

**Strategic Reflection & Innovation
Meeting Notes
June 26, 2014, 8-10 a.m.
W.K. Kellogg Foundation**



Attendees: Susan Dickerson- Family Enrichment Center; Marylou Bax- Family Enrichment Center; Courtney Liles- Community Action; Teri Maisner- Community Action; Kathy Szenda Wilson- BC Pulse; Rebecca Brinks- Family Enrichment Center; Latoya Robinson- Positive Impact; Lisa Foley- Positive Impact; Robert Hollingsworth- Haven of Rest; Kelli VanBuren- Miller College; Linda Grap- Senior Health Partners; Yvonne Powell- Neighborhoods Inc; Chuck Newman- KCC; Carl Gibson- Calhoun County Sr. Services; MJ Mike Wolfe- The Salvation Army; Evon Walters- Miller College; Teresa Osborne- Community HC Connections; Kathleen Moore- Calhoun ISD/Lakeview School Board; Cheryl Peters – Generation E Institute; Jim Baldwin- CCHS; Jim Haadsma- Calhoun County; Chuck Adams- Carrie Adams; Jeff Jones- CCHS; Bill Ticknor- Junior Achievement; Laura Otte- United Way; Steve Frisbie- LifeCare Ambulance Service /County Commission; Sherii Sherban - Scene Publications; Doreen Harrison- Boys and Girls Club; Marcelle Heath- Woodlawn Preschool; Gilbert Ortis- Community Fatherhood; Jake Short-Robert Half; Nelson Karre- Project 20/20; Jan Perkins- Kellogg Company; Raymond Higbea - WMU; Susan Thomas- Alternatives of Battle Creek; Leah Clark- wraparound; Christine Garfield- wraparound; Andy Helmboldt- BC City Commission; Jill Hinde- YMCA; Mike Grider- Pills Anonymous/Alano Club; Andrea Davis- wraparound; Melissa DeDie- wraparound; Chuck Cheney - Real Estate Appraisal; Diane Marquess- FCS; John Coakes- Miller College; Patti Staib – Charitable Union; Danyelle Maitland- Substance Abuse Council; Alyssa Stewart- United Way of BC; Tracy Speier; Linn Mahabir – TCC; Anji Phillips – TCC; Rod Auton – CentraCare; Amanda Lankerdt- Project 20/20; Adam Dingwall – Battle Creek Family YMCA

I. Welcome and Introductions

II. Strategic Reflection and Innovation – Group discussion and report out (see page 2)

This meeting was used to reflect upon, learn about and discuss the work we've been doing together to impact community indicators in our county. Group members worked within their focus areas to answer questions designed to enhance learning, reflection and identify ways to move their work forward. The framework for this meeting was based upon an Innovation Space, a tool designed by the Harwood Institute for Public Innovation. Below are the notes from each group's discussion. Some groups did not have time to answer all questions while other groups amended or added questions to facilitate further learning among group members.

III. Formal Adjournment: Next meeting – September 25, 2014 from 8 – 10 a.m. Location TBD

POSTIVITLY IMPACT GRADUATION RATES IN OUR AREA

1. What are we learning about our “focus area” as we work together in our groups? How does it relate to the community?

- Recap of current experiment – meeting with kids, instituting Project Starfish, training for participants, going into schools, listening to kids rather than deciding what kids needs, must go to the students’ environment
- Mentoring at school vs. community (Big Brothers/Big Sisters model)
- Educate – family (environmental)
- Mentors – overcome personal barriers and acquire skills to problem solve (outside the box thinking) through situational leadership
- Work with people you wish to impact, not make decisions on their behalf
- Mentors develop broader appreciation for their role in the larger community
- Group learns from mentors/youth to honor our commitments to them
- Look at motivation and rewards for youth
- Career pathways that are not college track
- In school – teaching to whole child vs. teaching to the test
- Must have impact on child’s entire environment – the entire family unit
- Need to make sure the kids get to school
- The kids need rewards for staying in school – know why we need to graduate, how do we unlock a student’s self-motivation?
- How do we focus on future pathways?
- We need to think of kid-centric needs – what do you need to graduate? How do we build those relationships? Is someone actually involved in each student’s life?
- We asked the students what they need. We have asked the school what they need.
- Look at end results a kids might want to shoot for and work backward
- How do we get parents on board?

2. What are the most significant barriers to addressing our “focus area”?

- Parents
- Disengagement/lack of relationships between students and support

3. What are the possibilities for moving forward? How would you like to focus our time over the next few months at TCC/Project 20/20 meetings?

- Ask teachers, school administrators and parents to join
- Engage leadership in school system as we move forward (suggestion to change meeting times, mindset shift from students as well as his/her environment (home or school))
- Meet with parents of at-risk students
- Talk to teachers (Springfield Middle, CCHS)
- Look at barriers to look at common themes
- Invite other stakeholders (JA volunteers and others)
- Gather more perspectives

- Talia – 2 teachers
- Doreen – 2 administrators
- Sherii – 2 senior care givers of high school students
- Christine – invite parents to Sept. meeting
- Jim – invite a teacher to the Sept. meeting

ENSURE INDIVIDUALS AND FAMILIES HAVE ACCESS TO PRIMARY CARE

1. What are we learning about our “focus area” as we work together in our groups? How does it relate to the community?

- We have many access points, but often people don’t know about it or how to get started
- 211 database – how do we make sure people know about it? 211 website will be a huge access
- The need to make sure our health care experts know about the resources
- Referral tree is a great resource
- Need to distribute resources more widely
- Stigma still exists around accessing mental healthcare
- Make sure our “gatekeepers” are educated
- Marketing and education are the key to helping people access services that already exist (idea for magnets with 211 info) (schools, healthcare professionals, law enforcement, crisis intervention teams)

2. What are we seeing that suggests that things are changing in the community?

- More people are getting access to insurance
- Still more education to be done around program eligibility

3. What are the most significant barriers to addressing our “focus area”?

- Lack of knowledge
- Awareness
- Stigma
- Marketing
- Corporate red tape

4. What indicators would you like to impact as a group (in your focus area)?

- Increase rate of enrollment
- How well are we increasing primary care usage
- Decrease usage for non-emergency
- Increase awareness/understanding of how to use insurance
- Change the use of 211 for healthcare

5. What are the possibilities for moving forward? How would you like to focus our time over the next few months at TCC/Project 20/20 meetings?

- Increase awareness of 211 and existing resources, develop a consistent message so we are all communicating on the same level
- Research other technology that could benefit health outcomes (tele-health, smart phone apps, 211 app)
- Electronic health records, sharing of records, increase the ease of use
- How could we implement neighborhood health visitors? Engage NPCs, City Commission, churches
- Address silos and increase collaboration
- Reach out to 5 people, post something on your social media, recruit one more person to attend TCC/Project 20/20 meetings

CREATE A CULTURE OF EDUCATION AND INSTILL THE VALUE OF EDUCATION AT A YOUNGER AGE

1. What are we learning about our “focus area” as we work together in our groups? How does it relate to the community?

- ISD – expedited referral processing for family coaches birth-3, trauma training for staff Aug. 12, 13, and 14
- Community Action – grant for marketing pre-school/expanded Early Head Start
- Generation E – keep kids in school and instill value of post-secondary education
- Salvation Army – after school program in McKinley neighborhood for fall, 1st – 6th grade, books promo for Angel Tree
- Family Enrichment Center – behavior support and training for staff
- CIR providing transportation for Generation E and First Tee trip

2. What are we seeing that suggests that things are changing needs to change in the community and how?

- Inundate young people with mentorship and share working experience
- Instill value of education through role modeling so students develop education and career goals and stay motivated
- First jobs for teens
- Parent education and mentoring
- Books and reading programs
- Entrepreneurship program starting at library in the fall
- Ready schools – document “ what does it look like to be ready for school?”
- Older kids sharing their knowledge with younger students
- Need a resource guide to let people know
- United Way has a program for reading – need more people to go to schools to read to children
- Check out a live book – student meets with a person who shares their story (civil rights/depression/work/life experiences)”

3. What are the most significant barriers to addressing our “focus area”?

- Lack of mentors
- Culture that doesn’t value education
- Parents not taking initiative (what’s in it for me?)
- Rewards for investing in education (parents attend workshop and get reward)
- Need more representation at table from educators
- More support for language barriers and other school readiness issues
- Transportation
- Funding

4. What indicators would you like to impact as a group (in your focus area)?

- Graduation rates
- School readiness – children entering Kindergarten are prepared
- Getting young people to understand and want work of work
- Parent education with reward (date night)
 - Conflict resolution
 - Literacy
 - Love and logic
 - Nutrition
- Resources identified – Jr. League, CIR (for transportation), United Way (reading buddies), schools

EDUCATE AND TRAIN HIGH SCHOOL STUDENTS AND INCREASE JOB TRAINING PARTICULARLY FOR MANUFACTURING AND TRADES

1. What are we learning about our “focus area” as we work together in our groups? How does it relate to the community?

- We’ve learned about how our community’s “scarcity mentality” does an injustice to the opportunities that do exist
- We’ve learned that whether youth are exposed to these opportunities depends a lot on where you go to school
- Over emphasis on traditional “college” a desirable track – everything else being undesirable
- Skills or trades training is not an educational decision
- This isn’t just about educating kids; it’s about building a community – and a vibrant economy

2. What are we seeing that suggests that things are changing in the community?

- Career center – students are living proof
- Co-op opportunities that exist now
- Lakeview’s partnership with BCU
- More commentary, recognition about the value of education in trades

3. What are the most significant barriers to addressing our “focus area”?

- Over- centralization – at state level, testing, standards (MEAP)
- Lack of (or insufficient level of) integration of business and education community (Lakeview is beginning relationship with BCU)
- Lack of internships
- Mandates for college-level classes
- Lack of community-wide vision and political will to imagine and pursue “something different”
- Fragmented education community

4. What indicators would you like to impact as a group (in your focus area)?

- Graduation rates
- K-5 education for ALL kids
- Truancy data as a driver for intervention
- Suspension/expulsion rates
- Trauma intervention data/rates
- Stability in child transfers
- Private/public partnerships on vocational and academic initiatives (interns, fellowships, shadows, field trips, visits, fairs)

5. What are the possibilities for moving forward? How would you like to focus our time over the next few months at TCC/Project 20/20 meetings?

- Bring school boards/superintendents/admins together
- Engender a community-wide dialogue about changing the story – creating a culture – behind a vision for a learning community
- Identify and execute strategies for building awareness of opportunities, success stories
- Market and promote opportunities, success stories – SELL HOPE

EDUCATE A WORK FORCE ABOUT EXISTING PROGRAMS/RESOURCES THAT WILL HELP THEM FIND, GET AND KEEP A JOB?

1. What are we learning about our “focus area” as we work together in our groups? How does it relate to the community?

- Charitable Union uses a lot of volunteers and this interaction improves their soft skills. Additionally, they are encouraged to go obtain educational improvement. We still need to be able to find these people jobs and careers
- We need to support continuation of the holistic approach and discussion surrounding this topic. Need to use data to help improve the discussion
- Programs have flexibility to adapt their program offerings, such as Homes Plus program at Neighborhoods Inc.
- Program data – Home Programs (subsidized) and ensuring connections to workforce development programs, better alignment
- Educational/economic development – are we preparing our workforce?

- 2. What are we seeing that suggests that things are changing in the community?**
 - Efforts to expand discussion to include community voice – ex: city and funders approaching organizations that have gathered public knowledge
 - Conversation/actions at TCC/20/20 meetings
 - Organizations in the room working collectively

- 3. What are the most significant barriers to addressing our “focus area”?**
 - Transportation – data shows and supports moving forward on this topic at TCC
 - Burmese population is working with their community and church to solve their community transportation problems
 - Felons need jobs and employers have jobs – how do we get them together?
 - Inflexibility of funding often gets in the way of solving problems
 - Addressing the skills gap and K-12 programs to support the filling of those gaps (conversations honest, trust, allies to schools)
 - Moving from high school to KCC, some students feel ill-prepared for the workforce

- 4. What indicators would you like to impact as a group (in your focus area)?**
 - Feedback from students on educational outcomes and skill attainment
 - Strength and value assessments
 - Get parents and community members involved in the educational process and decision making
 - Test scores, graduation rates don’t tell us the whole story
 - Mobility patterns of graduates and what influenced their mobility

- 5. What are the possibilities for moving forward? How would you like to focus our time over the next few months at TCC/Project 20/20 meetings?**
 - Encourage people to advocate for themselves and their families
 - Discussions about career paths and marketing the opportunities
 - Be willing to discuss things/topics outside of whether they are “good or bad” – nurture continuous improvement mindset
 - Engage the public and the corporate sector to be involved together (profit margin, social responsibility, re-investment in the workplace)
 - Temp agency data – why do they not become permanent positions

- 6. What is the space we need to have to complete the work?**
 - Exposing realities – Ex. temporary, not temporary
 - The hiring process does not meet their needs
 - Skill building discussion between employers and community organizations to support shared language and understanding
 - Limit the discussion to specific priorities (what are they?, make it digestible)