



**There is no power greater  
than  
a community discovering  
what it cares about.**

— Dr. Margaret Wheatley

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

**Working Differently  
to Achieve Community Solutions**

**Carroll County United**

*Hosted by the Carroll County Collaborative*



**September 22 & 23, 2009**

# Today's Agenda

- Process Map
- *“Working Differently”* Overview
- Framing an Aspiration
  - What?
  - How?
- Breakout Discussions
- Next Steps – Process Map

# Process Map

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



# Community Visions, Community Solutions: Grantmaking for Comprehensive Impact



Joseph A. Connor and Stephanie Kadel-Taras



# Achieving Community Solutions

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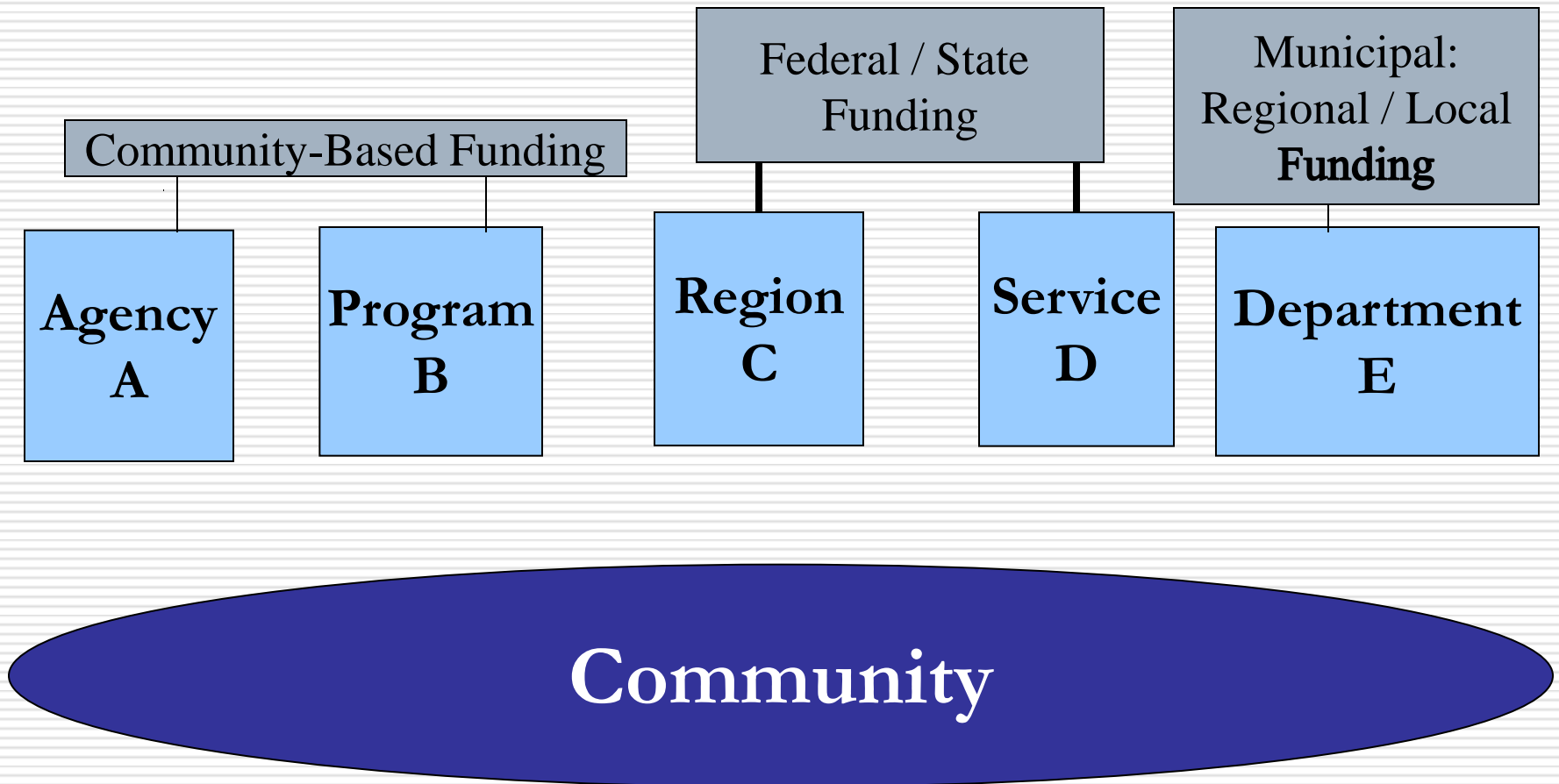
What makes the difference between a good movie and a bad movie?

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

- Francis Ford Coppola

# Silo Services

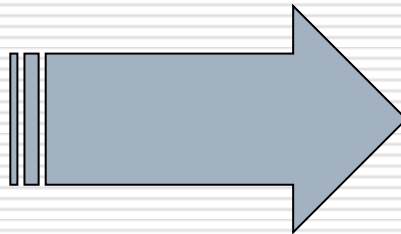
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# Carroll County OVER TIME

## Theory of Change:

Silos  
Activities  
Counting



System  
Outcomes  
Accountability

**MAKING  
HAMILTON  
the best place  
to raise a child.**

The Hamilton Roundtable  
for Poverty Reduction

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

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

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

Asset Building  
Wealth Creation

Employment

Targeted Skills  
Development

Skills through Education,  
Activity and Recreation

Quality Early Learning  
and Parenting



SANGAMON COUNTY

**continuum  
of learning**

learn. work. succeed.

**seacoast  
20/20**

a community vision



**engage in education.**



**engage in education.**



We will work together to  
help make Decatur and  
Macon County one of the  
most educated  
communities in Illinois

DECATUR AREA

EDUCATION

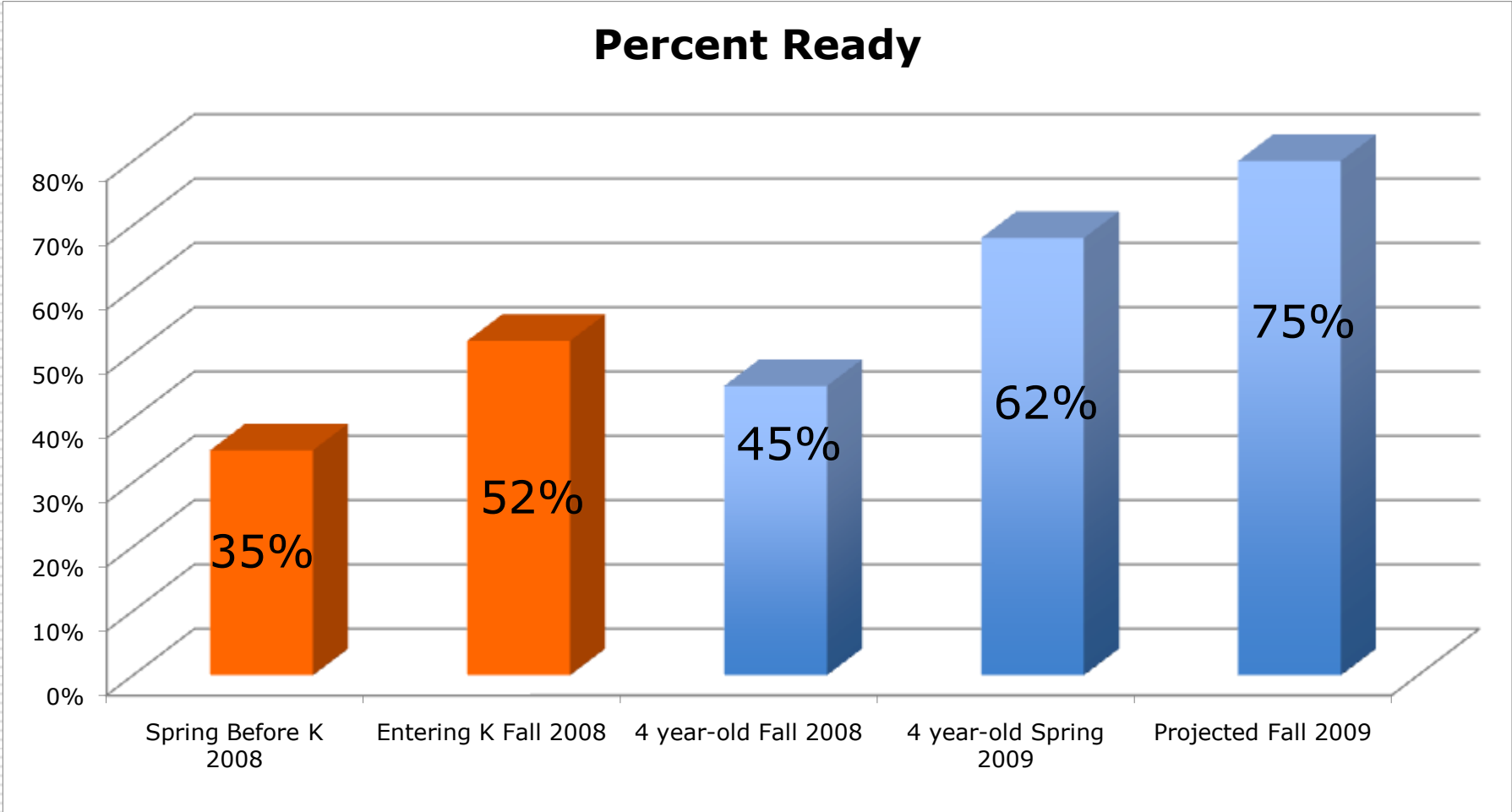
COALITION embracing the power of education



All Children Ready for Kindergarten

# 2007 -2008 Results

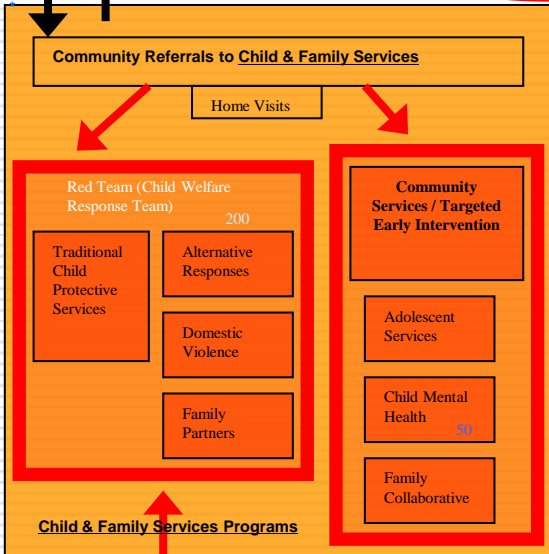
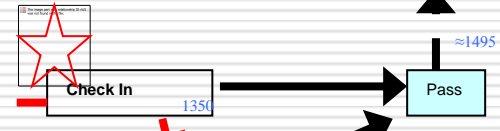
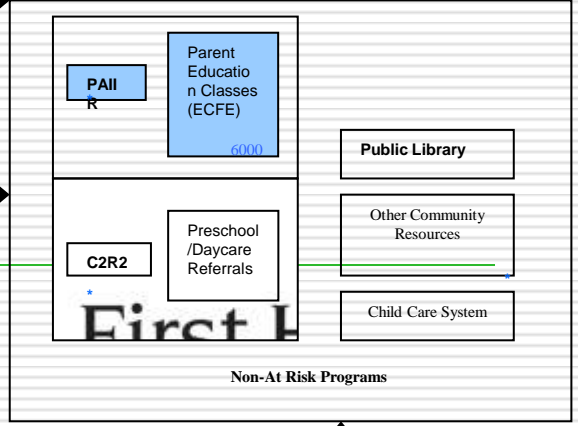
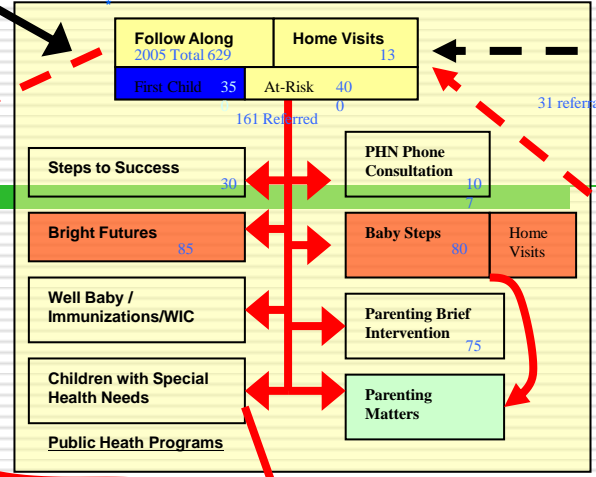
**Percent Ready**



**Olmsted County Birthing Center (OMC and Mayo)**

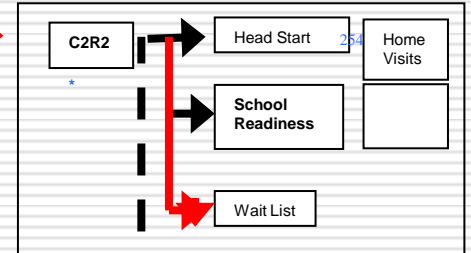
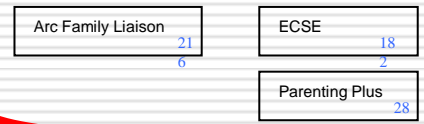
1400/Year or 7000 Birth to Five

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

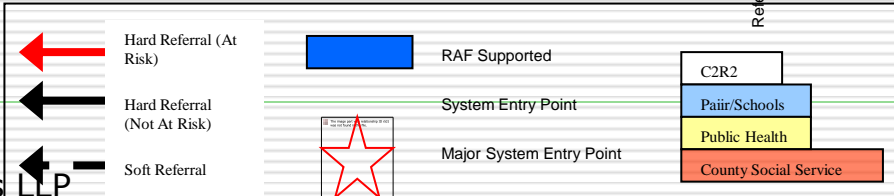
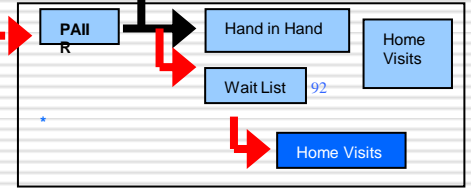


\* Legal System Referrals

Special Ed Referral ≈79



Migrant Head Start  
 Migrant Health



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

# Desired Outcome / Goals

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Outcome: Every child in Macon County enters Kindergarten ready to learn.

Shared Definition of "Ready"

Measure: Brigance Assessment Scores

3 yr Goal: 80% of Macon County pre-K students are ready for Kindergarten

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# The Achievement Gap

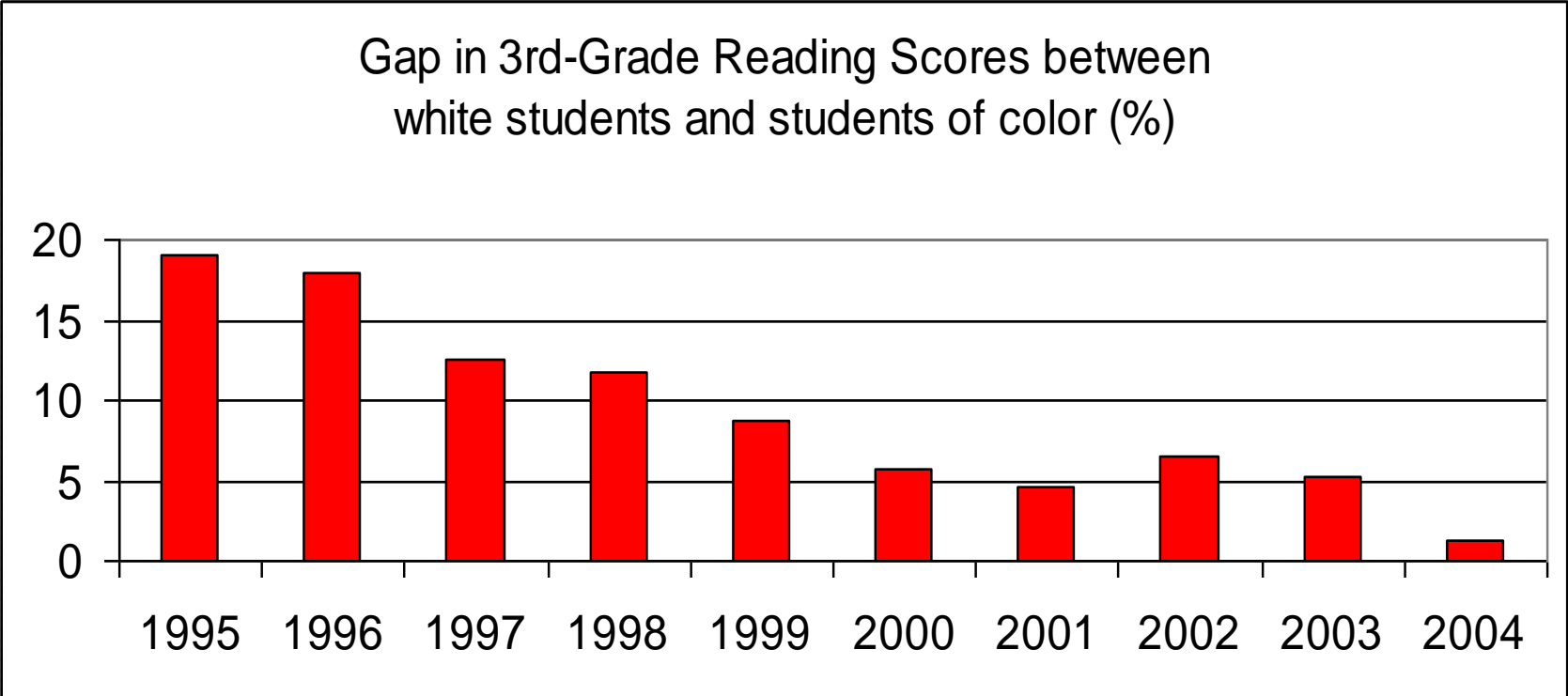
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Three Similar Communities   
Three Dissimilar Outcomes

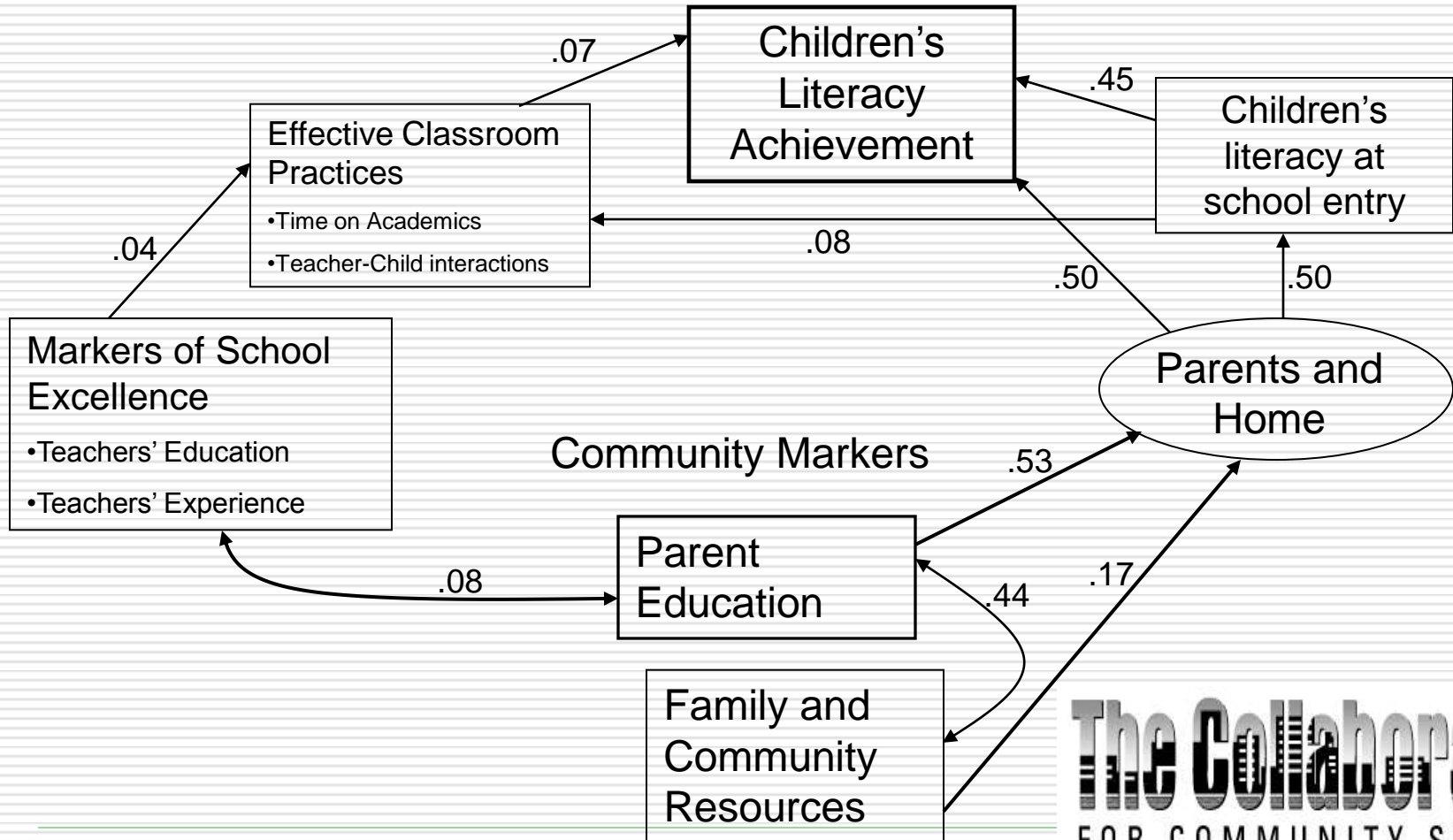
- Ann Arbor, Michigan
- Evanston, Illinois
- Madison, Wisconsin

# Dane County, Wisconsin

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# Community Systems: A Model



# Community Solutions

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- ❑ Are often about Community Systems
- ❑ Are often Cross-Organizational
- ❑ Are often Cross-Sectoral
- ❑ Require Community Ownership
- ❑ The Solution often frames the Enterprise => not the other way around

# The Solution is the Enterprise

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

- **Clear Aspiration**

  - “Are we Making the Same Movie?”

- **Clear Accountability**

  - “Does it get us to our Aspiration?”

# What is our Definition of the Community?

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- **Where we can share an Aspiration**
  - "Are we Making the Same Movie?"
- **Where we can achieve our Aspiration**
  - "Community is where the solution exists"
  - e.g., 6-county Sacramento Region

# Challenge: Work Differently

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

-- Albert Einstein

# Strategic Change Model

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Desired State

Structures  
Processes  
Measures

Present State

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# Transform: Organizational Leadership to Community **Catalytic Leadership**

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## Organizational

1. Hierarchical
2. Taking Charge
3. Right Answer
4. Follower Efforts
5. Responsibility for strategy and tasks

## Community

1. Interorganizational
2. Providing Catalyst
3. Right Question
4. Coordinated Action
5. Responsibility for community outcomes

# Values of Community Catalytic Leadership

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## Accountability

Outcomes

Neutrality

## Engagement

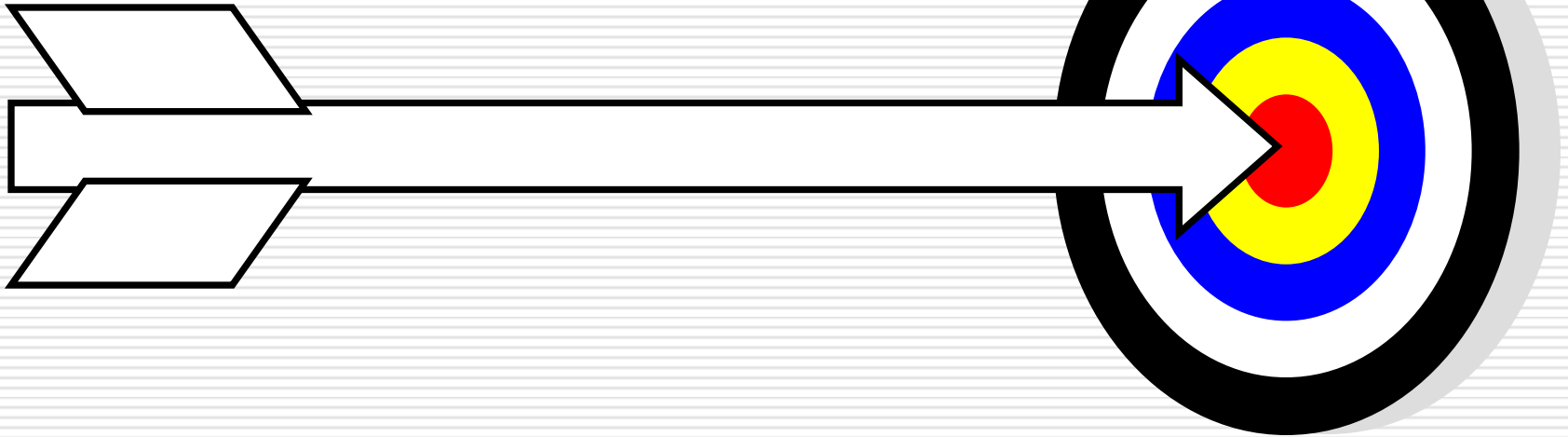
Ownership

Leverage

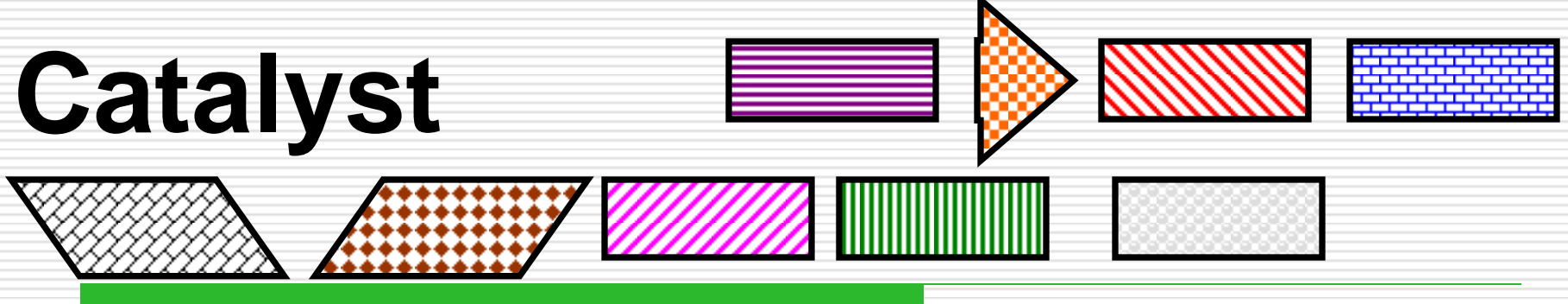
# Catalyst

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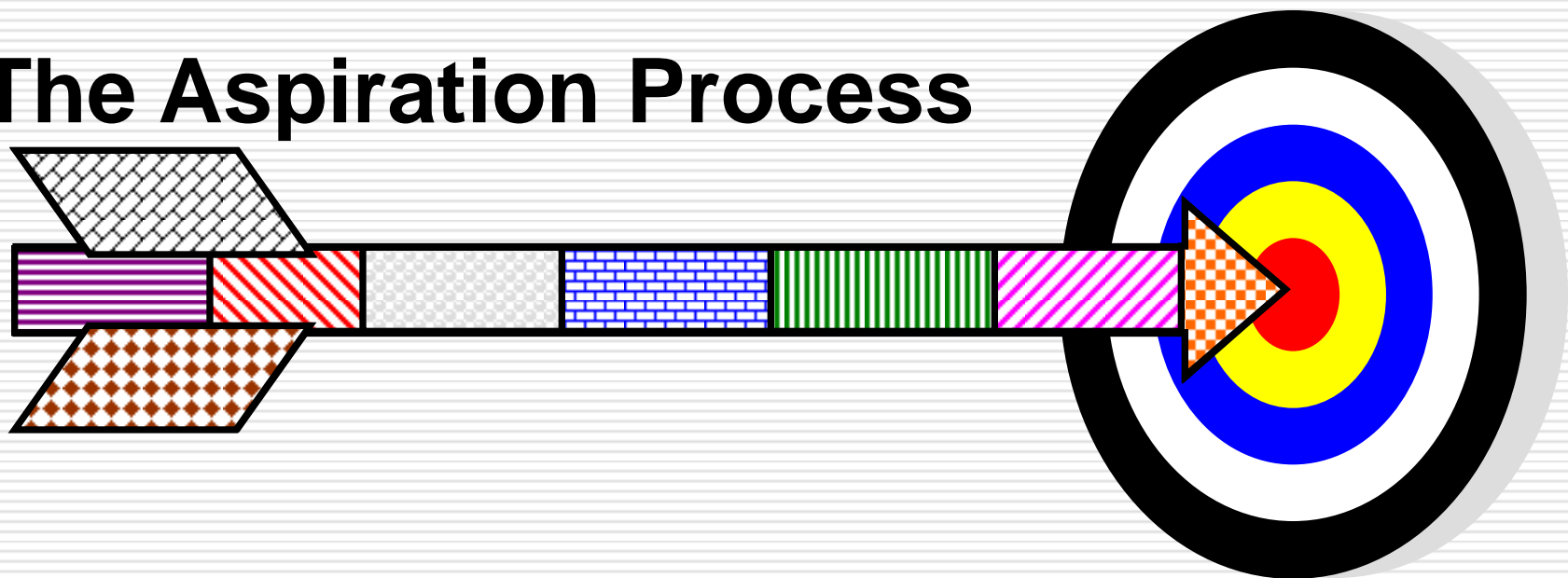
## The Aspiration Process



# Catalyst



# The Aspiration Process



# Characteristics of a effective Community Aspiration

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- Reinforces Community Ownership
- Engages people –
  - it reaches out and grabs them in the gut.
  - People 'get it' right away; it takes little or no explanation.
- It is tangible. Energizing.
- Highly focused.
- Passes the “why?” test.

# A true aspiration is...

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- **NOT** a list of activities/programs,
- Clear and compelling,
- Builds accountability
- Serves as unifying focal point of effort, and
- Most importantly, community aspirations ***stimulate action.***

# Examples Community Aspirations: Poverty Reduction

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

*"Making Hamilton the best place to raise a child"*

# Shelby County Community Aspiration



Working together in new ways  
to make Shelby County ***the***  
community where people  
learn, live and invest

# Breakouts



# Breakout Question #1

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- **Define “community”...**
- **What would be a community aspiration or solution which would be compelling and transformative...?**

# Community Outcome & Strategic Measures

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September 2009

# Strategic Measures

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

# Strategic Measures

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

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# Quadrant 2 (second most important)

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

# Strategic Measures

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

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## Quadrant 4 (most important)

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

# Breakout Question #2

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

# Four Key Considerations Achieving Community Solutions

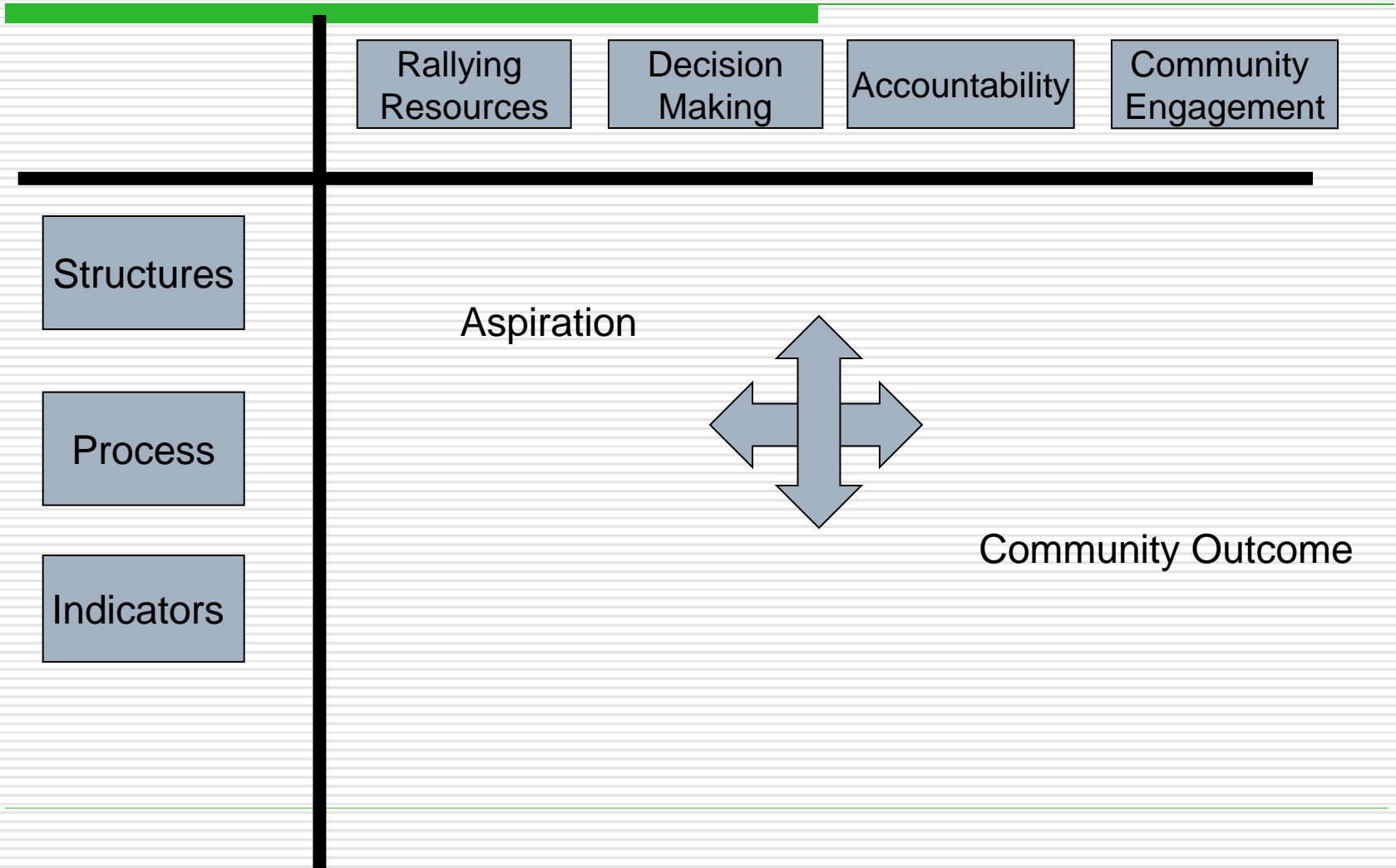
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How will the community provide...?

- Resources
- Decision – Making
- Accountability
- Community Engagement

...to the solution

# Looking Across Carroll County over Time



# Thank You

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**Communities have learned . . .  
that when community  
members agree about what  
they want, set measurable  
goals, and focus their  
resources and efforts to  
achieve them, lo and behold,  
they do. ~Jay Connor**

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