

**Be a catalyst
for change...**

**Working Differently
to Achieve Community Solutions**

**Mid Hudson Valley, NY
September 15, 2011**

Today's Agenda

- *“Working Differently”* Overview
 - Focus on “Education”
 - Benchmark with other Communities
- Framing an Aspiration
 - What?
 - How?
- Breakout Discussions
- Next Steps
 - Design Team
 - November Forum



Community Visions, Community Solutions: Grantmaking for Comprehensive Impact



Joseph A. Connor and Stephanie Kadel-Taras



Prepared by
Rubicon Partners LLP

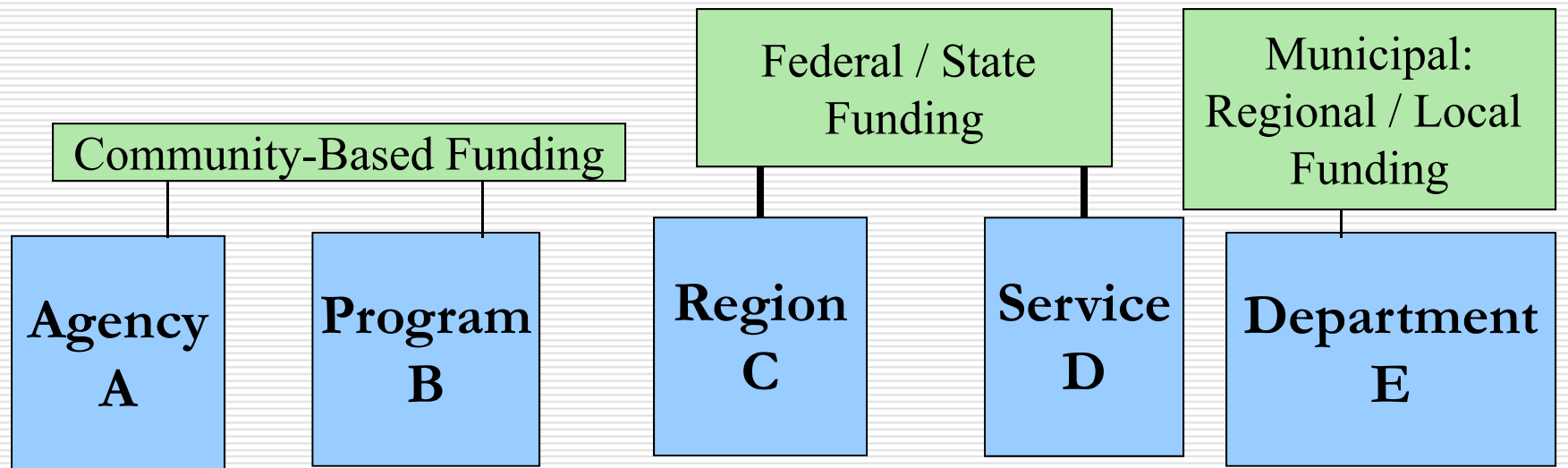
Achieving Community Solutions

What makes the difference between a good movie and a bad movie?

“Getting everyone involved to make the *same* movie!”

- Francis Ford Coppola

Silo Services



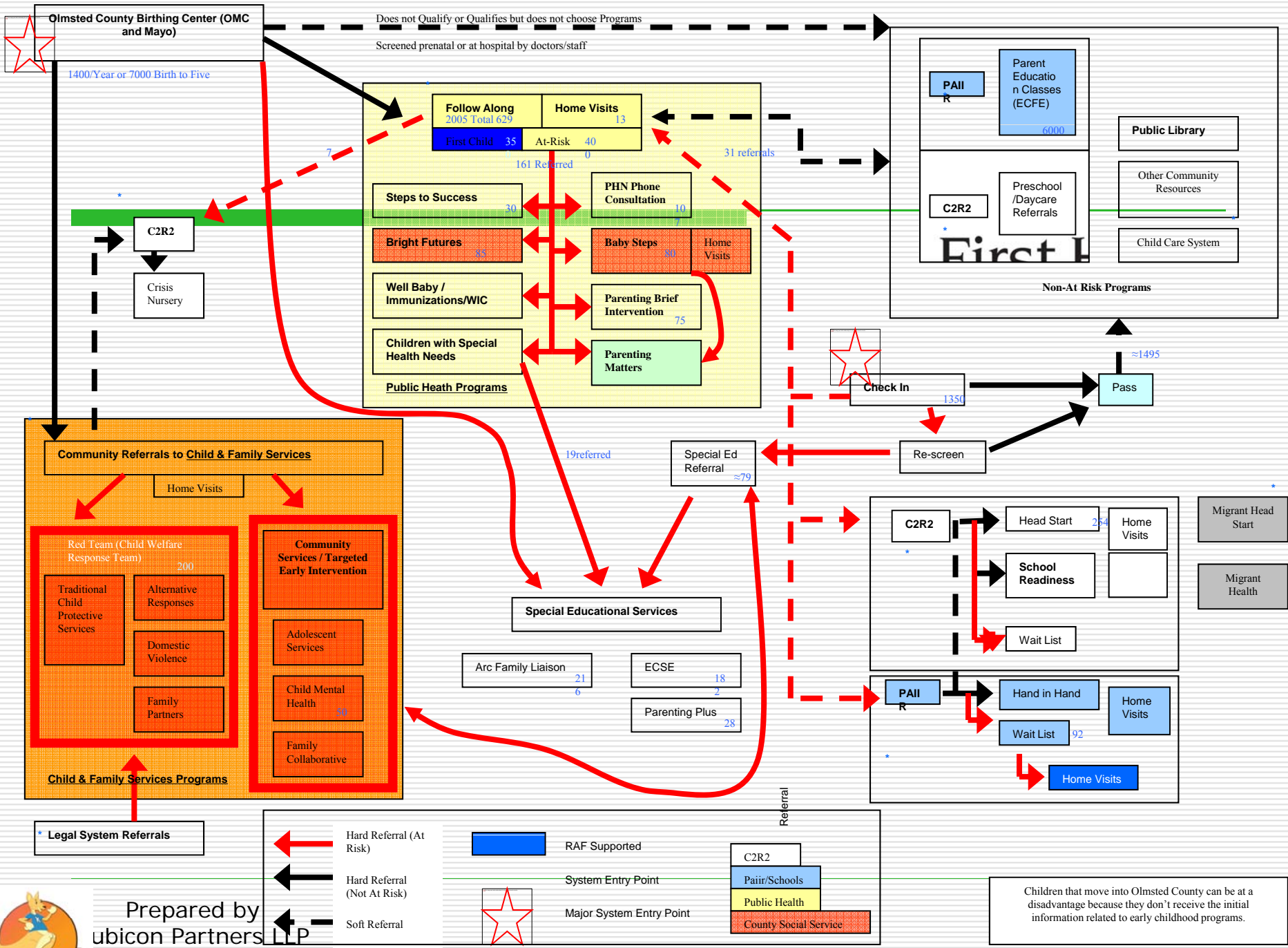
Community

The Problem With Silos

Deceptive ...

“Good people doing good things,
but not getting to good results”

Nonprofit Agencies, volunteers,
churches and others can deliver at
the activity or transaction level...



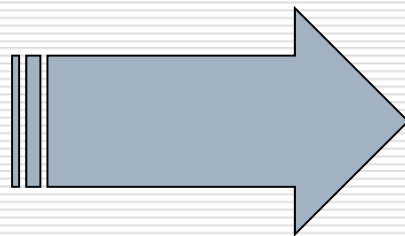
Children that move into Olmsted County can be at a disadvantage because they don't receive the initial information related to early childhood programs.

Community OVER TIME



Theory of Change:

Silos
Activities
Counting



System
Outcomes
Accountability

MAKING HAMILTON the best place to raise a child.

The Hamilton Roundtable for Poverty Reduction

Invites you to **Report to the Community 2008**
Sharing Hamilton's Successes in Poverty Reduction

Hold the Date!
Thursday, June 5, 2008
8:00 am to 11:45 am at Ujuna Station

Space is limited! **RSVP**
Tel: 905.523.5600 ext. 222
or hrpr@hcf.on.ca

- Asset Building/Wealth Creation
- Employment
- Targeted Skills Development
- Skills through Education, Activity and Recreation
- Quality Early Learning and Parenting

HAMILTON COMMUNITY FOUNDATION Hamilton



SANGAMON COUNTY

continuum of learning

learn. work. succeed.

seacoast
20/20

a community vision



engage in education.



DECATUR AREA

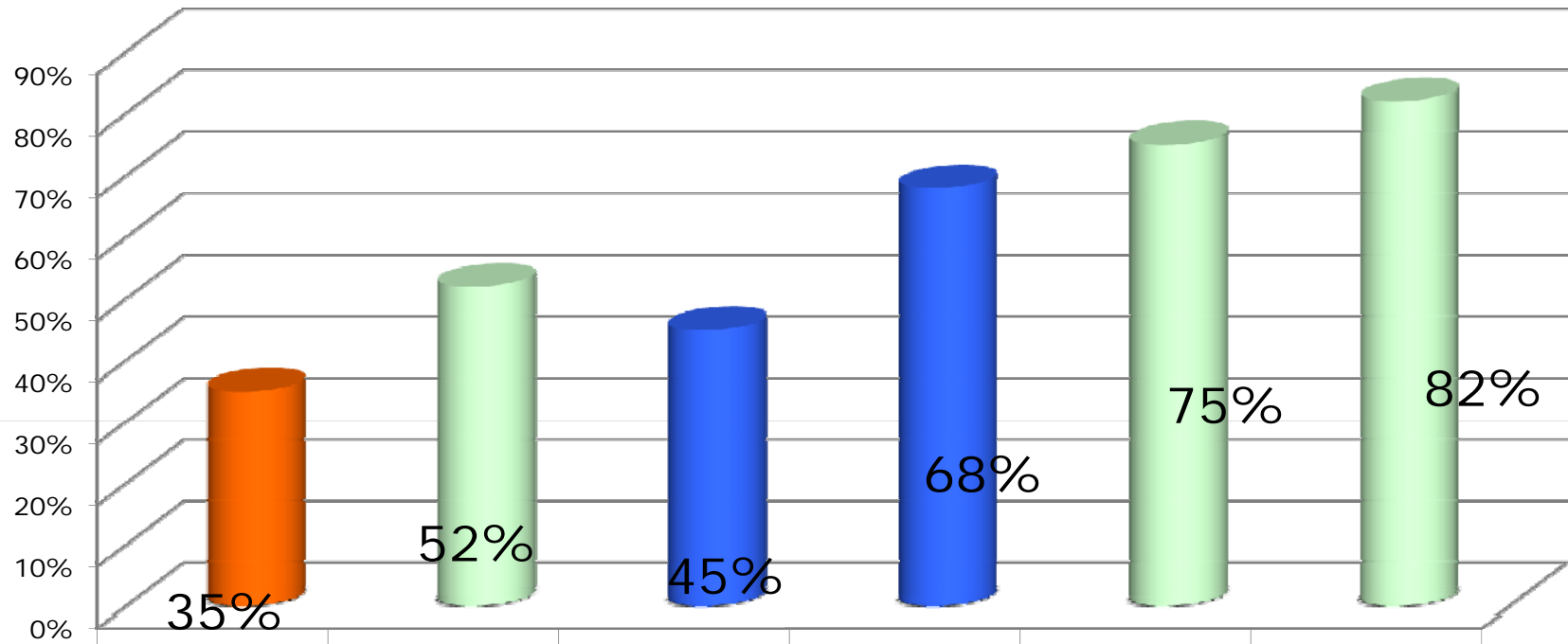
EDUCATION

COALITION embracing the power of education



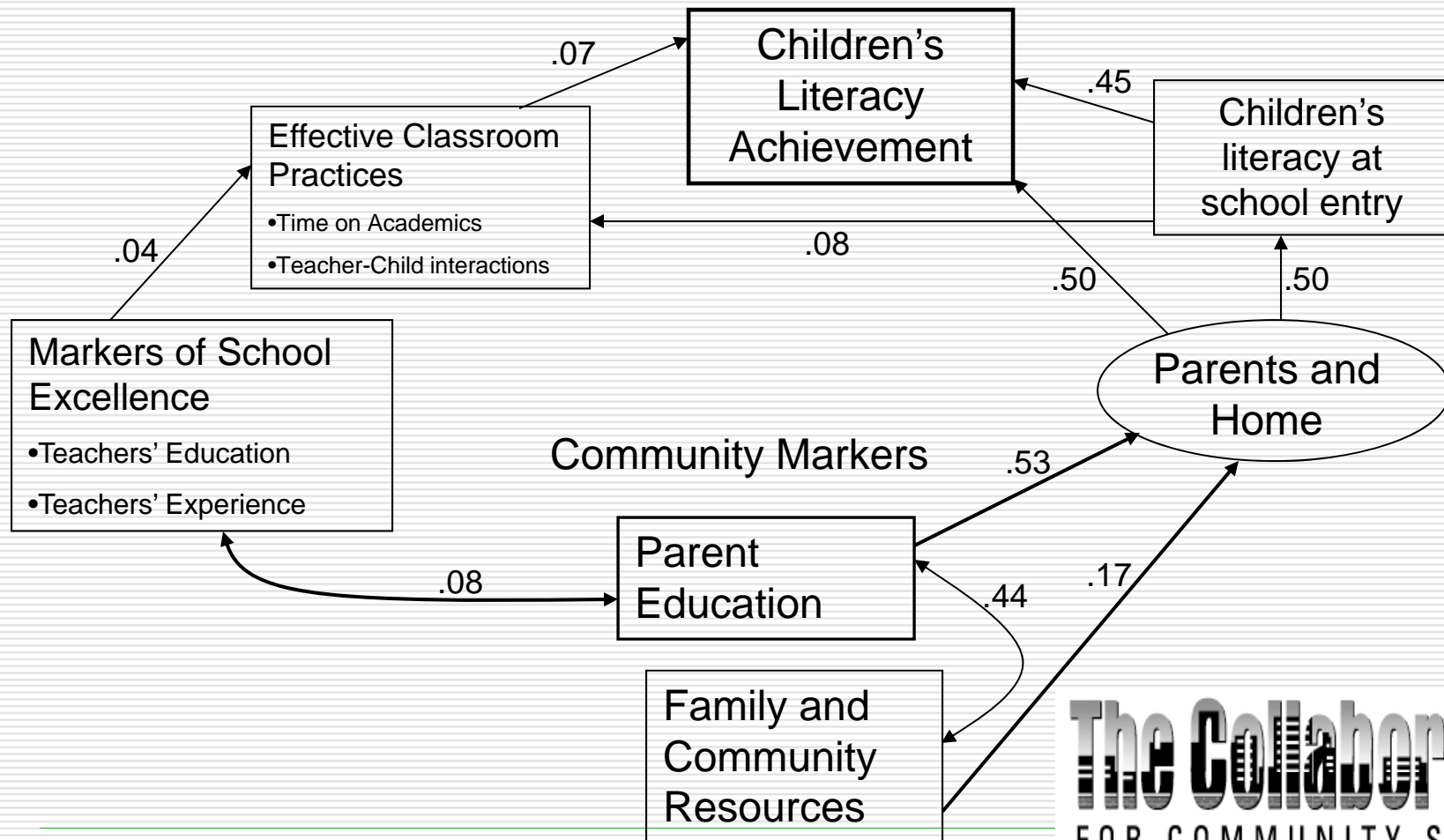
All Children Ready for Kindergarten

Percent Ready



Spring Before K 2008	Entering K Fall 2008	4 year- old Fall 2008	4 year- old Spring 2009	Fall 2009	Fall 2010
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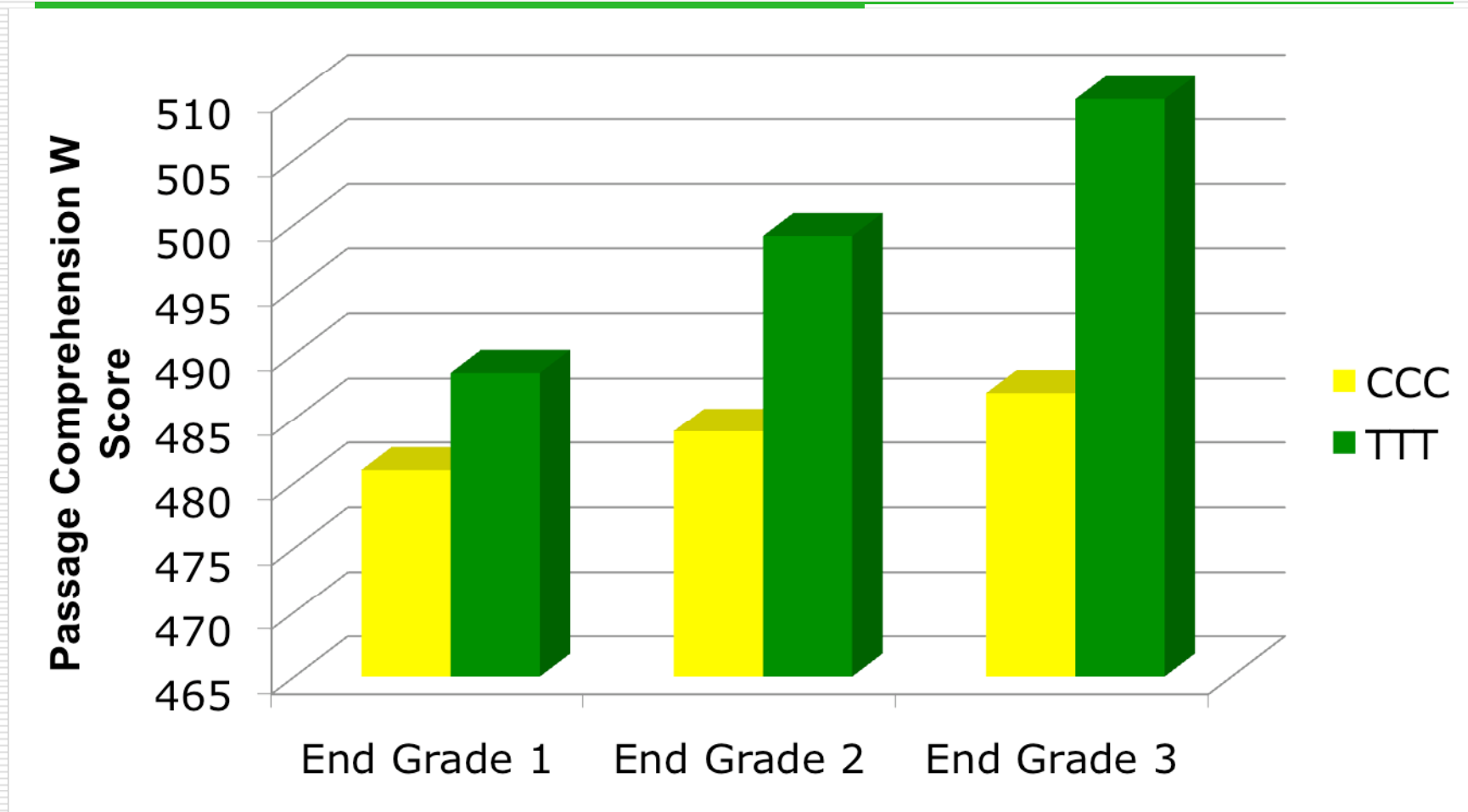
Community Systems: A Model



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IES/FCRR/FSU: Bay & Leon Counties, FL

Cohort: More than 75% FRL and/or Minority



W 480 = GE 2.4; W 488 = GE 2.9; W 495 = GE 3.6;
W 502 = GE 4.5; W 509 = GE 6.1

The Solution is the Enterprise

A community needs to create the capacity to “lead/manage” at this enterprise level.

- **Clear Aspiration**

 - “Are we Making the Same Movie?”

- **Clear Accountability**

 - “Does it get us to our Aspiration?”

What is our Definition of the Community?

- ***Where we can share an Aspiration***

- "Are we Making the Same Movie?"

- ***Where we can achieve our Aspiration***

- "Community is where the solution exists"

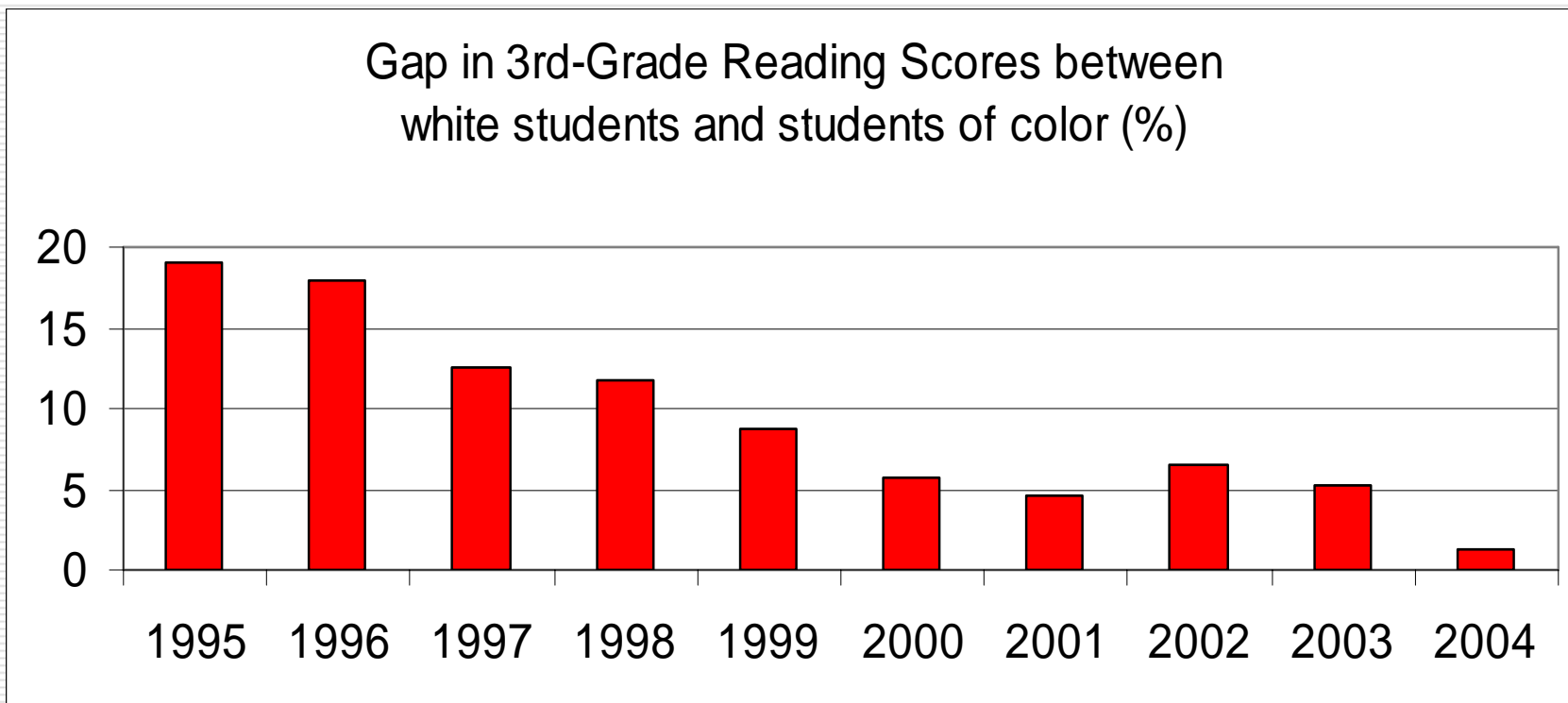
- e.g., 6-county Sacramento Region

The Achievement Gap

Three Similar Communities 
Three Dissimilar Outcomes

- Ann Arbor, Michigan
- Evanston, Illinois
- Madison, Wisconsin

Dane County, Wisconsin

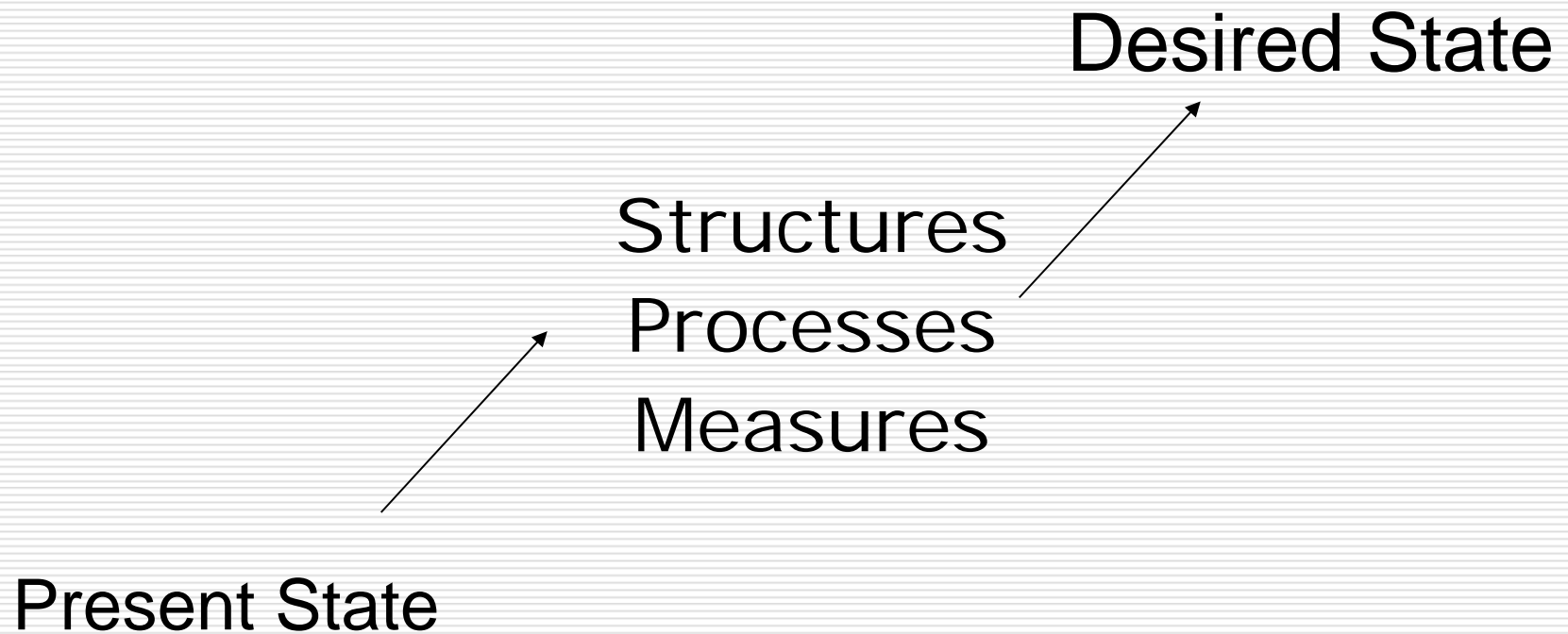


Challenge: Work Differently

Insanity: doing the same thing over and over again and expect different results.

-- Albert Einstein

Strategic Change Model

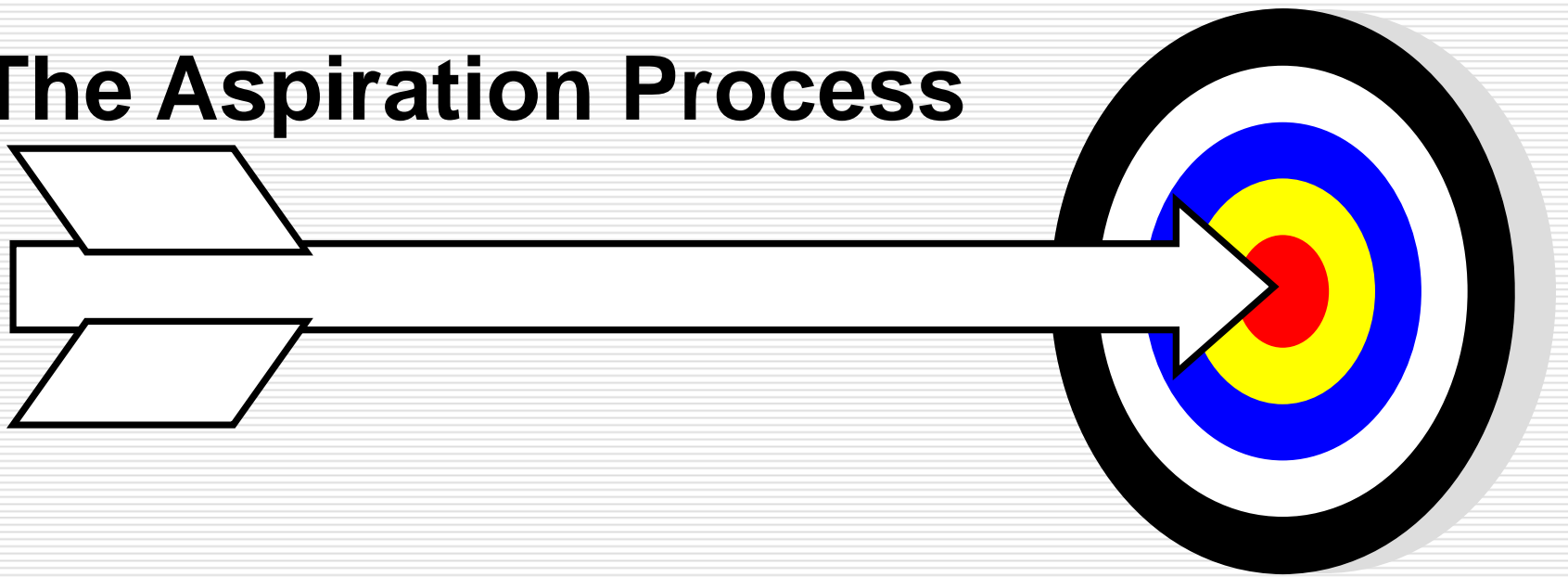


Sample of Successful Non-Curricular Tactical Actions

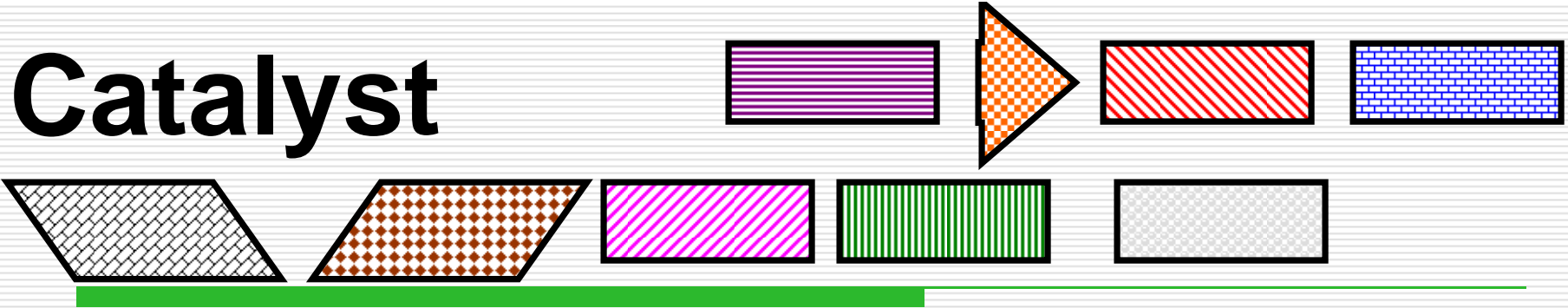
- % 8th Graders with Career Plans
- Business Engagement / Mentoring
- Teen Pregnancy
- Substance Abuse
- % completion 2-4 yr post secondary
- Scholarships
 - Available
 - Applied for

Catalyst

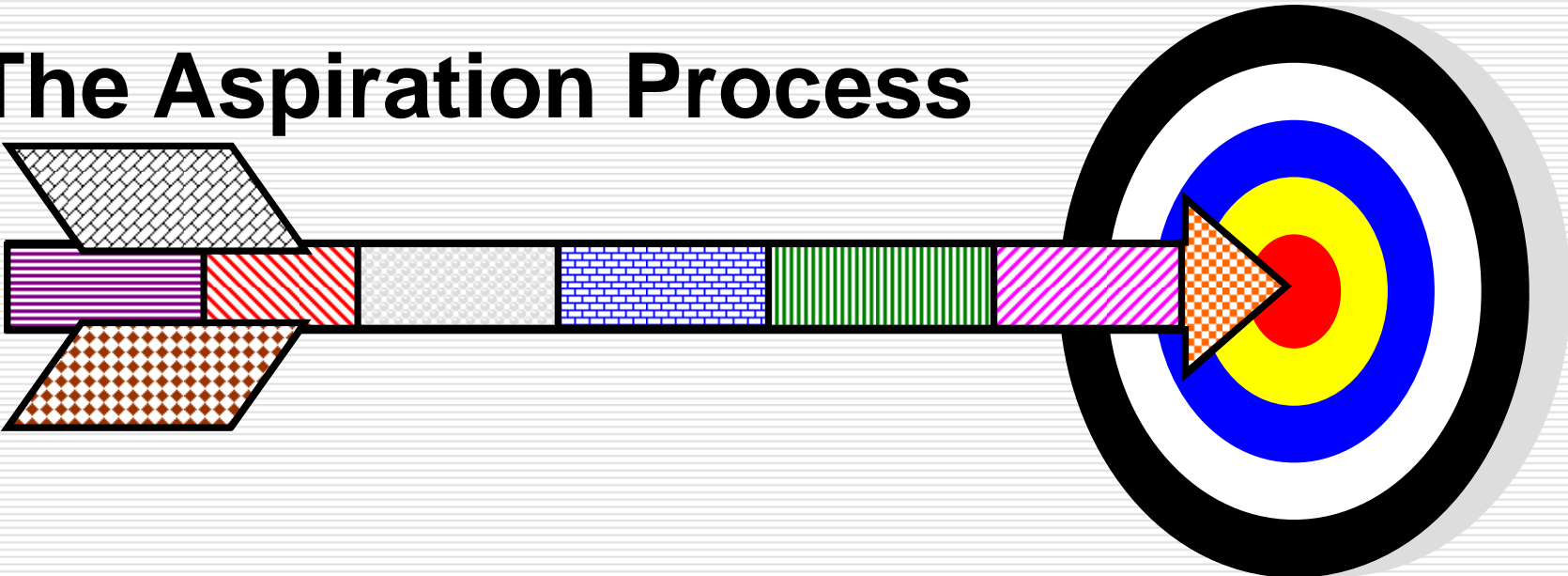
The Aspiration Process



Catalyst



The Aspiration Process



\$5.2

TRILLION

\$5.2 Trillion – US Societal Cost of a Generation of Unsuccessful Students

- ❑ Children who read by the third grade seldom are ever involved with the criminal justice system.
 - ❑ Four of five incarcerated juvenile offenders read two years or more below grade, and a majority are functionally illiterate.
 - ❑ Several states forecast needed prison growth based on third grade reading scores.
 - ❑ Our federal prisons are operating at 130% of capacity.
 - ❑ America has over two million prison inmates, the highest rate in the world and five to ten times that of European countries. Another five million Americans are involved in the criminal justice system for probation, parole, or supervision, all unproductive activities.
 - ❑ Lost Opportunity = Income Shortfall x Economic Impact + \$60 Billion annual corrections cost.
-

Thank You



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Community Aspiration

“The great danger for most of us is, **not** that we aim too high and miss it, ... but we aim too low and we reach it!”

- Michelangelo

The Definitions of the Community and **Aspiration** are Linked

□ *Where we can **share** an Aspiration*

-- "Are we Making the Same Movie?"

□ *Where we can **achieve** our Aspiration*

-- "Community is where the solution exists"

-- e.g., 6-county Sacramento Region

Community Aspiration

- ❑ Most importantly, community aspirations ***stimulate action***.
 - ❑ **NOT** a list of activities/programs,
 - ❑ Passes the “Why?” test
 - ❑ Clear and compelling,
 - ❑ Serves as unifying focal point of effort
 - ❑ Get people willing to allocate their creative talents and human energies.
-

Examples Community Aspirations: Poverty Reduction

"To effectively alleviate the causes, consequences, and incidence of poverty in Kalamazoo and to improve the quality of life for all citizens of Kalamazoo"

"Making Hamilton the best place to raise a child"

Breakout



Breakout Question

- **Define “community”...**
- **With a focus on education, what would be a community aspiration or solution, which would be compelling and transformative...?**

Community Outcome & Strategic Measures

Strategic Measures

	QUANTITY	QUALITY
E F F O R T	Quadrant 1 (least important) How much service did we deliver? Number of clients/customers served Number activities/type of activity Increasing Access	Quadrant 2 (second most important) How well did we deliver? Percentage clients served well (e.g., percentage satisfied customers; average waiting time; percentage of five year olds ready to succeed in kindergarten by assessment) Percentage activities/functions performed well (e.g., children in classroom, at agency, in park program who achieve goals; etc.)
E F F E C T	Quadrant 3 How much change for the better did we produce? Number skills Number attitude Number behavior Number circumstance	Quadrant 4 (most important) What quality of change for the better did we produce? Percentage skills (e.g., percentage preschoolers with improved learning skills) Percentage attitude (e.g., percentage parents with improved attitude toward responsibility) Percentage behavior (e.g., percentage with successful graduation) Percentage circumstance (e.g., percentage working at a living wage job)

Strategic Measures

	QUANTITY	QUALITY
EFFORT		Quadrant 2 (second most important) How well did we deliver? Percentage clients served well (e.g., percentage satisfied customers; average waiting time; percentage of five year olds ready to succeed in kindergarten by assessment) Percentage activities/functions performed well (e.g., children in classroom, at agency, in park program who achieve goals; etc.)
EFFECT		

Quadrant 2

(second most important)

- How well did we deliver?**
- Percentage clients served well (e.g., percentage satisfied customers; average waiting time; percentage of five year olds ready to succeed in kindergarten by assessment)
- Percentage activities/functions performed well (e.g., children in classroom, at agency, in park program who achieve goals; etc.)

Strategic Measures

	QUANTITY	QUALITY
E F F O R T		
E F F E C T		<p>Quadrant 4 (most important) What quality of change for the better did we produce? Percentage skills (e.g., percentage preschoolers with improved learning skills) Percentage attitude (e.g., percentage parents with improved attitude toward responsibility) Percentage behavior (e.g., percentage with successful graduation) Percentage circumstance (e.g., percentage working at a living wage job)</p>

Quadrant 4 (most important)

- ❑ **What quality of change for the better did we produce?**
- ❑ Percentage skills (e.g., percentage preschoolers with improved learning skills)
- ❑ Percentage attitude (e.g., percentage parents with improved attitude toward responsibility)
- ❑ Percentage behavior (e.g., percentage with successful graduation)
- ❑ Percentage circumstance (e.g., percentage working at a living wage job)

Breakout Question #2

- **How will the community know your progress to this aspiration? What are the possible strategic measures?**

Thank You



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