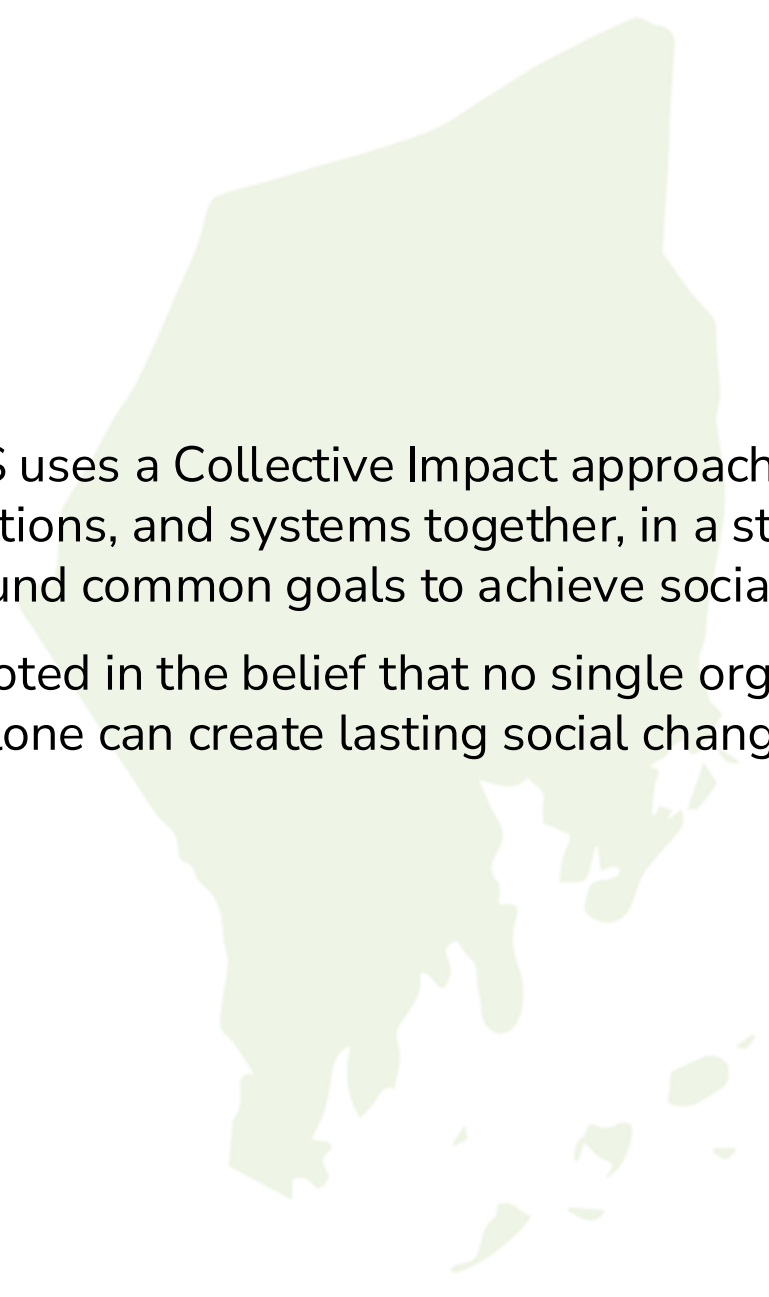




Norwalk

ACTS

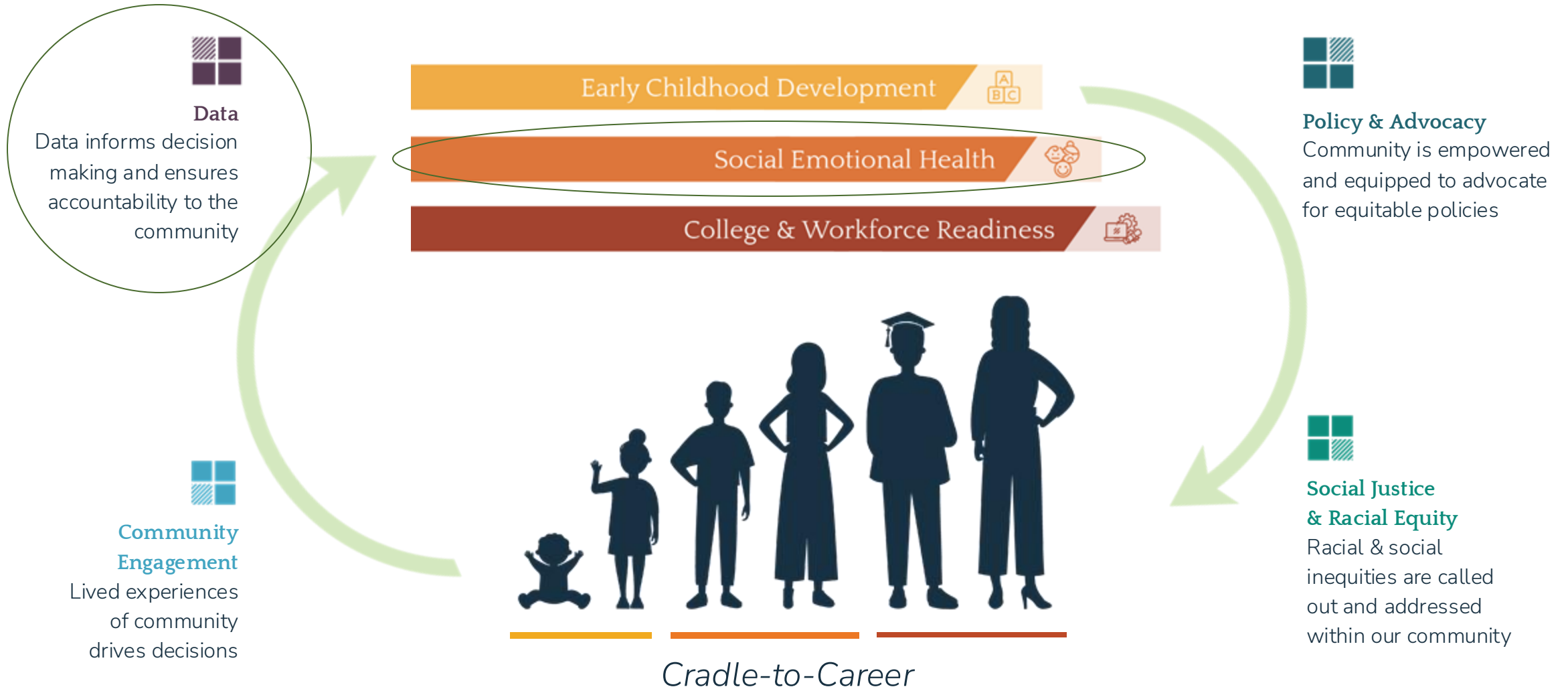
**March Quarterly
Convening**



Norwalk ACTS uses a Collective Impact approach that brings people, organizations, and systems together, in a structured way, around common goals to achieve social change.

It is rooted in the belief that no single organization or entity alone can create lasting social change on its own.

Ecosystem Map



Agenda

Welcome & Agenda Overview	9:00
Why doesn't data seem to work in education?	9:10
How to apply good measures to discrete tasks	9:30
Break + Survey	10:00
What are good measures?	10:10
Applying statistical thinking to survey results	10:20
Takeaways & Announcements	10:50

Join Norwalk ACTS!

We have redesigned our [Memorandum of Agreement \(MOA\)](#)

Join Norwalk ACTS and commit to the collective action work!

New to Norwalk ACTS?

The best way to get involved is to become a member!

Working for an organization?

Encourage your CEO or Executive Director to sign the MOA on behalf of your organization and designate staff members to the Norwalk ACTS areas of work that align with your organization.

Community member and/or interact with Norwalk ACTS on an individual basis?

Sign the MOA and become a member.



Memorandum of Agreement

Purpose
This Memorandum of Agreement (MOA) is a shared intention of the Norwalk ACTS membership to integrate their actions and commit to our collective mission and vision. Public institutions, community organizations, and individuals who want to tackle broader systemic issues can maximize their impact and transform systems through commitment to collaboration. Learn more about the key terms listed in this MOA in our [Glossary of Terms](#).

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

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

Norwalk ACTS Ecosystem
Cornerstones (as outlined in the four corners of the graphic below) are the key 'ingredients' embedded into all our work along the cradle to career continuum. They are essential elements for moving the needle on community-level changes. As a partnership, Norwalk ACTS advances these cornerstones in the following cradle-to-career initiatives: Early Childhood Development, Social Emotional Health, and College & Workforce Readiness.




Your Involvement
Involvement, commitment, and action as a Norwalk ACTS member is different for every individual and organization. See these commitments on the next page.

Visit our [website](#), where we will continue to update how these commitments look in action.

See our [Norwalk ACTS Overview video](#) which highlights our cornerstones through the Early Childhood Development Initiative.



 Committing to Collective Action	
<p>Commitments</p> <p>As the community hub where cross-sector and community members are brought together in an organized way, we will:</p> <ul style="list-style-type: none"> Develop shared goals and related policies, and engage the community. Gain a deep understanding of systems-level issues to co-develop solutions that are driven by the lived experience of those most impacted by the challenges we seek to address. As a member of Norwalk ACTS, I and/or my organization commit(s) to: 	<p>Backbone Staff Commitments</p> <p>As the backbone organization for our collective impact partnership, we are the connective tissue of the community, doing research, analyzing data, communicating findings, convening cross-sector partners, engaging community members and key partners, advocating for resources, and keeping alignment towards our mission and vision.</p> <p>We commit to the following:</p>
<p>Collective Impact</p> <p>We will leverage the power of collective impact and foster a culture of learning and transformation by:</p> <ul style="list-style-type: none"> Engaging in outreach activities, attending Norwalk ACTS events, and actively contributing to working groups when possible. 	<p>Collective Impact</p> <ul style="list-style-type: none"> Work within the established principles and conditions of Collective Impact and the StriveTogether framework Identify and leverage investment opportunities to implement community-led strategies within each initiative
<p>Data</p> <p>We will use (when appropriate) quantitative and qualitative data to inform decision-making on an individual basis.</p>	<p>Data</p> <ul style="list-style-type: none"> Collect, analyze, and provide members with cradle-to-career data, resources, and information in order to facilitate data-informed decision-making
<p>Racial Equity</p> <p>We will actively learn about power and privilege; identify personal biases and systems of oppression wherever they exist.</p>	<p>Social Justice & Racial Equity</p> <ul style="list-style-type: none"> Center equity in Norwalk by shifting power structures and advancing anti-racist policies, practices, and behaviors to empower those most impacted within the Norwalk community
<p>Policy & Advocacy</p> <p>We will be civically active and advocate for equitable policies and practices across the cradle-to-career continuum.</p>	<p>Policy & Advocacy</p> <ul style="list-style-type: none"> Empower and equip members to be civically active, and to advocate for equitable policies across the cradle-to-career continuum
<p>Community Engagement</p> <ul style="list-style-type: none"> Include, amplify, and harness diverse voices with an emphasis on marginalized communities 	<p>Community Engagement</p> <ul style="list-style-type: none"> Amplify the lived experience and expertise of community members through consistent and persistent engagement that shifts power to those most impacted by systems we seek to change



Norwalk ACTS Membership Commitments

- Work within the established principles and conditions of Collective Impact and the StriveTogether framework
- Leverage the power of collective impact and foster a community of learning and transformation by engaging in outreach activities, attending Norwalk ACTS events, and actively contributing to initiatives & working groups when possible

Data



Use and share (when appropriate) quantitative and qualitative data to inform decision-making on a consistent basis

Policy & Advocacy



Be civically active and advocate for equitable policies and practices across the cradle-to-career continuum

Social Justice & Racial Equity



Continuously learn about power and privilege; challenge personal biases and systems of oppression wherever they exist

Community Engagement



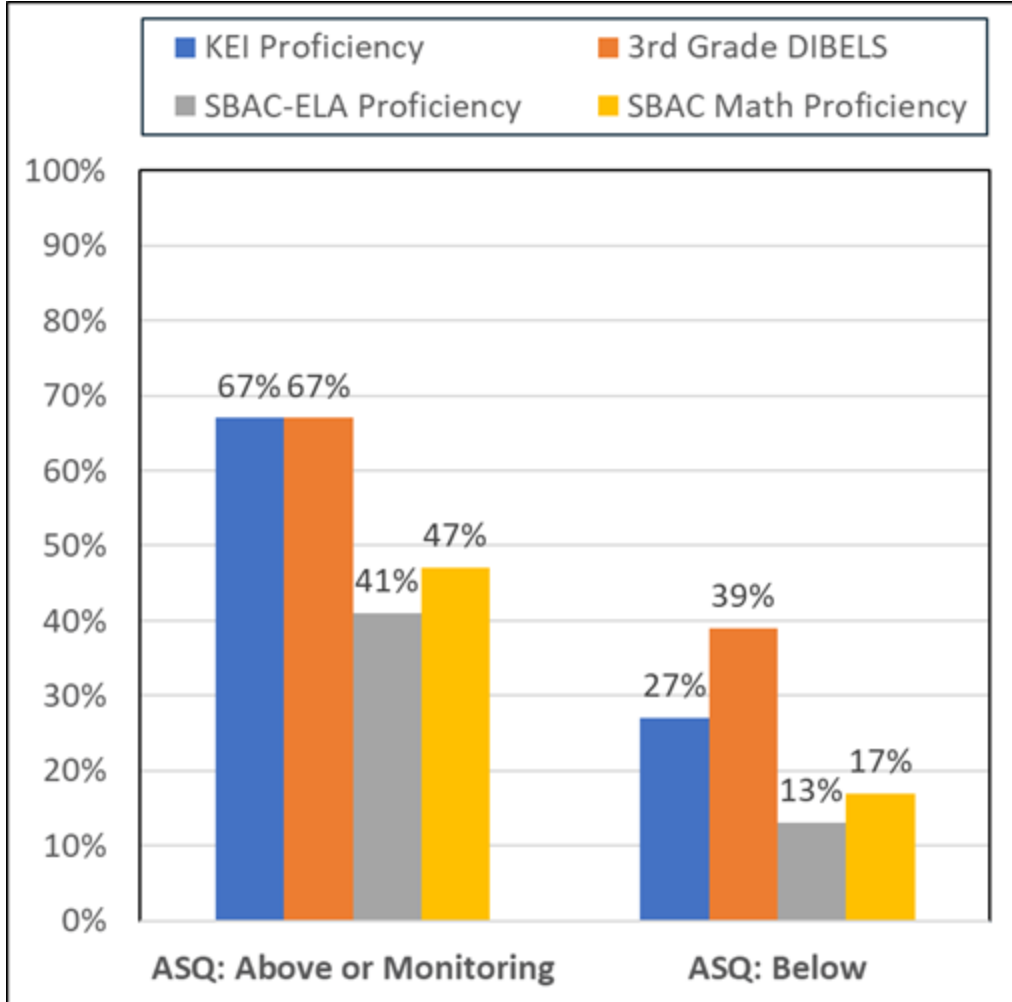
Include, amplify, and harness diverse voices with an emphasis on marginalized communities



ASQ-3 Results are Associated with Kindergarten Readiness and Later Academic Progress

Children approaching or on track on all 5 domains of parent-completed ASQ-3 are:

- **2.5 times more likely** to be ready for kindergarten based on teacher assessment on the KEI
- **1.7 times more likely** to be at or above benchmark in 3rd grade reading based on teacher assessed DIBELS
- **3.1 times more likely** to meet or exceed state standards in 3rd grade English Language Arts (SBAC)
- **2.8 times more likely** to meet or exceed state standards in 3rd grade Math (SBAC)





Community Forum Recap

NORWALK PUBLIC SCHOOLS

COMMUNITY FORUM

SOCIAL MEDIA & CELL PHONE USE

Join us for a discussion about the development of the **Norwalk Public Schools' Cell Phone & Social Media Use**, focused on student well-being. This forum will be a collaborative discussion with students, parents, educators, and experts.

WHY ATTEND?

- Learn how NPS is shaping a policy centered on student health and wellness.
- Hear directly from students about their experiences and perspectives.
- Engage with experts on the impacts of social media and phone use in schools.
- Discover insights from student surveys and data-driven research.
- Intended for ALL families: Regardless of social media activity and cell phone ownership.



MARCH 12, 2025
6:00 - 7:30 PM

NORWALK CITY HALL
COMMON COUNCIL CHAMBERS (3RD FLOOR)
125 EAST AVE | NORWALK, CT

REGISTER HERE



In partnership with
Norwalk ACTS





Civic Influencer Program: Community Organization Cohort

Triangle Community Center
Livity After School Program
Stepping Stones Museum For Children
Mid Fairfield Community Care Center
Norwalk/Stamford Grassroots Tennis & Education
Family & Children's Agency
Norwalk Public Library
Connecticut Renaissance, Inc.
Human Services Council - Norwalk Mentor
Program
Liberation Programs
Norwalk Housing Authority
Norwalk Community Health Center
YLTRAPPED ORGANIZATION INC.



Data

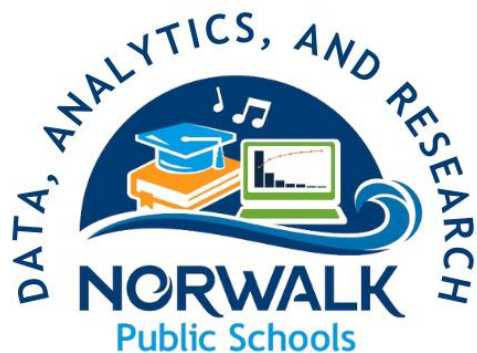
The Norwalk Youth Survey data is made available by Positive Directions

March Convening Presenter



Alden Burham
Director of Educational Data Strategy

Meeting People Where They Are: How to Collaborate with Data Folks to Improve Children's Lives



Norwalk Acts March Convening
Alden Burnham







Ahoy

I'm Alden

Learning Objectives

Why doesn't data seem to work in education?

How to apply good measures to discrete tasks

- Clearly articulating the parts of your job that can be measured will help you optimize outcomes.
- Good measures are controllable, fair, hard to game, familiar, and instill a sense of pride.

How to apply statistical thinking to survey results

- The Norwalk Youth Survey contains relevant information and leads to questions about next steps and further datasets to acquire.

9:10 - 9:25

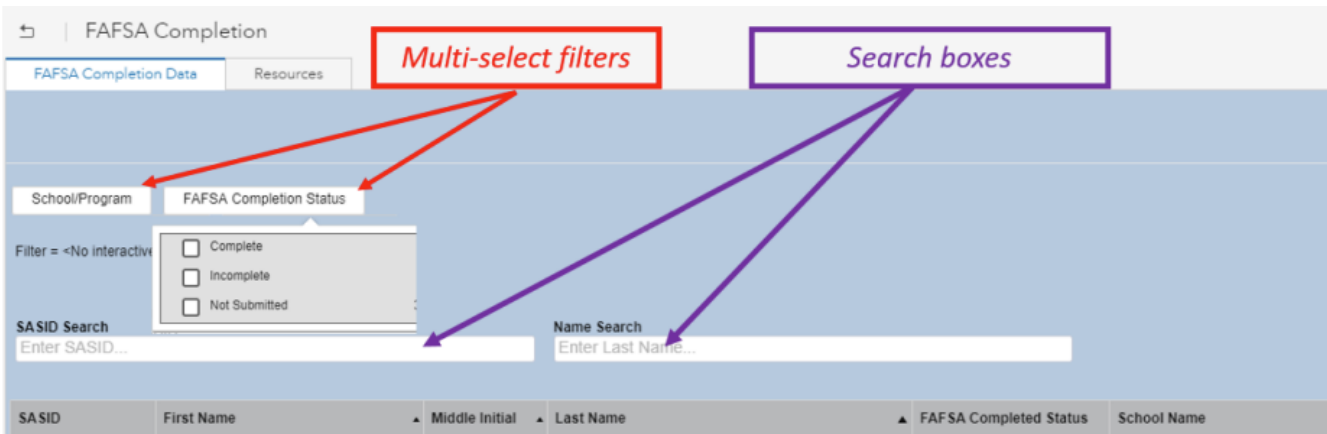
9:25 - 10:00

BREAK

10:10 - 10:20

10:20 - 10:50

Why do folks who work with children need data?



ATTENDANCE INFORMATION

Dear Parent/Guardian of **[Student Full Name]**:

Attendance matters and we need your help this year. **[Student First Name]** missed **[Student Absences]** day(s) of school last year **[Multiplier Text]**. A few absences every month can add up to weeks of lost learning over the year. Missing school, whether for excused or unexcused reasons, disrupts a student's education.

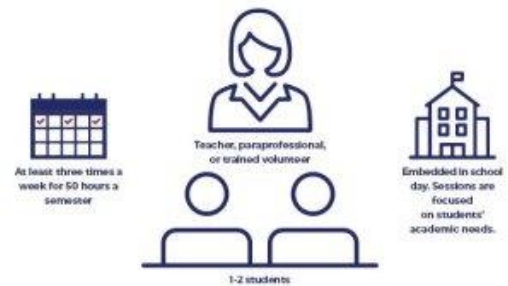
You can play a big role in improving **[Student First Name]**'s attendance. If you have questions, please call (267)-282-1155 or email SDPattendanceproject.2@gmail.com.

Sincerely,

Dr. William Hite
 Superintendent
 The School District of Philadelphia

Good examples of data use in child development

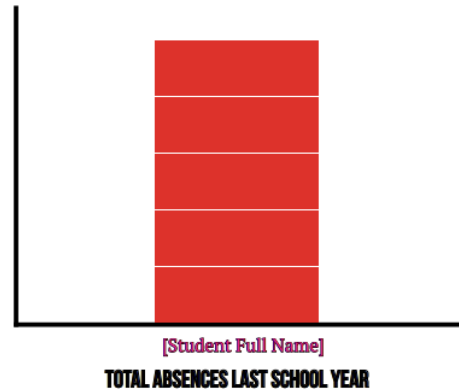
High-Dosage Tutoring



Icons: Getty
 SOURCE: Education Week reporting

[STUDENT FIRST NAME]'S ABSENCE RECORD

[Student Absences] day(s)



[Student First Name] missed **[Student Absences]** day(s) **[Multiplier]**.

In general, data use in education is infrequent and ineffective

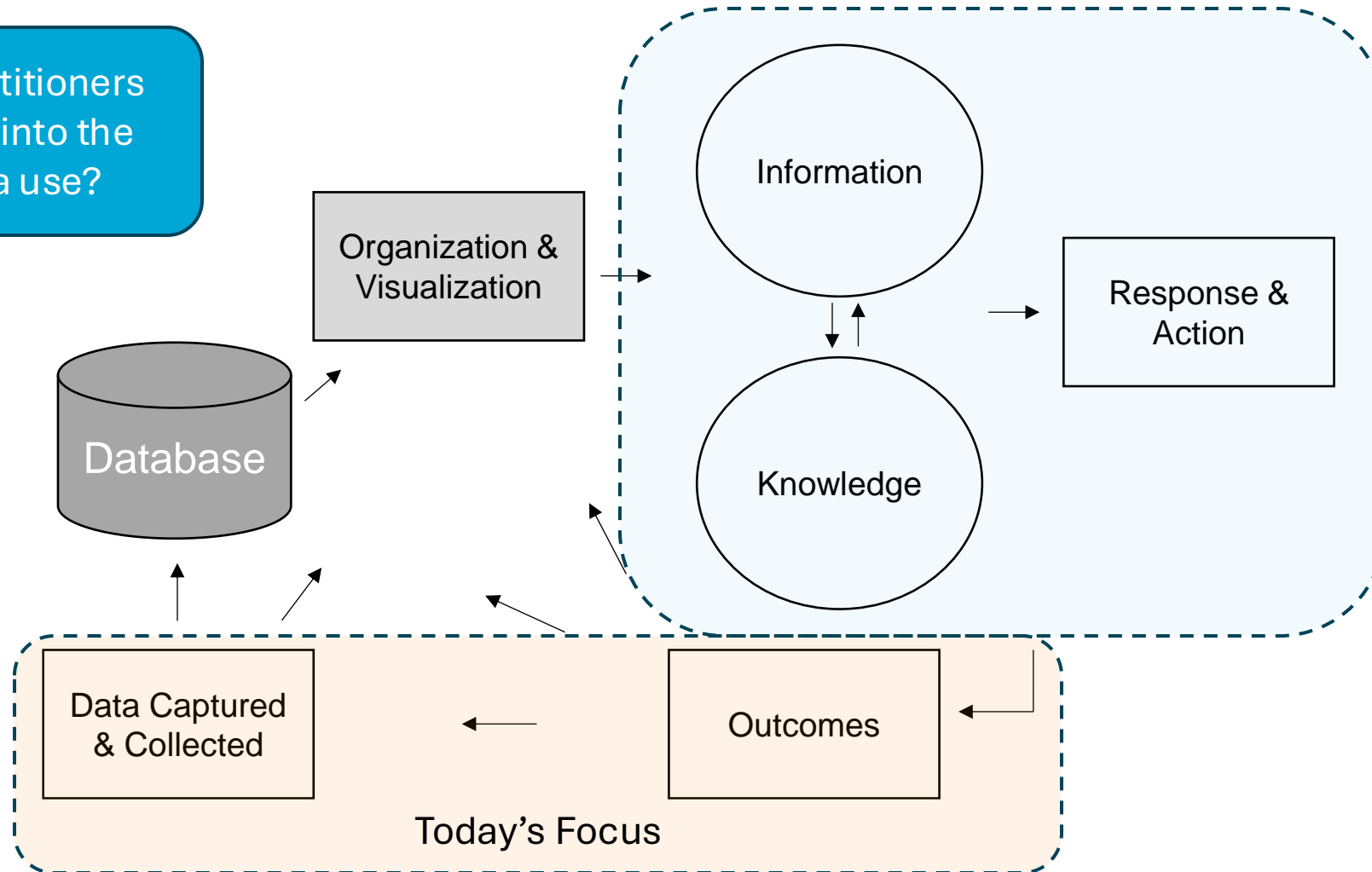


Despite the National Academies of Sciences advocating for educational data use, billions of dollars being invested in educational technology, and this coalition making data use a priority, “**many educators and the public do not use or only use data infrequently**” (Curran, Carlo, & Harris-Walls, 2024).



Large and randomized studies of data dashboard use in education have found **limited logins, a few super users, limited clicks, and ultimately weak evidence that they help children** (Bowers 2021; Canbolat, 2024; Faria et al., 2017; Grabarek & Kallemeyn, 2020; Mac Iver et al., 2019; Wayman, Shaw, & Cho, 2017)

Where do practitioners usually come into the cycle of data use?



Why isn't data helping those working with kids?

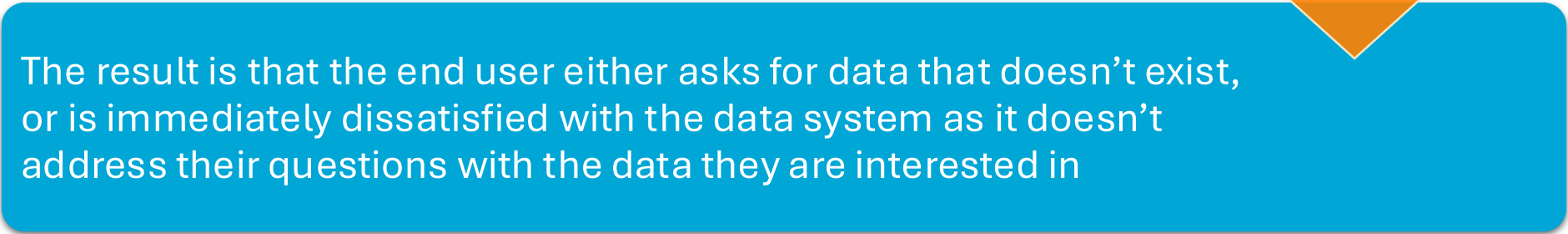
The data scientist has no idea what the task is



The end user doesn't know data science



The result is that the end user either asks for data that doesn't exist, or is immediately dissatisfied with the data system as it doesn't address their questions with the data they are interested in



Learning Objectives

Why doesn't data seem to work in education?



How to apply good measures to discrete tasks

- Clearly articulating the parts of your job that can be measured will help you optimize outcomes.
- Good measures are controllable, fair, hard to game, familiar, and instill a sense of pride.

How to apply statistical thinking to survey results

- The Norwalk Youth Survey contains relevant information and leads to questions about next steps and further datasets to acquire.

Data Requests

A lot of requests look like this:

I want the data for all my kids, at my fingertips.

I want it disaggregated by race ethnicity, special education status, English learner, everything.

And I want to know day-to-day if they are learning, if what I am doing is working.

I also want all the year-to-year data so I can see changes.

And everyone should be able to see it, real-time, like a dashboard.

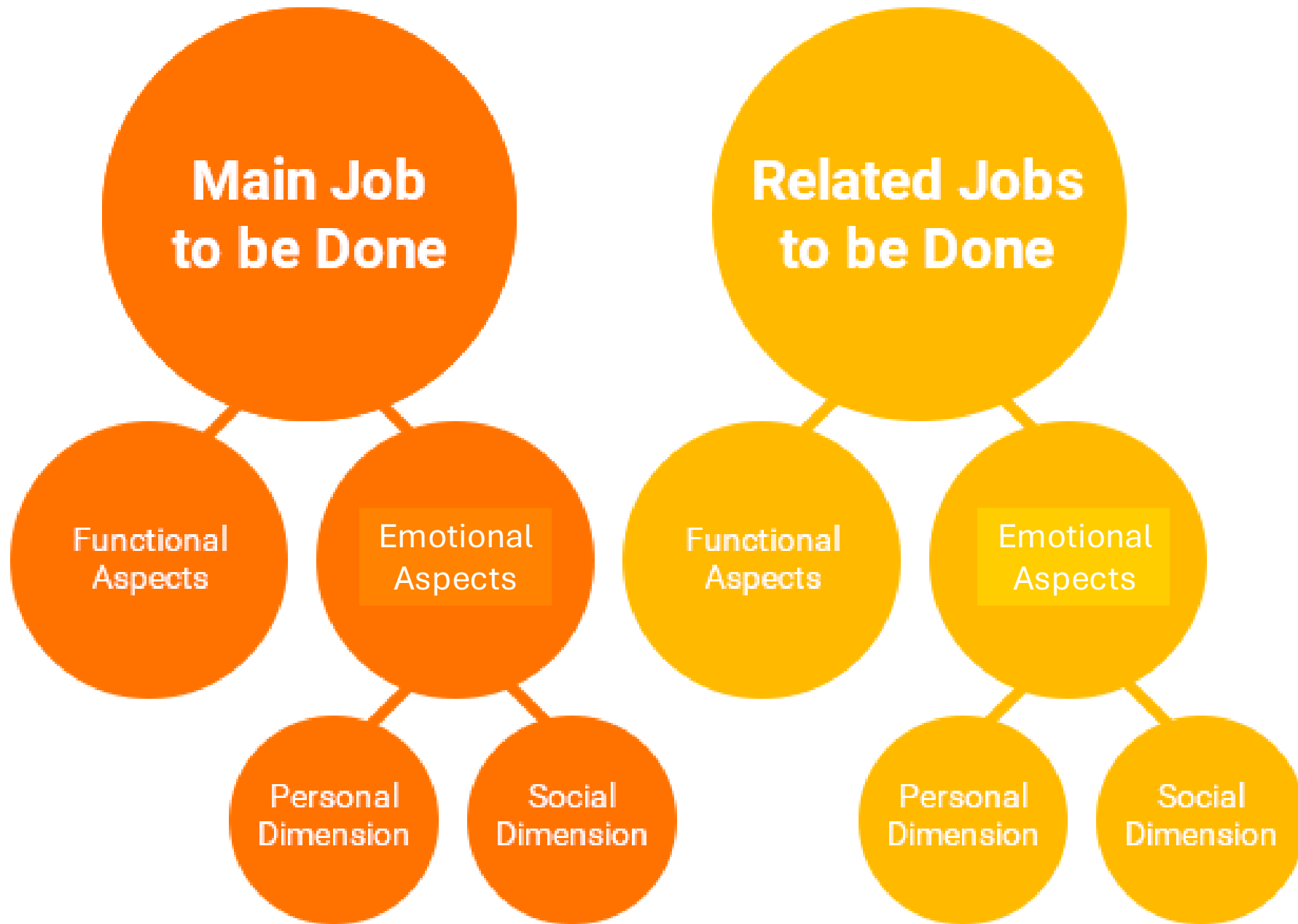
What is the metric?

What is comparison group?

What's the product?

Data folks can learn what to optimize by strategically listening to practitioners





“I want to ensure students regularly attend the afterschool program and stay engaged.

I want to make sure that parents can locate my afterschool program, get their kids enrolled, and get the kids there on time.

I also want to monitor if kids are attending consistently, identify the students who are least engaged,

and make sure kids feel excited and motivated to participate. This way, staff feel confident they are making an impact and parents are reassured this is time well-spent.”

5:00

Main job

Related Jobs

Functional Aspects

Emotional Aspects

I want to prepare youth for college, career pathways, and workforce opportunities.

This requires studying participation and impact data for specific workshops, internships, and college visits.

Those data should be organized in a way that is aesthetically easy for me to read and understand and can be published on our website. I also want to track postsecondary acceptance and enrollment rates of participants.

Oh, and it would be good to know if students feel like their interest matches with the programs we offer.

Tracking these metrics would help us know which programs are most popular and effective.

In the end, I want students to feel confident and optimistic in their career pathway and for people looking at our website to understand our impact.

Personal component

Main job

Emotional Aspects

Related Jobs

Functional Aspects

Emotional Aspects

Social component

5:00

I want to help children improve their mental health, emotional resilience, and stress management.

I want them to develop healthy relationships and social skills through accessing mental health supports.

I also want parents and mentors to have access to SEL tools and strategies.

I want to be able to track participation and enrollment in the program over time, monitor the development of students social and emotional well being over time, and evaluate the impact of specific workshops and mentorship programs.

In the end I want kids to feel supported, confident, and ready to take on the world and I want staff to know we're making a difference.

Main job

Related Jobs

Functional Aspects

Emotional Aspects

Social component

I want to ensure equitable access to health and housing services for underprivileged communities.

I want these families to be able to overcome transportation, housing, and health care access issues through integrated services.

I'll need data that tells me about inequities in these services that's easy for me to understand and monitor.

I also want the data to be clear so I can use it to communicate to policymakers.

I'll need geospatial data on housing insecurity, community resources, and program participation.

I'll also need to monitor referrals and outcomes for these services.

All families should feel supported, empowered, and secure.

Main job

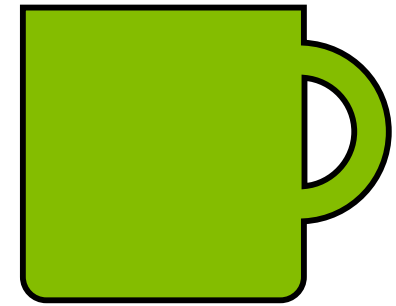
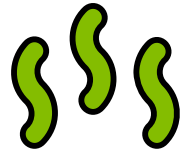
Related Jobs

Functional Aspects

Personal component

Social component

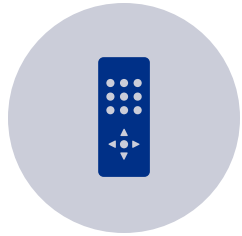
Emotional Aspects



5:00



Good measures



CONTROLLABLE



FAIR
COMPARISON



HARD TO GAME



CONCRETE AND
FAMILIAR

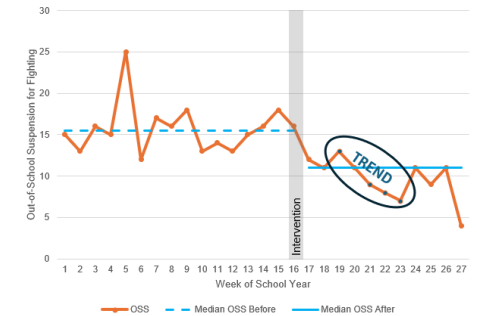
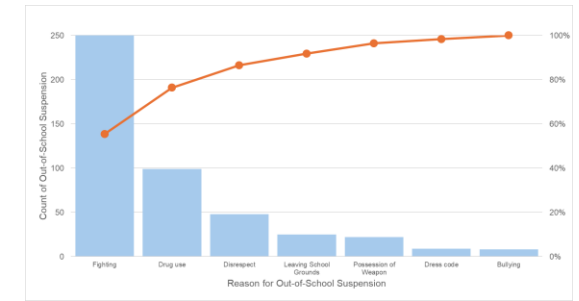
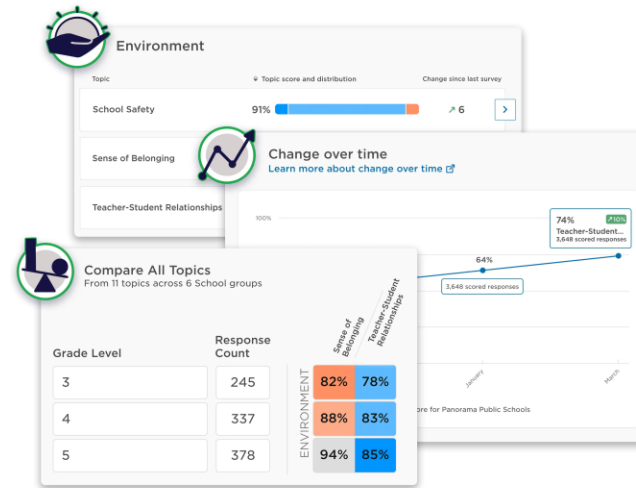
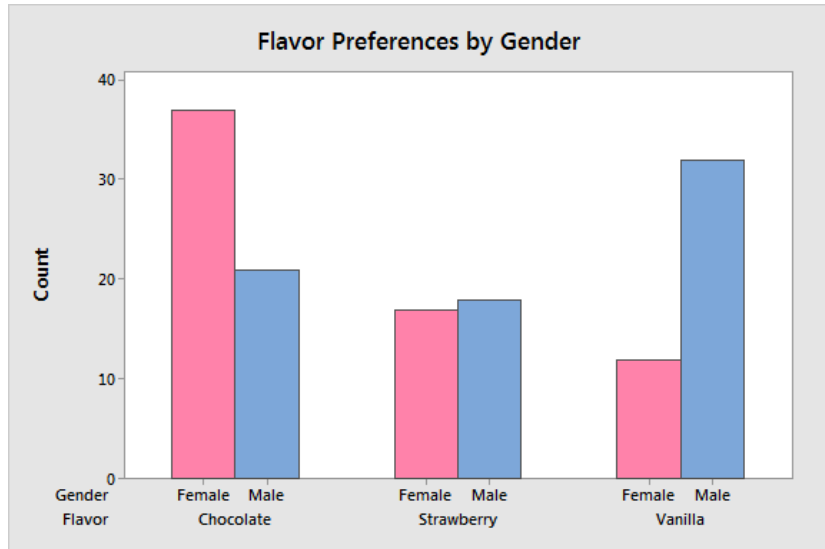


SENSE OF PRIDE

- Controllable
- Fair comparison
- Hard to game
- Concrete and familiar
- Sense of pride



What kind of data product do you *actually* need?



Student Name	Year On-Track	Grade 9 GPA	Q4 Absences	Q3 Absences	Q2 Absences	Q1 Absences	Gender	Race / Ethnicity
Abdul-Amin, Desha...	On-Track	3.7	0	1	0	0	Male	Black or Africa...
Abdul-Amin, Ashley	On-Track	2.42	2	0	0	1	Female	White
Abeyta, Selina	Off-Track	0.18	5	27	21	19	Female	Hispanic or Lat...
Adkins, Sean	Almost On-Track	0.79	10	24	17	10	Male	Hispanic or Lat...
Alberts, Lydia	On-Track	2.09	1	0	2	2	Female	Hispanic or Lat...
Alexander, Wardell	On-Track	2.88	3	3	7	7	Male	Hispanic or Lat...
Allman, Irving	On-Track	3.39	0	3	4	3	Male	White
Alonzo, Christopher	On-Track	2.71	4	7	10	1	Male	Hispanic or Lat...
Alvarez, Angel	On-Track	2.5	3	9	7	6	Male	Hispanic or Lat...
Alvarez-Beltran, Ch...	On-Track	3.26	2	1	2	1	Male	Hispanic or Lat...





Celina, OH ▾

Periods of rain, some heavy, for at least 60 min

4:47 PM



Rain ●●●●● Snow ●●●●● Ice ●●●●● Mix ●●●●●

AFTERNOON

62°
RealFeel 65°

TONIGHT

45°
RealFeel 42°

FRI

54°
RealFeel 50°

Today's Details



13 hrs
2 mins



11 hrs
57 mins



Today



Hourly



Daily



Radar

Activity

Move

536/2,200kJ

Exercise

867/30min

Stand

16/12hrs

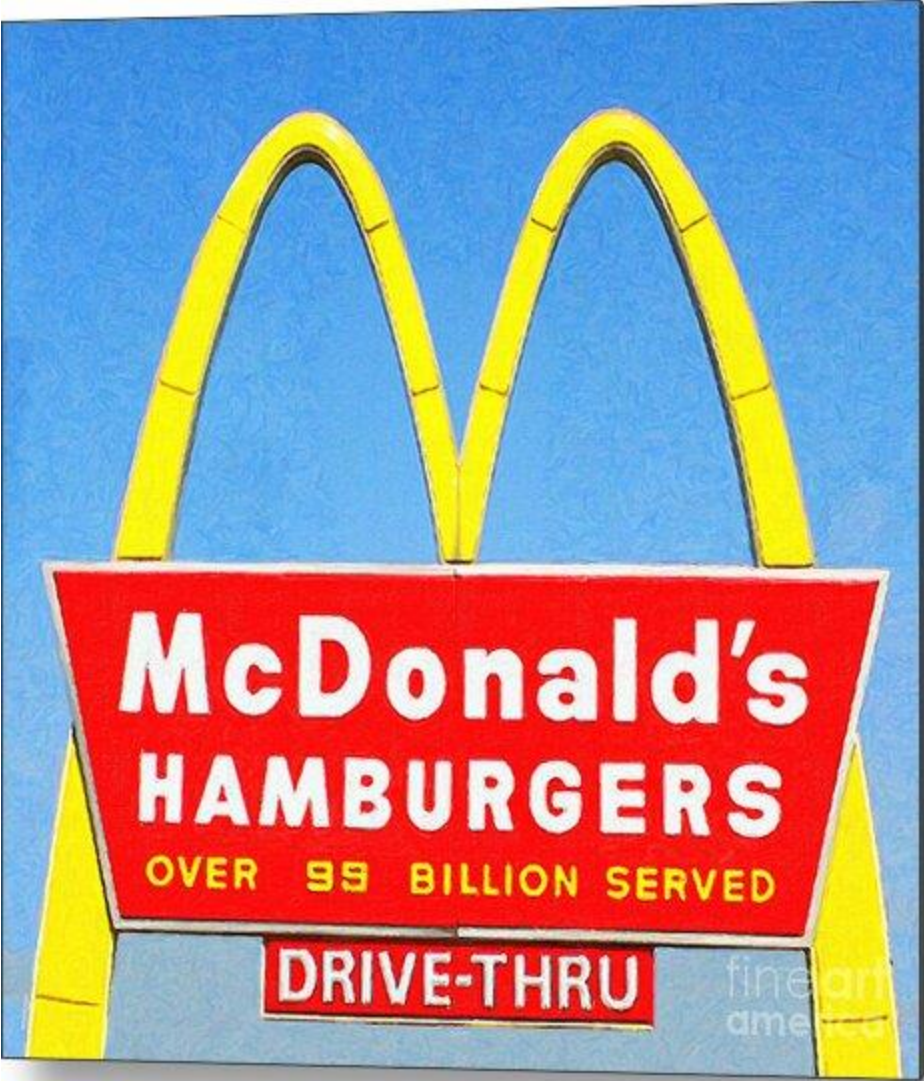


Steps

8,219

Distance

7.35KM



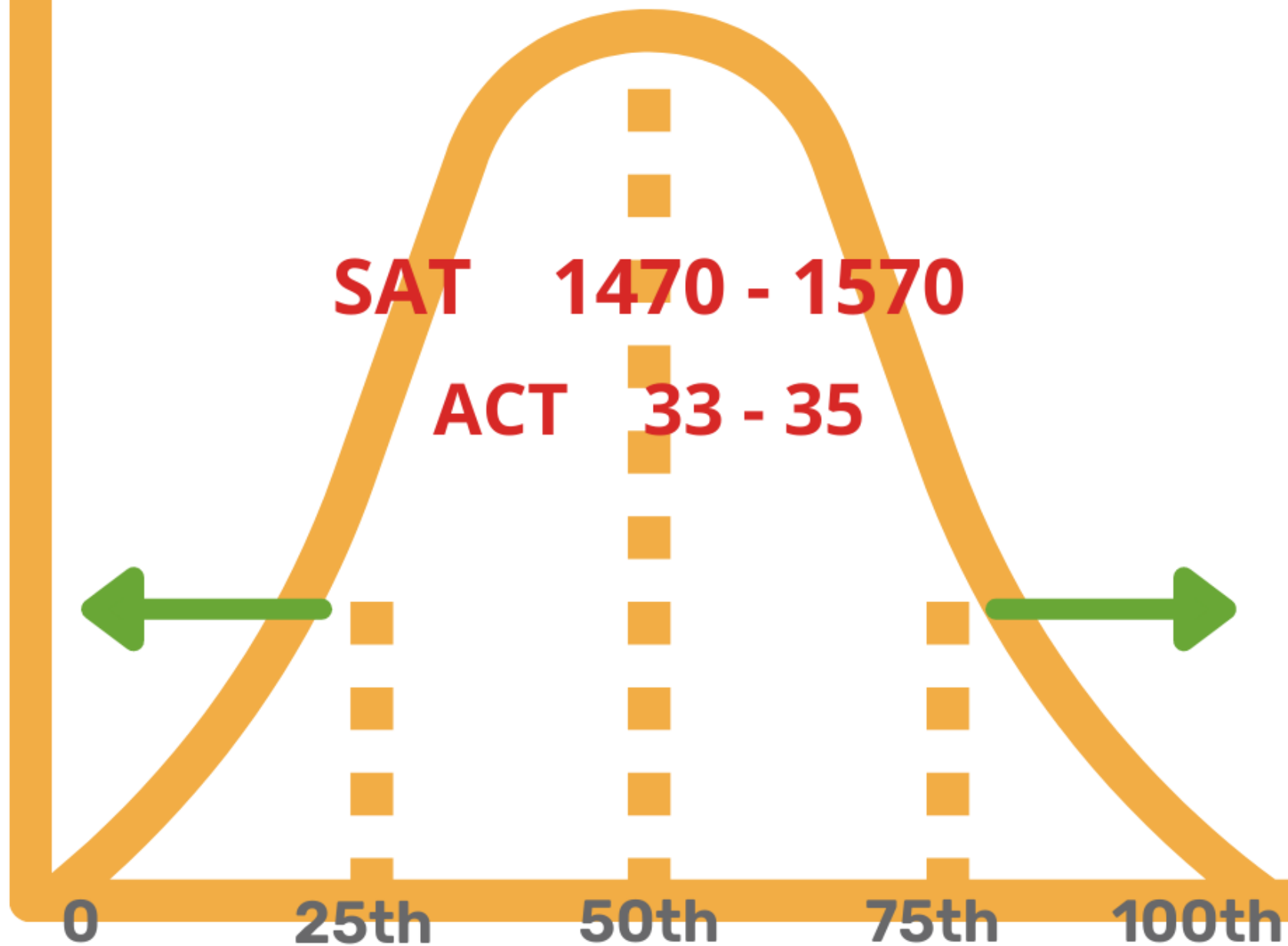
McDonald's
HAMBURGERS

OVER 99 BILLION SERVED

DRIVE-THRU

fine
ame

TEST SCORE PERCENTILES





Learning Objectives

Why doesn't data seem to work in education?



How to apply good measures to discrete tasks



- Clearly articulating the parts of your job that can be measured will help you optimize outcomes.
- Good measures are controllable, fair, hard to game, familiar, and instill a sense of pride.

How to apply statistical thinking to survey results

- The Norwalk Youth Survey contains relevant information and leads to questions about next steps and further datasets to acquire.

The 2024 Norwalk Youth Survey



View of Future among Norwalk Youth, 2024

73%

I feel confident I will have a job and/or go to college or a trade school when I complete high school

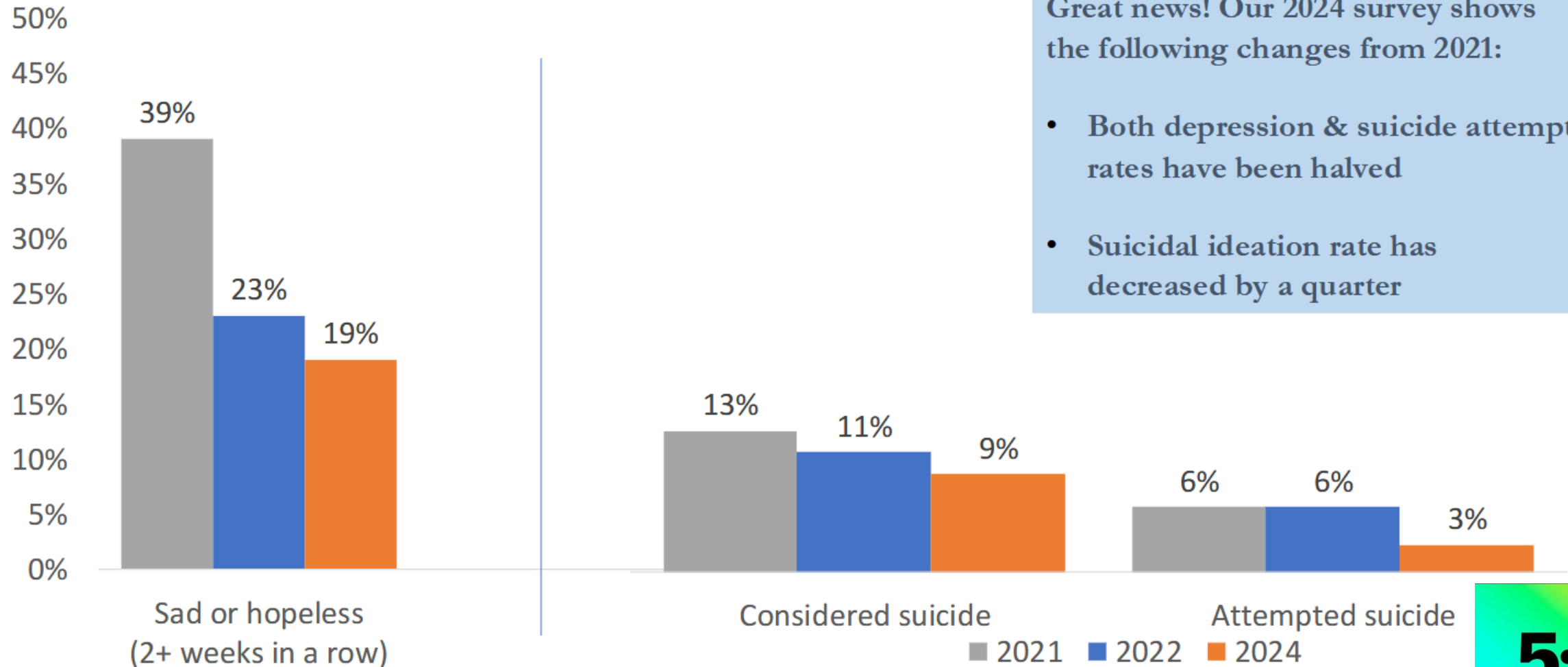
64%

I feel my life is going in a positive direction

Groups that are significantly less likely to feel:

- Life is moving in a positive direction: LGBTQ, IEP
- Confident I will have a job and/or go to school after HS: Males, LGBS, IEP

Trend in Depression & Suicidality in Norwalk Youth



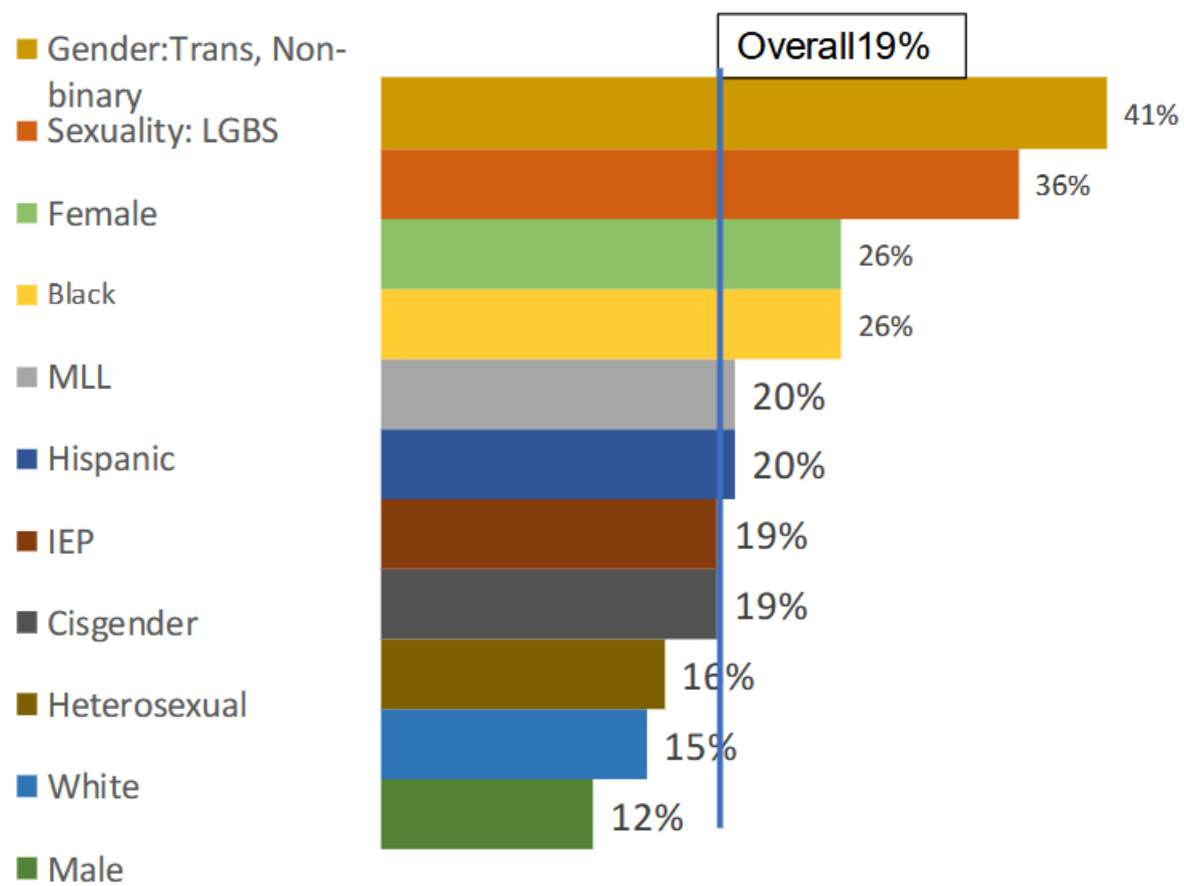
Great news! Our 2024 survey shows the following changes from 2021:

- Both depression & suicide attempt rates have been halved
- Suicidal ideation rate has decreased by a quarter

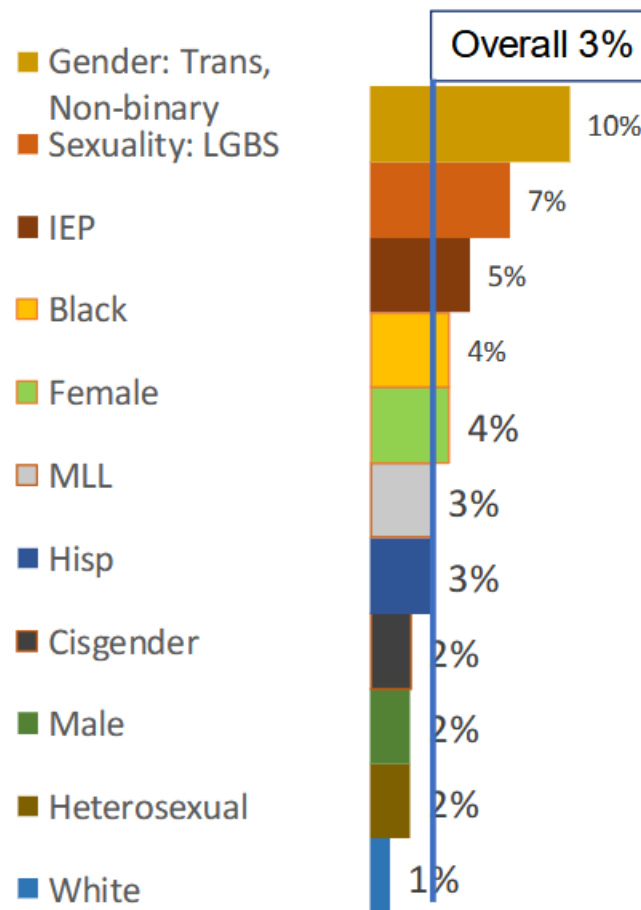
5:00

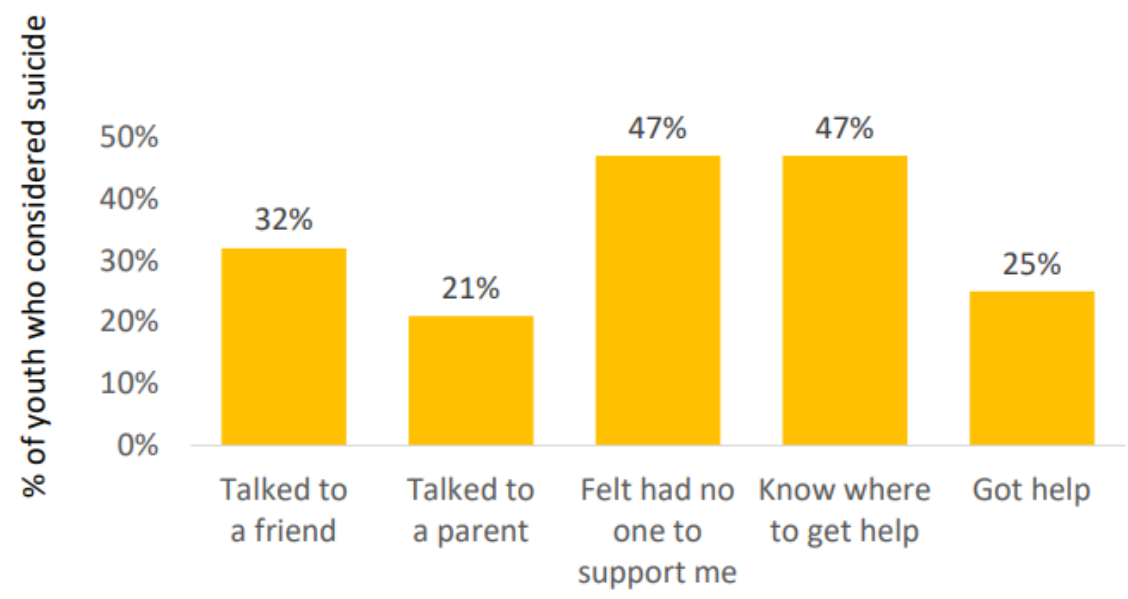
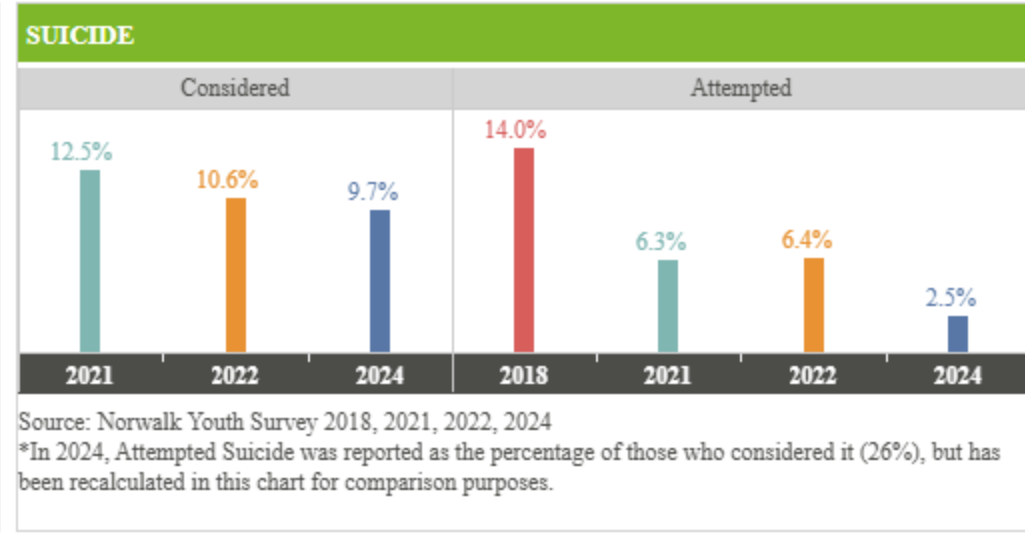
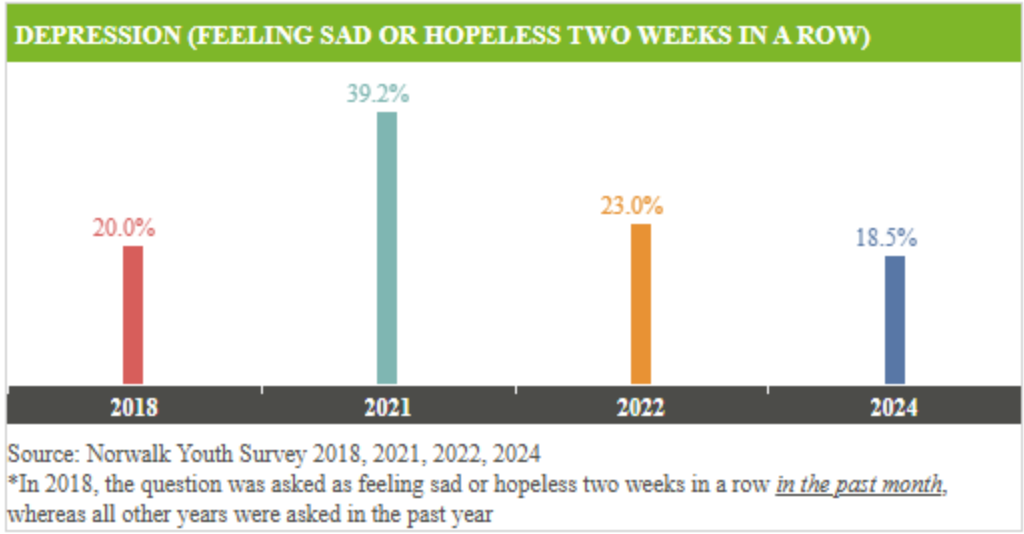
2024 Rates of Depression and Suicide Attempt in Norwalk, by Demographic Group, HS Only

Self-Reported Depression
(Persistent sadness / hopelessness)

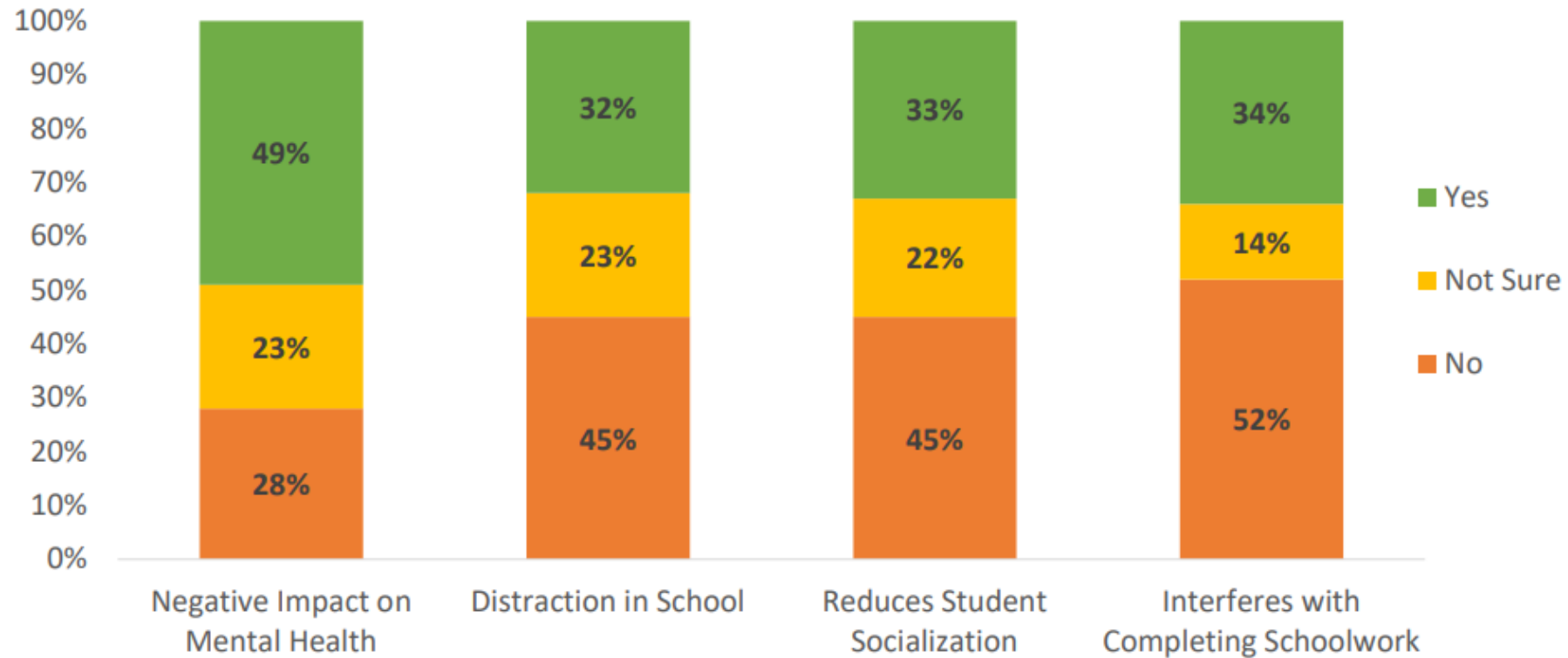


Self-Reported Attempted Suicide



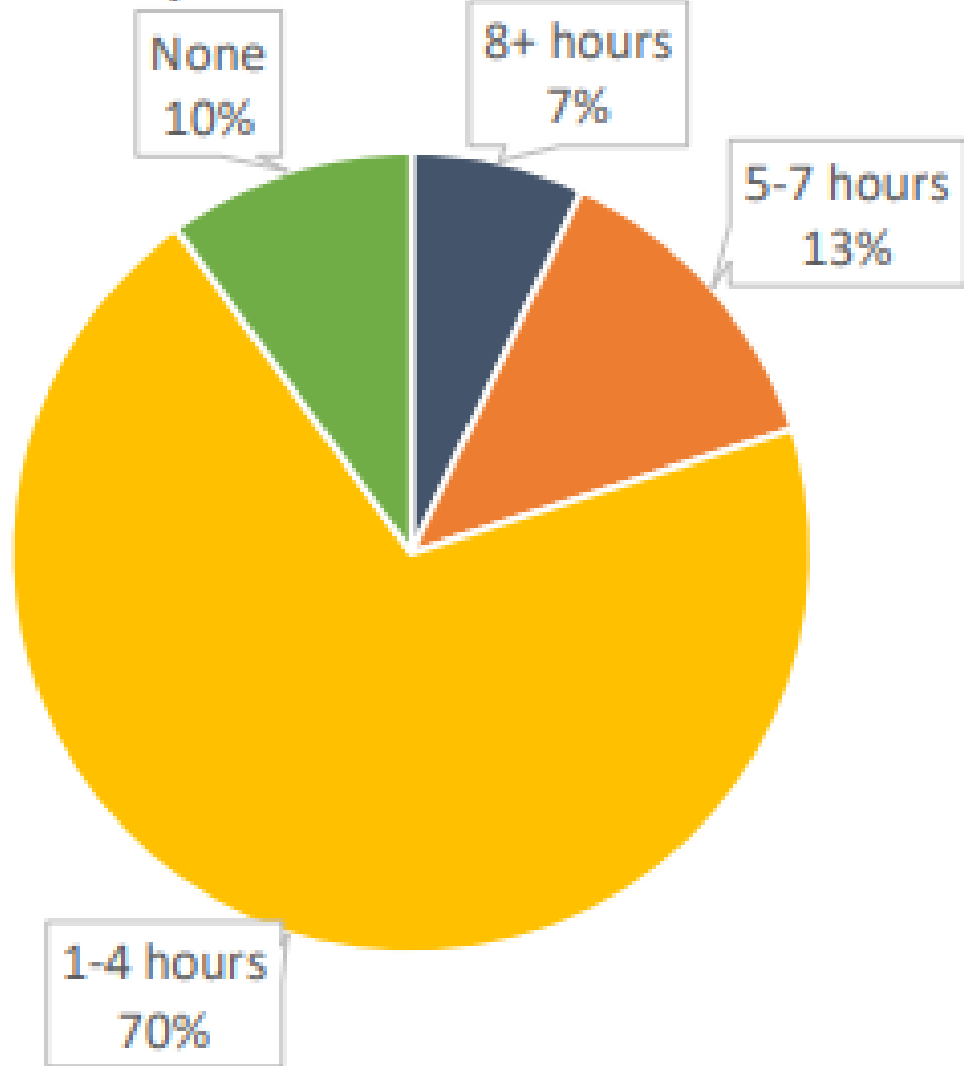


Technology Use by Norwalk Youth, 2024: Beliefs about Impact of Cell Phone Use at School

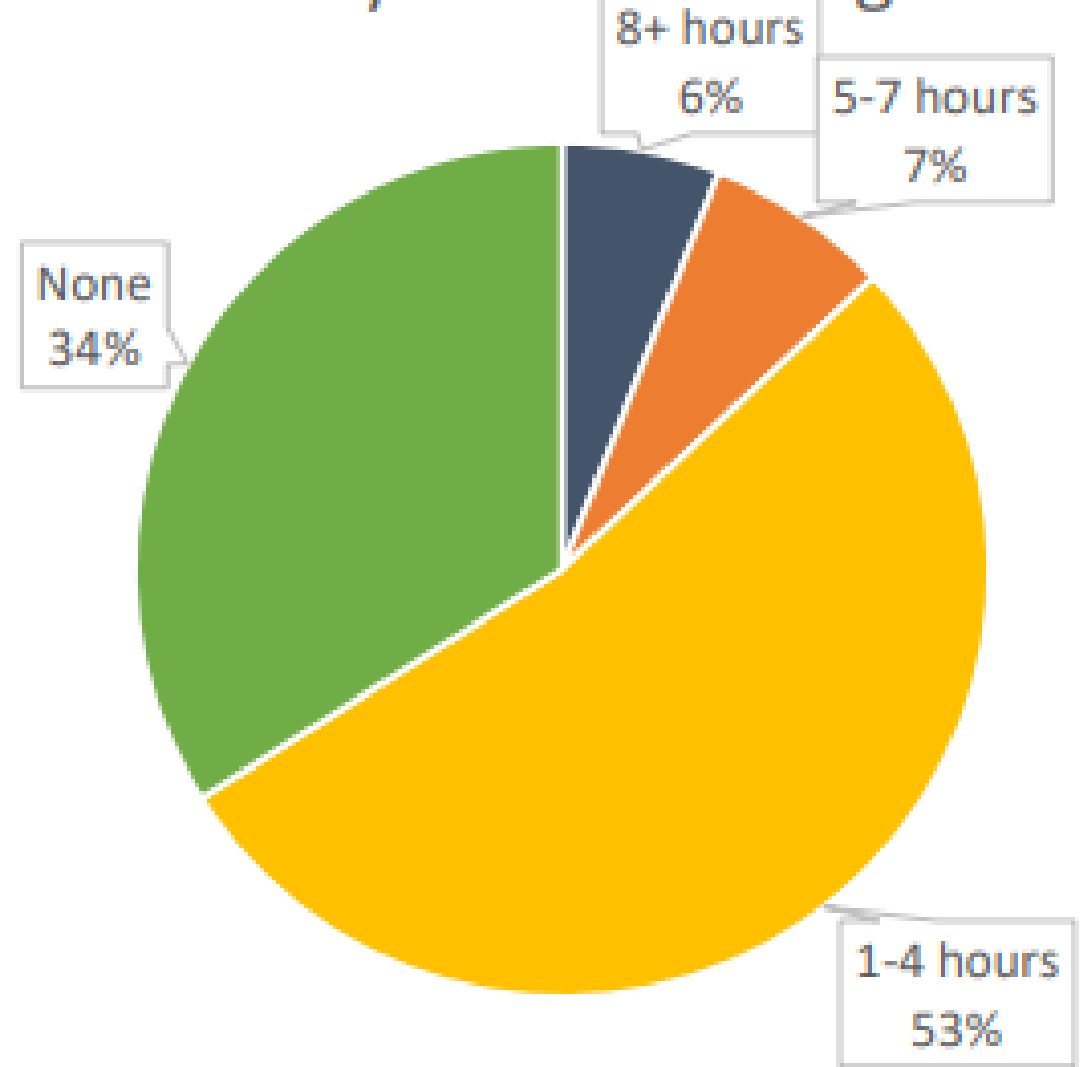


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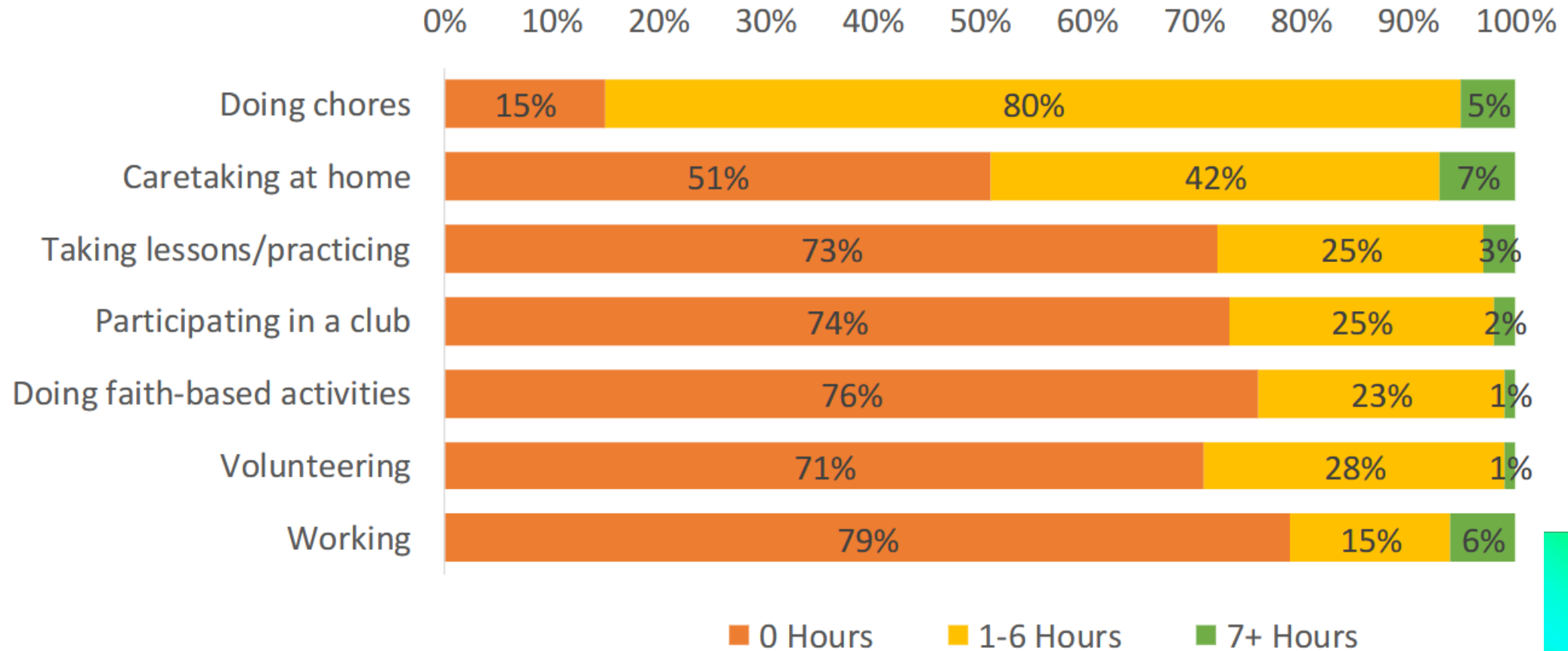
Daily Hours on Social Media



Daily Hours Gaming



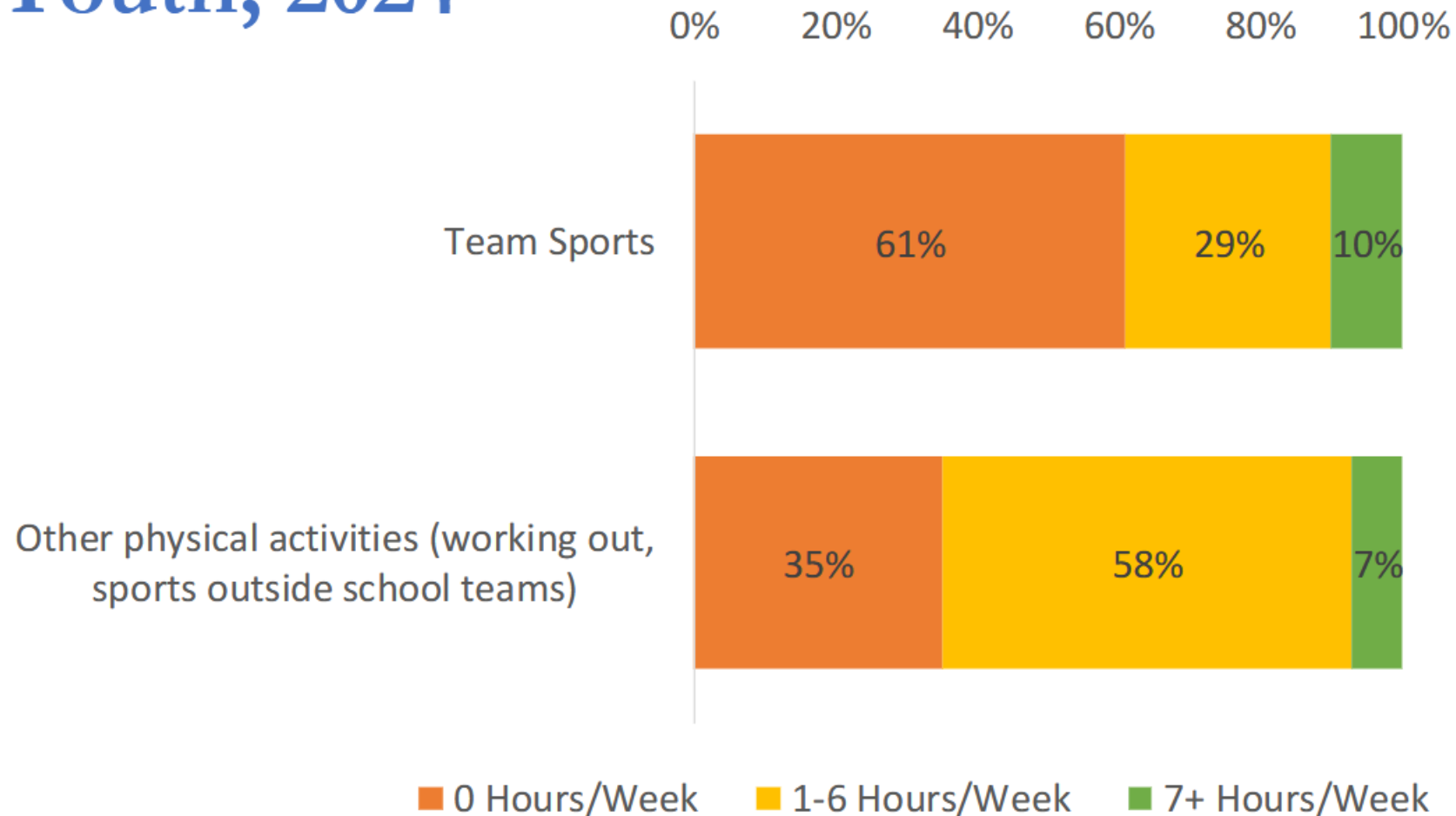
Weekly Hours of Extracurricular Involvement among Norwalk Youth, 2024



5:00

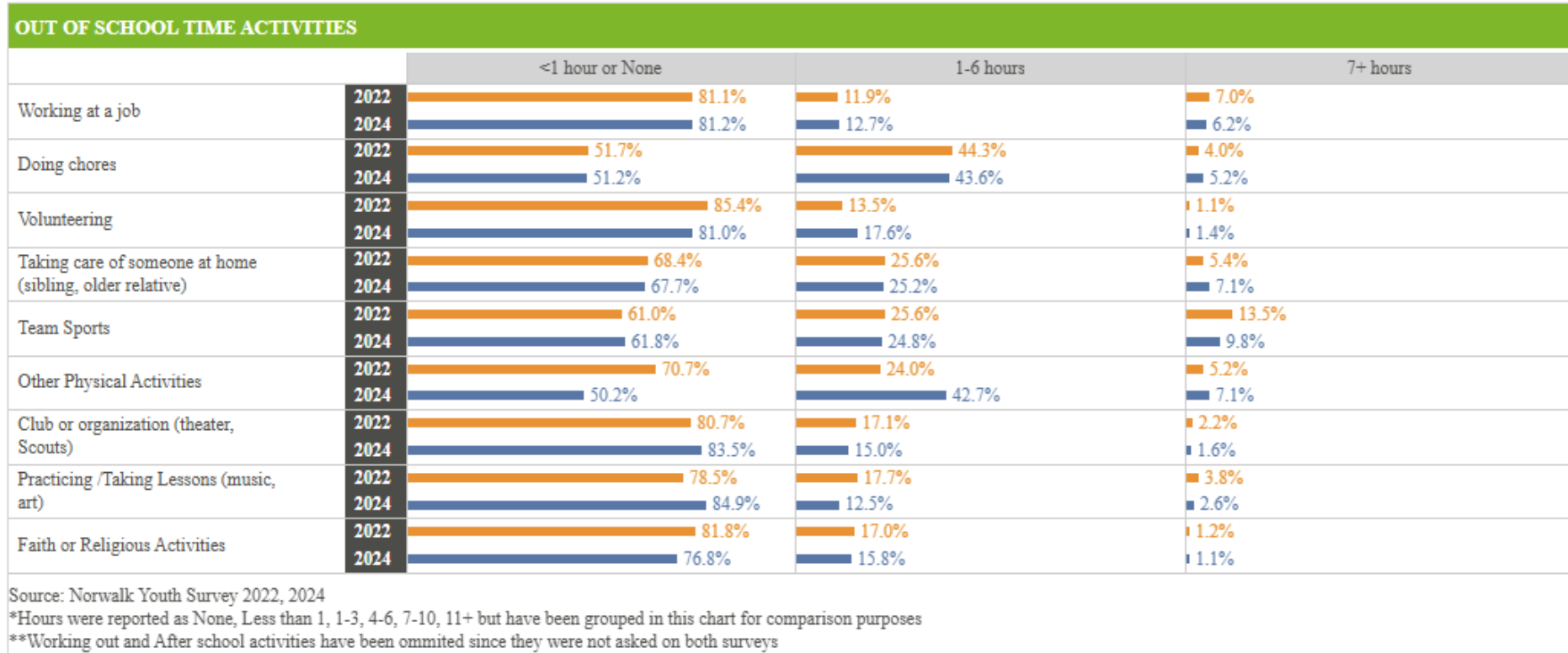
Compared with 2022, fewer youth report participating in clubs (27% now vs 32%) and taking lessons (28% now vs 34%) in 2024.

Weekly Hours of Physical Activity by Norwalk Youth, 2024



Compared with 2022, fewer youth report participating in team sports (39% now vs 43.5%) in 2024.

Acquiring Future Datasets



How many students are doing 0 hours of extracurriculars?

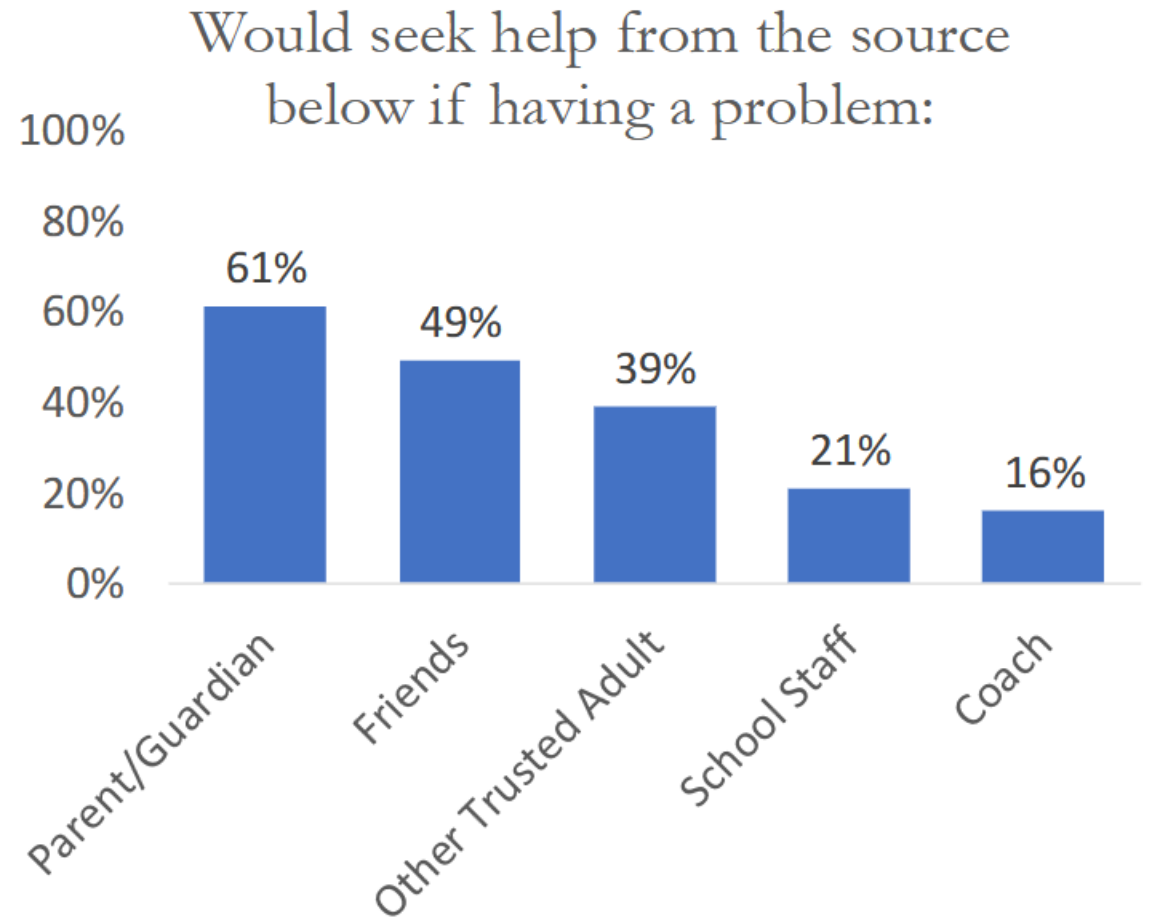
Community Support among Norwalk Youth, 2024

- **88%** have at least 1 trusted adult to share thoughts & feelings with
- **84%** have a friend or peer to talk openly with
- **83%** feel safe in the community
- **80%** have needed support from adults in their life, outside school, to graduate

Feel safe in community decreased, esp. in MS.
Seek help from school staff or coach increased.

Groups that are significantly less likely to:

- **Have a trusted adult:** LGBTQ, Hispanic and Black
- **Have a trusted peer:** LGBS, Hispanic
- **Feel safe in community:** Females, LGBTQ, MLL, Hispanic and Black
- **Have need adult support outside school:** LGBS, MLL



Examples of Current Community-wide Efforts to Impact Future Data

- Norwalk Public Schools continue to have professional development dedicated to mental for teachers and has partnered with Mid-Fairfield Community Care Center for increasing school counseling services
- Increasing school based health centers (Human Services Council, Norwalk Community Health Center) like Norwalk Community Health Center at NPS Family Center
- The City of Norwalk has funded Teen Nights Out series, which the planning is led by The Norwalk Partnership coalition members
- Norwalk ACTS Day of Training Series for youth-serving adults that targets needs identified through Norwalk Youth Survey
- Increasing community awareness efforts in socializing the Norwalk Youth Survey Data and NorWALK for Mental Health



Takeaways



You've now considered your job as a data scientist would and thought about the functionable/measurable aspects of it.



You've examined good and bad measures, considering what makes them effective and how they relate to the task you're doing.



You've looked at some case studies related to this coalition and thought about next steps involving partners in the organization.

Examples of Upcoming Community-wide Efforts

- City of Norwalk funded Youth Mental Health Gap analysis to evaluate current status and next steps for addressing youth mental health gaps - analysis developed by our board member Chrissy Manhanna and to be released very soon
- The Norwalk Partnership received grant to conduct focus groups with affected families and at-risk groups as well convening community partners to action plan utilizing the data
- Norwalk ACTS SEH Pledge & Standard of Care

Social Emotional Health Pledge



Join us to grow our
**Community-Wide Social
Emotional Health Model
for Norwalk Youth**

Standard of Care Model

Vision

To grow and sustain a community-wide social-emotional health model that actively engages all initiative stakeholders to deepen their knowledge, understanding, and commitment to the social emotional health of all youth in the Norwalk community.

Goal

To increase quality relationships for disconnected youth and healthy bonds with trusted adults within the community through social-emotional health competencies.



Sign the pledge

<https://bit.ly/SEHStandardofCare>



Youth-Serving Adults,
Parents & Community Partners



Save the Date
DAY OF TRAINING

JUNE 17, 2025

Jefferson Elementary School

75 Van Buren Avenue
Norwalk, CT

**Social Emotional Health
Workshops for the
Norwalk Community**



Any questions?
Contact amoreno@norwalkacts.org

Wrap Up & Announcements

April Events

Norwalk ACTS Social Emotional Health Initiative



PARENTING CHAT:

Discussion Series featuring a panel of local experts

Calling all Parents,
Guardians, and
Caretakers

Looking for help to:

- support your child's mental health at home,
- manage family stress,
- foster healthy relationships & navigate social challenges.

Fostering teen self-esteem

Wednesday, April 9th
6:00 - 7:30 P.M.

Norwalk Public Library - 1 Belden Ave.

Refreshments will be served!

Register Here



<https://bit.ly/parentingchatnorwalk>

I ♥ NORWALK
PUBLIC LIBRARY

Norwalk ACTS
Working together,
everything is achievable.

Norwalk ACTS



Early Childhood Development

Early Childhood Development Initiative Meeting

Thursday, April 24, 2025
1 - 3 PM

RSVP Here



<https://bit.ly/ECDIApril24>

Virtual on Zoom

Please join us to learn, share and
collaborate about Early Childhood
Development work within our
Norwalk community.

Any questions? Contact us info@norwalkacts.org

Norwalk ACTS

Membership Mingle

Wednesday, April 30, 2025

5 PM - 7 PM

Join us for a fun social and networking event.
Bring a friend, colleague, or community
member to learn more about Norwalk ACTS

**FACTORY
UNDERGROUND**

16 Issacs Street
Norwalk, CT

RSVP



<https://bit.ly/MemberMingle>



Upcoming Events

commUNITY | comUNIDAD | komINITE
**NorWALK for Mental Health:
 Walk + Wellness Fair**



MAY 2025

ES	WED	THURS	FRI	SAT
	1	2	3	4
5	6	7	8	9



TheNorwalkPartnership.org/walk



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Thank You for Coming

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Please leave your feedback!