THE FORSYTH PROMISE
2014 REPORT

The Forsyth Promise
educate | equip | engage | cradle to career

Welcome
Letter from The Forsyth Promise Executive Team Co-Chairs

As parents we both remember the emotions we felt at the birth of our first child – hope, joy, and optimism. We also felt worry, fear, and concern about their future. We wondered how we could prepare them for the rest of their lives.

The Forsyth Promise, a broad-based community partnership, wants to see every child in Forsyth County educated, equipped, and engaged from cradle to career. We want every child to receive the best education possible and be prepared to thrive throughout life.

The information in this report provides a snapshot of our children's educational outcomes at this moment in time as they make the journey from birth to young adulthood. We are inviting the entire community to work together to improve the educational and social outcomes for every child in Forsyth County.

Each of us has a reason to care about the success of each child – they will grow up to work in our community, create new businesses, teach our children, care for us when we are sick, and pay taxes to keep Forsyth County growing.

We ask you to read, think about, and discuss the information in this report. And then, we are asking you to get involved. The issues highlighted in this report need solutions, and they need the direct involvement of everyone in Forsyth County. Each one of us can do one thing to help the newest members of our community thrive. And, in doing so, we will help Forsyth County flourish.
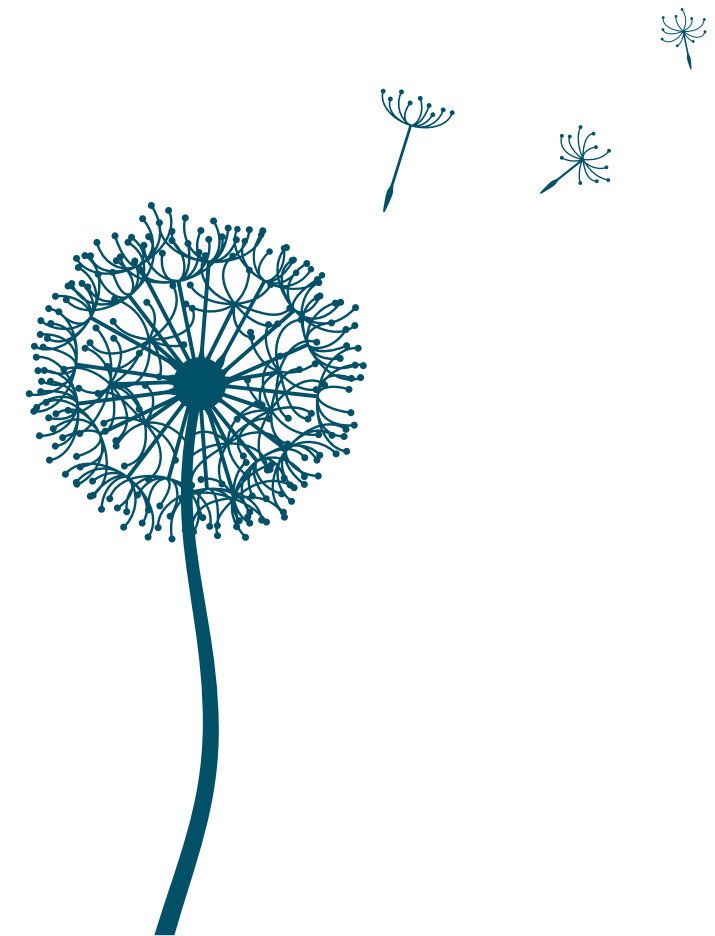
We are eager to begin this journey with you.

Rev. Prince Raney Rivers
Senior Pastor
United Metropolitan
Missionary Baptist Church

Jill Tackabery
Board Member
Winston-Salem/Forsyth County
Schools Board of Education

The Forsyth Promise
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Vision: Every child in Forsyth County receives the best education possible and is fully equipped to thrive throughout life.

Mission: The Forsyth Promise supports the success of every child from cradle to career through the development and alignment of community resources.

The Seeds of Change – A Brief History

The Forsyth Promise has its roots in a long history of community initiatives committed to increasing educational outcomes for our children. In recent years our community has benefitted from two local efforts, Forsyth Futures and the Community Education Collaborative (CEC). Forsyth Futures is a non-profit focused on researching and understanding key issues impacting Forsyth County. Since 2006 Forsyth Futures has helped our community employ data to inform decision-making and adopt effective practices to improve the quality of life for Forsyth County residents. In 2008 the CEC, a joint venture among the Winston-Salem/Forsyth County Schools, United Way of Forsyth County, and the Winston-Salem Chamber of Commerce, began coordinating programs and strategies focused on increasing the high school graduation rate. The CEC leadership studied the data and came to more fully understand that to make significant changes in outcomes for our youth, we must begin much earlier and strengthen and improve our community's "cradle to career" pipeline.

The CEC connected with the nationally recognized cradle to career StriveTogether Network to provide more guidance and technical assistance. StriveTogether's "collective impact" approach highlights using data to continuously improve practices over time, advocating for what works locally, and spreading best practices across programs and systems. Perhaps most importantly, the "collective impact" approach does not seek to add another layer of activity on top of what we already do; rather, this mindset becomes integrated into what we do day in and day out in our respective organizations and across our community to achieve positive outcomes for Forsyth County's children.

The CEC has now fully evolved into The Forsyth Promise. A primary component of the collective impact approach is having dedicated staff who support the day-to-day work of The Forsyth Promise and help move its agenda forward. To that end, the United Way of Forsyth County agreed to serve as the fiscal and administrative agent for The Forsyth Promise, while Forsyth Futures serves as its primary data management partner.

Building on the accomplishments and lessons learned from previous efforts in our community, The Forsyth Promise is committed to supporting the success of every child from cradle to career through the development and alignment of community resources. To make the vision of The Forsyth Promise a reality, every community member and organization has a role to play.

The Forsyth Promise is a member of the national StriveTogether Cradle to Career Network. The national Cradle to Career Network launched in 2011 as a way to connect communities who are building cradle to career civic infrastructure using the StriveTogether Framework. The Network enables members like The Forsyth Promise to share expertise, identify and adapt programs that work, and develop effective tools and resources that can be brought to bear on specific challenges.

2014 Network Member
StriveTogether
Cradle to Career Network

Collective Impact

Shared Measurement
a. Collecting data and measuring results
b. Focus on performance management
c. Shared accountability

Mutually Reinforcing Activities
a. Differentiated approaches
b. Coordination through joint plan of action

Common Agenda
a. Common understanding of the problem
b. Shared vision for change

Continuous Communication
a. Consistent and open communication
b. Focus on building trust

Backbone Support
a. Separate organization(s) with staff
b. Resources and skills to convene and coordinate participating organizations

"Collective Impact occurs when organizations from different sectors agree to solve a specific social problem using a common agenda, aligning their efforts, and using common measures of success."

(http://www.fsg.org/OurApproach/CollectiveImpact.aspx)

Goals and Outcomes

The Forsyth Promise believes that in order to thrive, children require support at every step of the way, from cradle to career. A thriving child also requires the nurturing and development of not only academic skills, but also social and emotional skills. To demonstrate these beliefs and to guide the work, The Forsyth Promise sought community input to develop a set of goals and outcomes. The four goals and their respective outcomes are:
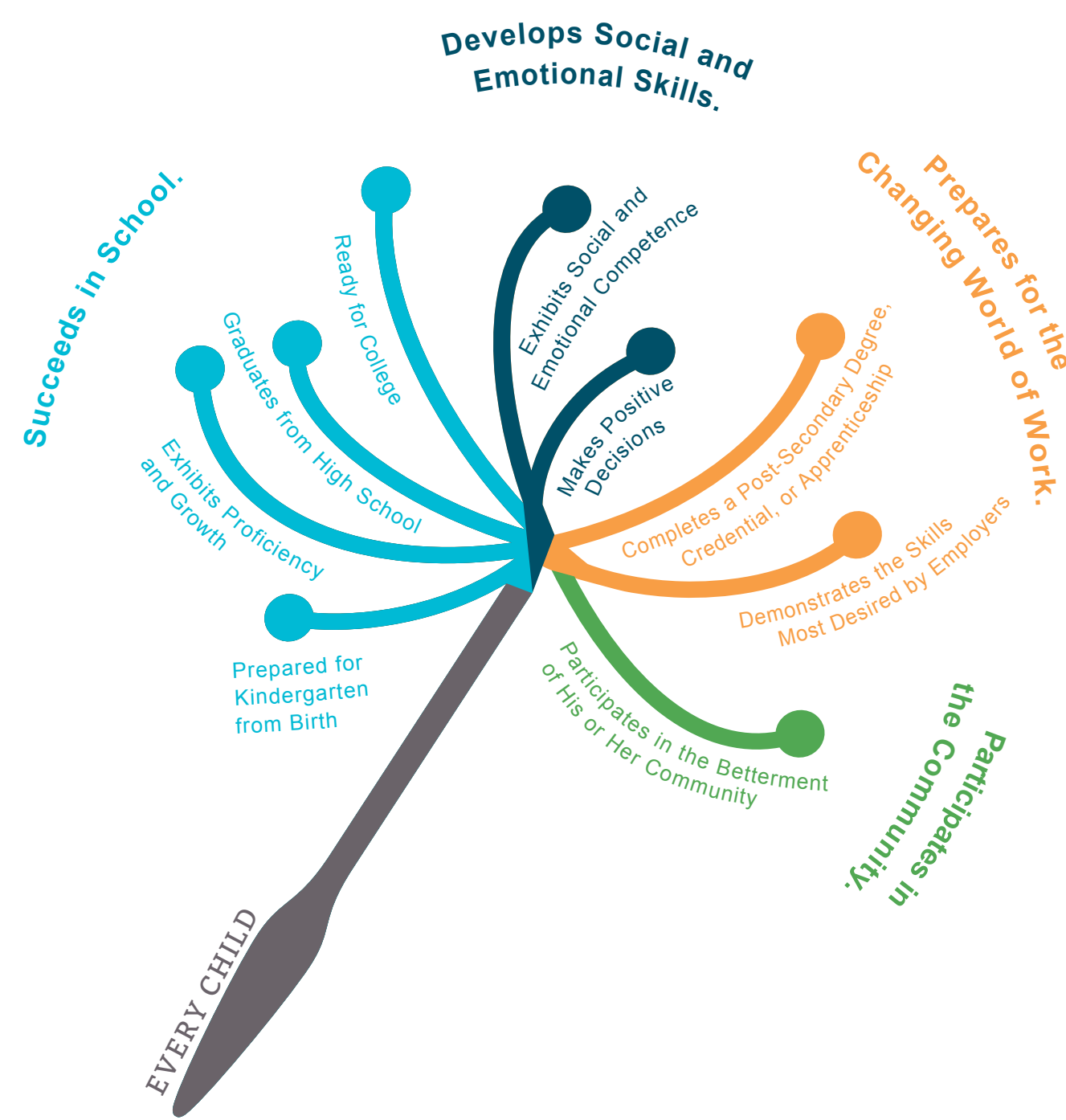
What The Forsyth Promise Measures

Throughout our community, organizations demonstrate a commitment to the use of data to inform practices and policies. The Forsyth Promise continues with this tradition and has selected a series of indicators, or measures, that are connected to an outcome. The intent of this report is to provide a broad view of the educational success of Forsyth County's children and to spark conversation around the assets and needs of our community.

A data team, comprised of experts representing diverse stakeholder groups and informed by feedback from the broader community, selected the indicators in this report based on the following criteria - the data are:

• **A reflection of the population**

• **A valid measure of one of the selected outcomes**

• **Understood by local stakeholders**

• **Produced by a trusted source**

• **Affordable to collect**

• **Available consistently over time**

These criteria and the selected set of indicators allow The Forsyth Promise to work towards continuous improvement of outcomes over time. The Forsyth Promise acknowledges that many indicators are not included in this report and that this report is located among a number of other indicator-based reports about this community. These reports range from sectors such as health, economics, demographics, environment, and safety. With the acknowledgement that indicators in these other sectors can have an impact on education outcomes, The Forsyth Promise will refer to them as needed for action planning in the continuous improvement process (see page 28 for more on continuous improvement and Collaborative Action Networks).

There were a number of outcomes and indicators for which the data team expressed a strong desire to include, but for which no data were available at the time of this report. For these outcomes and indicators, there is text signifying them as placeholders. The Forsyth Promise will work towards developing appropriate measures over time.

To demonstrate a commitment to continuous improvement of educational outcomes, with input from the community, The Forsyth Promise will set targets of success for each outcome.

How The Forsyth Promise Breaks Down Data

The Forsyth Promise believes that every child should grow up equipped to thrive throughout life. In Forsyth County and across the country there are differences in educational outcomes between racial/ethnic and economic status groups. The Forsyth Promise reports on both race/ethnicity and economic status because, while a link exists between the two, it is not clear which is a stronger predictor of academic outcomes[1-3]. Data is additionally, whenever appropriate or available, separated by gender and Limited English Proficiency (see definition on page 8). The Forsyth Promise separates data in these ways to identify where gaps exist and to better inform targeted strategies to eliminate these gaps.

The data shown in this report is a reflection of the entire community, which shares accountability for the current reality and future results. It is not, and cannot be used, as evidence of the success or failure of one particular program, organization, sector, or population.
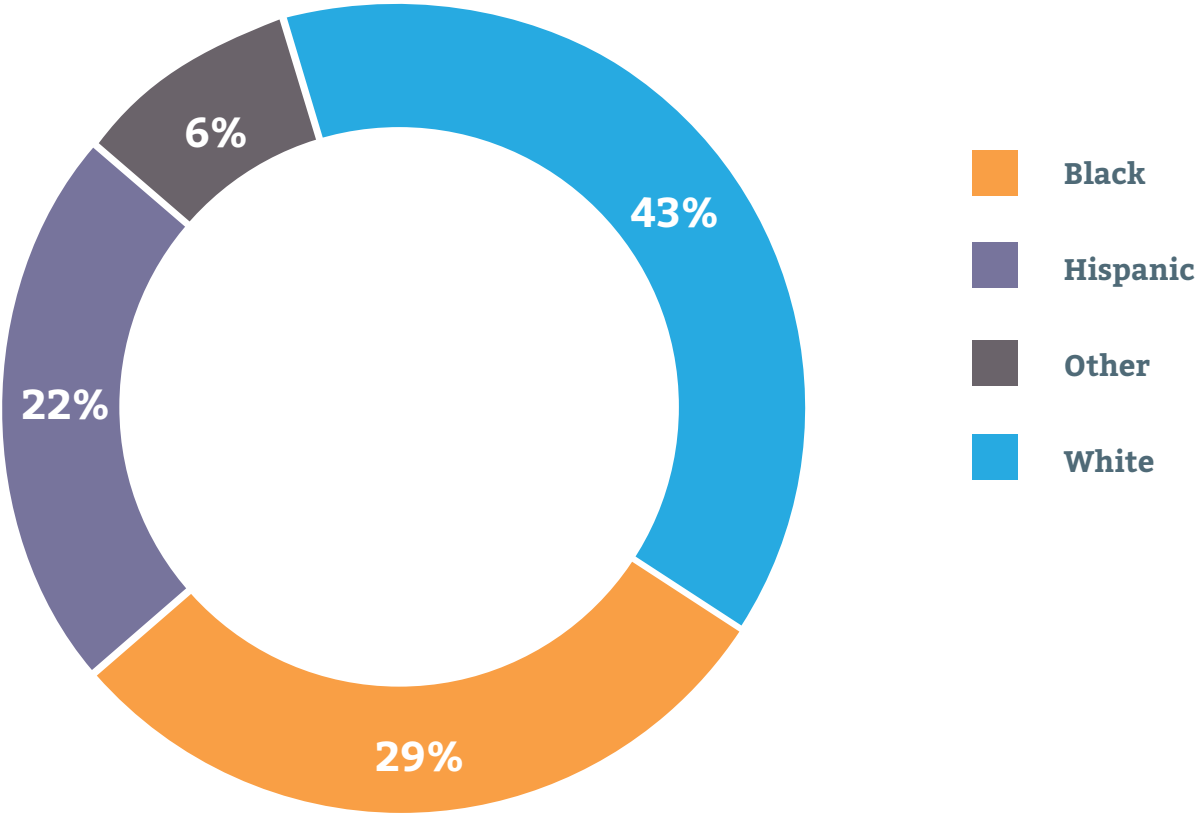
Forsyth County, North Carolina

The Forsyth Promise has set the scope of its work to encompass Forsyth County, North Carolina, home to 351,361 residents located in the central, Piedmont region of the state. The Winston-Salem/Forsyth County School (WS/FCS) District, the single school district in the county, consisted of 80 schools and 53,372 students in the 2012-13 school year.

Figure 1 demonstrates the breakdown of WS/FCS students by race/ethnicity.

Demographics of Children in Winston Salem/Forsyth County Schools – 2012-13 School Year

- 6% Other
- 43% White
- 29% Black
- 22% Hispanic

Legend:
- Black
- Hispanic
- Other
- White

Demographic Classifications

To maintain consistency with the primary data source, this report follows the North Carolina Department of Public Instruction (NC DPI) convention for student classifications. In some cases this differs from other common classifications.

Throughout the report The Forsyth Promise uses the following classifications:

*Following the NC DPI convention, ethnicity is included with race, meaning children reported as Black or White are not Hispanic. This differs from the U.S. Census classification system where race and ethnicity are separate categories.

**The Forsyth Promise did not include data from the student population categorized as "Other" because it represents a small proportion of all students and includes diverse racial/ethnic groups.

Race/Ethnicity*

- Black = Black or African-American
- Hispanic & Limited English Proficient (LEP) = Hispanic or Latino students who speak English as a second language and do not meet certain proficiency levels on an English proficiency assessment.
- Hispanic & Non-Limited English Proficient (Non-LEP) = Hispanic or Latino students with English as a first language or English as a second language but meet proficiency levels on the English proficiency assessment.
- White = White or Caucasian
- Other = American Indian, Asian, Hawaiian/Pacific Islander, Some Other, and Two or More Races**

Economic Status

- Economically Disadvantaged Students (EDS) = Students who qualify for free or reduced price lunch. The thresholds for receiving free and reduced price lunch are 130% and 185% of the poverty line, respectively. The 2012 federal poverty guidelines state that the poverty line for a family of four is an income of $23,050.
- Not Economically Disadvantaged Students (Not EDS) = Students who do not qualify for free and reduced lunch.

Succeeds In School

The reading and math skills developed in elementary and secondary school are critically important to thrive in the global and competitive world that we live in today[4]. Success in school starts early and continues through high school graduation.

Outcome:
Prepared for Kindergarten from Birth

The years before kindergarten are important for the healthy development of a child's mind and body and the capacity to learn later in life. Experts categorize preparation for kindergarten into five areas[5]:
• cognitive development
• social and emotional development
• health and physical development
• language development, communication, and literacy skills
• approaches or foundations to learning*
Currently, language development, communication, and literacy skills is the only area that has a measurable indicator.
The Forsyth Promise is exploring indicators for the other areas.

Prepared for Kindergarten in Literacy

Many children enter kindergarten without the skills necessary to excel in reading and are at risk of falling behind their peers. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is an assessment given to all incoming kindergartners that measures literacy skills. DIBELS defines students that meet benchmark as those who are at little or no risk of falling behind in reading.

Benchmark on DIBELS – 2012-13 School Year

Benchmark	57%
Below Benchmark	27%
Well Below Benchmark	16%

Met Benchmark (%)   100%
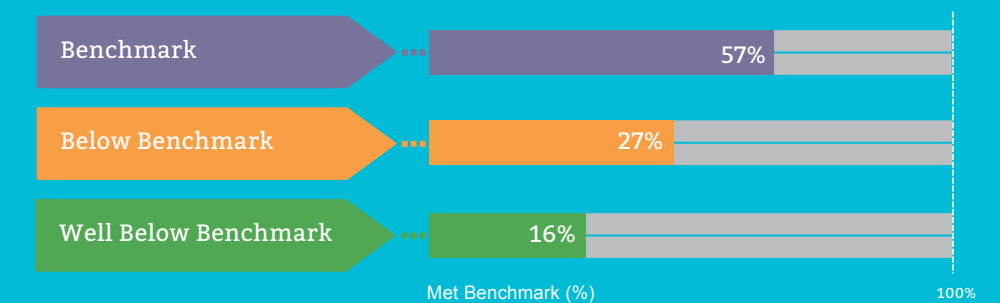
At the beginning of the 2012-13 school year, 57% of kindergartners met literacy benchmarks, meaning that more than a third (43%, or 1,842 students) did not meet literacy benchmarks.

Figure 2: 2012-13 DIBELS Scores, Winston-Salem/Forsyth County Schools Staff, Personal Communication

*Encompassing such intellectual and psychological features as creativity, curiosity, confidence, independence, initiative, and persistence.
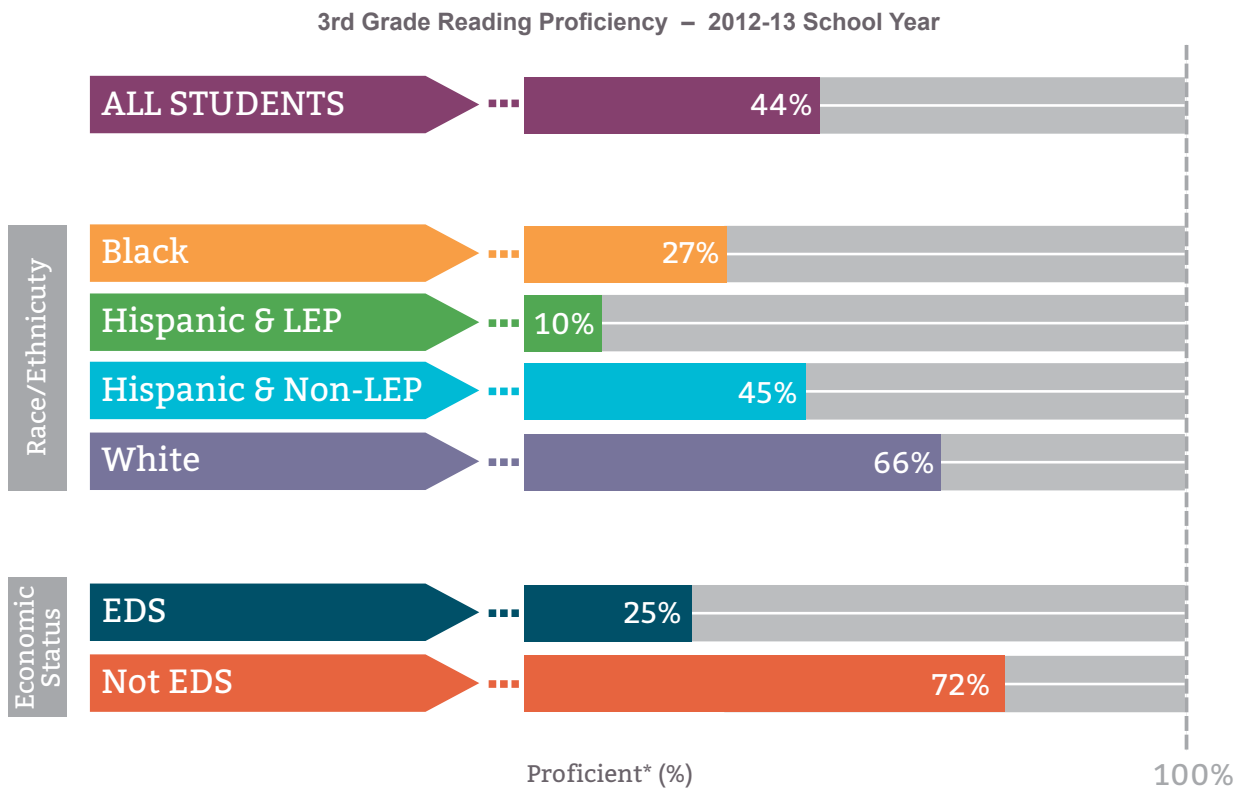
Outcome:
Exhibits Proficiency and Growth

During the elementary and middle school years, students are learning basic reading and math skills. These skills provide the basis for children and young adults to acquire, process, and interpret information about the world. If students do not develop this foundation of basic skills, it can impact their academic success at all levels of school.

Proficiency in Reading

From birth to about age eight, approximately 3rd grade, children are learning how to read. Following 3rd grade, reading increasingly becomes a key part of instruction and how they learn. Without basic reading skills by the end of 3rd grade, there is much greater risk for a child to fall behind in school[6].

READY Accountability Model

The 2012-13 school year was the first year of the READY Accountability Model, which replaced the ABCs Accountability Program. This new model includes a change to the North Carolina Standard Course of Study to include more rigorous standards, particularly in reading and math. These new standards are aligned to college and career readiness; a proficient score on end of grade (EOG) reading and math tests in grades 3-8 is considered on track for college and career. The change in standards, especially the enhanced rigor, can lead to different scores between years. This change has an impact on the 3rd and 8th grade math and reading indicators presented in this report. To read more about the new standards you can visit: http://www.ncpublicschools.org/ready/

3rd Grade Reading Proficiency – 2012-13 School Year

Race/Ethnicity
- ALL STUDENTS: 44%
- Black: 27%
- Hispanic & LEP: 10%
- Hispanic & Non-LEP: 45%
- White: 66%

Economic Status
- EDS: 25%
- Not EDS: 72%

Proficient* (%) — 100%

In the 2012-13 school year, 44% of all 3rd grade students were proficient in reading, meaning that more than half (56% or 2,145 students) did not demonstrate proficiency.

Of all reported racial/ethnic groups, Black and Hispanic and Limited English Proficient (LEP) students demonstrated the lowest proficiency levels—only 27% and 10%, respectively, were proficient.

Only 25% of 3rd grade economically disadvantaged students (EDS) were proficient in reading.
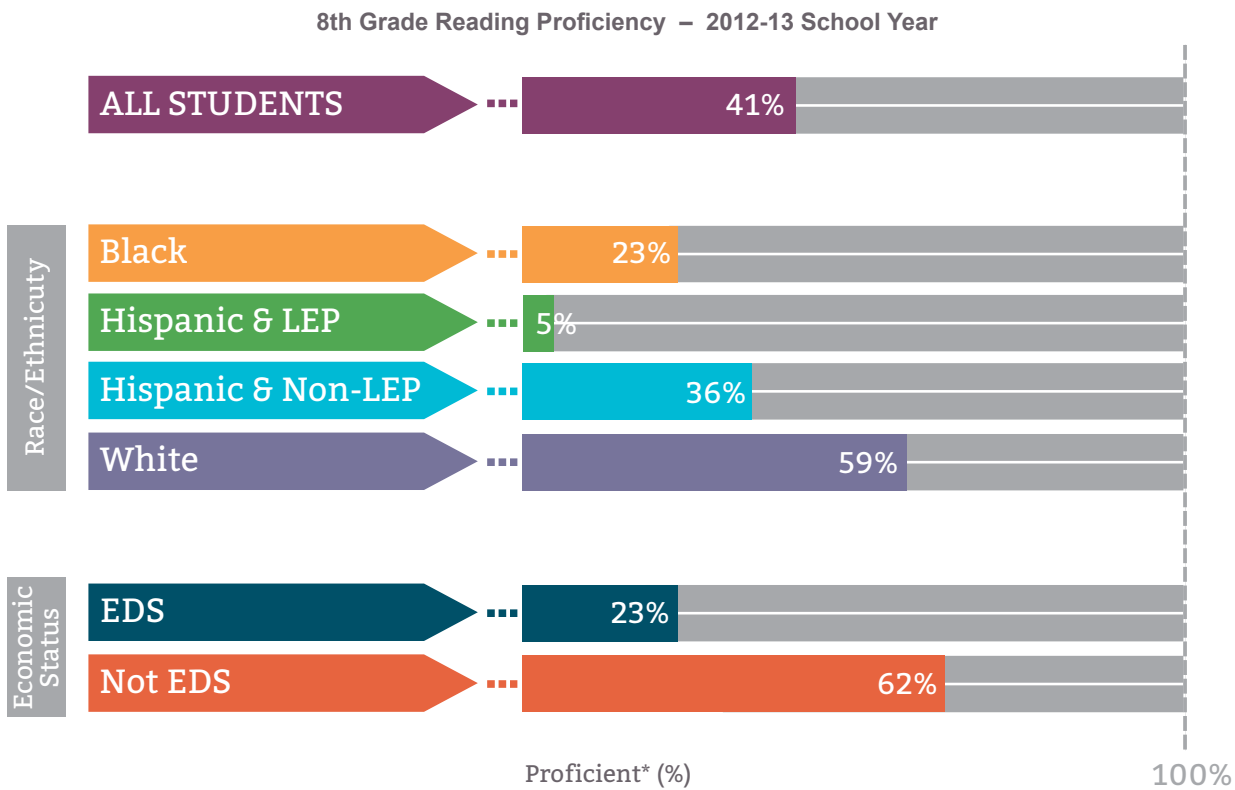
Figure 3: Reports of Disaggregated State, School System (LEA) and School Performance Data for 2011 – 2013, Accountability and Testing Results, NC Department of Public Instruction, http://accrpt.ncpublicschools.org/app/2013/disag/
*Alternative assessments, administered to some students with disabilities, were not included in the proficiency percentages shown above.

8th Grade Reading Proficiency – 2012-13 School Year

Race/Ethnicity
- ALL STUDENTS: 41%
- Black: 23%
- Hispanic & LEP: 5%
- Hispanic & Non-LEP: 36%
- White: 59%

Economic Status
- EDS: 23%
- Not EDS: 62%

Proficient* (%) — 100%

In the 2012-13 school year, 41% of all 8th grade students were proficient in reading, meaning that more than half (59% or 2,314 students) did not demonstrate proficiency.

Of all reported racial/ethnic groups, Black and Hispanic and Limited English Proficient (LEP) students demonstrated the lowest proficiency levels—only 23% and 5%, respectively, were proficient.
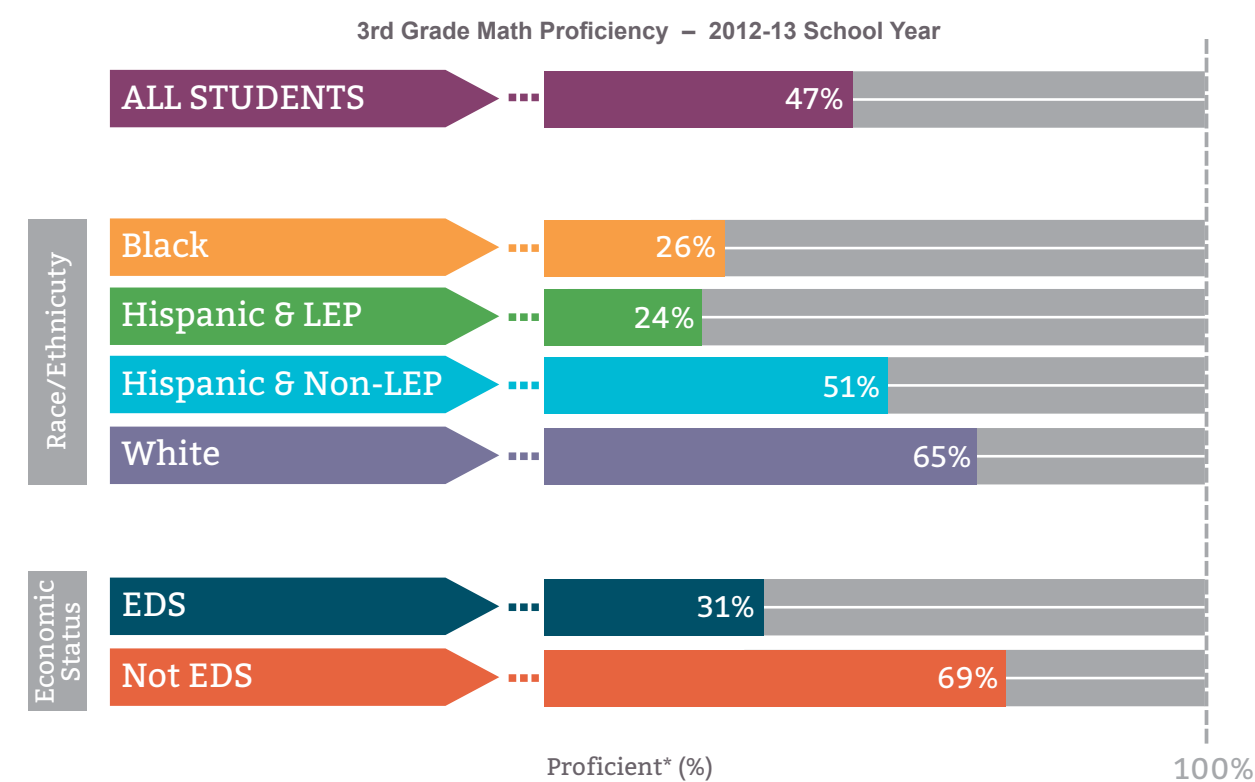
Only 23% of 8th grade economically disadvantaged students (EDS) were proficient in reading.

Figure 4: Reports of Disaggregated State, School System (LEA) and School Performance Data for 2011 – 2013, Accountability and Testing Results, NC Department of Public Instruction, http://accrpt.ncpublicschools.org/app/2013/disag/
*Alternative assessments, administered to some students with disabilities, were not included in the proficiency percentages shown above.
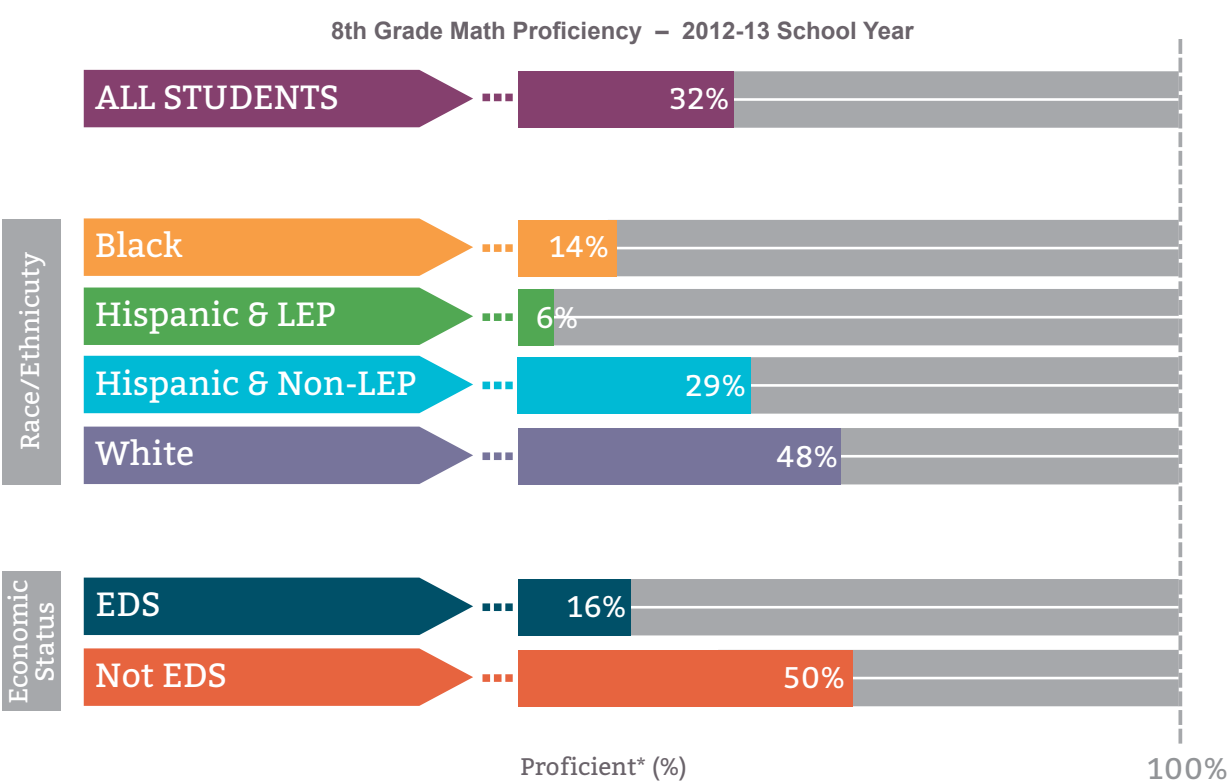
Proficiency in Math

Math is a way to measure and understand the world with greater precision. Many careers in the modern economy require a strong foundation in math[7]. Students learn primary math skills in elementary and middle school.

3rd Grade Math Proficiency – 2012-13 School Year

ALL STUDENTS		47%

Race/Ethnicity
Black	26%
Hispanic & LEP	24%
Hispanic & Non-LEP	51%
White	65%

Economic Status
| EDS | 31% |
| Not EDS | 69% |

Proficient* (%) 100%

In the 2012-13 school year, 47% of all 3rd grade students were proficient in math, meaning that more than half (53% or 2,059 students) did not demonstrate proficiency.

Of all reported racial/ethnic groups, Black and Hispanic and Limited English Proficient (LEP) students demonstrated the lowest proficiency levels—only 26% and 24%, respectively, were proficient.

Only 31% of 3rd grade economically disadvantaged students (EDS) were proficient in math.

Figure 5: Reports of Disaggregated State, School System (LEA) and School Performance Data for 2011 – 2013, Accountability and Testing Results, NC Department of Public Instruction, http://accrpt.ncpublicschools.org/app/2013/disag/

*Alternative assessments, administered to some students with disabilities, were not included in the proficiency percentages shown above.

8th Grade Math Proficiency – 2012-13 School Year

ALL STUDENTS		32%

Race/Ethnicity
Black	14%
Hispanic & LEP	6%
Hispanic & Non-LEP	29%
White	48%

Economic Status
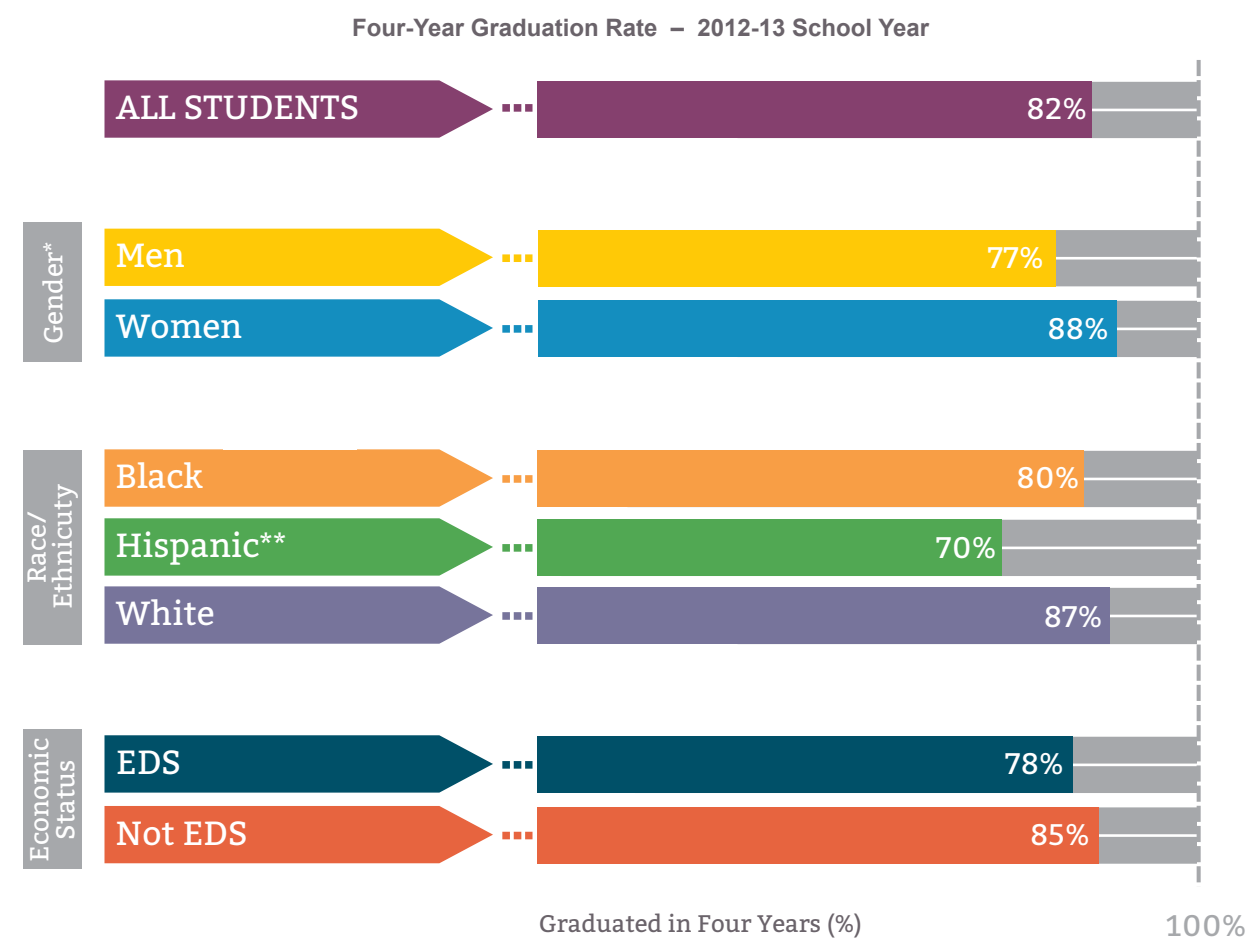| EDS | 16% |
| Not EDS | 50% |

Proficient* (%) 100%

In the 2012-13 school year, 32% of all 8th grade students were proficient in math, meaning that more than two thirds (68% or 2,684 students) did not demonstrate proficiency.

Of all reported racial/ethnic groups, Black and Hispanic and Limited English Proficient (LEP) students demonstrated the lowest proficiency levels—only 14% and 6%, respectively, were proficient.

Only 16% of 8th grade economically disadvantaged students (EDS) were proficient in math.

Figure 6: Reports of Disaggregated State, School System (LEA) and School Performance Data for 2011 – 2013, Accountability and Testing Results, NC Department of Public Instruction, http://accrpt.ncpublicschools.org/app/2013/disag/

*Alternative assessments, administered to some students with disabilities, were not included in the proficiency percentages shown above.

Outcome:
Graduates from High School

In today's economy, people with a high school diploma have better employment prospects. Increasingly, a person who lacks a high school diploma is more likely to live in poverty, suffer from poor health, and engage in crime[8].

Four-Year Graduation Rate — 2012-13 School Year

ALL STUDENTS	82%
Gender*	
Men	77%
Women	88%
Race/Ethnicity	
Black	80%
Hispanic**	70%
White	87%
Economic Status	
EDS	78%
Not EDS	85%

Graduated in Four Years (%) — 100%

In the 2012-13 school year, the four-year graduation rate for all students was 82%, meaning that 18% or 713 students, dropped out or took more than four years to graduate.

In the 2012-13 school year, 11% fewer men graduated from high school in four years compared to women.

Hispanic students had the lowest four-year rate—70%.

There was only a 7% difference in four-year graduation rate between economically disadvantaged students (EDS) compared to not economically disadvantaged students (Not-EDS).

Figure 7: North Carolina Accountability Model, Accountability & Testing Results, NC Department of Public Instruction, http://www.ncaccountabilitymodel.org/SASPortal/mainUnchallenged.do?unchallenged=yes&unchallenged=yes
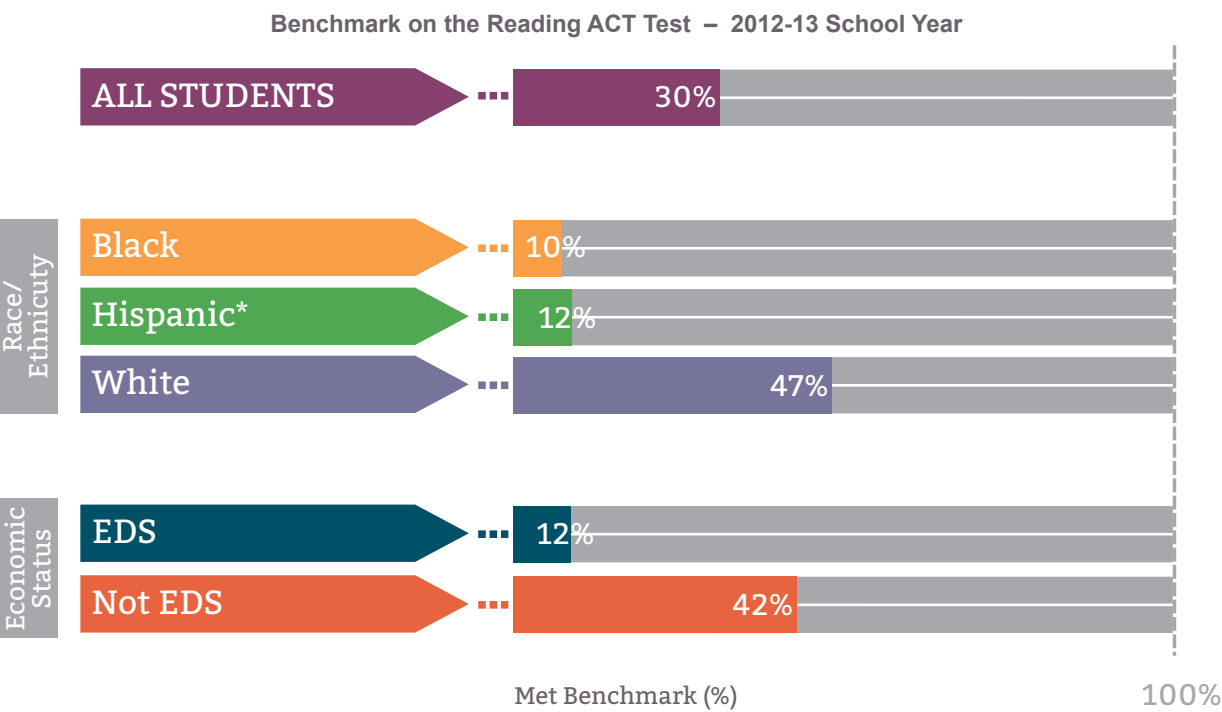
* Gender was included because there was a notable difference between four-year graduation rates for men and women.
** Data is currently not available to break Hispanic students down by LEP and Non-LEP.

Outcome:
Ready for College

Colleges expect students to have the skills and knowledge to tackle college coursework. Students unprepared for college frequently spend time and money taking remedial courses, greatly decreasing their chances for success and degree completion[9].

American College Testing (ACT)

The American College Testing (ACT), which is taken by all 11th grade students in North Carolina, measures college readiness in Reading, Math, Science, and English. College admissions offices often require ACT test scores as part of a student's application. Scores below benchmark, a standard set by the ACT, frequently indicate that a student will need remedial course work upon college entry.

Benchmark on the Reading ACT Test — 2012-13 School Year

ALL STUDENTS	30%
Race/Ethnicity	
Black	10%
Hispanic*	12%
White	47%
Economic Status	
EDS	12%
Not EDS	42%

Met Benchmark (%) — 100%

In the 2012-13 school year, 30% of all 11th grade students scored benchmark or higher on the Reading ACT test, meaning that more than two thirds (70% or 2,405 students) did not score benchmark or higher.

Students in 11th grade who were black were the least likely to score benchmark or higher on the Reading ACT test—only 10% scored benchmark or higher.

Only 12% of 11th grade economically disadvantaged students (EDS) scored benchmark or higher on the Reading ACT test, compared to 42% of not economically disadvantaged students (Not EDS).

Figure 8: North Carolina Accountability Model, Accountability & Testing Results, NC Department of Public Instruction, http://www.ncaccountabilitymodel.org/SASPortal/mainUnchallenged.do?unchallenged=yes&unchallenged=yes

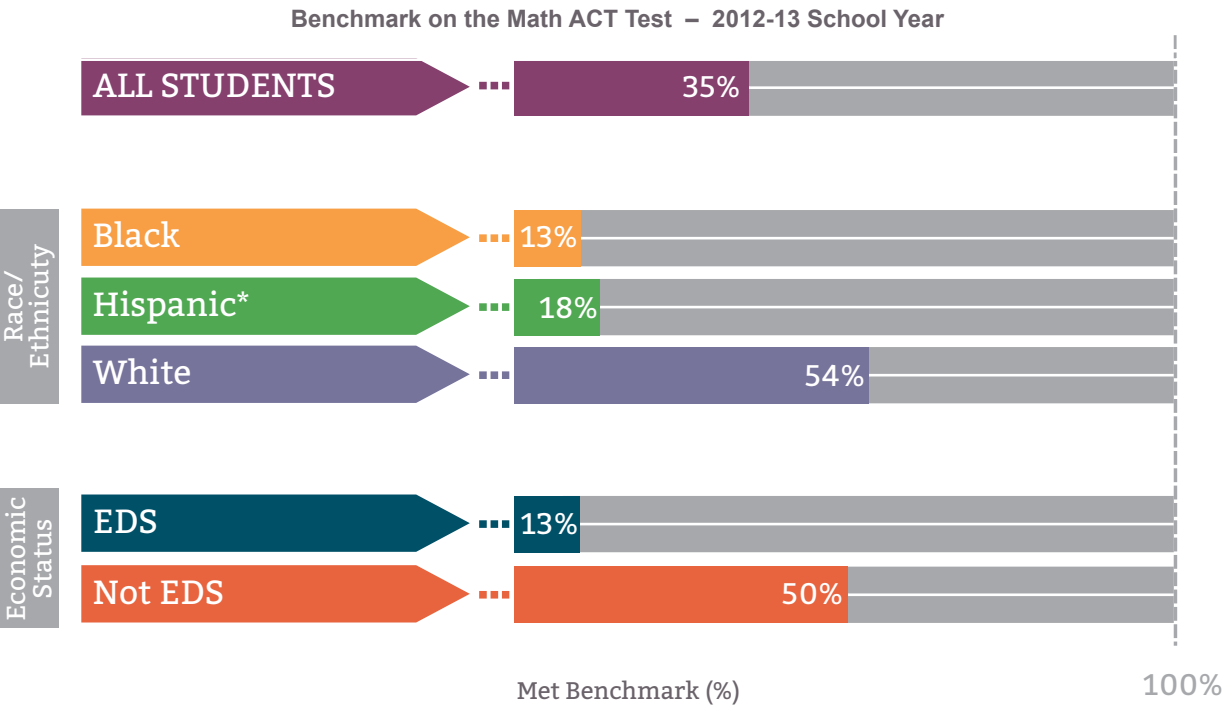*Data is currently not available to break Hispanic students down by LEP and Non-LEP.

ACT Benchmarks

To identify student readiness for college, the ACT developed standards in four subject areas: English, Math, Reading, and Science. Students who score above the standard are more likely to have grades of B or higher in college courses. Given the importance of reading and math as foundational skills, The Forsyth Promise will track the percent of students who score at or above the standard, referred to as benchmarks, on the reading and math sections of the ACT. The benchmark score for both reading and math is a 22.

Measures of College Readiness

Colleges and universities have a variety of measures for determining if a student is ready for college. Two of the most common measures for admission include scores on a national, standardized test, such as the ACT or SAT, and a student's Grade Point Average (GPA). Standardized tests allow colleges to compare students across communities, whereas GPA varies locally and captures the social and emotional factors, such as hard work, self-discipline and consistency, along with academic preparation.

The Forsyth Promise chose the ACT to measure college readiness for this report because it provides a uniform measure over time. When a post-secondary Collaborative Action Network forms, The Forsyth Promise will look at GPA as a measure of college readiness as well.
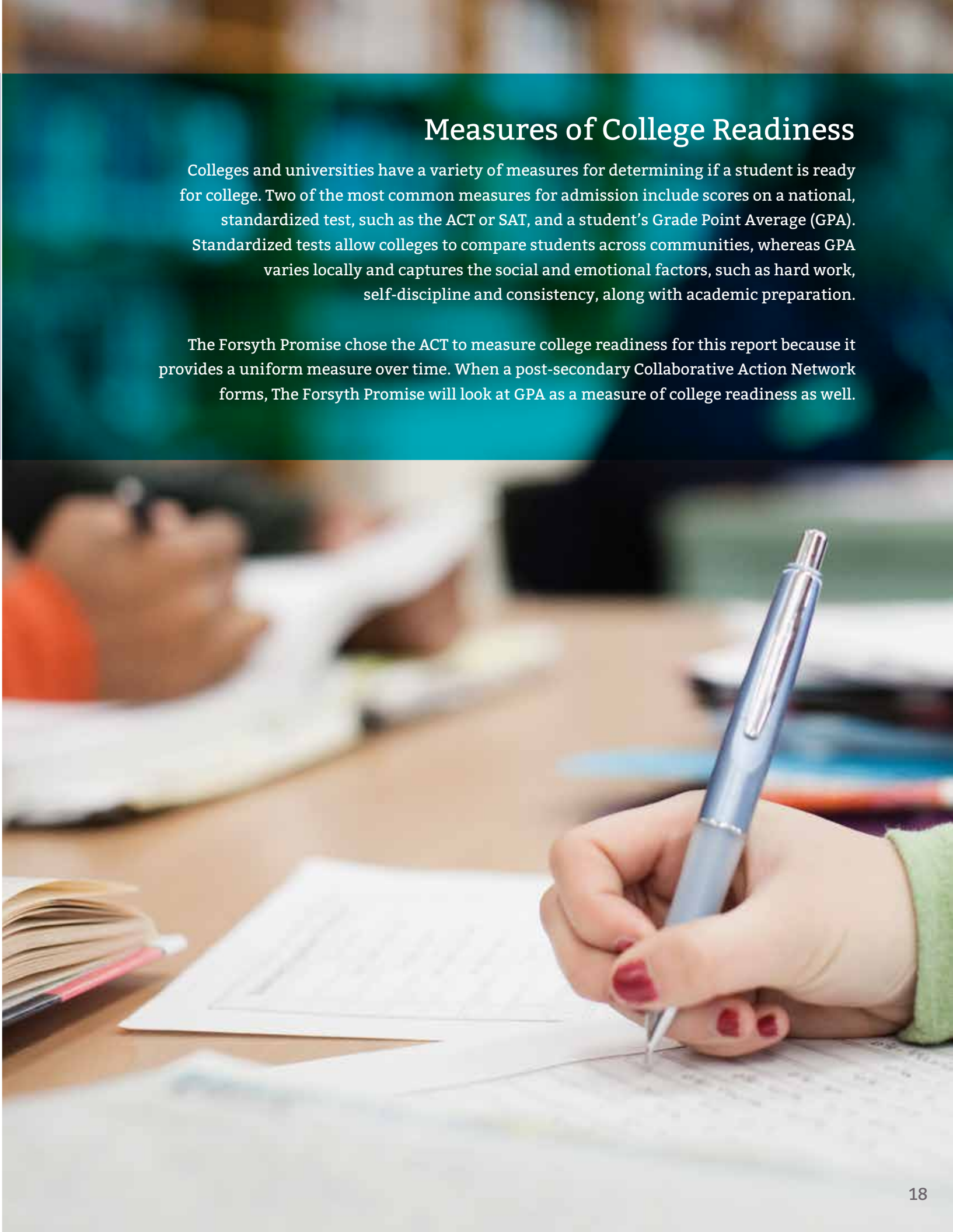
Benchmark on the Math ACT Test — 2012-13 School Year

ALL STUDENTS	35%

Race/Ethnicity
Black	13%
Hispanic*	18%
White	54%

Economic Status
EDS	13%
Not EDS	50%

Met Benchmark (%)   100%

In the 2012-13 school year, 35% of all 11th grade students scored benchmark or higher on the Math ACT test, meaning that more than half (65%, or 2.238 students) did not score benchmark or higher.

Students in 11th grade who were black were the least likely to score benchmark or higher on the Math ACT test — only 13% scored benchmark or higher.

Only 13% of 11th grade economically disadvantaged students (EDS) scored benchmark or higher on the Math ACT test.

Figure 9: North Carolina Accountability Model, Accountability & Testing Results, NC Department of Public Instruction, http://www.ncaccountabilitymodel.org/SASPortal/mainUnchallenged.do?unchallenged=yes&unchallenged=yes

*Data is currently not available to break Hispanic students down by LEP and Non-LEP.

GOAL
Develops Social and Emotional Skills

Social and emotional skills include learning to deal with oneself, managing relationships with others, and working effectively. The development of a child's social and emotional skills and well-being can greatly complement and enhance academic outcomes.

Outcome:
Exhibits Social and Emotional Competence

Social and emotional competencies comprise a set of positive behavioral skills and attitudes, including perseverance, a positive view of self, and a positive view of learning. These competencies often complement and enhance academic success. Currently, this outcome is serving as a placeholder. The Forsyth Promise is exploring measurement tools for "Exhibits Social and Emotional Competence".

Outcome:
Makes Positive Decisions

Self-regulation, or the ability to control the expression of emotions and behaviors, is a predictor of success in school[10]. Children and adolescents often exhibit self-regulation in the decisions that they make inside and outside of school.

Drug and Alcohol Use

Use of alcohol and drugs has a negative impact on healthy adolescent development, and in turn, the ability to focus and succeed in school. Drug use often coincides with poor school performance, truancy, and dropping out of school[11].

Rate of Drug and Alcohol Use – 2012-13 School Year

Middle School
- Alcohol: 28%
- Cocaine: 4%
- Marijuana: 13%

High School
- Alcohol: 62%
- Cocaine: 8%
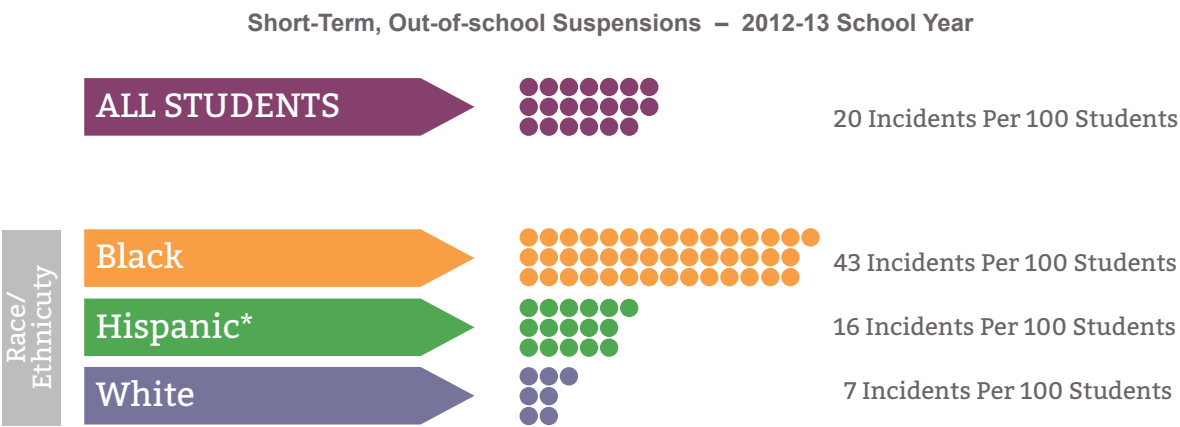- Marijuana: 43%

Student Use (%)   100%
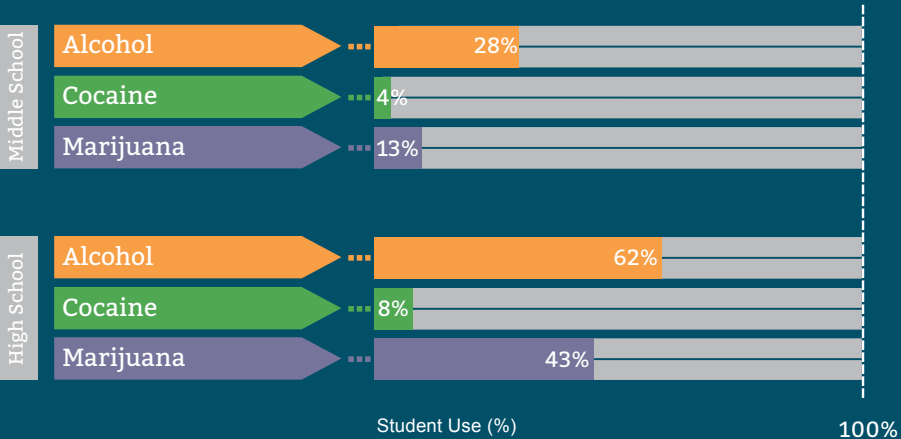
During the 2010–11 school year 62% of High School and 28% of Middle School students reported they have used alcohol in the past.

Figure 10: 2011 Youth Risk Behavior Survey, Forsyth County Department of Public Health, http://www.forsyth.cc/PublicHealth/Documents/2011_YRBS_MS_Summary_Report.pdf, http://www.forsyth.cc/PublicHealth/Documents/2011_YRBS_HS_Summary_Report.pdf. Sample population is approximately one third of students.

Suspension

Suspension from school is one of the most severe disciplinary actions a student can receive in school. Suspension often coincides with lower academic performance and an increased likelihood of dropping out of school[12].

Short-Term, Out-of-school Suspensions — 2012-13 School Year

ALL STUDENTS	●●●●●●●● ●●●●●●● ●●●●●	20 Incidents Per 100 Students

Race/Ethnicity

Black	●●●●●●●●●●●●●● ●●●●●●●●●●●●●● ●●●●●●●●●●●●●●●	43 Incidents Per 100 Students
Hispanic*	●●●●●● ●●●●●● ●●●●	16 Incidents Per 100 Students
White	●●● ●●● ●	7 Incidents Per 100 Students

Each dot represents one suspension incident for every 100 students

The rate of short-term, out-of-school suspensions for the entire school district was 20 incidents per 100 students.

The rate of short-term, out-of-school suspensions for Black children for the entire school district was more than 6 times the rate for White children.

Figure 11: Report to the North Carolina General Assembly, NC Department of Public Instruction, http://www.ncpublicschools.org/docs/research/discipline/reports/consolidated/2012-13/consolidated-report.pdf

*Data is currently not available to break Hispanic students down by LEP and Non-LEP.

Juvenile Delinquency

Perhaps the highest level of failure in self-regulation or positive decision-making that a child or adolescent can exhibit is delinquency – committing a minor or major crime – outside of school. These behaviors can have negative consequences on a student's life.

• The juvenile delinquency rate for Forsyth County in 2012 was 28 incidents per 1,000 juveniles age 6-15.

Source: 2012 County Data Book, Juvenile Justice, NC Department of Public Safety (https://www.ncdps.gov/index2.cfm?a=000003,002476)

Chronic Absence

Chronic absence, defined as a student missing 10% or more of the school year – or 18 school days – can result from a number of challenges that a child faces, including health issues, family instability, and disengagement from academic work. Absence from the classroom can also impact academic achievement and progress. Currently, this indicator is serving as a placeholder and The Forsyth Promise will track "Chronic Absence" when data becomes available.

Prepares
for the
Changing
World of
Work

The level of skill and knowledge required for today's jobs is generally different and often more specialized than they were even a couple of decades ago. To contend with this dynamic landscape of increasing specialization and complexity, young adults may be better equipped if they embrace learning and on-going skills acquisition as something that continues beyond high school.

Outcome:
Completes a Post-Secondary Degree, Apprenticeship or Other Credentialing Program

In general, employers assess the qualification of a job candidate based on the highest level of education completed and work experience. Some of the more formal education paths after high school include bachelor and associate degrees, credentials, and apprenticeship training. The completion of these educational and training experiences by job candidates signal to employers a specialization in skills or knowledge sets.

Degrees Conferred by Colleges or Universities

After completing high school, students have the choice to continue their education at a college or university to receive a post-secondary degree. Common options for a post-secondary degree include an associate degree, usually received from a 2-year community college, or a bachelor degree from a 4-year college or university. Currently, this indicator is serving as a placeholder. The Forsyth Promise will track "Degrees Conferred by Colleges or Universities" when data becomes available.

Completion of a Credential Program

Credentials, including licenses and certifications, provide a second option for continuing education after high school. Both licenses and certifications serve as credentials that students can obtain as they enter the workforce. However, some jobs require a license by state law, whereas a certification is voluntary, or may be required by certain employers or accrediting agencies. License and certifications can be acquired in various career fields including computing, finance, hospitality, healthcare, manufacturing and construction, management and administration, and safety. The Forsyth Promise will track "Completion of a Credential Program" when data becomes available.

Completion of an Apprenticeship Program

An apprenticeship, or direct, on-the-job training, is a way that job candidates can gain experience required for employment in certain career fields. Currently this indicator is serving as a placeholder. The Forsyth Promise will track "Completion of an Apprenticeship Program" when data become available.

Outcome:
Demonstrates Skills Most Desired by Employers

Some degrees and skills are more marketable and more in demand than others. Despite the availability of young adults with degrees, employers continue to have job vacancies they cannot fill because of a lack of applicants with appropriate skill sets[13]. Currently, this outcome is serving as a placeholder. The Forsyth Promise is exploring measurement tools that capture the proportion of young adults in Forsyth County who have the skills most desired by employers.

GOAL

Participates in the Community

Children and young adults mature, learn valuable lessons, and become more resilient when they engage with neighborhoods, communities, and the world around them.

Outcome:
Participates in the Betterment of His or Her Community

Currently, this outcome is serving as a placeholder. The Forsyth Promise is exploring measurement tools for "Participates in the Betterment of His/Her Community."

Collaborative Action

"Collaborative Action is about community members coming together to use data in a disciplined manner to collectively move an outcome."

(StriveTogether Theory of Action)
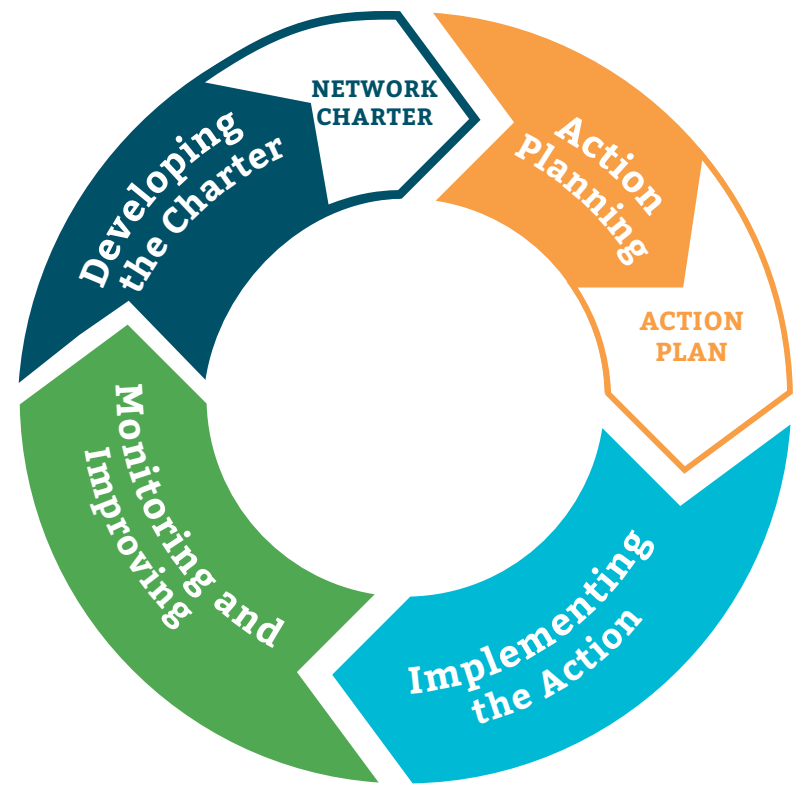
Collaborative Action Networks (CANs) are the engine behind collective impact. A CAN is a group of people comprised of experts, practitioners, and providers who convene around a specific educational outcome.

The Forsyth Promise outcomes are listed on page 6. The goals of a CAN and its members are to collectively develop a team charter and action plan, and use data to continuously improve practices that positively impact a specific outcome.

CANs are intended to be learning communities where data is used to identify best practices in a given educational outcome area. The first two CANs that The Forsyth Promise is launching will be in the areas of early childhood literacy and high school

graduation. The Forsyth Promise Executive Committee selected these two networks using the following criteria:

• Data exists

• Need exists

• Momentum exists

• Staff and facilitation support exists

• Priority outcomes are not concentrated at one section of the continuum.

Additional networks will be launched over time.

Collaborative Action Network Terms

Charter: A tool for Collaborative Action Network members to hold each other accountable to shared measurements and to the partnership. This is a 'living'

document that should be updated regularly and contains the following components: Purpose Statement, Problem Statement, Project Scope, Membership, and Operating Principles.

Action Plan: A document that outlines the strategies that a Collaborative Action Network will work on collectively during a given time frame. This is a 'living' document that should be updated regularly and contains the following components: Long and Short-term Targets, Measures, Projects, and Action Steps.

The Forsyth Promise
Partnership Infrastructure
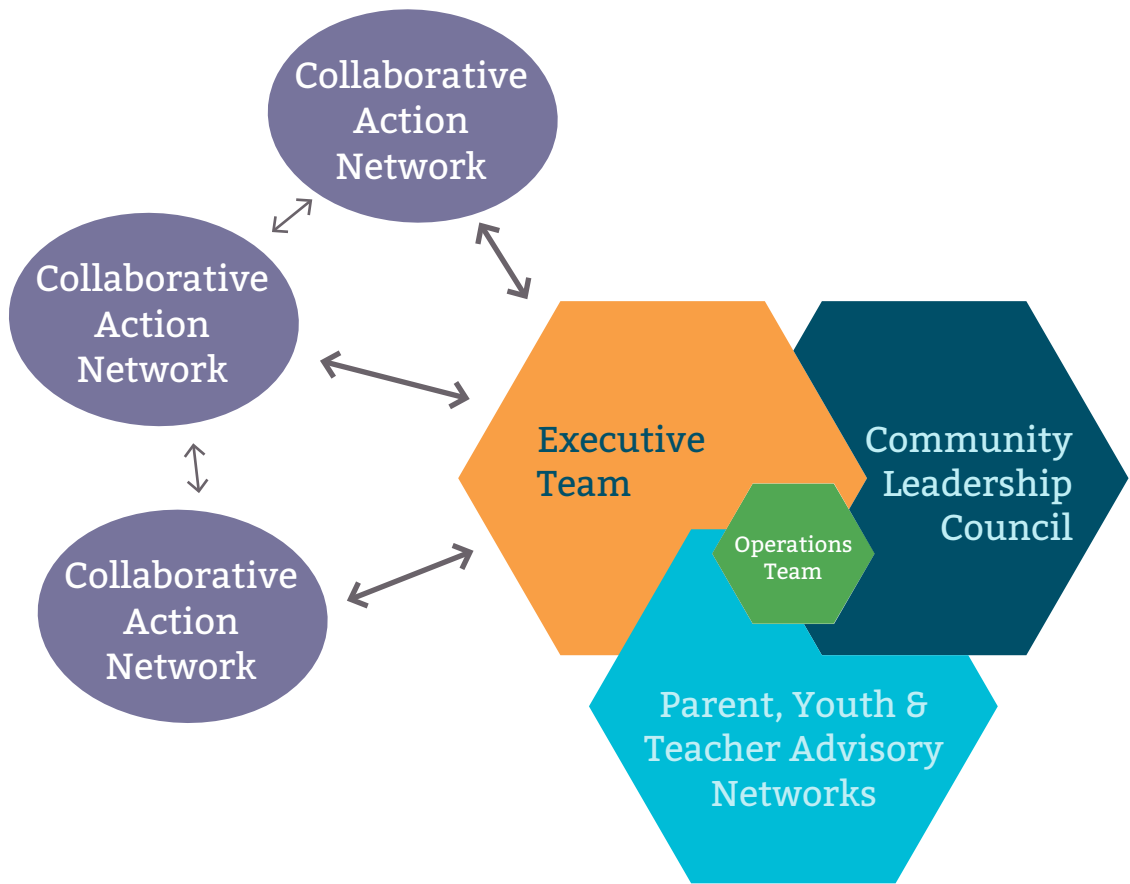
Similar to an organizational chart, this graphic shows the components of this partnership and their variable roles and responsibilities.

Community Leadership Council – Provides feedback and input to the Executive Team and helps build public will to realize the vision of The Forsyth Promise.

Executive Team – Provides strategic direction and oversight of the partnership.

Collaborative Action Networks – Identify and implement collaborative action strategies with a focus on continuous improvement

Parent, Youth, and Teacher Advisory Networks – Existing local networks that

provide insight and guidance related to development of strategies.

Operations Team – Key support staff who drive the work and oversee daily operational functions of The Forsyth Promise.

If you would like to know more about The Forsyth Promise or how to get involved, contact Dr. T. Sharee Fowler, Partnership Director, at sharee.fowler@uwforsyth.org or 336-721-9375.

The Forsyth Promise
Executive Team

Officers

Prince Raney Rivers, Reverend
Co-Chair

Senior Pastor
United Metropolitan Missionary Baptist Church

Jill Tackabery
Co-Chair

Board Member
Winston-Salem/Forsyth County Schools Board of Education

Brenda Evans
Treasurer

Steering Committee Member
United Way Women's Leadership Council

Larry Vellani
Secretary

Executive Director
Smart Start of Forsyth County, Inc.

Members

Steve Berlin, J.D.

Partner
Kilpatrick Townsend & Stockton LLP

Susie Campbell

Senior Vice President of Business Administration
Shelco, Inc.

Jewel Cherry

Vice President, Student Services
Forsyth Technical Community College

Trae Cotton, Ph.D

Vice Chancellor for Student Affairs
Winston-Salem State University

Beverly Emory, Ed.D.

Superintendent
Winston-Salem/Forsyth County Schools

Chris Fox

Vice President, Corporate Social Responsibility
Hanesbrands Inc.

Alexandra Gaskins

Director of Community Ministry
Calvary Baptist Church

Cindy Gordineer

President & CEO
United Way of Forsyth County

Marlon Hunter

Director
Forsyth County Department of Public Health

Karen McNeil-Miller, Ed.D.

President
Kate B. Reynolds Charitable Trust

Ann Petitjean

President
Forsyth County Association of Educators

Eva Phillips, Ed.D.

Ready Schools Coordinator
Winston-Salem/Forsyth County Schools

Mari Jo Turner

Executive Director
Hispanic League

Dudley Watts

County Manager
Forsyth County

Lawrence Womack, Rector

Co-Chair, Strategy Team
CHANGE

The Forsyth Promise
Operations Team

Operations Team:

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Partnership Director
United Way of Forsyth County

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Forsyth Futures

Crystal Outlaw

Network Facilitator
United Way of Forsyth County

With Gratitude

Thank you to the pioneering investors who have embraced the vision of The Forsyth Promise:

Kate B. Reynolds Charitable Trust

Lumina Foundation

The Winston-Salem Foundation

The Duke Energy Foundation

United Way Worldwide

United Way of Forsyth County

United Way of Forsyth County Foundation

Z. Smith Reynolds Foundation

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Thank you to Forsyth Futures for serving as lead data management partner for The Forsyth Promise.
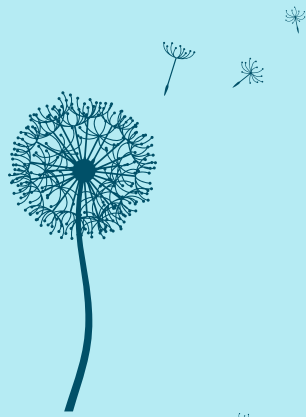
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The Forsyth Promise
educate | equip | engage | cradle to career

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The Forsyth Promise, led by its primary data management partner Forsyth Futures, conducted extensive research and analysis to ensure the accuracy and relevancy of the date included in this report.