 ABOUT THE PARTNERSHIP

We align education, business, government, and civic partners by:

**Focusing:** Agree upon a common result and action based on shared metrics and evidence.

**Mobilizing:** Coordinate the efforts of diverse organizations to help along the path to college- and career- readiness.

**Improving:** Collect and analyze data and other evidence to improve outcomes.
Our Vision

Every person in our region will have the education and talent necessary to sustain productive lifestyles.

Our Mission

To engage the community to address shared education and workforce priorities through data, collective action, and improvements from cradle to career.

Note to Readers:
This report helps to tell the region’s education data story at a very high level. Additional narrative and data analysis is provided through the linked dashboard. We hope you will use this data to maintain a sense of urgency for improving the way we work together.

Learn more: http://www.bridgingrichmond.com
Friends,

As parents we remember the hope and joy we felt at the birth of our children. We also worried that we may not be ready to wrap them up in all the support they would need to be prepared for the rest of their lives. Our children are at very different points in the cradle to career journey, but we share the relief that we didn’t have to walk the road alone. As a partnership, we want all families to know that the community is working together to improve educational and social outcomes for every child and young adult in RVA.

This report is more than just a snapshot of education data - it is a picture of how well we are doing as adults to make sure that every child and young adult has the best education and social experiences possible to prepare them to thrive throughout life. As you read this report and have dialogue about it in your communities, we invite you think about what actions you can take with us.

Each of us has a reason to care about the success of all children. They will: create businesses; be the future workforce; invent things we’ve never dreamed; teach the next generation; care for us when we are sick; pay taxes. The economic vitality and wellbeing of our neighbors depends on a bold agenda and sustained effort to support all children.

This work will take collaboration between community, business, government, education, and nonprofit leaders who are willing to align their work and use data to improve practices together. We are eager to get to work with you.

Jason Smith  
Partnership Executive Director  

Marcus Newsome  
Leadership Council Chair & Superintendent of Chesterfield County Public Schools

Leadership Council

Dr. Marcus Newsome, Chair  
Superintendent, Chesterfield County Public Schools

Dr. James Lane, Chair-Elect  
Superintendent, Goochland County Public Schools

Dr. Dana Bedden  
Superintendent, Richmond Public Schools

Ms. Kelley Chopus  
Executive Director, Robins Foundation

Dr. Michael Davis  
Interim Vice Provost for Academic & Faculty Affairs, Virginia Commonwealth University

Mr. Timothy Joyce  
President & CEO, YMCA of Greater Richmond

Dr. Patrick Kinlaw  
Superintendent, Henrico County Public Schools

Dr. Darcy Oman  
President Emerita, The Community Foundation

Ms. Kim Trenthan  
Vice President of Talent & Leadership Development, Altria

Dr. Jamelle Wilson  
Dean of School of Professional & Continuing Studies, University of Richmond
Bridging Richmond’s geographic footprint, which aligns those of the Greater Richmond Chamber of Commerce and the Richmond Regional Planning District, includes the City of Richmond and the counties of Charles City, Chesterfield, Goochland, Hanover, Henrico, New Kent and Powhatan, and the Town of Ashland.

Highlighted Regions
- Bridging Richmond, Region 1
- Non-Bridging Richmond, Region 1
- Non-Bridging Richmond, Other Regions

35.85% Disadvantaged
64.15% Non-Disadvantaged

- White 47.81%
- Hispanic of any 47.81%
- Asian 4.58%
- Black or African-American 3.69%
- Two or more 3.69%
Richmond has a history of inter generational poverty in several emerging neighborhoods. While the focus is often on these places, inequity exists across our region. Disparities in educational achievement exist by socioeconomic status, race/ethnicity, gender, opportunity and access.

The Bridging Richmond partnership promotes equity and improvement in educational attainment as the center of its work. This commitment is crystallized by a set of core and contributing indicators, the support of the K-12 school districts and the involvement of the public as central partners. Our commitment to equity shapes all parts of our work – who is at the table, the priorities we set, how we use data, how we align resources, and how we mobilize and improve our shared action. We believe all children and youth in our communities can and should succeed regardless of the social and economic status.

Incremental change is not enough. We need visionary partnerships that can unlock the potential of our neighbors and communities. Bridging Richmond partners continue to disrupt systems where inequity pervades. Our process emphasizes listening to the voice and experience of the people who have been most impacted by the inequities and engaging the broader community to collaborate on solutions to these complex disparities.

"Many of the priorities identified in this partnership report grew out of the Excellence through Equity Summit hosted by the region 1 superintendents in July 2015. As one of the co-hosts for that summit, I’m very excited to see the community moving from ideas to action through the Bridging Richmond partnership."

- Dr. Jamelle Wilson, Bridging Richmond Leadership Council Member; Dean of School of Professional and Continuing Studies at University of Richmond

Learn more: http://www.bridgingrichmond.com
LEARN ABOUT OUR EDUCATION DATA PROJECT
Regional Data Advisory Committee

Community organizations and institutions across the region voiced a need for identifying shared measurements of success for education and workforce. In 2013, Bridging Richmond’s Board of Directors convened local data and research professionals representing multiple sectors to form the Regional Data Advisory Committee (RDAC). RDAC, led by Bridging Richmond in partnership with the Metropolitan Educational Research Consortium (MERC), developed a rigorous approach (involving diverse stakeholders) to select lagging (core) indicators.

Core Indicators: (outcome measures that will take time to change)
- Kindergarten Readiness
- Literacy
- Math Readiness
- High School Graduation
- Career Readiness

Contributing Indicators: (complement core indicators and inform strategies)
- Attendance
- Positive Behavior
- FAFSA Completion
CONTINUOUS IMPROVEMENT

Partners engage their organizations in improvement projects in areas where they have the potential for high influence and high impact. By focusing on measuring what matters, identifying best practices, and spreading what works, the community can maximize its investment in educational outcomes.

Practice Improvement

Plan: Using data, define a specific action, make predictions about the effect, and identify or design tools to measure the impact of the action.

Do: Execute the action, and collect data throughout the process.

Study: Analyze the data in relation to the prediction.

Adjust: Based on analysis of the data, decide what adjustments need to be made for the next cycle in order improve the next action.

Systems Improvement

We can multiply the return on our region’s education and workforce preparation investment through a coordinated approach:

- Leverage and align individual contributions;
- Strengthen partner capacity for practical, shared measurement;
- Scale proven practices by aligning resources.

Learn more: http://www.bridgingrichmond.com
Virginia was recently named the number 1 school-to-prison pipeline. This is a top priority for the districts and for the VA department of criminal justice services. Districts are reviewing policies and changing practices contributing positively and negatively.

We are supporting a network of attendance officers and other leaders who are ready to form elementary-level improvement teams similar to those in the FAFSA project. This emerging collaborative action network is addressing policy and other system-level factors impacting attendance.

We are supporting districts in developing an awareness and parent engagement campaign to improve literacy regionally. The emerging Collaborative Action Network (CAN) is planning for One Book RVA, an opportunity for schools and their partners to engage the community.

Several middle schools were newly designated as Schools to Watch this year because of the work of partners. Several districts are interested in developing support to increase schools recognized in the next two years. We continue to provide all back-office data services to NextUp- a coordinated out-of-school time initiative in Richmond.

We convened 31 partners to prepare a high school redesign grant to address high demand IT jobs. Districts updated the design, winning a Governor’s grant. Students will begin taking exploratory IT coursework in Fall 2016 with an anticipated school opening Fall 2017.

Our partners are working to increase the number of students completing the FAFSA (federal financial aid) form. Using weekly data, the teams are able to see what practices are working and adjust quickly with "customer" feedback. Along with dedicated school counselors, GRASP advisors are key members of the teams, and RVA Future Center Directors lead the teams in Richmond Public Schools.

Learn more: http://www.bridgingrichmond.com
Richmond was the first district in Central VA to publicly release chronic absence data, because excused + unexcused + disciplinary absences = missed instruction. Absences impact everything in school from academic growth to social growth, from SOLs to graduation rates. RPS is playing a lead role in this priority area because daily school attendance is a critical component in basic student achievement regardless of zip code. We have much to contribute and learn from being part of a multi-sector network addressing this issue regionally.

Dr. Dana Bedden, Bridging Richmond Leadership Council Member; Richmond Public Schools Superintendent
Improving Student Attendance and Engagement

Research shows that a student’s attendance has a direct impact on their academic achievement. In fact, students who attend school regularly are more likely to be engaged and are more likely to excel academically. Unfortunately factors such as illness, injury, housing stability, family obligations, bullying and school not being valued each contribute to a student’s absence from school. Studies have also shown that attendance patterns by ninth grade are a better predictor than eighth-grade test scores and a better predictor that a student might drop out of school.

It is clear that attendance has a direct impact on every student’s academic outcome; however research reveals that school-day absence disproportionally affects students living in or near poverty and students of color.

What is Chronic Absence?
Chronic Absence is a measure of how many students are absent (excused, unexcused and suspension) 10% or more of instructional days. For example, if there are 180 days in a school year, students who miss 18 days or more (10%) are considered chronically absent. A common measure for school day attendance is ADA (average daily membership) and truancy. However, those data points often hide the problem with school day attendance. Any instructional time missed is detrimental to a student’s academic success.

(Source: Attendance Works, Consortium on Chicago School Research)
Improving Student Attendance and Engagement

Chronic Absence: A measure of how many students are absent 10% or more of instructional days

Chronic Absence data are not available for every school district within the Bridging Richmond region nor are school districts required to report data to the state department of education at this time. Currently, only average daily attendance and average daily membership data are available and are not disaggregated by race or economically disadvantaged status. Having this type of data available can support schools and community partners with providing efficient support and interventions for students who miss instructional time.

96% Average Daily Attendance (ADA)
On average, 96% of all students in a Bridging Richmond school district attended school daily during the 2014-2015 school year.

696 High School Dropout
By the end of the 2014-2015 school year, 696 high school students from a Bridging Richmond school district dropped out.

6.4% Impact on the Disadvantaged
By the end of 2014-2015, 6.4 percent of economically disadvantaged high school students dropped out compared with 4 percent of high school students who were not economically disadvantaged.

Learn more: http://www.bridgingrichmond.com
"I believe that planning for a positive future and demonstrating the usefulness of academics will increase high school graduation outcomes and students’ post-secondary opportunities. The partnership between RVA Future and Bridging Richmond enables us to use data for continuous improvement and create opportunities for shared learning with the surrounding counties that will ultimately impact student success for the region."

- Toria Edmonds-Howell, Program Manager of RVA Future
Increasing FAFSA Completions

By 2020, 65 percent of all jobs will require education and training beyond high school. But 79% of Americans do not think that education beyond high school is affordable for everyone. Bridging Richmond partners believe that FAFSA (Free Application for Federal Student Aid) is a key that helps unlock barriers to continuing education for students in our region. Nationally, 90% of FAFSA completers enroll in post-secondary education.

Why is FAFSA important?

FAFSA completion indicates an intent to continue on to post-secondary education – 90 percent of students who complete the FAFSA enroll. Yet, financial accessibility of post-secondary education is a significant barrier for many students, and FAFSA completion reduces the impact of that barrier.

(Source: studentaid.ed.gov)

Learn more: http://www.bridgingrichmond.com
Increasing FAFSA Completions and College Enrollment

**FAFSA: Free Application for Federal Student Aid**

The Department of Education collects and reports on weekly submission and completion data by school. Virginia is currently one of four states that does not receive completion data at the student level. Having these data can help professional school counsellors and other financial aid and college support partners identify who still needs help and catch errors in student applications quickly.

**High School Graduates**
- The class of 2015 in our region had a total of **10,327 students** completing high school.

**Students Completing the FAFSA**
- By December 31, 2015 a total of **6,280 high school seniors** from our region completed their FAFSA for college.

**Enrolled in College**
- Only **59% of students** from the class of 2015 in our region enrolled in a 2- or 4-year institution within 16 months of earning their high school diploma.

Learn more: [http://www.bridgingrichmond.com](http://www.bridgingrichmond.com)
“Bridging Richmond is a powerful vehicle to promote regional cooperation among area school divisions in addressing complex issues. One of these issues, improving disciplinary outcomes, is a salient topic for all school divisions as we strive to provide the best academic education for our students and assist with developing their character. By taking a proactive approach, our students benefit by learning expected outcomes rather than a concentration on reactionary punitive measures. This benefits our schools and will help in developing more productive citizens.”

Dr. Michael Gill, Bridging Richmond Steering Committee Member; Hanover County Public Schools Superintendent
Promoting Positive Behaviors in Our Schools

In a recent study in 2014, The Center for Public Integrity analyzed 2011-2012 discipline and enrollment data from the U.S. Department of Education Civil Rights Data Collection. The Center specifically looked at students who were referred to police or courts in response to an incident, however the schools didn’t have to explain why. Their analysis found that Virginia ranked first for their rate of referrals for every 1,000 students. In most states, black and Latino kids were referred in percentages that were disproportionate to their enrollment numbers.

The term “school-to-prison-pipeline” refers to the policies and practices that push our nations schoolchildren, especially our most at-risk children out of the classrooms and into the juvenile and criminal justice systems. Initiatives like the Positive Behavioral Interventions & Support (PBIS) of Virginia are in place to help support positive academic and behavioral outcomes for all students. This research-based program uses methods and approaches to discipline that reduce office referrals while increasing teaching and learning time in the classroom.

(Sources: The center for Public Integrity, American Civil Liberties Union, Virginia Department of Education.)
School Climate

Data on school safety are reported by the Virginia Department of Education’s Safe Schools Information Resource tool. Data in this report show students who were involved in disorderly or disruptive behavior offenses during the 2014-2015 school year. Data were not available by student race/ethnicity.

(source: doe.virginia.gov)

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Students Involved in Disciplinary Incidents

On average, 4% of all students in a Bridging Richmond school district were involved in a behavioral incident at school.

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Incidents Reported

By the end of the 2014-2015 school year, 10,640 behavioral incidents were reported from a Bridging Richmond school district.

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Discipline Outcomes

In 2014-2015, 217 students who were involved in behavioral incidents from a Bridging Richmond school district received out-of-school suspension or expulsion.

Learn more: http://www.bridgingrichmond.com
Richmond is fortunate to have Smart Beginnings to help coordinate efforts for kindergarten readiness. Research shows that learning begins at least as early as birth and that the brain develops more rapidly between birth and age five than during any other subsequent period. At the same time, 95% of public investment in education occurs after age 5.

Research shows that high quality pre-kindergarten programs have positive effects on children’s school readiness. Children who know the alphabet when they enter kindergarten are 20 times as likely to be able to read simple words aloud at the end of kindergarten. The average child from a professional family hears about 215,000 words spoken per week, while a child born to a family receiving welfare benefits hears closer to 62,000 words. Children who hear fewer words before age 3 have dramatically smaller vocabularies and are unlikely to ever catch up. Early language skills are an excellent predictor of reading ability by 3rd grade. (Smart Beginnings)

**How we measure:**
- % of students passing PALS-K exam

**Why we measure:**
PALS-K focuses on literacy, which is a reasonable proxy for kindergarten readiness and is an important predictor of reading ability by 3rd grade. Most children are learning to read up to 3rd grade; then this shifts in the fourth grade to reading to learn in most subjects. Children entering 4th grade without sufficient reading skills are less likely to keep up with courses and are more likely to drop out of school.

“RVA is fortunate to have the leadership of Smart Beginnings in improving kindergarten readiness. Making sure that all children are ready to learn when they get to school is a critical first step to cradle to career success. Our teachers’ observations back up the research: children exposed to pre-k services are more prepared for success the first day of kindergarten.”

Dr. Marcus Newsome, Bridging Richmond Chair; Smart Beginnings Board Member; CCPS Superintendent

Learn more: http://www.bridgingrichmond.com
Measuring Kindergarten Readiness

PALS-K is a measure of children’s knowledge of several important literacy fundamentals: phonological awareness, alphabet recognition, concept of word, knowledge of letter sounds and spelling. PALS-K provides a direct means of matching literacy instruction to specific literacy needs and provides a means of identifying those children who are relatively behind in their acquisition of these fundamental literacy skills.

9,978

Virginia Kindergartners

In the Fall of the 2014-2015 school year, 9,978 Virginia kindergartners scored below kindergarten readiness levels.

1,638

Bridging Richmond Region

In the Fall of 2014-2015 school year, 1,638 kindergartners in the Bridging Richmond region scored below kindergarten readiness levels.

From Baseline to Now

The percentage of kindergartners who met the kindergarten readiness benchmark on the PALS-K exam decreased by 1% percent between 2013-2014 and 2014-2015 school year.

Learn more: http://www.bridgingrichmond.com
Reading proficiency by the third grade is one of the most important predictors of high school graduation and career success. Most children are learning to read up to the 3rd grade; then this shifts in the fourth grade to reading to learn in most subjects. Children entering fourth grade without proficient reading skills are less likely to keep up with course work, are more likely to drop out of high school, less likely to experience economic well-being, and are not able to successfully contribute to the community in other ways.

Nationally, more than 80 percent of low-income students are not proficient in reading. A lack of proficiency is particularly concerning amongst low-income families, building on evidence noted related to kindergarten readiness and language skills. Low income fourth graders who cannot meet reading proficiency levels are more likely to become low-wage, least-skilled, and most costly citizens. Students who are not proficient readers are unlikely to complete post-secondary education and be capable of adapting marketplace demands throughout their careers, characteristics that are needed for a competitive, global economy.

**How we measure:**

- % of students failing 3rd grade reading Standards of Learning (SOL) exam.

**Why we measure:**

Children entering 4th grade without sufficient reading skills are less likely to keep up with courses and are more likely to drop out of school.

“In Goochland, we have seen amazing results when we have connected with our parents and families to support reading initiatives in our schools. We believe Bridging Richmond’s regional elementary literacy Collaborative Action Network is essential in connecting all of our regional school districts together with families and community partners to build a program of parent engagement in reading to every child in our community. Through shared action and promotion we will see lasting impact and improved results in all school divisions.”

- Dr. James Lane, Bridging Richmond Leadership Council Chair-Elect; Goochland County Public Schools Superintendent
Measuring Early Literacy

In the 3rd grade students learn about words, reading text with fluency and expression and learning comprehension strategies. The Standards of Learning (SOL) for Virginia Public Schools determines the minimum expectations for what students should know and be able to do at the end of each grade.

(Source: www.doe.virginia.gov)

3,432

Bridging Richmond Region

At the end of the 2014-2015 school year, 3rd grade students in the Bridging Richmond region did not pass their 3rd grade reading SOL test.

* data not available for Charles City Public schools

30,301

Virginia 3rd graders

At the end of the 2014-2015 school year, 30,301 3rd graders in Virginia did not pass their 3rd grade Reading SOL.

14%

From Baseline to Now

The percentage of Black, Hispanic and Asian students passing 3rd grade reading SOL increased by 14 percent between 2013-2014 and 2014-2015 school year.

Learn more: http://www.bridgingrichmond.com
Eighty percent of the jobs created in the next decade will require math and science skills. In 2009, just 34% of U.S. 8th graders were rated proficient or higher in a national math assessment, and more than 25% scored below the basic level. In an international exam given in 2006, U.S. high school students ranked 21st out of 30 industrialized nations in science and 25th in math. Only 43% of U.S. high school graduates in 2010 were ready for college work in math and only 29% were ready in science.

**How we measure:**
- % of 8th grade students at pass/advanced level in SOL Mathematics course.
- % of 8th grade students taking Algebra 1 end-of-course exam

**Why we measure:**
Eighth grade math is an important measure because middle school math is the level of math required for most jobs and life. It also marks a transition to more abstract mathematical computations needed as a foundation for math education that is part of a trajectory towards post-secondary education.

“At NextUp, we believe that coordinated, quality youth programs outside of school can contribute to improved attendance, behavior and course performance in school. Our partnership with Bridging Richmond provides the data and analysis we need to make real-time program improvements and monitor the impact of our out-of-school time system for middle school youth.”

**Ms. Barbara Couto-Sipe, NextUp Executive Director**
Measuring Math Readiness

Data in this report show two areas in math readiness in the Bridging Richmond region: number of 8th graders who took the Algebra 1 end-of-course exam and percentage of 8th grade students who were at advanced levels in any 8th grade math SOL exam. Since Algebra 1 is not a requirement for all 8th grade students, the data were limited. Therefore, 8th grade students at the advanced levels in any math SOL are reported to track improvement.

In the 8th grade SOL standard, students gain proficiency in computation with rational numbers and will use proportions to solve a variety of problems. The Virginia Standards of Learning for 8th grade students in Math ensure that students will acquire the skills necessary for success in Algebra I. The Standards of Learning (SOL) for Virginia Public Schools determines the minimum expectations for what students should know and be able to do at the end of each grade.

(Source: www.doe.virginia.gov)

### Bridging Richmond Region

During the 2014-2015 school year, **4,980 8th grade students** took the Algebra 1 end-of-course exam.

### Virginia 8th graders

During the 2014-2015 school year, **35,602 8th graders in Virginia** took the Algebra 1 end-of-course exam.

### From Baseline to Now

The percentage of 8th grade Black, Hispanic, and Asian students who had advanced levels on any 8th grade math SOL exam in the Bridging Richmond Region **increased 19 percent** between 2013-2014 and 2014-2015.

Learn more: http://www.bridgingrichmond.com
Currently, Virginia’s on-time high school graduation rate tops at 90 percent. Research reveals that high school graduation is a strong predictor for higher wages and overall well-being.

In addition, research performed by the Virginia Department of Education shows a positive relationship between advanced studies diploma graduates and reduced rates of math and English remediation in post-secondary education. In addition to increasing completion rates, school districts are also leading high school reform efforts.

How we measure:
• % of high school seniors graduating from high school with an advanced or standard diploma

Why we Measure:
This measure is an important milestone and in many ways is a minimum threshold that must be tempered with other measures such as diploma type, need for postsecondary remediation, etc. Even many lower-wage jobs now require a high school diploma or GED to be a competitive applicant.

"The region has significantly improved graduation rates over recent years, and at the same time we want to see that success for all students. Possessing a high school diploma is an important milestone in a student's career pathway. For most the journey won't end there, but the options are seriously limited without it."

Alex Rooke, Bridging Richmond Project Coordinator
High School Graduates

Data in this report were collected by the Virginia Department of Education. This data includes all students who graduated from high school with a standard or advanced diploma. Students with a special, modified or general achievement diploma are not included in this analysis.

(Source: www.doe.virginia.gov)

81,874
Virginia High School Graduates

At the end of the 2014-2015 school year, 85,598 (or 91%) High School Seniors in Virginia graduated with an advanced or standard diploma.

10,462
Bridging Richmond Region

At the end of the 2014-2015 school year, 10,462 (or 89%) High School Seniors in the Bridging Richmond region graduated with an advanced or standard diploma.

5%
From Baseline to Now

The percentage of high school Black, Hispanic and Asian students who graduated with an advanced or standard diploma in the Bridging Richmond Region decreased 5 percent between 2013-2014 and 2014-2015.

Learn more: http://www.bridgingrichmond.com
To be fully prepared for a competitive workforce, many students will need to pursue technical certifications and college degrees. By 2030, the region needs 65,000 more people with a 2-year + degree than the current rate population percent would provide. The community college system estimates that other credentials need to triple by 2020. Many Bridging Richmond partners are taking action to improve student readiness for post-secondary education and career, particularly in the regional high schools.

How we measure:

- % of high school seniors graduating from high school with an advanced or standard diploma
- % of Virginia population with a college degree or credential within the state

Why we measure:

More than ¾ of the job openings in the next decade will require skills obtained beyond high school. Middle-skill jobs account for as much as 51% of jobs in the South but only 43% of workers are trained at this level, creating a critical skills gap.

“VCU proudly serves as the anchor institution for the Bridging Richmond partnership. We support attainment of all types – certificates, apprenticeships, associate degrees, bachelor degrees, and more – because we all benefit from improving the regional economy and the lives of our neighbors.”

Dr. Gail Hackett, Virginia Commonwealth University Provost

Learn more: http://www.bridgingrichmond.com
Measuring Career Readiness

Currently data is collected by SCHEV (State Higher Education of Virginia) on Virginia residents who pursue higher education within the state. Data reports show the number of Virginia residents who pursued a certificate or degree (Associates, Bachelors, and beyond) within the state.

(Source: www.research.schev.edu)

**80,155**

Virginia degrees and certificates

At the end of the 2014-2015 school year, **80,155 degrees and certificates** were awarded in Virginia.

**3,432**

Bridging Richmond Region

At the end of the 2014-2015 school year, **3,432 degrees and certificates** were awarded in Virginia to students in the Bridging Richmond Region.

**no change**

From Baseline to Now

There was **no percent difference** in the number of degrees and certificates awarded to students in the Bridging Richmond Region between 2013-2014 and 2014-2015.
Bridging Richmond is a cradle to career partnership anchored by VCU and supported by the region.

The Leadership Council is charged with providing executive leadership for the partnership, and representing and advocating for Bridging Richmond within their organizations. The Steering Committee is charged with providing operational leadership for the partnership, and serving as liaisons between Collaborative Action Networks and the Leadership Council.

Collaborative Action Networks are emerging around attendance, literacy & career readiness. The dash-outlined blocks represent other cradle-to-career spaces where action is taking place.
GET INVOLVED

SOCIAL MEDIA

Let’s Chat!
You can connect with Bridging Richmond on social media!

@BridgeRichmond
Add Bridging Richmond

Join the network to bridge Richmond. Get Involved Today:

Share a link of a resource that resonated with you on our website to boost the work of Bridging Richmond partners as we bridge the gap, cradle to career.

Connect via Twitter @BridgeRichmond & LinkedIn

How are you impacted by the issues and what role do they play in your work? **Connect and align your work** with that of Bridging Richmond partners to improve outcomes and community impact.