationship to government. Lack of open communication and understanding. For example, philanthropy will fill budget holes. 3. Philanthropy needs to be honest about how we operate. For example, don’t tolerate risk; community isn’t at the table; not using our role wisely; no operating support; etc. 4. When we have visionary leaders, how do we support them? 5. Philanthropy has to be accessible and transparent and willing to accept feedback. Be willing to say you made a mistake.
8	<ul style="list-style-type: none"> • Shared statewide goal and messaging that can be measured to address this problem (collective impact) • Putting \$\$ behind it • Building trust in vulnerable communities to empower and engage in public policy
11	<ul style="list-style-type: none"> • Early Childhood Collabs <ul style="list-style-type: none"> ○ Comm’s ○ CCP – funders ○ Graustein Legacy

	<ul style="list-style-type: none"> ○ K-readiness ○ City OEC's great potential • BTS, other Cradle to Career collective impact partnerships <ul style="list-style-type: none"> ○ Intentionality ○ STRIVE, Camp for Reading ○ Community "owns" problems • Statewide public policy work <ul style="list-style-type: none"> ○ Legislation ○ Budget woes eroding that? ○ English language legislation • Homelessness <ul style="list-style-type: none"> ○ Coordinated efforts ○ Data driven ○ Alignment ○ No veteran homelessness • Workforce development <ul style="list-style-type: none"> ○ Dual customer ○ Data driven ○ 2 gen ○ Cross sector ○ Early stages not to scale
12	<ul style="list-style-type: none"> • Create a funders collaborative advocacy and action pressure group to change state policy and public opinion • Funders need to become more visible and vocal on opportunity gap issues • Bring residents and at risk population into the conversation so they have a voice in solutions • Work toward avoiding inequities in all funding decisions/practices • Air bags for all – all cars have air bags, all kids deserve the same • Marshall the interests and skills of donors and other who can contribute (beyond \$ - time, talents)

Question 2: What efforts, if any, are working now - statewide, regionally or locally? What is the evidence that they are having an impact? How can we build on or expand them?

Table #	Response
4	<ol style="list-style-type: none"> 1. Programs to develop kids to support kids and parents to support kids besides their own 2. Education, coaching, and supports for single parents – 2 gen approach 3. Call to action – educate and create awareness with public and donors
7	<ul style="list-style-type: none"> • Connecticut has good base, publicly and philanthropically, (e.g. OEC) for addressing early childhood • Standardization of language means we have a shared understanding of issues

	<ul style="list-style-type: none"> Connecticut has several examples of collaboration (e.g. Homelessness Prevention, Early Childhood Funders Network)
10	<ul style="list-style-type: none"> Early Childhood Funders Collab <ul style="list-style-type: none"> Increase in # of children enrolled in pre-K Office of Early Childhood Need more collaboratives based on this model Increase collaboration and leverage our collective influence to change policy and increase impact Workforce development <ul style="list-style-type: none"> Build on current successful partnerships and models Philanthropy and private business/public partnerships Metrics and outcomes <ul style="list-style-type: none"> Develop common language around criteria and measurements (e.g. RBA) Ensure adequate training of philanthropy and NPO sector to effectively use outcome measures
13	<ul style="list-style-type: none"> “Cradle to career” community coalitions. <ul style="list-style-type: none"> E.g., Waterbury Bridge to Success New Britain – Coalition National Model – STRIVE Philanthropy should leverage and fund: <ul style="list-style-type: none"> Facilitation Catalyst Best practices Public policy Systems change force Leadership