ACF Region IX
State TANF Administrator's Meeting

San Francisco, CA

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What Makes Partnerships Work?

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Director, Center for Youth and
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Specifically asked to comment on:

- Partnership development
- Strengthening existing relationships
- Encouraging dialogue between and among multiple service agencies
- Strategies for reducing barriers to partnerships

Mission: Excellence in evaluation research, coaching and capacity building to help prepare young people and their families for education, work and life.

"To Make Knowledge Productive"

- Close the education achievement gap among young people in the United States.
- Improve access, retention and advancement for young people in the 21st Century workplace.
- Strengthen youth's connections with their families and communities.

How:
- Using science-based research to improve the quality and impact of youth programs and policies, including education, workforce development and family support systems;
- Strengthening governance, partnerships, leadership and management in philanthropy, government, the non-profit sector and socially responsible businesses;
- Developing and using outcome based planning and evaluation methods to deepen public understanding, strengthen programs, prove the efficacy of particular models and shape policies.

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What Makes Partnerships Work?
(What hinders or facilitates them? And what causes them to fail?)

Backdrop

- Over 30 years and at least 3 "bursts" of partnership efforts
  - Some "pockets of success" & many false starts
  - Few "sustainable", fully functioning partnerships of the kind you are talking about today
- What makes this time & place different?
  - "Knowledge Explosion" in last decade about what our clients need and about partnership development
  - Shifting demographics and labor market demand
  - Economic collapse/financial crisis
  - A "change or die" motivation unique to the times

FIRST PIECE OF ADVICE: START WITH THE PEOPLE! Mission: Support client success through partnerships

Questions for Discussion

- Based on research and evaluation, what do clients really need?

- What works with them?

- What doesn't work?

- How do coordination and collaboration across agencies and programs help make this work?

- Recommendations for partnerships

What do our clients (and all children, youth and families) need to achieve economic success?

To be:

Safe

Healthy

Well Educated

Prepared for Adulthood

"Knowledge Explosion"

Research is driving a more holistic approach requiring partnerships.

e.g. "From Neurons to Neighborhoods" and "Community Programs to Promote Youth Development"

National Academy of Sciences

National Research Council

Institute on Medicine

The National Research Council

Identified Assets That Predict Adult Success

- Physical development

  Good health habits, risk management skills

- Intellectual development

  School success, critical thinking, decision-making, life skills, vocational skills

Eccles, J. and Gootman, J.A. (Eds.) (2002). Community Programs to Promote Youth Development. Washington, DC: National Academies Press. Also, Karen Pittman, Blurring the Lines Between School and Community, Prevention and Development: The Ready by 21™ Vision

- **Psychological and emotional development**

    Good mental health, positive self-regard, self-regulation, coping skills, autonomy, effective time management

- **Social development**

    Connectedness, sense of place, attachment to pro-social institutions, ability to navigate cultural contexts, commitment to civic engagement

Eccles, J. and Gootman, J.A. (Eds.) (2002). Community Programs to Promote Youth Development. Washington, DC: National Academies Press. Also, Karen Pittman, Blurring the Lines Between School and Community, Prevention and Development: The Ready by 21™ Vision

What Can We Do to Help Our Clients Thrive and Transition to Economic Self Sufficiency?

Ensure that places they spend time have:*

- Physical and psychological **safety**
- Appropriate **structure**
- Supportive **relationships**
- Opportunities to **belong**
- Positive **social norms**
- Support for **efficacy** and **mattering**
- Opportunities for **skill-building**
- Integration of **family, school and community** efforts

* Features of Positive Developmental Settings

Eccles, J. and Gootman, J.A. (Eds.) (2002). Community Programs to Promote Youth Development. Washington, DC: National Academies Press.

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Do These Supports & Opportunities Really Make a Difference?
YES!!!

For example:

Research shows that youth with supportive relationships on entering high school are 5 times more likely to leave high school ready for their next stage than those with weak relationships…

… and those seniors who were ready at the end of high school were more than 4 times likely to be doing well as young adults.

Finding Out What Matters for Youth: Testing Key Links in a Community Action Framework for Youth Development

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NRC Recommendations

Communities should provide an **ample array** of program opportunities…through local entities that can **coordinate** such work across the entire community…[and]

…put in place some **locally appropriate mechanism** for monitoring the **availability, accessibility, and quality** of programs…

Eccles, J. and Gootman, J.A. (Eds.) (2002). Community Programs to Promote Youth Development. Washington, DC: National Academies Press.

When we think about it, there is no alternative to working in partnership <u>if</u>
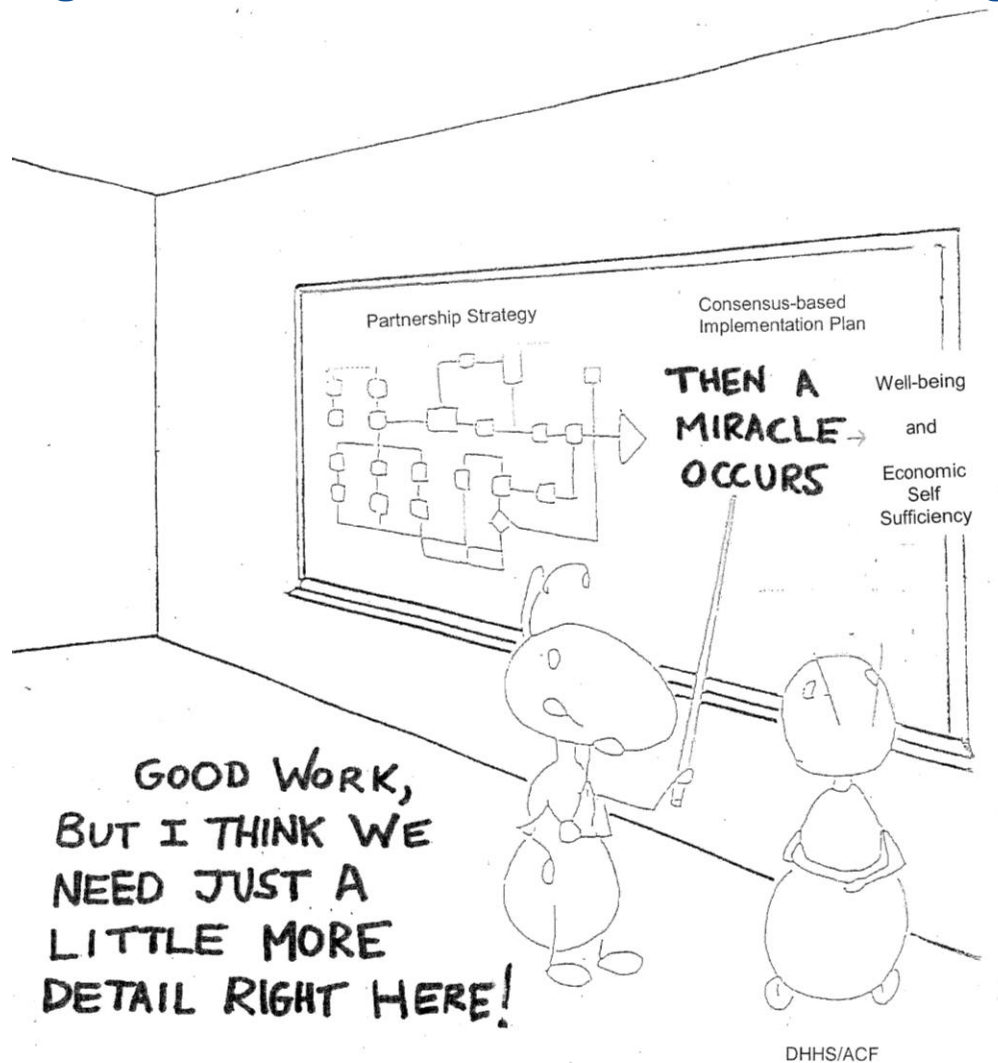
We are truly "client-centered".

But how do we close the gap between what we know and what we do?

Where to Start?

Three Magic Questions

- Who are we serving?

- What outcomes do we need to achieve?

- What mix of training, supports and opportunities do we need to provide?

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2010 Region IX State TANF Administrators Strategic Session

"For every complex problem, there is a simple answer – and it is usually wrong."

- Anonymous

MANAGING COMPLEX CHANGE[1]

	+	Knowledge, Skills and Abilities	+	Resources	+	Incentive	+	Ownership	+	Action Plan	+	Evaluation	=	CONFUSION
Shared Vision	+		+	Resources	+	Incentive	+	Ownership	+	Action Plan	+	Evaluation	=	ANXIETY, BOTCHED JOB
Shared Vision	+	Knowledge, Skills and Abilities	+		+	Incentive	+	Ownership	+	Action Plan	+	Evaluation	=	FRUSTRATION
Shared Vision	+	Knowledge, Skills and Abilities	+	Resources	+		+	Ownership	+	Action Plan	+	Evaluation	=	GRADUAL, IF ANY, CHANGE
Shared Vision	+	Knowledge, Skills and Abilities	+	Resources	+	Incentive	+		+	Action Plan	+	Evaluation	=	APATHY OR RESENTMENT
Shared Vision	+	Knowledge, Skills and Abilities	+	Resources	+	Incentive	+	Ownership	+		+	Evaluation	=	FALSE STARTS/ SHORT-TERM EFFORT
Shared Vision	+	Knowledge, Skills and Abilities	+	Resources	+	Incentive	+	Ownership	+	Action Plan	+		=	PLATEAU
SHARED VISION	+	KNOWLEDGE SKILLS AND ABILITIES	+	RESOURCES	+	INCENTIVE	+	OWNERSHIP	+	ACTION PLAN	+	EVALUATION	=	CHANGE & CONTINUOUS IMPROVEMENT

Lessons from Experience

Taking It Home:

Potholes and Pathways to Working Partnerships

WARNING: In order for partnerships to work, we need to be open to learning and changing and building TRUST.

Potholes and Pathways

"Partners using a collaborative strategy establish common goals and agree to use their **PERSONAL** and **INSTITUTIONAL POWER** to achieve them. They agree to commit resources and alter existing policies and procedures to attain measurable goals… They accept individual and collective responsibility for outcomes."

"Together We Can." US Department of Education and US Department of Healthy and Human Services. Washington, DC. 1993.

HOW ARE DECISIONS MADE?

- Rational
- Political
- Relational

(in inverse order!)

Potholes and Pathways

"The ultimate achievement for a collaboration or partnership is not that it worked well among collaborators, although that is to be highly desired. **Rather**, it is that outcomes beneficial to a community are brought about."

_____

"Partnerships are never perfect,
but they become easier with practice."

- From a "Case Study of Interagency Collaboration" (Dunkie & Surles)

Discipline of Innovation
Peter Drucker

Absolute focus on mission, results and ongoing evaluation.

"Wanting good government in their states, they first established order in their own families, wanting order in the home, they first disciplined themselves…."

- Confucious, The Great Digest

INNOVATING UNDER PRESSURE:
The Evolving Story of the 2009 Summer Stimulus in Four Featured Communities

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Innovating Under Pressure

Their Goals and Priorities:

1. Serving as many youth as possible. (16,650)
2. Spending the ARRA funds quickly and wisely with transparency and accountability. ($37M)
3. Providing meaningful summer experience to participating youth.

THEY DID IT!

Innovating Under Pressure

"Assets and Innovations"

Beyond the goals driven by ARRA and ETA guidance, each of the four communities tied the SYEI to a local vision and built on existing and new partnerships to carry it out.

➢ **Public-private collaboration & leadership in Detroit**

➢ **City Hub & Spoke Model in Chicago.**

➢ **Partnership, work and learning in Indianapolis & Marion County.**

➢ **City-County Coordination in Phoenix and Maricopa County.**

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Innovating Under Pressure

Key Findings: Leading Best Practices and Management Innovation

A. New operating structures: Mission driven and results oriented leadership

B. Strengthened public-private partnerships

C. Meaningful work and learning

D. Continuous Improvement

E. Responsiveness to local needs and strengths

Innovating Under Pressure

Summary of Common Challenges

A. Eligibility

B. Funding/Cash Flow

C. Job Matching

D. Assessment and Reporting

E. Green Jobs

Innovating Under Pressure

The Main Ingredients:

A. Leadership Trumps All

B. Cross-Sector Partnerships are Necessary

C. Incorporation of Youth Development Principles Adds Quality & Skills

D. Alternate Pools of Money & Flexible Lines of Credit are Helpful

E. Think Big: Consider the Role of Work & Learning in Preparing Youth for Post-Secondary Education, Work and Life
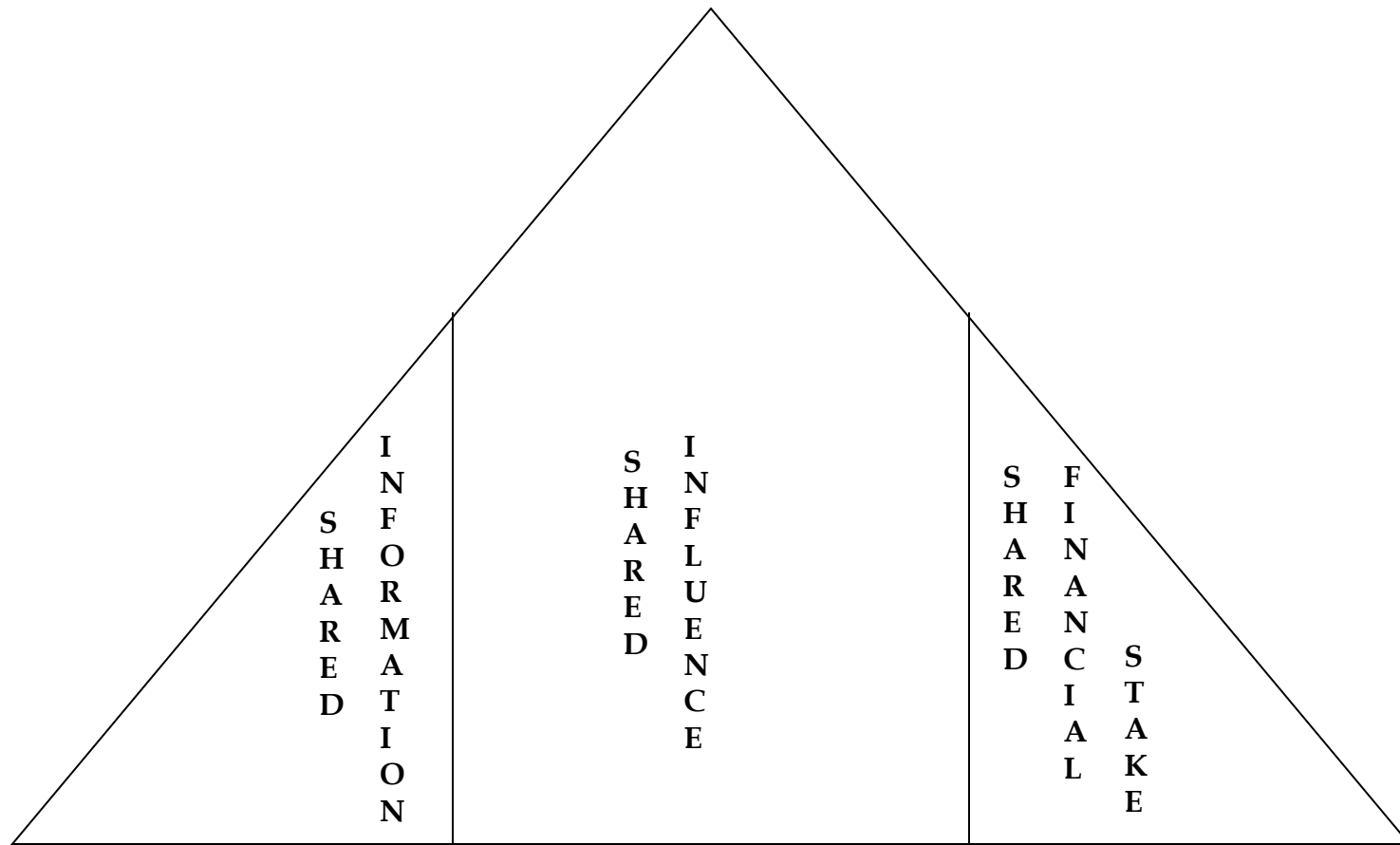
OWNERSHIP

"We will have to learn, before understanding any task, to first ask the question, "What information do I need and in what form and when?" The next question people have to learn to ask is, "To whom do I owe which information and when and where?"

- Peter Drucker in "Information Ecology"

Four Factors Create a Continuum –
From projects set to succeed to those set to fail

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➢ **THE DURATION** of time until the change program is complete if a short life span; if not short, the amount of time between benchmark reviews.

➢ The project team's performance **INTEGRITY**, i.e., its ability to complete on time. Depends on skills and abilities relative to requirements.

➢ **THE COMMITMENT** to change that top management and employees affected by the change display.

➢ **THE EFFORT** over and above usual workload that the change initiative demands.

Source: Boston Consulting Group, 2005, *Harvard Business Review*

CONTINUUM OF PRACTICE: FROM CO-EXISTENCE TO PARTNERSHIP

Examples of "making active business decisions which respect, nurture, and strengthen the long-term health and vitality of community..."

Decision Point	Co-Existence	Cooperation	Coordination	Collaborative Business-Community Partnerships
Type of Activity	• Mutually exclusive goals and roles	• Short-term transactions meeting immediate objectives for one group or another • Activities of limited, single-focus to meet key business need	• Expanded self-interest • Multidimensional project activities—with a sense of longer-term consequences to meet needs	• Inclusive mutual goals and roles • Activities on broad scale with long-term vision • Value-based and value-added propositions
Effectiveness of Communication	• Minimal • Respond to requests	• Attend periodic meetings • Task-based communication • Updates on transactions • Problem-solving	• Regular meetings • Beginning to "crack the code"—learn the language and culture of potential partners • Share ideas, "tools of the trade" • Set standards for coordinated action • Understand supply-and-demand chains of each potential partner • Regularly scheduled meetings for on-going communication and relationship building	• On-going formal and casual communication based on relational assets and earned trust
Planning & Decision Making	• Autonomous internal decision-making	• Project-based planning and decision-making by operating staff	• Investment in research and development for joint ventures • Co-created programs • Tactical planning and team decision-making for continuous improvement	• Shared decision-making • Joint undertaking • Strategic objectives are established and results monitored/reported by and for partners • Focus on changes in policy, practice, and outcomes
Commitment/ Leadership	• No vertical integration • Point of contact in corporate "giving" office	• May participate in one-time events (panel speaker, etc.)	• Aware of the need for vertical and horizontal integration of staff and leadership to be successful	• Top company and nonprofit leaders engaged, knowledgeable, and supportive of the partnership • Dedicated staff
Equality of Partners	• Each is a "tub on its own bottom" • Culture of "reticence"	• Seek assistance from each other	• Establishing new "value proposition," value exchange/value-added dimension	• Established relationships • Shared responsibility and accountability

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Business Essentials for Leading and Managing Partnerships

Stage 1: Readiness Factors

Shared Vision for Change	+	Credibility & Legitimacy of Partners	+	Commitment to Invest in Partnership	+	Core Leadership & Management with Resources	=	Ready for Partnership Development
	+	Credibility & Legitimacy of Partners	+	Commitment to Invest in Partnership	+	Core Leadership & Management with Resources	=	Confusion & No "Case" for Partnership
Shared Vision for Change	+		+	Commitment to Invest in Partnership	+	Core Leadership & Management with Resources	=	Little Known= Little Leverage
Shared Vision for Change	+	Credibility & Legitimacy of Partners	+		+	Core Leadership & Management with Resources	=	Frustration About Lack of Resources
Shared Vision for Change	+	Credibility & Legitimacy of Partners	+	Commitment to Invest in Partnership	+		=	Standstill

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Business Essentials for Leading and Managing Partnerships

Exhibit 8: Business Essentials for Leading and Managing Business Community Partnerships

Stage 2: Continuous Improvement

| Ensuring the Match & Building Trust	+	Framing Expectations & Value Added	+	Learning Language & Culture for Joint "Ownership"	+	Building Relationships Tapping Core Values & Motivations	+	Evaluation	=	Result
Ensuring the Match & Building Trust	+	Framing Expectations & Value Added	+	Learning Language & Culture for Joint "Ownership"	+	Building Relationships Tapping Core Values & Motivations	+	Evaluation	=	Continuous Improvement of Partnership
(blank)	+	Framing Expectations & Value Added	+	Learning Language & Culture for Joint "Ownership"	+	Building Relationships Tapping Core Values & Motivations	+	Evaluation	=	False Start, Poor Sustainability
Ensuring the Match & Building Trust	+	(blank)	+	Learning Language & Culture for Joint "Ownership"	+	Building Relationships Tapping Core Values & Motivations	+	Evaluation	=	Negative Experience, Lack of Clarity
Ensuring the Match & Building Trust	+	Framing Expectations & Value Added	+	(blank)	+	Building Relationships Tapping Core Values & Motivations	+	Evaluation	=	Bogged Down in Jargon, Miscommunication, & Resentment
Ensuring the Match & Building Trust	+	Framing Expectations & Value Added	+	Learning Language & Culture for Joint "Ownership"	+	(blank)	+	Evaluation	=	Limited Meaning & Productivity
Ensuring the Match & Building Trust	+	Framing Expectations & Value Added	+	Learning Language & Culture for Joint "Ownership"	+	Building Relationships Tapping Core Values & Motivations	+	(blank)	=	Plateau

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Constraints

- **Inexperience:** A lack of experience and clarity around expectations, roles, and purpose of a partnership.

- **A fear of negative experiences:** Many partners interviewed said it was important to ensure a positive experience for them. They worried that negative experiences or "getting burned" would limit their ability and interest in establishing future partnerships.

- **An unproven track record:** A partner's lack of a proven track record could be a big deterrent to partnership development. Partners said time and again that they first looked for a positive reputation and track record in the community.

- **A lack of time and resources:** Almost all partners said one of their greatest challenges was finding adequate time and resources to commit at the level they thought necessary.

The Old Way:
Matching Youth to Existing and Traditional "Slots"
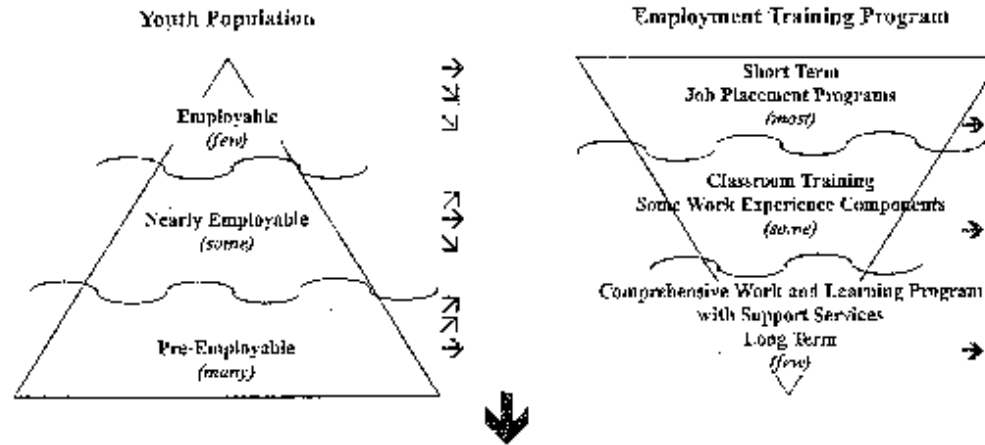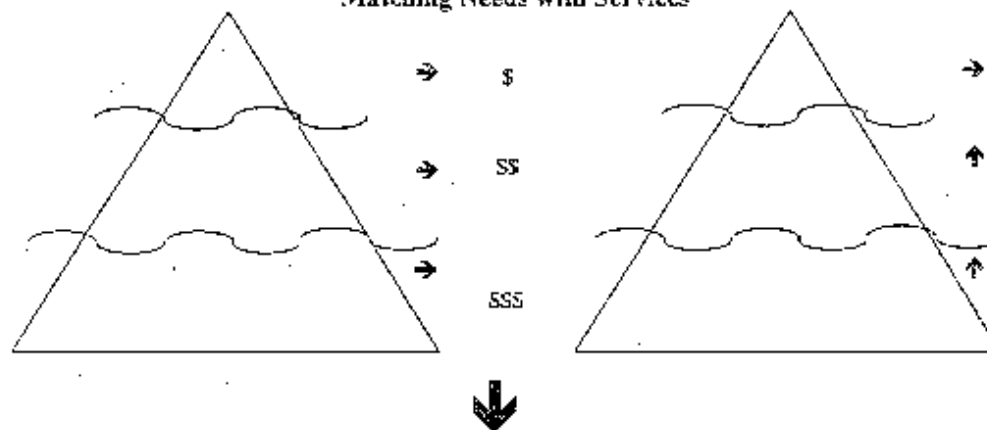
Little Rock, City-Wide Youth Employability Development Model:
Funding Patterns for Integrating Work, Service, and Learning

Stage of Employability Among Youth	Sample Services	Sample of Partnership Help Needed	Emphasis for Financial Investors					
			Business	Schools	CBOs	E/T	SS	Com.Serv.
Employable (Mastering High School)	· Career awareness · Job search assistance · Placement · Apprenticeship · Community service	**Employment and Training:** · Labor market exchange - job matching only **Education:** · Meaningful high school diplomas **Private Sector Employers:** · Employment competency certification · Guaranteed meaningful jobs **Community Service:** · Internships for service learning						
Nearly Employable (Struggling to Make the Grade)	· SCANS skills development · Part-time employment or service learning · Basic education tutorials within schools and in workplaces · Integrated work and learning	**Education:** · Instructors for active-learning curriculum · Functional context curriculum development for employment competencies/SCANS skills · College campus worksites **Private Sector Employers:** · Quality "learning-rich" worksites for training · Effective supervision · Employment competency certification "work ready" **Community Service:** · Internships for service learning						
Pre-Employable (Out-of-School Youth)	· Intensive work and learning with a competent adult as supervisor, guide, mentor (behavior/attitudes, work maturity) · Employment-related basic skills and SCANS skills · Counseling/Coaching/Support	**Social Service:** · Enhanced counseling capacity (family, drug abuse, etc.) · Transportation · Curriculum development for life skills **Community-Based Organizations:** · Comprehensive program operators **Education:** · Instructors for active-learning curriculum · Functional context curriculum development for employment competencies/SCANS skills development **Employment and Training:** · Paid work experience, team-based						

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Change Management

"Plus ça change, plus c'est la même chose."

-Jean Baptiste Alphonse Karr,

French Novelist

THE HELLER SCHOOL FOR
SOCIAL POLICY AND MANAGEMENT
Knowledge Advancing Social Justice

Our job as Academic Activists = "To make knowledge productive" for policy makers, managers, leaders, practitioners in **government, business and nonprofits** and "change agents" who want to **close the gap between what we know and what we do** on behalf of children, youth and families, particularly those who are vulnerable as a result of poverty, economic insecurity, gender, homophobia, racism, disease, ethnic discrimination, disability and age.