

Setting Shared Outcomes

When it comes to aligning our regional work to increase post-secondary attainment and improve our regional community, it is necessary to set goals and targets related to our work. Doing so allows us to connect our activities and focus on achieving goals that are the building blocks of collective impact. Each Regional Action Team is tasked with informing and prioritizing a set of goals that FutureMakers Coalition and other regional partners can coordinate around to improve post-secondary attainment and foster a robust workforce. Here are some shared outcomes that other communities who are engaging in the same work have decided to focus on (Strive Together, STAR Communities). Many of these outcomes are recognized nationally as significant benchmarks toward attainment and a healthy economy and are supported by practice and research. Additional outcomes that were featured in the regional Charter submitted to the Lumina Foundation as part of our participation in Goal 2025 and the Community Partners for Attainment are included here, as well as outcomes that came out of FutureMakers Coalition meetings. These outcomes sprang from the participatory process of the Charter creation and coalition convenings. Here is the initial list of potential outcomes that was submitted for consideration of Coalition members in the fall of 2015.

1. Aspiration and Preparation
 - a. Kindergarten readiness
 - i. Increase percentage of students ready to enter kindergarten
 - b. Early grade reading
 - i. Decrease literacy gaps in early elementary school
 - ii. Target 85% of third grade public school students meet or exceed reading proficiency
 - c. Middle grade math
 - i. Increasing percentage of students completing Algebra I by 8th grade
 - d. High school graduation
 - i. Increase high school graduation rates in SWFL toward 90%
 - ii. Increase, or maintain at 90% or above, the average 4-year adjusted cohort high school graduation rate for all students in all public schools in SWFL from selected underperforming groups of race/ethnicity, special education, English language learners, or income
 - e. Student support
 - i. Increase number of high school students matched with mentors
 - ii. Increase access to information regarding postsecondary education options and financial aid
 - f. Barrier reduction
 - i. Improve transportation options for students and parents
 - ii. Demonstrate increased access and proximity by residents of diverse income levels and race/ethnicity to the following community facilities, services, and infrastructure: Public transit facilities and service levels, Public libraries, Public schools, Public spaces, Healthful food, Health and human services, Digital access or high speed internet, Urban tree canopy, Emergency response times
 - iii. Reduce violence in schools and neighborhoods
2. Access and Entry
 - a. Post-secondary enrollment

FutureMakers Outcomes Process

C. Banyai

March 2016

- i. Decrease enrollment gap for low-income students
 - ii. Increase post-secondary enrollment rates
 - iii. Increase postsecondary enrollment in education programs aligned with local economic/workforce needs
 - iv. Increase enrollment in technical education
 - b. FAFSA
 - i. Increase FAFSA completion rate
 - c. Financial aid
 - i. Increase number of students receiving financial aid
 3. Progress and Persistence
 - a. Student support
 - i. Increase continuity of mentoring programs across education levels
 - ii. Increase number of post-secondary students paired with mentors
 - b. Financial aid
 - i. Reduce percentage of students not fully utilizing scholarships
 - ii. Increase financial aid support for enrolled students
 - c. Progress
 - i. Increase percentage of students completing Bachelor degrees in 4 years or less
 - ii. Increase percentage of students completing Associate degrees in 2 years or less
 - iii. Increase percentage of students completing certificates and certifications in 2 years or less
 - d. Persistence
 - i. Increase year to year retention rates at SWFL post-secondary institutions
 4. Completion
 - a. Career support
 - i. Increased understanding of local post-secondary internship opportunities
 - b. Returning adults
 - i. Increase awareness of available completion resources for returning adults with some postsecondary credits who have not graduated
 - ii. Increase amount of child care options for returning students
 - iii. Increase number of businesses providing support for returning adults and credentialed workforce training
 - c. Talent retention
 - i. Increase percentage of local graduates employed with living wages locally
 5. Data
 - a. Increase the accuracy of enrollment and attainment numbers with regard to certificates and certifications
 - b. Increase regional data collection around postsecondary access and attainment
 - c. Increase understanding of local employment rates from local institution graduates

This outcomes menu was shared with FutureMakers Coalition partners via their exclusive online project management site, Teamwork PM. Discussion on the outcomes was encouraged on the site and some weighed in on the importance of the various outcomes in relation to their part of the cradle to career continuum and subsequent Regional Action Team.

FutureMakers Outcomes Process

C. Banyai

March 2016

To further hone in on the outcomes that were regionally important, Coalition members were asked to rank the outcomes related to their Regional Action Team. 65 Coalition members completed the survey to rank the outcomes by importance. The top scoring outcomes in each area can be found below.

1. Aspiration and Preparation
 - a. Increased percentage of students ready to enter kindergarten
 - b. Target 85% of third grade public school students meet or exceed reading proficiency
 - c. Increase high school graduation rates in SWFL toward 90%
 - d. Reduced violence in schools
2. Entry
 - a. Increased postsecondary enrollment in education programs aligned with local economic/workforce needs
 - b. Increased enrollment in technical education
 - c. Increased FAFSA completion rate
3. Persistence and Progress
 - a. Increase business involvement to give students more opportunities to learn about what is available
 - b. Increased year to year retention rates at SWFL post-secondary institutions
 - c. Increased percentage of students completing certificates and certifications in 2 years or less
4. Completion
 - a. Increased percentage of local employees with living wages
 - b. Increase number of local graduates placed in jobs in SWFL
 - c. Increased number of businesses providing support for returning adults and credentialed workforce training
5. Data
 - a. Increased accuracy of enrollment and attainment numbers with regard to certificates and certifications
 - b. Current and future (ongoing) understanding of niche professional needs from panel of industry professionals (i.e. lawyer, insurance, engineer, etc)
 - c. Better understanding of legacy attrition (between now and 2025) compared to inflow of new workforce

With the list of regional outcomes whittled to three to four per Regional Action Team, the Coalition's backbone support team at the Southwest Florida Community Foundation sought out stakeholder feedback. These stakeholders were selected because of the leadership they provide in their area of the cradle to career continuum, as well as the value of the feedback that they could provide. Regionality was also considered when selecting the stakeholders. Stakeholders were visited for face to face discussion in early 2016. Here are excerpts from the feedback sessions with the stakeholders.

1. Aspiration and Preparation
 - a. Reducing school violence is hard to measure and may only be of importance to those in Lee County
 - b. The state of Florida measures kindergarten readiness, but recently shifted to an observational portfolio only. They release scores by schools, not by individuals.

FutureMakers Outcomes Process

C. Banyai

March 2016

Elementary schools may have access to student-specific kindergarten readiness data.

- c. Outcomes are “nicely aligned, reasonable (with the exception of reducing school violence)”
2. Access and Entry
 - a. It’s important to have increased enrollment in aligned educational programs, but sometimes there is a disconnect upon placement
 - b. ITT Tech has many pieces of tracking data for the region that can be shared on these outcomes
 - c. When it comes to FAFSA how many completed can be tracked, but not how many used
 - d. New changes to FAFSA policy have created many barriers to completion, particularly around parental involvement and education
3. Persistence and Progress
 - a. Suggest rewording outcome related to business to “Increase business-education partnerships”
 - b. Be sure to include retention tracking between community colleges and universities
 - c. Need to be cautious about retention goals because some institutions may admit students who are not college-ready
 - d. FGCU has some certificates related to programs it offers
 - e. These outcomes are a reasonable starting point and make a lot of sense.
4. Completion
 - a. Some questions regarding employment data and living wages – can the coalition influence living wages?
 - b. Specify “post-secondary” in relation to graduates
 - c. Like the idea of providing incentives for business participation
 - d. FETPIP is a good resource for data related to these outcomes
 - e. Calculating living wages are challenging, but could use the sustainable wage metric of \$13.81/hour
 - f. Getting more people to stay in SWFL is important, many people don’t see this as the place to “hit it big”
 - g. Southwest Florida Workforce Development Board has student placement tracking data at 30, 60, 90 days and can help to pull some numbers related to rates and location
 - h. Need to come up with a solid definition around returning adult
 - i. May look at amending outcome to include increased use of existing programs for returning adults
5. Data
 - a. 75% of the Data team weigh-in on the survey with a high level of consistency among their priorities
 - b. Definite need for this. Increased accuracy of enrollment and attainment numbers with regard to certificates and certifications. This is the first year local institutions have started in depth tracking of graduates. Might be good to add notation of “enhanced enrollment, and placement tracking.”
 - c. Love this one (Current and future (ongoing) understanding of niche professional needs from panel of industry professionals (i.e. lawyer, insurance, engineer, etc).

Was a key takeaway from the data county action team meeting in Lee last fall. Only suggestion may be to note "collection from professionals in both consumer and professional services industries." Could be together, or separate, but with the heavy makeup of both consumer and professional service industries in SWFL, probably good to get feedback from both groups as needs are likely different on some levels, but similar on other (professional certs like certified paralegal, certain insurance designations, etc not present in consumer services, but smb support related needs like general office support, newly defined roles like social media manager, cloud services mgr, etc, present in both).

- d. Perfect. No changes. (to outcome 5.3)

The insights from the stakeholder review of the regional outcomes helped to further contextualize and refine the prioritized set of shared outcomes. Particularly valuable insights came in terms of aligning targets with attainable figures and with state standards, as well making suggestions for further operationalize some of the outcomes. Here is the first list of regionally established priority outcomes for the FutureMakers Coalition.

1. Aspiration and Preparation

- 1.1. Increase percentage of students ready to enter kindergarten
- 1.2. Target 62% of third grade public school students meet or exceed reading proficiency
- 1.3. Increase high school graduation rates in SWFL toward 90%

2. Access and Entry

- 2.1. Increased postsecondary enrollment in education programs aligned with local economic/workforce needs
- 2.2. Increase enrollment in technical education
- 2.3. Increase FAFSA completion rate

3. Progress and Persistence

- 3.1. Increase percentage of students completing certificates and certifications in 2 years or less
- 3.2. Increase year to year retention rates at SWFL post-secondary institutions
- 3.3. Increase business-education partnerships

4. Completion

- 4.1. Increase number of businesses providing support for returning adults and credentialed workforce training
- 4.2. Increase percentage of local post-secondary graduates employed with living wages locally
- 4.3. Increase number of local post-secondary graduates placed in jobs in SWFL

5. Data

- 5.1. Increased accuracy of enhanced enrollment and placement tracking for certificates and certifications
- 5.2. Current and future (ongoing) understanding of niche professional and consumer service industry needs from panel of industry professionals (i.e. lawyer, insurance, engineer, etc)
- 5.3. Better understanding of legacy attrition (between now and 2025) compared to inflow of new workforce