



UNDERSTANDING THE NETWORK PART 1:



COLLECTIVE IMPACT COLLABORATION FOR STUDENT AND COMMUNITY SUCCESS

February 5, 2018



WHO MAKES UP THE 60 BY 25 NETWORK?

The Network Organizers



The Guiding Team

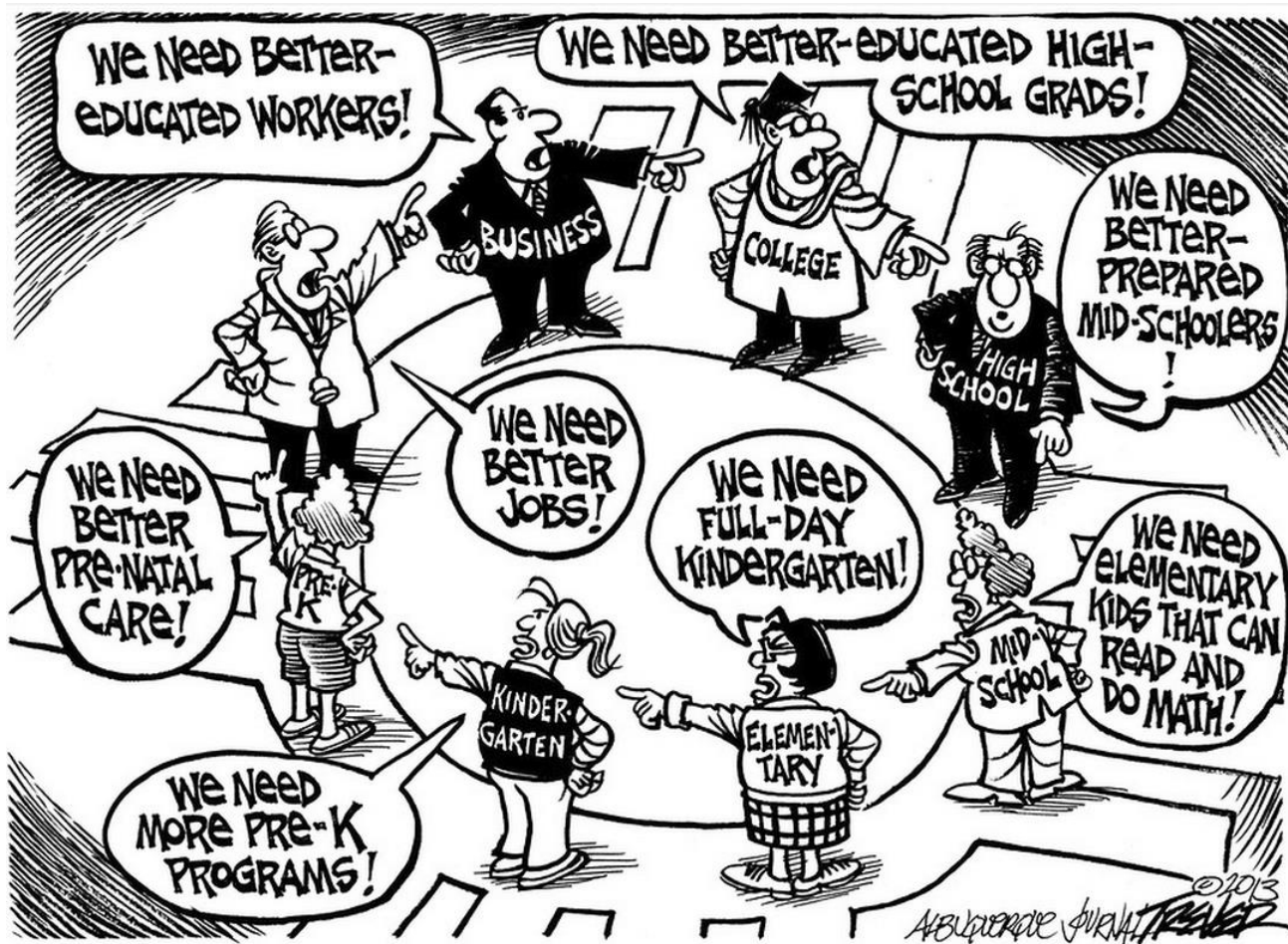
Leadership Communities

**Other Illinois
Communities**

**State Agencies and
Other Policy Makers**



WHY ARE WE WORKING TOGETHER?



5 ESSENTIAL COMPONENTS OF COLLECTIVE IMPACT

THE STRUCTURE OF COLLABORATION



CAR

The essential purpose of a car is to transport a person from point A to point B.



PIT CREW

A pit crew works to make sure the car is able to transport a person from point A to point B.



RACE TRACK

Investors, managers, owners, make sure the course is safe, fair, and well maintained.



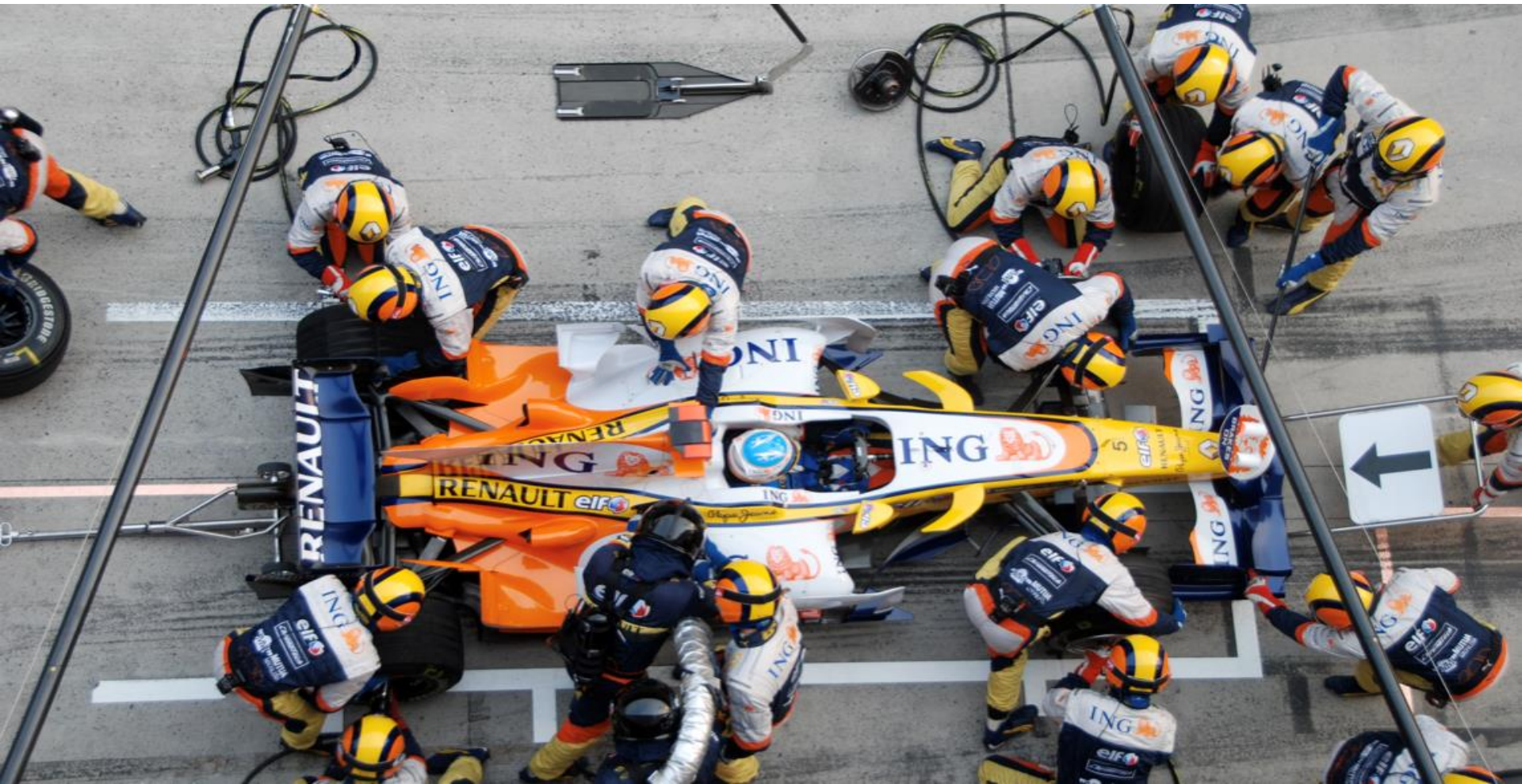
IN EDUCATION

The essential purpose of the system is to facilitate students' learning from birth through career.



IN EDUCATION

Parents, teachers, professors, community-based organizations, human services agencies, and employers should operate like the pit-crew.



IN EDUCATION

The path is more complex than the circular course at NASCAR.



IN EDUCATION

State agencies serve to make sure the path is fair, free of barriers, safe, and supportive.



AND we know there are lots of different types of cars, each with different parts.



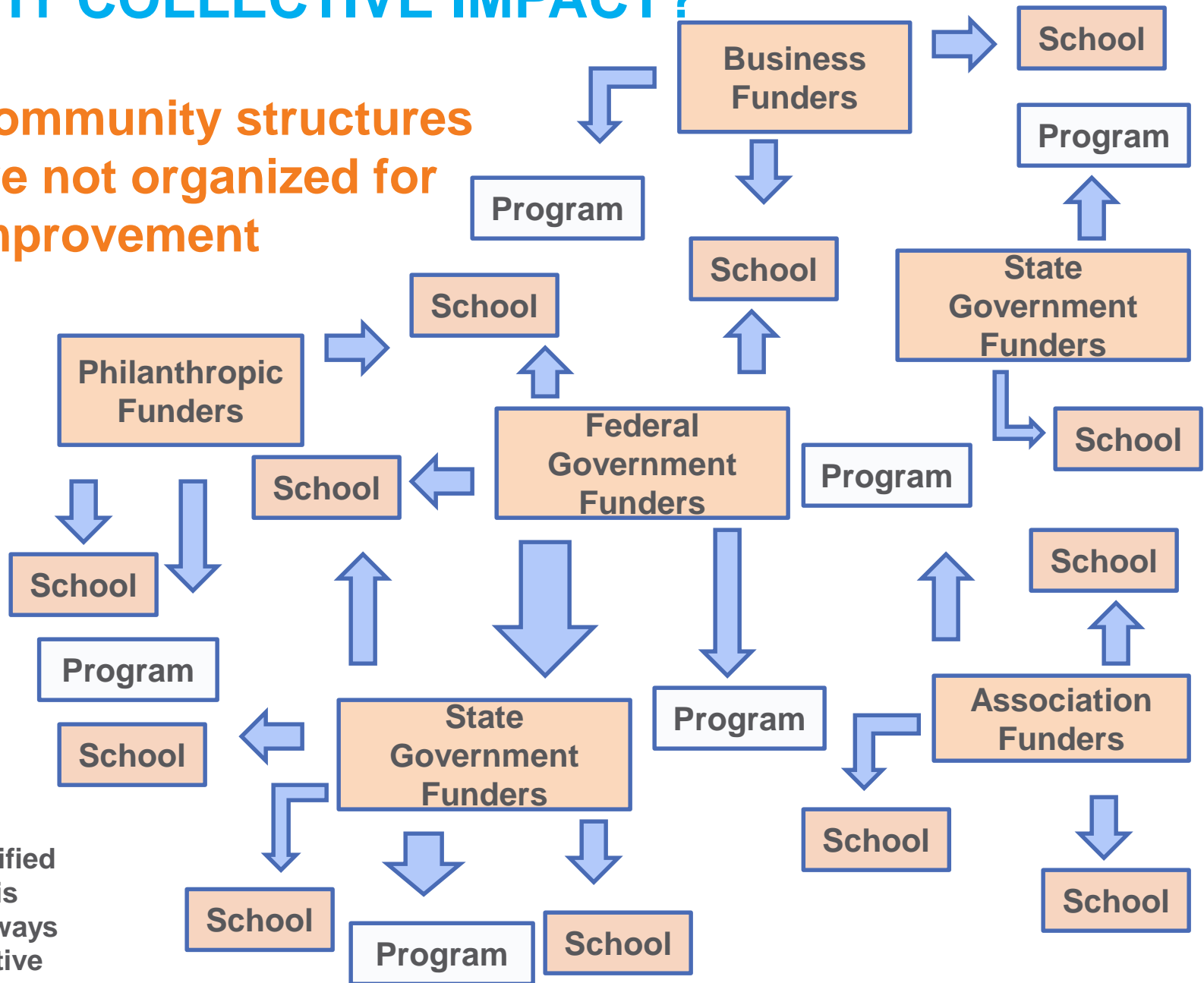
○ IN EDUCATION,

We measure our progress through the finish line.



WHY COLLECTIVE IMPACT?

Community structures are not organized for improvement



*Modified Illinois Pathways Initiative



THE STAKEHOLDER ENGAGEMENT PROCESS

What is it?

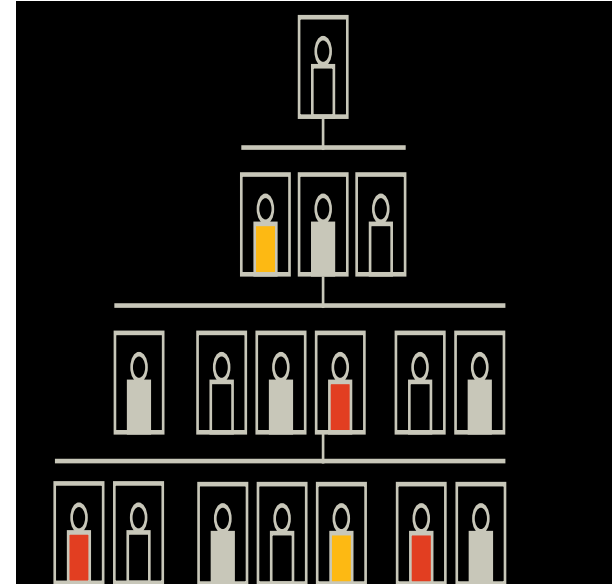
- A systemic approach
- A disciplined continuous improvement process
- A “Community Operating System”
- It’s a deliberate way to build social capital & trust through shared understanding of a problem & co-creation of solutions
- It’s context specific since all solutions emerge from the highly-localized dynamics of place
- It’s based on shared VALUES of investing in relationships and a process for building strong communities.

How do we do it?

- Shift mindsets
- Define Roles & Responsibilities
 - Co-Convening Leadership
 - Key Stakeholders
 - Content Experts
 - Process Facilitators
 - Backbone Support Staff

ORGANIZATIONAL LEADERSHIP

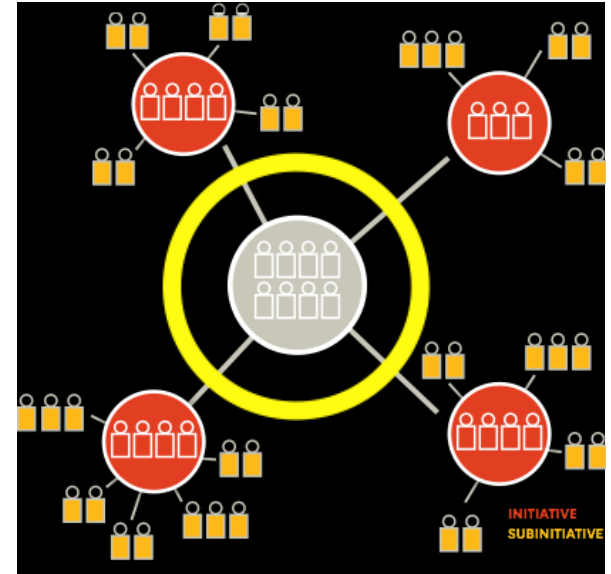
- **Orchestrates actions within an organization**
- Uses top-down coordination (hierarchies)
- Addresses complicated organizational problems (agreed-on overarching goals)
- Oversees the efficient allocation of organizational resources
- **Examines how people process things independently (human capital)**
- Seeks a competitive advantage
- **Plans hold everything together (ends)**
- “Sells” finished plans to stakeholders
- Managing to close the gap between the present and a projected idealized future state
- Fundamentally an analytical process



COLLECTIVE LEADERSHIP

Effective of the Whole

- **Cultivates actions among organizations**
- Uses self-organized collaboration (distributed)
- Addresses complex community problems (limited consensus on goals)
- **Oversees the effective tending of stakeholder relationships**
- **Examines how people behave interdependently (social capital)**
- **Seeks a system of cooperation**
- Process holds everything together (means)
- **Creates solutions along with stakeholders**
- Managing the evolutionary potential of the present (limited knowledge cause & effect)
- Fundamentally a social process





CHALLENGING ASSUMPTIONS

What are systems?

- Systems are sets of relationships. Transforming a system is ultimately about transforming the relationships that shape the system.

What transforms relationships?

- Process. Process is a tool that builds trust and transforms relationships over time.
- Making the parts of the system better **does not necessarily** make the entire system better.
- Ask, does solving this problem change the relationships that shape the system?

CONTINUOUS IMPROVEMENT MEANS POSTPONING PERFECTION EVERY TIME

4. HOW:

Redesign the system by changing ways of working together

1. WHO:

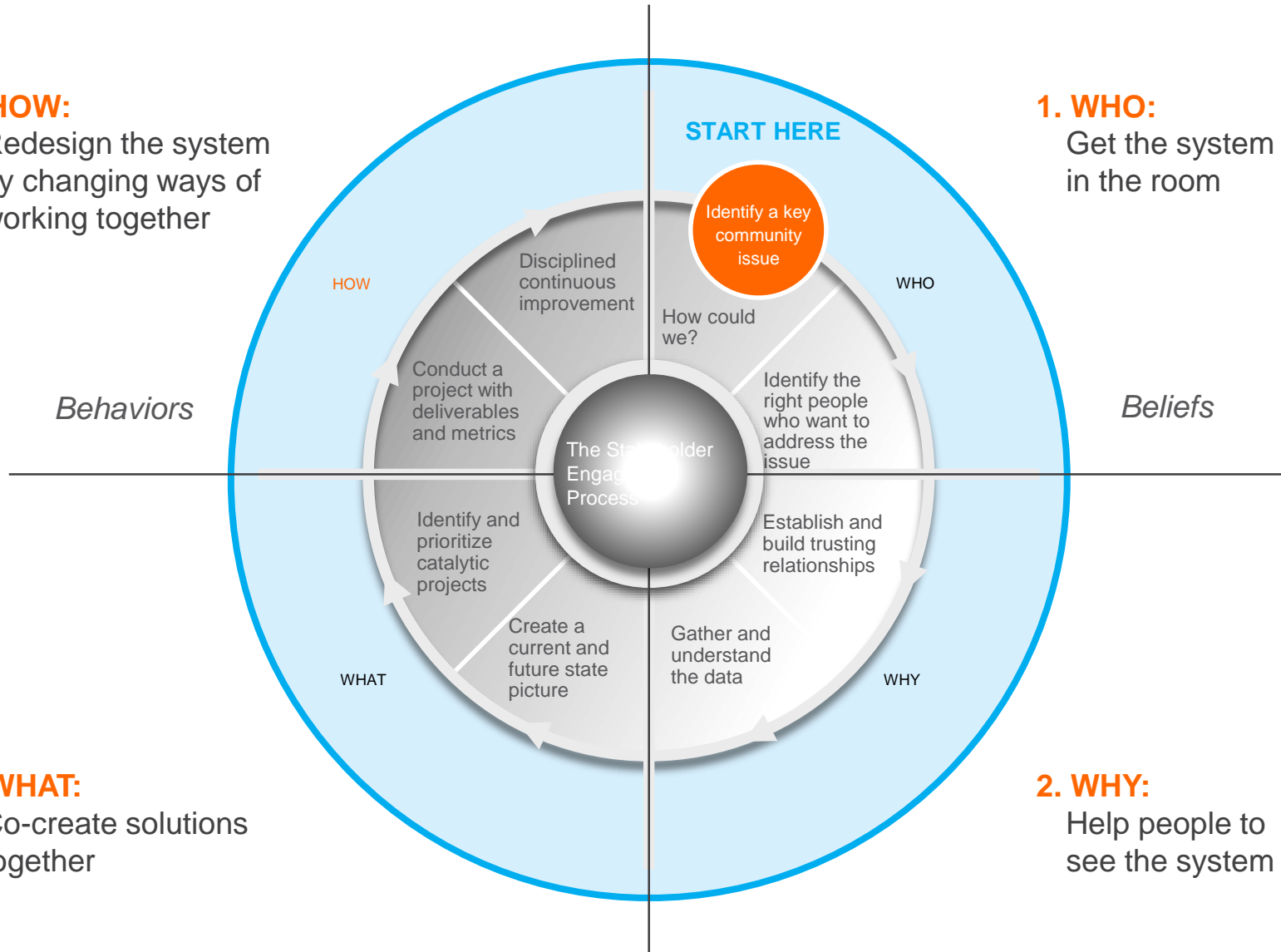
Get the system in the room

3. WHAT:

Co-create solutions together

2. WHY:

Help people to see the system





BECOMING A LEADERSHIP COMMUNITY

SCALING FOR IMPACT

The graphic features a photograph of a diverse group of people in a meeting, some with their hands raised. Below the photo is a map of Illinois with several orange house-shaped icons placed across the state, indicating various locations. Major cities labeled on the map include Milwaukee, Grand Rapids, Dubuque, Chicago, Peoria, Springfield, St. Louis, and Evansville. Interstate shields for 380, 39, 57, 70, 64, 69, and 65 are visible. A scale bar at the bottom right shows 300 km and 200 mi. The 'post' logo is in the bottom left corner.



BENEFITS OF BECOMING A LEADERSHIP COMMUNITY

- Members participate in **an annual convening** to bring together communities, technical experts, and state/national leaders
- The opportunity to **engage in peer learning** on best practices with internal/external partners
- **Technical assistance** on implementation
- **Guidance and structure** for strategic stakeholder engagement and planning
- The opportunity to **connect local community efforts to state supports**

LEADERSHIP COMMUNITIES GET TAILORED DATA SUPPORTS

The Community Dashboard with Network Supports will help:

- **Analyze** regional information on education and workforce system characteristics
- **Track progress** on postsecondary education attainment and education-to-career objectives
- **Benchmark** community efforts against state averages

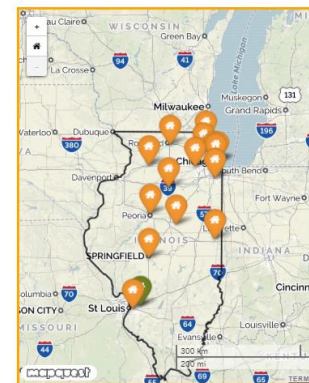
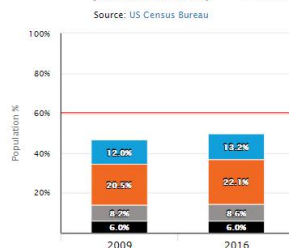
The Cradle to Career Community Dashboards are a resource for 60 by 25 Network Leadership Communities to:

- Analyze regional information on education and workforce system characteristics and performance
- Track progress on postsecondary education attainment and education-to-career objectives
- Benchmark community efforts against state averages

State of Illinois

Community and Labor
Community Characteristics
Labor Force Characteristics
Commuter Information
Early Childhood
Elementary Through 9th Grade
College Readiness
Supply and Demand

Education Attainment (25-64 Year Olds)





NETWORK ORGANIZERS HELP LEADERSHIP COMMUNITIES ADVANCE TACTICS (ACTIVITIES) TO ACHIEVE OUR SHARED GOAL

- Developing a college and career pathway system connecting secondary and postsecondary partners
- Implementing competency-based graduation requirements in high-school
- Participating in the Illinois GEAR-UP (ILGU) program
- Implementing transitional math coursework in high school to reduce remediation rates
- FAFSA (financial aid application) completion campaign
- Data-sharing with partners on Kindergarten Individual Development Survey

We're open to other ideas!



Education and Labor Market Data

VANDALIA & FAYETTE COUNTY EXAMPLE

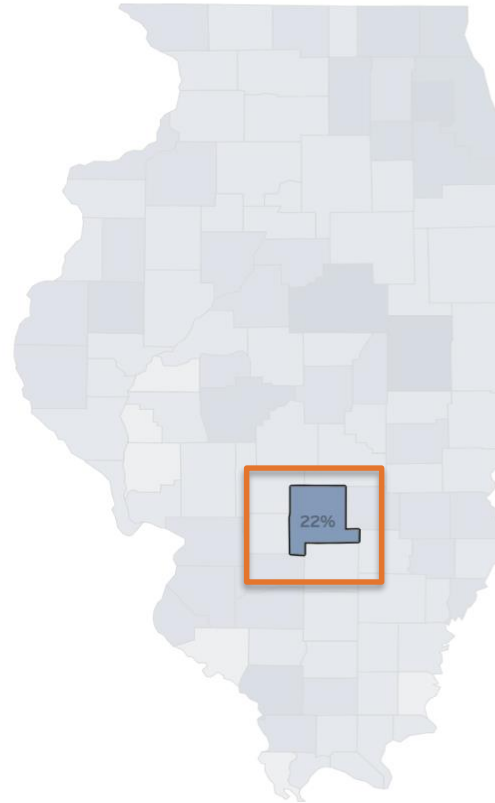
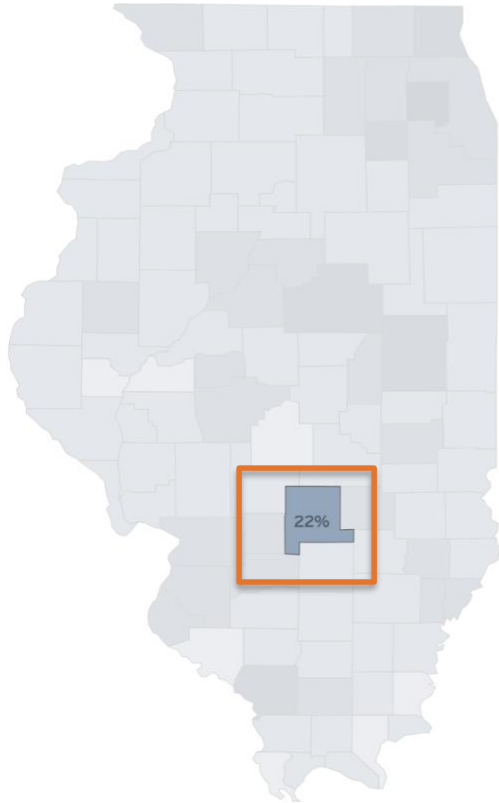
POSTSECONDARY ATTAINMENT FOR ADULTS 25+ FAYETTE COUNTY

2010

STATE AVERAGE: 38%
STATE TOTAL: 3,135,331

2015

STATE AVERAGE: 40%
STATE TOTAL: 3,436,775



	2010	2015
Fayette	22%	22%



MEDIAN INCOME BY DEGREE: 2010 AND 2015

- Between 2010-2015, median income by degree increased
- Individuals with Graduate degrees have the highest median income at \$66,667
- We don't have the information on average salary on credentials

MEDIAN INCOME BY DEGREE, 2010

County ¹ / ₂	High School	Associate's	Bachelor's	Graduate's
Fayette	\$25,903	\$29,575	40,847	\$48,864



MEDIAN INCOME BY DEGREE, 2015

County ¹ / ₂	High School	Associate's	Bachelor's	Graduate's
Fayette	\$27,574	\$30,286	\$44,167	\$66,667



TRANSPORTATION (TDL) AND HEALTHCARE ARE TOP INDUSTRIES IN VANDALIA

- 77 job-postings in last 6 months;
- 53 required a credential
- High demand credentials in TDL and Healthcare
- 3-year data reflects similar trends

VANDALIA LABOR MARKET REQUIRES RELATIONSHIP & COMMUNICATIONS SKILLS TOO

- Relationships/ Customer Service
 - Patient Care
- Scheduling
- Truck Driving
- CPR
- Communications/ Sales

- Microsoft Office (Excel, PowerPoint, Word, Outlook)
- Adobe Acrobat





FOCUSED CONVERSATION: WHAT DOES THIS INFORMATION TELL US?

- What's surprising or unexpected?
- What's missing?
- What are some of the connections between the skills employers want and schooling?
- Which of these skills seem to fit naturally in schools?
- What comes through as very important?
- What do we need to do to enable Vandalia Public Schools, Kaskaskia Community College, and businesses to work together support students readiness for careers?



JOIN UNDERSTANDING THE NETWORK PART TWO FOR A
STEP-BY-STEP GUIDE TO...

THE LEADERSHIP COMMUNITY APPLICATION PROCESS