

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

**Working Differently  
to Achieve Community  
Solutions**

**Community Report  
November 17, 2009**

# Agenda

- I. Welcome
- II. ***Working Differently*** Review
- III. DRAFT: Community & Aspiration and Implementation Structure
- IV. Steering Committee Panel
- V. Break
- IV. Q & A
- V. Breakouts
- VI. Next Steps

# *Working Differently*

## Traditional Process

- Nice looking plan to show people
- Initial period of excitement with a gradual decline to the level of background noise
- Most items don't get implemented
  - A couple important items may get done
  - Lack of focus on implementation resources and action plan

## “Working Differently” Process

- Focus on outcomes that will move the needle
- Focus on implementation and resources
- Generate a culture of engagement versus analysis
- Stick with the plan for an extensive time period to truly see results

# *Working Differently* (con't)

## Traditional Process

- Tend to still be in the same peer group
- Those involved tend to be those who are not neutral to the “how” of getting to an outcome
- Cultural issues aren’t handled
- Failure to align community resources, attention and efforts
- “Ownership” is usually limited

## “Working Differently” Process

- “Solution” usually resides across sectors
- Collaboration must be intentional about the solution and not about the providers
- Leadership focuses on structure-process-measures needed to achieve outcome
- Solution needs to be “owned” by the community & its leadership

# Traditional Ownership Models

## Government-owned

- Government facilitated
- Government funding and resources dedicated to vision/plan
- Volunteer advisory boards used

## Existing organization-owned

- Organization staffs the initiative
- Usually has narrow focus (based on organization focus)
- Uses oversight or steering committee
- Depends on organization member funding

## New organization-owned

- Formed around specific set of initiatives
- Usually comprised of chief executive officers of businesses
- Achieves goals by forming partnerships with government and other organizations



## ***“Working Differently”***

*To achieve and sustain community transformation, **the community and its leadership** has to **own** the future. If the process is perceived as just another activity of government, the chamber or whatever institution, the leaders needed will simply sit back with their arms folded and wait for the next new idea to fall short!*

Bring into Balance the Focus on  
Activities and on Outcomes.



**Olmsted County Birthing Center (OMC and Mayo)**  
 1400/Year or 7000 Birth to Five

Does not Qualify or Qualifies but does not choose Programs  
 Screened prenatal or at hospital by doctors/staff

<b>Follow Along</b> 2005 Total 629	<b>Home Visits</b> 13
First Child 35	At-Risk 40

161 Referred

31 referrals

<b>Steps to Success</b> 30	<b>PHN Phone Consultation</b> 10
<b>Bright Futures</b> 85	<b>Baby Steps</b> 80
<b>Well Baby / Immunizations/WIC</b>	<b>Parenting Brief Intervention</b> 75
<b>Children with Special Health Needs</b>	<b>Parenting Matters</b>

**Public Health Programs**

**Non-At Risk Programs**

<b>PAIR</b>	<b>Parent Education Classes (ECFE)</b> 6000	<b>Public Library</b>
<b>C2R2</b>	<b>Preschool /Daycare Referrals</b>	<b>Other Community Resources</b>
		<b>Child Care System</b>

**C2R2**

↓

**Crisis Nursery**

**Check In** 1350

↓

**Pass** ≈1495

↑

**Re-screen**

**Community Referrals to Child & Family Services**

Home Visits

**Red Team (Child Welfare Response Team)** 200

Traditional Child Protective Services	Alternative Responses
	Domestic Violence
	Family Partners

**Community Services / Targeted Early Intervention**

Adolescent Services
Child Mental Health 90
Family Collaborative

**Child & Family Services Programs**

**Special Ed Referral** ≈79

19referred

**Special Educational Services**

<b>Arc Family Liaison</b> 21	<b>ECSE</b> 18
6	2
	<b>Parenting Plus</b> 28

**C2R2**

↓

**Head Start** 254

↓

**School Readiness**

↓

**Wait List**

↓

**Home Visits**

**PAIR**

↓

**Hand in Hand**

↓

**Wait List** 92

↓

**Home Visits**

**Migrant Head Start**

**Migrant Health**

\* **Legal System Referrals**

**Legend:**

- Red Arrow: Hard Referral (At Risk)
- Black Arrow: Hard Referral (Not At Risk)
- Grey Arrow: Soft Referral
- Blue Box: RAF Supported
- Star in Box: System Entry Point
- Star in Circle: Major System Entry Point

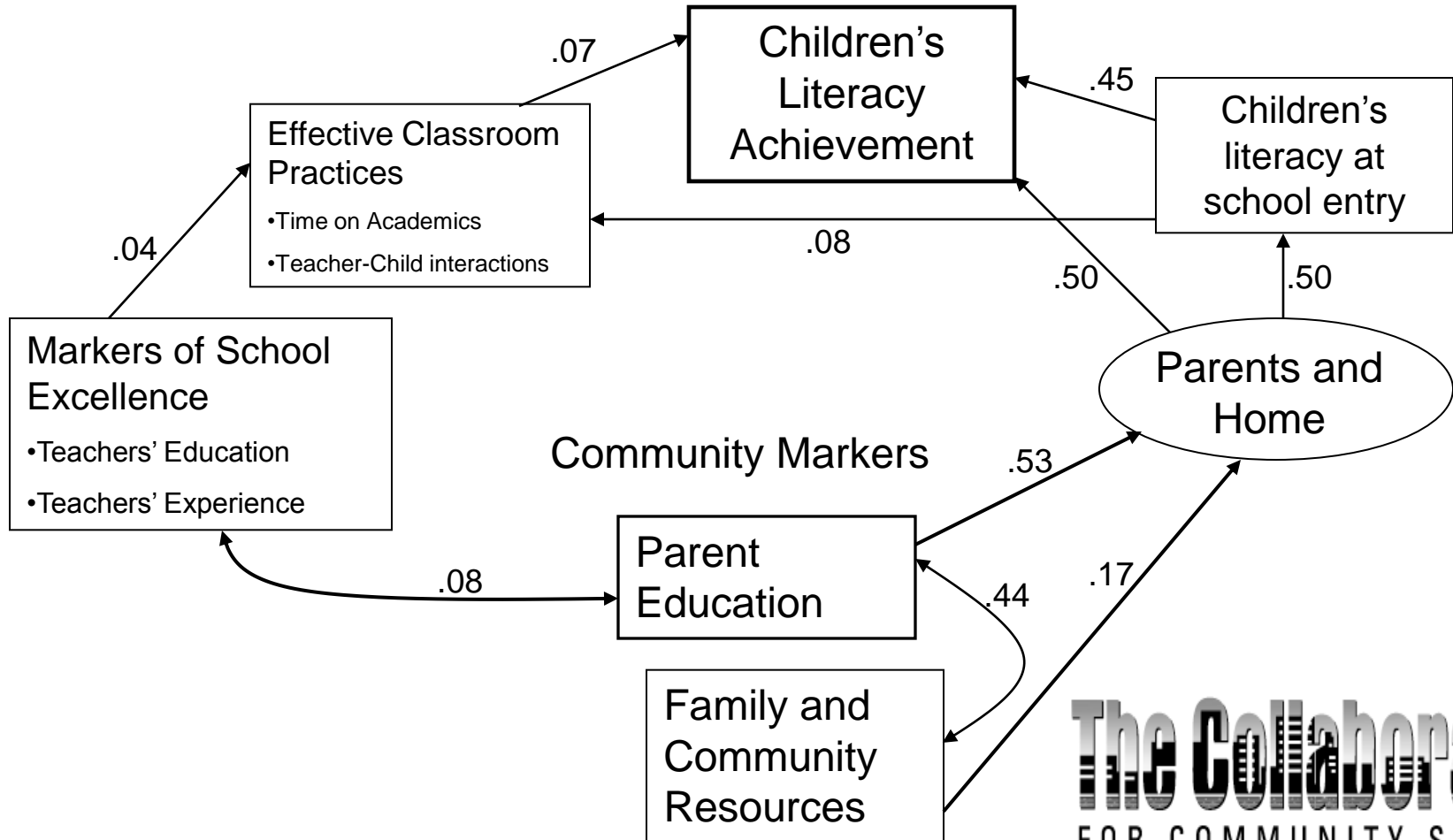
**Referral Pathways:**

- C2R2
- PAIR/Schools
- Public Health
- County Social Service

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



# Working Differently: A Community Enterprise



# Values Required of “Working Differently”

## Accountability

Outcomes

Neutrality

## Engagement

Ownership

Leverage

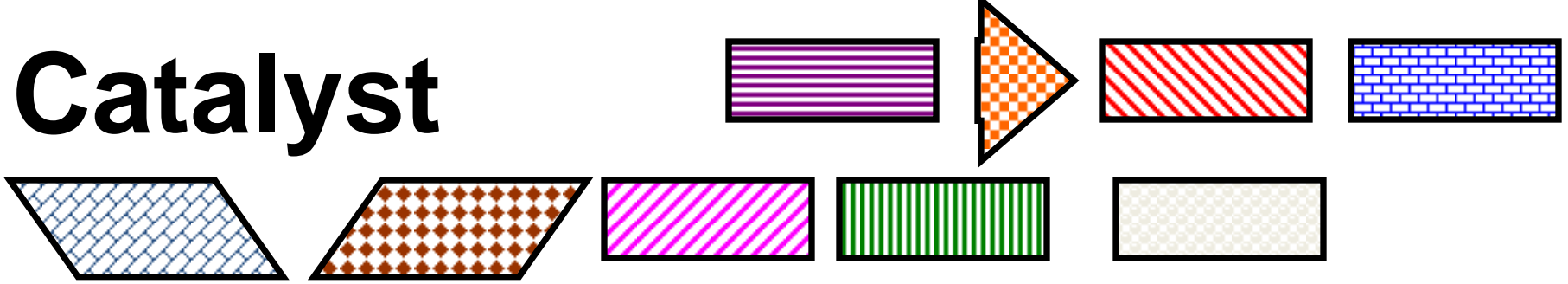
# *“Working Differently”*

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

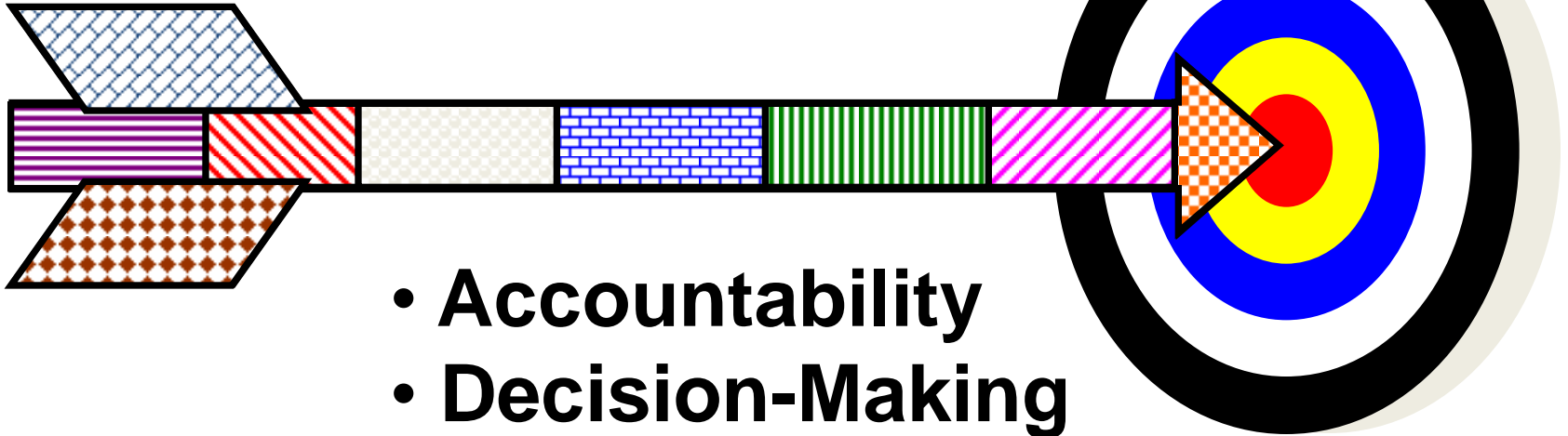
- **Clear Aspiration**
  - “Are we Making the Same Movie?”
- **Clear Accountability**
  - “Does it get us to our Aspiration?”

...Your Work Today

# Catalyst



## The Aspiration Process



- **Accountability**
- **Decision-Making**
- **Engagement**
- **Resources**

# Process Map

- ❖ Engage Community / Partners (5/09)
- ❖ Community Aspiration Workshops (9/09)
  - ❖ Conway, Ossipee, Wolfeboro
- ❖ Steering Committee (9-10/09)
- ❖ Community Event (November '09)
  - ❖ Engagement
  - ❖ Ownership

# Steering Committee Role

- From Community Input help define “Community”
- Frame contours of aspiration for community buy-in / ownership
- Envision, with community resources and assets in mind, a mechanism for “working differently”
- Design and help create the “enterprise” space for achieving the aspirational outcomes

# Steering Committee “Lens”: Five Steps to Community Effectiveness

1. Be comprehensive in scope
2. Provide the cross-sectoral structure/ method for making things happen
3. Focus on outcomes and measures
4. Owned by the community as a whole
5. Enable open-ended community commitment to “doing things differently”

# *DRAFT* Community

- **Where we can *share* an Aspiration**
  - “Are we Making the Same Movie?”
- **Where we can *achieve* our Aspiration**
  - “Community is where the solution exists

# *DRAFT* Community

***Greater Carroll County***

***Or...***

# Community Aspiration

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

- Michelangelo

# Community Aspiration

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

# *DRAFT* Aspiration

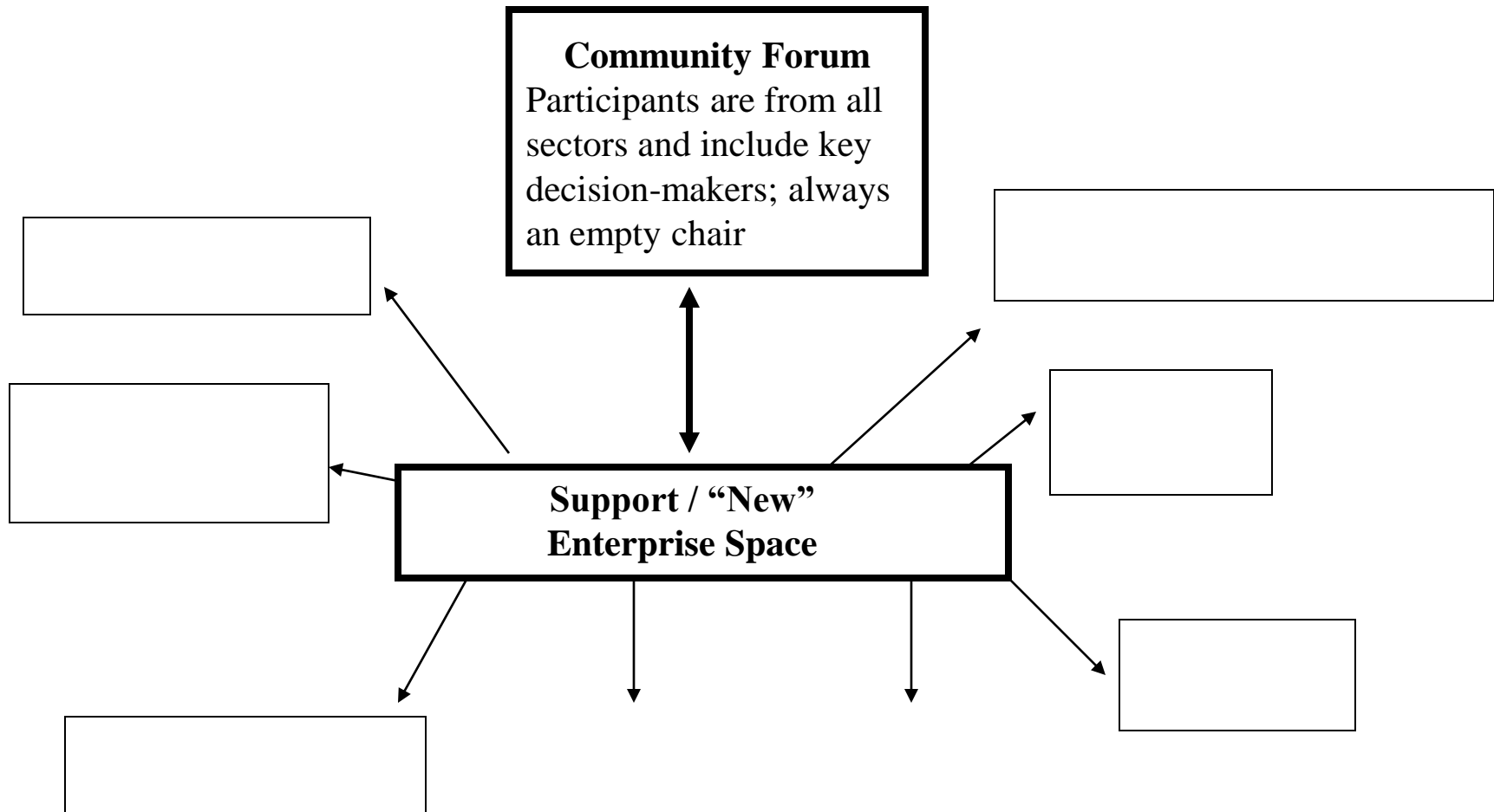
**Through “working differently,”  
make Greater Carroll County a  
better place to live, work & thrive.**

# Best Practices Model: From Aspiration To Action

Greatness is not a function of circumstance. Greatness as it turns out is largely a matter of conscious choice and discipline.

-- Jim Collins  
("Good to Great")

# Best Practices Model: Governance of the Enterprise



# Greater Carroll County

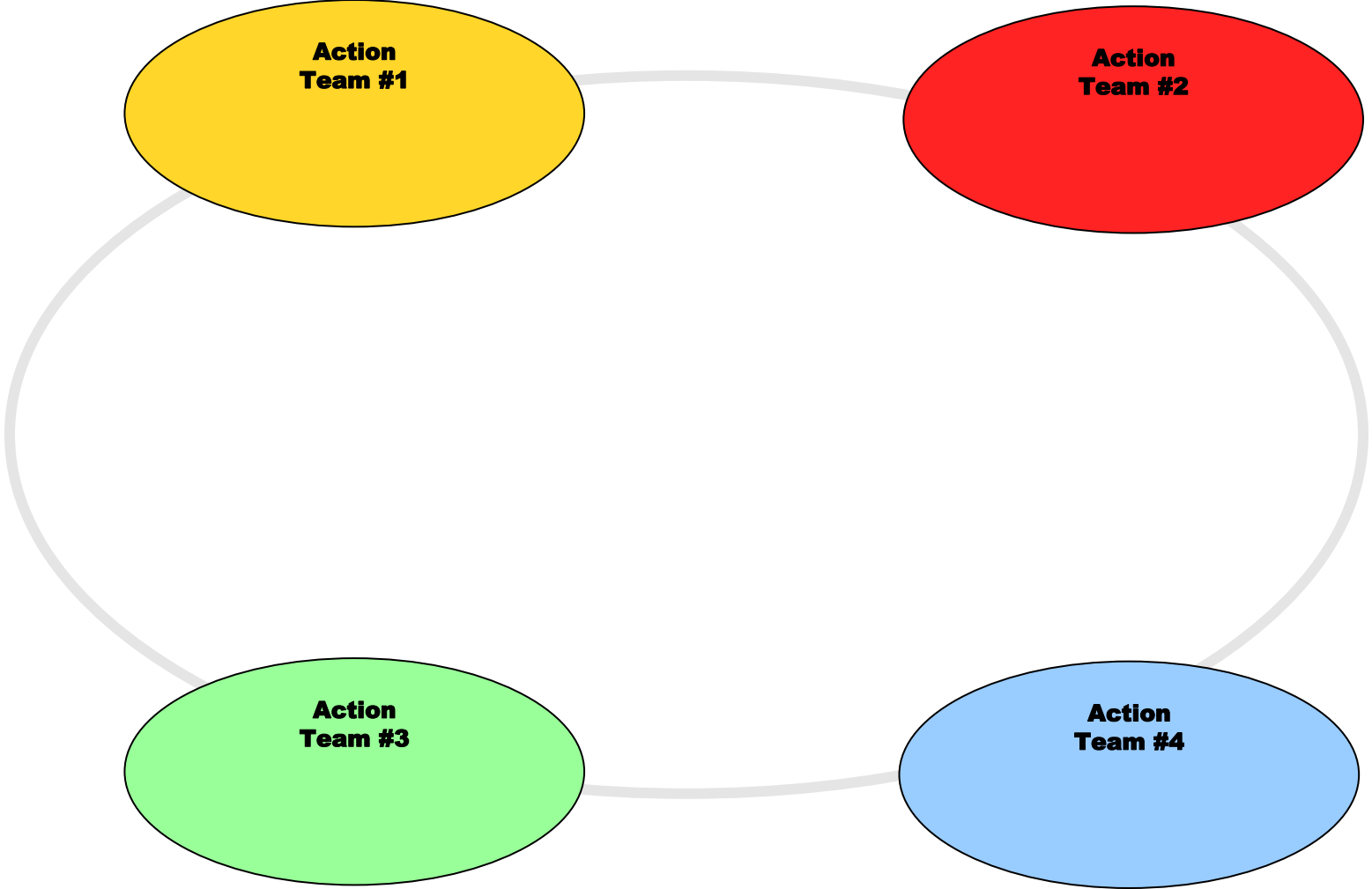


**Community  
Working Differently Together  
DRAFT model**

**Greater Carroll County**



**Aspiration**

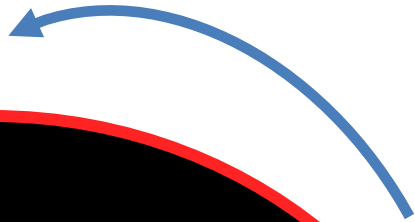


The logo features a central black circle with a red border. Inside the circle, the text "Traveling Community Roundtable" is written in a bold, yellow, sans-serif font. Surrounding the circle are two blue curved arrows, one on the left and one on the right, both pointing in a clockwise direction.

**Traveling  
Community  
Roundtable**



# Traveling Community Roundtable





**Steering  
Committee**

# Greater Carroll County



**Community  
Working Differently Together  
DRAFT model**

# LEADERSHIP / ACTION FRAMEWORK

Rallying Resources

Decision Making

Accountability

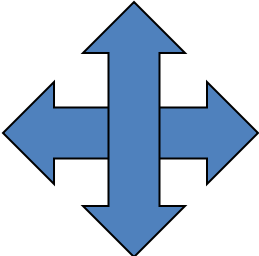
Community Engagement

Structures

Process

Indicators

Aspiration



Community Outcome



**Childhood Readiness and  
Success – Pre K to 3**



**Aligning Education to  
Careers – 4 to 12**



**Balance Economic  
& Environmental  
Development**



**Self-Sufficiency**

# How will you know?

## Possible Targets/Measures

### Education

#### Early Child Development

- All 5 year-olds ready for school by agreed upon definition and assessment

#### Education K-12

- All 3<sup>rd</sup> Graders Achieve Grade-Level Reading Proficiency
- Achievement Gap is closed for English language learners
- All students at grade-level performance per standard tests
- Increase overall graduation and college readiness rates

# How will you know?

## Possible Targets/Measures

### Career & Jobs

- Increase in college graduation rates
- Increase in children remaining in the Valley or creating a reason for them to return and for new young people to move in. The reasons could be outlined as quality of life, affordable housing and attractive jobs.
- Attract more creative / high wage jobs
- Qualified and Trained workers are available for creative class jobs, high wage jobs
- Decrease disparities in access and opportunity.

# How will you know?

## Possible Targets/Measures

### Economic Success and Self-Sufficiency

- % of Families earning a self sufficient wage
- Senior Self-Sufficiency – ability to maintain independence & dignity in one's own home.
- Median income for families above NH average
- % Home Ownership,
- % of Households with bank/savings account (to allow them to weather an emergency)
- Rated as highly attractive place to do business
- Vacancy rates for office/retail/light industrial below 10%
- Assure a variety of housing stock distributed across the community

# Steering Committee Panel

The best way to predict  
your future is to create it!

**BREAK**

# Breakout

1. Community & Aspiration  
Community?  
What did you like?  
What would you  
change?

# Breakout By Team

2. From Aspiration to Action
  - How will we get to action?
  - Structure?
  - How will you know?
  - Measures?

# Thank You



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<p><b>Team #1</b>  <u>Early Childhood Development</u>  Measure: All children ready to enter kindergarten, with “readiness” defined and determined with specific measures.</p>	<p><u>Education K-12</u>  Measure: All students performing at grade level, with specific measures for improvement in areas such as ISTEP scores, SAT scores, graduation rates etc.</p>
<p><b>Team #3</b>  <u>Inclusion/Community Development</u>  Measures:  Increase by specific measures:  ○higher paying / technology jobs,  ○improvements in housing numbers and quality;  ○improvement in city/county relationships, shared vision, working in tandem  ○opportunities for family-oriented recreation and cultural opportunities;  ○community beautification and public art;  ○access to affordable medical and behavioral healthcare.</p>	<p><b>Team #2</b>  <u>Self-Sufficiency</u>  Measures: All students graduating from high school &amp; enrolled in continuing education, employed, or enlisted in the military within 18 months after graduation; specific measures for higher educational attainment; specific measures for increases in adult literacy rates.</p>