CHARTING THE COURSE

A COMMUNITY'S GUIDE FOR INCREASING
EDUCATIONAL ATTAINMENT THROUGH
THE LENS OF COLLECTIVE IMPACT

SECOND EDITION

MICHIGAN
COLLEGE ACCESS NETWORK

CHART A COURSE: TO PLAN
A DIRECTION OF TRAVEL BY
USING A CHART AND TAKING
INTO CONSIDERATION ALL THE
VARIABLES SUCH AS THE SPEED
OF THE BOAT, WINDS, CURRENTS,
TIDES, WATER DEPTH, HAZARDS,
MARKERS AND TIME.

MacKenzie, 2005

MICHIGAN COLLEGE ACCESS NETWORK

As leader of the state's college access movement, the mission of Michigan College Access Network is to increase Michigan's college readiness, participation, and completion rates; particularly among low-income students, first-generation college-going students, and students of color. It is MCAN's goal to increase Michigan's postsecondary educational attainment rate to 60 percent by the year 2025. For more information, visit micollegeaccess.org.

ACKNOWLEDGEMENTS

FSG

Founded in 2000 as Foundation Strategy Group, FSG is a nonprofit consulting firm that specializes in strategy, evaluation, and research. Today, FSG works across sectors in every region of the world—partnering with foundations, corporations, nonprofits, and governments to develop more effective solutions to the world's most challenging issues. FSG authored, and continues to author, foundational articles on collective impact that MCAN draws upon throughout Charting the Course Second Edition.

LUMINA FOUNDATION

Michigan College Access Network is grateful to Lumina Foundation for Education for its generous support of this project. In 2012-2013, using funding from Lumina Foundation, MCAN provided technical assistance to eight Michigan communities, conducted research on best practices, and developed the first edition of Charting the Course. A second sponsorship provided funds for revision of the book, which resulted in this second edition. Lumina recognizes the important role of statewide college access networks in expanding access to education beyond high school. Goal 2025, which is part of its strategic plan, is committed "to increase the proportion of Americans with high-quality degrees, certificates, and other credentials to 60 percent by the year 2025."

STRIVE TOGETHER

The StriveTogether Cradle to Career Network is a national network of community partnerships working to improve education success for every child by bringing together cross-sector partners around a common vision. StriveTogether supports these communities with effective resources and a nationally recognized collective impact approach focused on aligning existing resources and using data to determine what works best for kids. StriveTogether helps communities develop shared outcomes and success metrics, identify best practices and solutions to address local disparities and improve outcomes for all children. MCAN appreciates the expertise of StriveTogether, which shared its collaborative action model to train MCAN staff, and provided resources upon which MCAN has developed much of its framework.

Charting the Course Second Edition: A Community's Guide for Increasing Educational Attainment Through the Lens of Collective Impact is available on the MCAN website at micollegeaccess.org.

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INTRODUCTION AND BACKGROUND

Since Charting the Course was first published in 2013, Michigan College Access Network has fine-tuned the process of how to establish a Local College Access Network. This second edition of Charting the Course incorporates the lessons learned since then. These lessons come from working to build LCANs in partnership with more than 50 communities throughout Michigan, and multiple communities from across the country.

Charting the Course Second Edition is organized into three parts:

- Part I addresses the larger theory of the five conditions of collective impact within the context of college access.

- Part II focuses on the recommended chronological and procedural steps for successfully creating a Local College Access Network.

- Part III contains appendices of sample documents that are in use by LCANs. It also contains templates developed or adapted by MCAN to assist communities in executing and embedding the strategies outlined in Parts I and II.

The communities who have shared their sample documents in this book represent a mix of both high-need urban and rural areas from throughout Michigan. MCAN works closely with these communities to embed the five conditions of collective impact. Support was often provided to the communities through in-person trainings, workshops, grant funds and community site visits.

Lumina Foundation selected MCAN to provide high-touch coaching to nine of its 75 Community Partnership for Attainment grantees, as well as provide technical assistance in LCAN development, partnership health, and collective impact to the remaining 66 grantees. Sample documents from some of these sites are also included in Part III of this book.

ABOUT THE AUTHORS

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Sarah provided content related to Backbone Support Infrastructure. She joined the Michigan College Access Network in 2010. In her role as deputy director for partnerships and advocacy, Sarah maintains and cultivates new college access partnerships throughout the state. She also supports MCAN's executive director with statewide advocacy efforts. Before joining MCAN, she worked as a legislative assistant in the Michigan House of Representatives. She received a Bachelor of Science degree in political science and legal studies from Central Michigan University and a Master of Public Administration degree from Western Michigan University. In 2012, Sarah was elected as a county commissioner in Ingham County, Michigan. In addition to her formal duties as an elected official, she is an active community volunteer, lending her time and talents to several nonprofit organizations in mid-Michigan.

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DEFINING LOCAL COLLEGE ACCESS NETWORKS

Local College Access Networks are community-based college access alliances supported by a team of community and education leaders representing K-12, higher education, the nonprofit sector, government, business, and philanthropy. These coalitions are committed to building a college-going culture and dramatically increasing college readiness, participation, and completion rates within their communities. Simply put, LCANs reduce barriers. They coordinate and enhance programs, services, and resources that help students pursue postsecondary educational opportunities.

LCANs also organize community leaders around a singular vision: To increase a community's postsecondary educational attainment level to 60 percent by the year 2025. Doing so will help lay the foundation for a vibrant economy, healthy community, and strong workforce equipped to compete in a 21st century global economy. An LCAN sets goals focused on student success, establishes a system of data gathering and analysis, reports results, and holds partners accountable for performance.

It is important to note that an LCAN is a network, not a program; and is not an effort of one particular organization within the community. LCANs primarily coordinate and mobilize college access efforts rather than provide direct services to students and families.

HISTORY OF MICHIGAN COLLEGE ACCESS NETWORK

In 2009, the State of Michigan formed a working group of key stakeholders who represented K-12, higher education, youth-serving nonprofits, philanthropy, government, and business. They discussed a statewide strategy to improve college access and success. The group recognized that in order for Michigan to build and sustain a vibrant economy and strong communities, its state and community leaders must work together to ensure that every Michigan resident completes a college degree or valuable credential. They determined that a high school diploma is not enough to compete in the 21st century economy.

Michigan College Access Network was established in 2010 as the statewide coordinating body for the state's college access movement. MCAN exists to increase the college readiness, participation, and completion rates in Michigan, particularly among low-income students, first-generation college-going students, and students of color. At its inception, MCAN adopted Goal 2025—to increase the percentage of Michigan residents with high-quality degrees or credentials to 60 percent by the year 2025.

VISION AND VALUES OF MICHIGAN COLLEGE ACCESS NETWORK

COLLEGE IS POSTSECONDARY EDUCATION

MCAN uses the term "college" to refer to the attainment of valuable postsecondary credentials beyond high school, including professional/technical certificates and academic degrees.

COLLEGE IS A NECESSITY

Postsecondary education is a prerequisite to success in a knowledge-based economy. Everyone must pursue and complete a postsecondary credential or degree beyond high school.

COLLEGE IS FOR EVERYONE

The postsecondary education attainment rates among low-income students and students of color are significantly lower than those of other students. MCAN is committed to closing these gaps.

COLLEGE IS A PUBLIC GOOD

Postsecondary educational opportunity and attainment are critical to a just and equitable society, strong economy, and healthy communities.

U.S.S. ATTAINMENT
The Origin of the Nautical Theme

Continuous
Communication

Shared
Measurement
Systems

Common
Agenda

LCAN Coordinator

LCAN

Action Team

Mutually
Reinforcing
Activities

Backbone
Support
Infrastructure
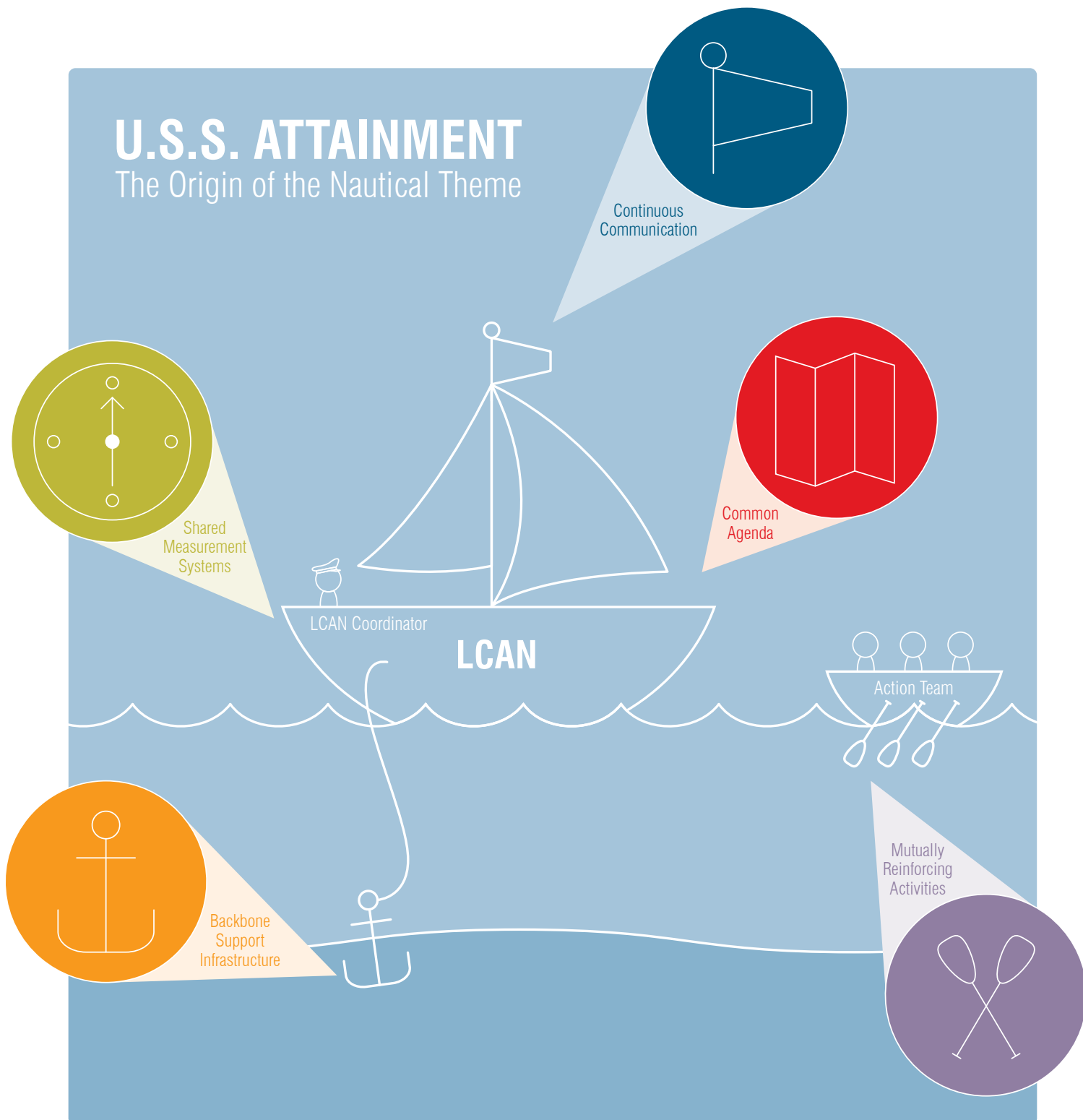
PART I: ESSENTIAL LOCAL COLLEGE ACCESS NETWORK ELEMENTS

Part I of Charting the Course Second Edition addresses the larger framework for using the five conditions of collective impact. This section will explain what the collective impact conditions are and what it means to embed the collective impact framework as it applies to local- and state-level college access networks. The five conditions of collective impact are:

COMMON AGENDA
Look for this symbol throughout for concepts highlighting common agenda.

SHARED MEASUREMENT SYSTEMS
Look for this symbol throughout for concepts highlighting shared measurement systems.

MUTUALLY REINFORCING ACTIVITIES
Look for this symbol throughout for concepts highlighting mutually reinforcing activities.

CONTINUOUS COMMUNICATION
Look for this symbol throughout for concepts highlighting continuous communication.

BACKBONE SUPPORT INFRASTRUCTURE
Look for this symbol throughout for concepts highlighting backbone support infrastructure.

COMMON AGENDA

At the core of a Local College Access Network is its common agenda (sometimes referred to as a roadmap or blueprint). Common agendas are formed by a group of influential leaders known as the LCAN leadership team, who represent a cross sector of community organizations. A common agenda helps align these organizations and also holds them collectively accountable for improving student outcomes. It focuses on clearly defined, measurable goals that are achieved using a coordinated and collaborative approach.

No one organization or institution can single-handedly boost a community's postsecondary educational attainment rate. The issue is complex and multi-faceted, and requires a coordinated approach. However, when multiple institutions rally around a common agenda, the likelihood of increasing college access and success outcomes is significant. Setting goals and consistently tracking progress is a powerful process to ignite change. Over time, individual organizations will realign their own priorities and strategic plans through the lens of the common agenda.

> *"Without a shared vision or collaborative structure to guide and assess local efforts, city and school leaders as well as their community partners risk wasting scarce resources or falling short of their goals by overlooking critical needs." (National League of Cities, 2008).*

KEY ELEMENTS OF A COMMON AGENDA
BIG PICTURE: SHARED VISION FOR CHANGE OR HIGH-LEVEL GOALS
Before organizations can start the process of systems alignment or collaboration, all stakeholders must first agree on a shared vision for their community. Most community leaders can agree that increasing local educational attainment rates is critical to growing a strong economy and healthy community. In order to align a statewide movement, Michigan College Access Network and many LCANs have adopted Goal 2025 and the vision and values referred to on page 7, as part of their common agendas. A community's vision may be to increase the global competitiveness of the local workforce, make their locale attractive to businesses and families, or alleviate poverty by promoting postsecondary success. The common agenda allows a community to set this vision before delving into measurable goals and strategies.

BOUNDARIES
The common agenda should identify the key issue and geographic boundaries that the network will attempt to impact.

For most LCANs, the issue boundaries might include topics such as:

- College-going culture,
- College readiness,
- College affordability,
- College enrollment, and
- College completion.

Some communities may want to pursue a broader cradle–to–career education agenda or include issues such as early childhood education, youth development, literacy, and health outcomes. This is acceptable, but it is important to be clear about what issues are "in" and "out" so as to avoid confusion. It also will help to delineate which systems and players must be engaged.

The geographic boundaries should be clear and align with the identity of the community as well as the community's key systems. Many LCANs use the following for geographic boundaries:

• Local or intermediate school districts,

• City limits, or

• Other regional boundaries.

The geographic boundaries of an LCAN should not be too small, or they won't be relevant to key organizations within the LCAN, which may have boundaries beyond that area (e.g. school districts, municipalities, or major industries). Likewise, the boundaries should not be so large as to become unwieldy (e.g. a six-county region).

SPECIFIC-OUTCOME METRICS

The common agenda of an LCAN should outline a set of community-wide objectives, metrics, performance targets, or indicators aligned with the defined vision for change. The LCAN leadership team will be accountable for jointly improving these objectives. To measure their success, data points will be tracked on an accompanying dashboard, which will provide evidence of the network's influence. Many communities choose to adopt an overarching "big-picture" goal that measures the ultimate outcome of degree attainment (like Goal 2025), as well as other indicators that contribute to that goal and the vision for change. Suggested metrics will be discussed in Part II of Charting the Course.

To view some examples of common agendas developed by Local College Access Networks and other collective impact collaboratives, refer to Part III, Appendix C.

COMMITMENT TO KEY PRINCIPLES

The common agenda should embrace a set of key principles to guide the group's behavior:

• A single organization will not solve a problem as complicated as low college-completion rates. The common agenda should explicitly celebrate a joint and coordinated approach to improving student outcomes. Improving college-completion rates is a complex issue and, therefore, requires a cross-system approach to planning and implementation.

• The leadership team should make decisions based on evidence rather than inertia, anecdotes, or the preferences of service providers.

• Commit to closing gaps between subgroups while increasing overall outcomes in their communities.

• Communities should embrace continuous communication and continuous improvement. Continuous communication refers to frequent, long-term communications among organizational members of the network. It builds trust and informs ongoing learning and strategy adaptation. Continuous improvement refers to an ongoing effort to gradually improve strategies. Both concepts will be referred to throughout Charting the Course.

SHARED MEASUREMENT SYSTEMS

As previously described in the Common Agenda section, the collective impact framework requires agreement from the network's leadership team on the ways in which success will be measured for the LCAN. The development of a shared measurement system and subsequently, a shared system of accountability, is crucial to the success of any collective impact effort (Kania & Kramer, 2011). Without a short list of common community-level indicators, the common agenda becomes stagnant, and the work of the college access network and its action teams becomes directionless (action teams will be discussed in Part II, step 9). A shared measurement system allows the LCAN to define a baseline, set measurable goals to move the needle in the right direction, and track progress on the goals. Along the way, the LCAN will learn what is or is not working in order to make adjustments and continually improve systems and practices.

In addition to selecting LCAN success indicators, it is critical to ensure that the organizations participating in the LCAN align their respective goals and metrics with the community-level indicators of the college access network, where appropriate.

"Collecting data and measuring results consistently on a short list of indicators across all participating organizations not only ensures that all efforts remain aligned, it also enables participants to hold each other accountable and learn from each other's successes and failures" (Hanleybrown, Kania, & Kramer, 2012, p. 6). The shared measurement systems approach focuses on the paradigm that the impact of multiple organizations working together to solve a common problem will achieve needle-moving results, rather than the "traditional paradigm of evaluation, which focuses on isolating the impact of a single organization or grant" (p. 5).

Competing priorities among individuals or partner organizations, along with the fear of being exposed as ineffective, can complicate the process of agreeing on common measures or indicators. Therefore, it is necessary to ensure that clear expectations and guidelines regarding communication are set before program- or community-level data is shared (see Part I, Continuous Communication). Developing an effective shared measurement system requires "broad engagement in the design process by many organizations in the field, with clear expectations about confidentiality and transparency" (Kramer, Parkhurst, & Vaidyanthan, 2009, p. 21). Relationship building is paramount to the success and health of the LCAN and is a crucial aspect of the shared measurement systems condition of collective impact. Setting ground rules and determining common definitions for key terminology is a necessary first step in the process:

> *"Common definitions of indicators make it possible to measure progress in a consistent way and put partners on the same page about expected results" (Farley & Polin, 2012, p. 11).*

When developing a common set of indicators, it is necessary to ensure that all participating members understand the difference between measuring performance, measuring outcomes, and evaluating impact. Many evaluation professionals measure performance through monitoring inputs, activities, and outputs. They measure outcomes by looking at near-term results, and evaluate impact by focusing on long-term changes (Kramer, Parkhurst, & Vaidyanathan, 2009). **While all three aspects are important data pieces, it is essential that the LCAN's work in developing a shared measurement system and common indicators focuses on community outcomes (e.g. percent of students enrolling in college, percent of students academically prepared for college) and impact (e.g. postsecondary degree or credential attainment) versus inputs (e.g. number of staff providing services, number of workshops offered) and outputs (e.g. number of students served, number of sessions attended).** Once a mutual understanding of purpose and inter-organizational trust is built, the community can move forward in selecting common, mutually agreeable metrics.

Inputs	**Outputs**	**Outcomes**	**Impact**
Number of staff	Number of students served	Percent of students enrolled	Postsecondary degree/credential attainment
Number of workshops	Number of sessions attended	Percent of students academically prepared	
Performance		Results	Change
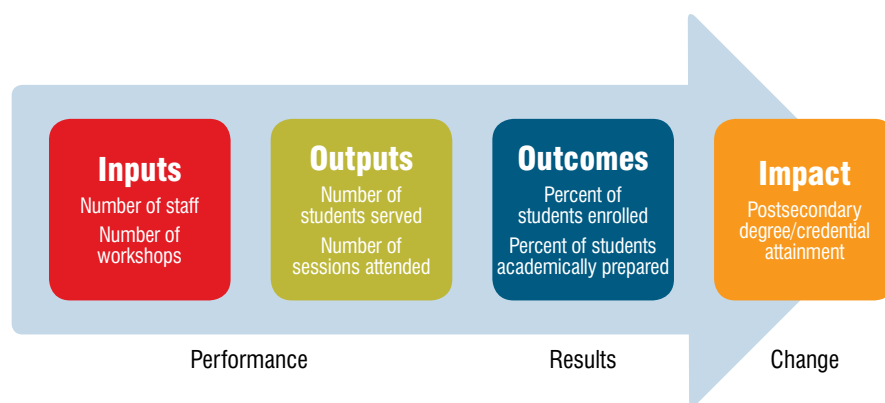
In order to connect the college access network's common agenda and its shared measurement systems, a clear linkage must be made between the goals of the LCAN and the common indicators selected to measure progress along those goals. When selecting the common indicators, it is important to remember that they need to be chosen in alignment with the goals set in the common agenda. Additionally the work of the action teams (see Part II, step 9) must have a direct effect on one or more of the common indicators.

To clearly measure progress, baseline data must be collected and set early in the development process for the selected common indicators. Additionally, disaggregating data by different sub-groups (ethnicity, gender, race, socioeconomic status, etc.) is essential. As the LCAN develops, it will need to ensure that the network has the appropriate focus and is addressing the most pressing needs. Tough questions about what to measure and what data to collect are necessary; "trying to gather too much data is a common mistake" (Farley & Polin, 2012, p. 11). Some questions that may be important to address are:

- Is the necessary data available?
- What data should be collected?
- What are the specific parameters of each measure?
- Who is going to collect the data?
- How often will the data be collected?

- How will the data be used once it is collected?

- Does data need to be further disaggregated to clarify the problem areas?

When asking these questions it is important to note, however, that momentum must continue, and the absence of data on a chosen indicator, or flawed data, cannot halt forward progress. While it is necessary to review for accuracy and availability of data, the work of the LCAN must move forward with the data that is currently available. The college access network can and will continue to strive to gather more and better data as the network develops and matures, while simultaneously making decisions based on the data that is currently available.

> *Momentum must continue, and the absence of data on a chosen indicator, or flawed data, cannot halt forward progress.*

UTILIZING THE DATA

Once baseline data has been collected and set, the common measures can serve as a consistent language that "enables greater alignment among the goals of different partner organizations, encourages more collaborative problem solving, and becomes the platform for an ongoing learning community that gradually increases the effectiveness of all participants" (Hanleybrown, Kania, & Kramer, 2012, p. 5). Collaborative problem solving allows organizations to determine what works and what doesn't, and to collectively determine priority areas. StriveTogether has coined the idea of "failing forward." This concept is a great reminder that data must always be used to inform and improve network practices, even if that means re-working or suspending a program that data indicates is not effective, while scaling up a program that data has shown to be impactful. Individual organizations, as well as the LCAN, must utilize the data to improve their work and practice and better align with one another.

The accuracy and the systematic collection and analysis of the data must be done collectively and on an ongoing basis to ensure the process of learning, improving, and corrective action takes place. It is necessary for the LCAN to develop a consistent timeline and process for collecting, analyzing, and reporting data. The network should regularly disseminate and update a public report card or dashboard on the progress of common indicators. Sharing progress reinforces the notions of joint accountability and transparency, both of which are necessary to have a collective community-level impact on college access.

Agreeing on common measures and collecting baseline data is only the first step: "Participants must meet regularly to share results, learn from each other, and refine their individual and collective work based on their learning" (Hanleybrown, Kania, & Kramer, 2012, p. 6) in order to gradually increase the effectiveness of all college access network participants. Data-driven decision making means continuous change and improvement of practices over time, and the backbone support infrastructure (see Part I, Backbone Support Infrastructure) plays a critical role in supporting and facilitating this process of collective learning and system improvement.

MUTUALLY REINFORCING ACTIVITIES

One of the most impactful contributions an LCAN can make in its community is to help ensure that the vast array of college access programs, services, and resources are coordinated in ways that reinforce each other. Mutually reinforcing activities go far beyond listing community events on a shared calendar. MRAs are strategically designed and scheduled to help organizations achieve their individual goals while also supporting the network's common agenda. "The power of collective action comes not from the sheer number of participants or the uniformity of their efforts, but from the coordination of their differentiated activities through a mutually reinforcing plan of action" (Kania & Kramer, 2011, p. 6).

To craft a mutually reinforcing plan of action, LCANs should consider two separate but related techniques: **organizational alignment** and **collaborative action**. To initiate organizational alignment, the LCAN should work with existing organizations to align their current practices to the common agenda and to "pick a lane" that is clearly defined and not duplicative. This includes helping organizations work together more effectively and often. To facilitate collaborative action, the LCAN should unite its community organizations to form action teams around high-priority areas that address gaps in services for students and families. Members of the action team work together to analyze a problem using data and then design an intervention or interventions that will be implemented by the team itself.

For networks, mastering MRAs has the potential to be one more spark in the slow-burning fire of creating a college-going culture. The principles and techniques described above and depicted in the graphic below will assist LCANs in maintaining the mutual reinforcement of network partner activities. These concepts are explored more deeply in Part II, steps 7 and 9.

Mutually Reinforcing Activities

Organizational Alignment

Collaborative Action
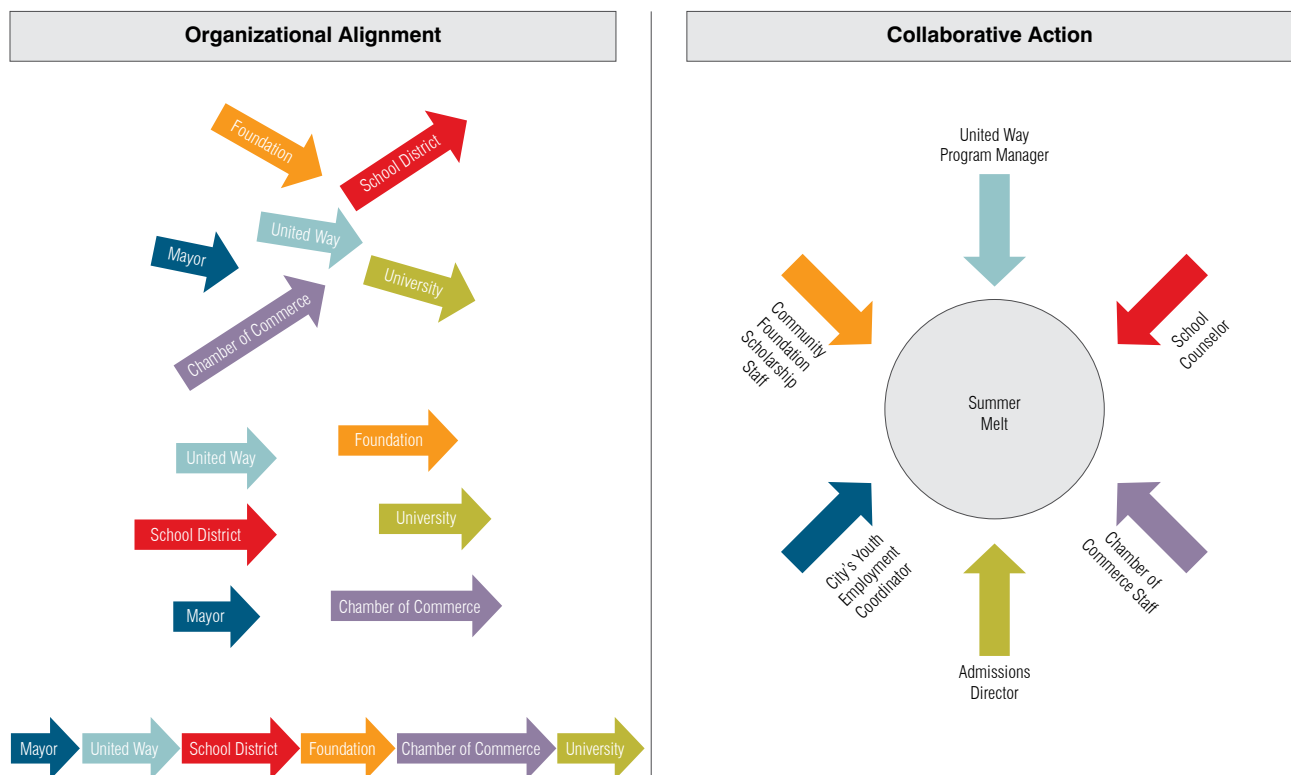
DIFFERENTIATED AND COORDINATED

As an LCAN looks to understand the activities within the community, it should determine if those activities are differentiated and coordinated. Where they are not, the LCAN has identified potential work for the future. This is the recipe for building MRAs.

First, activities should be differentiated, meaning they should not duplicate efforts. In many communities, there are multiple organizations offering identical or similar services targeted to the same people. This is often at the expense of another group of people who miss out on these services. Differentiated activities are efficient in their use of resources to help a wider array of people, and also fill existing gaps. There are a few ways in which differentiation can occur. Networks can differentiate activities based on geography—one organization may offer a service to one area—or they can differentiate based on population, where organizations offer the service to specific, different demographics. Differentiation also comes from offering differing services. With the staggeringly low numbers of students enrolling, persisting, and completing college, it's critical that communities are smart with their resources to address the challenge.

Second, activities should be coordinated. It isn't enough that programs aren't duplicative; these differentiated activities must also be connected to each other in meaningful ways. Students and families should be able to navigate the college-going process with as few barriers as possible. When activities are coordinated, the pipeline through the system has fewer spots where people may "leak" or fall out of the process. Currently, communities have so many disjointed pieces throughout the pipeline that many students and families don't have a chance to succeed in getting through. As an example, students approaching high school graduation should have a coordinated system for access to scholarship providers, support from nonprofits for FAFSA completion and other college-going activities, and assistance from higher education institutions on making the transition. When it is difficult to discover these programs and the professionals within them aren't fully acquainted with one another, the burden to solve the problem falls to students and families. This leaves the most vulnerable students—those who are low-income, students of color, and first-generation college-going—more likely to fail. See the pipeline graphic on page 21 for an illustration.

One of the first tasks communities will complete as they build an LCAN is to conduct a landscape scan and create an asset map (Part II, step 3.) This asset map will help network staff and the leadership team to better understand which areas need differentiation and which areas need coordination.

NETWORK NAVIGATOR

The Network Navigator graphic on page 18 helps LCANs categorize activities that occur within the network. Understanding where activities belong ensures the network adds value to the community, rather than shifting ownership of current programming. Using the Network Navigator often keeps leadership teams, network staff, action teams, and constituents better focused on their particular piece of the puzzle, which then allows for the LCAN to manage concurrent efforts instead of limiting itself to one endeavor at a time.

The blue section of the Network Navigator represents organizations' individual activities aligned with the network. The organizations that make up the network have everyday activities and programs that support college access efforts in the community, such as teaching students, providing scholarships, offering college test preparation, and hosting college visits. A network cannot exist without its member organizations continuing their ongoing great work. They have the expertise, resources, and experience
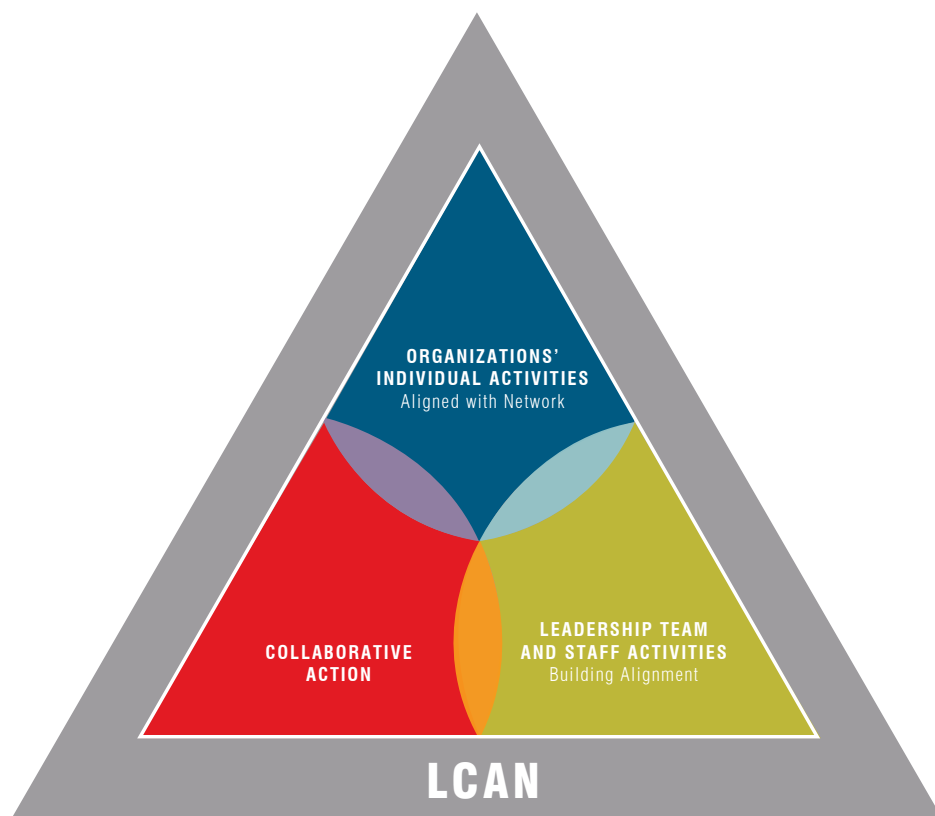
in running these activities. It is not the network's role to "take them over;" rather, the network's role is to help ensure they are better aligned to each other and to the common agenda. Constituents in the community should not be fearful or expectant of the network taking over their work. The blue section the Network Navigator also includes constituents that already work together in partnership. These are existing relationships that the LCAN does not need to foster or disrupt.

The green section of the Network Navigator represents the efforts of the leadership team and network staff. This includes the high-level activity that the leadership team undertakes as they work to break down systemic barriers, as well as the mid-level activity where they work to see immediate change from trying new approaches with partner organizations. It also includes the activities that the network staff is tasked with in their work plans or job descriptions. This can include helping to lead campaigns like College Application Week, gathering people to talk about FAFSA completion efforts, or facilitating a discussion among organizations to encourage them to share data more transparently. This section contains most of the operationalization of the collective impact process.

The red section of the Network Navigator represents the collaborative action of the network. This section includes activities that require joint efforts of a cross-sector group of direct service providers. These activities are taken up by action teams that create and implement action plans. Please see Part II, steps 8 and 9, for more details on this process. Collaborative action projects are unique opportunities to accomplish work that could not be achieved by individual organizations, common partnerships of organizations, or through the efforts of leadership team or network staff. Collaborative action projects necessitate multiple organizations from multiple sectors coming together in order to launch and be successful.

The long-term goal of the network is usually to embed more activities in a permanent home within the blue section. As activities are sparked by collaborative action (red section) or through the efforts of the leadership team and staff (green section), they become more sustainable by finding an organization within the network where the activity can live and thrive. While not all activities are appropriate to transfer to a single entity or group of organizations, it remains the best-case scenario for most of these programs so that the network can continually generate new efforts to fill gaps in the community.

This process can take years to accomplish while the network perfects the activity and seeks the appropriate mission-aligned organization to take on the program. For example, if the network creates a new summer-melt program through collaborative action, in time the best home for that activity may be at the local community college. Or, if the leadership team and network staff work with local businesses, K-12 schools, and higher education institutions to form a new "promise" scholarship, the best long-term home for that work may be the community foundation. By moving these activities inside of an organization that has the expertise, resources, and experience to operate them, the activity becomes part of the blue section and the network can move on to sparking new efforts.

There are also areas of overlap between the blue, green, and red sections. These indicate where there is overlap in the activities. For example, where the blue and green sections overlap could represent where the network staff helps facilitate a partnership between several organizations to better carry out their work, or where the leadership team supports a pilot program to test new ways of providing services to students and families. Where the green and red sections overlap could represent the network staff facilitating the collaborative action process or the leadership team choosing the priority areas that will result in the creation of action teams. Where the red and blue sections overlap may represent where activities created by collaborative action are permanently embedded in an organization, or where organizations change their work methods to support the collaborative action project. These are just a few examples of the myriad ways that the sections intersect.

HARD DISCUSSIONS

The network structure, emboldened by a signed common agenda, asks for participant organizations to examine the activities that they are already hosting and determine if those activities are successful, if those activities should be continued, and whether other organizations are hosting duplicative activities. These questions can be touchy. It is hard for an organization to admit that it is not successful in everything it does or that it should stop doing something it has been doing for years. It is even more difficult to come to the realization that another organization may do this work better. A strong network will be able to weather these questions due to a high level of trust, transparency, and communication. This typically occurs after the network has had several years to mature, and for that trust, transparency, and communication to grow.

The LCAN has the opportunity and the responsibility to help facilitate these self assessments and cross-partner conversations. Viewing the community and its assets in a macro context, the LCAN should help identify organizations within the network that are having success and those that are struggling to reach their intended goals. Once identified, the LCAN can help scale up successful practices. For example, a single community-based organization may have phenomenal success hosting campus tours while only having funding to support one high school. The LCAN could brainstorm solutions to allow the organization to scale up on a county-wide basis. This facilitation can be incentivized or validated through support funds to assist the organizations as they transition in and out of activities and programming that have been assessed through the lens of self assessment.

Once the network assesses its mutually reinforcing activities, it may mean that some organizations stop pieces of programming or defer to other partner organizations within the network. Continuing with the aforementioned campus visit example, perhaps a network partner organization has struggled to fill its buses for visits. To create MRAs, it may mean this organization transitions out of the activity altogether, knowing that another partner organization is now providing that service for the community as a whole—the need is met. Again, the LCAN provides the leadership and facilitation (and maybe even the negotiation, if necessary) to ensure these transitions happen as smoothly as possible and with all organizations ending the process in a stronger position to fulfill their own missions. Thus, they all contribute to the fulfillment of the common agenda. To bring the example full circle and illustrate the power of a network rife with MRAs, focus back on the organization that stopped doing campus visits. This organization may now have an increased capacity, due to shifting resources away from campus visits, to accomplish other activities at which it truly excels and in which there is an unmet community need—such as career coaching. With this increased capacity, the organization can serve more students and families, thus fulfilling another necessary college access and success activity within the community.

The LCAN should continue to facilitate and lead, looking for programmatic connections between the activities—in this case, career coaching and campus visits. Perhaps a student identifies that he or she wants to go into nursing during a career-coaching session, and perhaps nursing just happens to be one of the top programs of the state university that is next on the schedule for a campus visit. The student receives effective coaching and an on-campus experience to reinforce that pathway— all seamless to the student, even though he or she has traversed the programming of multiple organizations. These are mutually reinforcing activities.

POSTSECONDARY PIPELINE

The Postsecondary Pipeline graphic on page 21 represents the postsecondary pipeline previously mentioned in this section, that students and families traverse. The graphic shows that between middle school and postsecondary education, there are multiple pathways a student can choose. Within these pathways are organizations that exist to help students get into and successfully complete college. The multicolored joints in the pipeline represent these organizations and their programs. They come from multiple sectors as has been detailed throughout this book—K-12 education, higher education, philanthropy, business, government, and nonprofits. The goal of an LCAN, through MRAs, is to have students and families flow through the pipeline while passing through multiple organizations' programming along the way. The pathway is seamless to them as they focus on the end goal of successfully completing college. This is the system and the pipeline that LCANs are helping to build in communities across the country.

THE POSTSECONDARY PIPELINE

MIDDLE SCHOOL

Business Program

Government Program

Higher Education Program

K–12 Program

Nonprofit Program

Philanthropic Program

POSTSECONDARY
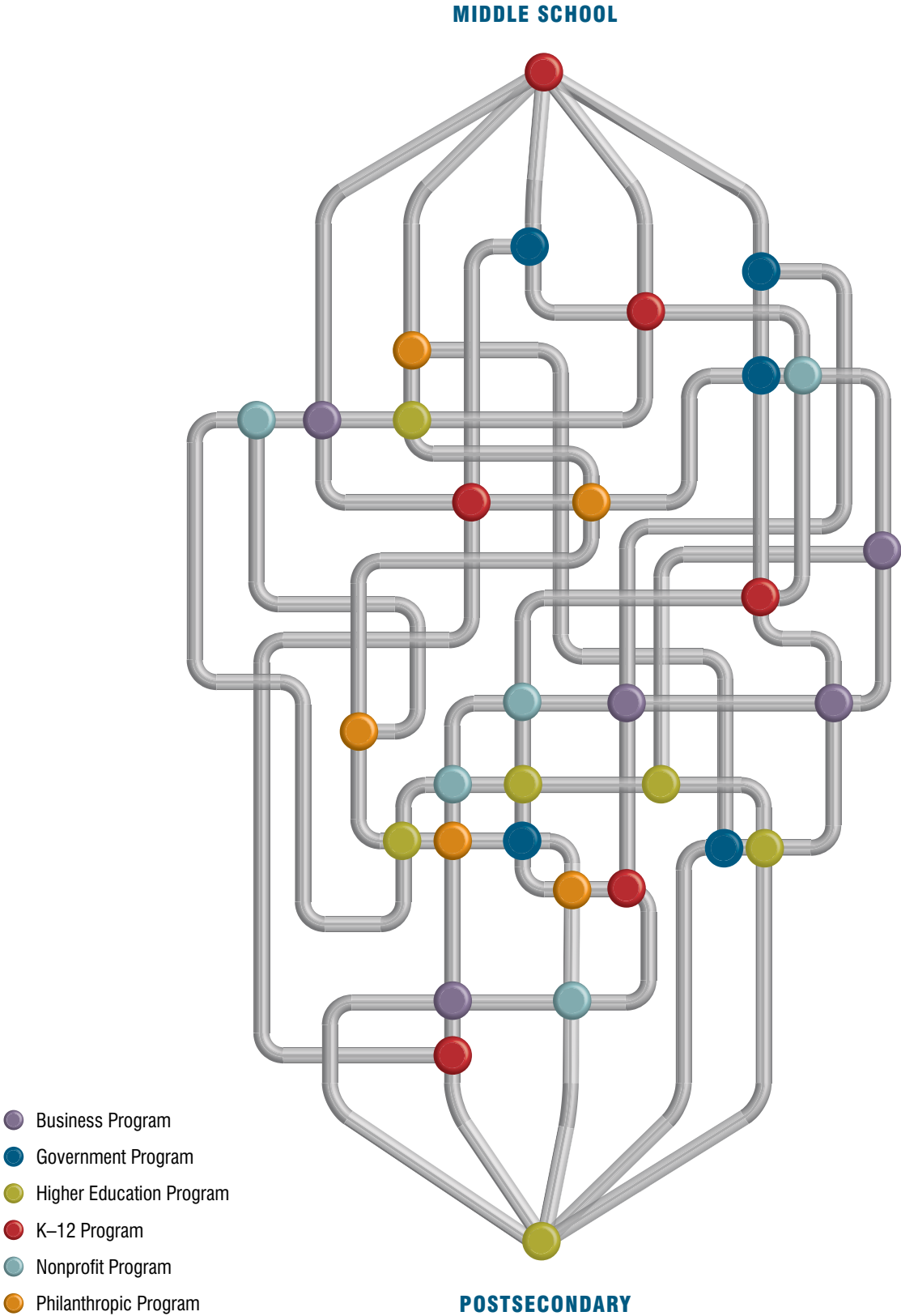
CONTINUOUS COMMUNICATION

As stated in the Stanford Social Innovation Review article, Channeling Change: Making Collective Impact Work (Hanleybrown, Kania, & Kramer, 2012), "Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and appreciate common motivation." (p. 2). This type of communication is just as important in the early planning stages of a network as it is after a network has grown and evolved. The trust that results from continuous communication takes time to build, but is well worth the effort. Over time, regular meetings and interactions will help network leaders truly understand the common motivation behind their colleagues' efforts.

There are three essential elements within continuous communication as defined by Kania and Kramer (2012, p. 2):

- **Build trust,**

- **Assure mutual objectives, and**

- **Appreciate common motivation.**

To effectively incorporate the other four conditions of the collective impact framework into successful LCAN development, an initial sense of trust and shared understanding must exist. Moving through the process of building a network helps foster this trust. For example, the development of a leadership team via stakeholders uniting around a common goal and problem—such as the community's college-attainment rates—results in shared accountability, which in turn builds trust. Mutually reinforcing activities help communities to ensure mutual objectives through coordinated but differentiated programming. The common agenda pushes organizations to develop and articulate their common motivation through the work of the LCAN.

Continuous communication is a distinctive condition of collective impact in that it is an intangible, ongoing process. Typically, the other conditions will lead to network deliverables such as a signed common agenda or a publicly displayed data dashboard. Continuous communication, on the other hand, and the processes of building trust and openly sharing information, will be ongoing and should always be an intentional practice of the network.

PUTTING CONTINUOUS COMMUNICATION TO PRACTICE

The title "continuous communication" can be misleading. When people hear the word communication, they tend to think of communication tactics and tools, such as a newsletter or a website. While those are outputs the LCAN may want to consider, continuous communication refers to the relationship between multiple organizations that comprise a network's leadership team or are stakeholders within its community.

By nature, the collective impact framework brings together leaders from various sectors, all with individual missions and motivations. LCAN staff and leadership team members cannot take for granted that trust is already in place between these organizations, or that trust will be built organically. It is possible that the network will bring together stakeholders who have previously been communicating informally or not communicating at all. Further, lack of communication fosters lack of trust, and organizations compete for resources rather than take collective ownership of a community's college-attainment outcomes. Continuous communication will help ensure information-sharing systems are in place, which will in turn help facilitate trust building.

To ensure the network stakeholders are communicating consistently and openly, the LCAN must develop and adhere to a system for sharing information. At the most basic level, this means that network leaders—the high-level decision makers from respective organizations, and not their representatives or proxies—are meeting regularly. If continuous communication is practiced, there will be strong turnout and active participation within the network. Initially, LCAN staff may need to facilitate communication and trust-building among stakeholders, and this may take place solely within the structure of LCAN meetings, which reiterates the importance of regular and active meeting attendance and the importance of consistent follow-up with those unable to attend.

Eventually, the practice of continuous communication will become so ingrained in the network that stakeholders will collaborate even outside of network meetings. Furthermore, a clear reporting structure will be in place and open, transparent decision making (which should include all stakeholders of the network) will be practiced. When continuous communication is embedded into the network, there will be a platform for stakeholders to openly give and receive feedback and exchange ideas—both within network meetings and independently, outside of the LCAN's meeting structure.

The transparency fostered by continuous communication can be illustrated by the analogy of a glass office. When continuous communication is practiced with fidelity, it is as though all network members are working together in a glass office: everyone is aware of who everyone else is meeting with and what regularly occurs in each space. There is also space and opportunity for organizational members of the network to meet, either one-on-one or as a group, outside of the scope of the LCAN.

Continuous communication provides an opportunity for network members to share what they have learned in an effort to continuously improve. When continuous communication is practiced, network members will not feel the need to conceal or protect their own interests. Rather, network members will be open to discussing opportunities to scale and improve their programming in support of the LCAN's common agenda. The nature of these discussions will evolve from immediate, programmatic outputs to long-term, systemic outcomes, resulting in the LCAN being identified as critical to the achievement of network members' individual missions.

> *When continuous communication is practiced with fidelity, it is as though all network members are working together in a glass office: everyone is aware of who everyone else is meeting with and what regularly occurs in each space.*

BACKBONE SUPPORT INFRASTRUCTURE

Increasing a community's college-attainment rate will not happen overnight. In order to create lasting, sustainable change, a Local College Access Network must have a strong backbone support infrastructure. The article Collective Impact (Kania & Kramer, 2011) asserts that true collective impact "requires a separate organization and staff with a very specific set of skills to serve as the backbone for the entire initiative" (p. 9). The backbone support infrastructure sets the collective-impact framework apart from many other initiatives in the past.

> The backbone is comprised of three distinct parts:
>
> • An active and engaged cross-sector leadership team,
>
> • Core staff with a specific set of skills, and
>
> • A neutral anchor entity or fiscal agent.
>
> Each of these elements is essential for long-term sustainability of the LCAN.

In order for LCANs to truly "move the needle" on college access and completion in their communities, the network must have a backbone support infrastructure in place to guide and coordinate the work. Bringing together high-level leaders, funders, and other community stakeholders from various sectors takes adequate time and resources to facilitate; the role of the backbone support infrastructure is crucial to the process.

LEADING THE NETWORK: THE IMPORTANCE OF AN LCAN LEADERSHIP TEAM

A community's level of degree attainment impacts more than just the education sector. The business community benefits from having more qualified, skilled workers. Government benefits from additional tax revenues and decreased reliance on public-assistance programs. Nonprofit organizations reap the benefits of having additional volunteers and an engaged citizenry. As such, increasing degree attainment requires strong leadership from each of these sectors. The leaders from these sectors offer a unique perspective regarding the impact that higher degree attainment can have on a community. They also can help align systems within their sector to the common agenda. For instance, a leader from the philanthropic community can help make the case for additional college degrees to not only local foundations, but also the community at large. They could encourage local funders to align their funding strategies to the metrics and objectives outlined in the network's common agenda in order to move community's collective outcomes forward.

Having CEO-level leadership is important for numerous reasons. High-level leaders can use their position to bring credibility to the network and can build public will around the community's college access movement. The community looks to elected officials, CEOs and presidents for leadership on a variety of matters. Therefore, having them set the agenda for the network feels natural for both the leaders and the community. While a high school counselor or a mentor with a youth-serving organization may have expertise in working one-on-one with youth, a school superintendent, local elected official, or president of a nonprofit organization can provide a macro-level view of issues that affect the community's degree-attainment rate. They also have access to resources, such as data and financial support, which can be critical to inform and sustain the work of the LCAN. Given their scope of influence in the community, these leaders also have the ability to impact local and statewide policies in order to expand postsecondary opportunities for students.

CAPTAIN OF THE SHIP: THE CRITICAL ROLE OF THE NETWORK COORDINATOR

Imagine multiple leaders with various agendas trying to work together on a single issue without someone dedicated to pulling all the pieces together. Little to nothing would be accomplished. The role of the network coordinator is vital to the network's effectiveness and momentum. The coordinator takes the vision and direction set by the leadership team, and communicates and executes that vision across the network. The coordinator serves a more significant role than merely convening the leadership team. Coordinators, by design, are master organizers in that they work every day to bring individuals and organizations together under the umbrella of the common agenda. A captain who is not guided by a map or compass is likely to lose his or her way. Similarly, a network coordinator who is not guided by the LCAN's common agenda, dashboard, and overall vision can steer a network off course. Many sectors are not accustomed to working together in an intentional and transparent way. The coordinator must serve as the glue that binds the diverse group of stakeholders together by establishing an environment conducive for trust and collective action (See Part II, step 6, Recommended Skills for Network Coordinators).

ANCHORING THE NETWORK

Just as a ship's anchor is designed to prevent the craft from drifting away, the network's anchor entity is charged with providing stability and support for the network. The anchor (or fiscal agent) assists the network with the back-end support needed to keep the initiative afloat. By design, collective impact efforts involve many moving pieces, sources of funding, and types of support. It is the charge of the anchor organization to manage the administrative functions of the network so that the critical work of program coordination, system alignment, data analysis, and, ultimately, collective action can take place within the network. The leadership team should find comfort in knowing that funds they have raised are managed effectively and staff they have hired is supported both financially and professionally (see Part II, step 6, Characteristics of an Effective Anchor Entity).

The role of the anchor is unique in that it plays the vital role of stabilizing the network but is often invisible to the community at large. When looking at a ship, one rarely sees the anchor that holds the vessel in place. The anchor plays a critical behind-the-scenes role, ensuring that the network has the tools, resources, and support necessary to function. It is important that the anchor can provide the critical services that help sustain the network without assuming ownership of the network. Therefore, the leadership team must select an anchor that is comfortable serving in this capacity without being at the forefront of the effort.

CONNECTING A SEA OF CONSTITUENTS

The constituent sea graphic on this page is a visual depiction of organizations within the Local College Access Network's community that are connected to, or influence, college access and success. Throughout the 10 steps of LCAN development, which are presented throughout Part II of Charting the Course, the organizations will make connections with each other that did not exist prior to this process, as well as connections to the LCAN. Charting the Course will now refer to these organizations as constituents. The entirety of LCAN constituents is called the constituent sea.

An LCAN helps to better coordinate college access and success efforts by facilitating alignment and relationships. Each circle in the graphic represents an organization within one of the sectors that are recommended to engage in the creation of the LCAN. These sectors are continually referred to throughout Charting the Course. The lines that link the constituents to each other, and to the LCAN, indicate formal and informal ties. As the community evolves, so does the constituent sea as the LCAN progresses through the 10 steps presented here and beyond. At the end of the process, the constituents should be interconnected and look something like this graphic—which will serve as a diagram of the Local College Access Network.

> *At the end of the process, the constituents should be interconnected and look something like this graphic…*

PART II: THE PROCESS TO BUILD A NETWORK USING COLLECTIVE IMPACT—10 STEPS

Part II of Charting the Course outlines the recommended chronological steps for creating and sustaining a Local College Access Network that embraces collective impact in the community. The book reviews the following 10 steps:

1. Make the Case with Influential Champions

2. Establish an Initial Backbone Support Infrastructure and Continuous Improvement Process

3. Conduct a Landscape Scan and Create an Asset Map

4. Gather Baseline Data

5. Establish Common Agenda and Dashboard

6. Formalize Backbone Support Infrastructure

7. Align Existing Organizations to the Network

8. Analyze Data to Select Priority Areas

9. Activate the Network

10. Utilize Continuous Improvement Across the Network

THE PROCESS TO BUILD A NETWORK
USING COLLECTIVE IMPACT – 10 STEPS

Common Agenda	Shared Measurement Systems	Mutually Reinforcing Activities	Continuous Communications	Backbone Support Infrastructure

1 Make the Case with Influential Champions

2 Establish an Initial Backbone Support Infrastructure and Continuous Improvement Process

3 Conduct a Landscape Scan and Create an Asset Map

4 Gather Baseline Data

5 Establish Common Agenda and Dashboard

6 Formalize Backbone Support Infrastructure

7 Align Existing Organizations to the Network

8 Analyze Data to Select Priority Areas

9 Activate the Network

10 Utilize Continuous Improvement Across the Network

1. MAKE THE CASE WITH INFLUENTIAL CHAMPIONS

The first step in building a Local College Access Network is to persuade local leaders to become champions for the cause in order to position them to catalyze the movement. Step 1 will help the initial network conveners "make the case" to these influential stakeholders.

IDENTIFY AND CONVENE INFLUENTIAL CHAMPIONS

Communities must first identify a core set of influential and credible champions who will shepherd the strategic planning process of the LCAN. These community leaders will also likely be the first members of the LCAN's leadership team. These key leaders should be CEO-level decision makers representing a broad spectrum of local sectors and constituencies (see step 2 for examples of leaders). The leaders should also be natural and dynamic conveners who command the respect necessary to mobilize the stakeholders and build a local college access and success movement. It is important that the CEO-level decision makers and system leaders participate in and lead this movement, and not their proxies. Members of the initial leadership team should be passionate advocates of educational attainment but should not enter the coalition with a predetermined agenda to learn the exact recipe for reaching the overarching goals. Multiple champions from different sectors who back the cause of the network, will greatly enhance the chance of sustainability. Influential champions will come from the organizations within the community's constituent sea. Refer to the graphic on page 26 to learn more. Leaders of organizations may come and go, but it is unlikely that a community would experience a mass turnover of these leaders all at once.

ARTICULATE URGENCY FOR CHANGE

The influential champions identified to steer the movement must set the appropriate tone in order to establish the movement on the right foot. Each leader must agree and convey that the current "business as usual" approach to increasing educational attainment does not work. If the mentality among the champions is "we are already doing this stuff," "plenty of our students go to college," "there is nothing that we can do to improve the situation," or "a lot of our kids aren't college material," then the movement will never get the legs it needs to sustain momentum. Leaders must agree that the community is in a crisis—that the postsecondary educational attainment rates are too low to achieve the community vision.

Be prepared to answer the counter arguments against college access and success efforts. These arguments include claims such as the following:

- Rising tuition and student loan debt makes college not "worth it."

- College degrees aren't necessary to succeed in today's economy; they are not in demand by the labor market.

- We need fewer workers with traditional degrees and more workers with technical training.

- Too many students don't finish college—they would have been better off never starting.

Simultaneously, the champions must also agree that there is an opportunity to achieve social change through a new collaborative approach. This is underscored by the fact that intermediary organizations (like MCAN and other statewide college access networks) exist to provide financial resources such as seed grants, a framework, and hands-on technical assistance to support the development of

local networks. In other words, now is the time to capitalize on an opportunity to increase an entire community's educational attainment rate.

EMPHASIZE THE IMPORTANCE OF EDUCATIONAL ATTAINMENT

In order to articulate the urgency for change, the influential champions must emphasize the importance of this issue. Some influential champions will need to take the lead on educating and informing their counterparts on the severity of the educational attainment crisis and why the community must prioritize this critically important issue. The bottom line is simply this—increasing current levels of educational attainment is imperative for socioeconomic mobility and will pay dividends for the community's economic and community health.

Michigan College Access Network developed these vision and value statements to help concisely articulate key talking points:

- **College is *postsecondary education***
  MCAN uses the term "college" to refer to the attainment of valuable postsecondary credentials beyond high school, including professional/technical certificates and academic degrees.

- **College is *a necessity***
  Postsecondary education is a prerequisite to success in a knowledge-based economy. Everyone must pursue and complete a postsecondary credential or degree beyond high school.

- **College is *for everyone***
  The postsecondary education attainment rates among low-income students and students of color are significantly lower than those of other students. MCAN is committed to closing these gaps.

- **College is a *public good***
  Postsecondary educational opportunity and attainment are critical to a just and equitable society, strong economy, and healthy communities.

Here are several talking points that resonate with local leaders:

- A high school diploma is no longer adequate to compete in our knowledge-based 21st century economy. Employers now expect a more skilled workforce. Not completing education beyond high school sets an individual up for a lifetime of low earnings and high risk of unemployment.

- A report from the Center for Education and the Workforce at Georgetown University (Carnevale, Smith, & Strohl, 2010) projects that 65 percent of all American jobs will require postsecondary education by the year 2020, as broken down by the following:

  - 11 percent of jobs will require a master's degree or higher.

  - 24 percent of jobs will require a bachelor's degree.

  - 12 percent of jobs will require an associate degree.

  - 18 percent of jobs will require formal postsecondary training, like the attainment of a technical certificate or occupational certification. (Carnevale, Smith, & Strohl, 2010, p. 14)

- Despite the recent recession, the U.S. economy is now growing and baby boomers are retiring. We must produce a steady supply of skilled workers in order to meet the demands of the labor market.

- This issue is a matter of international competitiveness. Globally, other countries are rapidly surpassing the United States in terms of how well they educate their young people. Thirty or forty years ago, the U.S. had the most educated cohort of young workers (ages 25-34) among all developed countries. Today, the United States has slipped to 10th place behind countries that include Belgium, Canada, Denmark, France, Ireland, Japan, Korea, Norway, and Spain (Organisation for Economic Co-operation and Development, 2007).

- A higher level of educational attainment is strongly correlated with countless social and community benefits that translate into economic gains. Highly educated communities enjoy increased tax revenues, decreased reliance on public-assistance programs, decreased crime and incarceration rates, increased healthy behaviors such as exercising, decreased unhealthy behaviors such as smoking, and increased voting and volunteerism. A short-term investment in efforts to increase educational attainment will have a high return on investment for communities in the long term.

- There is a gap in the persistence of postsecondary educational attainment by race, ethnicity and socio-economic status in the U.S. Our country is becoming more diverse and we must better serve subgroups in order to reach postsecondary attainment goals. These gaps must be addressed if our communities, states, and the nation are to flourish.

EARNINGS AND UNEMPLOYMENT RATES BY EDUCATIONAL ATTAINMENT

Unemployment rate in 2014 (%)   Median weekly earnings in 2014 ($)

Unemployment rate (%)	Education level	Median weekly earnings ($)
2.1	Doctoral degree	1,591
1.9	Professional degree	1,639
2.8	Master's degree	1,326
3.5	Bachelor's degree	1,101
4.5	Associate degree	792
6.0	Some college, no degree	741
6.0	High school diploma	668
9.0	Less than a high school diploma	488

All workers: 5%   All workers: $839

Note: Date are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: Current Population Survey, U.S. Bureau of Labor Statistics, U.S. Department of Labor

Intermediary organizations like Michigan College Access Network can help connect networks and leaders with key statistics to develop this case for change, such as local median earnings and unemployment rates by educational attainment level (see step 4). The early champions of the movement should do some initial research to paint a picture of the community's educational attainment level and share these data points with the leadership team. See the call-out box for examples of basic questions to answer that may highlight the severity of the crisis. Whenever possible, provide disaggregated data by race, ethnicity, and socio-economic status to demonstrate gaps.

- What is the community's current postsecondary educational attainment rate?

- What are the unemployment rates and earnings levels for the community's residents, based on educational attainment?

- What percentage of high school graduates enroll in college within one year?

- What percentage of high school graduates complete a degree or certificate within six years?

- What percentage of high school graduates require remedial coursework?

- How many dollars does the community access in Pell Grants each year?

- What percentage of eighth graders aspire to go to college?

MAKE THE CASE FOR THE COLLECTIVE IMPACT APPROACH

At the same time a convener is making the case for prioritizing improved educational attainment, the convener must also make the case for collective impact framework as the best mechanism for tackling the problem. Here are some key talking points for convincing influential champions that collective impact is the most effective and efficient approach:

- There is no such thing as a silver bullet when it comes to college access or success. An expensive new program or intervention layered on top of existing efforts may affect marginal improvement but won't result in the systemic change needed to move the needle at a community level.

- No single organization or institution working in isolation can boost a community's postsecondary educational attainment rate by itself. This issue is complex and multi-faceted, and requires deep and structured coordination.

- When multiple institutions rally around a set of common goals, the likelihood of intentionally increasing college access and success outcomes is significantly enhanced.

- Collective impact is not a fancy name for run-of-the-mill collaboration. It asks a community to implement a structured and disciplined process that will allow for intentional improvement of systems with a formalized alliance, centralized infrastructure, intentional channels of communication, and dedicated staff.

EMBEDDING CONTINUOUS COMMUNICATION:
MAKE THE CASE WITH INFLUENTIAL CHAMPIONS

Convening influential, decision-making champions from multiple sectors is key to the long-term success of the network. However, as stated in Part I, Continuous Communication, when bringing together high-level community leaders, there is risk that little-to-no formal communication is occurring and that trust has not been established. Uniting leaders around a shared problem and objective–improving the community's college attainment—is the first step to fostering trust among constituents. Simply bringing people together, making introductions when necessary, and starting a dialogue about the shared urgency for change will start the continuous communication process and encourage community leaders to set aside their pre-determined agendas and instead adopt a common one.

LESSONS LEARNED: DO'S AND DON'TS

- Do bring localized data to the meeting that illustrates the problem. It is most compelling when that data is comparative in nature. How does the community compare to the state average or the national average? Where does the county rank among all counties in terms of educational attainment?

- Don't attempt to make the case with anyone other than the influential champions. Some communities have attempted to convene the proxies of champions (deputy directors, assistants, mid-level managers) and asked these proxies to "bring the information back" to their bosses. Much is lost in translation, as well as an opportunity to create urgency around this work. The decision makers need to be at the table from the beginning.

- Do lead with the economic arguments. The economic arguments are the most important because they are universally compelling.

- Don't move on to step 2 until the influential champions have fully accomplished step 1. If the influential champions are not enthusiastically bought in, than the rest of the process will be anemic.

- Do pay attention to tone when articulating urgency for change. Too often, discussions around education can devolve into a blame game with each part of the pipeline blaming the part that came before it (employers blame colleges, colleges blame high schools, and eventually preschools blame parents!). The tone should be one that emphasizes the collective responsibility to respond to a crisis in education.

- Don't attempt to make the case if there is another issue that has captured the community's attention. If another crisis or priority is at hand, boosting educational attainment will likely shift to the back burner. Wait until the timing is right.
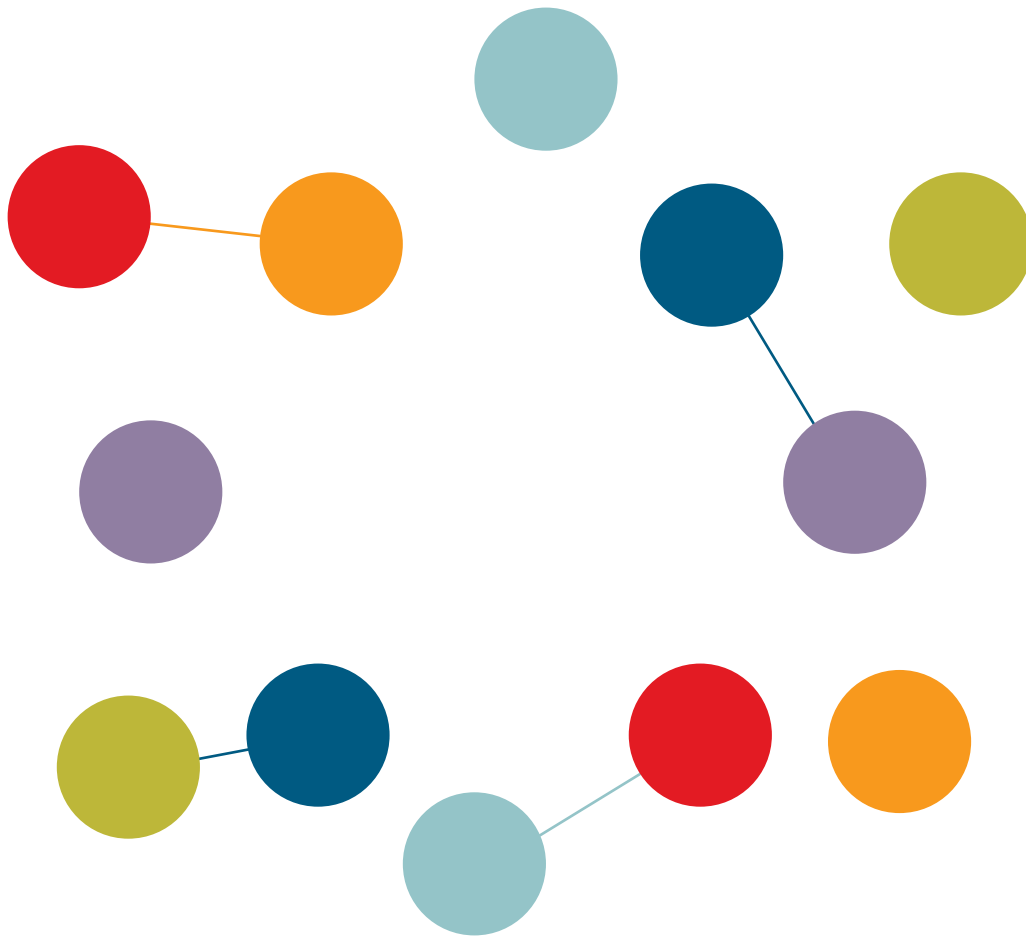
CONSTITUENT SEA DEVELOPMENT: BUILDING THE NETWORK

At the beginning of the LCAN development process, many of the community's college access constituent organizations will likely be disconnected, as can be seen in this phase of the constituent sea. Of course, some constituents will already be connected to others through previous work and partnerships. The role of the LCAN is to build upon existing activity and create anew where none exists.

After making the case with influential champions, the LCAN has created some meaningful connections that didn't previously exist. Gathering community leaders in one place and galvanizing them around this issue is a good start. However, the emerging network will not necessarily know who all of the constituents are until step 3, when it conducts a landscape scan and creates an asset map. Note that this phase of constituent sea development lacks a real hub, as the LCAN has not yet taken formal shape. In step 2, Establish an Initial Backbone Support Infrastructure and Continuous Improvement Process, the LCAN will start to formalize.

2. ESTABLISH AN INITIAL BACKBONE SUPPORT INFRASTRUCTURE AND CONTINUOUS IMPROVEMENT PROCESS

After communities bring together influential champions, the LCAN should begin establishing an initial infrastructure for the network's operations. Even in a network's early planning stages, it is important to create an infrastructure that ensures the group remains active, productive, and on task. Two key activities should occur at this stage in the LCAN's development—establishing an initial backbone support infrastructure consisting of a leadership team, staff, and anchor organization, and creating a continuous improvement process that will influence the remaining steps.

CROSS-SECTOR LEADERSHIP TEAM

The network is now at the point where it needs to formalize the influential champions as the network leadership team. The leadership team is tasked with providing strategic direction for the network, building public will, and mobilizing funding to sustain the network. The team should have an understanding of its commitment to undergo a formal strategic-planning process to assess the community's college-attainment goals and ultimately create a college-going culture throughout the community. The leadership team should understand that the success or failure of the network rests in its members' ability to govern. This point should be articulated to leaders both individually and as a group.

As was discussed throughout Part I and will be discussed further in Part II, increasing college attainment and creating a college-going culture in a community requires leadership from a cross sector of organizations, institutions, and industries. The composition of an LCAN leadership team will vary from community to community, but all teams should be led by committed, influential, and dynamic leaders who are representative of multiple sectors. This leadership is central to both the management and sustainability of the network. There are many passionate advocates who are connected to college access in a community, but not all of those individuals are in a position to lead a network. The key is to know that as the network-development process moves forward, a place will become available for everyone within the network; including direct service providers, parents, and students.

It is tempting to view college access and success initiatives as solely the responsibility of the education sector. While K-12 and higher education partners play a critical role in an LCAN, there is a case to be made for the involvement of nonprofit partners, philanthropic organizations, the business community, and government. The key is for the network to identify sectors that are essential for improving college access and success outcomes.

It is also important that the LCAN is led by CEO-level leaders in the community. These leaders are responsible for aligning systems within the college access space as well as adjusting their own organization or sector in support of the common agenda. As such, the leadership team should be comprised of individuals with decision-making authority and the political clout to speak and act on the behalf of an organization.

Finally, LCANs should make a good-faith effort to identify leaders who are reflective of the community that will be served. A diverse and inclusive leadership team sends a message to the community that various perspectives will be considered when the LCAN is coordinating services and activities around college access. To have measurable impact, it is imperative to make purposeful outreach to organizations that work with those populations and operate systems that affect low-income students, first-generation college-going students, and students of color.

The following are examples of high-level leaders to consider including when building an LCAN leadership team. This list merely offers suggestions; each community will identify the appropriate people for its team, and they might not be included below.

K-12 (TRADITIONAL PUBLIC, CHARTER, PRIVATE, AND PAROCHIAL)

- Superintendents (local and intermediate school districts)
- Principals/directors
- Career and technical education directors

HIGHER EDUCATION (PUBLIC UNIVERSITIES, COMMUNITY COLLEGES, INDEPENDENT COLLEGES, AND TECHNICAL SCHOOLS)

- Presidents/chancellors or vice presidents/vice chancellors of colleges and universities
- Directors of admissions
- Directors of financial aid
- Directors of outreach (e.g. GEAR UP, MSU Extension)

NONPROFIT ORGANIZATIONS

- Executive directors of community-based organizations (e.g. the United Way, libraries, neighborhood organizations, community-action agencies)
- Executive directors of youth-serving organizations (e.g. Big Brothers Big Sisters, Boys and Girls Club, YMCA)
- Executive directors of organizations that provide wrap-around and human services (e.g. housing, health, substance abuse, transportation)
- Presidents/chairpersons of civic organizations (e.g. Rotary, Lions Club)
- Faith-based leaders and clergy members
- Leaders of advocacy organizations (e.g. local chapter of NAACP, Urban League, ACLU)

PHILANTHROPY

- Presidents and CEOs of community foundations
- Executive directors of family foundations
- Directors of corporate giving programs
- Directors of school district education foundations

BUSINESS

- Owners or CEOs of major local employers
- Presidents of chambers of commerce
- Executive directors of economic development agencies
- Directors of workforce development and investment boards

GOVERNMENT

- Mayors and other local elected officials
- County commissioners
- Legislators
- City managers

- Tribal government leaders

- Judges

OTHER COMMUNITY SECTORS

- Labor

- Research

- Media

It is natural to lose or gain influential champions when formalizing the leadership team. Although the membership of the leadership team will not change frequently, the group should take periodic assessments to determine if it is missing critical voices who should be invited to join. Unlike a typical nonprofit board, where members have terms and are cycled off, a leadership team must always include those controlling and influencing the community's systems. LCANs can think of these seats as "reserved" for these leaders as permanent members of the team.

Anchor

Leadership Team

Network Staff

The initial backbone support infrastructure consists of the Leadership Team, Network Staff, and the Anchor entity. This graphic shows the relationship between those components. The leadership team hires and supervises the network staff. Both components are housed within the anchor, which helps facilitate the operation of the developing LCAN.

The LCAN leadership team is also charged with building the public will around college access and success efforts. CEO-level leaders are often called upon to serve as spokespersons for their particular sector. As members of an LCAN leadership team, leaders are responsible for making the case for increased college attainment within their sector as well as to the community at large. For instance, a chamber president may make the case for increasing the number of college-educated residents by hosting a forum for the business community. A local pastor with ties to other faith leaders might convene local clergy to discuss how to articulate the importance of college to their congregations. A mayor may add college attainment to a city's performance dashboard and align funding priorities accordingly.

Finally, the network leadership team is tasked with both mobilizing and aligning financial resources in order to sustain the network. Similar to a traditional nonprofit board of directors, the leadership team is responsible for ensuring the network (specifically the staff and administrative support) is maintained at an appropriate level for the community's needs. Leadership team members help LCAN coordinators "make the case" to potential funders. Because the majority of an LCAN's budget is dedicated to administrative costs (e.g. staff, operational support) and funders tend to shy away from investing in overhead, the leadership team can help articulate the importance of funding a network instead of isolated programs and initiatives.

Leadership teams may also invest resources from their own organizations to help support the work of the network. This support may look different based on the size and scope of the organization. Long term, the recommended funding model leverages shared investment from organizational members of the network, rather than chasing programmatic grants. The LCAN is a method for these organizations to accomplish their work. Just as these organizations would allocate internal budgetary resources to college access activities, they also should do so through the LCAN. During the early stages of the LCAN's development, this can feel like separate, external work added to the tasks already taken up by the constituent organizations. As the LCAN matures and becomes more effective, the participation and investment in the network should be seen as one of the many ways constituent organizations are meeting their own missions and achieving their own goals.

CHARACTERISTICS OF AN EFFECTIVE LCAN COORDINATOR

At this point, one might ask, "Who is actually making the calls to assemble the leaders? Who is responsible for setting up the meeting times or reserving the meeting space?" Many communities initially hire an independent consultant to convene high-level leaders, facilitate meetings, and follow through on assignments given by the network's leaders. These assignments may include data collection, inviting additional leaders to meetings, and organizing meeting materials such as agendas, reports, etc. The individual may also be charged with grant reporting and fundraising.

Local College Access Networks require a dedicated staff person with a specific skill set in order to coordinate the multiple constituents, organizations, and resources within the network. Hired and supervised by the network's leadership team, the coordinator is charged with keeping the leadership team on task and focused on the common agenda and shared goals and outcomes. This is true for the LCAN's action teams as well, which are discussed further in step 9. While the person who is hired for the initial planning stages of the network might not be the permanent LCAN coordinator, it is still important for the leadership team to keep the suggested skill set in mind for this important position. An LCAN coordinator should be skilled at the following:

FACILITATION

It is the role of LCAN coordinators to convene high-level leaders from sectors throughout the community in order to rally them around college access and success initiatives. The coordinator must be comfortable speaking with community leaders and have the credibility and communication skills to effectively manage multiple stakeholders. Coordinators must have the ability to convene leaders, facilitate effective meetings around specific goals and initiatives, and keep those leaders engaged in the network long term. The LCAN coordinator should also possess the ability to build and cultivate relationships with service providers throughout the community. This may include organizations and funders who are not on a formal action team but are still vital to the LCAN's long-term success and sustainability.

DATA MANAGEMENT AND ANALYSIS

The use of data is critical to a Local College Access Network. Effective coordinators have the ability to compile data from various community constituents and assist the LCAN leadership team in analyzing the data (see steps 4 and 8). Additionally, the coordinator facilitates the use of data to track progress on various strategies in which the LCAN coordinates through action plans (see step 9). Although an LCAN coordinator does not need to be an expert in data analysis, he or she should be able to interpret basic data points, identify trends, and communicate the information to various audiences. See step 4 for details about gathering baseline data and recommended common data sets an LCAN would work with.

COMMUNICATION

It is critical that an LCAN coordinator be an effective communicator. In the article, Understanding the Value of Backbone Support Organizations (Turner, Merchant, Kania, & Martin, 2012), the coordinator is described as a "charismatic and influential communicator" (p. 2). As the connective tissue between the LCAN's leadership team, action teams, funders, and other constituents of the network, it is essential that the coordinator have strong verbal and written communication skills. Ensuring that all partners have a clear understanding of the network as well as their respective roles and responsibilities is vital to the success of the LCAN. A coordinator should be able to frame the issues around college access and success in the community and tailor this message to varied constituents.

Instead of hiring an outside facilitator, some communities opt to use an internal staff person from the fiscal agent to perform the duties of network coordination. The LCAN should be sure that whomever it hires to coordinate the planning process has both the skill set and the capacity to perform the duties necessary to keep the network intact. For instance, if an internal staff person absorbs the responsibility of facilitating the LCAN, it is crucial that he or she has the flexibility and authority to work on LCAN development. Additional information about the skills recommended for LCAN coordinators will be discussed in step 6.

CHARACTERISTICS OF AN EFFECTIVE ANCHOR ENTITY

An anchor is defined as "a reliable or principal support; something that serves to hold an object firmly." This definition captures the role of the network's anchor entity. Collective impact requires a neutral organization to serve as the fiscal agent and provide back-end support for the network. Just as a ship requires an anchor to firmly hold it in place, the network also requires an organization to keep it grounded in the community. Though some communities create a new nonprofit to anchor or house the network, most communities select another organization to serve as the anchor. An effective anchor must be a neutral convener, possess credibility in the community, and be a responsible fiscal agent.

NEUTRAL CONVENER

As previously stated when describing the leadership team, LCANs are comprised of numerous organizations from multiple sectors. An effective anchor must strike a balance between being "the strong leadership needed to keep all parties together and the invisible 'behind the scenes' role that lets the other stakeholders own the initiative" (Hanleybrown, Kania, & Kramer, 2012, p. 6). There are a number of ways in which an anchor may serve the network, including providing office space for the coordinator and network meetings, grants-management services, administrative support, and other capacity-building services. It is important to note that an LCAN should not be viewed as a program or project of the anchor entity but rather a separate initiative that the organization is helping to support. Because the LCAN is not a program, the anchor is not expected to unilaterally set the agenda, drive solutions, or solely sustain the network financially. This concept must be clear to the anchor, the leadership team, and the community-at-large.

CREDIBILITY

A good fiscal agent for an LCAN should be a credible organization in the community. When engaging new partners, community constituents, and funders, the anchor must have a reputation that encourages instead of stifles buy-in. Some questions the leadership team should consider when selecting an appropriate anchor organization are:

• Does the organization have a reputation of not collaborating well with other community organizations?

- Has there been mismanagement of funds in the past?

- Is there pending or past legal action that could hinder future opportunities and support for the LCAN in the future?

Although every organization has some level of baggage, LCANs should pay close attention to the reliability and community standing of the anchor entity.

FISCAL AGENT

LCANs require funding in order to spark and sustain the work of the network. The anchor must have the capacity to responsibly manage revenue leveraged from various funding sources. There are a variety of fiscal agents that provide administrative support for LCANs. Community foundations, intermediate school districts, community-based organizations, and postsecondary institutions are examples of current or past fiscal agents. The anchor must be willing to be transparent with network constituents regarding the financial standing of the network. It is also critical that the fiscal agent's board of directors (if applicable) understand they do not have control over the network finances. It is important to note that while the anchor entity takes responsibility for managing the various funds for the network, it is not solely responsible for raising the revenue to sustain the network. This responsibility lies with the network's leadership team.

This is also the time to start thinking of the LCAN name. The name should be one that the full network leadership team agrees on. Michigan College Access Network recommends that the network consider including the community name or boundaries within the network name to make it immediately clear to any audience who the network is serving. It is also highly recommended to avoid referring to the network by the acronym. Many nonprofits and community-based organizations are quick to shorten their name and use the acronym as the network name. This immediately loses the attention of anyone unfamiliar with the network if they can't place what the letters stand for. Do not reference the network by an acronym until the network is well established to its audience. Once the LCAN name is established, consider creating a neutral email address and website URL that utilizes the name of the LCAN rather than the name of one partner organization.

CREATING A CONTINUOUS IMPROVEMENT PROCESS

At the beginning of the network's development, the leadership team should set an expectation for ongoing continuous improvement that includes purposeful learning and strategic growth. Systems, evaluation tools, and metrics should be created early in the process for the purpose of revisiting each of the steps in the recommended framework, which is outlined in this section. This assessment is vital to the evolution of the network. It's difficult for a newly created LCAN to improve upon what has just been built if the LCAN has not planned its evaluation with intentionality. Consider reading step 10 of this book in advance to review the activities and discussions that are encouraged once an LCAN is ready to implement continuous improvement across the network.

As the leadership team works through the recommended process outlined in the following steps, it should think about the critical components of creating an LCAN with fidelity to the framework. Then, consider what the LCAN can improve upon once the network is launched. These are the areas for continuous improvement in subsequent years. It may initially feel daunting, but it's a way to ensure the leadership team does not get bogged down trying to achieve perfection; the opportunity for managed growth and change is built into the plan. Establishing a continuous improvement process is part of step 2 in the development of an LCAN because it's important to look through this lens at the beginning of network building. However, do not expect that the LCAN will have it all figured out at this

early stage. As the leadership team and staff work through the remaining steps in building an LCAN, continuous improvement should be one more aspect that is considered.

The following are examples of what discussions and activity could look like for each of the steps while applying the continuous improvement philosophy. As the leadership team takes up each of these tasks, it will be beneficial to revisit these examples.

STEP 3—CONDUCT A LANDSCAPE SCAN AND CREATE AN ASSET MAP
Think about the asset map as a living document. As the LCAN learns about more resources, they will be added to the map. As assets in the community change, the map will be updated.

STEP 4—GATHER BASELINE DATA
There is no doubt that the initial data will have flaws. Due to the nature of systems and the difficulty in obtaining perfect data, there will always be room to improve. As the LCAN develops relationships and builds trust within the community, the amount of readily available data and its quality can improve over time.

STEP 5—ESTABLISH COMMON AGENDA AND DASHBOARD
It is not advisable to alter the common agenda frequently, but as the network evolves it may become necessary to make minor alterations in the shared vision. This is an appropriate activity for continuous improvement. In addition, the dashboard will be updated annually and can be improved with better data, a clearer layout and/or increased accessibility for partners and the public.

STEP 6—FORMALIZE BACKBONE SUPPORT INFRASTRUCTURE
The LCAN should consistently assess the composition of its leadership team; the performance of its staff; and its relationship with the anchor. Continuing to strengthen these core aspects of the LCAN is critical to the long-term success of the network and will ensure its viability and sustainability.

STEP 7—ALIGN EXISTING ORGANIZATIONS TO THE NETWORK
Although alignment is listed as a step in the process, it is an ongoing activity that will continue as long as the LCAN exists. The arrival of new constituents in the community and leadership changes within current constituents, require that these relationships are constantly maintained. Not everyone in the community will be early adopters of the LCAN strategy, which leaves a great deal of opportunity for engagement of these organizations through continuous improvement.

STEP 8—ANALYZE DATA TO SELECT PRIORITY AREAS
This process is annual by design, so as more and better data become available, the leadership team should use the continuous improvement process to determine the success of the impact on the priority area(s). The team will revisit those priority areas to determine if they remain or change.

STEP 9—ACTIVATE THE NETWORK
The action planning process is also annual by design, and calls for the action team to determine the success of implemented activities. The team(s) will then determine how to move forward with subsequent action plans. Utilizing the provided action planning template is one method for ensuring continuous improvement occurs.

STEP 10—UTILIZE CONTINUOUS IMPROVEMENT ACROSS THE NETWORK
It may seem obvious that utilizing continuous improvement is a way to ensure continuous improvement occurs, but it should be noted that continuous improvement doesn't happen just once. Step 10, like others, is a reoccurring activity that doesn't end once the LCAN is launched. In fact, that is when it begins.

Two key points that a leadership team should understand about establishing a continuous improvement process are:

- The initial work of building an LCAN should progress without long delays caused by trying to reach perfection. The opportunity for improvement is a part of the design, and,

- While moving through that initial process, ensure that tools, systems, and procedures are in place to improve the network over time. This embeds continuous improvement into the culture and operations of the network.

EMBEDDING CONTINUOUS COMMUNICATION: ESTABLISH AN INITIAL BACKBONE SUPPORT INFRASTRUCTURE AND CONTINUOUS IMPROVEMENT PROCESS

Two key components of establishing an initial backbone infrastructure are: 1) formalizing the leadership team; and 2) hiring someone to facilitate the early stages of the planning process. Further steps should be taken to establish trust among members of the new group. Establishing group norms and common language can provide guidance for this trust-building process.

Because the network will be comprised of individual organizations, it is important to establish group norms or operating procedures. Each individual organization will likely have its own operating procedures, so expectations may already be in place. It's important that the group come to a shared understanding of operating procedures that are unique to the LCAN. Constituents of the network should be encouraged to share norms and expectations they believe the group should practice, then come to a consensus around norms the network will adopt. Examples of group norms include:

- Meetings will start and end on time.

- The group will likely disagree—disagreements should be handled respectfully and tactfully.

- Active participation is encouraged and expected.

- Conversations, data, and materials that should not be shared publicly will remain within the confines of the group (along with definitions of what constitutes public vs. private).

Once group norms have been established, they should be made available to all constituents of the network and communicated continuously (for example, the norms can be included on each meeting agenda moving forward).

It is also important to establish a common language. Different organizations may have variations in how they define words like "college," "readiness," etc. Because the network needs to present a united front toward improving the community's college-enrollment outcomes, there must be consensus on how the network defines its language. Once definitions are established, network constituents should begin to use the terms in the agreed-upon manner both internally and externally. In time, culture will follow terminology.

Continuous communication goes hand in hand with the continuous improvement process. It is through regular and thorough communication that the network can identify problems early and implement corrective action before problems become unmanageable. Further, the trust that is established through continuous communication is the gateway for network members to consistently and openly share and implement feedback. Transparency about the network's successes and failures is fostered through continuous communication. This process creates a learning culture and encourages regular reflection and discussion among the leadership team, which is essential to continuous improvement.

LESSONS LEARNED: DO'S AND DON'TS

- Do make a good-faith effort to identify leaders who are reflective of the community that will be served.

- Don't view college access and success initiatives as solely the responsibility of the education sector.

- Don't worry about finding a place for everyone within the network at this stage. As the network-development process moves forward, an appropriate place will become available for all.

- Do engage CEO-level leaders. The leadership team requires individuals with decision-making authority and political clout.

- Don't avoid discussing network sustainability early on. It is the network leadership team that is tasked with both mobilizing and aligning financial resources to sustain the network. Help identify and "make the case" to potential funders, including having some serve within the initial infrastructure.

- Do review the characteristics of an effective LCAN coordinator before hiring someone to initially manage the process. Whomever the leadership team hires needs both the skill set and the capacity to perform the duties necessary to develop the network.

- Do review the characteristics of an effective anchor entity prior to selection of the initial anchor organization. An effective anchor must be a neutral convener, possess credibility in the community, and be a responsible fiscal agent.

- Don't select a network name before defining common terminology like "college."

- Do ensure that the LCAN has a plan for continuous improvement right from formation.
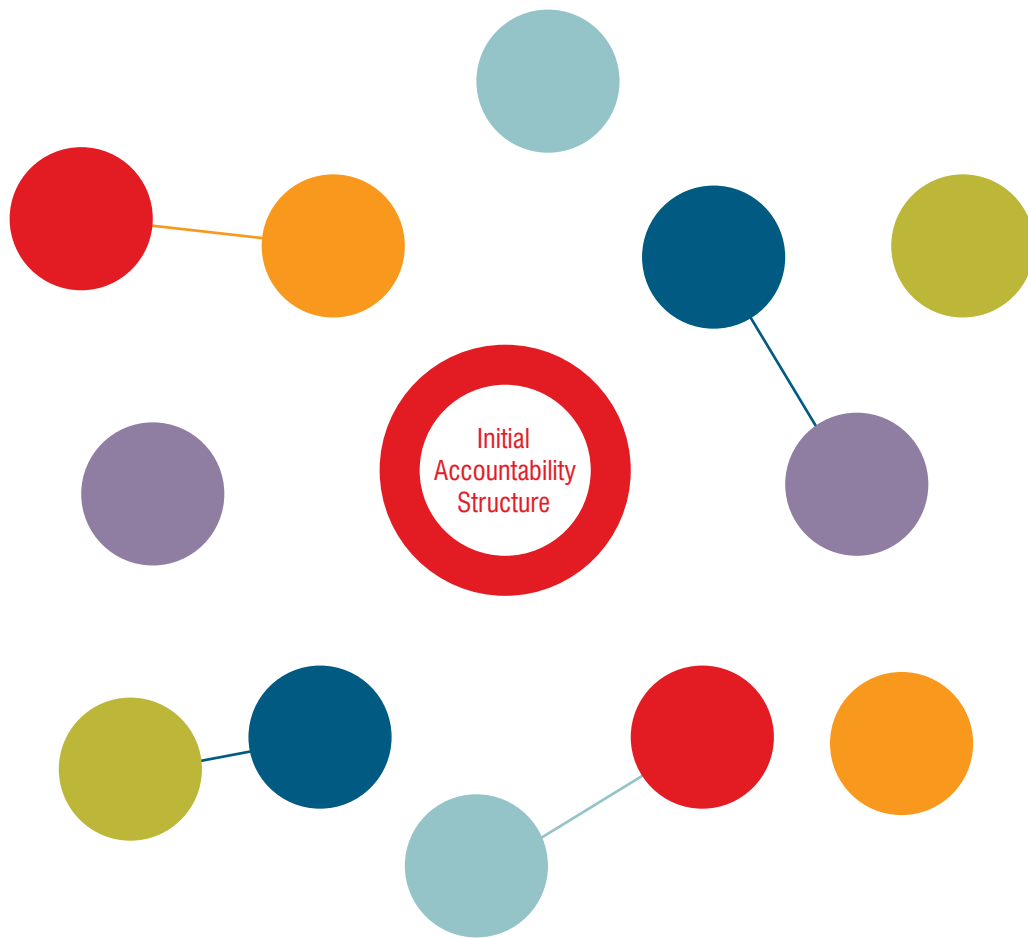
CONSTITUENT SEA DEVELOPMENT: BUILDING THE NETWORK

After developing an initial backbone support infrastructure, the community now has the beginnings of a hub for the network. The process of developing the initial anchor, leadership team, and staff relationship may not result in more connections between the constituents. However, it does lay the foundation to continue fostering alignment and coordination as the LCAN takes shape. The constituent sea graphic will be revisited again in step 5, at which point, many new connections will have been made and the full "sea" will come into focus.

3. CONDUCT A LANDSCAPE SCAN AND CREATE AN ASSET MAP

Before leaders can design a plan that addresses systemic reform, they must first understand the current landscape of constituents and assets that exist within the community. Creating an LCAN does not entail scrapping the current players and practices in place and starting anew. A collective impact initiative will only be successful when it builds upon existing efforts and engages established stakeholders. A landscape-scanning process will allow a community to ascertain what services are being provided, which students are being served, and where there are gaps.

Obstacles that stand in the way of students completing college degrees and certificates are multi-faceted, interrelated, and complex. Students must overcome social, academic, informational, and financial barriers. To date, many organizations and professionals have stepped up to the plate and worked hard to reduce these barriers. However, they have done so mostly in a piecemeal and fragmented fashion by providing discrete services and programs (like tutoring, campus visits, scholarships, mentoring, financial aid workshops, and summer bridge camps) to a subset of students. This approach will continue to help individual students but won't lead to the systemic reform needed to dramatically affect the appropriate metrics and insulate the pipeline of students through postsecondary attainment.

Community leaders need to motivate and empower students to aspire to go to college, prepare them to succeed academically without the need for remediation, provide guidance to navigate the college admissions processes, identify sources of financial aid, and continue to provide these same supports once they are in college. Many of these supports already exist in communities in one form or another. What often doesn't exist is a strong system or network that links the services together and then links to students and families. It will be impossible to design a system that weaves these existing supports together effectively and efficiently without first knowing what programs or services exist. The process of identifying and cataloging these elements is known as landscape scanning. The act of scanning results in the creation of an asset map (see Part III, Appendix A for examples of asset maps). An asset map takes stock of the local landscape of services, supports, and institutions that promote postsecondary access and success. Asset mapping will be an ongoing activity for LCANs, but the initial scanning task is one that should be started early on in the strategic-planning process. The community's asset map will galvanize constituents, lay the groundwork for new partnerships, and catalyze the development of a cohesive system.

Think of asset mapping as the process of gathering qualitative, baseline data on the college access and success system that the community is attempting to reform. This "lay of the land" will help the community leaders determine who in the community is focused on postsecondary attainment, what existing programs look like, and where there might be overlap or gaps in needs and services.

The Bonner Network module for Community Asset Mapping: A Critical Strategy (n.d.) provides the acronym IOU* to help describe this process.

I—Identify the community's assets, specifically, around college access and success.

O—Organize the information in a way that makes the community interested, included, and invaluable.

U—Utilize the asset map as you move forward in decision making. (pp. 5, 6)

*Bonner includes a fourth letter in the acronym—"S" for sustain—which the authors did not feel was necessary to include here.

Here are several questions to kick start the landscape scan:

- Who are the key players in the college access system: both people and institutions?

- What partnerships and/or forums are in place to coordinate and align the college access and success work? How do they function?

- What programs and supports are currently in place? Whom do they serve? Where do they operate?

- What system reform efforts are underway?

- What are the opportunities to improve the system?

MCAN also recommends conducting a brainstorming session with the leadership team to generate a list of programs, organizations, and professionals that currently work in the college access space. Someone should then take the lead in conducting interviews with (or surveying) these service providers. The key to making these interviews meaningful is to learn the details of their programs. It is important to gather precise programmatic-level information including services provided, geographic service area, number of students served, demographics of students served, and success measures. It is also important to ask the interviewees if they can suggest other stakeholders that ought to be interviewed. This snowball technique will expand the circle of respondents based on referrals (see Part III, Appendix A for an example of interview questions). Organizations like MCAN and statewide associations often have some resources already mapped and are eager to share.

The data collected in interviews and surveys then should be cataloged or organized in a productive, useable format. The team members working on this step should construct an asset map that allows users to identify current college access assets and visualize gaps and duplication. It may be necessary to display this data in multiple formats. First, the high-level information should be displayed in a graphic, visual manner. Second, the LCAN should also maintain a back-end, detail-rich database that contains the specific programmatic elements. Third, the LCAN should categorize the specific supports based on the service provided. For example, group together programs that primarily motivate students and nurture aspirations for college. Group another set of resources that primarily assist with college applications, college match, and campus visits. Group a third set of resources that assist with financial aid by providing guidance on applying for financial aid, completing the FAFSA, and identifying private scholarships. Lastly, group a fourth set of resources around academic support. Students should receive encouragement to enroll in and complete rigorous courses in high school that are aligned with college entrance criteria, prepare for college exams, and cultivate good study habits.

The asset map will become a living document for the LCAN, and it should be continuously updated as programs, services, and organizations change. The scan is not an end in and of itself. The initial asset map will serve as a planning tool and kick start the process of developing a comprehensive strategy for helping more students receive the support they need to earn a postsecondary degree or certificate. It will also accelerate the process of aligning the disparate initiatives into a shared common agenda and create a foundation for well-defined partnerships.

Some sample sources of information for the landscape scanning process:

- Surveys
- Local funders
- Internet search engines (e.g. Google, Bing)
- The United Way
- Local government
- K-12 schools and higher education institutions
- Libraries
- 211 human-services hotline (where available)
- Previous community scans

EMBEDDING CONTINUOUS COMMUNICATION:
CONDUCT A LANDSCAPE SCAN AND CREATE AN ASSET MAP

An LCAN must conduct a landscape scan and develop an asset map to understand what resources and services are provided in the community, determine which students are served, and identify where there is room to duplicate services and fill gaps. An asset map is not meant as a tool to evaluate existing organizations or their programs. Rather, it is meant as a tool to streamline communication opportunities by outlining exactly what is being provided in the community. Community programs and resources need to trust that the LCAN does not intend to criticize or even eliminate current programming.

Continuous communication provides a platform for establishing this trust. Developing the asset map will require extensive communication among LCAN staff and the multiple programs and constituents acting in the community—asset mapping is largely accomplished through conversations about what services are provided and which students are served. Because asset mapping occurs toward the beginning of the planning process, these conversations will provide an early opportunity to form relationships with constituents and build awareness of the LCAN's role and mission.

LESSONS LEARNED: DO'S AND DON'TS

- Don't map all of the assets in a community. Look for the college access-specific assets. Sometimes organizations feel left out if they are not included even though they don't work in this space. Be sure to keep the scan pertinent to the LCAN's scope of work, or it will drown in information.

- Do attempt to find all of the appropriate assets, but don't get distracted trying to verify something that might no longer exist. Sometimes when asset mapping, community members will send you on a wild goose chase to find an old program that they vaguely remember existing.

- Do remember that mapping the assets of the community is not the same as evaluating the assets of the community. If a landscape scan starts with the approach of evaluating organizations, they will be unlikely to cooperate. An asset map is merely a depiction of what currently exists.

4. GATHER BASELINE DATA

IMPORTANCE OF BASELINE DATA GATHERING

Once a network leadership team is in place and a clear urgency for community change has been articulated, it is imperative that the work of an LCAN centers on collecting data. Through landscape scanning and asset mapping, the LCAN will collect the necessary baseline data—both qualitative and quantitative—to accurately inform the network decision making and determine the short- and long-term direction of the network. Baseline data will provide the leadership team with a data-informed understanding of the community's strengths and weaknesses and allow for the community to measure its progress over time. The community and leadership team members often have anecdotes from their personal lives and experiences. However, anecdotes are not a complete data set. Gathering community-specific baseline data will ensure the tone has been set for network decision making to be driven by data. The data gathered during this step may also be useful to LCAN staff when engaging additional network constituents working on community alignment (step 7) or action team recruitment (step 9).

A STARTING PLACE FOR DATA COLLECTION

It is both helpful and necessary for the leadership team to brainstorm a list of desired data that LCAN staff can utilize when gathering data for use in group presentations and discussion. An abundance of data and data sources exist. Therefore, MCAN recommends beginning a conversation by using collective data related to school and community demographics and economic and education indicators. These indicators can include but are not limited to:

- Median earnings by educational attainment,
- Unemployment by educational attainment,
- Poverty level by educational attainment,
- High school and district enrollment,
- Free- and reduced-lunch rate,
- High school graduation rate,
- Student to counselor ratio,
- Performance on standardized tests,
- College credit prior to high school graduation,
- Need for remediation or developmental coursework,
- FAFSA completion,
- College enrollment,
- College persistence,
- Certificate and degree completion, and
- Educational attainment.

Michigan College Access Network strongly recommends that the leadership team have a conversation early in the data-gathering process about data disaggregation. This conversation typically establishes group norms and internal and external communication practices, as they relate to data usage by the leadership team and LCAN staff. While the work of the LCAN is community wide, it is often beneficial

to disaggregate the data in several ways to provide a more detailed picture of the community's strengths, weaknesses, and gaps. Whenever possible, MCAN highly encourages disaggregating data by race, gender, and income.

FINDING THE NECESSARY DATA

Many national, state, and local data sources exist. The challenge will be identifying the best source for the best data point and becoming knowledgeable about the strengths and weaknesses of each data source. Use the information below as a starting point or guide when the network begins gathering data.

COMMUNITY AND SCHOOL DEMOGRAPHIC AND ECONOMIC INDICATORS

Baseline data on communities, schools, and economic indicators can be found in many places; this data includes:

- Median earnings by educational attainment,

- Unemployment by educational attainment,

- Poverty level by educational attainment,

- High school and district enrollment, and

- Free- and reduced-lunch rates.

MCAN recommends using FactFinder and state P-20 Longitudinal Data Systems (LDS) as two great sources for gathering this data. FactFinder contains Census and American Community Survey data on a national, statewide, county, city, and school district level. P-20 LDS are state-level databases designed to capture, connect, and analyze data from pre-K through the workforce, including high school and college. Each state's LDS is at a different point in development. The state of Michigan LDS offers a large amount of data on school demographics in addition to other data points.

FactFinder and the Michigan LDS can be obtained through their respective websites, factfinder2.census.gov and mischooldata.org.

COMMUNITY AND SCHOOL EDUCATION INDICATORS

In addition to providing demographic and economic data, the state Longitudinal Data System may also be a great resource to collect school educational data. As an example, MiSchoolData—the LDS for Michigan—offers the following: high school graduation rates, performance on standardized tests, need for remediation and developmental coursework, college enrollment, college persistence, certificate or degree completion and more. Be sure to investigate the state LDS to find out more about what is available.

For those states that have a less developed LDS, the National Student Clearinghouse is a reliable source for college enrollment, persistence, and completion data. NSC is a 501(c)(6) nonprofit and nongovernmental organization, and the leading provider of educational reporting, data exchange, verification, and research services. NSC provides a fee-based service, Student Tracker for High Schools, which allows high schools and districts to more accurately gauge the college experience of their graduates. More information on NSC StudentTracker for High Schools can be found at studentclearinghouse.org/high_schools/studenttracker.

Data on FAFSA completion is currently available through a database tool provided by Federal Student Aid and the office of the United States Department of Education.

By visiting studentaid.gov/fafsa-hs-data, data can be collected on the FAFSA completion rates of individual high schools, throughout the filing season. Data within this system is updated on a bi-weekly basis. There are some limitations to the available data; however, it is a great source for an estimation of the community's FAFSA completion rate.

Additionally, data may be available on a student-level through a state's scholarship-granting department within state government. In several states, including Michigan, the scholarship-granting department has provided FAFSA completion data to high schools on a name-by-name basis. This data is beneficial for LCAN leadership teams engaged in network planning and development and also for school counselors and action teams who are prioritizing FAFSA completion or college affordability (as will be discussed in steps 8 and 9). Connect with the state department responsible for financial aid and scholarships to learn more about what they currently provide and what they could potentially provide.

Degree attainment data for a network's community can be collected through the FactFinder tool previously mentioned. Through the tool, baseline data on associate degree attainment and above is measured and can be collected. Data is not yet available through this tool on sub-associate certificate completion. To easily obtain this data, review the Lumina Foundation Stronger Nation report by visiting strongernation.luminafoundation.org/report. The report is published on an annual basis and provides attainment data pre-calculated for every state and county in the nation.

Finally, don't hesitate to think local. Determine what data should be gathered locally, and identify the best potential source(s). For example, data on student-to-counselor ratio or college credits accumulated in high school is valuable to inform the conversation, but typically not available at a state level. Reach out to school leadership on the action team to see how they can assist.

COMMUNITY-BASED EDUCATION INDICATORS

Throughout the planning process, especially when gathering baseline data, leadership team members from the schools might feel they are requested to provide data when others are not. Do not forget to include other leadership team members in the data-gathering conversations. Network constituents from colleges and universities, economic development groups, and community-based nonprofits may have invaluable data at their fingertips on student and community outcomes that shouldn't go untapped. Network staff may also have quantitative data from constituents that was shared during the asset-mapping process. That data should be carried forward during the baseline data-gathering conversations.

QUESTIONS TO CONSIDER

Prior to and throughout the data-gathering process, tough questions about what to measure and what data to collect must be asked. Attempting to gather too much data or all possible data is a common mistake. Below are some questions for the network staff to pose to the leadership team during this step in the process:

- What data is necessary or desired?

- Is the necessary data available?

- What are the specific parameters to each measure?

- Who provides the data?

- Who is going to collect the data?

- What data sources should be utilized?

- How will the data be used once it is collected?

- Does data collected need to be further disaggregated to clarify the problem? Community, school district, race, gender, income, etc.

UTILIZING THE DATA

After data has been collected, a leadership team must organize and analyze the data to develop an understanding of how the community is performing. As the network begins to formalize in the coming months, this data-informed understanding will allow the network leadership team to set measurable goals and select corresponding metrics for use in the common agenda and dashboard development, as discussed in step 5. The data collected in this phase of the network's development will lay the foundation for the work of the LCAN moving forward.

In this step of the network development process, the network staff should gather the data, research sources, understand those available sources along with their strengths and weaknesses, and organize and present the data to the leadership team. The leadership team is responsible for digesting, analyzing, and discussing the data and utilizing it for network goal setting in the next step of the process.

As the network staff and leadership team collect and sift through data, remember that perfect data does not exist. Flaws exist within all given data sets. In this work, networks must acknowledge and work to improve the issues while utilizing the best of what is currently available. Remember the aphorism, "Don't let the perfect be the enemy of the good." A network should not halt all progress to wait for perfect data sources. Additionally, it may be necessary to remind the leadership team that in this process data must be utilized as a tool and not as a weapon. The data gathered should be utilized to improve student outcomes and community impact; not to prove that one community, school, or program is better than another. Continuous communication is paramount.

In this work, networks must acknowledge and work to improve the issues while utilizing the best of what is currently available.

EMBEDDING CONTINUOUS COMMUNICATION: GATHER BASELINE DATA

Early in an LCAN's development, organizations will be invited to share their data with the leadership team. However, coming to a consensus on measurement can be difficult because of potential implications related to sharing organizational data. A degree of trust must exist so that organizations are comfortable sharing and discussing their data, both in aggregate and disaggregated forms. It must be clear that the network is not assessing organizational performance based on this data, but rather is using data to drive future decision making. If the network has been practicing continuous communication up to this point, this initial trust should already be established through regular meetings and a clear understanding of the purpose and goals of the network. If network members are meeting and communicating regularly, they will become more comfortable with one another and more likely to observe LCAN meetings as a safe space where frank conversations and data sharing can occur.

While conversations about data require an initial degree of trust; data sharing can actually help build trust if done correctly. Network constituents should be prepared to have candid, non-judgmental conversations about data with their guard down. Otherwise, organizations might become defensive about their respective data points, make excuses, or question the data's validity. These reactions will only be amplified if the other constituents at the table are critical of the data. Creation of the common agenda will formalize the network's shared accountability for its outcomes, but discussing organizational data is a great way to begin a conversation about shared accountability. The network should treat organizational data as a way to inform decision making later in the process.

LESSONS LEARNED: DO'S AND DON'TS

- Do define common definitions. Common terminology and definitions will ensure data discussions move forward smoothly and that there are fewer hang-ups related to word use. A common word that should be defined within every community is "college." How will the community define college? Will another word be utilized in place of college for community clarity (e.g. postsecondary education)?

- Do clarify with the leadership team the difference between monitoring performance (input and output) versus measuring and evaluating outcomes (impact). While all three aspects are important data pieces, it is essential that when an LCAN develops a shared measurement system and common indicators, it focuses on community outcomes and impact versus input and output. Refer to the graphic in Part I, Shared Measurement Systems for a diagram and further explanation.

- Do determine the leadership team's data-sharing protocols. The development of group norms early in the leadership team development process should include a discussion focused on data sharing, prior to sharing any data within the network leadership team.

- Do dedicate time to building relationships among team members. This will lay the foundation of trust necessary for honest data discussions and analysis to take place. Data sharing is easier said than done, especially when asked to share data about a program or school.

- Do lay the foundation for data discussions by ensuring the leadership team understands that the network process is about long-term needle-moving improvement. The network is not discussing data to prove one program or intervention in the community is better than another. It takes many programs and services working in alignment to improve the system.

- Do remember that not all sources are created equal. Data reliability is key. There are many data sources available that provide data on the same or similar metrics. Over time, the network staff should become experts in the data sources (i.e. what are the source definitions, who is included or not included in a data set, what errors or flaws exists in the data sets, etc.)

- Don't halt a conversation while waiting for data to become available. There often is data that a leadership team will want but cannot readily obtain. The conversation must move forward; there often are available data sources that can provide estimates. Long term, the leadership team should tackle questions around the unavailable data and work to improve systems within the community that could allow for the data to become locally available.

5. ESTABLISH COMMON AGENDA AND DASHBOARD

COMMON AGENDA

Establishing a common agenda requires the leadership team to set a common vision, goals, and metrics. The agenda should be practical, clear, and well defined. The common agenda is a prerequisite to launching a dashboard and action plan—it must serve as the foundation and compass for the larger movement. The common agenda (sometimes called a blueprint or roadmap) is a clear demonstration that strong local leadership is committed to setting ambitious goals and being held accountable for meeting them. As the network establishes the common agenda, the leaders will create a shared language that will be used as a tool for further organizational alignment in the future.

> *"The power of collective impact lies in the heightened vigilance that comes from multiple organizations looking for resources and innovations through the same lens, the rapid learning that comes from continuous feedback loops, and the immediacy of action that comes from a unified and simultaneous response among all participants"* (Kania & Kramer, 2013, p. 2).

Refer to Part I, Common Agenda for descriptions of the major components of the common agenda. Below are some steps the leadership team should take to set the agenda:

SET BOUNDARIES

The common agenda should declare the initial boundaries for the network—both in terms of the geographic limits of the community it is trying to serve as well as the issues it is trying to solve (see Part I, Common Agenda for tips on establishing boundaries). These boundaries can be flexible and eventually change, but must initially be decided upon in order to reach clarity. Here are some questions to consider:

- Does the network serve a city, school district, county, metropolitan area, or region? Think about the community's natural identity and the existing systems and geographic area it serves. A neighborhood-level network might be too small to garner attention from CEO-level system leaders, whereas a six-county region might be too unwieldy or heterogeneous to make meaningful progress.

- Is the network attempting to move the needle on specific postsecondary indicators like college readiness and enrollment, or is it attempting to coordinate a larger cradle-to-career movement? A broader movement will increase the complexity of the work and require more resources than a focused effort on a piece of the pipeline.

ADOPT A VISION AND GOAL FOR CHANGE

The common agenda should contain a clear and concise vision for the community. The vision statement can be a broad rallying cry. In order to align a statewide movement, Michigan College Access Network and many LCANs have adopted Lumina Foundation's Goal 2025 (increasing the proportion of Americans with high-quality degrees, certificates, and other credentials to 60 percent by 2025). They also have embraced a common set of visions and values as part of a common agenda.

A community's vision may wish to sustain a vibrant economy, increase the global competitiveness of the local workforce, make the community attractive to businesses and families, or alleviate poverty by promoting postsecondary success. Setting a big-picture or "north star" goal will help unify the network around this issue.

AGREE ON METRICS

The common agenda of a Local College Access Network should define a specific set of community-wide outcome objectives, metrics, performance targets, or indicators aligned with the defined vision for change. These data points will ultimately be tracked transparently on an accompanying dashboard. Many communities adopt an overarching, big-picture goal that measures the ultimate outcome of degree attainment (such as Goal 2025 described above), as well as several other indicators of college readiness, access, and success. MCAN recommends considering the following metrics:

- Percentage of 8th-grade students who aspire to pursue postsecondary education;

- Percentage of 11th-grade students who meet or exceed college-ready benchmarks on standardized tests such as the ACT or SAT;

- Percentage of 12th-grade students who submit a completed Free Application for Federal Student Aid;

- Percentage of seniors who enroll in college within six months of graduation;

- Percentage of students who do not require remedial coursework;

- Percentage of enrolled students who persist from first year to second year, OR percentage of students who accumulate a certain number of college credits during their first year;

- Percentage of enrolled students who complete a postsecondary degree or credential within six years; and

- Percentage of working-aged adults within the community who have attained a postsecondary degree or certificate.

Communities may want to add additional metrics of importance. Moreover, communities with wide and persistent gaps between sub-groups (race, gender, socio-economic status, etc.) may also want to set goals in the common agenda that commit to closing these gaps over time. All chosen indicators should be easy to understand, feasible to collect, and possible to impact. MCAN can help networks to identify the data sources for each of the selected metrics.

ENDORSEMENT

A common agenda is a powerful tool to get the network leaders on the same page. Michigan College Access Network recommends crafting an agenda that can fit on a single page and having each leadership team member formally adopt or endorse it by signing or lending their logo as a graphic stamp of approval. The symbolic act of signing a common agenda or the visual impact of a dozen logos coalesced on a page signifies that the leadership team accepts shared responsibility for improvement. By investing in the concept of shared accountability, the individual organizations are motivated to work together toward large goals and pool resources as opposed to competing against one another. Furthermore, other influential entities like city councils and school boards can formally adopt the common agenda by passing a resolution. This sends a strong message to the community about their collective commitment to educational attainment. See Part III, Appendix C for examples of common agendas.

ADDITIONAL THOUGHTS ABOUT THE PROCESS

The process of crafting a common agenda and dashboard as a team is just as important as the content and verbiage of these foundational documents. The leadership team should co-create them, rather than assigning a single staff person to do so. It should be an iterative process that may take place over several meetings while leadership team members wrestle with complex issues. The common agenda and dashboard should reflect the local context of the community. For example, the leadership team should engage in open dialogue about its vision for the community ten years down the road and discuss the meaning of the concepts or processes that they are committing to. This includes shared accountability, collaborative action, data-driven decision making, and continuous improvement. These deliberate conversations will set the tone for the network to move forward and build trust among network members.

AFTER THE COMMON AGENDA IS ADOPTED

Formally adopting the common agenda is an important step in the LCAN planning process. It lays the foundation for moving forward with alignment and action planning. However, keep in mind that the common agenda can be revisited in the future and evolve over time. The network should develop a practice of re-evaluating and updating the common agenda when appropriate.

MCAN recommends displaying the common agenda at every LCAN leadership team meeting (e.g. it can be printed on the back of a meeting agenda). The common agenda can be used as the text that describes an LCAN on its website. It can also be used when introducing the network to members of the community. It should be introduced to action team members as well, to set the tone and context when writing the action plans referred to in step 9.

DATA DASHBOARD

DASHBOARD PURPOSE

Once the network has developed a collaborative common agenda that is endorsed by all parties, the development of the data dashboard can begin. Simply put, the data dashboard is a public place and space to communicate the metrics and data trends by which the Local College Access Network will measure its success. A community may be familiar with other work within the community that includes something similar to the dashboard described here; it might be called a report card, community impact report, indicator report, or a success report. The data dashboard should transparently communicate the baseline and progression or regression on all metrics.

DETERMINING THE METRICS ON THE DASHBOARD

The data included on the dashboard must be agreed upon by the leadership team and align with the goals in the common agenda. Together, the common agenda and the data dashboard serve as tools to assist the network in communicating its purpose, vision, and culture of shared accountability. Each goal on the common agenda should have one or more corresponding metrics on the dashboard. If the network cannot determine a way to measure a stated goal, the goal should be removed from the common agenda. Similarly, data should not be included in the dashboard that is not directly measuring a goal stated on the common agenda. The baseline quantitative data collected in step 4 will go above and beyond the data that is included in the data dashboard.

Whenever possible, data that is presented on the dashboard should be displayed in the aggregate but also disaggregated by race, gender, and income to focus light on gaps that may exist in the community. In addition to the demographic disaggregation, it also is ideal to disaggregate the data by school or district within the LCAN. When determining the exact metrics and the display of the

dashboard, conflicts may arise; therefore, it is important to ensure the entire leadership team agrees on the data that is displayed on the dashboard before launching the public interface. The data displayed should be reevaluated each year as relationships develop and the LCAN becomes more established.

DASHBOARD DEVELOPMENT

Prior to dashboard development many networks have several spreadsheets of data. During this step in the process, relevant spreadsheet data should transfer to the dashboard. The dashboard will reflect spreadsheet data as visually pleasing charts and tables that are easy to read and share. MCAN recommends that the dashboard emphasize data trends; a focus on needle-moving improvements made over time by accentuating change. Additionally, it will also be important to identify the sources for each metric.

The design and public interface of the data dashboard can be developed by the community, or the network can work with an outside partner. Many LCANs in Michigan have worked with a community partner to assist in development. If a network seeks external assistance, the Community Impact Report Card tool by Strive, which can be found online at strivetogether.org/content/community-impact-report-card-tool, is a great option for those looking for a more robust resource. For those networks within the state of Michigan, MCAN also is available to assist with development. While developing the dashboard, a process for updates should be determined. This process will determine who is responsible for updating the data and when it will happen.

DASHBOARD AS A NETWORK COMMUNICATION TOOL

Once the dashboard has been created, the leadership team should have a dedicated conversation about how the data will be shared. Remember the purpose of the dashboard is to transparently communicate the community's performance; therefore, a communication strategy is key. Some LCANs have developed a dedicated network website to share the dashboard, others have worked to embed the dashboard on all network leadership team members' websites. MCAN also recommends the network develop an annual community report that includes an updated data dashboard. Use of the dashboard and/or an annual report is essential to LCAN staff and leadership teams when they recruit new leadership or action team members, and when they lead presentations within the constituent seas.

EMBEDDING CONTINUOUS COMMUNICATION: ESTABLISH COMMON AGENDA AND DASHBOARD

Developing the common agenda allows organizations to align around common goals and outcomes, which kick starts the trust-building process that is inherent to continuous communication. Thus, it is essential that the common agenda is built from the ground up by network leadership. An LCAN coordinator should not single-handedly draft the common agenda on which leadership team members sign off. Rather, the common agenda should be co-created by the entire leadership team. This will result in shared ownership and accountability for both the LCAN's successes and its setbacks, which is an important step toward establishing trust. Continuous communication encourages strong and active participation in leadership meetings, which will aid in the formation of a co-created common agenda. The common agenda should be developed during one or more leadership meetings. It's imperative that meetings are well-attended so that momentum is not lost over multiple meetings. In addition to conversations that occur broadly at network meetings, the LCAN coordinator may meet one-on-one with the representative from each organization to further discuss the common agenda and the vision each organization has for the network moving forward. This additional step may be key to getting buy-in and investment from constituents.

The usage of a transparent, publicly available dashboard also is critical to continuous communication. Through this dashboard, the LCAN can share its progress. All organizations represented by data on the dashboard must be comfortable with the data being shared. Typically, the LCAN dashboard will feature broad, publicly available data; however, if program- or community-level data is necessary, there must be clear expectations in place before this data is made public.

LESSONS LEARNED: DO'S AND DON'TS

COMMON AGENDA

- Do match issues and metrics. The boundaries of the common agenda should align, or match, with its goals and metrics. If a community is working to establish a cradle-to-career movement, the agenda should include key outcome indicators along the education continuum, like kindergarten readiness and third-grade reading scores, as well as college enrollment and persistence.

- Do think long term. Remember that the common agenda should be enduring. Unlike the action plan a community creates and executes (outlined in step 9), the common agenda should be designed with the long haul in mind.

- Do prepare for tensions. MCAN recognizes that agreeing on a common agenda is not a simple task that can be accomplished in a single meeting. Individual organizations are wired to operate in isolation. It will be difficult for partner organizations to set aside their own priorities and perspectives in favor of a collective approach to addressing an issue. Tensions may arise, and it is important to work through them before launching into action planning.

- Don't be negative. It is the role of the leadership team to establish the appropriate tone for the agenda-setting process. For example, this process should not entail leaders pointing fingers at each other and placing blame for past performance failures. The process should be positive, productive, and solution-oriented.

- Do develop talking points. As the leadership team establishes the LCAN, talking points will help articulate the urgency for change and current college-going culture and identify who has come together to form the network. Utilize the common agenda and common vocabulary for guidance as the network develops talking points. The talking points should be accessible to all leaders within the network. Talking points help enable the network to stay on track when giving public speeches or participating in interviews.

- Don't make the anchor organization more prominent than the network. Remember that the network is not a program of the anchor organization. As such, the anchor organization's logo should not be more prominent than the logos of the other network members. The network is a coalition of key constituents in the community.

LESSONS LEARNED: DO'S AND DON'TS

DATA DASHBOARD

- Don't publish a dashboard with data the leadership team did not agree on.

- Don't use this time in the process to collect new or additional data.

- Don't add metrics to the dashboard that do not align to and directly measure a goal on the common agenda.

- Don't display all data collected during the baseline data-gathering step on the dashboard.

- Do share the dashboard and use it as a communication tool.

- Do develop a process for updates. This process will determine who is responsible for updating the data, and when it will happen.
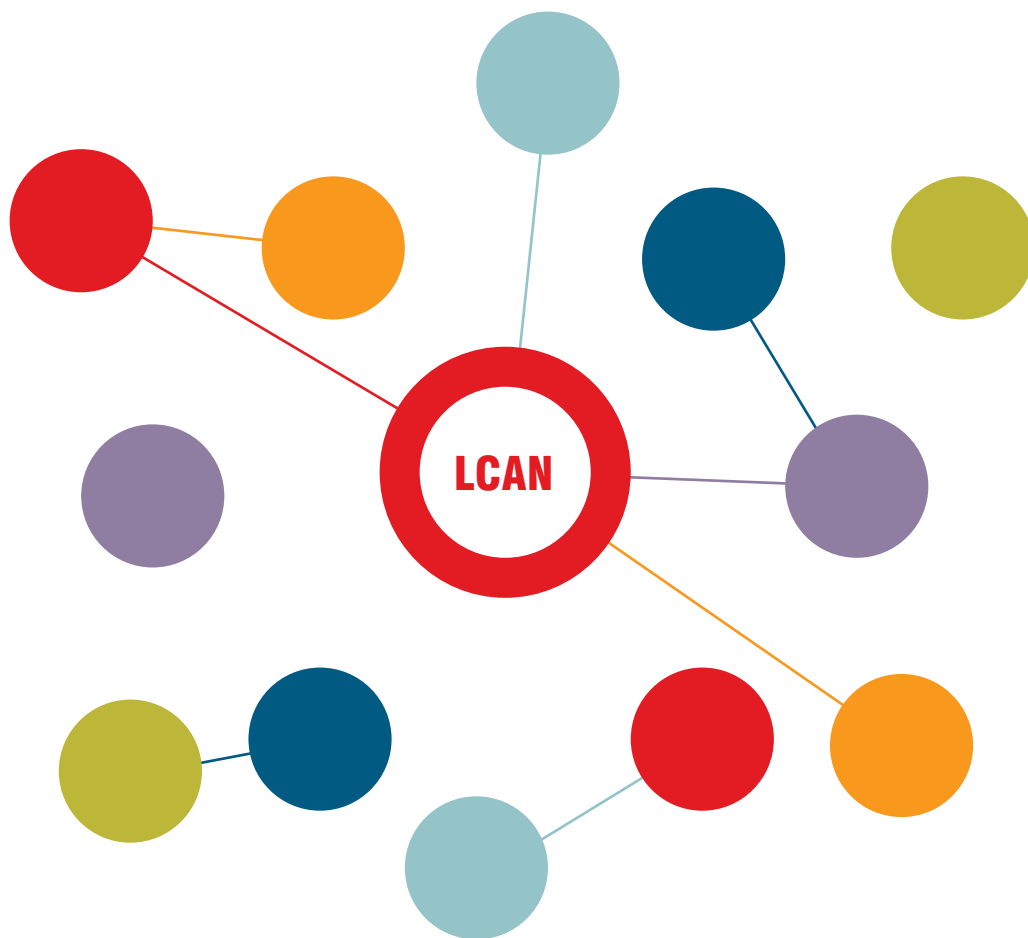
CONSTITUENT SEA DEVELOPMENT: BUILDING THE NETWORK

After working through the formation of the common agenda and creation of a corresponding dashboard, many more connections should be present within the LCAN's constituent sea. Constituent organizations represented on the leadership team have spent significant time and effort coming together to form a shared vision for community change. As a helpful byproduct, these constituents will have a stronger connection. By design, they also will have a higher level of alignment due to their joint commitment to the common agenda. Constituents also begin forming connections to the LCAN through the process, as you can see in this graphic. Of course, there are still some constituents that are not connected to other organizations or to the LCAN. Throughout the remaining steps of the LCAN's development, more relationships will be woven together.

6. FORMALIZE BACKBONE SUPPORT INFRASTRUCTURE

As has been explained throughout Charting the Course, a Local College Access Network is comprised of many moving pieces. Coordinating multiple projects, constituent interests, and funding streams is not an easy task. Therefore, the LCAN must evolve and create a strong backbone support infrastructure to effectively manage the network. This evolution ensures continuity and accountability among network partners. In order for each part of the backbone to hold the other accountable, clear roles and responsibilities should be established between the network's leadership team, the coordinator, and the action teams—which are discussed further in step 9 beginning on page 74. In this step, Charting the Course will walk through formalizing the backbone support infrastructure. In many LCANs, the formalized infrastructure looks like the organizational chart below, although each LCAN designs the best structure for their community.

LOCAL COLLEGE ACCESS NETWORK ORGANIZATIONAL CHART
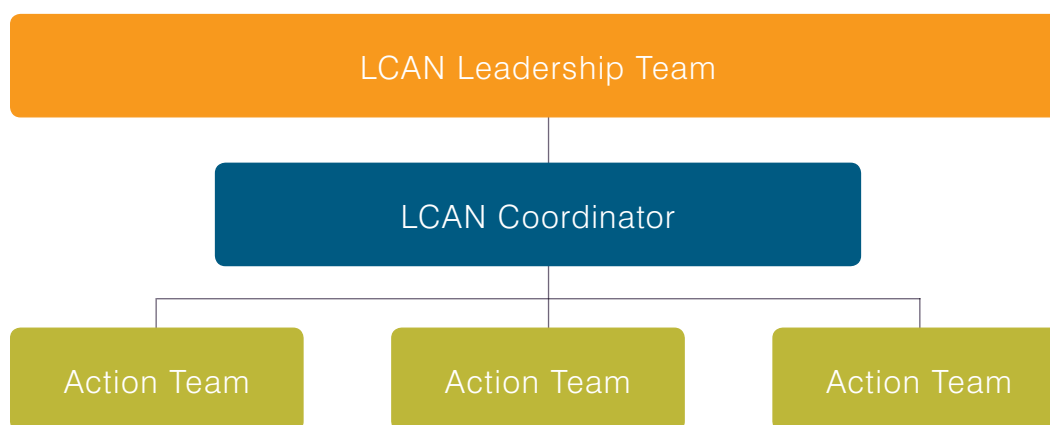
An important element in the formalization of the LCAN is the identification and commitment of an anchor entity. Step 2 walked through the attributes of a sound anchor entity, including possessing credibility in the community, the ability to be a neutral convener of multiple constituents, and the capacity to manage funds responsibly. At this point, the leadership team should determine which organization would serve in this capacity. The team may choose to continue working with the organization who served as the fiscal agent during the planning process or choose to transition to another anchor. In either case, the leadership team should establish a formal agreement, contract, or memorandum of understanding with the anchor to ensure transparency, reliability, and a long-term commitment to managing the administration of the LCAN.

Another key aspect of formalizing the backbone is the hiring of an LCAN coordinator. During the initial planning process, a community likely used an outside facilitator or a staff member of the fiscal agent to facilitate meetings, gather data, and assist in the development of the leadership team. At this point, the LCAN leadership team should hire an individual whose primary job is to coordinate the work of the LCAN. Although having full time staff is a recommended best practice, each LCAN leadership team should determine the staffing needs for its community. This is often based upon the size of the community and available funds for the coordinator position. The leadership team should also ensure that the hiring process is open and advertised to a diverse pool of applicants. Typically, the LCAN coordinator is hired after the LCAN has completed the planning process, secured adequate

funds to hire a coordinator, and has received a formal commitment from the fiscal agent to house the coordinator position. During the planning process, the leadership team and the hired facilitator should have created a job description, organizational charts demonstrating network accountability, and other relevant resources to help the LCAN coordinator hit the ground running after being hired. In Michigan, MCAN offers implementation grants, which often help communities hire an LCAN coordinator. MCAN staff also provides extensive technical assistance to newly hired coordinators to help build their capacity and connect with other coordinators from throughout the state.

The LCAN coordinator serves as captain of the network ship. Tasked with coordinating the community's existing resources, the coordinator must now serve as the primary liaison between the work happening in the community through the action teams and the leadership team. It is the coordinator's responsibility to effectively communicate the various activities, initiatives, and outcomes happening between the leadership team and action teams. For instance, after the leadership team has selected priority areas based on the data, the coordinator will use the asset map to build action teams around these priorities. The coordinator should also share information between action teams. Although one action team may be focused on FAFSA completion, the coordinator can also communicate activities happening on the SAT preparation action team. This makes each member of the LCAN feel invested and connected to the larger network. For more information about how an LCAN coordinator facilitates this process, refer to network weaving in step 7. Below are a few important skills in which leadership teams should consider when hiring a network coordinator:

RECOMMENDED SKILLS FOR NETWORK COORDINATORS

- Mission driven

- Results oriented

- Effective communicator

- Convener/Facilitator

- Politically savvy

- Focused, yet adaptable

Source: FSG and MCAN

MISSION DRIVEN

A network coordinator should use the common agenda as a "north star" to guide the network's activities. Coordinators should be strategic when taking on projects and tasks, ensuring that they align with the overall mission of the network, as determined by the leadership team.

RESULTS ORIENTED

Equipped with the most up-to-date data, the coordinator should remain laser focused on metrics the network is working to move. An effective coordinator will use data to reinforce the priority areas established by the leadership team and alter the course of action team activities, as needed.

EFFECTIVE COMMUNICATOR

On a daily basis, coordinators interact with a variety of audiences. One minute, the coordinator might interact with a potential funder. The next minute, they could present to a large group of direct-service providers. They often interact with the media, government officials, and other constituents. As such, the ability to effectively communicate with different groups of people is essential to the role of the coordinator.

FACILITATOR/CONVENER

By nature, the network is comprised of a variety of constituents. Coordinators are charged with bringing these stakeholders together, holding each accountable for specific tasks, and keeping them motivated along the way.

POLITICALLY SAVVY

Effective coordinators should know how to navigate power dynamics within the community. The network will likely bring together constituents who stand on conflicting sides of issues; it is important that the coordinator remains a neutral voice and facilitator.

FOCUSED, YET ADAPTABLE

Leadership teams might shift priorities. Action team members might not follow up on assigned projects. Meetings might run late. Funders might require last-minute grant reports. Coordinators must be flexible.

	REPORTS TO	COMMUNICATION INSTRUMENT	RESPONSIBILITIES
LEADERSHIP TEAM	Community-at-Large, Funders, other Leadership Team members	Data Dashboard	Provide overall vision of the network; network sustainability
LCAN COORDINATOR	Leadership Team	Written status reports, Collaborative Action Plans	Facilitate action team activities; coordinate resources
ACTION TEAMS	LCAN Coordinator	Collaborative Action Plans	Develop and implement action plans

TOOLS FOR FORMALIZING THE NETWORK

There are several ways in which a network can strengthen its structure to maximize effectiveness and sustain itself for the long term. The following are tools the network will use in order to formalize the Local College Access Network.

COMMON AGENDA

Signed by the members of the leadership team, a common agenda formalizes the network by clearly stating what the leadership team has committed to working toward improving in the community. This document holds the entire network accountable for improving targeted indicators around college access and success (see step 5 for Establish Common Agenda and Dashboard). The community should be able to review the common agenda and understand the metrics that the network is committed to changing.

JOB DESCRIPTION(S)

Job descriptions are another excellent tool to clarify responsibilities and expectations (see the examples in Part III, Appendix D). Primarily used for LCAN coordinators, it is important that the leadership team think carefully about the essential duties and tasks of a coordinator before adding them to the description. A good job description should include specific information regarding whom the coordinator reports to, specific roles and responsibilities of the coordinator, and the essential skills that the coordinator should possess (see step 2, Characteristics of an Effective LCAN Coordinator). LCAN coordinators may become frustrated when a leadership team frequently shifts expectations or alters job functions of the coordinator. By clarifying the specific skill set and expectations in the job description, both the coordinator and the leadership team have a clear understanding of the position functions. Job descriptions may also be used as a tool for performance evaluations.

DASHBOARD

Similar to the common agenda, the network's dashboard is an excellent tool to hold the network accountable. The dashboard helps formalize the network by solidifying the community's priorities and confirms that everyone is committed to shared goals and outcomes. Various community constituents, from partners to funders, should be able to access the dashboard to obtain a high-level snapshot of the network's progress. Without a publicly displayed dashboard, the network could easily shift priorities and lose focus of the metrics they have committed to moving. (To learn more about dashboards, see step 5.)

PARTNERSHIP AGREEMENTS

The use of partnership agreements is an effective tool in formalizing the network's accountability. Partnership agreements are written documents created by the LCAN to ensure that individuals within the network have a clear understanding of their roles and responsibilities. Normally used in the LCAN's action teams, these documents are comprised of three main parts. First, the agreement highlights the broad responsibilities for every partner within the LCAN. These often include group norms and standards, such as expectations around attendance, participation, and a commitment to sharing data. Second, the agreement should list specific tasks and assignments, such as hosting a financial aid night or providing buses for a college tour. Third, the partnership agreement should be signed and dated by both a high-level representative from the organization as well as an organization's designee.

Having the written approval from both the organization's designee and their direct supervisor ensures buy-in on all levels. Often (but not always) the supervisor serves on the LCAN leadership team, thus ensuring representation at the leadership level to provide strategic direction and vision. Supervisors

may also serve on action teams, which carry out the vision. A high school guidance counselor, for instance, may sign a partnership agreement stating both the individual's commitment to the LCAN as well as a commitment to coordinating two financial aid workshops for all high school seniors. The high school principal may also sign, stating commitment to support the counselor in these efforts (see examples in Part III, Appendix D).

EMBEDDING CONTINUOUS COMMUNICATION: FORMALIZE BACKBONE SUPPORT INFRASTRUCTURE

While the LCAN should not focus heavily on branding or marketing, it is important that the network differentiate itself from its "anchor entity"—a concept that was more fully explained in step 2, Establish an Initial Backbone Support Infrastructure and Continuous Improvement Process. The anchor entity acts as the fiscal agent for the network, but the network should not be viewed as a program or branch. Further, the LCAN coordinator should not be viewed as a staff member reporting to the anchor entity. If the anchor organization is uncomfortable with this or insists that the LCAN coordinator be treated as an employee of the anchor specifically, the network should reconsider the organization's status as the anchor before solidifying this role while formalizing the backbone support infrastructure.

As the LCAN begins to evolve, and an increasing number of projects, constituents, and funding sources need to be managed, the network needs to invest in staffing to ensure continuous communication is being observed and that these many layers of the network are interacting regularly, especially in the network's early stages, when continuous communication is not embedded into the natural functions of the network. Thus, formalizing the backbone also constitutes hiring a network coordinator. The LCAN coordinator will act as the liaison between the leadership team and action teams leading the on-the-ground work in the community, and will administer the reporting process from the action teams to the leadership team.

It is important to outwardly portray that the LCAN is its own, independent network and that the LCAN coordinator reports to the leadership team as a whole, not the anchor entity. This can be accomplished by creating a distinct email address, email signature, name tag, etc. that reflects the LCAN rather than the anchor entity, and by the LCAN coordinator consciously and intentionally introducing himself or herself as an employee of the LCAN rather than the anchor. Before the coordinator is hired, materials such as the job posting and description should also indicate that the network—rather than the anchor entity alone—is hiring a coordinator. Because the success of the LCAN depends on leadership team members' shared ownership of and accountability for the network, the LCAN must convey this shared ownership, rather than implying that the anchor is ultimately responsible for the network's success or even its decision making. It is imperative that decisions about hiring are made transparently, and that continuous communication is happening among the network during the formal hiring process. For example, the anchor entity may manage hiring logistics, but decisions about who is interviewed and hired, how many hours the coordinator will be working, salary, etc. must be communicated with and considered by the entire leadership team.

LESSONS LEARNED: DO'S AND DON'TS

- Do revisit the anchor entity decision even if there have been no issues with the current anchor. Step 6 allows space to determine what organization might serve as the best anchor without damaging relationships.

- Do hire an LCAN coordinator. It is this individual's primary job to coordinate the work of the LCAN and facilitate the collective impact process. He or she will serve as the captain of the ship. Do try to hire a person with the appropriate skill set, for a full-time position.

- Don't assume the person who facilitated the planning process is the best or most appropriate person to continue working as the LCAN coordinator.

- Do utilize partnership agreements to reinforce the roles and responsibilities of each constituent.

- Don't let the network get lost within the anchor entity. The network needs to differentiate itself from the anchor entity.

- Do continue to find ways to engage, ignite, and involve the leadership team after the formal strategic planning process ends and implementation begins.

7. ALIGN EXISTING ORGANIZATIONS TO THE NETWORK

Prior to step 7, the development of the LCAN has primarily involved local key leaders and influential champions. These individuals have made high-level decisions about the philosophy of college access and success efforts at a macro level. At this stage in the network's development the organizations and individuals that provide the service-level activities in the community become more involved. Though these organizations should be involved throughout the previous steps, and some are represented on the leadership team, all organizations that touch college access and success in the community now have a role to play.

Since this may be the first opportunity for some of the organizations to become formally engaged in the network, the LCAN should find an appropriate way to extend the invitation. This is made somewhat challenging by the fact that many of these organizations may offer more than college access and success services, especially in rural areas. Their college access and success activity may only be a single program—one of many important mission-oriented offerings of a small-budget organization serving a high-need community. The LCAN, in its most perfect implementation, encompasses all organizations within the community that are involved with college access and success activities. This is the constituent sea that has been in development. Remember, the network is only as strong as the individual organizations of which it is comprised.

The common agenda is a good starting point for introducing these organizations to the network and illustrating why the network is an important facilitator of current and future activity within the community. When fashioned correctly, this document is a one-page guide to the work that the LCAN is doing and will accomplish. It answers the what, why, and who; while the how, when, and where will be addressed later in the LCAN development process (see step 5 to learn more about the common agenda). Hopefully, the organizations in the constituent sea read the common agenda and say, "Yes! This is what our organization has been working toward individually and what we hoped the community would embrace collectively!"

If the organizations do not embrace the common agenda because they have a different vision, there is a breakdown in the process. This could occur from the LCAN not having the right leadership, from waiting too long to engage the individual organizations, or a multitude of other issues. If this is the case, gather as much feedback as possible and assess the situation. Ask some questions: Is the alternate vision that of a single organization, or a majority view? How far off is the vision from the common agenda? If the organizations that make up the network do not buy into the common agenda, the results can be compared to American states not buying into the constitution—in the end, there could be college access anarchy!

There are many ways to present the common agenda to organizations within the constituent sea— including those that are actively involved in the network and those that have yet to make a connection. This is an opportunity for the LCAN to be creative and to strategize. It should utilize knowledge of the local community to develop the best plan, but some ideas include:

• Host a convening of all community organizations with a role in college access and success to present the common agenda and invite them to join the network. Make the event exciting, innovative, and energetic. Perhaps, make it a ceremony where they "sign on" to the common agenda.

- Tap into organizations that already have local coordinating entities (e.g. a mentoring collaborative, a funders' roundtable, an intergovernmental commission, etc.). This allows the LCAN to reach many potential network members while sharing the common agenda throughout the community. Individuals, organizations, and associations can adopt the common agenda or its goals and metrics, strengthening the development of a college-going culture within the community.

- Engage the leadership team in contacting the executives of organizations that have not yet been involved in the network. The leadership team members share the common agenda and should formally ask the organization to join the network.

- The LCAN coordinator visits each organization that could potentially join the network and pitches the common agenda to executive staff and/or the board of directors. If appropriate, an invitation is extended to become part of the network.

Now that organizations understand what the network is and how to become part of it, the work turns to ensuring these organizations are purposefully connected to each other and the network as a whole. The organizations within the network must feel connected. Their representatives should know each other, build trust between each other personally and professionally, and understand how every other organization fits into the college access and success realm. These characteristics will manifest themselves as strong inter-organizational relationships, which makes for a strong network. It also allows for individual organizations to "pick their lane;" that is, choose a specific activity or target in which they would like to focus their efforts and resources.

There are two pathways to traverse when engaging the organizations within the network—collaborative action and network weaving. Read more about collaborative action in steps 8 and 9.

NETWORK WEAVING

Network weaving is a term that describes creating, building, and strengthening the relationships within organizations that provide the college access and success programming in the community. Just as one would weave a tapestry by creating connections between fabric and thread, an LCAN weaves a network by creating connections between people and organizations. This is a key role for the LCAN coordinator. Not all organizations within the network will always be part of its collaborative action team. It is critical that these organizations remain connected to the network and active in pushing the common agenda forward. Sometimes this is as simple as continuing to share data with the greater network and sometimes it is more dynamic—like bringing on a new program to fill a gap in the community's college access and success activity. Regardless of what the organizations within the network are doing, it is imperative that the LCAN facilitate their alignment.
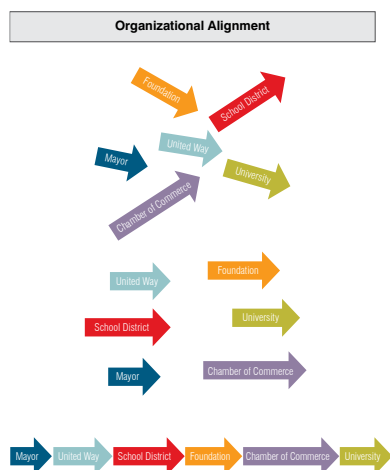
One of the best visual depictions of the stages of alignment through network weaving within an LCAN is the graphic reprinted from Part I, which is shown at left. Each arrow represents an organization providing activity for college access and success. Without network weaving, the organizations are all heading in different directions (top image). Network weaving helps to ensure all arrows point in the same direction (middle image), and then deeper alignment brings the arrows to a single line (bottom image)—meaning all organizations are headed in the same direction while working alongside each other and incorporating the use of mutually reinforcing activities.

Discussing network weaving always prompts the question, "What does this actually look like?" Often it looks like meetings, lunches, chats over coffee, and other gatherings where people discuss programming and relationships. Enhancing alignment takes relationship building. LCAN coordinators should get out of their offices and meet the leaders of the organizations that are serving students and families in their communities. This will make the ongoing alignment process easier as LCANs seek to connect people and organizations to each other and to the common agenda.

Collaborative action and network weaving lead to a stronger, more united network that is better able to increase the impact of the measures laid out in the common agenda. As such, they are not independent concepts. They take place concurrently. This is what makes the role of the LCAN coordinator so exciting, dynamic, and complex. It also requires serious guidance from the network leadership team. This process is different from the typical methods used to address challenges in the nonprofit and education fields, and it requires different behavior from the individuals and organizations working within it.
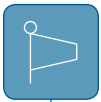
EMBEDDING CONTINUOUS COMMUNICATION: ALIGN EXISTING ORGANIZATIONS TO THE NETWORK

When trust is built, individual organizations will be comfortable sharing feedback and raising questions in an effort to continuously improve. Similar to initial conversations about data, established trust means that the network is not making judgments about organizational performance but is rather sharing and assessing organizations' programming to determine where there are gaps or duplication, and room to scale and improve. Established trust also means that programs owned by individual organizations will transition to programs shared among the network, reinforcing the network's shared accountability.

Alignment relies on continuous communication because organizations should always be aware of what the network at large and individual constituents are doing, so that they can best tailor their practices to the needs of the network. The LCAN should remain in continuous communication with these constituents even when they are not directly plugged into an action plan, providing a service by way of the LCAN, or actively connected at the current time.

LESSONS LEARNED: DO'S AND DON'TS

• Do find areas where alignment will solve problems for constituents. This will help gain their participation in the process. Once some of these problems are solved, move on to more complex challenges that are felt mostly by students and families.

• Don't think that "no" means "never." Sometimes organizations will be apprehensive about the network. Keep engaging people and inviting them to be part of activities. Over time, they will be drawn to the success of the network as well as the pressure by their peers and funders.

• Do focus on the constituents that make up the network as much as possible. Find ways to put them out front, to give them leadership and to provide them with the credit. This gains buy-in and appreciation that makes the alignment process much easier.

• Do clearly define what it means to be a part of the network so that when the LCAN invites organizations to join, there are specific actions they can take. Think about how organizations can expect to be engaged, where they can plug in, and what choices they have in how they want to participate.
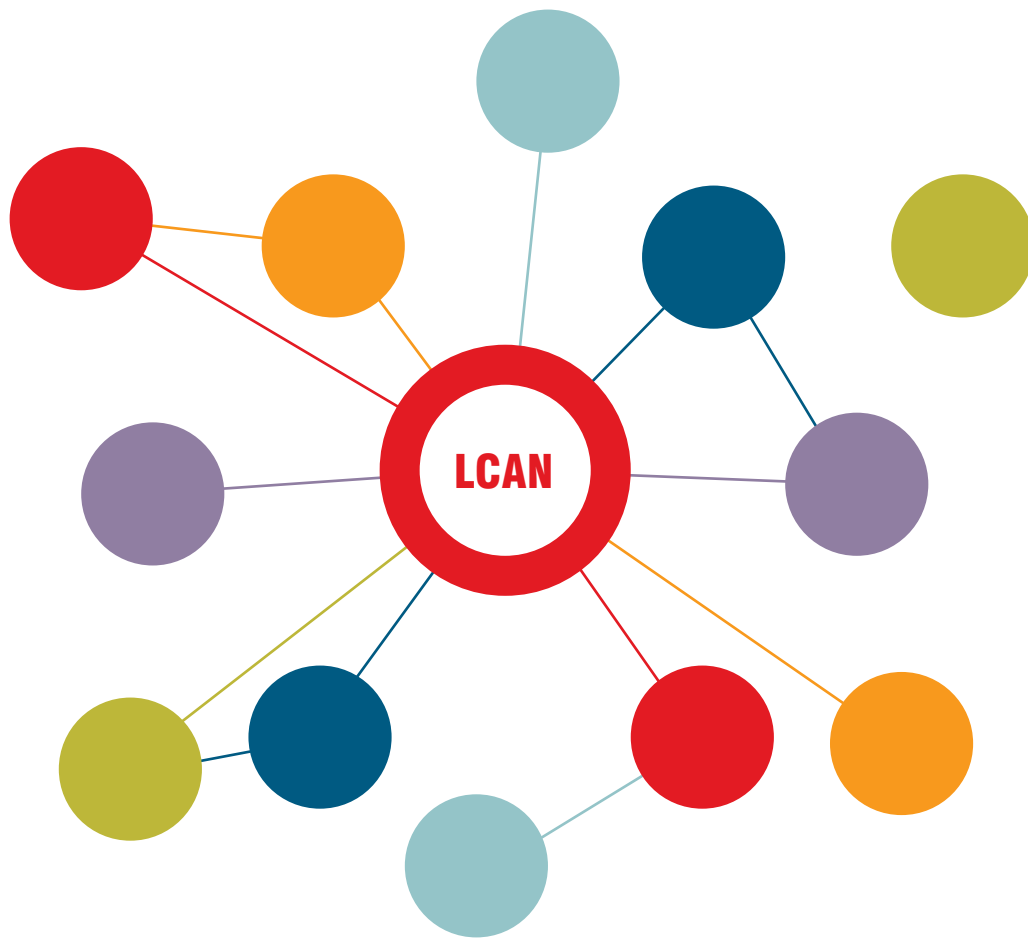
CONSTITUENT SEA DEVELOPMENT: BUILDING THE NETWORK

After working diligently to align existing organizations to the network, a tremendous amount of new connections have formed among constituent organizations and with the LCAN. The purpose of step 7 is to ensure that the network is working as effectively as possible toward the common agenda. The relationships that are created and strengthened during this process will help the LCAN tackle more difficult alignment and coordination efforts over time. Building trust and creating links between constituents is at the heart of the network-weaving activities in this step. The LCAN's constituent sea is becoming more complex and interwoven. By continuing to align the network, the LCAN moves closer to the desired result—a comprehensive, interconnected community that focuses on increasing the educational attainment rate of its residents.

8. ANALYZE DATA TO SELECT PRIORITY AREAS

DEFINE A PRIORITY AREA

While working to align community constituents, it is important for the leadership team to analyze the collected qualitative and quantitative data to identify priority areas for the next year. Selecting a priority area gives tacit permission for the network to focus its efforts and not attempt to address every metric simultaneously. This is highly beneficial during early years of infusing the collective impact framework and building the network infrastructure. MCAN strongly recommends selecting one to two areas of priority that are aligned with the goals established in the common agenda. The initial needle-moving progress on one or two metrics, or in one or two priority areas, can help the network flourish and propel the latter work of the network.

A priority area can be defined as an area of highest need in the community, where the leadership team believes it could build momentum around an early win, or where there is currently great cross-sector engagement ready to act. Once a priority area is chosen, the network will make a one-year commitment to engage in a data-driven collaborative action process to improve the metric. Priority areas should be reassessed annually. As the network matures, the leadership team can expand the number of priority areas to focus on an increasing number of metrics.

THE PROCESS FOR ANALYZING DATA TO SELECT PRIORITIES

A network can develop its own process for taking a deep dive into data and selecting a priority area. What follows is MCAN's recommended process.

REVIEW COMMON AGENDA GOALS

LCAN staff should open the data analysis conversation with a reminder of the network common agenda; therefore, it will be helpful to ensure that the staff reviews the common agenda prior to developing the presentation and materials for the analysis meeting.

DEVELOP CHARTS AND GRAPHS

LCAN staff should develop a presentation with easy-to-read charts and graphs of the data that is relevant to common agenda goals. This should not require gathering new data. MCAN recommends providing the data electronically for discussion, as well as in print for the leadership team members to get a closer look and make notes if necessary. Many charts may already have been created when presenting the baseline data. Be sure to check old materials to save time!

REVIEW DATA SOURCES

LCAN staff should review the data sources they will be utilizing and be prepared to answer questions regarding the sources. Make sure to connect with, and rely upon, the expertise of others within the community for information and quick facts about the various data sources.

INCLUSION OF ASSET-MAPPING DATA

The asset map that was started early on in the planning process should be utilized to help paint a picture of the current work in the community. LCAN staff should extract information from the asset map to provide a qualitative lens for the discussion. It might be difficult to be all inclusive, and may be necessary to make notes where all data is not displayed. If the asset map is in a printable form, be sure to share copies with the leadership team (even if it is not yet a final draft).

HAVE A COLLEAGUE REVIEW THE DATA

LCAN staff may want to work with one or two leadership team members to have them review the data presentation and materials prior to the meeting. This will help identify any bias of the staff, and may provide clarity that will help the conversation move smoothly with the complete leadership team.

PRESENT THE DATA TO THE LEADERSHIP TEAM

While it may be tempting to have a sub-committee of the leadership team act as a data team, it is imperative that the entire leadership team participate in a discussion and dissection of the data. Begin the conversation with the common agenda vision and goals. This will help center and frame the conversation. Each leadership team member should receive a copy of the common agenda to help them focus the discussion. Present the data to the team, answering any questions. When appropriate or available, provide disaggregated data. Allow the leadership team to discuss, ask questions, contemplate, and prioritize. To keep them focused on the goal of the session, remind them of their task: to determine, based on the data available, what problem(s) the network should initially focus on through collaborative action.

NARROW AND CLARIFY THE PROBLEM

Once the leadership team seems to narrow in on a metric, share the feedback. Be sure to clarify terms and ensure all team members are on the same page. LCAN staff may need to provide definitions or remind the group of previously determined common definitions. The leadership team may choose to take a macro look at the data and select priority areas around the broader metric (e.g. summer melt). Alternatively, the leadership team may take a micro view of the data and be specific and intentional about a sub-group to be targeted through the action team's work (e.g. summer melt for African American males). Regardless of the approach, data analysis must stay central to the selection.

DETERMINE ONE OR TWO PRIORITY AREAS

Once the group appears to select a priority area, the LCAN staff should ask the following questions:

- Is this within the scope of the LCAN's control?

- Who will be impacted by this work?

- Does the LCAN want to further focus the work?

- Does the LCAN have the necessary partners to move a collaborative action project forward in this area?

DEVELOP PROBLEM STATEMENT

Once a priority area is chosen, the leadership team should formulate a problem statement around the priority area. A problem statement will prepare the action team, and should meet the following criteria:

- Written in "problem language" that highlights deficiencies in the priority area,

- Clearly makes the case for why the selected area is a problem,

- Uses both qualitative and quantitative data to communicate the issue,

- References comparison information/data,

- Cites data sources, and

- Helps action teams focus their work.

EMBEDDING CONTINUOUS COMMUNICATION: ANALYZE DATA TO SELECT PRIORITY AREAS

Decision-making among network constituents should be open, transparent, and involve all stakeholders of the network, not an executive committee. This is especially true when selecting priority areas. While the coordinator will likely gather and present the data being analyzed, it should be the responsibility of the collective leadership team to analyze and dissect the data without passing judgment. The data will drive the decision-making that determines the priority areas. In turn, the priority areas form the LCAN's action teams, so it is important that every leadership team member is involved in the process. When the LCAN practices continuous communication, the entire leadership team will be involved in major decision-making processes—especially priority area selection—so that every member is informed of and accountable for the selected priorities.

LESSONS LEARNED: DO'S AND DON'TS

- Don't present, gather, or analyze data outside the defined network scope.

- Don't utilize this time to collect new data.

- Do determine the priority area with the leadership team. This is not a task that should be charged to a sub-committee or small part of the leadership team.

- Don't allow a priority area to be pre-selected by the LCAN staff or anchor entity and presented to the leadership team.

- Do present all relevant data rather than a subset of the data.

- Don't begin the conversation with a collaborative action project idea in mind and steer the conversation in that direction.

- Don't select too many priority areas.

9. ACTIVATE THE NETWORK

With the completion of steps one through eight, the LCAN has laid the foundation to begin to take action. Activating the network is like flipping the switch so that planning ends and implementation begins. Implementation includes facilitating systems change, continuing to build and strengthen alignment, and collaborative action through action teams.

Action teams are comprised of direct service providers and programs throughout the community. They are charged with the "on the ground" collaborative action of the network. Through the use of action plans, these individuals and organizations work on targeted initiatives for students and families in order to affect the metrics indicated on the LCAN's common agenda. Via regular meetings, the action teams work closely with the LCAN coordinator to execute projects, report progress, assess needs, and celebrate victories.

The formation and implementation of action teams are another method of formalizing the network. Action teams are a great way to engage a wide group of individuals and organizations from the community. Action team development presents an opportunity to invite constituents that have not yet been a formal part of the LCAN to be an integral partner in moving the needle. Utilize the asset map created in step 3 to determine the constituents that should be invited to the table for particular priority areas.

One of the best ways to ensure that the activities of the organizations within the constituent sea mutually reinforce each other is to build them that way by design. An action plan allows a team of organizations from the network to create an intervention addressing one or more of the data-driven priorities. By identifying goals, strategies, and benchmarks, the plan creates mutually reinforcing activities through the creation of new activities. The end result is a clear and concise road map for moving the needle on a critical college access and success metric.

Once an action team has convened around an important college access and success issue, they form an action plan to guide their activities in addressing that issue over the course of approximately the next 12 months.

The action plan template is mentioned throughout this step. Please consult this template in Part III, Appendix E. The following items are components of this template, in the suggested order by which the team should address them. It will be useful to refer to the template as you read through step 9.

LONG-TERM TARGET/GOAL

The long-term target is a three- to five-year target that the LCAN would like to achieve. It should be time bound, specific, and clear in how it will be measured. Often, this goal is related to a metric the LCAN has agreed to tackle on the common agenda. (e.g. by July 31, 2020, 75 percent of all county high school graduates will enroll in postsecondary education within six months after graduation; as measured by National Student Clearinghouse StudentTracker report.)

SHORT-TERM TARGET/STRATEGY

Short-term targets are one-year goals that the action team is attempting to achieve. This is key because the action plan is typically a one-year blueprint. Short-term targets are time bound, specific, and clear in how they will be measured; similar to the long-term goal. If the team is successful in reaching the short-term target, it will directly impact the identified long-term target. (e.g. by March 1, 2018, 65 percent of the county's high school senior class will complete the FAFSA as measured by the U.S. Department of Education.)

ACTION STEPS

In order for the short-term target and long-term goal to be achieved, the team must choose one or more collaborative action projects to implement over the next year. The first row of the action plan document, under "action steps," is reserved for the title of the selected project. To continue the FAFSA completion example used in this section, an example project to support that strategy is to incentivize FAFSA completion for high school seniors. Once the team has identified the project, the items listed underneath it on the action plan are chronological steps that lead to the actualization of that project. The rows on the plan are literally a to-do list for the team to accomplish so that the project will be successful. Each action step will have other information associated with it as the team moves from left to right on the action plan.

MONITORING EVIDENCE/DATA SOURCES

If someone were to ask for proof that an action step was accomplished, this column would provide that proof. It is not however, confirmation that the action steps were successful or even the right idea in the first place. If the action step is to print 150 copies of the FAFSA "how-to" brochure, the monitoring evidence could be the stack of 150 brochures themselves or the packing slip that came with the brochures when they were shipped, etc.

PERSON/GROUP RESPONSIBLE

This column is critical for accountability within the plan. The name of the organization and more preferably, the name of the individual who is tasked with this step are placed in this text box. It is imperative these boxes are not consistently filled with the name of the LCAN coordinator or a general statement like "team." While the coordinator will provide support to the team, it is the team itself that is charged with carrying out the plan. Team members need to take ownership by accepting responsibility, which prevents the team from talking about a task and reconvening later only to learn that no one initiated work on the task.

IMPLEMENTATION TIMELINE (START/STOP)

These columns are filled with the intended start and stop times for the action step to occur. It is highly recommended that no action step take longer than 30 days. If the step does take longer than 30 days, there is a great likelihood that it can be broken down into smaller steps. If a step is ongoing, list it multiple times with 30-day timeframes so that as teams work their way down the action-step list, "ongoing" tasks aren't forgotten.

ACTUAL COMPLETION DATE

This column is for the real date that the action step was accomplished. Rather than changing the "stop" date under implementation timeline, it is important to list the actual completion date. This will provide a better idea of how the project progressed at the end of the year. Future planning will be better informed by tracking this information using the continuous improvement lens.

RESOURCES NEEDED

This column represents money and other resources that are necessary for the team to accomplish the action step, and thus the project. If the total resources needed exceed the team's budgeted resources, the project needs to be changed or more resources must be found.

IMPLEMENTATION INDICATORS AND MEASURES

Toward the top of the action plan, beneath the long-term and short-term targets, is a space for indicators of success. These indicators can be described as intermediate outcomes. The team will

identify the data it can gather throughout the year-long plan. This will help determine if the plan is on the right track to reach the strategies and ultimately, the goals. These data are statistics from the activities within the plan. If the data does not move in the right direction, something is wrong, and the likelihood of success of the plan is reduced. This section of the action plan can be thought of as a ship's control panel. If something is wrong with the project(s) within the action plan, the control panel will indicate it is so.

Draw upon the network's projects to identify appropriate implementation indicators and measures. For this ongoing example of a project incentivizing FAFSA completion, sample implementation indicators may include the number of incentives offered, the number of businesses engaged in the project, the cash value of incentives offered, and/or the number of students receiving incentive information (outreach). These are just a few examples of indicators the action team may want to monitor as predictor of project success.

Moving from left to right in the plan for implementation indicators and measures, there are columns within the section to complete:

PROGRESS MEASURE (PROJECTED OUTCOME AND ACTUAL RESULTS)

In this part of the action plan template, the team indicates where it wants to be at a given point. The template indicates measures that are reported quarterly, though they can occur with whatever frequency makes the most sense.

The implementation indicator is the actual measure the team selects. The projected outcome is where the team hopes to be in the timeframe indicated. The actual results are the final measurement of that indicator in that same timeframe. In the two examples provided, one indicator exceeds expectations (number of businesses), and one indicator lags (number of students.) This could be a red flag to the action team that the project is not reaching as many students as it needs to in order to get the expected outcome in the short-term target.

IMPLEMENTATION INDICATOR	PROJECTED OUTCOME	ACTUAL RESULTS
NUMBER OF BUSINESSES OFFERING FAFSA INCENTIVES	5 businesses	7 businesses
NUMBER OF STUDENTS RECEIVING INCENTIVE INFORMATION	50 students	25 students

The action team will undoubtedly take several meetings to make the decisions necessary to complete the plan. That's okay. Rushing through the process and ending with a poor plan is not a pathway to success. It is better to take the time necessary, especially for new LCANs or new action teams that are unfamiliar with the process.

The action plan allows for the team to have multiple goals, strategies, and projects, if necessary. The plan simply repeats itself in format. As the LCAN and its action team(s) begin to utilize this plan and format, the plan should remain as simple and streamlined as possible. Once the team and LCAN are familiar and comfortable with the process, more complexity and work can be added to future plans. As alluded to above, it is better to have early success with action plans and action teams than to take on too much.

Once the plan is complete, the team begins to implement the action steps, gathering data and assessing success along the way. Team meetings morph into action plan updates, rather than philosophical discussions about the issue. In fact, the action plan can serve as the meeting agenda for future team meetings. In one year's time, the plan will have run its course and the team can assess next steps. The team can continue and build another one-year action plan, disband after a job accomplished, institutionalize or scale up programs that were effective, or the team can reconfigure if things did not go as planned. Utilize continuous improvement to make these decisions.

While creating and using this plan can seem limiting, it helps focus the team toward action. One of the most prevalent complaints about cross-sector committees or workgroups is that they result in all talk and no action. Soon, participants choose not to come as it is not a good use of their time. The action plan framework keeps the group moving toward change.

EMBEDDING CONTINUOUS COMMUNICATION: ACTIVATE THE NETWORK

Initially, continuous communication will aid in developing the action teams that form around selected priority areas. Members of the action team will likely be different than members of the leadership team, and network constituents can play an important role in organizing the action teams by suggesting individuals from their respective organizations to sit on the action teams. Keeping members' respective organizations informed of the LCAN's purpose and vision will encourage strong participation in action teams and a strong connection between the leadership team and the on-the-ground work happening through collaborative action.

Once the action team has been formed, a coordinated and strategic system for sharing information, which includes a reporting structure, is crucial to continuous communication. Because action teams are mostly comprised of different individuals than the leadership team, the LCAN coordinator should act as the intermediary between these groups of people. Ultimately, the coordinator will report to the leadership team (rather than the anchor entity as discussed in step 6) and the action team will report to the coordinator. The action teams and leadership team should be in continuous communication via the LCAN coordinator to ensure accountability and progress.

LESSONS LEARNED: DO'S AND DON'TS

• Do schedule enough time to properly complete the action plan in an authentic manner. It may take several meetings, but it's important to work through it together.

• Don't complete the action plan yourself and issue it to others. It's important that the action team work through the plan together. It increases trust and ensures that everyone has a role and buy-in to the finished process.

• Don't try to create too many action teams based on too many priority areas. If the LCAN is attempting the process for the first time, it should launch a single action team so that more focus can be placed on ensuring success. Let the action team, the staff and the leadership team better understand how to work the process and then expand to include more priorities and teams in subsequent years.

• Don't include constituents who don't have a direct touch on the action team's priority areas. It's critical that everyone on an action team bring expertise so as to better design activities and interventions. Everyone will have a role to play in the action plan, so everyone must have an actual touch on the issue. It's not the role of action team member to merely provide advice or shoot down ideas; members must have a stake in the work.

• Do choose projects that fit within the red, collaborative action section of the Network Navigator (refer to page 19). Avoid selecting projects that are better fit in the blue and green sections.

• Don't let the action planning template intimidate you or the action team. It helps your team better form your plan and stay on track once the plan is finalized. Other templates or tools can also work. The tool should require specific goals, measures, and timelines and should call for the team meet as a whole to create the plan.
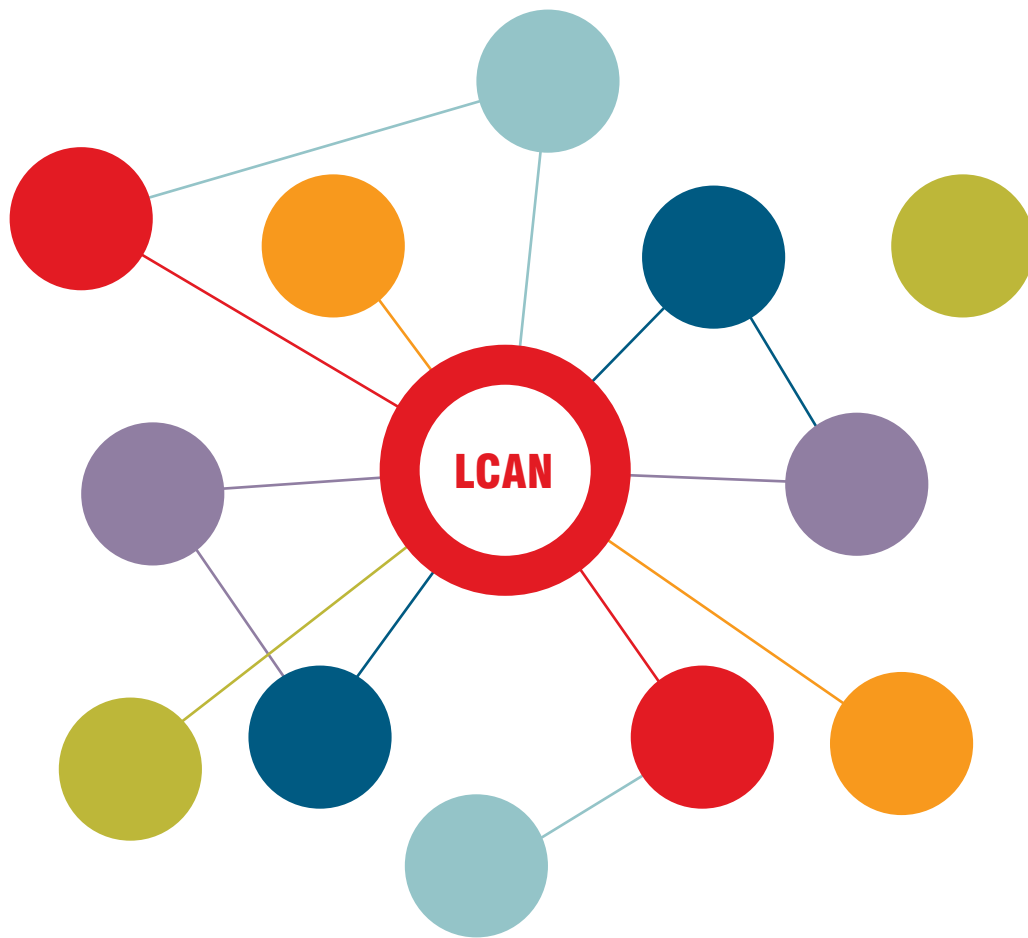
CONSTITUENT SEA DEVELOPMENT: BUILDING THE NETWORK

After working with constituent organizations to activate the network through collaborative action, more connections will be made within the constituent seas. As the LCAN gathers constituents around priority areas to form action teams, relationships will be forged between the organizations. Working together over time to implement the action plan will breed trust and goodwill. In order to move the network forward, to continue to build a strong LCAN and to increase educational attainment in support of Goal 2025, the purposeful alignment and coordination of the constituents must continue. As the LCAN moves into the final step of utilizing continuous improvement across the network, the staff and leadership team will strengthen the conditions of collective impact that will inherently lead to more ties between constituents.

10. UTILIZE CONTINUOUS IMPROVEMENT ACROSS THE NETWORK

The collective impact framework utilizes a continuous improvement methodology that not only empowers LCANs to self assess, but also demands it. The network should view continuous improvement as an ongoing process that involves incremental improvement over time, rather than a deliverable or task to be completed. A mature network will eventually operate as a well-oiled machine. It will continue to strengthen inter-organizational networking and align community systems while attacking data-evidenced community problems. Then it will utilize a continuous improvement lens to ensure long-term success.

Continuous improvement is not a new concept. Many network members may be familiar with the five steps of cyclical improvement: Define, Measure, Analyze, Improve, and Control (most commonly referred to as DMAIC). DMAIC is a well known data-driven improvement cycle and core tool utilized in the Six Sigma continuous improvement approach, which is widely utilized in the manufacturing and business community. According to Borror (as cited in American Society for Quality, n.d.), the five phases of DMAIC make up the following process:

- Define—clearly articulate the problem/goal/scope of work.
- Measure—identify the gap(s) between current and target performance.
- Analyze—identify the contributing or root causes that inhibit us from achieving a set goal.
- Improve—create, test, and implement potential solutions.
- Control—create necessary practices to sustain the gain and ensure continued success.

The network may choose to utilize a pre-defined process, such as DMAIC, to assist in consistently viewing the network through the lens of continuous improvement. Some networks might also use alternative models for evaluation. The continuous improvement process should be led by the network staff and leadership team but also used by all network constituents.

To ensure the network utilizes a continuous improvement lens, it may be easiest to consider what continuous improvement looks like when applied to the nine steps previously presented in this book.

COMMON AGENDA VIA A CONTINUOUS IMPROVEMENT LENS

Part I of Charting the Course provided an overview of the common agenda condition of collective impact. At the core of a college access network is a cross-sector group of influential leaders who are committed to a common agenda. While the common agenda is both a condition and an actual document, it is important to think about how continuous improvement plays a role in moving each forward as the network matures. A continuous improvement lens allows a leadership team to quickly ensure the community's influential champions are still engaged in the work and collectively leading the charge of the network. Over time, the influencers may change, and it may make sense for additional representatives and organizations to be added to the leadership team.

When taking a deeper look through the continuous improvement lens, the network should ensure its work remains focused on the intended mission and vision. Just as it occurs in the nonprofit world, it is easy for networks to lose focus and potentially take on complementary but different work. This often happens because of competing community or grant-funding priorities. In order for the network to be successful long term, it must continue to have a clear focus. This also is a good time to re-evaluate the network's goals and corresponding metrics. A few questions to consider:

- Are the goals still relevant and up-to-date?

- Does the LCAN need to change or add additional goals that have come into the conversation over time?

- Has the LCAN created a better-aligned system that resulted in improved measurement? Is there a need to update metrics due to this improved measurement ability?

Charting the Course has stressed the importance of continuous communication and a shared accountability for the network. One way to determine the network's progress in this work is to evaluate both the internal and external college access message. Have leadership team members taken on the responsibility to share this message? Are they working to change systems inter-organizationally and within their own organizations and sectors? When appropriately applied, the collective impact framework should not only change the way that networks do business as a community, but also the way that individual organizations and sectors do business. This change must be sparked and modeled by the leadership team.

SHARED MEASUREMENT SYSTEMS VIA A CONTINUOUS IMPROVEMENT LENS

Similar to common agenda, the collective impact condition of shared measurement systems was also overviewed in Part I. Common indicators make it possible to measure progress in a consistent way and put all network constituents on the same page about expected results. Common indicators are at the core of a collective impact initiative. On the surface, working together to develop common indicators appears to be a one-and-done type of undertaking. When looking through a continuous improvement lens, there are many ways to propel the impact of a network forward by improving its shared measurement systems.

Most networks agree on common indicators as measures of success. As the network makes an effort to develop trust, relationships should develop as well. Looking through the lens of continuous improvement offers ways to enhance the data available to the network. The following questions are important to ask:

- How have the constituents increased or changed their data sharing and data transparency?

- Are constituents and the network sharing and reporting on data disaggregated by sub-group?

- Is the network utilizing data to not only track progress but to identify strengths and challenges within the community's system?

- Has the network improved the data gathering and analysis taking place to ensure it remains focused on collecting the right data that has become more accurate over time?

It is easy for the network to remain data driven and data focused, but the continuous improvement lens challenges it to think about ways to improve the available data systems. It also prompts the network to consider how it utilizes data to drive its impact in a more meaningful way.

MUTUALLY REINFORCING ACTIVITIES VIA A CONTINUOUS IMPROVEMENT LENS

The many facets of mutually reinforcing activities were illustrated in Part I of Charting the Course. One of the most impactful differences that an LCAN can make in a community is to help ensure that the array of college access programs, services, and resources are coordinated to reinforce one another. Two separate but related techniques for crafting a reinforcing plan of action were defined as collaborative action and organizational alignment. The continuous improvement lens should be applied to both techniques.

The task of creating a community asset map was outlined in step 3. When thinking through the continuous improvement lens, it is important to consider the key role asset mapping plays in both collaborative action and organizational alignment. At a very basic level, continuous improvement ensures that the asset map is an ever changing document that provides a current snapshot of community programming and organizations. When taking a deeper look through the lens, it is imperative that the asset map becomes a robust interactive tool that allows community resources to be compared through multiple views. An enhanced comparison tool enables a network to reduce the gaps and duplication that exist within the community's systems. The asset map will provide the community with a vehicle to assess community programming while using various filters or perspectives (e.g. geographic regions, target populations served, scope/scale of intervention, organizational collaborations, etc.). Once a robust tool exists, the asset map can address systematic deficiencies and become a mechanism for building connections and alignment between organizations.

As explained in step 7, network weaving is an ongoing process much like continuous improvement. Organizational alignment through network weaving can be a challenging concept. Network weaving describes creating, building, and strengthening the relationships within organizations that provide college access and success programming in the community. While the alignment process is ongoing for the life of the network, LCANs should still apply a continuous improvement lens to ensure constituent sea conversations around organizational alignment are strengthened and deepened. It is easy to think of alignment as something that takes place between the network and its constituents. Alignment will be strengthened, however, if LCANs not only connect constituents to the network but also weave together constituents by aiding and investing in inter-organizational connections. Ensuring connections at both levels will create a more consistent community of organizations that can be responsive to necessary systematic changes. Once a strong web is woven, a deeper level of community dialogue regarding sector and system alignment around policies, regulations, and practice can occur.

Unlike any other step in the process, collaborative action has a built in continuous improvement mechanism. The DMAIC process, explained earlier, is often embedded into collaborative action plans. This ensures that the action teams are utilizing a continuous improvement lens throughout the collaborative action planning process via the action plan design, execution, and evaluation. The continuous improvement work of the action team should not only ensure data-driven activities but also action that collects data. This enables the team to hone in on the most effective and efficient processes and interventions. Once effective solutions have been identified and perfected, a continuous improvement lens challenges the action team to find ways to embed the work into pre-existing organizations within the community, along with the appropriate controls that sustain and grow the gains in a systemic way. Embedding successful and refined interventions allows the action team to continue to tackle new and different problems year after year while building the capacity of community systems along the way. Additionally, network staff should ensure there are clear and open lines of communication to the leadership team to communicate systematic barriers that have been identified through the action planning process. This ongoing internal communication allows the action teams and the leadership team to focus on the appropriate work.

BACKBONE SUPPORT INFRASTRUCTURE VIA A CONTINUOUS IMPROVEMENT LENS

Backbone support infrastructure was defined toward the end of Part I in this book. The backbone support infrastructure consists of three major components: leadership team, network staff, and anchor entity. It is important to ensure that networks look at all elements of the backbone support infrastructure through a continuous improvement lens, to ensure the whole network infrastructure is developing and sufficiently supporting and guiding the network for the long term.

Viewing the leadership team through a continuous improvement lens relates to some of the work mentioned in the common agenda section of this step. It is important not only to ensure focus on the composition of the network's leadership team but, more importantly, to focus on the increased and appropriate engagement from the right individuals representing the right organizations. In order for the backbone infrastructure to lead the network into the future, high levels of engagement from influential leaders will continue to be required.

When looking at network staff through the lens of continuous improvement, it is important to ensure sufficient staff is in place for the network. The following questions may be helpful to guide the conversation: Does the network have the necessary dedicated staff to support the current and future work of the network? Is the network hiring a consultant with an annual contract or is there a long-term staffing plan in place? And, does the network offer its staff professional development, which is necessary to ensure they are experts in college access and success? The continuous improvement lens challenges communities to ensure they plan not only in the moment, but for the long-term success of the network.

Lastly, the continuous improvement lens must be applied to the network's anchor entity. It is important not to forget what a vital role the anchor entity plays for the network. The anchor entity must have the capacity, interest, and trust from the leadership team and network staff to handle increased funds the network may bring in over time. The anchor must be comfortable managing the fiscal concerns of the network in an increasingly formalized way and potentially through a long-term commitment to act in this role. The network infrastructure requires an anchor entity that can support the network as it grows, develops, and matures.

EMBEDDING CONTINUOUS COMMUNICATION:
UTILIZE CONTINUOUS IMPROVEMENT ACROSS THE NETWORK

It is important to practice continuous communication throughout the process of building a network via collective impact. As the network grows, continuous communication ensures that disparate, sometimes isolated constituents are in regular communication, which leads to a common motivation and shared ownership of the network. In turn, this leads to the network completing each step with more ease and fidelity—talking to and trusting one another is essential to the network's initial success. It also is essential to the network's continuous improvement. Continuous communication lays the groundwork for important and sometimes difficult conversations that happen as part of the continuous improvement process. If network members engage in regular dialogue and share feedback as the network grows, direct conversations about the network's successes and setbacks will be more effective and easier. Furthermore, established trust will reassure network members that these conversations are constructive, not critical. The earlier this is practiced, the more impactful the continuous improvement process will be.

MOVING FORWARD WITH THE CONSTITUENT SEA

After working through the recommended framework for building a strong LCAN, the leadership team will have a more fully formed constituent sea as shown at the beginning of Part II. The relationships forged during steps 1-10 created an interconnected network of organizations that will move together toward the shared vision outlined in the common agenda. Of course, there will always be more work to do—constituents to link to other organizations, loss of leadership due to turnover, and new resources within the community—are just a few examples. Refer to pages 35, 45, 60, 70 and 79 to see how the constituent sea evolves as the LCAN's development progresses.

The LCAN coordinator can now shift focus to continuous improvement by enhancing the connections within the constituent sea, and maintaining the health of the LCAN through consistent network weaving, which was described in step 7. It may be helpful for the leadership team and network coordinator to create their own version of the evolving constituent sea, rather than refer to the theoretical concept and sample graphics provided here. Diagram the LCAN's constituents and their respective connections to refer to as the network advances. The LCAN's asset map, explained in step 3 on page 46, is the best place to start understanding who the network's constituents are.

PART III: APPENDICES OF SAMPLES AND TEMPLATES

The appendices provide select examples from successful LCANs and partnerships that embody the critical conditions of collective impact described in Charting the Course. In addition to the sample documents, this section also includes templates referenced in Part I and Part II.

1. Name of the Program:

2. What school, agency, or organization runs this program?

3. Where are its current program locations? (If it offered at sites other than its "parent" organization.)

4. What are the target ages (by grade level)?
   a. Options:
      i. K-12 (to be broken down by individual year)
      ii. Post HS 4 years
      iii. Adults

5. Is there a specific target population the program aims to work with?
   a. No, it works with all students
   b. Yes, it aims to work with students based on:
      i. Race/Ethnicity
      ii. Gender/Sex
      iii. Income
      iv. Sexuality
      v. Ability
      vi. Language spoken/Citizenship status
      vii. Religion

6. Approximately how many youth do they serve annually?

7. What area of Washtenaw County does this program serve? *(should we break this into townships?)*
   a. Ann Arbor
   b. Chelsea
   c. Dexter
   d. Manchester
   e. Milan
   f. Whitmore Lake
   g. Ypsilanti

8. Which program type does this program MOST fall under:
   a. Academic Preparation
   b. College Knowledge and Understanding
   c. Creating a College-Going Culture and Awareness
   d. Financial Aid and Affordability
   e. College Persistence and Completion

A.1—WASHTENAW FUTURES LANDSCAPE SCANNING QUESTIONS

Jackson C2C Asset List

DRAFT DATE: 11/16/2015 – THIS IS A WORKING DOCUMENT WHICH REQUIRES FREQUENT UPDATES - PLEASE CONTACT ilecrone.c2c@jacksoncf.org IF YOU HAVE ADDITIONS OR EDITS TO THIS DOCUMENT

Provider	Program Name	Program Description	Target Population & # Served	Contact Person	Phone	Website	Address	Eligibility Restrictions	Fee?
ABC Academy	Annual Early Childhood Conference	Provides State Continuing Education Clock Hours (SCECHs).			(517) 781-5558	http://www.abcacademyjackson.com/conference/			
Academy for Manufacturing Careers	Various programs	Skilled trades training courses, Apprenticeship Program, skill assessment			(517)782-8268	www.academy4mfgcareers.org			
Academy for Manufacturing Careers	Various youth programs	Machining U, Girl M Power, Spring Into STEM, Summer Camp, etc				http://www.academy4mfgcareers.org/index.php?option=com_content&view=section&layout=blog&id=3&Itemid=41			
Allegiance Health	KIDDS (Kids Impacted by Death and Dying Support group)	For children who have experienced a recent or past loss. There are two groups: One for children and one for teens.			(517) 841-6971	http://www.allegiancehealth.org/events/support-groups/kidds-kids-impacted-death-and-dying-support-group/2154			
Allegiance Health	Summer Youth Volunteer Program	Volunteer program for high school students age 15 and up. The purpose of the program is to empower teens with leadership and communication skills and provide them with exposure to the hospital environment.			517-788-4840	http://www.allegiancehealth.org/volunteer/opportunities/summer-youth-volunteer-program	Allegiance Health Volunteers, 205 N. East Ave, Jackson MI 49201		
Amen for Youth	Various Programs	Academic Mentoring and Alternative Educational program providing various schools and other youth providers with curriculum, training and materials.	Misc	Hakim Crampton	(517) 395-4298	http://amen4youth.yolasite.com/			
Amen for Youth	Incarceration Intervention	Juvenile and young adult incarceration intervention	16+	Hakim Crampton	(517) 395-4298	http://amen4youth.yolasite.com/			
Amen for Youth	S.L.A.M Lyrical Education	Spoken Lyrics with an Academic Mission. SLAM is an alternative educational method using Spoken Word, Lyrics and Hip Hop to engage students in English Language Arts and other classroom coursework subjects. SLAM is available to students grades 5-12	Grades 5-12	Hakim Crampton	(517) 395-4298	http://amen4youth.yolasite.com/			
American Association of University Women - Jackson Branch	Scholarship Program	Scholarships for female college juniors and seniors				http://www.aauwmi.org	AAUW Scholarship Committee, 2251 Springport Rd – Box 347, Jackson, MI 49202-1443		
AmeriCorps	Mentoring to Access Corps (MAC)	Mentoring-based AmeriCorps members will increase the quantity and quality of youth mentoring relationships while also impacting college-going rates and career readiness for hundreds of K-12 youth who are low-income or first generation college students.							
AmeriCorps	MNA Vista	MNA Civic Engagement AmeriCorps VISTA members are placed with K-12 schools, college campuses, or volunteer centers and serve approximately half of their service hours building capacity within a strategic community partner. MNA VISTAs promote and strengthen community-building initiatives focused on education and economic opportunity.							
ANEW Horizon	*Child Care & Family Development Center, Inc.*	*Tutoring*			*(517) 788-7908*		*322 Madison St, Jackson, MI 49202*		
AWARE Inc.	24 hour Crisis Line	24-hour Crisis Hotline to support Domestic Violence & Sexual Assault survivors, their family members, or friends	All ages		(517) 783-2861	www.awareshelter.org	706 W. Michigan Avenue, Jackson, Michigan 49201		
AWARE Inc.	Kids Club	Curriculum based, therapeutic support group for children ages 6-12 who are healing from domestic violence in the home.	12-Jun		Child/Family Advocate (517) 783-1638 Ext. 127	www.awareshelter.org	706 W. Michigan Avenue, Jackson, Michigan 49201		
AWARE Inc.	*Teen Club?*				*Child/Family Advocate (517) 783-1638 Ext. 127.*	*www.awareshelter.org*	*706 W. Michigan Avenue, Jackson, Michigan 49201*		

A.2—JACKSON COUNTY CRADLE TO CAREER NETWORK ASSET MAP

Jackson C2C Asset List

Provider	Program Name	Program Description	Target Population & # Served	Contact Person	Phone	Website	Address	Eligibility Restrictions	Fee?
BAKER College	Career Talks for Seniors				517. 788.7800 (Career Services)	www.baker.edu	2800 Springport Rd., Jackson MI 49201		
Baker College	Financial Aid Workshops	Help area college-bound high school seniors and their parents understand and complete the Free Application for Federal Student Aid (FAFSA)							
Big Brother Big Sisters	HS Mentors	In school mentoring program matching HS students with elementary students			(517) 784-7181	http://bbbsjackson.org/	536 N. Jackson Street, Jackson MI 49201		
Big Brothers Big Sisters	Community Based Mentors	For as little as an hour a week, Bigs and Littles meet in their community to share fun activities … stories … and a little bit of themselves			(517) 784-7182	http://bbbsjackson.org/	537 N. Jackson Street, Jackson MI 49201		
Big Brothers Big Sisters	Site Based Mentoring	Bigs and Littles meet once a week in schools, libraries and community centers, to talk and have fun			(517) 784-7183	http://bbbsjackson.org/	538 N. Jackson Street, Jackson MI 49201		
Boy Scouts	Scoutreach	Provides an educational program for boys and young adults to build character, to train in the responsibilities of participating citizenship, and to develop personal fitness			(517) 789-6163	http://www.michiganscouting.org/scouting	NA		
Boy Scouts	Traditional Scouting	Educational program for boys and young adults to build character, to train in the responsibilities of participating citizenship, and to develop personal fitness			(517) 789-6164	http://www.michiganscouting.org/scouting	NA		
Career Jump Start (Pure Michigan Talent Connect)	Career Jump Start	Resource for high school students, parents and community members in identifying High-demand careers and training and educational programs			(888)522-0103	http://www.mitalent.org/career-jump-start/	Michigan Economic Development Corporation, 300 N. Washington Sq., Lansing, MI 48913		
Catholic Charities	Child Trauma/PTSD	Specialized services to treat trauma/PTSD and attachment issues in children			(517) 783.6102	http://www.catholiccharitiesjlhc.org/counseling/treatment-for-children-with-trauma-ptsd/	407 S. Mechanic Street, Jackson MI 49202		
Catholic Charities	Counseling	Individual, family and marital counseling services			(517) 783.6103	http://www.catholiccharitiesjlhc.org/counseling/individual-family-and-marital-therapy/	408 S. Mechanic Street, Jackson MI 49202		
Catholic Charities	Jackson County Child Advocacy Center	A skilled, highly-trained forensic interviewer conducts non-leading, fact-finding interviews of child abuse victims in a child-friendly, developmentally-appropriate manner.				http://www.catholiccharitiesjlhc.org/jccac/	Referrals Only		
Catholic Charities	Roadmap to Graduation	Provide a safe, stable mentoring environment for homeless 17 and 18 year old youth wishing to graduate			(517) 783.6102	http://www.catholiccharitiesjlhc.org/roadmap/	407 S. Mechanic Street, Jackson MI 49202		
Catholic Charities	Understanding Anger for Adolescents	A class for adolescents (13-16 years old) to learn the causes and effects of ANGER and how we play an important part in handling ANGER in our home, school, and community.			(517) 783.6103	http://www.catholiccharitiesjlhc.org/counseling/aggression-violence-prevention-groups/	408 S. Mechanic Street, Jackson MI 49202		
Challenge Day	(See Jackson County Chamber of Commerce)								
Child and Parent Center	(See Council for the Prevention of Child Abuse & Neglect)								
Child Care Network	Family Support Program	Child care scholarships for parents with children ages 0-12			(888) 338-7656	http://childcarenetwork.org/dnn/Default.aspx	536 N. Jackson St, Jackson MI 49201		
Child Care Network	Great Start to Quality	Database to search for and contact child care providers who match your needs			(888) 338-7656	http://www.greatstarttoquality.org/	537 N. Jackson St, Jackson MI 49201		
City of Jackson Recreation Department Department	Tutoring	Offers an after school program for youth including tutoring for most subjects, games, internet and computer access.			(517) 788-4067	www.kingcommunitycenter.com	King Community Center, 1107 Adrian Street Jackson, MI 49203		
Columbia Schools	Adult Education	A variety of educational, enrichment and recreational activities to those 20 years and older. Including High School Diploma, G.E.D. Prep Classes, Reading Classes, Vocational Classes			(517) 529-9400	http://www.myeagles.org/CCE/CCEA dultEd.htm	Columbia Options High School, 4460 N. Lake Road, Clarklake, MI 49234		

Jackson C2C Asset List

Provider	Program Name	Program Description	Target Population & # Served	Contact Person	Phone	Website	Address	Eligibility Restrictions	Fee?
College and Career Access Center	College & Career Advising	Assist Jackson County residents to productive careers through the pursuit of appropriate post-secondary education, by helping residents overcome obstacles to successful employment and/or post secondary education.		Nancy Peters-Lewis	(517) 990-0671	www.jacksoncac.org	1082 Jackson Crossing Jackson, MI 49202		
College and Career Access Center				Nancy Peters-Lewis	(517) 990-0671	www.jacksoncac.org	1082 Jackson Crossing Jackson, MI 49202		
Community Action Agency	Adult Basic Education and GED preparatory program	Each adult learner is matched one-on-one with an adult volunteer that tutors according to the individual needs and goals of the learner.			(517) 784-4803	http://www.caajlh.org/	1217 Greenwood Avenue, Jackson MI 49202		
Community Action Agency	Education Related Programming	Head Start, Early Head Start, Great Start School Readiness*, Adult Education, Getting Ahead™			(517) 784-4800	http://www.caajlh.org/	1214 Greenwood Avenue, Jackson MI 49202		
Community Action Agency	English as a Second Language	Provides both tutor-based and classroom-based instruction to non-English speaking persons. Listening activities will also improve your ability to understand spoken English. Class times are available for beginner, intermediate and advanced level students.			(517) 784-4802	http://www.caajlh.org/	1216 Greenwood Avenue, Jackson MI 49202		
Community Action Agency	Getting Ahead	series of classes and work through self-identified issue areas to achieving self-sufficiency		Julie Laughlin 517-263-7861		http://www.caajlh.org/	1216 Greenwood Avenue, Jackson MI 49202		
Community Action Agency	The Learning Partners program	Provides Adult Basic Education (ABE) and English as a Second Language (ESL) instruction to adults in Jackson, Hillsdale and Lenawee counties. These services are confidential, and tailored to the needs of the individual learner.			(517) 784-4801	http://www.caajlh.org/	1215 Greenwood Avenue, Jackson MI 49202		
Community Dispute Resolution Program (Southeastern Dispute Resolution Services)	*Restorative Justice, mediation, dispute resolution*	*Marc will get me a blurb*			*(517) 990-0279*		*536 N Jackson St Jackson Michigan 49201*		
Council for the Prevention of Child Abuse & Neglect	Mandated Reporter Trainings	Free Trainings to those who work with children on how to recognize and report suspected abuse and neglect to Child Protective Services			(517)788-4239	http://www.cpcanjackson.org/what-we-do/cpcan-programs	Child and Parent Center, 606 Greenwood Place, Jackson, MI 49203.		
Council for the Prevention of Child Abuse & Neglect	Parenting Counts Parent Education	Curriculum focusing on the social and emotional development of children from birth to age five.			(517)788-4239	http://www.cpcanjackson.org/parent-education	Child and Parent Center, 606 Greenwood Place, Jackson, MI 49203.		
Council for the Prevention of Child Abuse & Neglect	Stewards of Children, Child Sexual Abuse Prevention Training	Teaches adults how to prevent, recognize, and react responsibly to child sexual abuse			(517)788-4239	http://www.cpcanjackson.org/what-we-do/cpcan-programs	Child and Parent Center, 606 Greenwood Place, Jackson, MI 49203.		
CP Federal Credit Union	CPFCU Youth Program	Student-run branches of CP Federal Credit Union			(517) 784-7101	www.cpfederal.com	1100 Clinton Rd, Jackson MI 49202		
CP Federal Credit Union	The Vault	Youth Financial Savings Program				www.thevaultcp.com/	1101 Clinton Rd, Jackson MI 49202		
Dahlem Center	Outdoor Adventure Day Camp	One to three week summer camp. Campers learn about the nature beyond their back doors, and develop useful skills and a sense of self-reliance	3 years thru grade 6	NA	(517) 782-3453	http://www.dahlemcenter.org/	7117 South Jackson Road Jackson, MI 49201		
Dahlem Center	Various School Programs	Half-day school field trips or in-classroom programs	Grades K-8	NA	(517) 782-3453	http://www.dahlemcenter.org/	7118 South Jackson Road Jackson, MI 49201		
Department of Health and Human Services	(See Michigan Department of Health and Human Services)								
disAbility Connections	Parent Education and Resources Center	Support service for parents of children with a debilitating disease. Offers reading materials, a toy-lending library, computer stations, advocacy, education and support services			(517) 998-3097	http://www.disabilityconnect.org/page-703518	409 Linden Ave, Jackson, MI. 49203		
disAbility Connections	Youth Training and Assessment	Teach students work habits with on-site support and assessment			(517) 782-6054	http://www.disabilityconnect.org	409 Linden Ave, Jackson, MI. 49203		

A.2—JACKSON COUNTY CRADLE TO CAREER NETWORK ASSET MAP

Jackson C2C Asset List

Provider	Program Name	Program Description	Target Population & # Served	Contact Person	Phone	Website	Address	Eligibility Restrictions	Fee?
Do Chas II	Various programs	PROVIDE COMMUNITY BASED SERVICES TO RUNAWAY AND HOMELESS YOUTH AND youth in crisis, including CRISIS INTERVENTION COUNSELING, CASH MANAGEMENT, PLACEMENT AND SHELTERS.			(517) 788-4605	NA	180 W Michigan Ave, Jackson, MI 49201		
Dungytree Program	Dungytree Student-Athletic Tutoring and Mentoring Program	offer athletic students homework help and educational resources and support they need to graduate and make it to the college level and beyond		Dena K. Morgan	(517) 240-3151	dungytree@gmail.com	Lane Memorial Church 141 Moore Street Jackson MI		
Ella Sharp Museum	Art classes for youth	Various programs			517.787.2320	http://ellasharpmuseum.org	3225 4th Street, Jackson, Michigan 49203		
Ella Sharp Museum	Living History at Hillside	3rd grade curriculum. Experience a day in the life of a student in 1880s urban and rural Michigan. Focuses on active, hands on learning			517.787.2320	http://ellasharpmuseum.org	3225 4th Street, Jackson, Michigan 49203		
Energizing Education	Family Engagement Nights	Family fun nights which include tips, training and resources for promoting reading in the home.		Kriss Giannetti	(517) 841-2148	http://energizingeducationjackson.org/	211 Ganson Street, Jackson MI 49201		
Energizing Education	In-School Mentoring	Volunteers provide one-on-one sessions with EE students (K through 2nd grade) for two 30-minute reading sessions each week		Kriss Giannetti	(517) 841-2148	http://energizingeducationjackson.org/	211 Ganson Street, Jackson MI 49201		
Erickson Learning Center	*Tutoring Service?*	*Closed?*							
Family Service & Children's Aid	Breakout	School-based alcohol and drug prevention education for adolescents in grades 6-12			(517) 787-7920	http://strong-families.org/?page_id=65	330 W. Michigan Avenue, Jackson MI 49201		
Family Service & Children's Aid	First Time Offenders & Juvenile Diversion Programs	Provide prevention education and intervention to first time juvenile offenders charged with misdemeanor offenses. Substance abuse education, case management services, and referrals are provided to juveniles and their families.			(517) 787-7921	http://strong-families.org/?page_id=66	331 W. Michigan Avenue, Jackson MI 49201		
Family Service & Children's Aid	Home Again	In-home services and education for parents whose children have been in foster care and reunification is the goal.			(517) 787-7922	http://strong-families.org/?page_id=825	332 W. Michigan Avenue, Jackson MI 49201		
Family Service and Children's Aid	Counseling	Family, mental health problems like depression, anxiety, eating disorders, and substance abuse issues			(517) 787-7923	http://strong-families.org/?page_id=62	333 W. Michigan Avenue, Jackson MI 49201		
Family Service and Children's Aid	Parent Education	Free parent education using Nurturing Parent Curriculum			(517) 787-7924	http://strong-families.org/?page_id=65	334 W. Michigan Avenue, Jackson MI 49201		
First Church of the Nazarene	*Tutoring?*				*517.782.7084*	*http://joxroz.com*	*3905 Clinton Rd. Jackson, MI 49201*		
First Presbyterian Church	The Hive	A source of learning, mentoring and caring			517-784-9175	https://www.facebook.com/TheHiveJacksonMI	743 W. Michigan Ave., Jackson, MI		
Fitness Council	Girl Quest & Boy Quest	Teaches healthy habits and personal/social development skills for students in grades 3-7 using physical activity and training.			(517) 990-9798	http://www.fitnesscouncil.org/	225 N. Jackson Street, Jackson MI 49201		
Girl Scouts	Enrichment programming	gives every girl access to life-changing experiences that inspire her to do something great			(517) 784-8543	http://www.gshom.org/	4403 Francis Street, Jackson MI 49203		
Goodwill Industries	DHS Foster Care Work Experience	Six week paid work experience for aging out foster care youth including a work skills class and work experience forum.			(517) 787-0570	http://www.goodwillcmh.org/programs/youth-programs/	619 N. Mechanic St. Jackson, MI 49202		
Goodwill Industries	School Work Experience Program	Students experience a wide variety of community work situations. Case managers & Job Coaches track progress, attend school and parent meetings and identify any difficulties that may occur.			(517) 787-0571	http://www.goodwillcmh.org/programs/youth-programs/	618 N. Mechanic St. Jackson, MI 49202		
Goodwill Industries	Youth in Transition	Program to improve the job seeking skills and work ethics of high school aged participants, include self-esteem and confidence building, assertiveness, success at work, and communicating at work.			(517) 787-0572	http://www.goodwillcmh.org/programs/youth-programs/	617 N. Mechanic St. Jackson, MI 49202		
Grace Baptist Church	*GED Instruction?*	*?closed?*			*(517) 789-6155*	*http://lifeatgrace.org/ministries/students-2/*	*2692 N Dettman Rd Jackson, MI 49201*		

Jackson C2C Asset List

Provider	Program Name	Program Description	Target Population & # Served	Contact Person	Phone	Website	Address	Eligibility Restrictions	Fee?
Great Start Collaborative	Imagination Library	Every child under age five who resides in Jackson County is eligible to receive a free, age-appropriate book each month until their fifth birthday.			(517) 768-5281	http://www.greatstartjackson.org/imaginationlibrary	6700 Browns Lake Rd, Jackson, MI 49201		
Great Start Collaborative	Parent Coalition/Great Start Families	Empower parents and caregivers to make a difference for the children in Jackson County. Components: access to training and learning opportunities, Provide valuable feedback, Learn ways to build confidence speaking up for their young children, Build a supportive network of friends			(517) 768-5281	http://www.greatstartjackson.org/aboutus	6700 Browns Lake Rd, Jackson, MI 49201		
Great Start Collaborative	Reading Train	local volunteers to conduct reading sessions and literacy activities in Jackson County child care/preschool settings to strengthen the early literacy skills of children			(517) 768-5281	http://jkreatstartjackson.org/Resources/Documents/Imagination%20Library/Lvolunteerflyer.pdf	6700 Browns Lake Rd, Jackson, MI 49201		
Great Start Collaborative	Resource Page	Links to various resources pertaining to early childhood			(517) 768-5281	http://www.greatstartjackson.org/partners	6700 Browns Lake Rd, Jackson, MI 49201		
Highfields, Inc.	Behavioral Health Services	Mental Health Counseling to inidivuals and families with a qualifying health insurance plan			(517) 783-4250	http://www.highfields.org/programs/community-services/behavioral-health-services/	1206 Clinton Rd, Jackson MI 49202		
Highfields, Inc.	Educational Services	instill confidence in our clients and to give them the knowledge they need to be successful. We aim to improve communication and social skills through each of our programs by using evidence-based curriculums.			(517) 783-4251	http://www.highfields.org/programs/education/	1207 Clinton Rd, Jackson MI 49202		
Highfields, Inc.	Programs referred by LifeWays Community Mental Health	home-based counseling for mental health disorders			(517) 783-4252	http://www.highfields.org/programs/community-services/home-based/	1208 Clinton Rd, Jackson MI 49202		
Highfields, Inc.	Residential Programming	Short term stabilization to long term residential programming			(517) 783-4253	http://www.highfields.org/programs/residential/	1209 Clinton Rd, Jackson MI 49202		
Highfields, Inc.	Various programs requiring referral from Department of Human Services	Reunification, Outreach, Families together Building Solutions, In-home counseling for families involved with Child Protective Services			(517) 783-4254	http://www.highfields.org/programs/community-services/	1210 Clinton Rd, Jackson MI 49202		
The Hive	(See First Presbyterian Church)								
The Hub	Teen Center	A safe, fun, and positive place for teenagers which provides opportunities for mentoring and development. Afterschool and Saturdays from 6-9 pm	6-12th grade		(517)917.0485	http://hubjackson.org/	1825 Spring Arbor Rd., Jackson, MI 49203		
Imagine Planet	Jackson's Free Admission Science Stop	Provides free, hands on activities related to science, including summer programs for grade school to middle school students and outreach for teachers, scouts and other groups.			(517) 798-2346	www.imagineplanet815.org/	815 Greenwood Avenue, Jackson MI 49202		
Integro, Inc.	Behavioral health care	Oupatient clinical services to intensive home-based services			(517) 789-1234	http://integroIlcjacksonmi.com/	1200 N. West Ave, suite 300, Jackson MI 49202		
Jackson Area Career Center Adult Career Education Program	GED Prep classes	Free GED Prep classes at the Commonwealth Building.			(517) 990-8070	http://jacksoncisd.schoolwires.com/domain/128	6700 Browns Lake Rd, Jackson, MI 49201		
Jackson Area Manufacturing Assn	(See Academy for Manufacturing Careers)								
Jackson Business & Professional Women	Scholarships	Scholarships for women who are returning to the work place and need further training, or to women who wish to advance in their chosen profession or business and need further training.		Stefanie Riggs	(517) 474-1422	http://jacksonbpw.org/scholarship/	ATTN: Scholarship Committee PO Box 1020 Jackson, MI 49204		
Jackson Community Foundation	Scholarships	awards a variety of scholarships to graduating seniors from Jackson County high schools and other Jackson County residents who are attending college			(517) 787-0321	http://www.jacksoncf.org/page-1431730	One Jackson Square, Suite 308, Jackson MI 49201		
Jackson Community Foundation	Youth Advisory Committee (YAC)	The JCF is a youth-focused and youth-administered committee whose purpose is to address the needs of youth in Jackson County by awarding grants to community organizations that benefit youth.			(517) 787-0321	http://www.jacksoncf.org/page-1432607	One Jackson Square, Suite 308, Jackson MI 49201		

A.2—JACKSON COUNTY CRADLE TO CAREER NETWORK ASSET MAP

Jackson C2C Asset List

Provider	Program Name	Program Description	Target Population & # Served	Contact Person	Phone	Website	Address	Eligibility Restrictions	Fee?
Jackson County Chamber of Commerce	Challenge Day	The program draws on the one-day experiential workshop called Challenge Day, but goes further. Designed to engage student participants in activities both before and after Challenge Day, the program promotes collaboration among educators, students, parents and community agencies in a focused effort to improve the social climate of area middle schools.			(517) 782-8221	http://www.buildmytour.net/tour.php?id=7116			
Jackson County Child Advocacy Center	(See Catholic Charities)								
Jackson County Health Department	Ages and Stages	Developmental Screening				https://jasqonline.com/family/b0700a	1715 Lansing Ave, Suite 221 Jackson, Michigan 49202		
Jackson County Health Department	Early On	Assists families with infants and toddlers, from birth until they 3 years of age, who may be experiencing delays in their development or if they have a diagnosed disability			(517) 768-1625	http://www.co.jackson.mi.us/Agencies/Hd/pph/early_on/index/index.asp	1715 Lansing Ave, Suite 221 Jackson, Michigan 49202		
Jackson County Health Department	*Parents as Teachers*	*?*					*1715 Lansing Ave, Suite 221 Jackson, Michigan 49202*		
Jackson County Health Department	*Toy Talkers*	*?*					*1715 Lansing Ave, Suite 221 Jackson, Michigan 49202*		
Jackson County ISD	Adult Career Education	A variety of courses to help individuals reach career goals or leisure pursuits			(517) 990-8070	http://jacksoncisd.schoolwires.com/domain/128	6800 Browns Lake Road Jackson, MI 49201		
Jackson District Library	*AMOS - Moms Groups*	*ASK Debby or Ishwar for JDL updates*							
Jackson District Library	*AWE Early Learning Stations in all branches*								
Jackson District Library	*Computer Classes*								
Jackson District Library	*Day Care Material Outreach Delivery*								
Jackson District Library	Early literacy development room	Designed for infants and toddlers to explore reading and books			(517) 788-4087	www.myjdl.com/carnegie	244 West Michigan Avenue, Jackson, MI 49201		
Jackson District Library	*Early literacy room at Carnegie*								
Jackson District Library	*Family book Discussions*								
Jackson District Library	*Health Top Programs i.e.. Medicare, Medicaid*								
Jackson District Library	*Healthy Living/Foods Programs*								
Jackson District Library	*Home Visit Programs*								
Jackson District Library	*Lets Talk About Money*								
Jackson District Library	*Leveled Readers*								
Jackson District Library	*Library Babies*								
Jackson District Library	*Outreach boxes*								
Jackson District Library	*Outreach Material Delivery - Schools*								
Jackson District Library	*Playgroups*								
Jackson District Library	*Preschool Story time*								
Jackson District Library	*Prime Time Family Reading Program*								

Jackson C2C Asset List

Provider	Program Name	Program Description	Target Population & # Served	Contact Person	Phone	Website	Address	Eligibility Restrictions	Fee?
Jackson District Library	*Reading Events throughout year*								
Jackson District Library	*School open house presentations*								
Jackson District Library	*Small Business Mentoring*								
Jackson District Library	*Story Wizard Kits*								
Jackson District Library	*Summer Reading Program*								
Jackson District Library	*Time for Two*								
Jackson District Library	*YUGIOH*								
Jackson School of the Arts	Arts, Dance and Theater Education	Out of school programming for ages 2.5-17 with a sliding fee scale			(517) 784-2389	http://www.jacksonarts.org/	634 N. Mechanic Street, Jackson MI 49202		
Jackson Symphony Orchestra	Community Music School	Provide music education of the highest quality to persons of all ages in Jackson and the surrounding communities			(517) 782-3221	http://www.jacksonmusicschool.org/about/	215 W. Michigan Avenue, Jackson MI 49201		
JacksonCounty Substance Abuse Awareness Coalition	Most Teens Don't	Social Norming Campaign			(517) 796-5133	http://www.drugfreejackson.com/about.htm	536 N. Jackson St., Jackson, MI 49201		
Junior Achievement	Entrepreneural Programming	Developing entrepreneurial thinking			(517) 782-7822	https://www.juniorachievement.org/web/ja-michiganedge/home	209 E. Washington, Suite 180, Jackson MI 49201		
Junior Achievement	Financial Literacy Programs	Shows youth how to generate and manage wealth			(517) 782-7823	https://www.juniorachievement.org/web/ja-michiganedge/home	210 E. Washington, Suite 180, Jackson MI 49201		
Junior Achievement	Work-Readiness	Preparation for youths' educational and professional future			(517) 782-7824	https://www.juniorachievement.org/web/ja-michiganedge/home	211 E. Washington, Suite 180, Jackson MI 49201		
Kids Hope USA/SAFMC	(See Spring Arbor Free Methodist Church)								
King Center	After-school Program	After-school program including supervised recreational activities, homework assistance and tutoring, daily free hot meal provided by the Jackson Public Schools Nutrition Program	School age youth		(517) 788-4067	http://www.cityofjackson.org/531/Martin-Luther-King-Jr-Center	1107 Adrian, Jackson, MI 49203		
King Center	Various enrichment programs and recreational resources	Multipurpose room/gym, health and fitness room, meeting room, media lounge			(517) 788-4067	http://www.cityofjackson.org/531/Martin-Luther-King-Jr-Center	1107 Adrian, Jackson, MI 49203		
Kiwanis	Key Club	Jackson High Key Club is a student-led organization which provides its members with opportunities to provide service, build character and develop leadership	Jackson High Students			http://www.jacksonkiwanis.com/Page/15601			
Kiwanis	K-Kids	a leadership program for elementary students. It empowers children to lead by teaching them leadership through service. The students choose their own leaders and decide their own projects. The students are supervised by a faculty advisor and a club advisor.	JPS McCulloch 3-5th grade			http://www.jacksonkiwanis.com/Page/15602			
Kiwanis	Mentoring	Club members mentor children at Cascades Elementary School (i.e. reading to students, working with them on math problems, administering a Mileage Program during recess, sponsoring a field trip or an assembly, etc.).				http://www.jacksonkiwanis.com/Page/15603			
Kiwanis	Various supports for needy children	Shoes, boots, dictionaries, scholarships, career camp, mentoring, movie sponsorships, etc				http://www.jacksonkiwanis.com/Page/15600			
Kumon	Math and Reading Center	Provides comprehensive curriculum from basics through HS level math and reading			517-783-3144	http://www.kumon.com/centerpage/home.aspx?p1=7e35a753-1fbb-439e-8989-f3135fe310ac&p2=1&p3=jackson	1212 Wildwood Avenue, Jackson, MI 49202		

A.2—JACKSON COUNTY CRADLE TO CAREER NETWORK ASSET MAP

Jackson C2C Asset List

Provider	Program Name	Program Description	Target Population & # Served	Contact Person	Phone	Website	Address	Eligibility Restrictions	Fee?
Lazy B's Ranch	Community Service Programs	Teach young people the daily tasks and chores involved with running a ranch to help them understand the responsibilities involved in making right choices. This program is also perfect for those looking to acquire credits toward graduation.			517-592-4252	http://www.lazybsranch.org/	P.O. Box 126 Cement City, MI 49233		
Lazy B's Ranch	Various enrichment programs	After-school mentoring, Day Trips, Overnight Camp			517-592-4252	http://www.lazybsranch.org/	P.O. Box 126 Cement City, MI 49233		
Lazy B's Ranch	Young Travelers Mentoring Program	Youth study "The Young Travelers Gift" by Andy Andrews, which emphasizes seven principles: Responsibility, Wisdom, Decided Heart, Person of Action, Forgiveness, Happiness, and Persistence.	13-17 years		517-592-4252	http://www.lazybsranch.org/	P.O. Box 126 Cement City, MI 49233		
LifeWays	*Infant Mental Health*				*(517) 789-1200*	*http://www.lifewayscmh.org/*	*1200 N. West Avenue, Jackson, MI 49202*		
LifeWays	*Medicaid/Autism ABA Program*				*(517) 789-1200*	*http://www.lifewayscmh.org/*	*1201 N. West Avenue, Jackson, MI 49202*		
LifeWays	Mental Health First Aid	Training helps an individual who doesn't have clinical training assist someone experiencing a mental health crisis until appropriate professional help is available, with the added underlying intention to promote health literacy.			(517) 789-1200	http://www.lifewayscmh.org/mental healthfirstaid.html	1204 N. West Avenue, Jackson, MI 49202		
LifeWays	Mental Health Services	LifeWays is the Community Mental Health Agency for Jackson County providing specialty mental health services to children, families and individuals with Medicaid.	All ages		(517) 789-1200	http://www.lifewayscmh.org	1200 N. West Avenue, Jackson, MI 49202		
LifeWays	*Parenting Wisely*				*(517) 789-1200*	*http://www.lifewayscmh.org/*	*1202 N. West Avenue, Jackson, MI 49202*		
LifeWays	Project Access	Provides patients access to primary health care, specialty care, inpatient and outpatient hospital services, prescriptions and much more			(517) 796-4511	http://www.lifewayscmh.org/	1203 N. West Avenue, Jackson, MI 49202		
Lily Missions Center	After-School	After school program Monday through Thursday, focused on homework completion and tutoring in Reading, English and Math. Children are also introduced to computer education or enhancement of computer skills.	5-14 years		(517) 783-6558	www.lilymissionscenter.org	1122 WG Wade Drive, Jackson, MI 49203		
Lily Missions Center	College Preparation	ACT/SAT, FAFSA & Scholarship application workshops for high school students			(517) 783-6556	www.lilymissionscenter.org	1120 WG Wade Drive, Jackson, MI 49203		
Lily Missions Center	Summer Reading	Students attending this program are not only encouraged to read, but receive one on one direction that is specifically catered to each individual's need. The certified program consultants and instructors administer pre tests to all students enrolling in the program in order to effectively create an individualized six week lesson plans.			(517) 783-6557	www.lilymissionscenter.org	1121 WG Wade Drive, Jackson, MI 49203		
Lily Missions Center	Summer School	Provides a fun and educational summer reading program for the community, Grades K-8th			(517) 783-6553	www.lilymissionscenter.org	1117 WG Wade Drive, Jackson, MI 49203		
Lily Missions Center	Teen Transition	Provide teenager's in the community with positive peer to peer interactions and prepare them for a successful future			(517) 783-6555	www.lilymissionscenter.org	1119 WG Wade Drive, Jackson, MI 49203		
Lily Missions Center	Tutoring	Helping youth academically through After School Programs and Summer Reading Programs (over 100 students annually, 5-14 years of age)			(517) 783-6554	www.lilymissionscenter.org	1118 WG Wade Drive, Jackson, MI 49203		
Lions Club - Eye Openers	Kidsight	Preschool Vision Screening		Carolyn Verbecken	cjverbecken@co mcast.net	http://www.e-clubhouse.org/sites/jacksoneyeopen ersmi/projects.php			
Lions Club - Eye Openers	Backpack Program					http://www.e-clubhouse.org/sites/jacksoneyeopen ersmi/projects.php			
Lions Club - Eye Openers	Leo Club	Gives young people the opportunity to serve their communities and develop valuable leadership skills				http://www.e-clubhouse.org/sites/jacksoneyeopen ersmi/projects.php			

A.2—JACKSON COUNTY CRADLE TO CAREER NETWORK ASSET MAP

Jackson C2C Asset List

Provider	Program Name	Program Description	Target Population & # Served	Contact Person	Phone	Website	Address	Eligibility Restrictions	Fee?
Lions Club - Jackson Host	Kidsight	Preschool Vision Screening		jacksonhostlionsclub@gmail.com	(517)789-1950	http://www.e-clubhouse.org/sites/jacksoneyeopeners/index.php			
Lions Club - Jackson Host	Backpack Program			jacksonhostlionsclub@gmail.com	(517)789-1950	http://www.e-clubhouse.org/sites/jacksoneyeopeners/index.php			
Lions Club - North Jackson									
Math and Science Center	(Jackson County Math and Science Center)								
Michigan Campus Compact		*Promotes the education and commitment of Michigan college students to be civically engaged citizens, through creating and expanding academic, co-curricular and campus-wide opportunities for community service, service-learning and civic engagement.*							
Michigan Alliance for Families	Learning Opportunities for Parents	Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), Mediation and facilitated IEPs, Overview of the IDEA, Transitions, Positive behavioral supports, Assistive technology, Parent/professional collaboration and Rights and responsibilities.			(517) 782-6054	http://www.michiganallianceforfamilies.org			
Michigan Alliance for Families	Parent Mentors	Provides a Regional Parent Mentor with expertise in disability and educational issues who connect families with the resources they need, provide information and assistance and mentor parents.			(517) 782-6055	http://www.michiganallianceforfamilies.org			
Michigan Department of Health and Human Services	Michigan Rehabilitative Services	works with eligible customers and employers to achieve quality employment outcomes and independence for individuals with disabilities. We work in partnership with individuals with disabilities to prepare for and obtain competitive employment,							
Michigan Department of Health and Human Services	Child Development and Care (CDC) Program	Child Care Payment Assistance			517-780-7400	http://www.michigan.gov/dhs/0,4562,7-124-5529---,00.html	301 E. Louis Glick Hwy. Jackson, MI 49201		
Michigan Department of Health and Human Services	Children's & Adult Protective Services	24 hour Child Abuse & Neglect hotline			(855) 444-3911	http://michigan.gov/dhs/0,4562,7-124-7119---,00.html	301 E. Louis Glick Hwy. Jackson, MI 49201		
Michigan Department of Health and Human Services	Various Assistance Programs	Food, cash, medical, home, utilities, burial, foster care, adoption, child protection, abuse and neglect				http://www.michigan.gov/dhs/0,4562,7-124-5453---,00.html	301 E. Louis Glick Hwy. Jackson, MI 49201		
Michigan Department of Health and Human Services	Pathways to Potential								
Michigan State University Extension	4H	Agriscience career exploration			517-788-4293	msue.jackson@county.msu.edu	1716 Lansing Ave., Suite 257 Jackson, MI 49202		
Michigan State University Extension	SNAP-Ed	Supplemental Nutrition Assistance Program Education (SNAP-Ed), a free nutrition education program to reduce hunger and food insecurity and promote healthy eating habits			517-788-4294	msue.jackson@county.msu.edu	1717 Lansing Ave., Suite 257 Jackson, MI 49202		
Mission of Hope Cancer Fund		Provides Direct Financial Assistance to cancer patients and their families during treatment and recovery for ALL cancers	All ages	Rock Mangus	517-782-4643	http://www.cancerfund.org/main.html	209 E. Washington Avenue Commonwealth Commerce Center Suite 301 Jackson, Michigan 49201		
MLK Diversity Committee	Challenge Day	(under Jackson County Chamber of Commerce)							
Model United Nations		*Lumen Christi Still active?*							
Most Teens Don't									
MSUE	(Michigan State University Extension)								

Jackson C2C Asset List

Provider	Program Name	Program Description	Target Population & # Served	Contact Person	Phone	Website	Address	Eligibility Restrictions	Fee?
Optimist Arena/Optimist Club					(517) 783-2664		1300 W. North St. Jackson, MI 49202		
Rondo Activity Center	Leadership Program				517.768.BALL	http://www.therac.biz/ssp/home	3055 Shirley Drive, Jackson, MI 49201		
Reading Writing Connection	Reading Instruction	Provides specific, one on one instruction for those struggling with reading and spelling and teachers struggling with teaching students with dyslexia.			(517) 787-8620	www.thereadingwritingconnection.org	1826 Horton Road Jackson, MI 49203-5131		
Rec Department	(City of Jackson)								
Recovery Technologies, Inc.	Various Programs	Character Developmet for Teens, Substance Abuse, Dialectical Behavior Therapy, MRT/SRT & Anger Groups, DV Batterers Intervention, Family Psycho Education			(517) 780-3336		1200 N. West Ave, Suite 400, Jackson MI 49202		
Red Cross					(517) 782-9486		3425 Francis St. Jackson, MI 49203		
Rise Above	Cross Roads	Educational program for students who have been suspended or expelled from school. Students are given the opportunity to stay current on their schoolwork, either by completing assignments from their regular teachers during a suspension or engaging in an online program when expelled.	High School Students	Neil and Veronica Fernandes	(517) 513-3891	http://www.riseabovewithhopeandcourage.org/	936 Fleming Street, Jackson MI 49202		
Rotary Club of Jackson	Interact	Rotary International's service club for young people	Jackson High School students	Kirk Hoffman & Barbara Baird-Pauli			409 Linden Avenue Jackson, MI 49203		
Salvation Army	STARS Program	Provide a safe after school environment for low-income working families. Educational activities, completion of homework, character development, tutoring, fun and fitness, arts and crafts, service projects and computer skills.	K-6th grade		(517) 782-7185	http://sajackson.org/jackson/after-school	806 East Pearl Street Jackson, MI 49201		
Salvation Army	Various Community Services	Assistance with housing, utilities, basic needs	All ages	Ryan Porter	(517) 782-7185	http://sajackson.org/jackson/basic-needs	807 East Pearl Street Jackson, MI 49201		
School Readiness Advisory Council		Check with Kelly Sheppard							
Schools/Churches/Pantries		Back Pack Programs							
Shop Rat Foundation	Education Programs	Exposure, exploration or preparatory programs and are geared toward introductory, developing or advanced skill levels among participating students. The Shop Rat Foundation specializes in programming for students enrolled in grades 6-12. Priority for collaborative opportunities is given to programs that are directed at students enrolled in grades 6-8.			(517) 769-2100	http://shoprat.org/youth-programs/	11855 Bunkerhill Rd, Pleasant Lake, MI 49272		
Shop Rat Foundation	Education Program Summer Camps	A variety of summer day camp programs			(517) 769-2100	http://shoprat.org/youth-programs/	11855 Bunkerhill Rd, Pleasant Lake, MI 49272		
South Central MI Works	ASK PAM FOR UPDATES	Career Preparation Seminars					Commonwealth Commerce Center, 209 E. Washington Ave, Suite 100, Jackson, MI 49201		
South Central MI Works	iChallengeU	A two week educational opportunity for 11th and 12th grade students to work with area teachers, corporate, civic, and community leaders to develop solutions to real problems posed by the corporate/civic/community partners. Teachers trained in project based learning will work with various partners to identify "driving questions or challenges" that reflect real issues or problems in the participating companies and organizations.					Commonwealth Commerce Center, 209 E. Washington Ave, Suite 100, Jackson, MI 49201		

A.2—JACKSON COUNTY CRADLE TO CAREER NETWORK ASSET MAP

Jackson C2C Asset List

Provider	Program Name	Program Description	Target Population & # Served	Contact Person	Phone	Website	Address	Eligibility Restrictions	Fee?
South Central MI Works	Youth Works!	GED Prep and completion, job prep/skills training, paid work experience, transportation assistance,		Angela Robinson	(517) 841-5627	http://www.scmw.org/youth/	Commonwealth Commerce Center, 209 E. Washington Ave, Suite 100, Jackson, MI 49201		
Spring Arbor Free Methodist Church	Kids Hope USA	Children in public elementary schools mentored through a relationship with a caring church member. . . . one child, one hour, one church, one school.			(517) 750-2400	http://www.springarborfm.org/connect/children/kids_hope_usa/the_kids_hope_usa_way/	120 E. Main St. Spring Arbor, MI 49283		
St. Vincent de Paul		*Education Fee Payment Assistance?*							
Student Advocacy Center	Various support services	Education advocacy and support, education mentoring (Check and Connect) and youth voice work. Advocates for students (suspensions, IEP, etc)	School aged youth		(517) 395-4298	http://www.studentadvocacycenter.org/			
Student Advocacy Center	Early Truancy Intervention	Home-based intervention program providing comprehensive services to children/families who have been identified as "chronically absent" by indentifying unmet needs and barriers that interfere with students regular and timely school attendance.	K-4th grade		(517) 395-4298	http://www.studentadvocacycenter.org/programs/early-truancy-intervention.			
Sylvan Learning Center	Various Services	Tutoring, College Prep, Edge and STEM programs			(517)787-9180	http://locations.sylvanlearning.com/us/jackson-mi	3333 Spring Arbor Rd, Ste 500 Jackson, MI 49203		
The League									
The Rac	*See Rando Activity Center*								
Word of Light Family Empowerment Center	*Closed?*				*(517) 768-1345*		*804 S Milwaukee St Jackson, Michigan 49203*		
Work Services, Inc.	GET UPDATES FROM JUDIE								
YMCA	Various Enrichment Programs for Youth	Fitness, etc	All ages		(517) 782-0537		127 W Wesley St, Jackson, MI 49201		
YMCA	Summer Camp	Theme based programming	Ages 4-14		(517) 782-0538		128 W Wesley St, Jackson, MI 49201		
Youth Arts Alliance									
		Ages and Stages							
		ASQ Developmental Screening							
		Common Definition of School Readiness							
		County Dashboard							
		Curriculum Alignment							
		EDPs							
		Food Pantries							
		Love and Logic							
		Nurtured Heart Parent Program							
		Outdoor Education Camps							
		PALS Assessment							
		Parenting Counts Play Groups							
		People to People							
		Pilot Parent Training							
		Safe and Drug Free Schools							
		School Counselors							

A.2—JACKSON COUNTY CRADLE TO CAREER NETWORK ASSET MAP

Jackson C2C Asset List

Provider	Program Name	Program Description	Target Population & # Served	Contact Person	Phone	Website	Address	Eligibility Restrictions	Fee?
		School Counselors							
		School Readiness Advisory Council							
		Social Emotional Training							
		Special Ed Assessments							
		Student Leadership							
		Youth Choral							
		Outdoor Education Camps							

A.2—JACKSON COUNTY CRADLE TO CAREER NETWORK ASSET MAP

Midland County Career College Access Network

2015 Asset Map
Schools

Name of Organization	Program Name	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	1-4 yrs	Adult	Preparation	Coll Culture	Coll Knowle	Affordability	Completion	Program Description
Academic and Career Education Academy	Accelerate Program - The ROCK														x				x	x			
Academic and Career Education Academy	At Risk Interventions, The ROCK's Perform, Summer School, Credit Recovery											x	x	x	x			x	x	x	x	x	
Academic and Career Education Academy	Career Cruising											x	x	x	x				x	x	x	x	
Academic and Career Education Academy	Career Pathways													x	x				x	x	x	x	
Academic and Career Education Academy	College Application and FAFSA Completion Requirement														x				x	x	x		
Academic and Career Education Academy	College Application Week/Senior Transition													x	x				x	x	x	x	
Academic and Career Education Academy	College, Military, and Technical School Representative Visits												x	x	x				x	x	x	x	
Academic and Career Education Academy	Dual Enrollment											x	x	x	x			x	x	x	x		
Academic and Career Education Academy	Jump Start											x	x						x	x	x		
Academic and Career Education Academy	SAT Prep												x	x				x					
Bullock Creek - Floyd	CHESS CLUB		x	x	x	x	x	x										x					
Bullock Creek - Floyd	Community School Model		x	x	x	x	x	x										x					
Bullock Creek - Floyd	Nature Kindergarten		x															x					
Bullock Creek - Floyd	Teaming Up With Youth		x	x	x	x	x	x										x					
Bullock Creek Elementary	Accelerated Reader	x	x	x	x	x												x					
Bullock Creek Elementary	Instructional Consultation Teams	x	x	x														x					
Bullock Creek Elementary	Junior Achievement		x	x														x					
Bullock Creek High School	AdviseMI College Advisor											x		x	x	x		x	x	x	x		Delta College / Davenport University
Bullock Creek High School	Articulation Agreements													x	x				x	x	x		
Bullock Creek High School	At Risk Programming, Credit Recovery, Summer School, After School Intervention (Tutoring), Math Seminar, At Risk Individual Counseling											x	x	x	x			x					
Bullock Creek High School	Bullock Creek Early College Program															x		x		x	x		
Bullock Creek High School	Career and College Testing: MEAP, MME, PSAT, SAT, SAT Practice Test, ASVAB, Advanced Placement											x	x	x	x			x	x				
Bullock Creek High School	Career Exploration Day												x							x			
Bullock Creek High School	College Application Day														x					x			
Bullock Creek High School	College Equivalent Courses- AP, IB											x	x	x	x			x		x			
Bullock Creek High School	College Equivalent Courses- Dual Enrollment												x	x	x			x					In collaboration with Delta College, Northwood University, Saginaw Valley State University, Davenport University, Central Michigan University, Mid-Michigan Community College
Bullock Creek High School	College Equivalent Courses: Articulation Agreements: Delta College, Davenport University													x	x			x					
Bullock Creek High School	College Goal Sunday											x		x	x				x	x	x		Held at Delta College
Bullock Creek High School	College Night											x		x	x				x	x	x		Sponsored by Northwood University
Bullock Creek High School	College, Military, and Technical School Representatives												x	x	x				x	x	x		
Bullock Creek High School	College, Technical, and Career Awareness:: Bulletin Boards, Website, Announcements, Flyers, Parent Emails, Family Access through Skyward											x	x	x	x			x		x			
Bullock Creek High School	Delta Project											x	x	x	x			x	x	x	x		Sponsored by Delta College
Bullock Creek High School	Dow College Opportunity Program											x	x	x	x			x	x	x	x		Sponsored by West Midland Family Center
Bullock Creek High School	Educational Development Plan										x	x	x	x	x			x	x	x			

Midland County Career College Access Network

2015 Asset Map — Schools

Name of Organization	Program Name	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	1-4 yrs	Adult	Academic Preparation	Social Cap (Coll Culture)	Navigate (Coll Knowle)	Fin Aid (Affordability)	Coll Persist (Completion)	Program Description
Bullock Creek High School	Educational Development Plan-Career Development											x	x	x	x			x					
Bullock Creek High School	FAFSA Completion Initiative														x					x	x		
Bullock Creek High School	Financial Aid Night													x	x				x	x	x		Financial Aid Night held at Bullock Creek High School Auditorium
Bullock Creek High School	Great Lakes Bay Early College												x	x	x				x	x			Held in conjunction with Saginaw Valley State University
Bullock Creek High School	Guest Speakers and Job Shadowing											x	x						x	x			
Bullock Creek High School	Individual Senior Post-Secondary Planning Meetings with Counselor														x			x	x		x		
Bullock Creek High School	Michigan College Application Week													x	x				x	x			
Bullock Creek High School	Near-Peer Mentoring Program														x		x			x		x	
Bullock Creek High School	Off Campus/Career Opportunities: Teacher Cadet, Chemical Processing Technology, Health Care Tech 1, Auto Tech, Construction Trades, Co-op													x	x			x	x	x	x		Programs are offered at Bullock Creek as well as area schools and businesses
Bullock Creek High School	Parent Meetings Incoming Freshman, Juniors and Seniors Early College Program													x	x			x	x	x	x		
Bullock Creek High School	Scholarship Presentations														x					x	x		
Bullock Creek High School	Senior Newsletter														x				x	x	x		
Bullock Creek High School	The ROCK's Perform											x	x	x	x			x	x	x		x	Sponsored by The Rock
Bullock Creek Middle School	Big Brothers Big Sisters								x	x	x							x	x	x			Big Brothers Big Sisters comes to Bullock Creek Middle School to mentor students and matches identified students with College Mentors
Bullock Creek Schools	STEM	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x				
Coleman Community Schools	At risk intervention, After school tutoring, Credit Recovery, Summer School with The ROCK's Drive and Perform Programs, CTE through Clare-Gladwin (Trade Programs with Certification)								x	x	x	x	x	x	x			x	x	x		x	
Coleman Community Schools	Career and College Testing									x	x	x	x					x					EXPLORE/PLAN Testing
Coleman Community Schools	Career Cruising								x	x	x	x			x			x	x	x	x	x	
Coleman Community Schools	College Application Day														x				x	x			
Coleman Community Schools	College Equivalent Courses- AP, IB											x	x	x	x			x					
Coleman Community Schools	College Equivalent Courses- Dual Enrollment											x	x	x	x			x		x		x	In collaboration with Delta College, Northwood University, Saginaw Valley State University, Davenport University, Central Michigan University, Mid-Michigan Community College
Coleman Community Schools	College Equivalent Courses: Articulation Agreements: Delta College, Davenport University												x	x	x			x					
Coleman Community Schools	College Representative High School Visits													x	x				x	x	x	x	
Coleman Community Schools	Dow College Opportunity Program											x	x	x	x			x	x	x	x	x	Sponsored by West Midland Family Center
Coleman Community Schools	Dual Enrollment													x	x				x	x	x		
Coleman Community Schools	Educational Talent Search								x	x	x	x	x	x	x			x	x	x	x	x	Based at Mid-Michigan Community College in Harrison and includes students from all of the Clare-Gladwin schools as well as Coleman.
Coleman Community Schools	Financial Aid Night/FAFSA													x	x				x	x	x		
Coleman Community Schools	Great Lakes Bay Early College											x	x	x	x			x					Held in conjunction with Saginaw Valley State University

Midland County Career College Access Network

2015 Asset Map — Schools

Name of Organization	Program Name	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	1-4yrs	Adult	Preparation	Coll Culture	Coll Knowle	Affordability	Completion	Program Description
Coleman Community Schools	Jump Into Construction											x	x	x	x								Based at the Greater Michigan Construction Academy
Coleman Community Schools	KeyTrain Test Prep													x				x					
Coleman Community Schools	MMCC College Day												x	x				x	x	x	x	x	
Coleman Community Schools	Near-Peer Mentoring Program														x	x				x		x	
Coleman Community Schools	SAT/PSAT Testing								x	x	x	x	x					x					EXPLORE/PLAN Testing
Coleman Elementary	AR Reading, ICT, Title I, At risk interventionist, After school tutoring, Before/After school programming with Railway Family Center		x	x	x	x	x	x	x									x	x				
Coleman Elementary	Lunch Box Learners		x	x	x	x	x	x										x					Big Brothers/Big Sisters
Meridian High School	Co-Op														x				x				
Meridian High School	Learner Support Center											x	x	x				x	x				
Meridian Jr. High School	EXPLORE										x							x					
Meridian Jr. High School	Instructional Consultation Teams							x	x	x								x					
Meridian Public School	Meridian Early College High School											x	x	x	x	x		x	x	x	x	x	
Meridian Public Schools	At-Risk Programing											x	x	x	x			x	x	x	x	x	
Meridian Public Schools	Career and College Testing											x	x	x	x			x					Held in conjunction with Saginaw Valley State University
Meridian Public Schools	The ROCK's Summer Build Program											x	x	x	x			x	x	x	x	x	
Meridian Public Schools	The ROCK's Perform Program											x						x	x	x	x	x	
Meridian Public Schools	Career Cruising											x	x	x	x				x	x	x		
Meridian Public Schools	College Equivalent Courses- AP, IB											x	x	x	x			x	x	x	x		
Meridian Public Schools	College Equivalent Courses- Dual Enrollment													x	x			x	x	x	x	x	In collaboration with Delta College, Northwood University, Saginaw Valley State University, Davenport University, Central Michigan University, Mid-Michigan Community College
Meridian Public Schools	College Equivalent Courses: Articulation Agreements: Delta College, Davenport University													x	x			x					
Meridian Public Schools	Compass Assessment														x					x			
Meridian Public Schools	Dow College Opportunity Program											x	x	x	x			x	x	x	x	x	Sponsored by West Midland Family Center
Meridian Public Schools	Dual Enrollment											x	x	x	x			x	x	x	x	x	
Meridian Public Schools	Financial Aid Workshops														x					x	x		
Meridian Public Schools	Great Lakes Bay Early College											x	x	x	x			x		x			
Meridian Public Schools	High School Advisory											x	x	x	x				x	x			Held in conjunction with Saginaw Valley State University
Meridian Public Schools	Meridian / Delta Opportunity Program													x	x	x			x	x	x	x	
Meridian Public Schools	Near-Peer Mentoring Program													x	x	x			x	x	x	x	
Meridian Public Schools	Sanford Early Childhood Center Preschool Program	x																x					
Midland County ESA	Midland County Great Start Collaborative	x																					Midland County
Midland County Juvenile Court	Jump Start											x	x	x	x				x				This is a trade development/exposure program in collaboration with 5 community agencies
Midland County Juvenile Court	Midland County Day Treatment											x	x	x	x				x	x			With MPS at the Juvenile Care Center for adjudicated youth. Assistance with college or trade skills is done on an individual and as needed basis with students. College tours occur in the spring.
Midland Public Schools	Career & Technical Education											x	x	x	x			x	x	x	x		In order to receive articulated credit, CTE programs are required to have programs of study that show the course linkages from high school CTE to post-secondary CTE. To support postsecondary transition, CTE teachers strive to expose students to college experiences including trips to college campuses and hosting presentations by college reps. Frequently, CTE campuses. Postsecondary faculty serve on the various CTE advisory committees. CTE teachers work to connect students with content specific scholarship opportunities. An exit survey process is conducted that captures detailed information about each student's post secondary plans and how we can continue to provide support and connect students with resources to promote success.

Focus Age for Program: PK (Pre-K) · Elementary (K, 1, 2, 3, 4, 5) · Middle School (6, 7, 8) · High School (9, 10, 11, 12) · Post HS (1-4 yrs, Adult)

Focus Area: Academic = Preparation · Social Cap = Coll Culture · Navigate = Coll Knowle · Fin Aid = Affordability · Coll Persist = Completion

A.3—MIDLAND COUNTY CAREER AND COLLEGE ACCESS NETWORK ASSET MAP

Midland County Career College Access Network

2015 Asset Map
Schools

Name of Organization	Program Name	Focus Age for Program																Focus Area					Program Description
		PK		Elementary					Middle School			High School				Post HS		Academic	Social Cap	Navigate	Fin Aid	Coll Persist	
		Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	1-4 yrs	Adult	Preparation	Coll Culture	Coll Knowle	Affordability	Completion	
Midland Public Schools	Career and College Testing					x	x	x	x	x	x	x	x	x	x			x					MEAP, MME, ACT, ACT Plan, ACT Explore ASVAB, PSAT, Advanced Placement, IB
Midland Public Schools	Career Cruising											x	x							x	x		
Midland Public Schools	Career Facilitator Program- College Night, College Visits													x	x					x			
Midland Public Schools	Career Preparation Courses- CTE, BACC									x	x	x	x	x	x			x					
Midland Public Schools	College Application Week														x				x	x			
Midland Public Schools	College Equivalent Courses- AP, IB											x	x	x	x			x					
Midland Public Schools	College Equivalent Courses- AP, IB											x	x	x	x							x	
Midland Public Schools	College Equivalent Courses- Dual Enrollment											x	x	x	x			x	x	x	x	x	In collaboration with Delta College, Northwood University, Saginaw Valley State University, Davenport University, Central Michigan University, Mid-Michigan Community College
Midland Public Schools	College Equivalent Courses: Articulation Agreements: Delta College, Davenport University													x	x			x					
Midland Public Schools	Community School Model	x	x	x	x	x	x	x										x					
Midland Public Schools	Counseling- Advising Program											x	x	x				x	x	x	x	x	
Midland Public Schools	Counseling- Senior Presentations														x				x	x	x		
Midland Public Schools	Educational Development Plan-Career Development								x	x	x	x	x	x	x			x					
Midland Public Schools	FAFSA Night														x						x		
Midland Public Schools	Great Lakes Bay Early College												x	x	x			x					Held in conjunction with Saginaw Valley State University
Midland Public Schools	ICT/RTI Elementary Implementation	x	x	x	x													x					Instructional Consultation Teams or Response to Intervention Teams at each elementary.
Midland Public Schools	Near-Peer Mentoring Program															x				x		x	
Midland Public Schools	Senior English, College Application Assignment, Senior Seminar														x					x			
Midland Public Schools	The ROCK's Drive Program								x	x	x							x	x	x		x	After school program at Jefferson & Northeast Middle Schools, sponsored by The Rock
Midland Public Schools	The ROCK's Perform and Accelerate Programs											x	x	x	x				x	x	x	x	Perform is presented to 9th grade students at HH Dow, Accelerate is for 9-12th grade students at Midland High.
Windover High School	College, university and technical school visits.											x	x	x	x				x	x	x		
Windover High School	Enterprise Programs - Culinary Arts											x	x	x	x				x		x		
Windover High School	Graduate college application and FASFA completion											x	x	x	x						x		
Windover High School	SAT Prep Activities											x	x	x	x			x					
Windover High School	TIP Scholarship Screening											x	x	x	x						x		
Windover High School	Windover High School											x	x	x	x			x	x	x	x	x	

•Academic prep—having the SAT scores that indicate academic readiness for postsecondary education
•Social capital—creating a college-going culture that all students will continue education after graduation
•Navigation—having the knowledge to complete the enrollment steps and begin postsecondary 0-6 months after graduation
•Financial Aid—completing the FAFSA, searching and applying for scholarships
•College Persistence—understanding the hurdles and resources to complete a degree/credential within 6 years of high school graduation

A.3—MIDLAND COUNTY CAREER AND COLLEGE ACCESS NETWORK ASSET MAP

B.1—SCREEN CAPTURE OF AMERICAN FACTFINDER

B.2—SCREEN CAPTURE OF MI SCHOOL DATA

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
- Bender Lumber Company
- 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

*Supported Partners

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	STEM Seamless Pathways Initiative		Bachelors Grad Rates
15			Indiana Center for Art+Design (IUCA+D)		Associates Grad Rates
14				Advanced Manufacturing Pathways	Retention Rates
13					Post Secondary Enrollments
12		Latino Education Initiative	Deeper Learning Works	Health Care Pathways	College Readiness Percentage Score
11			iGrad Program		
10				Dream It. Do It. Career Awareness	ACT/SAT Scores
9			Center for Teaching and Learning (CTL)		
8					
7					
6			Project Based Learning (PBL)		
5				Afterschool Coalition	
4			Universal Design for Learning (UDL)		
3					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

www.educationcoalition.com

C.1—COMMUNITY EDUCATION COALITION COMMON AGENDA

L.A.COMPACT
transforming education | cradle to career

Collective input, collective action, collective impact

The L.A. Compact convenes cross-sector stakeholders, leverages limited resources and pursues collaborative strategies to transform our education system from cradle to career.

GOAL ONE
All students graduate from high school.

GOAL TWO
All students have access to and are prepared for success in college.

GOAL THREE
All students have access to pathways to sustainable jobs and careers.
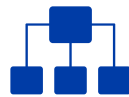
STAKEHOLDERS + **SYSTEMS** × **STRATEGIES** = **OUTCOMES**

The creation of the L.A. Compact in 2008 stemmed from a shared belief that no single program or institution can singlehandedly solve the complex, large scale, education and workforce readiness challenges facing our region. Improving student outcomes at scale requires collective impact – the commitment to solve complex social problems by a group of actors from different sectors.

The L.A. Compact is a bold commitment by Los Angeles leaders from the education, business, government, labor and nonprofit sectors to transform education outcomes from cradle to career, ensuring that today's youth have the skills necessary to succeed in a 21st century global workforce.

The L.A. Compact signatories commit to regularly measuring their progress in pursuit of three systemic goals: 1) all students graduate from high school, 2) all students have access to and are prepared for success in college and 3) all students have access to pathways to sustainable jobs and careers.

Achieving these ambitious goals requires innovative and sustained collaboration that cuts across typical bureaucratic silos. It requires starting in early childhood when 90 percent of a young child's brain first develops. It requires sustaining this learning through elementary, middle and high school to ensure that all students graduate college-and-career ready. It requires supporting students while they pursue the job skills and postsecondary credentials necessary for the careers that drive our regional economic growth.

Finally, effective cross-sector collaboration requires sustainable coordination. UNITE-LA, a nonprofit affiliate of the Los Angeles Area Chamber of Commerce, serves as the convener of the L.A. Compact to help partner agencies leverage resources, align services, improve policies and build bridges between siloed systems to improve outcomes for the youth of L.A. from cradle to career.

C.2—L.A. COMPACT COMMON AGENDA

L.A.COMPACT
transforming education | cradle to career

Collaborative Strategies to Meet Goals

Exploring bold new ideas and embracing innovative approaches to education are imperative to achieving the goals outlined in the L.A. Compact. Together, we agree to help implement the following strategies to meet our goals:

1. ACHIEVE HIGH QUALITY TEACHING AND LEARNING IN CLASSROOMS
Our number one priority must be to ensure that high-quality instruction and learning are taking place in all L.A. classrooms, from early education to college.

2. BUILD COLLABORATIVE LEADERSHIP CAPACITY
Strong leadership among all school stakeholders – administrators, teachers, students, classified staff and parents – is essential for effectively managing schools.

3. STREAMLINE AND DECENTRALIZE OPERATIONS
Greater school site flexibility and control over resources, with accountability for results, will improve performance. Smaller schools and personalized learning environments facilitate better decision-making and learning.

4. EXPAND INNOVATIVE PRACTICES THAT ARE WORKING
L.A. is home to many outstanding schools and programs that are setting a gold standard for excellence. These innovative and evidence-based practices should be understood and replicated.

5. IMPROVE ACCOUNTABILITY SYSTEMS
All education and workforce stakeholders must be held to new and more transparent levels of responsibility for student success from school readiness to college completion and employment.

6. COORDINATE ADVOCACY ON PRIORITY EDUCATIONAL POLICY AND FUNDING ISSUES
L.A. would benefit from having "one voice" when advocating at the state and federal level on issues impacting young people from cradle to career in our region.

7. PROVIDE STUDENTS MULTIPLE PATHWAYS FOR WORKFORCE AND CAREER PREPARATION
Cross-sector collaboration in advancing Linked Learning and career pathway strategies is critical to improve postsecondary success and to better prepare students for the 21st century workforce.

8. ENSURE SUPPORT SERVICES FOR ALL STUDENTS AND FAMILIES
To be successful, families and communities must be an integral part of a student's education. Students must feel safe, secure and supported in order to learn and succeed.

The Signers

Eric Garcetti
Mayor
City of Los Angeles

Herb J. Wesson, Jr.
City Council President
City of Los Angeles

Don Knabe
Gloria Molina
Mark Ridley-Thomas
Zev Yaroslavsky
Michael D. Antonovich
Board of Supervisors
County of Los Angeles

John E. Deasy
Superintendent
Los Angeles Unified School District

Steve Zimmer
Board President
Los Angeles Unified School District

Juan A. Flecha
President
Associated Administrators of Los Angeles

Arturo Delgado
Superintendent
Los Angeles County Office of Education

Gary Toebben
President & CEO
Los Angeles Area Chamber of Commerce

Maria Elena Durazo
Executive Secretary-Treasurer
Los Angeles County Federation of Labor, AFL-CIO

Elise Buik
President & CEO
United Way of Greater Los Angeles

Kim Belshé
Executive Director
First 5 LA

Institutions of Higher Education

Chris Kimball
President
California Lutheran University

J. Michael Ortiz
President
California State Polytechnic University, Pomona

Willie J. Hagan
President
California State University, Dominguez Hills

William A. Covino
President
California State University, Los Angeles

Dianne F. Harrison
President
California State University, Northridge

Francisco C. Rodriguez
Chancellor
Los Angeles Community College District

Timothy Law Snyder
President
Loyola Marymount University

Ann McElaney-Johnson
President
Mount St. Mary's College

Andrew K. Benton
President
Pepperdine University

Gene D. Block
Chancellor
University of California, Los Angeles

C.L. Max Nikias
President
University of Southern California

Luis Ma. R. Calingo
President
Woodbury University

For more information visit lacompact.org or contact Carrie Shapton, cshapton@lachamber.com or 213.580.7591.

C.2—L.A. COMPACT COMMON AGENDA

Washtenaw FUTURES
COLLEGE ACCESS • LIFELONG SUCCESS

Our Region's Community Agenda for Change

Our regional economy and community demand a skilled workforce, which requires an education beyond high school. In order to build and sustain a vibrant economy and healthy community, all Washtenaw area youth must acquire the skills necessary to complete a postsecondary credential, including a technical certificate, 2 year or 4 year degree.

Successful, equitable and healthy communities foster high educational aspirations and align their institutions and resources to advance that vision. By working together, we can ensure that all youth in the Washtenaw area are prepared to earn a post-secondary credential and become productive citizens in a thriving community.

Washtenaw Futures is a community collaborative focused on making completion of post-secondary education an achievable reality for every student in the Washtenaw area – particularly low-income youth, youth of color, and youth who will be the first in their families to attain a degree or credential. To accomplish this goal, we support a community-wide collective impact approach to addressing critical academic, access, and social benchmarks to positively impact a youth's ability to achieve his/her full and unique potential.

Goals:
By 2025, Washtenaw Futures will increase the percentage of Washtenaw area youth who attain a degree or credential to 70%. Specifically, all Washtenaw area high school aged youth will graduate high school with college credit and experiences, achieve or exceed the college readiness scores on the ACT and/or COMPASS, access post-secondary education/training with the knowledge, resources and skills to overcome identified barriers to success, and understand how to navigate postsecondary education systems.
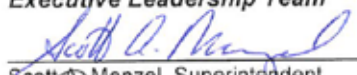
Shared priorities and leading indicators:
Together, members of the Washtenaw Futures collaborative share accountability for the following Community Progress Report priorities and work together to impact the following leading indicators.
- Graduating from high school inspired and ready for career and/or college:
    - Increase the percentage of students who graduate from high school.
    - Increase the mean composite ACT score from the baseline.
    - Increase the percentage of high school graduating students who complete the Free Application for Federal Student Aid (FAFSA).
- Enrollment and completion of post-secondary training:
    - Increase the percentage of graduating seniors enrolling in post-secondary training within 12 months of graduation.
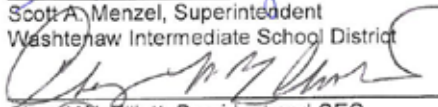
C.3—WASHTENAW FUTURES COMMON AGENDA

o   Increase the percentage of high school graduating students who complete a post-secondary degree or credential within 6 years of graduating from high school.
- Decreasing the Achievement Gap for key demographics, as measured by disparities in:
  o   College readiness
  o   Post-secondary enrollment
  o   Post-secondary completion
  o   Four-year college completion
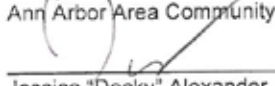
Executive Leadership Team

_____   10/2/14
Scott A. Menzel, Superintendent   Date
Washtenaw Intermediate School District
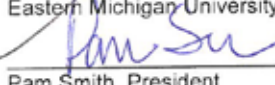
_____   10/2/14
Cheryl W. Elliott, President and CEO   Date
Ann Arbor Area Community Foundation
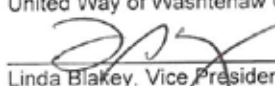
_____   10/2/14
Jessica "Decky" Alexander, Office of the Provost   Date
Eastern Michigan University
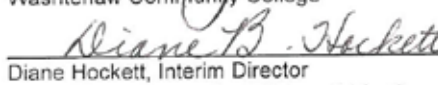
_____   10·2·14
Pam Smith, President   Date
United Way of Washtenaw County
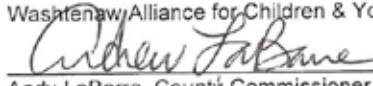
_____   10/2/2014
Linda Blakey, Vice President   Date
Washtenaw Community College
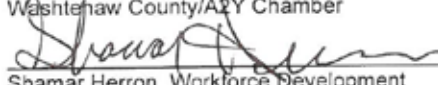
_____   10/2/2014
Diane Hockett, Interim Director   Date
Washtenaw Alliance for Children & Youth
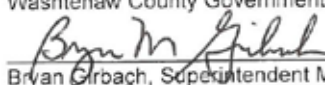
_____   10/2/2:14
Andy LaBarre, County Commissioner   Date
Washtenaw County/A2Y Chamber
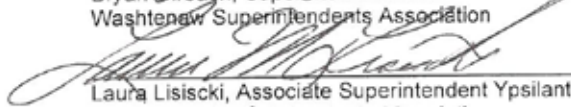
_____   10/2/2014
Shamar Herron, Workforce Development   Date
Washtenaw County Government

_____   10/2/14
Bryan Girbach, Superintendent Milan   Date
Washtenaw Superintendents Association
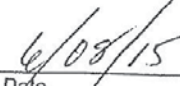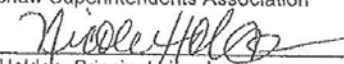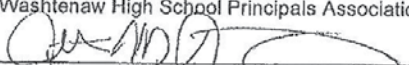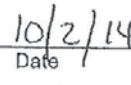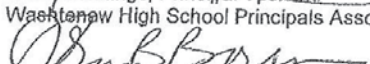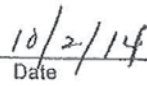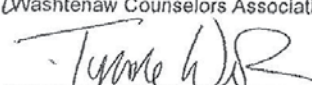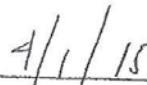
_____   10/2/2014
Laura Lisiscki, Associate Superintendent Ypsilanti   Date
Washtenaw Superintendents Association

_____   10/2/14
Chris Timmis, Superintendent Dexter   Date
Washtenaw Superintendents Association

C.3—WASHTENAW FUTURES COMMON AGENDA

Ellen Bonter, Superintendent Lincoln
Washtenaw Superintendents Association

Date 6/08/15

Nicole Holden, Principal Lincoln
Washtenaw High School Principals Association

Date 10/2/14

Justin Jennings, Principal Ypsilanti
Washtenaw High School Principals Association

Date 10/2/14

John Boshoven, Counselor & Past President
Washtenaw Counselors Association

Date 10/2/14

Tyrone Weeks, Principal & Director
Pathways to Success, Adult Education

4/1/15

2014 Community Progress Report

Destination Education is a community collaborative focused on making completion of post-secondary education an achievable reality for every student in the greater Holland/Zeeland area – particularly low-income students, students of color, and students who will be the first in their families to attain a degree or credential.

OUR OVERALL GOAL BY 2025:

Increase the percentage of students who attain a post-secondary degree or credential from *45%* to *75%*

OBJECTIVE A

Increase the percentage of students who master key fundamentals

ACADEMIC READINESS

MEAP Scores
ACT Scores

	2013		2014
3rd Grade Reading	73%	↑	76%
8th Grade Math	37%	↓	35%
ACT Composite	20.8	↑	21

CRITICAL DISPARITY
8th Grade Math Proficiency

	African American	Hispanic	Caucasian
2013	7%	15%	46%
2014	3%	13%	45%

OBJECTIVE B

Increase the percentage of students who graduate from high school college / career ready

CAREER & FINANCIAL READINESS

High School Graduation → **NCRC** · **FAFSA Financial Aid**

	2013		2014
High School Grad	87%	↑	88%
NCRC gold or above	36%	→	28%
FAFSA Completion	60%	↑	64%

CRITICAL DISPARITY
High School Graduation

	African American	Hispanic	Caucasian
2013	61%	72%	90%
2014	67%	75%	91%

OBJECTIVE C

Increase the percentage of students who enroll in and complete post-secondary

ENROLLMENT & COMPLETION

Post-Secondary Enrollment → **Post-Secondary Credential**

	2013		2014
Enrollment	76%	↑	79%
Completion:			
Post-Secondary	45%	↑	57%
4 YR College	36%	↑	48%

CRITICAL DISPARITY
4 Year College Completion

	Non Asian Minorities	Caucasian
2013	15%	41%
2014	29%	51%

School districts included in the data: Black River, Hamilton, Holland Public, Holland Christian, Saugatuck, West Ottawa, Zeeland. *Source:* Frost Research Center, Ottawa Area Intermediate School District, www.mischooldata.org
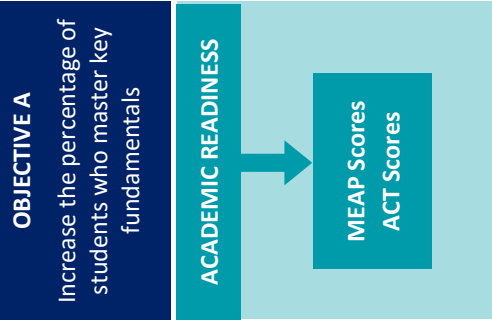
2014 Community Progress Report

3rd Grade Reading Proficiency

2013
- 73%
- 84%
- 61%
- 82%
- 60%
- 39%

2014
- 76%
- 85%
- 65%
- 82%
- 64%
- 46%

8th Grade Math Proficiency

2013
- 37%
- 46%
- 26%
- 46%
- 15%
- 7%

2014
- 35%
- 45%
- 19%
- 45%
- 13%
- 3%

ACT Composite Scores

2013: 20.8   2014: 21

DE DESTINATION EDUCATION

OBJECTIVE A
Increase the percentage of students who master key fundamentals

ACADEMIC READINESS

MEAP Scores
ACT Scores

All Greater Holland/Zeeland Area Students

Non-Free & Non-Reduced Lunch Recipients

Free & Reduced Lunch Recipients
(below 185 percent of the poverty level)

Caucasian

Hispanic

African American

2014 Community Progress Report

High School Graduation Rates

OBJECTIVE B
Increase the percentage of students who graduate from high school

CAREER & FINANCIAL READINESS

High School Graduation
NCRC
FAFSA Financial Aid

All Greater Holland/Zeeland Area Students

Non-Free & Non-Reduced Lunch Recipients

Free & Reduced Lunch Recipients (below 185 percent of the poverty level)

Caucasian

Hispanic

African American
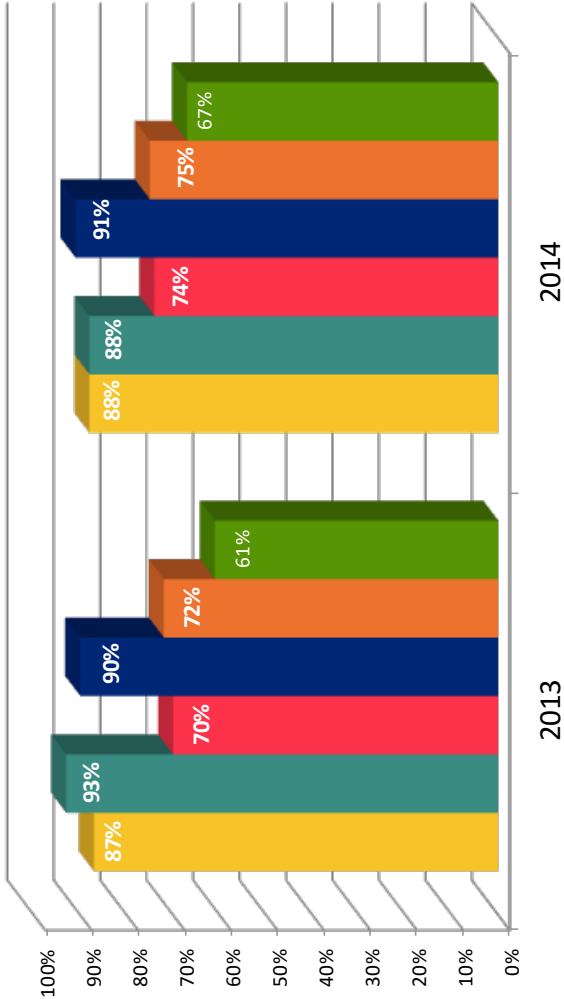
NCRC

NCRC Gold or above:
2013: 36%
2014: 28%

FAFSA Financial Aid

FAFSA Completion:
2013: 60%
2014: 64%

2014 Community Progress Report

Post Secondary Enrollment - Post Secondary Credential - 4 Year College Completion

OBJECTIVE C

Increase the percentage of students who enroll in and complete post-secondary

ENROLLMENT &

Post-Secondary Enrollment Post-Secondary Credential 4-Year College Completion

All Greater Holland/Zeeland Area Students

Caucasian

Non-Asian Minority

Chart categories and values:

Category	Caucasian	All Greater Holland/Zeeland	Non-Asian Minority
4 Year College Completion 2014	48%	51%	29%
4 Year College Completion 2013	36%	41%	15%
Post-Secondary Completion 2014	57%	62%	33%
Post-Secondary Completion 2013	45%	49%	23%
Post-secondary Enrollment 2014	79%	82%	62%
Post-secondary Enrollment 2013	76%	81%	55%

C.4—DESTINATION EDUCATION DATA DASHBOARD

I-CAN Dashboard

I-CAN Main Objectives Summary

Big Goal: By 2025 60% of residents witin the I-CAN Communities will have a postscondary degree or valuable credential

	Actual	Goal
	Antrim County = 30.64 %	60%
	Kalkaska County = 18.03%	
Priority Area #1: Percentage of students enrolled in a higher education institution within six months of high school graduation	62%	60%
Priority Area #2: Percent of students completing FAFSA	60%	75%

School Districts within I-CAN

School Districts within I-CAN	FAFSA Completion (Class Year)			Trend	ACT College Readiness Benchmarks			Trend	College Enrollment (Class Year)			Trend	College Persistence (Class Year)				Trend	College Completion (Class Year)			Trend
	2013	2014			2013	2014	2015		2012	2013	2014		2010	2011	2012	2013		2006	2007	2008	
Alba Public Schools	5%	50%	60%	⬆	0%	0%	8%	⬆	30.0%	31.30%	66.70%	⬆	26.30%	40.00%	50.00%	18.80%	⬇				
Bellaire Public Schools	44.8%	79.6%	61.3%	⬇	21%	19%	4%	⬇	34.9%	37.90%	71.70%	⬆	27.50%	45.20%	48.80%	27.60%	⬇				
Forest Area Community Schools	34.0%	61.4%	57.6%	⬆	24%	13%	13%	⬆	22.9%	48.60%	53.70%	⬆	26.00%	30.20%	35.40%	28.60%	⬇				
Kalkaska Public Schools	41.9%	43.4%	55.7%	⬆	13%	13%	15%	⬆	31.1%	49.10%	61.00%	⬆	27.00%	35.60%	48.10%	27.30%	⬇				
Mancelona Public Schools	71.0%	65.2%	58.5%	⬇	7%	13%	2%	⬇	32.8%	57.60%	56.90%	⬆	28.80%	29.00%	28.40%	25.80%	⬇	14.00%	19.00%	14.00%	⬆
I-CAN (School District Averages)	39.3%	60%	59%	⬆	21%	12%	8%	⬆	30.3%	44.90%	62.00%	⬆	27.12%	36.00%	42.14%	25.62%	⬇	---	---	---	⬆

Priority Area #1 — FAFSA Completion Trend

59% (2013), 60% (2014), 59% (2015)

Priority Area #2 — College Enrollment Trend

30% (2012), 45% (2013), 62% (2014)

I-CAN Dashboard - Metric Definitions

Metric	Source	Definition
FAFSA Completion	Federal Student Aid, U.S. Department of Education (September, 2014)	Percentage of students who completed the Free Application for Federal Student Aid (FAFSA)
ACT College Readiness Benchmarks	Michigan Department of Education via mischooldata.org (September, 2014)	Percentage of 11th grade students scoring at or above the aCT college-ready benchmarks (all subjects)
College Enrollment	Michigan Department of Education via mischooldata.org (January, 2015)	Percentage of students who enrolled in a higher education institution within six months following graduation from high school
College Persistence	Michigan Department of Education via mischooldata.org (January, 2015)	Percentage of graduates enrolled, achieving at least 24 credits in 0-24 months
College Graduation	National Student Clearinghouse (August 2014)	Percentage of High School class who completed a degree within six years

C.5—I-CAN DATA DASHBOARD

L.A.COMPACT
transforming education | cradle to career

2014
Measures Report
Executive Summary

Collective input, collective action, collective impact.
The L.A. Compact is a bold commitment by Los Angeles leaders from the education, business, government, labor and nonprofit sectors to transform education outcomes from cradle to career, ensuring that today's youth have the skills necessary to succeed in a 21st century global workforce.

Mutual accountability for student success is at the heart of the L.A. Compact's commitment to collaboration. The partners utilize data to better understand challenges and opportunities in achieving the Compact's shared goals for high school graduation, college access and success, and career readiness.

What gets measured matters. The 2014 L.A. Compact Measures Report provides a snapshot of cradle-to-career student outcomes since our baseline report. By showcasing data across early childhood, K-12, higher education and workforce sectors, this report seeks to promote a more comprehensive picture of student success in the Los Angeles Unified School District (LAUSD) and L.A. County.

No single program or institution can single-handedly solve the complex, large scale education and workforce readiness challenges facing our region. Improving outcomes at scale requires the collective impact of a community of stakeholders; students, parents, educators, nonprofits, education and government agencies, business, philanthropic and labor leaders all play a critical role.

While there have been incredible gains over the past five years, much work remains to be done to bridge the education and opportunity gaps in L.A. County. The L.A. Compact is our community's shared commitment for ensuring all youth have the skills necessary to succeed in a 21st century global workforce.

GOAL 1: All students graduate from high school

The four-year graduation rate in LAUSD increased 14 percentage points from 2009 to 2013 – **without this progress, approximately 6,000 fewer students would have graduated each year**. Between 2010 and 2013, the achievement gap between white and minority students for high school graduation closed four percentage points for Hispanic students and three percentage points for African-American students.

FOUR-YEAR COHORT GRADUATION RATE

LAUSD[1]: 52 (2009), 55 (2010), 62 (2011), 65 (2012), 66 (2013)
L.A. County[2]: 71 (2010), 74 (2011), 75 (2012), 77 (2013)
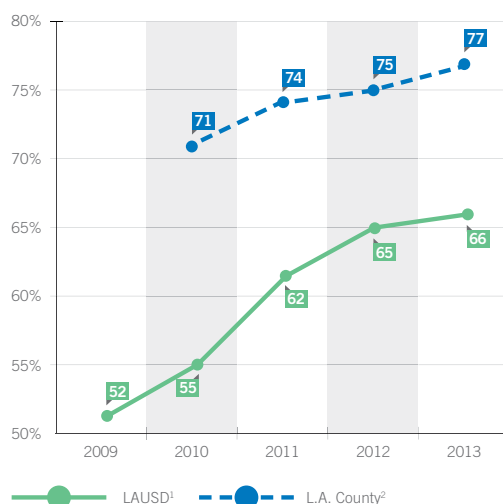
GRADUATION RATE ACHIEVEMENT GAP BY ETHNICITY (LAUSD)[2]

The proportion of LAUSD African-American and Hispanic/Latino students graduating high school in four years compared to their white and Asian peers.

2013		ACHIEVEMENT GAP
WHITE / ASIAN	77.8%	
AFRICAN-AMERICAN	63.6%	14%
HISPANIC / LATINO	67.2%	11%

2010		ACHIEVEMENT GAP
WHITE / ASIAN	75.6%	
AFRICAN-AMERICAN	58.2%	17%
HISPANIC / LATINO	60.5%	15%
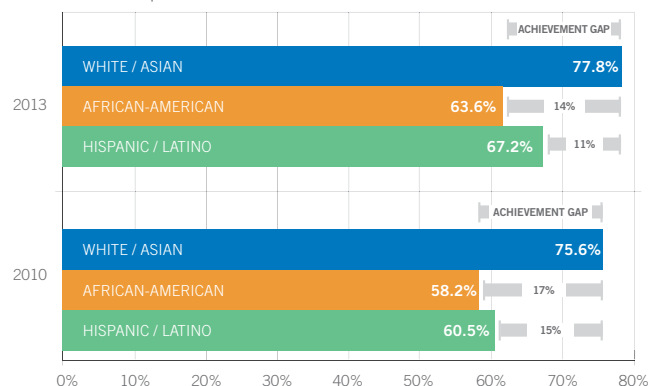
GOAL 1: All students graduate from high school (cont.)

HIGH SCHOOL MATH PROFICIENCY[2]

Percent of high school students scoring proficient/advanced on the California Standards Test in math

LAUSD values: 12 (2009), 14 (2010), 16 (2011), 17 (2012), 18 (2013)
L.A. County values: 21 (2009), 23 (2010), 25 (2011), 27 (2012), 27 (2013)

Legend: LAUSD — L.A. County

19%
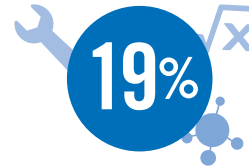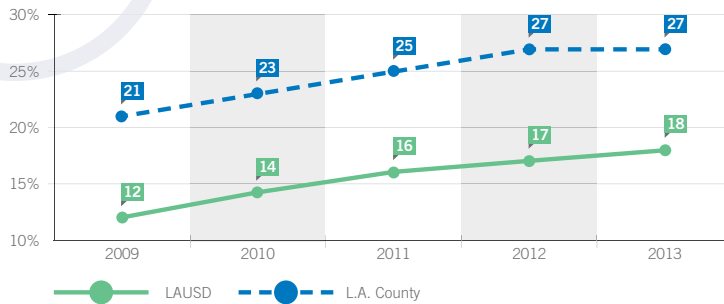
predicted growth in California STEM jobs – nearly twice the rate of growth for non-STEM jobs

Students who read proficiently by 3rd grade are **four times more likely** to graduate high school on time. Though the achievement gap for 3rd grade reading closed slightly since 2009, in 2013 only 34 percent of Hispanic/Latino and 37 percent of African-American 3rd graders were reading at grade level compared to 70 percent of their white and Asian peers.

3RD GRADE READING PROFICIENCY[2]

Percent of 3rd graders scoring proficient/advanced on the California Standards Test in English language arts

LAUSD values: 34 (2009), 34 (2010), 39 (2011), 43 (2012), 40 (2013)
L.A. County values: 40 (2009), 41 (2010), 44 (2011), 47 (2012), 44 (2013)

Legend: LAUSD — L.A. County
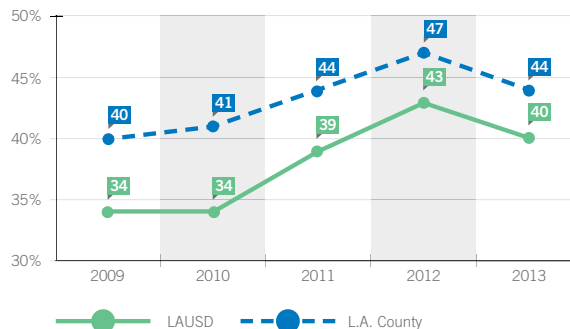
3RD GRADE READING ACHIEVEMENT GAP BY ETHNICITY (LAUSD)[2]

The proportion of LAUSD African-American and Hispanic/Latino students reading proficiently by third grade compared to their white and Asian peers.

ACHIEVEMENT GAP

2013:
WHITE / ASIAN 70%
HISPANIC / LATINO 34%   36%
AFRICAN-AMERICAN 37%   33%

2009:
WHITE / ASIAN 66%
HISPANIC / LATINO 28%   38%
AFRICAN-AMERICAN 31%   35%
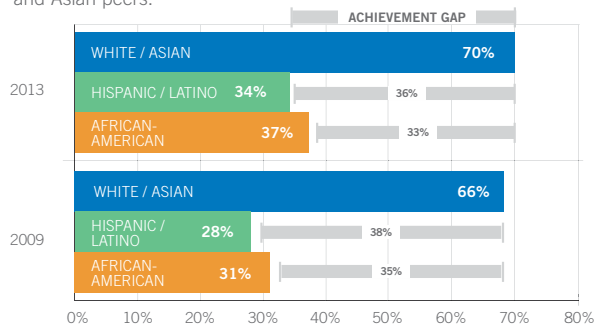
Students who attend school regularly benefit from more class time for learning. Students who miss more than seven school days in a year (less than 96 percent attendance), as well as students who are suspended, experience greater risk of falling behind in academics and ultimately dropping out of school. Zero tolerance approaches to suspension, especially for minor misbehavior, disproportionately affect students of color. In 2013, LAUSD became the first district in California to ban the use of suspensions for "willful defiance."

STUDENTS WITH 96% OR HIGHER ATTENDANCE (LAUSD)[1]

Values: 64% (2009), 60% (2010), 62% (2011), 65% (2012), 68% (2013)
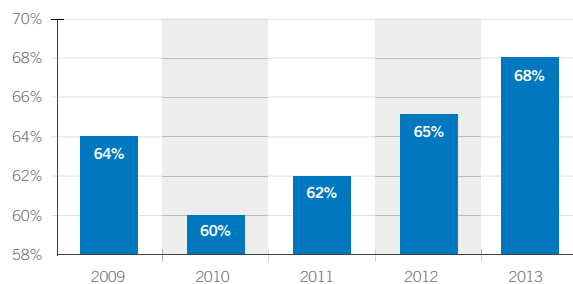
NUMBER OF INSTRUCTIONAL DAYS LOST TO SUSPENSION (LAUSD)[1]

Values: 59,783 (2009), 53,725 (2010), 46,006 (2011), 26,286 (2012), 12,371 (2013)

C.6—L.A. COMPACT DATA DASHBOARD
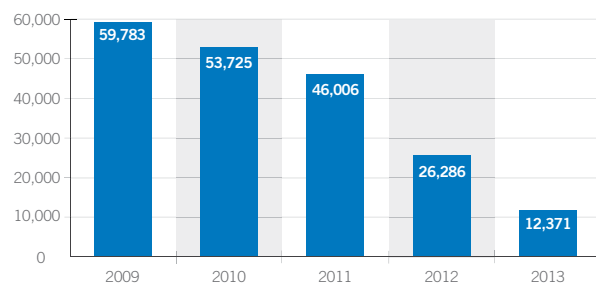
GOAL 2: All students have access to and are prepared for success in college

GRADUATES COMPLETING ALL REQUIRED A-G COURSES WITH A GRADE OF "C" OR BETTER[3]

High school graduates completing University of California/California State University eligibility requirements

LAUSD
L.A. County
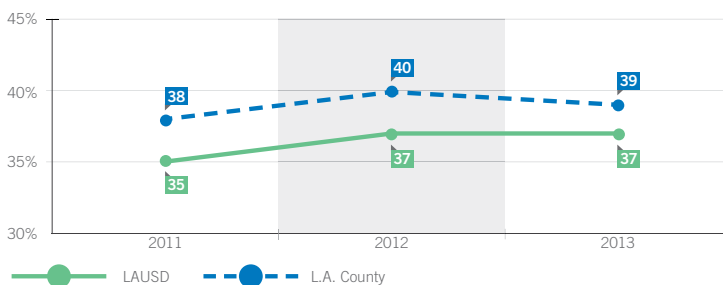
When students are deemed unprepared for college-level coursework, and are required to take remedial education, they spend extra money on non-credit bearing classes and delay their pathway to a postsecondary credential. Improving college preparation, the assessment process, and the effectiveness of remedial classes are all critical to increasing higher education attainment in L.A. County.

11TH GRADE STUDENTS WHO ARE READY FOR COLLEGE COURSEWORK AS INDICATED BY THE EARLY ASSESSMENT PROGRAM[4]

Students ready for California State University coursework in English language arts

Students ready for California State University coursework in math

LAUSD
L.A. County

2.3 MILLION
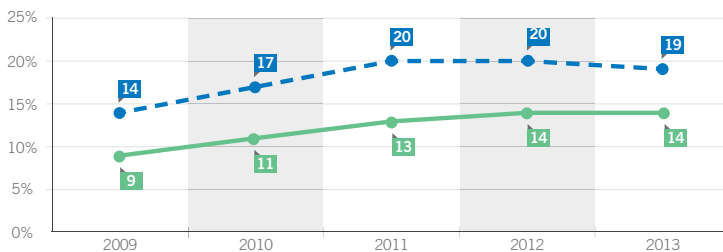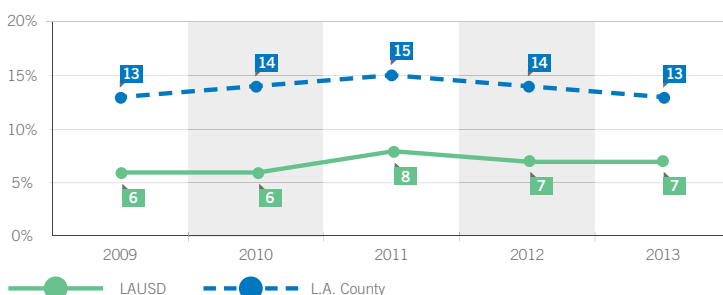
additional graduates with postsecondary credentials are needed by 2025 in California

65%

of jobs nationally will require some postsecondary education by 2020

$1.34 MILLION

more earned over their lifetime by Californians who earn a college degree

C.6—L.A. COMPACT DATA DASHBOARD

GOAL 3: All students have pathways to sustainable jobs and careers

Early work experience allows youth to explore careers, learn workplace etiquette, and develop valuable soft skills such as teamwork, decision-making, communication and critical thinking. These experiences can put youth with otherwise limited work experience on a pathway to long-term economic opportunity. Since 2009, more young adults in L.A. County are actively looking for work but cannot get a job.

STUDENTS WITH AT LEAST ONE PART-TIME, WORK-BASED EMPLOYMENT OPPORTUNITY

Employment rate for 16-24 year olds (L.A. County)[4]

Unemployment rate for 16-24 year olds (L.A. County)[4]

Legend: ━●━ 16-19 YEARS   ⋯●⋯ 20-24 YEARS   ╍●╍ 16-24 YEARS
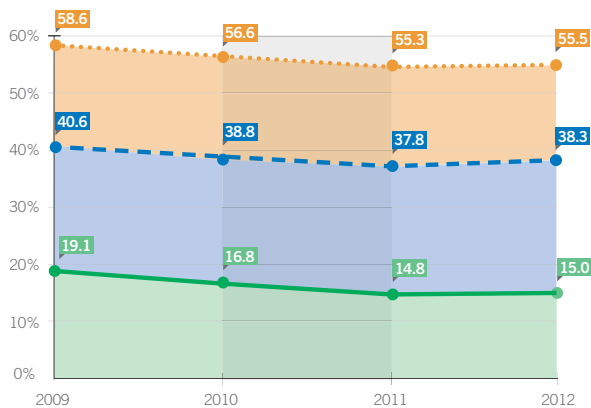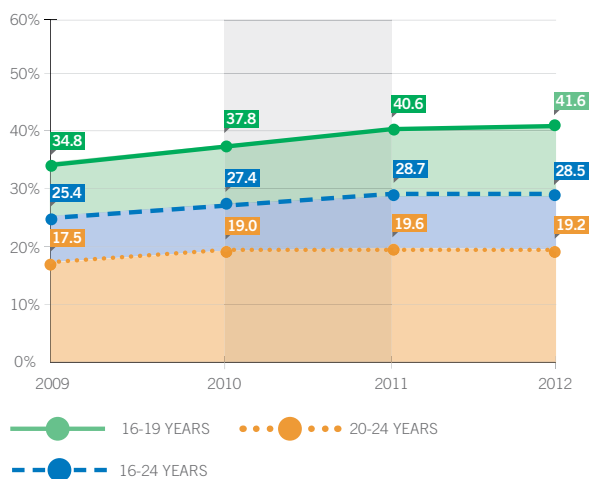
[1] Source: LAUSD Performance Meter January 2014.
[2] Source: California Department of Education Dataquest 2009-2013.
[3] Source: The California State University Early Assessment Program (EAP), http://www.calstate.edu/eap/testing.shtml.

"DISCONNECTED" YOUTH AND YOUNG ADULTS[5]

Percent of 16-24 year olds out of school and out of work
(Los Angeles, Long Beach, Santa Ana region - 2011)
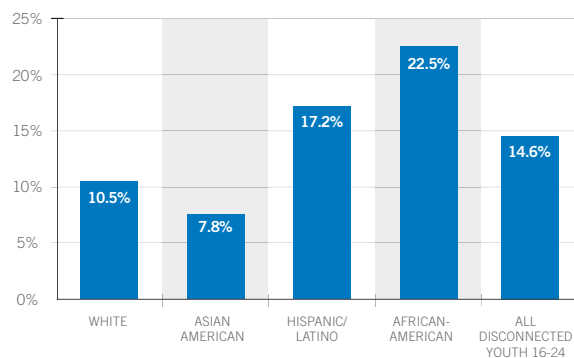
Career-themed schools and Linked Learning pathways transform the high school experience by bringing together strong academics and real-world experience to help students recognize the relevance of a high school education to their futures, both in college and the workplace.

LAUSD HIGH SCHOOL STUDENTS ENROLLED IN THEMATIC PERSONALIZED LEARNING ENVIRONMENTS[6]

Percent of LAUSD students enrolled in a thematic or Linked Learning high school
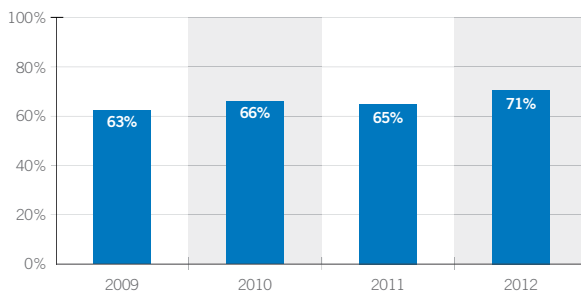
[4] Source: American Community Survey 2009-2012 one year estimates.
[5] Source: "Halve the Gap by 2030: Youth Disconnection in America's Cities." Measure of America. (October 2013).
[6] Source: LAUSD Planning, Assessment, and Research Branch.

L.A. Compact Signers

Associated Administrators of Los Angeles · City of Los Angeles · County of Los Angeles · First 5 LA · Los Angeles Unified School District · Los Angeles Unified School District Board of Education · Los Angeles County Office of Education · Los Angeles Area Chamber of Commerce · Los Angeles County Federation of Labor, AFL-CIO · United Way of Greater Los Angeles · California Lutheran University · California State Polytechnic University, Pomona · California State University, Dominguez Hills · California State University, Los Angeles · California State University, Northridge · Los Angeles Community College District · Loyola Marymount University · Mount St. Mary's College · Pepperdine University · University of California, Los Angeles · University of Southern California · Woodbury University

To view the full 2014 L.A. Compact Measures Report, visit **lacompact.org**.

C.6—L.A. COMPACT DATA DASHBOARD

Colorado Department of Higher Education
Division of Research, Planning and Performance

1560 Broadway, Suite 1600 Denver, CO 80202
Phone: 303-866-2723 Fax: 303-866-4266

DENVER
PUBLIC
SCHOOLS

Discover a World of Opportunity™

900 Grant Street Denver, CO 80203
Phone: 720-423-3200 Fax: 720-423-3611

Data User and Exchange Agreement
Colorado Department of Higher Education Colorado Challenge Program
And
Denver Public Schools

This Data Use Agreement (Agreement) is between the Colorado Department of Higher Education's Colorado Challenge Program, hereafter referenced as "Colorado Challenge" (Data Receiver) and Denver Public Schools (DPS) (Data Provider).

1. **Term; Termination** This Data User and Exchange Agreement (Agreement) will become effective upon being signed by both parties and will be effective until the exchange of information (Data User) is complete or one or both parties terminates the Agreement or until December 31, 2016, prior to which an option to renew this agreement will be discussed between Colorado Challenge and DPS.

2. **Purpose**

   a. This Agreement provides for the exchange of information, confidential or otherwise, between Colorado Challenge and DPS (hereunder, each will be a Data Provider and\or Data Receiver) for the express purpose stated hereafter, and it sets out the conditions required to use, store, process and disclose each party's information to the other; and

   b. Colorado Challenge will provide the requested student level information from its student level data system to DPS and DPS will provide the requested student level information from the DPS student data information system to Colorado Challenge, including, basic student demographic information (detailed in Attachment A), college application and financial aid process, senior exit survey, and ICAP data.

3. **Data Provider Information**

   a. Ownership. The Data Provider at all times owns the Information provided to the Data Receiver and at no time does Data Receiver obtain any right, title or proprietary interest to Data Provider's Information furnished pursuant to this Agreement.

   b. Transmission. Data Provider will ensure that no information, confidential or otherwise, is transmitted through unsecured connections and ensure that identifying information will not be transmitted through unsecured telecommunications, including the unsecured Internet connections—See Attachment B for full description of Biscom Delivery Sever secure file delivery system used by the Data Receiver.

4. **Data Receiver Information**

   a. Authorized Use and Disclosure. Data Receiver may use and disclose confidential information provided for the activities described in this proposal and will limit disclosure to only the person or persons needing access to Information, confidential or otherwise, to perform the work as proposed under this Agreement.

   b. Non-authorized Use and Disclosure. Data Receiver shall not use or re-disclose any Information provided by Data Provider except as permitted by applicable law and this Agreement.

   c. Safeguards. Data Receiver agrees to take appropriate administrative, technical and physical safeguards to protect the data from any unauthorized use or disclosure except as permitted by applicable law and this Agreement.

1

D.1—DENVER COLLEGE ATTAINMENT NETWORK DATA-SHARING AGREEMENT

Colorado Department of Higher Education
Division of Research, Planning and Performance
1560 Broadway, Suite 1600 Denver, CO 80202
Phone: 303-866-2723 Fax: 303-866-4266

DENVER
PUBLIC
SCHOOLS
Discover a World of Opportunity™
900 Grant Street Denver, CO 80203
Phone: 720-423-3200 Fax: 720-423-3611

d. Maintaining the Integrity of Data Sources. Data Receiver agrees that if the value of particular data is in error, then it should be corrected in the source system and then propagated again to the receiving system.

e. Report Unauthorized Use and Disclosure. Immediately upon becoming aware of any unauthorized use or disclosure of Data Provider Information that violates the applicable law and/or this Agreement, Data Receiver shall provide written notification to Data Provider.

f. Public Release. Data Receiver will not publicly release any information, confidential or otherwise, without the written consent of Data Provider.

g. Destruction of Data Provider Information. Data Receiver shall either destroy or return any provided Information in a secure manner to Data Provider after completing the proposed work described in this Agreement and, whichever one applies, within 30 days, Data Receiver will either return the Information of Data Provider, or send a written certificate that Data Provider's Information has been properly destroyed.

h. Minimum Information Required. Data Receiver attests that the Information requested is the minimum information required to perform the work described in paragraph 5.

i. Research

    i) **Research Review Board (RRB)**. If any activity qualifies as research (which means a systematic investigation designed to develop or contribute to generalizable knowledge), upon request, Data Receiver will provide all documentation related to RRB reviews and, should research protocols change, Data Receiver will submit the required documentation to the RRB or Privacy Board. Data Receiver agrees to submit to Data Provider any change in waiver status or conditions needed for approval of the project by an RRB relating to the work described in its research.

    ii) **Authorizations**. Data Receiver agrees to secure any authorization required to use the information, confidential or otherwise, if the activity is research unless an RRB has approved a waiver of an authorization. The written authorization must be provided before the receipt of the information from Data Provider.

j. Publication/Release Requirements. Any user of Information will provide, in advance, written notification to Data Provider and, upon request, user of Information will submit a copy of the proposed work to Data Provider before publication or presentation.

k. Data Breach. In the event of a breach of any obligation that results in an unauthorized disclosure of Data Provider Information, the party responsible for the breach will contact and inform each individual student affected by the breach.

5. **The Proposal: The work to be performed under this Agreement.**

The goal of this innovative partnership is to better inform the one-on-one advising college-enrolled graduates from DPS receive from Colorado Challenge Counselors on the Auraria Campus and to help develop targeted pro-active retention interventions using student data.

2

D.1—DENVER COLLEGE ATTAINMENT NETWORK DATA-SHARING AGREEMENT

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Collaboratively, Colorado Challenge and DPS are working to build a profile of strengths and needs for entering college students to inform early and proactive retention supports with the goal to improve first to second year retention.

Student data to be shared between DPS and Colorado Challenge will be high school exit surveys and Individual Career and Academic Plans (ICAPs), as well as basic student demographic information, college application and financial aid data. The pilot group will be graduates of Denver Public Schools and DSF Scholars who are enrolled as incoming freshman for the 2015-16 academic year at one of the three Auraria Campus institutions (Community College of Denver, Metropolitan State University, and the University of Colorado Denver).

Historically, the individual student exit survey and ICAP data, with corresponding student demographic and college process information, stay with DPS upon high school graduation. Under this partnership, the data will be shared with Colorado Challenge Counselors, giving them multiple years of individual student-level data that includes career inventories, goal setting information, college application process information, and students' self-reported perceived barriers of higher education.

Beyond the core focus to enhance advising practices that impact first to second year college retention, Colorado Challenge, as a postsecondary success partner, will better understand the components of the ICAP. As state legislation, the ICAP's purpose is for students to develop the awareness, knowledge, attitudes, and skills to create their own meaningful and powerful pathways to be career and college ready.

In addition to this data sharing agreement, DPS will need to add the proper release language DPS requires to the Colorado Challenge FERPA forms that students sign at intake with Colorado Challenge advisors.

Colorado Challenge /Dept. Higher Education

Signed: _Beth Bean_____ Date: _8-14-15_

Signatory Name:

Title: _Chief Research Officer_____

Denver Public Schools

Signed: _____ Date: _8/5/2015_

Signatory Name: Kim Poast, Ph.D.

Title: Executive Director, Office of College and Career Readiness

3

D.1—DENVER COLLEGE ATTAINMENT NETWORK DATA-SHARING AGREEMENT

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ATTACHMENT A

Student Demographic Information to be shared by the Data Provider- DPS

- Student First Name
- Student Last Name
- DPS ID
- Birthdate
- High School Graduated from
- High School Graduation date
- Student Race/Ethnicity
- Student Gender
- Student Attendance, Senior Year
- Number of Student Suspensions, Senior Year

4

D.1—DENVER COLLEGE ATTAINMENT NETWORK DATA-SHARING AGREEMENT

Partnership Agreement

You are invited to become a partner with the College and Career Action Network of Kalamazoo County. Partners are support organizations actively collaborating to plan and implement strategies that aim to improve the college enrollment rate of graduating seniors of all Kalamazoo County high schools. As a partner, CACAN and The Learning Network will support your organization by providing authorized reports and resources, as well as outreach and marketing support whenever appropriate.

The College and Career Action Network pledges to sustain a network of organizations to fulfill its mission through the following goals:

1. Increase the enrollment rate of low-income Kalamazoo County high school graduates from 53.3% to 68.3% by December 31, 2020 as measured by National Student Clearinghouse.
2. Increase the FAFSA completion rate from a baseline rate of 63.4% to 70% by December 31, 2015.
3. Advise 100% of students eligible for the Tuition Incentive Program (TIP) on the TIP scholarship and the steps necessary to receive TIP funds.
4. Research, design and establish partnerships to implement interventions to alleviate the occurrence of "summer melt."

__Membership within the action network includes two levels of partnership (Active Partnership or Supportive Partnership) or membership as a Partnering Secondary or Elementary School. Partnership at any level has a term limit of 18 months after the signed date.__

As an **active community partner** of the College and Career Action Network, our organization designates a representative to:

1. Actively participate in person, by telephone, or electronically as part of an action team and/or work group (Summer Melt, FAFSA, TIP) and attend semi-annual CACAN Advisory Council update meetings.
2. Promote and participate in related action planning and incorporate practices of continuous improvement through the incorporation of local data.
3. Share knowledge, information, and resources when appropriate.
4. Collect and share appropriate data that will help guide network decision making.
5. Share perspectives from those we serve and other members of our organization.
6. Collaborate on funding requests when appropriate.

11/19/2015

As a **<u>supportive community partner</u>** of the College and Career Action Network, our organization designates a representative to:

1. Actively participate in person, by telephone, or electronically in semi-annual CACAN Advisory Council update meetings.
2. Promote and participate in related action planning and continuous improvement processes.
3. Share knowledge, information, and resources when appropriate.
4. Collect and share appropriate data that will help guide network decision making.
5. Share perspectives from those we serve and other members of our organization.

As a **<u>partnering school district or higher education institution</u>** with the College and Career Action Network,

_____ **School** pledges to:

1. Build a college-going culture within your school.
2. Lower systematic barriers preventing students from pursuing college prepared to succeed.
3. Deliver a comprehensive and coordinated set of college access services to students, particularly those who come from low-income families or who are first in their families to pursue postsecondary education.
4. Send a member of their school district or a designee to College and Career Action Network meetings.
5. Assist in analyzing school data to identify focus areas and to communicate outcomes.
6. Agree to deliver relevant outreach information to current High School staff and students.

_____

Organization Designee   Signature
(Print Name)

_____

Title   Date

Designated Level of Partnership

Active Comm. Partner_____   Supportive Comm. Partner_____   Partnering School_____

11/19/2015

D.2—COLLEGE AND CAREER ACTION NETWORK OF KALAMAZOO COUNTY PARTNERSHIP AGREEMENT

LCAN
Lenawee College Access Network

PARTNERSHIP AGREEMENT

You are invited to renew your partnership in the Lenawee College Access Network. Partners are defined as support organizations interested in collaborating to provide a coordinated and comprehensive system that aims to follow the Common Agenda of building a college going culture, lowering barriers preventing students from pursuing post-secondary credentials, delivering comprehensive and coordinated college access services, ensuring alignment of current college access resources and encouraging replication of successful strategies. The LCAN Goals are having students academically and financially prepared for post-secondary pursuits, and having them enrolled within six months of high school graduation and completing post-secondary degrees and/or credentials with six years of high school graduation.

The Lenawee College Access Network pledges to:

- Sustain a network of organizations to achieve the Common Agenda goals.
- Embrace and follow the collective impact framework in order to impact the identified changes.
- Provide backbone support for organizations that provide sustainable programs that move Lenawee County towards the goal of 60% of adults achieving career ready credentialing by 2025.
- Promote and participate in action planning and the continuous improvement processes.
- Use and share measurement systems in order to move and monitor strategies.
- Support mutually reinforcing activities and continuous communication with the LCAN partners.

As a partner of the Lenawee College Access Network, our organization designates a representative to:

- Actively participate in meetings.
- Promote and participate in related action planning and continuous improvement processes.
- Share knowledge, information, and resources when appropriate.
- Collect and provide data, including timely updates when appropriate.
- Participate on action teams.
- Share perspectives from those we serve and other members of the organization.
- Collaborate on funding requests when appropriate.

_____

_____

Print Name   Signature   Title   Date

_____

Organization Name and Website

D.3—LENAWEE COLLEGE ACCESS NETWORK PARTNERSHIP AGREEMENT

Guidelines, Roles, and Responsibilities for Detroit College Access Network (DCAN)

It's been two years since the first "College Ready Deep Dive Team" was convened that ultimately led to a successful 2013 FAFSA Completion campaign. That first campaign drew in over 50 civic, community and education organizations, including more than 25 individual high school counseling teams. By the end of the campaign over 73% of Detroit's seniors completed a FAFSA, including more than 500 seniors that likely wouldn't have without the campaign.

The momentum built during that first campaign resulted in the recent launch and funding of the Detroit College Access Network (DCAN). For the most part, relationships and commitments have remained informal, and without question that informality has created a comfortable space for partners to work. That said, to tackle stickier outcomes than FAFSA, we need to more formally define relationships, set some guidelines, and better define expectations for all. This memo outlines the guidelines, roles, and responsibilities for DCAN.

Document Overview
1. DCAN Mission
2. Shared Agenda and Metrics
3. Overview of Leadership Team, Backbone Organization, and DCAN Staffing
4. Leadership Team Guidelines, Roles, and Responsibilities
5. Backbone Organization Guidelines, Roles, and Responsibilities
6. Staffing Guidelines, Roles, and Responsibilities

1: DCAN Mission

All those associated with DCAN should know and believe in its mission.

The Detroit College Access Network (DCAN) is a citywide coordinating body for college access initiatives in the city of Detroit. The purpose of our network is to increase post-secondary attainment among low-income and first-generation students in Detroit high schools by promoting a college-going culture that removes barriers to college enrollment, persistence and completion barriers. DCAN's mission is to create, align, and strengthen college readiness, participation, and completion initiatives in Detroit so that all students, especially low-income and first-generation, can achieve their educational dreams.

If changes to the mission must be considered, it will happen at the annual end of the year meeting.

2: Shared Agenda & Metrics

<u>Our Agenda</u>

The Detroit College Access Network will…

- Build a college-going culture within all high schools in Detroit
- Prepare all students to be socially, academically and financially prepared for postsecondary and career opportunities.
- Mobilize, align and strengthen resources to have a greater impact on Detroit's college enrollment and attainment rates
- Engage and educate school personnel, community organizations, faith-based organizations, parents, community members, funders, businesses, and students on the importance of college enrollment and graduation
- Provide college access training to school personnel, community organizations, parents and community members
- Collect, analyze, and publish citywide and school-based data to drive DCAN priorities

<u>DCAN's Shared Objectives and Metrics</u>

- Increase student access to qualified college counselors and advisors
- Increase student access to college credit accumulation during high school
- Increase the percentage of high school students who are academically college ready as measured by the ACT and students' GPA (Decrease the percentage of students who enroll in remedial college courses)
- Increase the percentage of graduating seniors who complete a FAFSA by July 01
- Increase the percentage of high school graduates who enroll at high-quality postsecondary institutions within one year of high school graduation
- Increase the percentage of students who persist from year one to year two
- Increase the percentage of students who accumulate 24 credits by year 2 of college
- Increase the percentage of high school graduates who complete a high-quality postsecondary credential

If changes to the agenda and shared objectives and metrics must be considered, it will happen at the annual end of the year meeting.

3: Overview of Leadership Team, Backbone Organization, and DCAN Staff Roles and Responsibilities

Components of DCAN	Leadership Team	Backbone Support Organization	DCAN Staff Support
Mission and Vision	Provide the vision and strategic direction for the network	Help to implement the vision of DCAN through staff support	Implement the vision; communicate the vision to external stakeholders
Common Agenda	Create and commit to the Common Agenda and holds network members accountable for shared outcomes; work with their organization to internally align to the common	Support the Common Agenda as a member of the Leadership Team	Serve as an ambassador for the Common Agenda and work to promote Common Agenda to future stakeholders

	agenda		
Data Analysis and Priority Areas	Analyze data and make recommendations for network priorities	Provide data support and reports for the Leadership Team	Communicate data on a regular basis to Leadership Team
Communication	Build public will around college access and success efforts in Detroit	Provide communication and marketing strategies to promote college access efforts in Detroit	Communicate college access and success efforts to network partners
Funding and Sustainability	Mobilize funds to financially sustain the network	Transparently manage financial resources; assist with fund development	Appropriately utilizes financial resources and assist with fund development
Budget	Finalize the financial budget for the network	Create regular financial reports for the Leadership Team	Communicate financial updates on a regular basis
Capacity Building	Receive reports/presentations from key experts and champions		Help identify key college access experts and champions

4: Leadership Team Membership Guidelines, Roles and Responsibilities

Membership Guidelines

DCAN will be governed by a Leadership Team (LT). The LT membership has no size limit, but the following guidelines will define who is a member:

- LT members must represent a K12, higher education, community, philanthropic, business, nonprofit, and government organization.
- Each member is given only one vote.
- The LT will determine its own membership and new members must be approved by the LT to become a member.
- An organization must attend at least 75% of LT meetings each year to remain active.
  - All organizations that have been active as of December 2014 are grandfathered in as LT members.
- Every LT member organization must designate and commit to having the same individual attend the meetings as often as possible.

Leadership Team Roles and Responsibilities

- Provide the vision and strategic direction for the network
- Develop and commit to the common agenda
  - Review and re-commit to the common agenda annually

- Work towards systems change in your sector and within your organization
- Review and approve an annual budget, including backbone and staffing contracts
- Analyze data and make recommendations for network priorities
- Build public-will around college access and success efforts in Detroit
- Mobilize funds to invest into and sustain the network
- Receive reports/presentations from key experts and champions

Backbone and Staffing Subcommittee (BSS)

A 3-5 member subcommittee will be formed to recommend a process to the LT for reviewing and evaluating the performance of the backbone organization and staffing.

- Develop and recommend a process for the leadership team to annually evaluate the backbone organization and staffing.
- Recommend to the LT performance measures/criteria for backbone and staffing evaluations.
- Timeline and Activities:
  - LT selects co-chairs/subcommittee for BSS
  - BSS begins to meet and discuss a process for evaluating backbone organization and staffing
  - BSS make recommendations to the LT.
  - LT finalizes MOU with backbone and finalizes performance measures/criteria for staffing and backbone organization
- Every six months or annually: BSS and LT review backbone organization and staff against performance measures/criteria.

5: Backbone Organization Guidelines, Roles, and Responsibilities

For the network to function at a high level, staffing and other backbone support and functions must be provided. Those functions include convening/facilitation; network/internal communications; external communications including branding, web and media presence, campaign marketing; data collection, analysis and reporting; fiduciary responsibilities; and fundraising. The Leadership Team can either consolidate these roles into a single organization that provides all the necessary ongoing staffing and support, or can break the functions apart and manage/review each one individually.

Backbone Organization Guidelines
- Credible in the community and network partners
- Neutral organization
- Fiscally responsible organization
- Committed to improving college access and success in Detroit

Backbone Organization Roles and Responsibilities

- Fiscal agent: transparently manage financial resources and create regular financial reports for the Leadership Team
- Provide facilitation, data, grant writing, and communication support to DCAN core staff
  - Provide data support and reports for the Leadership Team
  - Provide communication and marketing strategies to promote college access

efforts in Detroit

- Support implementation of the common agenda and priorities selected by the LT
- Be an active and engaged member of the LT

6: Staffing Guidelines, Roles, and Responsibilities

DCAN Staff Guidelines
- Must have the following skills and experience:
  - Facilitation skills
  - Data management and analysis
  - Strong communicator
  - Program management
  - Project management
  - Grant writing
  - Administrator
  - Knowledge of college access and education best practices

DCAN Staff Roles and Responsibilities
- Convene, support, and engage the leadership team, action teams, and individual network members.
- Build and cultivate relationships with local and national high-level leaders and college access service providers
- Meeting facilitation
  - Facilitate effective meetings around specific goals and initiatives
  - Credibility to convene and communicate with high-level leaders
- Network data management
  - Assist leadership team, action teams, and network partners with compiling and preparing data for analysis
  - Track the progress of priorities and strategies through action plans
  - Create, update, and maintain the network data dashboard
  - Create, update, and maintain the network asset map
- Network communications
  - Lead communication with all DCAN members and partners
- Keep the leadership team and action teams on task and focused on the common agenda, shared metrics, and goals

**Denver Community Partnership for Attainment
Partnership Director
Contract Position Description**

Position: Full time contract position providing organization and coordination of the Denver Community Partnership for Attainment (DCPA)
Reports to: DCPA Leadership Committee

Background
The Denver Community Partnership for Attainment (DCPA) is a collaborative impact driven group representing educational institutions (k-12 and higher education), the City, community based organizations, businesses leaders, and the philanthropic groups working to increase post-secondary attainment rates in the City and County of Denver. Over the next two years, DCPA will pursue four strategies to increase attainment with a commitment to pursue additional strategies in future years. DCPA seeks to contract with an exceptional candidate to provide full time organization and coordination for the effort. DCPA is part of a 75 city effort to increase attainment with seed funding from Lumina Foundation.

Contract Position Summary
The Partnership Director will report to the DCPA Leadership Committee, and provide overall coordination for the initiative. The Director will organize meetings of the Leadership Committee and the four Action Teams.   As part of these meetings, the Director will ensure that steady progress is made toward meeting DCPA goals, operating resources are raised, regular data updates are generated to assess progress, and that excellent communication is maintained between all parties.

The ideal candidate will be a highly motivated self-starter with outstanding organizational skills and the ability to lead, manage, evaluate and enhance program implementation involving multiple stakeholders. The successful candidate must be a highly collaborative relationship-builder who is comfortable working with a wide variety of groups and at all levels of the organizations.   Candidates should be energetic, flexible, an excellent facilitator, and possess the ability to thrive in highly diverse work environments. The successful candidate will be a proven team builder with a deep personal commitment and passion for the DCPA mission of increasing post-secondary attainment in Denver.

Contract Position Principal Responsibilities
- Assist the Leadership Committee in creating and maintaining the strategic direction of DCPA using a data driven approach
- Work with Action Teams to implement the DCPA implementation plan
- Work with leaders from community based organizations, business, government, k-12 education, higher education, and philanthropy to support the work of DCPA, its Leadership Committee and its Action Teams
- Build strong and productive relationships with school leaders throughout the city including Denver Public Schools, Community College of Denver, University of Colorado Denver, and Metropolitan State University of Denver.
- Serve as the liaison to college access programs and initiatives
- Secure funding to sustain the work of DCPA including grant writing along with fundraising from DCPA members, corporations, and foundations. The Director will raise funds for both core DCPA functions and to support the work of the Action Teams
- Develop and monitor the annual DCPA budget with the approval of the Leadership Committee
- Manage spending to the budget and coordinate accounting and invoice payment with The Denver Foundation, the fiscal intermediary.
- Oversee the maintenance of accurate records of program data, activities, outputs, and outcomes

Contract Position Requirements
- Master's degree required
- A proven track record of leadership and strong oral and written communication skills
- Excellent group facilitation skills and a strong history of successful collaborative work with diverse groups
- Ability to work in a team environment as well as independently
- Strong organizational and authentic service skills
- Strong passion for the DCPA mission, vision and collective impact approach

To Apply:
Interested candidates should submit a cover letter, resume, along with the names and contact information for three references to:
Denverpartnershipforattainment@gmail.com

All application materials must be submitted electronically and received no later than January 5, 2015.

D.5—DENVER COLLEGE ATTAINMENT NETWORK COORDINATOR JOB DESCRIPTION

Midland County Career & College Access Network

Job Title: Midland County UCCAN Coordinator
Classification: Part-time
Reports to: Midland County Career and College Access Network Leadership Team

Summary

The Midland County Career & College Access Network is a collaborative group of community agencies, businesses, educational institutions, municipalities, nonprofit organizations, and foundations working toward increasing the postsecondary educational attainment rates in Midland County. As a network, the Midland County Career & College Access Network does not itself provide all of the necessary programming for the community; rather, it is a coordinating body of organizations that work collaboratively to ensure an aggressive and aligned strategy is in place to reach its goals.

The Midland County Career & College Access Network works to:
- Ensure access to comprehensive services aimed at assisting all students, but especially first generation and low-income students, to complete post-secondary education,
- Build a culture that encourages completion of career preparation or college education, and
- Increase success of traditional and nontraditional students through lowering barriers.

Position Overview

The Midland County Career & College Access Network Coordinator is responsible for coordinating career and college access resources in a strategic, efficient and accountable manner. The Career and College Access Coordinator is the primary connection between the Leadership Team and the Network itself as well as other action team(s).

Essential Job Functions

- Execute the overall coherent strategic direction of the Midland County Career and College Access Leadership Team. Work collaboratively with the Leadership Team and other members of the Access Network planning team to develop and implement the Midland County Career and College Access Network Agenda and Action Plans.
- Manage data collection and analysis. Create and maintain reports regarding activities and outcomes related to the shared goals, objectives, and metrics.
- Coordinate community outreach.
- Facilitate dialogue between partners. Develop and maintain effective communication systems among network partners.
- Mobilize funding. Build relationships and collaborate with local, state and national organizations to leverage resources, securing grants and other funding as needed.
- Assist with annual budget development and provide effective stewardship of financial resources.
- Work closely with the Michigan College Access Network to receive technical assistance, resources and best practices applicable to the work of the Midland County Career and College Access Network.

Requirements

- Bachelor's degree
- Strong interpersonal, organizational, oral and written communication skills
- Supervisory or project management experience
- Ability to work comfortably with diverse populations
- Ability to use technology, including Microsoft Office and social media, to enhance the Network
- Successful history of raising programmatic revenue (such as grant writing and donor solicitation)

D.6—MIDLAND COUNTY CAREER AND COLLEGE ACCESS NETWORK COORDINATOR JOB DESCRIPTION

**Jackson County Cradle to Career Network
Organization Chart including LCAN (Post Secondary Action Team)**

Cradle to Career Coordinating Council

Network Coordinator

Champion/Chairs — Post Secondary Action Team

Champion/Chairs — High School Action Team

Champion/Chairs — Middle School Action Team

Champion/Chairs — Elementary Action Team

Champion/Chairs — Early Childhood/Great Start Collaborative

Champion/Chairs — Community Engagement Team
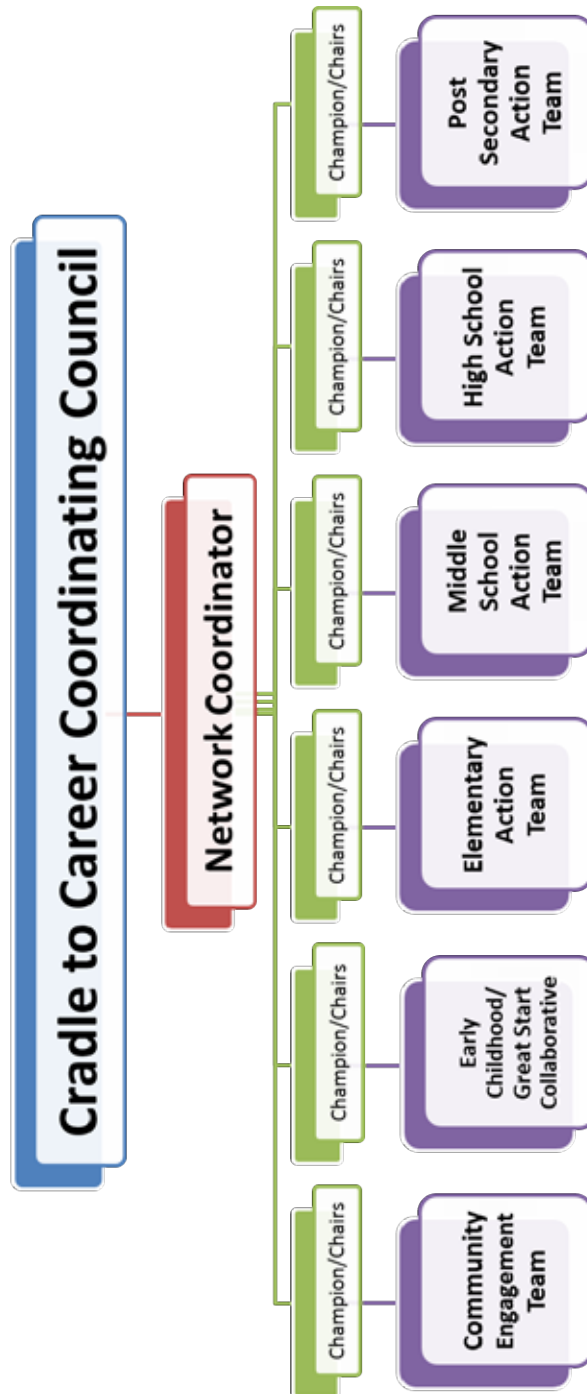
D.7—JACKSON COUNTY CRADLE TO CAREER NETWORK ORGANIZATION CHART

St. Clair KnowHow2Go Action Plan
(September 1, 2014 through August 31, 2015)

GOALS, STRATEGIES AND OUTCOMES

GOAL #1: To increase to 74% the number of high school graduates who enroll in college to pursue a post-secondary degree or credential by 2015.

OBJECTIVE/STRATEGY #1: By 5/31/15 increase student FAFSA completion to 65% (FAFSA data pulled 5/30)

LONG TERM OUTCOMES / IMPLEMENTATION INDICATORS/MEASURES	BASELINE MEASURE	PROGRESS MEASURE (FEBRUARY 15, 2015)		PROGRESS MEASURE (MARCH 15, 2015)		PROGRESS MEASURE (MAY 30, 2015)	
		PROJECTED OUTCOME	ACTUAL RESULTS	PROJECTED OUTCOME	ACTUAL RESULTS	PROJECTED OUTCOME	ACTUAL RESULTS
Percent of students county wide enrolled into college[1]	66% (2011)	68% (2012)	66% (2012)	70% (2013)	66% (2013)	72%(2014)	(2014)
Percent of students enrolled into college at Port Huron High School[2]	64% (2011)	66% (2012)	65% (2012)	68% (2013)	71% (2013)	72%(2014)	(2014)
Percent of students enrolled into college at Port Huron Northern High School[3]	71% (2011)	72% (2012)	69% (2012)	73% (2013)	69% (2013)	74%(2014)	(2014)
Percent of students county wide completing FAFSA[4]	51% (2012)	57% (2013)	59% (2013)	65% (2014)	55% (2014)		
Percent of students at Port Huron Northern completing FAFSA[5]	47% (2012)	53% (2013)	54.7% (2013)	(2014)	53.26%(2014)		
Percent of students at Port Huron High completing FAFSA[6]	50% (2012)	56% (2013)	59.9% (2013)	(2014)	50.58% (2014)		

SHORT TERM MEASURES / IMPLEMENTATION INDICATORS/MEASURES	PROGRESS MEASURE (FEBRUARY 15, 2015)		PROGRESS MEASURE (MARCH 15, 2015)		PROGRESS MEASURE (MAY 30, 2015)	
	PROJECTED OUTCOME	ACTUAL RESULTS	PROJECTED OUTCOME	ACTUAL RESULTS	PROJECTED OUTCOME	ACTUAL RESULTS
CHECK FAFSA COMPLETION MONTHLY TO SHARE WITH ADMINISTRATORS	20% COMPLETED		50% COMPLETED		65% COMPLETED	
MONITOR PARTICIPANTS ATTENDING EVENTS	MONITOR ATTENDANCE		MONITOR ATTENDANCE		MONITOR ATTENDANCE	

1 National Student Clearinghouse, March 2014
2 National Student Clearinghouse, March 2014
3 National Student Clearinghouse, March 2014
4 U.S. Department of Education May, 2014 report
5 U.S. Department of Education May, 2014 report
6 U.S. Department of Education May, 2014 report

Page 1 of 2

E.1—ST. CLAIR COUNTY KH2GO ACTION PLAN

Action Steps (Follow Event Planner for details)	Monitoring Evidence/Data Sources	Person(s) Responsible/Group(s)	Implementation Timeline		Completion Date	Resources Needed
			Start	Stop		
Project A: Countywide FAFSA Awareness and Support for Families						
Emphasize FAFSA information in all student and parent workshops – including distribution of FAFSA documents	Agenda	Dena/Cathy	9-1-14	5-30-15		FAFSA Handouts
Emphasize FAFSA stats and priorities in county principal and counselor network meeting	Agenda	Dena/Joanne	10-1-14	5-30-15		
Distribute marketing information to schools for newsletters and via KH2G parent and partner newsletter	Email and newsletters	Dena	12-1-14	5-30-15		
Host High School Counselor Financial Aid Workshop	Flyer / agenda	SC4 (Jo Cassar)	9-1-14	10-17-14	10-17-14	
Distribute media information to local newspaper, local radio, Dateline Schools, and partner organizations	Copy of media release	**TBD**	11-1-14	4-1-15		
Present FAFSA segment on RESA TV	Web address		11-1-14	4-1-15		
Post weekly FAFSA news blast on Facebook	Facebook record	Dena/Cathy/Joanne	12-15-14	5-1-15		
Provide marketing and support for College Goal Sunday at SC4	Flyer	**TBD**	12-1-14	2-8-15		
Provide Financial Aid Night in local high school(s) & SC4	Schedule and Flyers	**TBD**	12-1-14	4-15-15		
Host an Ask an Expert countywide Beyond the Basic of Financial Aid	Agenda and Flyer	Jo/Dena/Cathy	4-23-15	4-23-15		
Analyze the results: Number attended, Number completed FAFSAs, and determine if changes or improvements are needed.	FAFSA filed with state	Dena	1-5-15	5-30-15		
Visit TEC classes to provide financial literacy information	Calendar	Jo	12.1.14	5.30.15		
Hire additional part-time staff to help host FAFSA completion clinics at youth-serving and faith-based organizations	Flyer	Dena/Joanne/Jo	12.1.14	5.30.15		
Host a FAFSA Video competition to be part of the White House FAFSA Completion Challenge	Videos	All	1.1.15	3.1.15		

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E.1—ST. CLAIR COUNTY KH2GO ACTION PLAN

Collaborative Action Plan

(Insert Date through Insert Date)

GOALS, STRATEGIES AND OUTCOMES

LONG TERM TARGET/GOAL:

SHORT TERM TARGET/STRATEGY:

IMPLEMENTATION INDICATORS/ MEASURES	PROGRESS MEASURE 1ST QUARTER		PROGRESS MEASURE 2ND QUARTER		PROGRESS MEASURE 3RD QUARTER		PROGRESS MEASURE 4TH QUARTER	
	PROJECTED OUTCOME	ACTUAL RESULTS	PROJECTED OUTCOME	ACTUAL RESULTS	PROJECTED OUTCOME	ACTUAL RESULTS	PROJECTED OUTCOME	ACTUAL RESULTS

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E.2 –ACTION PLAN TEMPLATE

ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline		Completion Date	Resources Needed
			Start	Stop		
Project A:						
					Total:	
Project B:						
					Total:	

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E.2 –ACTION PLAN TEMPLATE

The Grand Challenge
A compelling narrative about a complex community problem greater than any single organization can address

The Stakeholder Concept
The fundamental creator or destroyer of value is stakeholder relationships.
• Stakeholder Leadership
• The Stakeholder Map

A Collaborative Process
The process is the solution. Agreeing on a process for working together from the beginning creates increased commitment and builds trust among stakeholder groups.
• The Process Map
• Decision-Making Process

The Critical Roles
• Guiding Team
• Facilitative Leadership
• Stakeholder Organizations
• Process Facilitator(s)
• Content Experts

The Shared Outcomes
What outcomes and benefits do the stakeholders collectively desire? What creates value for each stakeholder?

Stakeholder Alignment
What two to three themes would strategically align the interests of the stakeholder group?

Gathering the Information
Stakeholders have more confidence when they determine their own information needs, as well as, how they will gather it, analyze it, and use it.
• Content and Contextual Information
• Stakeholder Work and Projects
• Show and Tell: Presenting the Collected Evidence

Current State Map ("as-is")
• Project Work Maps
• Customer Experience Maps
• Systems and Network Maps
• Strategy Matrix Maps
• Asset Maps

Understanding the Challenge
• What's working well?
• What challenges exist?
• What could be better aligned?
• What might be missing?
• Where are the leverage points and what can we influence?

Future State Picture ("could-be")
What opportunities exist to...
• form or strengthen relationships
• coordinate, connect, or align things
• restructure the existing work
• leverage and build on assets
• create new ways of working together

Balanced Portfolio of Catalytic Projects
• Small Wins
• Experiments
• Systemic Solutions
• Working Teams
• Project Timelines
• Shared Measures
• Gather the Resources

Restructuring the Work
At the core of value transformation is changing the way stakeholders are organized to deliver service.

Strategic Alignment
• Strategic Goal Tree
• Coalition Structure
• Performance Scorecard
• Support Organization
• Communications

Continuous Improvement
• Project Portfolio Review
• Enlightened Improvement
• Process Improvement

The Next Turn of the Circle...

Circle diagram labels:
- WHO
- WHY
- WHAT
- HOW
- **START HERE:** Identify a key community issue
- Identify the right people who want to address the issue
- How could we?
- Establish and build trusting relationships
- Gather and understand the data
- The Stakeholder Engagement Process
- Create a current and future state picture
- Disciplined continuous improvement
- Conduct a project with deliverables and metrics
- Identify and prioritize catalytic projects

INSTITUTE FOR COALITION BUILDING

The Institute for Coalition Building has created an alternative framework for stakeholder engagement. While the language is different, the concepts mirror collective impact.

F.1—INSTITUTE FOR COALITION BUILDING STAKEHOLDER ENGAGEMENT PROCESS

RESOURCES

American Fact Finder

United States Census Bureau

factfinder.census.gov/faces/nav/jsf/pages/index.xhtml

A Stronger Nation through Higher Education

Lumina Foundation

strongernation.luminafoundation.org

Breakthroughs in Shared Measurement

Kramer, M., Parkhurst, M., & Vaidyanathan, L.

FSG

fsg.org/publications/breakthroughs-shared-measurement

Channeling Change—Making Collective Impact Work

Hanleybrown, F., Kania, J., & Kramer, M.

Stanford Social Innovation Review

ssir.org/articles/entry/channeling_change_making_collective_impact_work

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Collective Ideas to Collective Impact: Guide to Data Collaboration in Communities

Farley, C., & Polin, M.

nFocus Solutions

nfocus.com/downloads/collective-impact-guide

Collective Impact

Kania, J., & Kramer, M.

Stanford Social Innovation Review

ssir.org/articles/entry/collective_impact

Community Asset Mapping: A Critical Strategy for Service

Bonner Network Wiki

bonnernetwork.pbworks.com/f/BonCurCommAssetMap.pdf

Conducting a Scan of your College Access and Success System

Dougherty, V., & Lempa, M.

OMG Center for Collaborative Learning

omgcenter.org/sites/default/files/OMG_CollegeAccess.pdf

Council of Michigan Foundations

michiganfoundations.org

Education at a Glance 2014: OECD Indicators

Organisation for Economic Co-operation and Development

oecd.org/education/eag.htm

Embracing Emergence: How Collective Impact Addresses Complexity

Kania, J., & Kramer, M.

Stanford Social Innovation Review

ssir.org/articles/entry/embracing_emergence_how_collective_impact_addresses_complexity

Georgetown University Center on Education and the Workforce

cew.georgetown.edu

Institute for Coalition Building

educationcoalition.com

Investigating the Roles of Community Foundations in the Establishment and Sustainability of Local College Access Networks in Michigan

Daun-Barnett, N., & Lamm, H.

The Foundation Review

michiganfoundations.org/resources/investigating-roles-community-foundations-establishment-and-sustainability-local-college

Michigan College Access Network

micollegeaccess.org

MISchoolData

Center for Educational Performance and Information, State of Michigan

mischooldata.org

Municipal Leadership for Postsecondary Success Series

National League of Cities

nlc.org/find-city-solutions/institute-for-youth-education-and-families/education/higher-education/municipal-leadership-for-postsecondary-success-getting-started

National College Access Network

collegeaccess.org

National Student Clearinghouse

studentclearinghouse.org

Ready By 21

readyby21.org

Strive Together

strivetogether.org

The Equity Imperative in Collective Impact

Kania, J., & Kramer, M.

Stanford Social Innovation Review

ssir.org/articles/entry/the_equity_imperative_in_collective_impact

Understanding the Value of Backbone Organizations in Collective Impact

Turner, S., Merchange, K., Kania, J., & Martin, E.

Stanford Social Innovation Review

ssir.org/articles/entry/understanding_the_value_of_backbone_organizations_in_collective_
impact_1

Youth Master Planning

National League of Cities

nlc.org/find-city-solutions/institute-for-youth-education-and-families/capacity-building-
structures/youth-master-planning

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National League of Cities Institute for Life, Education and Families. (2008). Creating a Youth Master Plan. Action kit for municipal leaders, 10. Retrieved from nlc.org/Documents/Find%20City%20Solutions/IYEF/Capacity%20Building%20Structures/youth-master-plan-action-kit-sept08.pdf

Organisation for Economic Co-operation and Development. (2007). Education at a Glance 2007: OECD Briefing Note on the United States. Retrieved from oecd.org/education/skills-beyond-school/39317423.pdf

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The define measure analyze improve control (DMAIC) process. (n.d.). In American Society for Quality. Retrieved from asq.org/learn-about-quality/six-sigma/overview/dmaic.html. (Reprinted from The Certified Quality Engineer Handbook (3rd ed.). by C.M. Borror (pp. 321-332), 2009, ASQ Quality Press).

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