EVOLUTION OF A SUCCESSFUL CROSS-SECTOR PARTNERSHIP

NCII Rural Guided Pathways

February 2023

CIVICLAB

How well is our partnership performing?

There is no one <u>right</u> way to build or run a successful partnership…

…but there are dozens of <u>wrong</u> ways.

Do you see yourself?

Our partnership…

‣Meets to share information and provide updates, but rarely produces actionable work or make an impact.

‣Gets together to talk about problems, but does not work to address them.

‣Was formed because of a grant/funding source and continues to meet out of inertia.

‣Might best be described as mandated/voluntold.

ADDRESSING PARTNERSHIP INERTIA

FIVE WAYS TO GET COLLABORATION WORKING

Get a Process

"If you can't describe what you are doing as a process, you may not know what you're doing."

—W. EDWARDS DEMING

THE STAKEHOLDER ENGAGEMENT PROCESS

START HERE

HOW

Evaluate the Pilot's Progress
Based on what is being learned, should we sustain, improve, scale, or end the pilot?

Create a Shared Measurement System
How will success be measured?

Define the Collaborative Structure
How might people be organized to conduct the work?

Resource the Project
What resources are needed to conduct the pilot project?

Design a Pilot Project
What experiments would allow the stakeholders to experience and test out the new solutions and approach?

Redesign the work based on what's learned

Conduct a project and determine how to measure success

WHAT

Create a Future Framework
What future-oriented framework could visually depict the shared work of the stakeholders?

Focus on a Few Key Factors
What few, interrelated factors do we want to work on together?

Identify What to Co-create Together
What could we co-create together that no single person or organization could do alone?

Discover What's Working Well
What can we build on and scale up?

Determine the Shared Outcomes
What difference do we want to make in the short, intermediate, and long-term?

Identify a few catalytic projects and create a picture of tomorrow

Co-create new solutions together

WHO

Create a Guiding Question MM / DD
How could we work together to…?

Identify Guiding Team Members
Who should serve and coordinate the work?

Define Roles and Responsibilities
Co-convenors, facilitators, content experts, key stakeholders, backbone support etc.

Identify the Key Stakeholders
Who are the key stakeholders who can affect or be affected by the issue? Whose voices could change the nature of the conversation and lead to new solutions?

Create a Stakeholder Map
Visually depict the stakeholders, organizing them by sector, role, function, etc.

Identify the key stakeholders that want to address the issue

Build trusting relationships through the work

WHY

Determine What Needs to Be Understood
Why is the issue important and why do we need to work together to discover and create new solutions?

Map the Existing Work
Who is doing what for whom, why are they doing it, and how is success being measured?

Collect the Needed Data
What do we know? What do we not know?

Collect the Stakeholder Voices
Whose voices are important for us to hear?

Share the Data with the Team
What are we seeing and learning together?

Create a Current State Picture
How could we make the data and voices visible for other people to see?

Gather and understand the voices and data

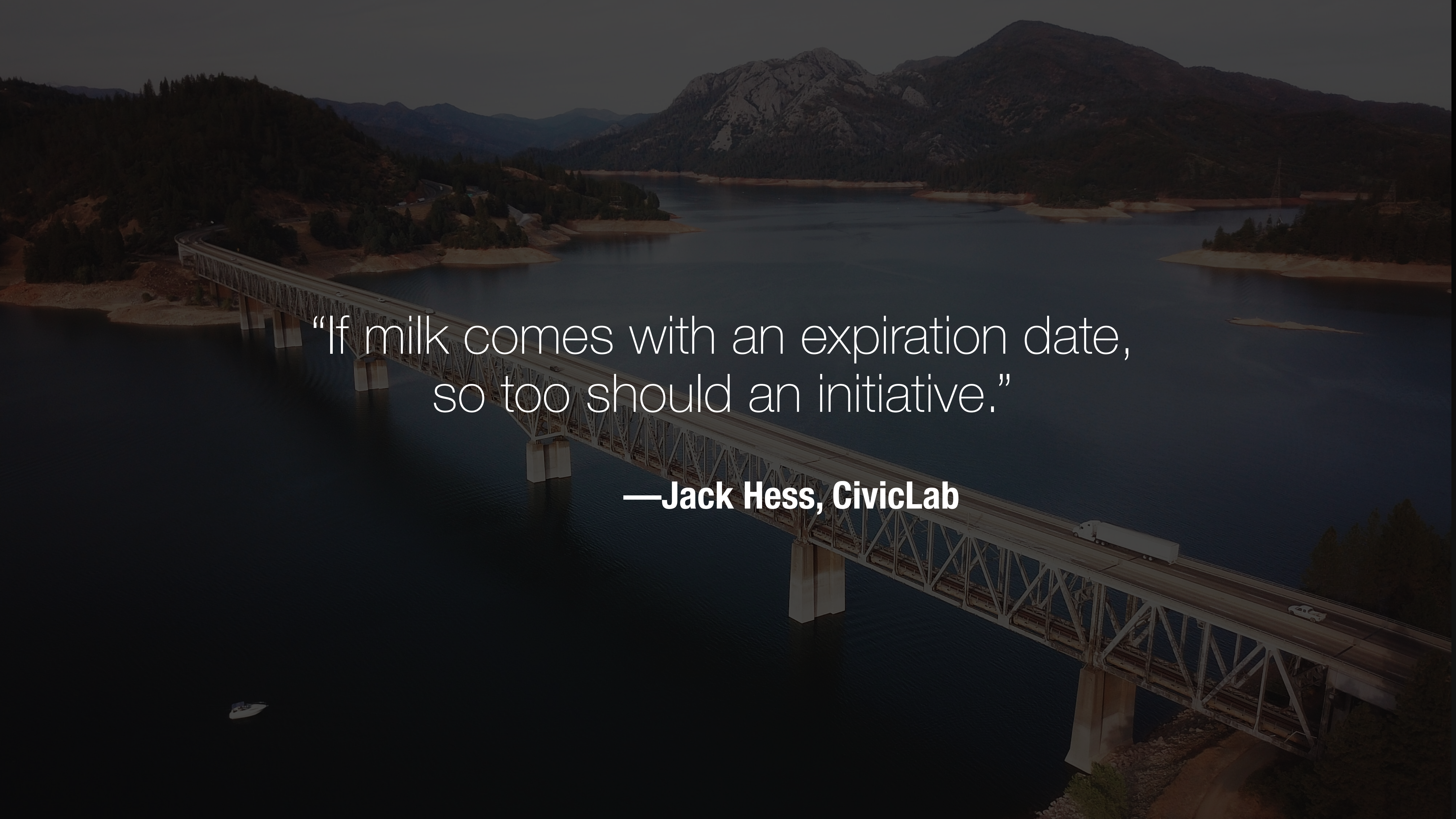Share the information and create a picture of today

3

Stop to Start

Ending work is a powerful tool to refresh stakeholders and catalyze new efforts.

Declare Victory, End Ineffectiveness, Reflect, & Replace
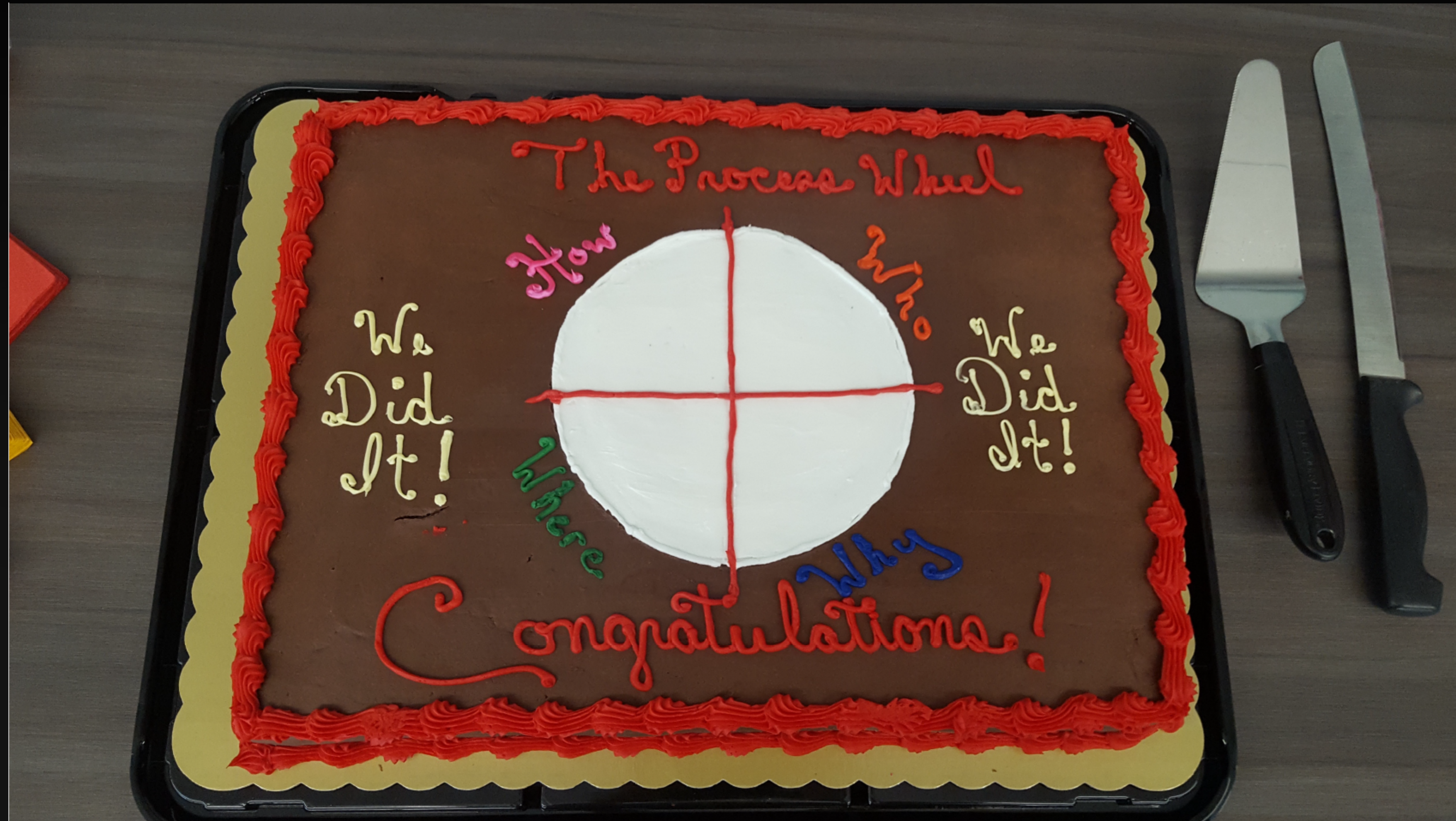
"If milk comes with an expiration date,
so too should an initiative."

—Jack Hess, CivicLab

Role Clarity

Organizational Leadership	Collective Leadership
Orchestrates actions **within** an organization	Cultivates actions **among** organizations
Uses **top-down coordination** (hierarchies)	Uses **self-organized collaboration** (networks)
Addresses **complicated** organizational problems (agreed-on overarching goals)	Addresses **complex** community problems (limited consensus on goals)
Oversees the efficient allocation of organizational **resources**	Oversees the effective tending of stakeholder **relationships**
Examines how people process things **independently** (human capital)	Examines how people behave **interdependently** (social capital)
Seeks a **competitive** advantage	Seeks a system of **cooperation**
Plans hold everything together (ends)	**Process** holds everything together (means)
"Sells" finished plans **to** stakeholders	Creates solutions along **with** stakeholders
Managing to close the gap between the present and a projected **idealized future** state	Managing the **evolutionary potential** of the present (limited knowledge cause & effect)
Fundamentally an **analytical** process	Fundamentally a **social** process

Organizational Leadership:
Program Efficiency
Single Leader

Collective Leadership:
System Effectiveness
Leadership Team

GUIDING
COALITION

INITIATIVE
SUBINITIATIVE

A group who wants to take responsibility for the engagement process by acting as the glue for collaboration, serving and supporting the collective work
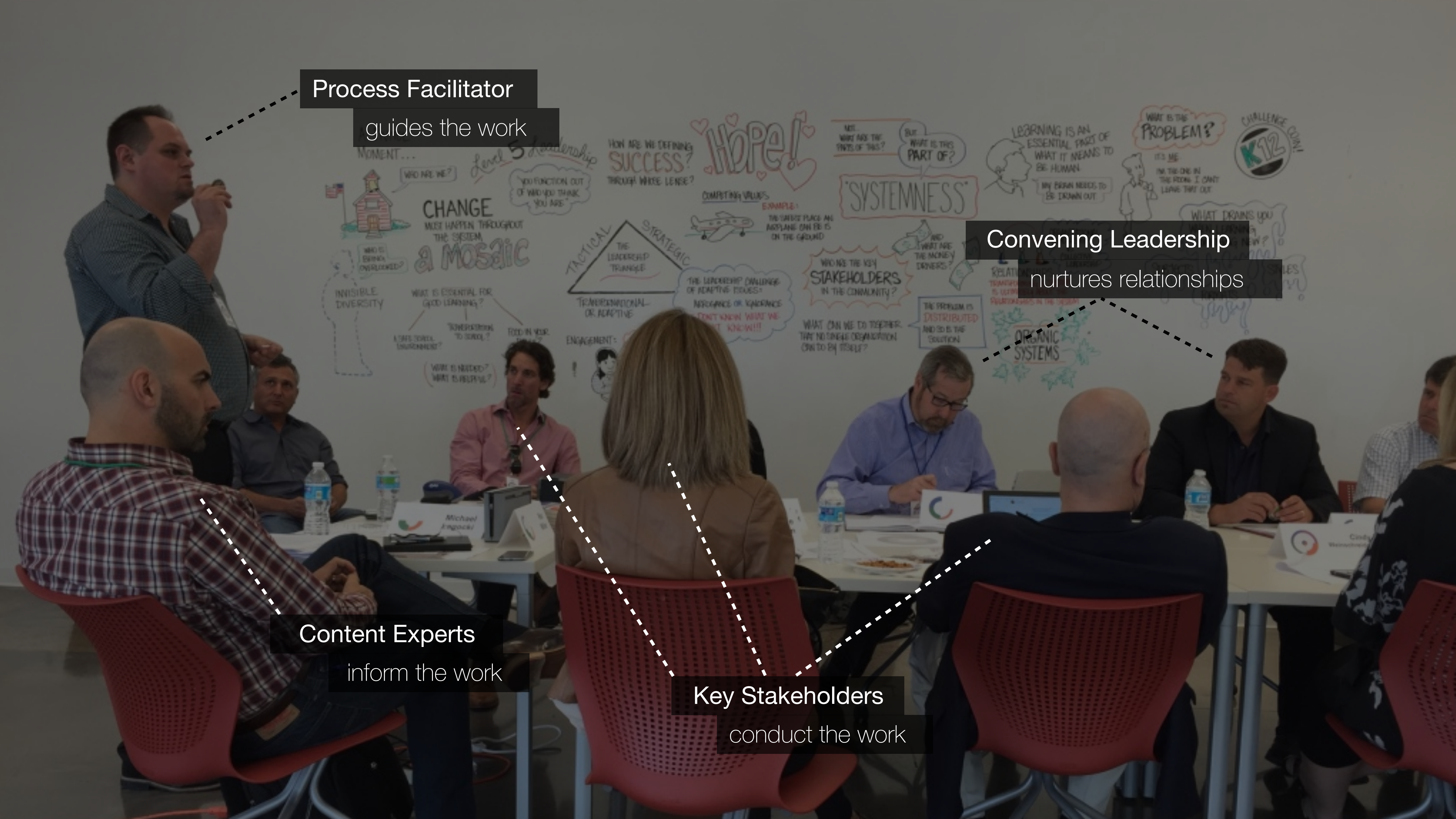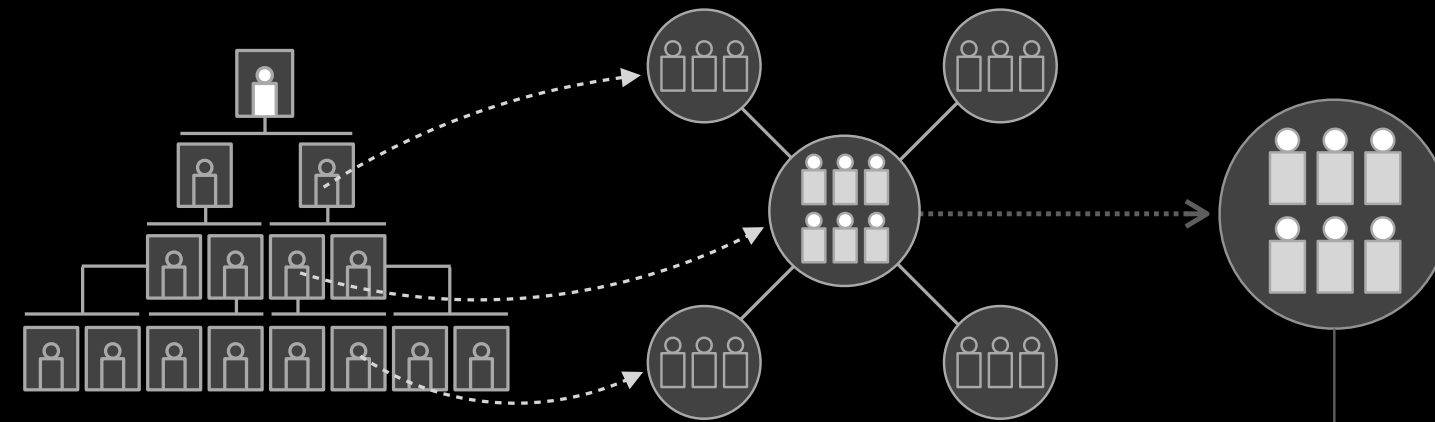
Organizational Leadership

Orchestrates actions **within** an organization

Power is what holds things together lead by an individual leader

Determines the **role or function** of an organization from the aim of the system

Uses **top-down coordination** (hierarchies)

Addresses **complicated** organizational problems (agreed-on goals)

Oversees the efficient allocation of organizational **resources**

Examines how people process things **independently** (human capital)

Seeks a **competitive** advantage

Plans hold everything together (ends)

"Sells" finished plans **to** stakeholders

Closes the gap between the present and a projected **idealized future state**

Fundamentally an **analytical** process

Collective Leadership

Cultivates actions **across** organizations

Purpose is what holds things together served by a guiding team of leaders

Determines the **aim of the system** to improve relationships among the parts

Uses **self-organized collaboration** (networks)

Addresses **complex** community problems (limited consensus on goals)

Oversees the effective tending of stakeholder **relationships**

Examines how people behave **interdependently** (social capital)

Seeks a system of **cooperation**
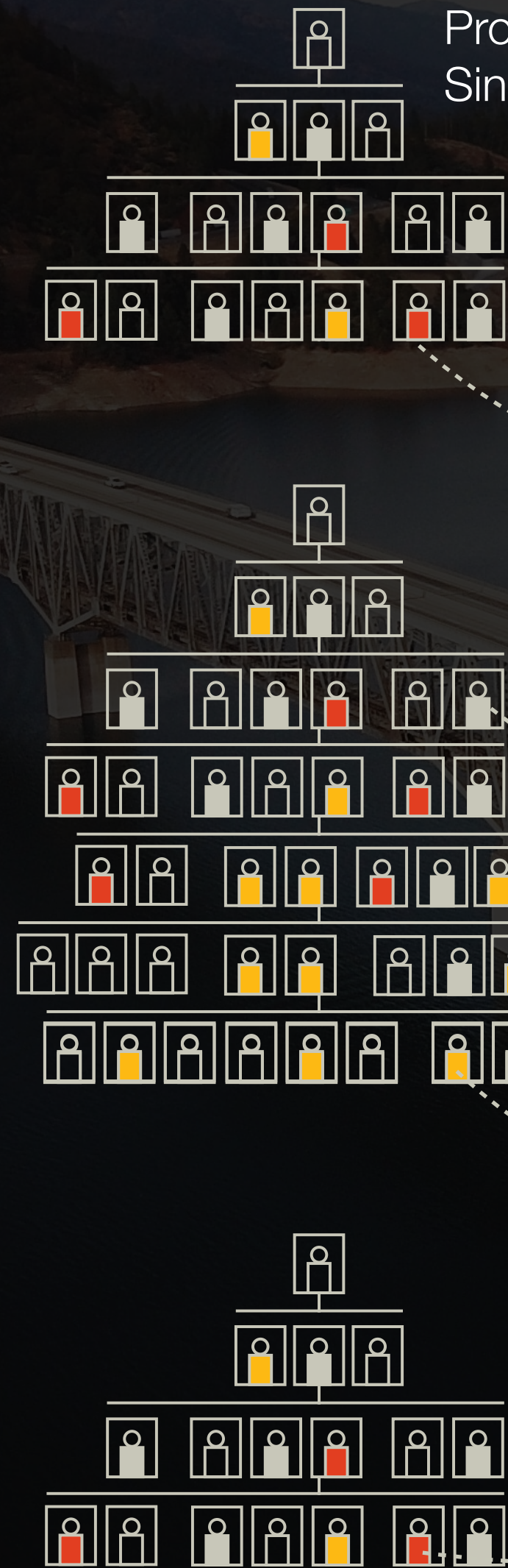
Process holds everything together (means)

Creates solutions along **with** stakeholders

Managing the **evolutionary potential** of the present (limited knowledge cause & effect)

Fundamentally a **social** process

GUIDING TEAM ROLES

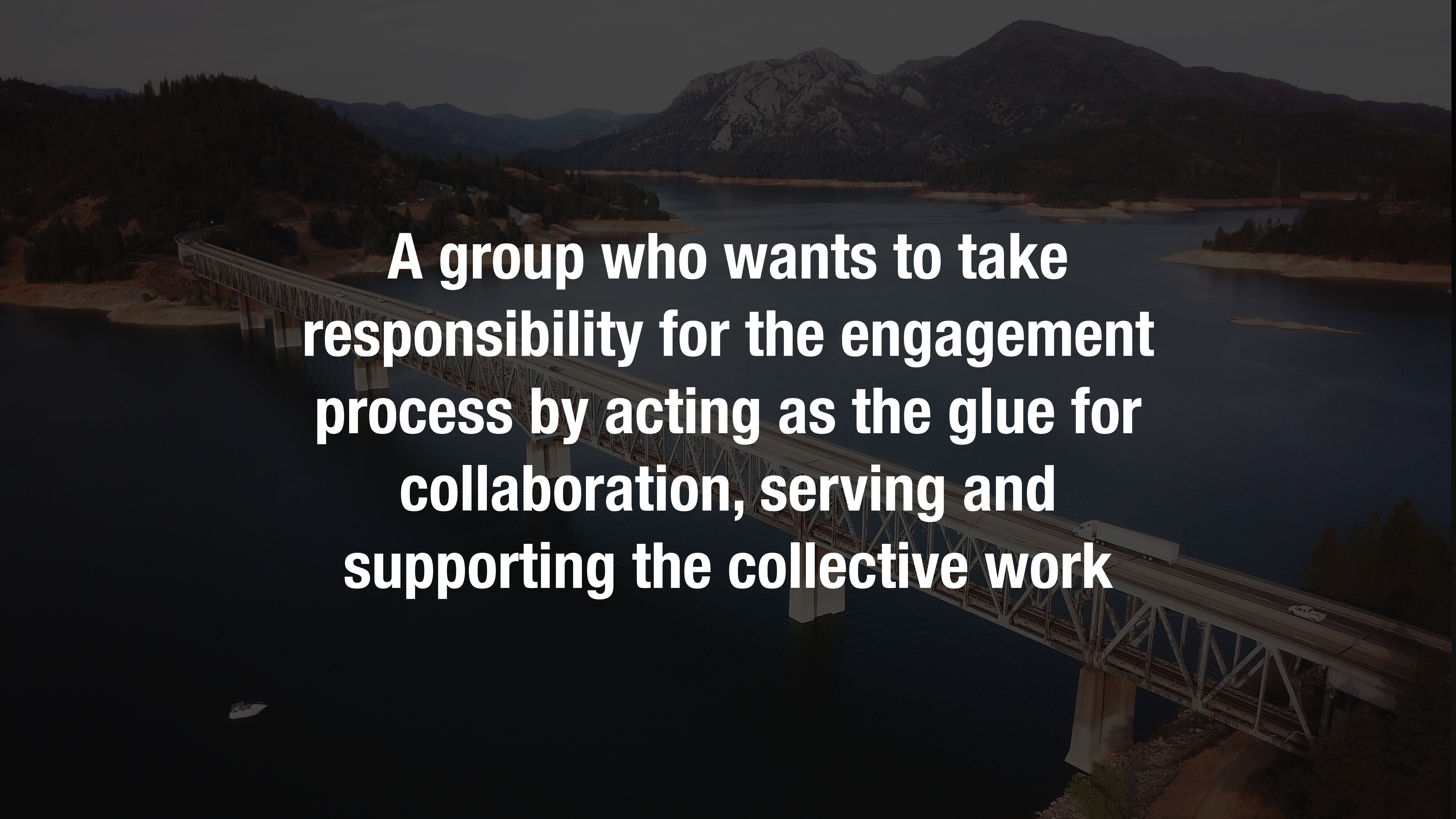A guiding team is a small leadership group that works to shape the relationships among the people, programs, and organizations to achieve the essential goal of the whole system. The team acts as the glue for collaboration, serving and supporting the collective work. Rather than working vertically within organizations, a guiding team works horizontally across programs, organizations, and even the public, private, and social sectors of society.

Roles and Responsibilities:
Co-Convening Leaders nurture relationships
A few strong, facilitative leaders in the stakeholder group convene, catalyze, and sustain these collaborative efforts.

Key Stakeholders conduct the work
Stakeholders are the people and organizations that can affect or be affected by any decisions or co-created solutions. As their relationships evolve, the system is transformed.

Content Experts inform the work
Experts provide stakeholders with the information necessary for making good decisions.

Process Facilitators guide the work
Facilitators serve as a process guide, a tool giver, neutral third-party, and process educator.

Backbone Support Staff serve and support the work
Backbone support services provide strategic and operational support to the collaborative effort.

Identify

WHO

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Visualize Alignment or Integration with Existing Work

EmployIndy
GUIDING MARION COUNTY'S WORKFORCE

INDIANAPOLIS YOUTH WORK-BASED LEARNING PROGRAM COMPARISON

Legend:

Color	Category	Color	Category	Color	Category	Color	Category
■	High School	■	IPS Grade 11	■	Paid	■	Academic
■	Grades 7-12	■	Opportunity Youth	■	Unpaid	■	Summer
■	Grades 10-12	■	Young Adults (15+)	■	Financial Aid Available	■	Year-Round
■	Grades 11-12	■	Youth/Young Adult	■	Unknown/Depends on Business		
■	Grade 12-Undergrad						
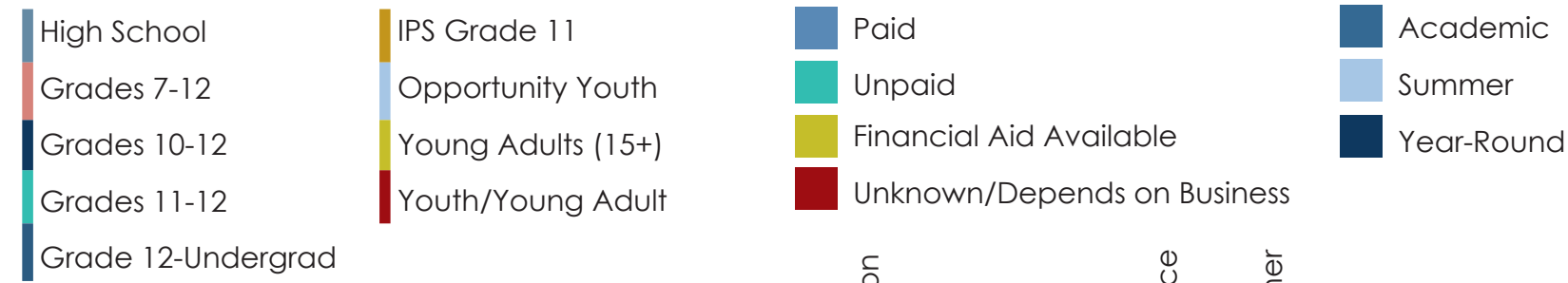
EXPERIENCE

	Program	Career Exploration	Student/Tutor	Intern	Apprentice	Researcher	Duration
MANUFACTURING & LOGISTICS	Conexus Indiana: Hire Tech*	14-18					2 school years
★	Conexus Indiana: Internship			16-17			6 weeks
	Freewheelin': Earn-A-Bike	10-18					8 weeks
	Freewheelin': Youth Apprenticeship Program				15-22		1 year
★	Youth CareerConnect		14-18				10 months
AGRICULTURE	Fay Biccard Glick Neighborhood Center: FLIP TEEN Program			14-19			10 weeks
★	Flanner House Re-entry Program: F.E.E.D.	16-24					10 weeks
	GroundWork Indy: Green Team	14-18					Academic & Summer sessions; Part-time
★	GroundWork Indy: GroundCorp	16-24					Part-time
	Keep Indianapolis Beautiful: Youth Tree Time			14-18			7 weeks
HEALTHCARE & LIFE SCIENCES	Eskenazi Health VolunTEEN Summer Program			14-19			4 weeks
	Future Scientist Program			16-17			6 weeks
★	IU Health Opp. Program: Saturday Student Academy		16-18				20 weeks
	Indianapolis Project SEED			16-18			8 weeks
★	IU Simon Cancer Summer Research Program					17+	8 weeks
	MICI-AHEC: Hoosier Health Academy	17-19					6 weeks
	Pediatric Summer Internship Program			18+			10 weeks
STEM	★ Community Mathematics Assitance Center*		14-18				10 months
★	DirectEmployers Institute: STEM YES!	14-18					2 weeks (2 sessions)
★	DirectEmployers Institute: Workplace		13-18				10 months
	Health & Sciences Innovations: IDEAA*	15+					4 weeks
	Health & Sciences Innovations: YiQ*	14-17					3 weeks
★	IU Health Opp. Program: Junior Summer Camp					17-18	6 weeks
	Indianapolis Project STEM			16-18			8 weeks
	IUPUI Physics Summer Research Program					17-18	4-6 weeks
	NexTech Catapult Coding Bootcamp	16-18					3 weeks
	NexTech Catapult Program	16-18					1 year

	0-1 Yrs.	1-2 Yrs.	2-3 Yrs.	3-4 Yrs.	4-5 Yrs.	5-6 Yrs.	6-7 Yrs.	7-8 Yrs.

Unknown

Columbus Enrichment Program, (Columbus Enrichment Program)
Available: TBD | Language: English
Funding: Private

< $200,000

Book Express, (BCSC)
Available: All Year | Language: English
Funding: Federal, Private

C4 Early Childhood Program, (BCSC)
Available: School Year | Language: English
Funding: Federal, State, Local

Book Buddies, (BCSC)
Available: School Year | Language: English
Funding: Private

Preschool, Before/After School, Summer Camps, (Community Center of Hope)
Available: All Year | Language: English
Funding: Local

Family School Partners, (Family School Partners)
Available: School Year | Language: English, Spanish
Funding: Federal, State, Private

Beacon Learning Centers, (BCSC)
Available: School Year | Language: English
Funding: Federal

$200,001-$400,000

Title 1 Pre-Kindergarten, (BCSC)
Available: School Year | Language: English
Funding: Federal

Early Childhood Special Education Services, (BCSC)
Available: School Year | Language: English
Funding: Federal, State, Local

$400,001-$600,000

Head Start, (Human Services, Inc.)
Available: School Yea r | Language: English, Spanish
Funding: Federal, Private

> $600,000

First Steps Southeast, (Council on Aging)
Available: All Year | Language: English, Spanish
Funding: Federal, State

Children, Inc., (Children, Inc.)
Available: All Year | Language: English
Funding: Federal, State, Local, Private

Education Program, (Flatrock-Hawcreek School Corporation)
Available: School Year | Language: English
Funding: Federal, State, Local, Private

Education Program, (BCSC)
Available: School Year | Language: English
Funding: Federal, State, Local

LEGEND

Number of Children Served
- Unable to Determine
- <= 200
- 201-300
- 301-400
- > 400

Number of Full Time Equivalents & Volunteers
- Unable to Determine
- 0-50
- 51-100
- > 100

= Parent Involvement Component

POWERHOUSE CREDENTIALS - Crosswalk of Regional Workforce Needs, Industry Recognized Credentials, and Ivy Tech Community College Degree Pathways
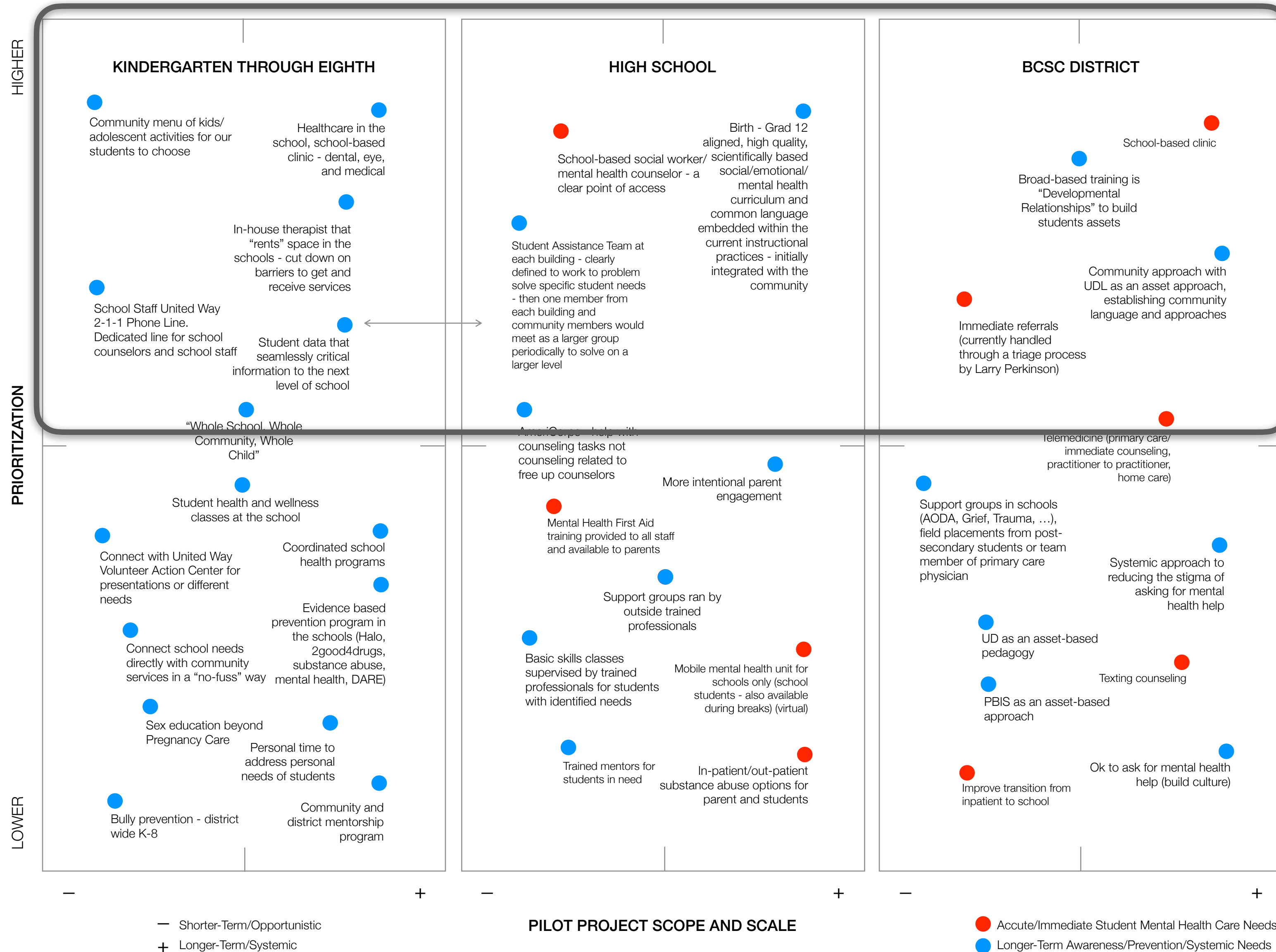
Version Date: 5/18/2018 FINAL

Target Industry Sector	EcO Network Regional Workforce Needs^	WorkIN Training Program	Industry Recognized Credential	Training Provider within Region	Related Skills and Competencies Gained through WorkIN Training	Ivy Tech College Credit Awarded for Industry Recognized Credential - Class List	Ivy Tech Certificate (Stackable Credential) 50% of credits must be earned through Ivy Tech if less than 30 credits	Ivy Tech Technical Certificate (Stackable Credential) 15 credits must be earned through Ivy Tech	Ivy Tech Associate Degree 15 credits must be earned through Ivy Tech	Regional Ivy Tech Campuses Offering Degree Pathway	
Advanced Manufacturing	Welders, Cutters, and Welding Fitters	Entry Welder *Page 31*	American Welding Society (AWS)		Operate manual or semiautomatic welding equipment		Industrial Technology Structural Welding Concentration	Industrial Technology 34 total credits	AAS Industrial Technology 60 total credits	Columbus	CT, TC, AAS
			*Level 3 SMAW ("Stick Welding")	Y	Read blueprints and mechanical drawings	WELD 108 (3 credits) & WELD 206 (3 credits) - Level 3 SMAW*	*0-18 out of 21 total credits - Dependent on the level of AWS Certification - Will have to be reviewed individually/on a case-by-case basis for the allowable amount of credit hours			Madison	CT, TC, AAS
			*Level 3 GMAW ("MIG Welding")	Y	Shop mathematics	WELD 207 (3 credits) & WELD 272 (3 credits) - Level 3 GMAW*					
			*Level 3 GTAW ("TIG Welding")	Y	Understand electricity, computers, and robotics	WELD 208 (3 credits) & WELD 273 (3 credits) - Level 3 GTAW*					
						WELD 209 (3 credits)					
						*Each AWS Certification will have to be reviewed individually/on a case-by-case basis for the allowable amount of credit hours					
	Team Assembler Production Supervisor Industrial Engineering Tech Electronic Technician	Production Worker *Page 41*	Manufacturing Skills Standards Council(MSSC)		Perform safety inspections, safety orientation & training, callibrate gages & data collection equipment, inspect & document materials, and product processes, fundamental blueprint reading	ADMF 101 (3 credits) ADMF 102 (3 credits) ADMF 102 (3 credits)	Mechatronics Level 1 6 out of 27 total credits	Automation and Robotics Technology 34 total credits	AAS Advanced Automation & Robotics Technology 75 total credits	Columbus Lawrenceburg Madison	CT, TC, AAS TC, AAS CT, TC, AAS
			Certified Production Technician (CPT) Safety	Y			Industrial Electrical 6 out of 21 total credits	Industrial Electrical 34 total credits	AAS Industrial Technology 60 total credits	Batesville ** Columbus Lawrenceburg Madison	CT CT, TC, AAS CT, TC, AAS CT, TC, AAS
			Manufacturing Processes & Production AND	Y							
			Quality Practices & Measurement	Y	Use measurement systems/tools Coordinate work flow, document product compliance, recognize need for and perform preventive maintenance of electrical, pneumatic, hydraulic, and machine systems, bearings, belts and chains		Industrial Mechanical 6 out of 21 total credits	Industrial Mechanical 34 total credits		Batesville** Columbus Lawrenceburg Madison	CT CT, TC, AAS CT, TC, AAS CT, TC, AAS
			Maintenance Awareness	Y				Quality Assurance 6 out of 34 total credits		Columbus	TC, AAS
	Machinist Tool & Die Maker Programmer	CNC Operator *Page 2*	National Institue for Metalworking Skills (NIMS)		NIMS: Measurement, Materials & Safety/Job Planning, Bechwork & Layout Certification	MTTC 101 (3 credits)	Machine Tool Technology 12 out of 21 total credits	Machine Tool Technology 31 total credits		Batesville Lawrenceburg Madison	CT, TC CT, TC CT, TC
			Machining Level 1 CNC Milling Operator	Y	NIMS: Manual Milling Skills 1 Certification	MTTC 103 (3 credits)					
					NIMS: Grinding Skills 1 Certification	MTTC 105 (3 credits)					
					NIMS: CNC Milling Operations/CNC Turning Operations Certification	MTTC 107 (3 credits)					
					NIMS: Measurement, Materials & Safety/Job Planning, Bechwork & Layout Certification	MTTC 101 (3 credits)	CNC Production Machinist 6 out of 18 total credits	CNC Production Machinist 31 total credits		Batesville Lawrenceburg Madison	CT, TC CT, TC CT, TC
					NIMS: CNC Milling Operations/CNC Turning Operations Certification	MTTC 107 (3 credits)					
	Machine Repairer Maintenance Worker Industrial Machinery Tech	Machine Maintenance Technician *Page 36*	Society for Maintenance and Reliability Professionals (SMRP) - Certified Maintenance & Reliabilty Technician (SMRP CMRT)	no	Maintenance practices Preventive and predictive maintenance Troubleshooting & analysis Corrective maintenance Knowledge of blueprints and engineering	No Crosswalk for SMRP CMRT					
Transportation and Logistics	Heavy & Tractor Trailor Truck Driver Industrial Truck & Tractor Operators Light Truck or Delivery Services	Truck Driver (Heavy and Tractor-Trailer) *Page 144*	Class A Commercial Driver's License (CDL-A)	Y	Obey all trafic laws & regulations Control operations of equipment Watch gauges, dials, other indicators	No Crosswalk for CDL-A or CDL-B					
		Truck Driver (Light and Tractor-Trailer) *Page 146*	Class B Commercial Driver's License (CDL-B)	Y	Time management Repairing machines or systems Customer service knowledge						
	Shipping, Receiving, & Traffic Clerks First-Line Supervisors of Laborers, Helpers, & Material Movers Transportation, Storage, and Packers and Packagers	Laborers and Material Movers *Page 142*	Manufacturing Skills Standards Council (MSSC) Certified Logistics Associate (CLA) AND Certified Logistics Technician (CLT)	Y Y	Knowledge of supply chain logistics terminology, relevant equipment policies, procedures, strategies and methods for moving people or goods Operate automated storage systems	LOGM 127 (3 credits)	Supply Chain Management/Logistics 3 out of 21 total credits		AS Supply Chain Management/Logistics 60 to 64 total credits	Columbus Lawrenceburg Madison Campus	CT, AS CT, AS CT, AS

Notes

^Regional workforce needs are vetted through EcO Network employer surveys (primary data) and through DWD IndianaCAREERReady INDemand Jobs data (secondary data).

Page numbers refer to DWD WorkIN Learning Outcomes document, PY 2016-2017

Authors: Jackie Thurston, Assistant Director of Admissions, Adult Strategies, Ivy Tech Madison and Kathy Huffman, EcO Network Manager, Attainment Network

<u>NOTE:</u> 50% of CT program credits must be earned through Ivy Tech

<u>NOTE:</u> 15 TC program credit hours must be earned through Ivy Tech

<u>NOTE:</u> 15 AS/AAS program credit hours must be earned through Ivy Tech

<u>NOTE:</u> dual credits earned with Ivy Tech, while in high school, may be applied to required credits noted above

CT = Certificate
TC= Technical Certificate
AAS = Associate of Applied Science
AS = Associate of Science
DE = Distance Education
** Classes held at Batesville; degree awarded through Lawrenceburg

Regional Partners:

Identified and Prioritized Mental Health Pilot Projects

HIGHER

KINDERGARTEN THROUGH EIGHTH

Community menu of kids/ adolescent activities for our students to choose

Healthcare in the school, school-based clinic - dental, eye, and medical

In-house therapist that "rents" space in the schools - cut down on barriers to get and receive services

School Staff United Way 2-1-1 Phone Line. Dedicated line for school counselors and school staff

Student data that seamlessly critical information to the next level of school

"Whole School, Whole Community, Whole Child"

Student health and wellness classes at the school

Connect with United Way Volunteer Action Center for presentations or different needs

Coordinated school health programs

Connect school needs directly with community services in a "no-fuss" way

Evidence based prevention program in the schools (Halo, 2good4drugs, substance abuse, mental health, DARE)

Sex education beyond Pregnancy Care

Personal time to address personal needs of students

Bully prevention - district wide K-8

Community and district mentorship program

HIGH SCHOOL

School-based social worker/ mental health counselor - a clear point of access

Student Assistance Team at each building - clearly defined to work to problem solve specific student needs - then one member from each building and community members would meet as a larger group periodically to solve on a larger level

Birth - Grad 12 aligned, high quality, scientifically based social/emotional/ mental health curriculum and common language embedded within the current instructional practices - initially integrated with the community

AmeriCorps - help with counseling tasks not counseling related to free up counselors

More intentional parent engagement

Mental Health First Aid training provided to all staff and available to parents

Support groups ran by outside trained professionals

Basic skills classes supervised by trained professionals for students with identified needs

Mobile mental health unit for schools only (school students - also available during breaks) (virtual)

Trained mentors for students in need

In-patient/out-patient substance abuse options for parent and students

BCSC DISTRICT

School-based clinic

Broad-based training is "Developmental Relationships" to build students assets

Community approach with UDL as an asset approach, establishing community language and approaches

Immediate referrals (currently handled through a triage process by Larry Perkinson)

Telemedicine (primary care/ immediate counseling, practitioner to practitioner, home care)

Support groups in schools (AODA, Grief, Trauma, …), field placements from post-secondary students or team member of primary care physician

Systemic approach to reducing the stigma of asking for mental health help

UD as an asset-based pedagogy

Texting counseling

PBIS as an asset-based approach

Ok to ask for mental health help (build culture)

Improve transition from inpatient to school

LOWER

PRIORITIZATION

− Shorter-Term/Opportunistic

+ Longer-Term/Systemic

PILOT PROJECT SCOPE AND SCALE

● Accute/Immediate Student Mental Health Care Needs

● Longer-Term Awareness/Prevention/Systemic Needs

Touchpoint	Current State			Future State		
	Approach	Activity	Stakeholders	Approach	Activity	Stakeholders
(1) Do you have a common definition of "adult learner" across your organization?						
(2) Do you disaggregate data based on student age? Have you analyzed that data?						
(3) Do your decision-makers understand barriers faced by working or parenting adults?						
(4) Is a targeted goal for serving adults with some college and no degree in your strategic plan?						
(5) Have you convened focus groups of adult learners to better understand their student journey?						
(6) Have you explored intersectionality between adults and other disproportionately impacted (DI) populations?						
(7)						

O2/S3: Create an assessment tool to track the growth of adult-friendly/focused services, programs, and policies offered by education and workforce partners that serve rural adults.

Outcome 2: Increase the number of rural adults with a high-quality industry recognized diploma, certificate, or degree.		
Strategy 3: Create an assessment tool to track the growth of adult-friendly/focused services, programs, and policies offered by education and workforce partners that serve rural adults.		
Activities	**Responsibility**	**Timeline**
Design assessment tool	• ProjectAttain!	• By May 31, 2022
Administer assessment to BRCLS Guiding Team organizations	• ProjectAttain! (lead) • BRCLS organizations (Sac State, Chico, YCCD, SJCCD, GSJTA)	• By August 31, 2022
Review and compile assessment data to identify: • Barriers • Trends/themes • Areas of opportunity • Cross-partner collaboration	• ProjectAttain!	• By September 30, 2022
Develop preliminary scoring system • Establish baseline data for each partner • Determine adult-friendly/focused benchmarks	• ProjectAttain!	• By October 21, 2022
Create inaugural report • Draft/review • Publish • Share with partners	• ProjectAttain!	• By November 4, 2023
Readminister assessment tool to BRCLS Guiding Team organizations	• ProjectAttain! (lead) • BRCLS organizations (Sac State, Chico, YCCD, SJCCD, GSJTA)	• By August 31, 2023
Review and compile assessment data	• ProjectAttain!	• By September 29, 2023
Create report and publish scores	• ProjectAttain!	• By October 31, 2023

REMEMBER: FOCUS ON THE CURRENT WORK ADDRESSING THE GUIDING QUESTION.
TO MAP THE EXISTING LANDSCAPE OF WORK UNDERWAY, ASK EACH STAKEHOLDER…

Who…	Is doing what…	for whom…	and who are they doing it with?	Why are they doing it?	How is success being measured?
Identify the **stakeholders** who should be at the table	Identify the **current work** that can be built upon	Identify the **customers** being served	Identify what **collaboration** is currently happening	Look for strategic alignment, mutual interest, and shared **outcomes**	Determine what is currently being measured and what **data** exists?

Sample Interview Questions

"What is your name and your role in the community?"	"What is your organization doing to address the challenge?"	"Who is being served by each program and the work?"	"Who else are you working with?"	"What is the purpose of the programs and the work?"	"In what ways are you measuring success?"

Example Responses

Who…	Is doing what…	for whom…	and who are they doing it with?	Why are they doing it?	How is success being measured?
Josie Smith with the Community School Corporation	iGrad Coaching Pilot Program	At-Risk High School Juniors	Ivy Tech School Corporation Education Coalition	To increase the number of H.S. graduates ready for college	Graduation Rate: 87.6% Attendance Rate: 82%

Identify

WHO

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9

Develop Shared Outcomes

OUTPUTS	OUTCOMES
Outputs are **the stuff we make**	Outcomes are **the difference our stuff makes**
An output involves a **process** as in production	An outcome is the **result** of an action
Outputs are typically designated as the **accomplishment or product** of an activity, program or project	The output of a factory is 20 cars an hour, but the outcome of replacing the manager is that the output rises to 25 per hour
Outputs relate to **"what we do" (what)** *Example:* products, services, programs, trainings, workshops, revenue, profit	Outcomes refer to **"what difference is there in the world" (why)** *Example:* For a highway construction project, outputs are the project design specs and the number of highway miles built and repaired. Outcomes of the project are better traffic flow, shorter travel time, fewer accidents.
Outputs are the **quantity of stuff** that is produced	Outcomes create **benefits**, meanings, relationships, and differences
Outputs, like revenue, fund outcomes	Without outcomes, there is no need for outputs

Incubate → Demonstrate → Replicate → Work into Policy

TIMEFRAME	OUTPUTS	MEASURES	OUTCOMES
Short-Term Learning, awareness, attitudes, relationships *Incubate and demonstrate*	Creating a one-block pilot, activating "The Pipeline" among the stakeholders	Number of children participating in The Pipeline by age group	Learning what works, adapting based on the evaluation of the pilot, and demonstrating increased educational achievement and attainment
Intermediate-Term Behavior, practices, decisions, coordination *Replicate and Scale*	Replicating and expanding The Pipeline into additional city blocks within Harlem	Language and math academic achievement by grade level (HCZ lottery winners/losers and Black/White students) Number of city blocks	Ensuring fair outcomes by closing the equity gaps among Black students compared to all students in language and math grade-level performance
Long-Term Cultural, civic, social, economic conditions *Work into public policy*	Increasing the enrollment and completion of Black students in post-secondary education and connecting them to economic opportunities	Post-Secondary Enrollments and Completions Percent of population below the poverty level and inflation adjusted change in median household income	Breaking the cycle of intergenerational poverty

Community Education Coalition

The Community Education Coalition is a partnership of education, business, and community leaders focused on aligning and integrating the Columbus, Indiana and region's community learning system with economic growth and a high quality of life.

WHO WE ARE
The Stakeholders

Education

Bartholomew Consolidated School Corporation*

Flatrock-Hawcreek School Corporation*

Ivy Tech Community College*

IUPUC*

Purdue College of Technology*

Business (100+ Partners)

Cummins Inc.

Columbus Regional Health*

SIHO Insurance Services

Johnson Ventures

Coca-Cola Bottling Company

Brands Inc.

Force Construction

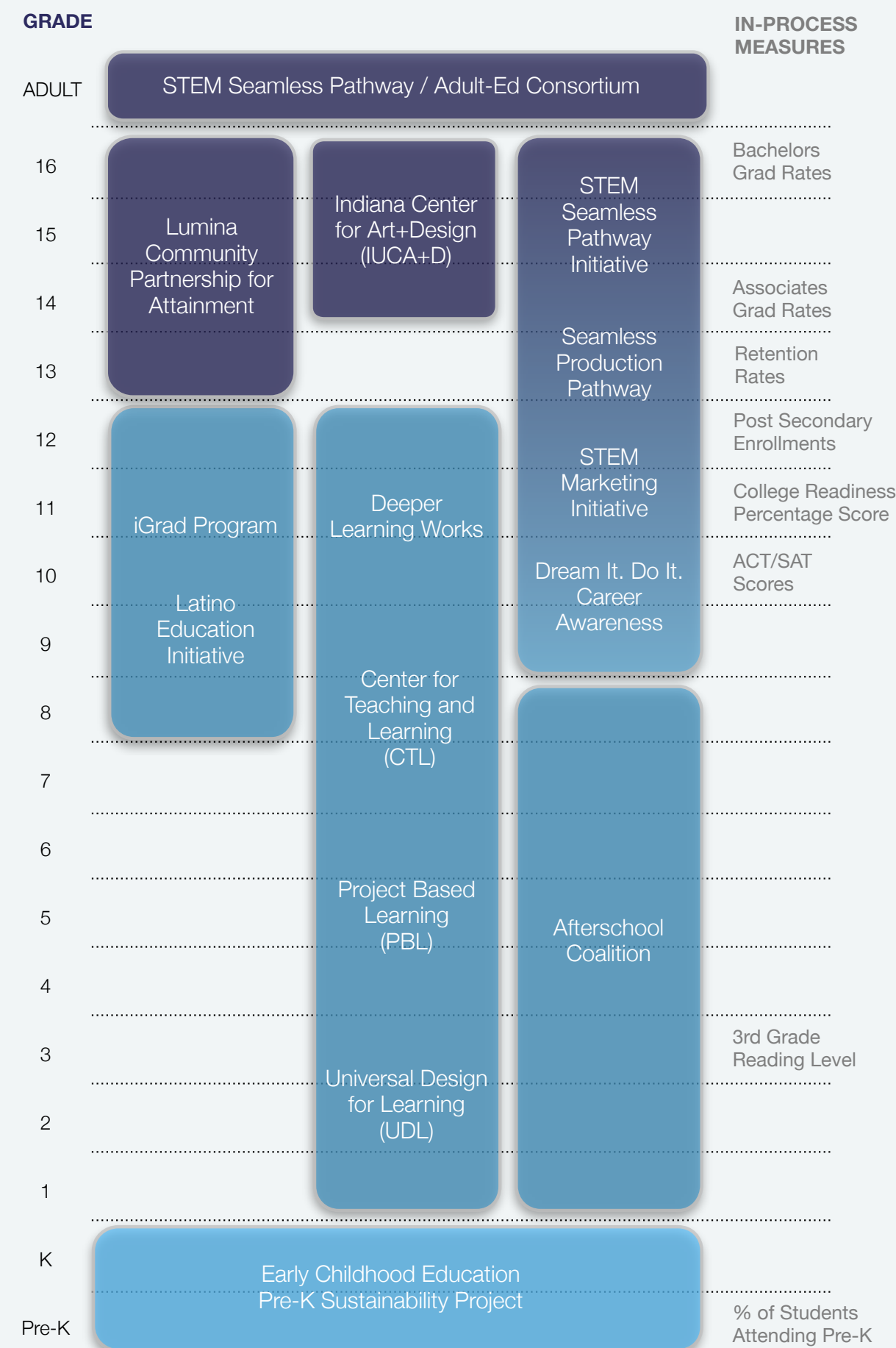Analytical Engineering Inc.

Home News Enterprises

Community

Heritage Fund*

City of Columbus*

County Commissioners*

Board of Aviation Commissioners*

Workforce Development*

Columbus Chamber

Economic Development Board

United Way of Bartholomew Co.

Regional Partners

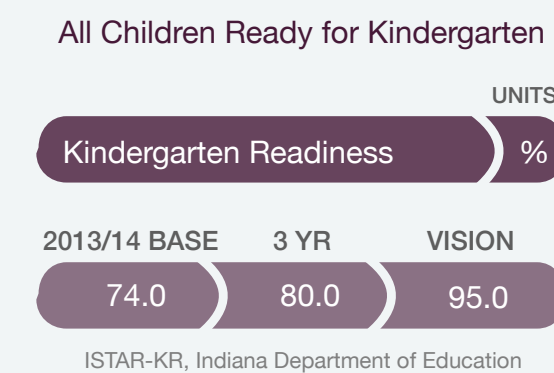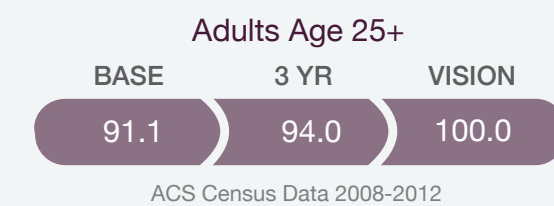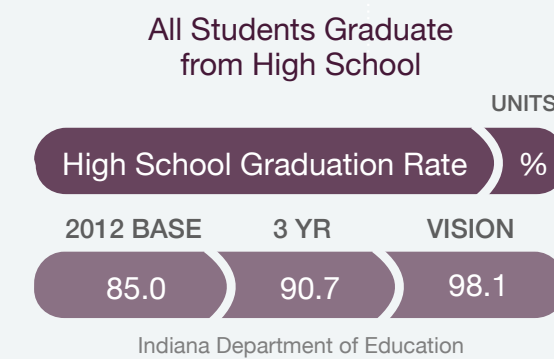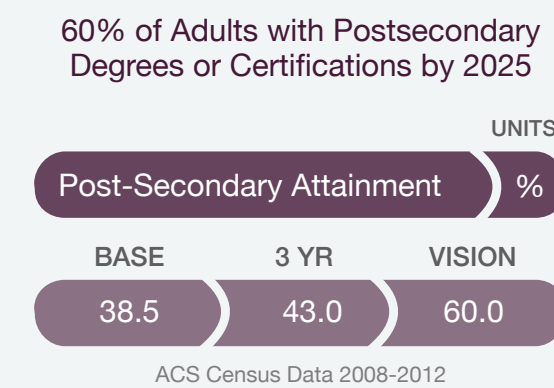EcO15 Ten County Region Network

Institute for Coalition Building

HOW WE DO OUR WORK
The Projects and Initiatives

GRADE				IN-PROCESS MEASURES
ADULT	STEM Seamless Pathway / Adult-Ed Consortium			
16	Lumina Community Partnership for Attainment	Indiana Center for Art+Design (IUCA+D)	STEM Seamless Pathway Initiative	Bachelors Grad Rates
15				
14			Seamless Production Pathway	Associates Grad Rates
13				Retention Rates
12	iGrad Program	Deeper Learning Works	STEM Marketing Initiative	Post Secondary Enrollments
11				College Readiness Percentage Score
10	Latino Education Initiative	Center for Teaching and Learning (CTL)	Dream It. Do It. Career Awareness	ACT/SAT Scores
9				
8			Afterschool Coalition	
7				
6		Project Based Learning (PBL)		
5				
4				
3		Universal Design for Learning (UDL)		3rd Grade Reading Level
2				
1				
K	Early Childhood Education Pre-K Sustainability Project			
Pre-K				% of Students Attending Pre-K

WHAT ARE OUR TARGETS
The Outputs We Measure

Matching Skilled People with Well-Paying Work

Well-Paying Jobs	UNITS #
BASELINE	TARGET
xxx	500-700

60% of Adults with Postsecondary Degrees or Certifications by 2025

Post-Secondary Attainment	UNITS %

BASE	3 YR	VISION
38.5	43.0	60.0

ACS Census Data 2008-2012

All Students Graduate from High School

High School Graduation Rate	UNITS %

2012 BASE	3 YR	VISION
85.0	90.7	98.1

Indiana Department of Education

Adults Age 25+

BASE	3 YR	VISION
91.1	94.0	100.0

ACS Census Data 2008-2012

All Children Ready for Kindergarten

Kindergarten Readiness	UNITS %

2013/14 BASE	3 YR	VISION
74.0	80.0	95.0

ISTAR-KR, Indiana Department of Education

All data for Bartholomew County, Indiana

WHAT DIFFERENCE DO WE MAKE
The Outcomes and Results

Stakeholder Engagement and Collaboration

▸ Increased cooperation among the business, community, and education stakeholders
▸ Increased communication among education institutions to advance learning
▸ Better coordinated and aligned learning system

The Economic Benefits

▸ A fully employed and employable workforce
▸ Healthier tax base
▸ Increased economic prosperity
▸ Better prepared and work-ready labor force with the necessary hard and soft skills
▸ More efficient and effective businesses
▸ Increased value of a two-year degree recognized by industry and community
▸ More companies choosing to grow and locate in the region
▸ Improved talent retention of young people staying in the region after graduation

The Social Benefits

▸ Safer and healthier community
▸ Increased educational and career opportunities for students and the community
▸ Increased civic engagement
▸ Increased self-sufficiency
▸ Stronger family environment
▸ Better tolerance of differences
▸ Better understanding by youth of how school translates into workplace opportunities

The Equity Imperative

▸ Increased educational access, attainment, and success
▸ Increased awareness of the value of higher education
▸ Higher rates of at-risk youth going to college

CYD applies the CivicLab's Stakeholder Engagement Process to address complex challenges and collectively achieve system-level change to improve the lives of our youth and their families.

Last updated: Dec 12, 2017

WHAT IS THE VISION?
THE GRAND CHALLENGE

How can we work together to ensure that every child is healthy, safe, educated, engaged, and supported throughout Bartholomew County?

WHAT ARE THE GOALS?
KEY PRIORITIES

WHAT IS OUR WORK?
THE STRATEGIC FOCUS AREAS

WHAT ARE THE STANDARDS?
THE OUTPUTS WE MEASURE

SOCIAL EMOTIONAL WELL-BEING

YOUTH EMPOWERMENT

FAMILY ENGAGEMENT

PROFESSIONAL DEVELOPMENT

ADVOCACY

COLLECTIVE IMPACT

• Youth Engagement Mapping Project
• Responsive Youth-Serving Programs
• Innovative Youth-Led Programs

• Family Engagement Interest Survey
• Coordinate and Expand Developmental Assets Education For Families
• Community Coordination of Wellness Resources

• Developmental Assets Cross-Sector Training
• Annual Professional Development Events Schedule
• Coordination of Benchmark Data Sharing

MEASUREMENT	TARGET
Postsecondary Attainment	60%
High School Graduation	98%
Juvenile Detention	Decrease
Youth Suicide	Zero
Student Attendance	Increase
Child Abuse & Neglect	Decrease
CHINS Cases	Decrease
Developmental Assets Profile	Growth
Indiana Youth Survey	Improve

| HEALTH | SAFETY | EDUCATION | ENGAGEMENT | SUPPORT |

WHAT DIFFERENCE DO WE MAKE?
THE OUTCOMES AND RESULTS

WWW.CYDBARTHOLOMEW.ORG

EQUITY WORKS!

COLLABORATIVE FRAMEWORK

THE 2030 MOONSHOT
How could Columbus, Indiana, become the most equitable community for children in the nation?

WHAT IS EQUITY?
All youth receive what they need to develop to their full potential, based on where they are and where they want to go.

GUIDING PRINCIPLES

Youth-Centered
"Treat me with respect and allow my voice to be heard"

Asset-Based
"Help me build on my strengths and push me to keep getting better"

Equity-Focused
"Support me with what I need to achieve my potential"

Culturally-Competent
"Show me that I belong and respect me for who I am"

Proactively-Supportive
"Help me achieve my goals"

Community-Engaged
"Connect me with people and places in the community"

Measured-Achievement
"My life outcomes are improved"

INFORMS ↑

We must ensure equity before we can enjoy equality

TARGETED EQUITY APPROACHES
What targeted approaches might be needed for specific sub-groups of people who may be situated in the system differently?

- Equitable Access and Outcomes
- Racial Equity
- Black and Biracial Youth Support
- Latino Education Outreach
- Trauma-Informed Care
- Shifting Power Dynamics and Shared Power
- Windows, Mirrors, and Sliding Glass Doors
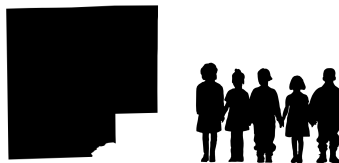
Where you live shouldn't determine your outcomes and full potential in life

PLACE-BASED STRATEGIES
What place-based strategies do the residents believe will provide more equitable outcomes and upward mobility for children?

- Neighborhood Engagement: Ambassadors and Navigators
- Relationship- and Asset-Building
- Place-Based, Tract-Level Strategies Co-Created with Youth and Families
- Integrated Hubs and Services
- Housing and Neighborhood Development

SUPPORTS ↑

It's a systems thing, not a single thing

SYSTEM-BUILDING SUPPORTS
What system-level supports would be helpful in better coordinating and navigating the various stakeholders serving youth?

- Equity Works! Guiding Team
- Stakeholder Engagement Process
- Developmental Assets and Relationships
- Youth Development Guiding Principles
- Backbone and Project Management Support
- Youth Ambassadors
- Integrated Support Teams (health, education, housing, youth and family services)
- Leadership and Professional Development

ENGAGED PARTNERS

Bartholomew Consolidated School Corporation (BCSC)
- Early Childhood Education
- Counseling Counts
- iGrad and i-CARE
- Family School Partners
- Multi-Cultural Programs
- Schools as Youth Support Hubs

United Way of Bartholomew County
- Impact Agenda
- Youth and Family Priority Populations
- Integrated Service Delivery
- Imagine Columbus

Council for Youth Development (CYD)
- Youth Master Plan/Development Index
- Developmental Assets
- Youth Ambassadors
- Youth Empowerment Workshops
- Trauma Responsive Care

Foundation for Youth
- Big Brothers/Big Sisters
- Boys and Girls Club
- Athletics Center and Youth Camp

Youth and Family Community Connections (YFCC)
- Juvenile Justice System
- Youth and Family Community Connections Hub
- Juvenile Detention Alternatives Initiative

Community Education Coalition
- TuFuturo Latino Education Outreach
- EcO Network and Airpark Campus

Columbus Area Multi-Ethnic Organization (CAMEO)

Healthy Communities
- Nurse-Family Partnership

CivicLab

Cummins Inc.
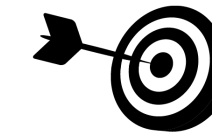- Cummins Advocating for Racial Equity

City of Columbus
- Parks and Recreation
- Human Rights Commission
- Community Development

Heritage Fund—The Community Foundation of Bartholomew County
- Racial Equity

IUPUC
- Data Support

SHARED MEASURES

Youth Perception
- Developmental Assets Survey

Mobility Measures
- Median Household Income
- Educational Attainment
- Poverty Rate (youth/family)
- Life Expectancy

Neighborhood Characteristics
- Median Rent/Value
- Density of Jobs
- Fraction of College Graduates
- Fraction of Non-White
- Fraction Foreign-Born
- Fraction Single-Parents

Youth Measures
- Mental Health (IYS)
  – Suicide Ideation
  – Youth Death by Suicide
- Personal Risk
  – Substance Abuse
  – Teen Birth Rate
- Family and Community Safety
  – CHINS Cases Substance Abuse by Parents
  – Youth Services Center Referrals
  – Youth in Detention
- Learning and Life Skills
  – Kindergarten Retention Rate
  – School Attendance Rate
  – H.S. Graduation Rate
  – Post-Secondary Attainment

SHARED OUTCOMES

Equitable Social Justice
- Focus on youth as a **targeted population** to learn how to achieve greater equity for the whole community, including upending racial injustices.
- Inspire the larger community to use a **place- and equity-based lens** to visualize and use data in a new way, showing meaningful differences to guide positive systemic change.

Upward Socioeconomic Mobility
- Build **assets** and **relationships** in every youth across the personal, family, school, social, and community contexts.
- Disrupt the predictability of **educational attainment** and **economic mobility** that currently correlates with any social, racial, cultural, or physical factor.

Integrated Support Systems
- Pioneer and pilot new ways of working together, creating an **integrated approach** that significantly improves how we serve and work with people.
- Engage youth and family in the community's development, giving them more **voice** and **choice** in the decisions and services affecting them.
- Ensure that the **support systems** serving youth are equitable concerning access, policies, and outcomes.

Reflective Community Leadership
- Recruit, develop, and promote **underrepresented** leaders and employees of our youth-serving organizations, reflecting the composition of our children's diverse characteristics and encouraging the community to take the same actions.

CONVERSATION WITH DR. KATE MAHAR

AVP OF INNOVATION AND STRATEGIC INITIATIVES
EXECUTIVE DIRECTOR OF SCAILE
SHASTA COLLEGE