LEAC Final Report
July 2023

North Carolina

LOCAL

EDUCATIONAL

ATTAINMENT

COLLABORATIVES

ncIMPACT

myFUTURENC
2 million by 2030

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John M Belk Endowment
ELEVATE THROUGH EDUCATION

dogwood
health trust

UNCRural

ABOUT THE 2023 LEAC REPORT

The LEAC Final Report is a synthesis of quantitative data and qualitative information collected from June 2021 to April 2023 on the Local Educational Attainment Collaborative (LEAC) Initiative in North Carolina. It is the third of three snapshots, building on the findings from the Preliminary Report and Interim Report, to chronicle the preparation and progression of 15 regional teams to improve the alignment of their local education systems to their respective workforce needs.

2023
LEAC
REPORT

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"Throughout the project, teams achieved important things by building effective, trusting relationships at every level. They demonstrated a willingness to be brave, vulnerable, grow, change, and to learn at each phase. Foundationally, these relationships opened the door to new learning while also grappling with very complex challenges." (Tracie Metz, EdD, Regional Impact Manager for myFutureNC)

This report highlights contributions accomplished through a multi-tiered, cross-sector systems change initiative. Success centered on engaging those most closely impacted by the work. (R Jenkins, PhD)

"2 Million by 2030"

EXECUTIVE SUMMARY

North Carolina faces significant future economic and workforce development challenges. The state must increase high-quality credentials and post-secondary degrees to be competitive and meet economic growth aspirations. Accordingly, the North Carolina General Assembly adopted a goal of increasing credentials and degrees to 2 million by 2030.[1]

myFutureNC, a statewide nonprofit focused on improving educational attainment to support a stronger, more competitive North Carolina for business and economic growth, teamed up with the UNC School of Government's ncIMPACT Initiative for this project. ncIMPACT partners with local communities to respond to complex challenges. Together, their mission was to create transformative systems changes in educational and high-quality credentials to pursue the 2 million by 2030 goal. The project challenged the traditional philosophy of providing increased funding for new programs for educational agencies to improve outcomes. Instead, it shifted communities to an innovative, local, and systems-transformation approach supported by state-level resources.

The vision - to leverage local leadership, existing initiatives, local partnerships, and resources - was based on the understanding that educational pipelines must reflect the context of local communities. That context is multi-generational and must respond to human development across the lifespan.

For the 2-year project, ncIMPACT provided backbone support and activities to 15 Local Educational Attainment Collaboratives (LEACs) alongside myFutureNC, Carolina Demography, Frank Porter Graham Child Development Institute, and others. The expectation was to build local capacity and early sustainability so that by the end of 2 years, LEACs would be well on the way to sustainable, transformative change. The initiative created a collaborative and cross-sector state, regional, and local support network built on an innovative peer-learning model delivered through a series of convenings (e.g., "Forums"). The project further embedded evidence-supported experiential and applied practice learning informed by an integrated Strategic Doing™ and Collective Impact model for community planning and change. Resources were closely linked with ongoing coaching and technical assistance support offered to the LEACs through the Project Steering Committee, Regional Impact Managers, Evaluation and Support Implementation Team members, and other collaborators.

Findings from the developmental evaluation noted the significant importance of relationships (building, fostering, nurturing, and sustaining) as foundational to local capacity building. Relationships were observed to be critically important to establish mutual trust, engagement, and learning, along with the development of effective social capital. LEACs that deliberately focused on attending to

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[1] Steering Committee of the myFutureNC Commission. (2019). A call to action for the state of North Carolina. myFutureNC.

effective local infrastructure demonstrated more rapid, substantial achievements than others.

Several significant external contextual factors influenced the findings. The COVID-19 pandemic challenged efforts early on, allowing only virtual support for over a year. The relatively modest investments in local project director staffing also challenged some sites.

Teams leveraging state project funding with existing local resources had advantages over others. Those LEACs tended to integrate the initiative with existing local system transformation efforts to gain broader reach and outcomes. Regional Impact Managers proved critical to providing effective technical assistance. Overall, there were high volumes of population outreach and LEAC product delivery despite variation across LEACs in their educational pipeline focus areas. Important lessons from the project inform future strategies for how post-secondary educational and high-quality credential transformation efforts may be designed and delivered.

Lessons: What Worked?

- A cross-sector approach to increasing educational attainment
- Dedicated, persistent attention to relationship building and maintenance at all levels (connections between all levels and responsible change agents)
- Funding for the Project Managers, Regional Impact Managers, and external support organizations
- Deliberate attention to nurturing team learning at local levels and across teams through peer learning
- Intentional coaching and technical assistance to build well-documented local infrastructure
- Clear focus on equity and inclusion
- Clear, functional, useful tools and frameworks with time for practice, coaching, and shared experiential learning
- Consistently bringing teams together for new learning, peer sharing, and network enhancement
- High-quality data tools and platforms (Carolina Demography, myFutureNC resources)

Lessons: What could have improved this work?

- Not spending a year doing the work remotely due to Covid-19. The teams ended where we expected, but this suggested they would have overperformed without the disruption
- Increased funding for some project managers who were unable to leverage local resources
- Team leadership turnover,
- Inadequate linkages between leadership activities and workgroup functions (e.g., overlapping or missing integration of communication feedback loops), and
- Workgroups with limited reach or capabilities to advance goals
- More capacity for creating a shared measurement system approach to tracking progress

WHO CAN BENEFIT FROM READING THIS REPORT?

- Funders and organizations supporting cross-sector collaboration through various investments and other strategies
- Practitioners of cross-sector education, workforce development, economic development, and community development systems collaboration efforts

Funders and Organizations Supporting Cross-Sector Collaboration

This report offers insights for funders and other organizations interested in supporting local cross-sector collaborations envisioning systems change. Readers will benefit from learning about **myFutureNC's** 15 cross-sector local educational attainment collaboratives (LEACs) supported through **ncIMPACT**, working to increase educational attainment and post-secondary credentials in selected North Carolina communities and regions. Local cross-sector collaboration is a popular strategy chosen to address complex social problem-solving; it requires multiple financial and human capital investments from a variety of public and private entities.

Successful local systems change occurs when sufficient investments are made in infrastructure, policies, and programs, along with changing group norms and practices[2,3,4].

Philanthropy organizations, business and industry partners, governmental resources, political champions, nonprofits, education organizations, faith-oriented leaders, and community ("grassroots") groups are called upon for resources to support local system reform initiatives. The focus of this work addresses the value proposition of funding community-level, cross-sector educational attainment initiatives as opposed to providing resources to educational institutions. The report includes important insights for funders and other organizations interested in local cross-sector initiatives supported through multi-level state, regional, and local partnerships.

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[2] Crosby, B. C., & Bryson, J. M. (2010). Integrative leadership and the creation and maintenance of cross-sector collaborations. *The leadership quarterly*, *21*(2), 211-230.

[3] Shier, M. L., & Handy, F. (2016). Cross-sector partnerships: Factors supporting social innovation by nonprofits. *Human Service Organizations: Management, Leadership & Governance*, *40*(3), 253-266.

[4] Kania, J., Kramer, M., & Russell, P. (2014). Strategic philanthropy for a complex world. *Stanford Social Innovation Review*, *12*(3), 26-33.

Practitioners and Community Change Agents

Practitioners and community change agents will also benefit from reading this report. They do the heavy lifting of community change. They solicit and apply for funding, mobilize resource development partnerships, engage leaders at multiple system levels, co-create collaborating infrastructures, deliver services, and champion local groups in support of achieving their vision.

Community change agents address crucial conversations, challenging the status quo. Along the way, key ideas about the roles of social capital, collective impact, and equity-centered practices will emerge. Effective implementation strategies, capacity building, and network enhancements are then needed by strong local leadership, teaming, and backbone supports. Well-executed processes and strategic communications are required to demonstrate value to a myriad of stakeholders while reinforcing mutually beneficial outcomes.

In this project, the 15 LEACs, guided by UNC's ncIMPACT, used integrated community-change and peer-learning processes combining elements of **Collective Impact** and **Strategic Doing™**. Practitioners can learn how these concepts were operationalized through the LEAC project's socioecological model and multi-tiered support system.

Multi-method data approaches and Developmental Evaluation methods allowed continuous learning at each support system level throughout the project's duration. Key lessons point to how practitioners and community change agents can apply lessons embedded in this report to their current or future collective change initiatives.

INTRODUCTION

Extensive treatment of the sections below may be found in previously published reports.

- Local Educational Attainment Collaboratives Preliminary Report, Winter/Spring 2021-22
- Local Educational Attainment Collaborative Interim Report, November 19, 2022

The Problem

According to myFutureNC[5] (a statewide nonprofit focused on improving educational attainment to support a stronger, more competitive North Carolina for business and economic growth), 67% of North Carolina's jobs will require post-secondary degrees or high-quality credentials. As of 2019, only 49% of citizens ages 25-44 had these qualifications.

The state estimates 2 million additional post-secondary degree and high-quality credentialed workers will be required by 2030 **(Figure 1)**. Additionally, jobs are being created that require new learning and skills not currently aligned or imagined when considering existing curricula and degree or credentialing programs. To address these significant challenges, myFutureNC partnered with the ncIMPACT Initiative at the UNC School of Government to embrace a complex, multi-system group of improvement strategies involving North Carolina's education, economic, and workforce development systems. These strategies rely on innovative public-private partnerships to achieve the post-secondary and credentials attainment goals. These partnerships are core to ncIMPACT's work.

FIGURE 1: Educational Attainment Projections
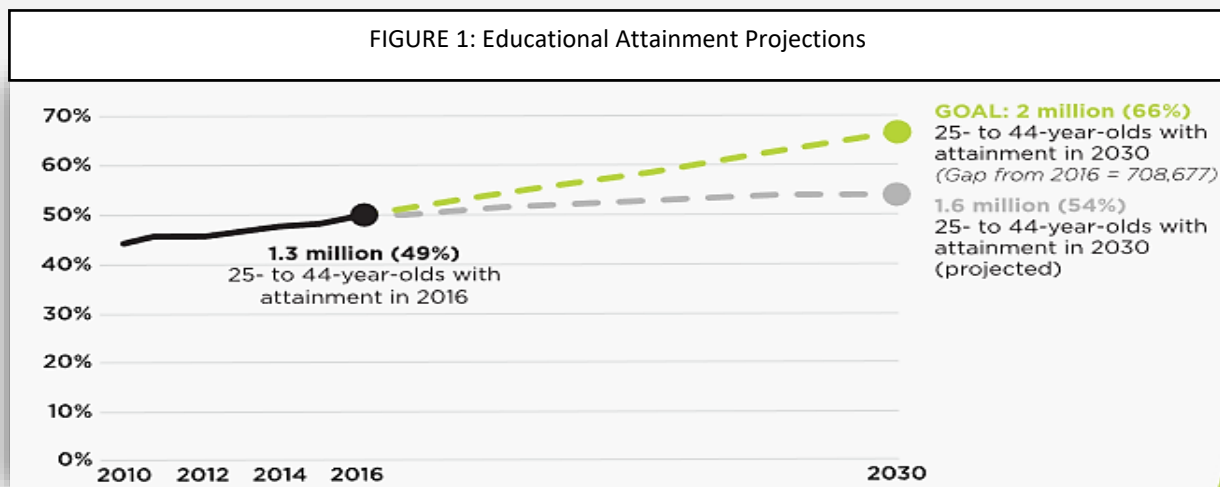
Note: excerpted from Steering Committee of the myFutureNC Commission.(2019). *A call to action for the State of North Carolina.* myFutureNC. (Figure 5, p.32). https://www.myfuturenc.org/wp-content/uploads/2019/04/A-Call-to-Action-Final-Report_040319.pdf

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[5] Steering Committee of the myFutureNC Commission.(2019). *A call to action for the State of North Carolina.* myFutureNC. https://www.myfuturenc.org/wp-content/uploads/2019/04/A-Call-to-Action-Final-Report_040319.pdf

Project Overview

ncIMPACT selected 15 Local Educational Attainment Collaboratives (LEACs) **(Figure 2)** from rural, urban, suburban, and multi-county locations to receive resources and technical assistance managed by ncIMPACT. myFutureNC provided key support through Regional Impact Managers. A key expectation was to impact and improve local education and credentialing systems to build capacity toward achieving the state's 2 million by 2030 goal.

Funded through the John M. Belk Endowment, Dogwood Health Trust, and UNC Rural, the initiative centered on key overarching questions.

- Would investing in local collaborative (LEAC) capacity building measurably catalyze and accelerate educational attainment system improvements? If so, what might that look like?

- Could leveraging social capital, with a focus on group dynamics and equity, measurably improve LEACs capacities and performance if evidence-supported tools and frameworks were incorporated?

- Would these systemic improvements subsequently lead *to the potential* to achieve significant educational attainment and high-quality credentialing improvements?

FIGURE 2: Final Selections, Local Educational Attainment Collaboratives
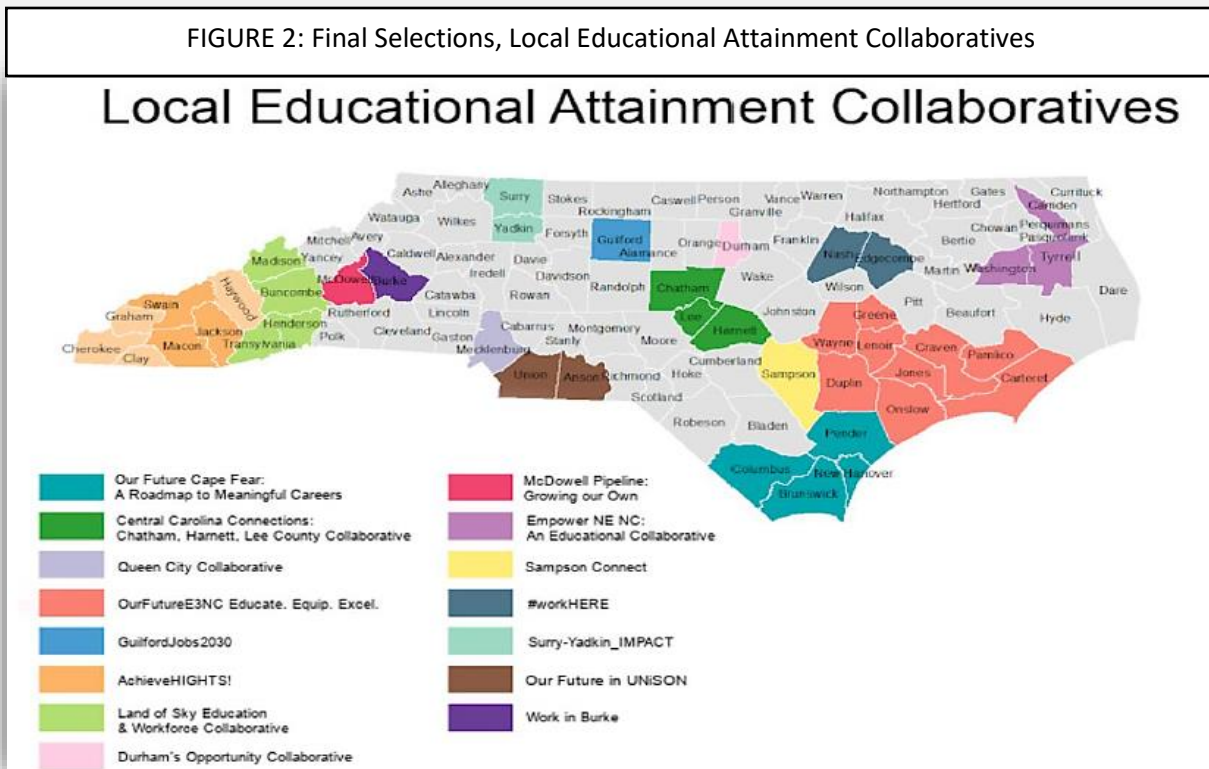
Educational institutions have historically shouldered the responsibilities of raising graduation rates and supporting credentialing efforts. Yet, it is widely known that education and credentialing organizations depend on and interact with a variety of others in their ecosystems for success.

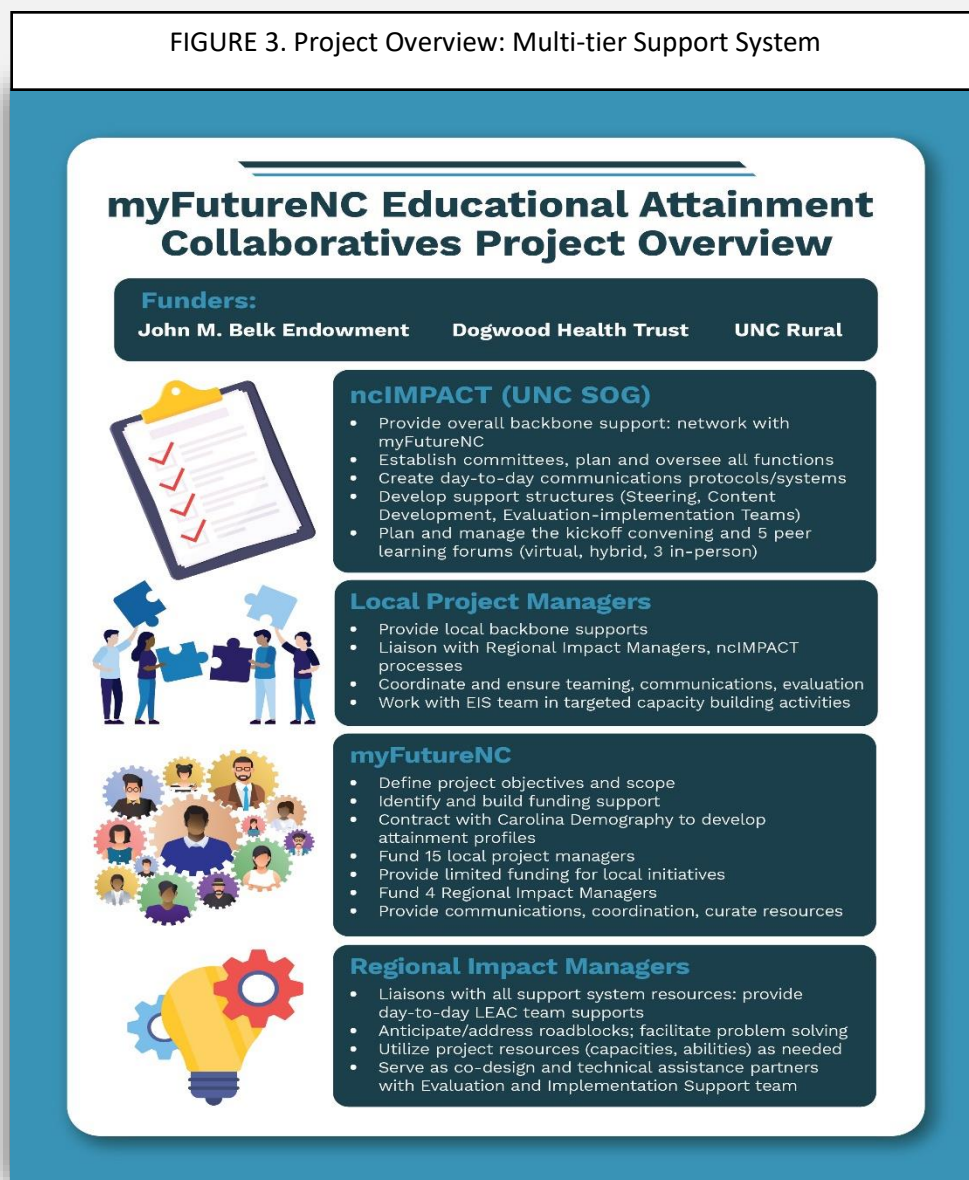Many structural and systemic influences affect students, educational professionals, and various educational system partners beyond curriculum, instruction, and on-campus or virtual learning.

The LEAC initiative focused capacity building more directly on local ecosystems impacting education pathways, leveraging key partnerships and new learning to enable reforms beyond more traditional efforts to enhance educational institutions.

Outline of the Full Support System

Figure (3) illustrates an overview of the entire project support system, including the state, regional, and local support resources created. State-level resources began with ncIMPACT providing funding and a framework to support the 15 LEACs. myFutureNC worked with Carolina Demography to develop local Attainment Profiles for each county to guide LEACs toward goal setting and understanding their current educational attainment contexts. myFutureNC also offered technical assistance using its Dashboard and Opportunities for Improvement resources and, together with ncIMPACT, provided nationally sourced tools curated for discussion/delivery through various webinars, forums, and project management calls.

FIGURE 3. Project Overview: Multi-tier Support System

myFutureNC Educational Attainment Collaboratives Project Overview

Funders:

John M. Belk Endowment   Dogwood Health Trust   UNC Rural

ncIMPACT (UNC SOG)
- Provide overall backbone support: network with myFutureNC
- Establish committees, plan and oversee all functions
- Create day-to-day communications protocols/systems
- Develop support structures (Steering, Content Development, Evaluation-implementation Teams)
- Plan and manage the kickoff convening and 5 peer learning forums (virtual, hybrid, 3 in-person)

Local Project Managers
- Provide local backbone supports
- Liaison with Regional Impact Managers, ncIMPACT processes
- Coordinate and ensure teaming, communications, evaluation
- Work with EIS team in targeted capacity building activities

myFutureNC
- Define project objectives and scope
- Identify and build funding support
- Contract with Carolina Demography to develop attainment profiles
- Fund 15 local project managers
- Provide limited funding for local initiatives
- Fund 4 Regional Impact Managers
- Provide communications, coordination, curate resources

Regional Impact Managers
- Liaisons with all support system resources: provide day-to-day LEAC team supports
- Anticipate/address roadblocks; facilitate problem solving
- Utilize project resources (capacities, abilities) as needed
- Serve as co-design and technical assistance partners with Evaluation and Implementation Support team

myFutureNC adopted and managed a virtual community networking platform (Participate) for correspondence with and among teams. myFutureNC also provided funding for Regional Impact Managers offering technical assistance in four regions across the state. In addition, ncIMPACT provided seed support for 15 LEAC Project Managers. Some Project Managers had additional local funding.

ncIMPACT was responsible for securing funding for the program, project design, and overall management. In this project leadership role, the ncIMPACT team guided overall project planning processes, technical assistance, and virtual events. They managed all forum logistics.

A project Steering Committee was the backbone support for the Initiative, using monthly meetings and Microsoft TEAMS as its communications platforms.

- **The Steering Committee** and subcommittees (Content Development Committee and Evaluation-Implementation Support [EIS]) planned and managed day-to-day project implementation.

- **The Content Development Committee** guided the planning and facilitation for the kickoff convening and each of the five peer-learning forums -**See Sidebar 1**. Multiple resources (e.g., case studies, data resources, promising approaches, and best practices tools and aids) were curated and offered via ncIMPACT communications and the Participate platform.

- **The EIS and Design Team** created the project's evaluation model, provided tailored site-based and virtual implementation coaching, and generated progress reports. The EIS Team also produced several tools for local capacity building, data visualization, and progress tracking.

ncIMPACT's place-based peer engagement model involved active, experiential learning and hands-on practice tools delivered in 5 peer-learning style forums over two years.

Sidebar 1: Kickoff Convening and Forum Meeting Schedule
☐ Project Kickoff Convening (Virtual): June 24, 2021
☐ Forum 1 (Virtual): Aug 31 – Sept 1, 2021
☐ Forum 2 (Virtual): Nov 3 – 4, 2021
☐ Forum 3 (in-person): March 8 – 9, 2022
☐ Forum 4 (in-person): July 20 – 21, 2022
☐ Forum 5 (in-person): Dec 7 – 8, 2022

The LEAC capacity-building model integrated elements of two evidence-supported planning-community change models. Strategic Doing™ **(Figure 4)** emphasizes short-term, collaborative, adaptive action plans and accomplishments over long-term strategic planning. It favors flexible, iterative, and nimble collaboration processes and "early wins." Strategic Doing™ values early wins to leverage "innovating networks" and to reinforce collective efficacy.
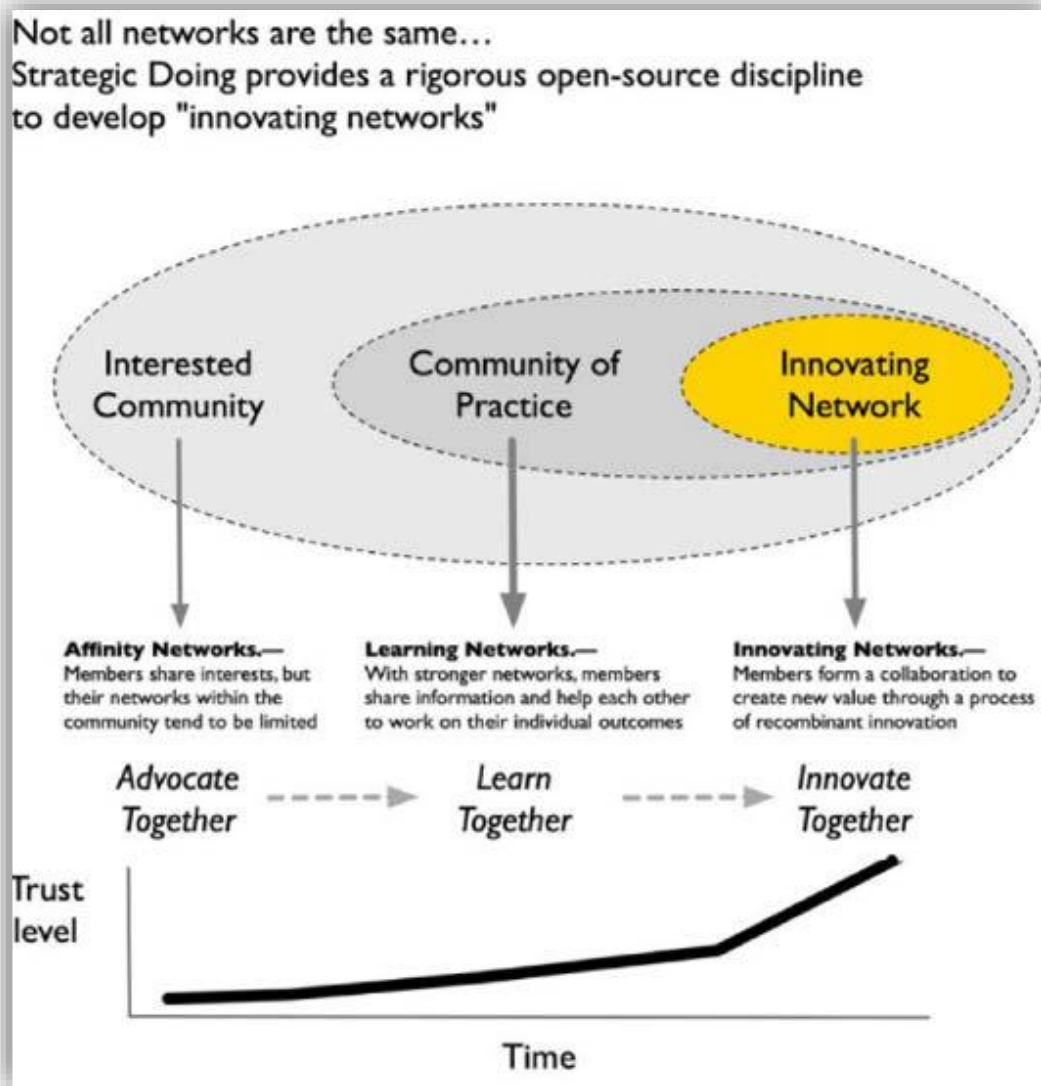

FIGURE 4: Strategic Doing™ Focuses on Developing "Innovating Networks" From *5 Quick Takes*, Powered by the Agile Strategy Lab, A Compilation of Ed Morrison's Latest Blogs. (p.9). University of North Alabama, 1st Quarter, 2023

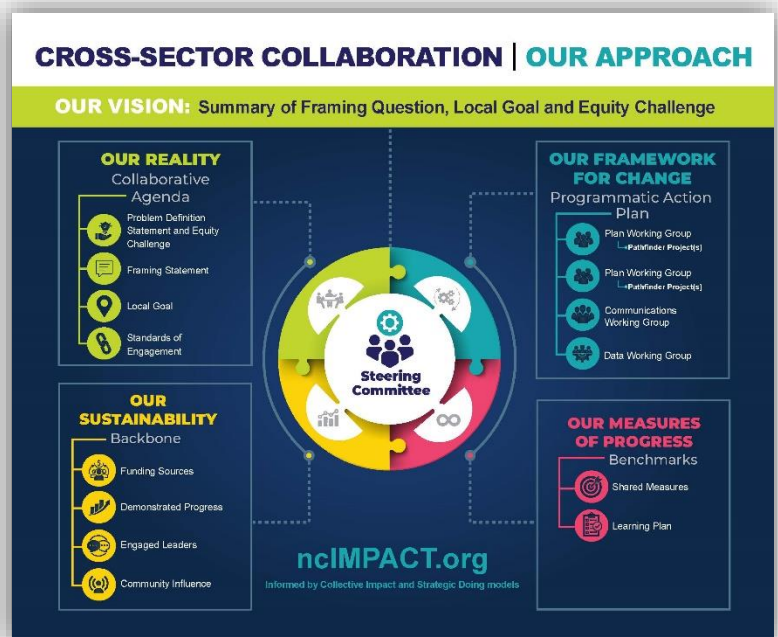From: https://agilestrategylab.org/wp-content/uploads/2023/03/Quick-Takes-FEB-2023-Version-2-1.pdf

The second approach, Collective Impact, is a collaborative social change model that aims to bring multi-sector stakeholders together to tackle complex issues. Collective Impact emphasizes the need for local collaboratives to ensure five conditions to achieve success, with a central focus on equity and community voice. The five conditions include:

- Common Agenda,
- Continuous Communication,
- Shared Measurement System,
- Mutually Reinforcing Activities, and
- Backbone Support.

Redefined through an equity lens, Collective Impact's approach now encourages five strategies as collaboratives evolve: (1) ground the work in data and context, and target solutions; (2) focus on systems change in addition to programs and services; (3) shift power within collaboratives; (4) listen to and act with the community; and (5) build equity leadership and accountability[6].

When integrated and applied in the peer learning formats, these planning-community change models were expected to provide nimble decision-making processes offering strategic early wins nested within evolving collaborative community infrastructures that would build local capacity and initiate sustainable education and credentialing systems changes. To demonstrate measurable progress over time, LEACs were asked to engage in realistic action planning while constructing local (or regional, depending on the LEAC) shared measurement systems based on mutually beneficial outcomes. To do this well, LEACs needed to activate multi-layer capacity building, effective teaming practices, persuasive communication processes, stakeholder and population engagement strategies (including a deliberate focus on equity), practical data tools/measures to monitor progress over time, and skills in navigating cross-sector challenges. Additionally, each LEAC was asked to identify a specific equity challenge and design a local sustainability plan.

CROSS-SECTOR COLLABORATION | OUR APPROACH

OUR VISION: Summary of Framing Question, Local Goal and Equity Challenge

OUR REALITY
Collaborative Agenda
- Problem Definition Statement and Equity Challenge
- Framing Statement
- Local Goal
- Standards of Engagement

OUR FRAMEWORK FOR CHANGE
Programmatic Action Plan
- Plan Working Group └Pathfinder Project(s)
- Plan Working Group └Pathfinder Project(s)
- Communications Working Group
- Data Working Group

Steering Committee

OUR SUSTAINABILITY
Backbone
- Funding Sources
- Demonstrated Progress
- Engaged Leaders
- Community Influence

OUR MEASURES OF PROGRESS
Benchmarks
- Shared Measures
- Learning Plan

ncIMPACT.org
Informed by Collective Impact and Strategic Doing models

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[6] Kania, J., Williams, J., Schmitz, P., Brady, S., Kramer, M., & Juster, J. S. (2022). Centering equity in collective impact. *Stanford social innovation review*, *20*(1), 38-45.

Preliminary and Interim Evaluation Updates

LEACs and system partners contributed to two process evaluation updates - a Preliminary Report (1ˢᵗ) and an Interim Report (2ⁿᵈ). The reports documented project implementation and early data. Both reports were extensive and reflected significant findings. Summary notes are offered here. Click on the link above for a more in-depth review.

Preliminary Report Key Findings

The Preliminary Report (see Sidebar 2 – Preliminary Report Key Findings) addressed startup, early team building, and knowledge transfer, focusing on early Strategic Doing™ wins. Teams identified equity challenges and created local resources and abilities to increase longer-term achievements. An important context note is that the LEAC project began during the pandemic. Early strategies to connect, motivate, engage, and inspire local teams depended on creative virtual approaches. Gains were noted in local teaming, early capacity building, and learning about effective coalitions' drivers of success. However, findings also highlighted that Covid-19 hampered many LEACs, and some pursued narrowly focused, short-term early wins and lacked existing formal protocols to ensure effective teaming and communications. Consequently, some teams appeared underdeveloped in the Collective Impact conditions required for true educational and credentialing systems change.

Interim Report Key Findings

By October 2022, when the Interim Evaluation (2ⁿᵈ report) was published, there were observable improvements in LEACs' capacity, teaming infrastructures, processes, productivity, knowledge, skill, and competency acquisition. Through intentional project improvement and learning methods, the Steering Committee emphasized adopting evidence-informed tools and hands-on practice delivered via the peer learning forums and other technical assistance mechanisms (see Sidebar 3 – Interim

Report Key Findings). The Evaluation and Implementation Design Support team partnered with the RIMs and reinforced more attention to local capacity building through the forums. Tailored on-site and virtual coaching emphasized implementation science best practices, resulting in improved teaming structures, processes, LEAC productivity focus areas, and applied practices. Peer learning continued to incrementally expand social networks and capital.

At the outset of the initiative, LEACs' productivity improved notably across multiple education and credentialing system impact areas to achieve vision-aligned outputs and shorter-term outcomes.

Evaluation Approach

The EIS Team designed a mixed-method developmental evaluation (DE) to document new learning and change (see previous reports for evaluation methodology details). Guided by a socioecological perspective, the model included equity-centered components informed through community dialogue and participation. Data were collected using multiple tools and strategies to consider capacity building, project processes, knowledge and skill development, system transformation activities, and short-term outcomes.

DE supports adaptive learning in complex, rapidly changing programs and initiatives[7]. It emphasizes flexibility, collaboration, and continuous feedback to inform decision-making. Strategies for selecting and operationalizing performance measures are adjusted as needed to provide immediate insights instead of waiting to evaluate results as post-program outcomes. Hence, DE solely focuses on the implementation process rather than the final products to encourage continuous learning, growth, and improvement.

The key aim of the LEAC Initiative was to increase participants' understanding and application of the integrated Strategic Doing™ and Collective Impact approach to build capacities for true, sustainable systems change. There were three **specific evaluation research questions.**

1. Did the project increase the capacity of the LEACs to improve educational attainment?

2. What outcomes did the LEACs achieve that demonstrated improved educational attainment?

3. Of the LEACs that were successful, what supported their success?

   a. What activating mechanisms of the Strategic Doing and Collective Impact approach might be worth emphasizing?

   b. How are LEACs positioned for sustainability of efforts?

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[7] Patton, M. Q., McKegg, K., & Wehipeihana, N. (Eds.). (2015). *Developmental evaluation exemplars: Principles in practice.* Guilford publications.

Table 1 summarizes the measures, tools, and data collection time frames for the multi-method, multi-tiered evaluation approach to assess these questions.

Table 1. LEAC Measures, Tools, and Collection Intervals		
Shared Measures – Responders	Data (System Tools)	Collection
Strategic Doing™ and Collective Impact knowledge and competencies - LEAC Team members	5 Post-Forum Surveys (Qualtrics)	Sept 2021 Nov 2021 Mar 2022 Aug 2022 Dec 2022
Readiness, Social Capital, and Group Dynamics – LEAC Team members	2 Capacity-building Surveys (REDCap®)	Spring 2022 Spring 2023
Areas of Focus & Impact, Teaming Capacity, LEAC Productivity, Population Reach – LEAC Team Members	Progress Tracker Visualization Tool (Microsoft Form & Google Sheet Dashboard)	Summer 2022 Winter 2022
Success Factors, Lessons Learned, Opportunities for Ongoing Growth and Improvements – LEAC Project Managers, RIMs, Project Steering Committee	3 Recorded Semi-Structured Interviews (Zoom)	Winter 2022

Key Findings

Research Question 1: Did the project increase LEAC capacity for educational attainment?

Readiness is critical in an organization's ability to create a context that enables successful change initiatives.[8] Our evaluation measured readiness using a 10-question adapted tool mapped to 2 factors: change efficacy (feeling competent to do the work) and change commitment (willingness and confidence that goals will be achieved).[9]

LEAC team member readiness levels were consistently high at the beginning of the project and remained stable/strong throughout. These data reflect local teams' attention to recruiting participants who would commit to the project long-term and bring skills toward achieving success. Throughout the five forums and other activities, team readiness scores did not significantly vary. Readiness was consistently reinforced by project backbone support through general, experiential, cohort-based learning in the forums and targeted, tailored coaching via on-site or virtual sessions. Establishing a readiness foundation provided a critical underpinning for developing other capacities and outputs to follow.

Capacities, defined as resources and abilities, were measured through multiple activities and conceptualized in multiple forms. These included local infrastructure for teaming, documented governance processes, data systems, communication tools, skilled community workgroups, and new programming across impact areas, to name a few.

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[8] Weiner, B.J. (2020). A theory of organizational readiness for change. In *Handbook on implementation science* (pp.215-232). Edward Elgar Publishing.

[9] Shea, C. M., Jacobs, S. R., Esserman, D. A., Bruce, K., & Weiner, B. J. (2014). Organizational readiness for implementing change: A psychometric assessment of a new measure, *Implementation Science, 9,* 1-15. doi: 10.1186/1748-5908-9-7.

Social capital capacities were also considered using an adaptation of the Integrated Questionnaire for the Measurement of Social Capital.[10] Measures consisted of

- trusting relationships,
- number/scope of community groups engaged,
- commitment to the mission,
- team building buy-in,
- group dynamics, and
- equity focus.

Figure 5: LEAC Member Social Capital-Trust Trends

Results indicate that, in general, LEACs developed, formalized, and, in many cases, sustained capacities over the course of the project. Capacities contrasted by the type, focus, and how teams formalized or institutionalized them. Differences were observed according to which capacities were inherently embraced versus those requiring active, deliberate leadership attention to ensure growth.

Some teams attended to recruiting/focusing on leadership for political and funding support. Other teams put their energy towards developing working groups and seeking out members with day-to-day project implementation skills.

Linked teaming structures (i.e., leadership formally linked to working groups and/or community teams) were evolving over time. LEACs dynamically fluctuated according to their local context and longevity of working together (see **Figure 6** on Leadership Team Membership over time). Working groups and community teams similarly varied.

Figure 6: Leadership Team Member #'s Over Time

As the project progressed, **LEACs increased their team and workgroup sizes and roles** to fit their context and sustainability strategies. These data reflect LEAC participant's developmental learning about functional capacities over time.

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[10] Grootaert, C. (Ed.). (2004). *Measuring social capital: An integrated questionnaire* (No. 18). World Bank Publications.

Teams continued receiving ongoing technical assistance, coaching, and peer learning to bolster their sustainability after our two years of deep engagement with the LEACs.

Capacity-related challenges were revealed in the data. For one, leadership and project manager turnover slowed progress. Second, teams that started with widespread, regional intentions had to revisit their infrastructures and strategies due to the difficulty of coordinating logistics and communicating across multiple counties, locales (rural, urban), and geographies. These adjustments often involved reconfiguring leadership teams and working groups, causing delays in executing action plans and goals.

Initially, regional networks were promising ideas; yet creating local infrastructures in each county to link back to regional capacities required the development of additional governance and working group structures to meet the regional vision and goals.

Evaluation data indicate that project activities facilitated trust (and trust building) among LEAC participants and between individuals and their governmental partners.

To compare measures of trust against other metrics, survey scores for each factor were standardized. Process and early outcome data reflect positively growing levels of trust over time, as noted in Figure 5 and shown in change score charts in Appendix A and associated data tables. Results indicate that the project facilitated and reinforced LEAC member trust and engagement over time.

More capacity growth was indicated by year-over-year trends that showed a growing prioritization for LEAC connections among educational attainment network partners, parents, students, and those interacting with the Initiative. Results are shown in Appendix A pie charts.

LEACs that were slower to expand social and professional networks demonstrated capacity challenges in other areas. This implies that social and professional networks served as partial and/or significant catalysts for capacity growth. There appeared to be clear associations between intentional focus on network development/enhancement to achieve attainment goals and downstream LEAC productivity.

Examples of factors where limited network growth impacted results include:

- team leadership turnover,
- curbed linkages between leadership activities and workgroup functions (e.g., overlapping or missing integration of communication feedback loops between teams), and
- workgroups with limited reach or capabilities to advance goals.

Challenges with data system design and development were observed for most teams.

LEACs focused on early wins in the beginning months of the initiative. Early win strategies targeted easy-to-reach programming goals such as hosting informational sessions about the LEAC, convening publicity events to garner support for local school programming, setting up community gatherings to showcase educational programs, and targeting specific families to increase FASFA completion rates. These efforts were not conducted with the intention (or awareness) to stimulate network expansion or social capital capacity building.

As the LEACs moved closer to the end of the Initiative -referred to as the "Launch"- all teams had revised their project action plans to include goals and strategies for network expansion. **Social Capital and Progress Tracker Data illustrated that several LEACs were more advanced and successful** in increasing their overall social capital

than others. See Appendix A and Appendix B, respectively.

What factors led to better social capital capacity building and local team infrastructure? Data show that teams with stronger formal governance structures and well-defined and linked leadership to workgroup (implementation) teams have high levels of mutual trust, clarity of mission, stronger equity practices, and workgroups. These LEACs are better suited to yield early outputs with greater reach.

Moreover, participation in the peer-learning forums appeared productive and generative for all LEACs (see Figure 7). Data illustrates the steady growth of knowledge and understanding about the Integrated Strategic Doing and Collective Impact approach over time.

Participants across teams and time grew more confident and competent in their understanding and utilization of the models, leading to team incorporation of educational attainment best practices and evidence-supported tools. These peer learning experiences also widened team-to-team sharing and personal and professional network growth.

Figure 7. Cumulative Forum Outcome Data

	Forum 1	Forum 2	Forum 3	Forum 4	Forum 5

Legend:
- Response Rates
- Overall: Strategic Doing
- Overall: Collective Impact
- Satisfaction: Content & Collaborative Learning
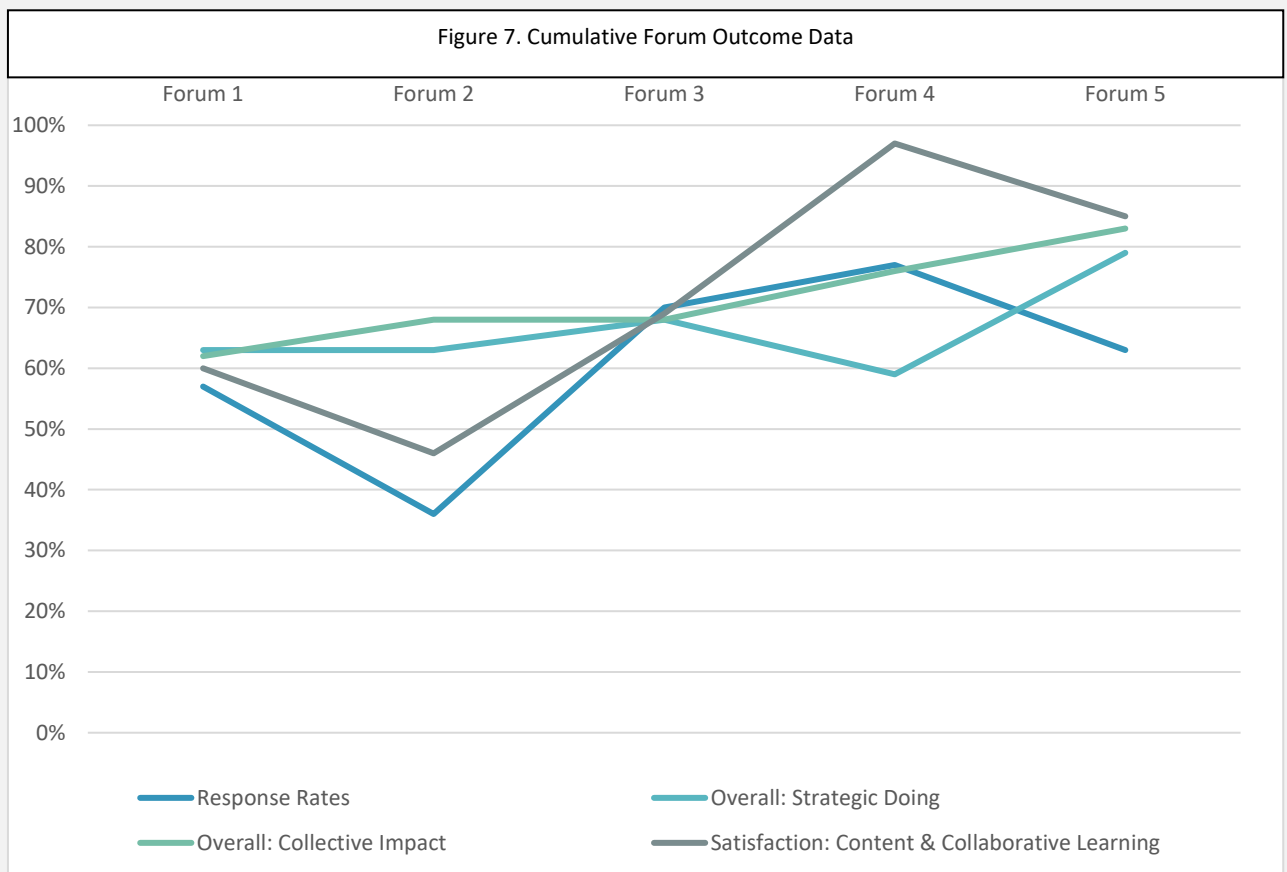
Research Question 2: What outcomes did the LEACs achieve that demonstrated improved educational attainment?

- **Expanded** total overall LEAC project reach (up 39% from time point 1 to 2)

- **Reached** 2068 students, parents, educators, and others across time points 1 and 2

- **Generated** more LEAC team products (up 7%)

- **Engaged** communities in all stages of the attainment pipeline (across-the-board growth in pipeline segment participation levels)

- **Proactively solicited and received** commitments from stakeholders for partial or full sustainability resources for some teams

- **Created** paid internships

- **Increased** successful student career planning in some locations

- **Expanded** partnerships (representation) with local workforce development boards, economic development groups, and other local collaborators

What attainment system elements were impacted for change? Over the course of the initiative, LEACs, as a project group, expanded their planned activities in all 15 focus areas, up to 100% of the targeted impact pipeline stages. Two key trends emerged over time for expanded efforts targeting key audiences for (1) prenatal and early childhood development, and (2) adult learners (including opportunity youth and emerging adults).

Examples of LEAC-achieved outputs and outcomes are noted in the adjacent callout. It is again important to note that the project's initial year occurred during the pandemic, and productivity slowly improved relative to the public health emergency in year two.

Although short-term outcomes are achievable, as evidenced by the evaluation findings, Collective Impact initiatives require extensive local, collaborative capacity building over time. The primary focus of the Strategic Doing and Collective Impact integrated approach was on early infrastructure development, targeted public engagement, quick wins through effective action planning, and identification of key levers for transformative systems change. Achieving outcomes in the short term while relying primarily on virtual engagements demanded innovative and creative strategies for recruiting, teaming, and communicating to keep members engaged.

During the project, LEACs created programming and products using multiple approaches. As noted in the callout, through action planning and intentional design, **LEACs expanded their direct services reach by 39% over the project's life (impacting over 2,068 persons)**. Reach included students, parents, educators, businesses, and others in their communities. Teams grew partnerships, developed communications tools and platforms (e.g., leveraging the internet for web integration and social media promotion), created paid internships, and many other educational attainment-related outputs and outcomes.

Examples of team products – outputs – and short-term outcomes:

- Project websites and communication-outreach methods/tools
- Publicity materials (some multi-lingual) for outreach and advocacy
- Training sessions for educators, parents, and students to improve FASFA awareness, knowledge, and participation
- Enhanced documented partnerships between education, workforce development, and economic development entities
- Public speaking engagements with a myriad of community groups centered on educational, workforce development, economic development, and related systems
- Sustainability plans
- Cross-agency collaboration plans
- Rural outreach strategies and events (including innovative transportation systems and collaborations)
- Successful grant applications for projects and/or sustainment
- Credentialing pathways mapping
- Expanded dual enrollment opportunities
- Some paid internships with local businesses
- Team charters with clearly defined roles and responsibilities for sustainability

Evaluation results indicate that the project initiated incremental educational attainment systems change for participating LEAC sites. The pace and scope for individual LEAC teams varied across a number of factors. These factors were similar to those noted above in the infrastructure capacity development section. Given all the context factors noted, a reasonable expectation was that early incremental systems transformation success was achievable during the 2-year support phase, with expectations for longer-term gains through sustainability activities in future years. Overall, evaluation results found this true for the 15-LEAC group, recognizing that individual LEACs varied substantially due to multiple factors. As such, future evaluations may find ongoing differential rates of change, as was evidenced at the project end when LEACs were launched to independently pursue their local 2030 educational attainment goals.

Research Question 3: Of the LEACs that were successful, what supported their success? Are there activating mechanisms of integrated Strategic Doing and Collective Impact approach? How are they positioned for sustainability?

To address these questions, the Evaluation and Implementation Support team conducted three focus groups just prior to the Launch in the Winter of 2022 with each LEAC project manager, the Regional Impact Managers, and the overall Project Leadership Team, including members of the Content Development group. A summary matrix is provided below, synthesizing the results.

What supported success?	Activating mechanisms of Strategic Doing™-Collective Impact (SD-CI)	Sustainability positioning
• dedicated, persistent attention to relationship building and maintenance at all project levels (connections between all levels and responsible change agents) • funding for the Project Managers, Regional Impact Managers, and backbone supports • deliberate attention to nurturing team trust at local levels • intentional technical assistance to build well-documented local infrastructure • clear focus on equity and inclusion • clear, functional, useful tools and frameworks with time for practice, coaching, and shared experiential learning • consistent bringing teams together for new learning, peer sharing, network enhancement • high quality data tools and platforms (Carolina Demography, myFutureNC resources)	• early focus on wins was helpful to get started; but some delay noted in developing / attending to CI conditions (vision, reinforcing data system, documented teaming structures) • introduction, explanation, use, coaching with evidence supported attainment tools and resources -- coaching and practice with reinforcement were key • ongoing availability of technical assistance • equity challenge / focus was helpful • framework(s) concretely showed how communities organize and manage processes (SD has strong planning tools (clear processes), CI has strong community and team engagement, structural capacity building lessons and resources)	• funding (future) • tailored, context-specific technical assistance geared to both ongoing capacity building and design of evidence supported attainment system interventions/programs/initiatives; this should be linked to overall initiative (statewide) backbone monitoring and supports (to avoid fragmentation, silos, dilution of efforts and leadership • patience -- community capacity building is a long-term endeavor. Ongoing backbone supports focusing on local capacity building and system change (not just funding educational institutions) will be necessary • ongoing professional and workforce development (recruiting, training, coaching) • effective tools/methods to link ed attainment systems change to other ongoing or new workforce development/economic development initiatives • strategic, effective local partnerships

At the heart of the results is the importance of generating opportunities to create, nurture, sustain, and empower relationships at each level of the project's support system.

Relationship enhancement affords:

- communication,
- feedback and 'feed-forward' loops,
- problem-solving,
- sharing opportunities, and
- access to resources.

These attributes in turn yield trust building, partner engagement, and assurance of mutually reinforcing activities. **All focus group respondents focused on relationships as primary drivers for measured success.** In addition, technical tools that tailored learnings to the local context made a critical difference for LEACs. These tools and resources were developed at each support system level, furthering saturation, exposure, and utilization. For instance, creating cross-team and cross-level communication platforms allowed easy curation and sharing of resources to foster peer learning and collaboration.

MAKING THE CASE – A CALL TO ACTION

Evaluation results inform what it takes to deliver a collaborative, community-based systems transformation. Findings highlight what worked well and under what conditions during the LEAC Initiative. The multi-method, socioecological approach used may be helpful to other practitioners or researchers considering similar efforts.

Collective Impact success requires enabling a full-support environment at all levels to ensure sufficient time for strategically tailoring learning and technical assistance resources for local capacity building.

- Absorption of knowledge,
- Experiential learning,
- "Trying it on",
- Gaining early wins, and
- Intentional focus

These are all important for building capacity while continuously learning from ongoing feedback loops. These efforts necessitate time and consistent support resources.

Local capacity building involving education and credentialing pathways depends on how well local systems interact with regional, state, and federal partner systems.

As such, Collective Impact requires deliberative, well-integrated planning and sufficient resources to optimize local impacts. The interactive, multi-level framework for this Initiative provides a template for others interested in systems work that is complex, tiered, and multi-sector. The project leaders, backbone organization, and stakeholders of the local teams must envision and attend to each layer of support needed.

For optimal success of community systems' transformation, not only do the strategies need to be multi-layered, but they also need to be multi-year in order to scaffold upon the foundational early, quick wins. As witnessed here, broad systems transformation is highly unlikely to be accomplished in 12-24 month intervals. However, important incremental changes are achievable, as highlighted throughout this report.

Evaluation Results

The evaluation results herein and in the Preliminary Report and Interim Report provide substantial learnings for future utilization. Results speak to how the funders, project leadership, Regional Impact Managers, local Project Managers, and the Evaluation and Implementation Support teams installed and delivered technical assistance to enhance peer learning of the LEACs. Approaches, tools, and alignment of resources were continuously improving to foster LEAC capacity building over time. The content was tailored as much as

possible to facilitate team uptake and relevance.

At every level, relationship building proved critical and catalytic to observed changes as the project evolved. As such, data reflects growth in shared trust between and among local teams. This trust extended to interfacing social, governmental, and other pertinent networks (e.g., social capital, strengthened social, professional, and community networks).

Local teams demonstrated consistent levels of confidence and competence for readiness over time and a growing understanding and application of the integrated Strategic Doing and Collective Impact approach for systems transformation. LEACs generally adjusted their group sizes, member constituencies, and business processes throughout the project's duration. This adaptiveness resulted in better action planning, root cause analyses, attention to equity challenges, and sustainability planning for some, while others needed ongoing tailored support.

LEACs' productivity became more realistic and targeted over time, reflecting learning and a better understanding of "what it takes" to fully and effectively support complex educational attainment and credentialing system changes. Teams that deliberately addressed teaming structures and ensured more active building of formal teaming processes (e.g., team capacity and performance) demonstrated better outcomes and higher potential for sustainment.

Results from this project can make the case for investing in similar future projects to advance transformational system change. Success when using the ncIMPACT approach requires:

(1) sufficient readiness building and planning time for "on-ramping" system transformation efforts (e.g., allowing a year or more for planning and baseline capacity assessment, alignment, and building activities);

(2) planning and **addressing each level** of the full support system that links all services and systems impacting local transformation issues;

(3) ongoing, deliberate **focus on relationships**, trust-building, equity, inclusion, and local context to ensure stakeholder engagement over time;

(4) attending to mutually reinforcing data and feedback systems at all project levels to enable **continuous learning, growth, and sharing** of what works well, what could be improved, and to emphasize local impact stories;

(5) skilling up (training, practicing, coaching, using coaching feedback) project managers and work team participants via **peer learning and well-delivered technical assistance resources** - embedded in this point is the notion of knowledge/skill transfer activities that bring evidence-supported resources to local teams and apply to their contexts via frameworks or models that create teachable, learnable, coachable processes;

(6) being community-centered, keeping local community values, principles, "voice," and experiences as the key focus. Ultimately, **all implementation is local**. Ensuring that team members "see themselves in the work" - as one Regional Impact Manager described it - creates that value proposition and engagement support necessary for success;

(7) creating **effective learning and communications platforms** (virtual and in person) to allow scaling of technical assistance, information sharing, and other tools; and,

(8) designing **sustainability planning** into the front-end of project activities so that known drivers of success are embedded into technical assistance and capacity-building activities early and often along the way. Teams that performed better activated and/or optimized these success drivers within their local contexts.

 Evaluation results indicate that when building future projects with similar collective impact goals, attending to what was learned and demonstrated can substantially improve the potential for success.

CONCLUSION

Local community capacity building with transformational cross-system change goals can be daunting. This is especially relevant to historically complex systems such as education. Link those ideas to broad state-level systems changes interacting with local interconnected systems, and the vision becomes even more impressive.

The ncIMPACT- myFutureNC partnership that cultivated and supported the LEAC Initiative produced some exciting, informative results. The project demonstrated continuous learning and adaptation at each layer of support across the project, reinforcing existing research and contributing to a new understanding of educational and credentialling system reform efforts in a socioecological context.

Project leaders and backbone support teams evolved over time, as did the LEACs. A purposeful blending of the Strategic Doing and Collective Impact approaches, supported by tailored technical assistance and implementation science, helped to keep all support levels aligned with the needs of the teams. Moreover, the structure, tools, and learnings can benefit similar initiatives in the future.

The developmental evaluation revealed numerous strengths and challenges of the Initiative. Funders and/or community change agents can benefit from building on the results reported here to inform design, readiness building, capacity development, and sustainment planning at the outset.

Critical to each phase of the work is the intentional development, mapping, nurturing, and sustaining of relationships – from overarching support infrastructures to local champions, leaders, funders, teams, and community partners.

Social and human capital are both generators of capacity and outcomes from capacity building. This truism is consistently uplifted in extant research and reinforced in this current evaluation. Leveraging and ensuring trust across strong cross-sector partnerships begins the conversation. However, real change requires patience to build and resource-sufficient infrastructures capable of influencing change over time.

The ncIMPACT-myFutureNC partnership created a continuous learning and adaptive environment whereby early-stage incremental opportunities may be able to achieve longer-term educational systems transformation.

However, sustainability now depends on each LEAC following their 'Launch' and the intensive backbone support and structure wind-down.

APPENDICES

Appendix A- LEAC Survey Data 2022 and 2023 (Data Tables Included)
Appendix B- LEAC Progress Tracker Data 2022

APPENDIX A.
LEAC Survey Data Results

Changes over time from 2022-2023

APPENDIX A1

On a 5-pt scale, READINESS remained fairly consistent (less than a 1-pt change) for all but 1 team over the course of the initiative without a discernable pattern between changes in confidence or competence.

Readiness Change Scores 2022-2023

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Competence	-0.07	-0.2	0.6	-0.43	-0.5	0	-0.05	0.45	-0.33	-0.25	-0.15	-0.67	-0.4	-0.06	0.7
Confidence	0.27	-0.12	0	-0.6	-0.4	0	-1.1	0.15	-0.53	0.1	-0.25	-0.46	-0.1	-0.14	0.65

Competence   Confidence
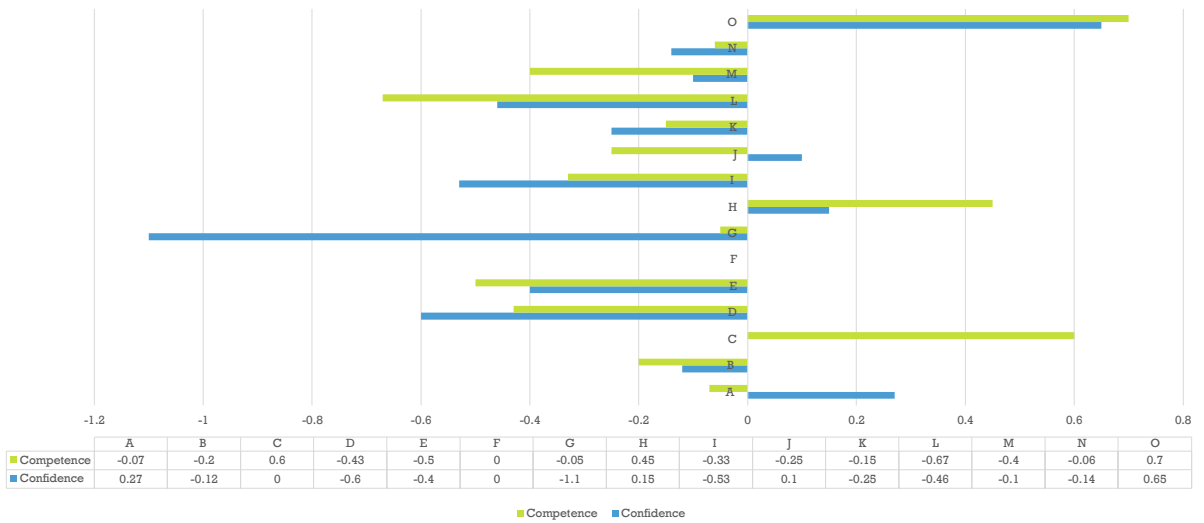
A third of the LEACs reported an overall increase in social capital during the initiative. All combined, teams experienced gains in trust among team members and their local government systems while their communities' willingness to participate and engage in systems change remained fairly steady. Yet, there was a noted decrease across teams in their perceived commitment of community resources for networking, time, and money.

Social Capital Change Score 2022-2023

Social Capital Elements

3
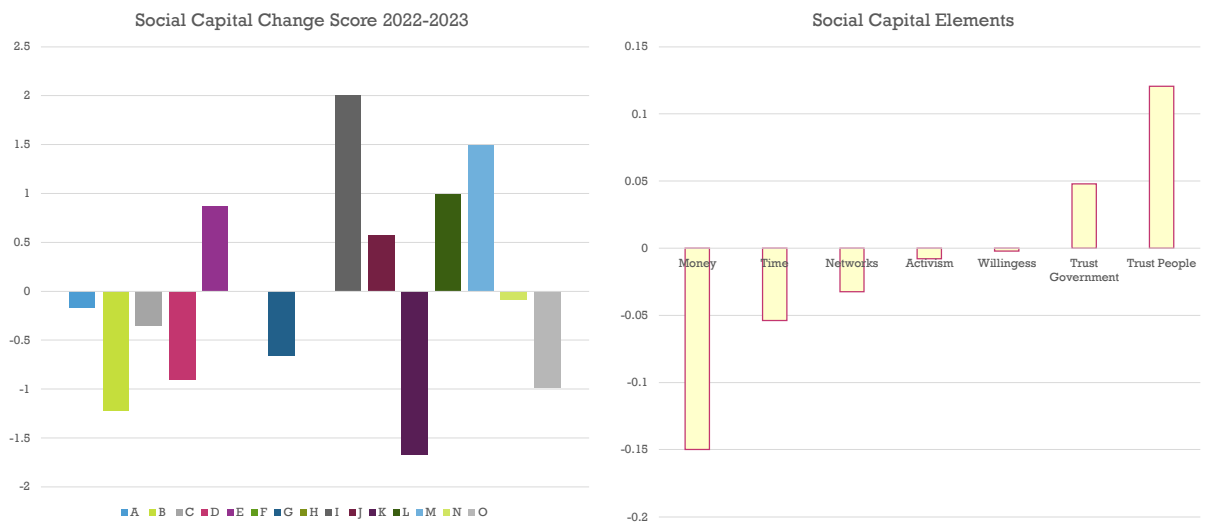
The only team governance factor to shift over the course of the initiative for LEAC teams was BUILDING CONNECTIONS among members, which changed from a medium priority among a third of participants in 2022 to a high priority for over half of the participants in 2023.

Connections 2022

11%
36%
53%

Connections 2023

10%
55%
35%

UNC | SCHOOL OF GOVERNMENT ncIMPACT   *my* FUTURE NC 2 million by 2030   APPENDIX A4

4
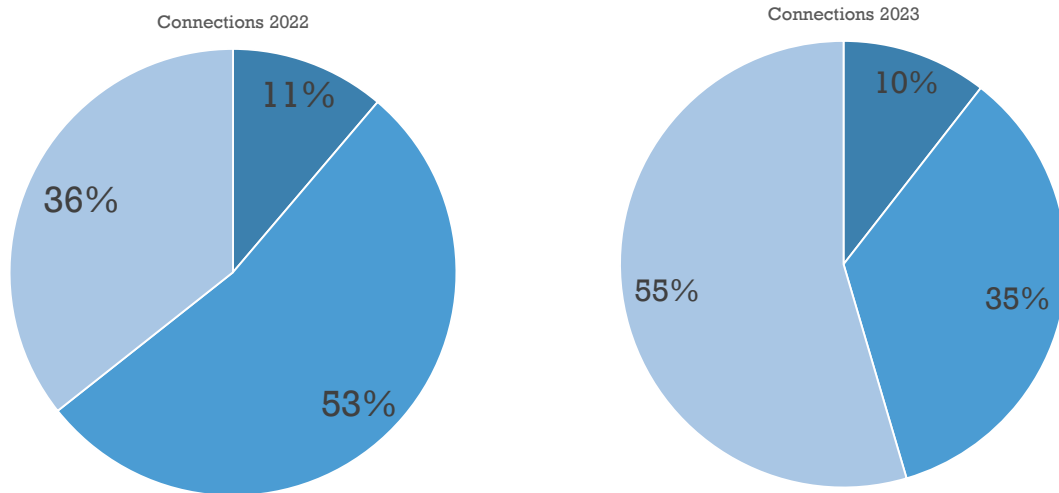
Blank cells represent missing data

Table 1. Collaborative Readiness for Implementing Change

	2022		2023	
	Likert Score (1-5)		Likert Score (1-5)	
	Confidence	Competence	Confidence	Competence
A	4	3.6	4.27	3.53
B	4.82	4.6	4.7	4.4
C	5	4.4	5	5
D	4	3.93	3.4	3.5
E	4.9	5	4.5	4.5
F	4.9	4.2	--	--
G	4.5	3.65	3.4	3.6
H	4.85	4.55	5	5
I	4.83	4.43	4.3	4.1
J	4.54	4.57	4.64	4.32
K	4.55	4.05	4.3	3.9
L	3.93	3.87	3.47	3.2
M	4.5	4.5	4.4	4.1
N	4.8	4.55	4.66	4.49
O	4.05	4.1	4.7	4.8
Initiative	4.54	4.27	4.34	4.17

Table 2. Adapted Integrated Questionnaire for Measurement of Social Capital (SC-IQ)

| | 2022 | | | | | | |
| | Standardized Z-Scores | | | | | | |
	Total (0-7)	Trust People (0-1)	Trust Government (0-1)	Time Commitment (0-1)	Money Commitment (0-1)	Social Networks (0-1)	Collective Action (0-1)	Willingness for Collective Action (0-1)
A	4.68	0.67	0.17	1	1	0.67	1	0.17
B	4.66	0.62	0.38	1	0.75	0.54	0.75	0.62
C	5.01	0.67	0.67	1	1	1	0	0.67
D	5.23	0.56	0.67	1	1	0.44	0.67	0.89
E	4.33	0.33	0.5	1	1	0.5	0.5	0.5
F	5.99	0.83	0.5	1	1	0.83	1	0.83
G	5	0.33	0.83	1	1	0.67	0.5	0.67
H	4.25	0.5	0.33	1	1	0.75	0.25	0.42
I	3.67	0.6	0.47	1	0.6	0.33	0.4	0.27
J	4.76	0.67	0.62	1	1	0.52	0.43	0.52
K	5.84	0.67	0.67	1	1	0.83	1	0.67
L	4.01	0.89	0.56	1	0.67	0.67	0	0.22
M	2.84	0.5	0	1	0.5	0.17	0.5	0.17
N	5.09	0.75	0.92	1	1	0.67	0.5	0.25
O	4.83	0.83	0.67	1	1	0.33	0.5	0.5
Initiative	4.68	0.63	0.53	1.00	0.90	0.59	0.53	0.49

Table 2. Adapted Integrated Questionnaire for Measurement of Social Capital (SC-IQ)

	2023							
	Standardized Z-Scores							
	Total (0-7)	Trust People (0-1)	Trust Government (0-1)	Time Commitment (0-1)	Money Commitment (0-1)	Social Networks (0-1)	Collective Action (0-1)	Willingness for Collective Action (0-1)
A	4.51	0.67	0.5	0.5	1	0.67	0.5	0.67
B	3.44	0.56	0.22	1	0.67	0.44	0.33	0.22
C	4.66	1	1	1	1	0.33	0	0.33
D	4.33	0.5	0.33	1	0.5	0.83	1	0.17
E	5.2	0.67	0.73	1	0.6	0.6	1	0.6
F	--	--	--	--	--	--	--	--
G	4.34	0.67	0.67	1	0	0.33	1	0.67
H	--	--	--	--	--	--	--	--
I	5.67	0.67	0.33	1	1	0.67	1	1
J	5.33	0.73	0.73	1	1	0.6	0.6	0.67
K	4.17	0.83	0.17	1	0.5	0.5	0.5	0.67
L	5	1	1	1	1	0.67	0	0.33
M	4.33	1	0.5	1	1	0.5	0	0.33
N	5	0.93	0.67	0.8	1	0.67	0.4	0.53
O	3.84	0.5	0.67	1	0.5	0.5	0.5	0.17
Initiative	3.99	0.75	0.58	0.95	0.75	0.56	0.53	0.49

Table 3A. Adapted Relationships, Climate, Experiences, and Extent of Collboration (RCE-EC)

	2022						
	AGREEMENT (Average Likert Score 1-5)						
	Overall	Mission Clarity	Connections	Environment	Team Building	Governance	Equity Practice
A	3.72	3.67	3.67	4	4	3	4
B	4.36	4.58	3.83	4.58	4.59	4.29	4.31
C	4.44	4.33	3.83	4.5	4.88	4.33	4.75
D	3.97	4.44	3.56	3.89	4	3.67	4.25
E	4.85	4.67	5	4.83	4.88	4.83	4.88
F	4.12	5	3	4.17	4.38	3.67	4.5
G	3.75	4.33	3.33	3.78	3.92	3.56	3.58
H	3.93	4.25	3.83	4.25	4.12	3.67	3.44
I	4.35	4.56	3.72	4.72	4.62	4.5	4
J	4.56	4.78	3.89	4.72	4.92	4.61	4.46
K	4.25	4.33	3.83	4.42	4.69	4.17	4.06
L	3.73	4.33	3.33	4.22	4	3.22	3.25
M	3.76	3.5	3.33	4.17	4.12	4.17	3.25
N	4.48	4.58	4	4.75	4.94	4.5	4.12
O	3.97	4.08	3.33	4.42	3.88	3.58	4.5
Initiative	4.15	4.36	3.70	4.36	4.40	3.98	4.09

Table 3A. Adapted Relationships, Climate, Experiences, and Extent of Collboration (RCE-EC)

	2023						
	AGREEMENT (Average Likert Score 1-5)						
	Overall	Mission Clarity	Connections	Environment	Team Building	Governance	Equity Practice
A	3.46	4.33	3.56	3.44	3.33	3	3.08
B	4.40	4.42	3.75	4.58	4.5	4.58	4.56
C	4.14	5	3.67	5	3.75	3.67	3.75
D	3.52	3.83	3	3.5	3.75	3.17	3.88
E	4.22	4.39	4	4.33	4.17	4.17	4.25
F	--	--	--	--	--	--	--
G	3.28	3.67	2.67	3.33	4.25	3	2.75
H	5.00	5	5	5	5	5	5
I	3.98	4.17	3.83	4	4.38	3.5	4
J	4.49	4.93	4.13	4.73	4.6	4.47	4.1
K	3.88	4.67	3.67	3.83	4.12	3.5	3.5
L	3.24	3.67	2.67	3.33	3.5	2.67	3.58
M	4.21	4.17	4.5	4.33	4.12	4	4.12
N	4.45	4.81	4.05	4.48	4.71	4.48	4.14
O	4.83	5	4.83	4.33	5	4.83	5
Initiative	4.08	4.43	3.81	4.16	4.23	3.86	3.98

Table 3B. Adapted Relationships, Climate, Experiences, and Extent of Collboration (RCE-EC)

	2022					
	PRIORITY RANKING (Low=1, Medium=2, High=3) for category with the highest					
	Mission Clarity (1, 2, or 3), (%)	Connections (1, 2, or 3), (%)	Environment (1, 2, or 3), (%)	Team Building (1, 2, or 3), (%)	Governance (1, 2, or 3), (%)	Equity Practice (1, 2, or 3), (%)
A						
1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
2	50.00%	100.00%	83.33%	50.00%	100.00%	100.00%
3	50.00%	0.00%	16.67%	50.00%	0.00%	0.00%
B						
1	0.00%	4.17%	0.00%	0.00%	0.00%	3.13%
2	20.83%	58.33%	29.17%	21.88%	33.33%	31.25%
3	79.17%	37.50%	70.83%	78.13%	66.67%	65.63%
C						
1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
2	33.33%	100.00%	0.00%	12.50%	16.67%	37.50%
3	66.67%	0.00%	100.00%	87.50%	83.33%	62.50%
D						
1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
2	33.33%	22.22%	11.11%	50.00%	44.44%	33.33%
3	66.67%	77.78%	88.89%	50.00%	55.56%	66.67%
E						
1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
2	0.00%	0.00%	16.67%	0.00%	16.67%	0.00%
3	100.00%	100.00%	83.33%	100.00%	83.33%	100.00%
F						
1	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%
2	16.67%	50.00%	66.67%	37.50%	83.33%	37.50%
3	83.33%	0.00%	33.33%	62.50%	16.67%	62.50%
G						
1	0.00%	55.56%	0.00%	16.67%	33.33%	41.67%
2	44.44%	11.11%	55.56%	33.33%	55.56%	41.67%
3	55.56%	33.33%	44.44%	50.00%	11.11%	16.67%
H						
1	0.00%	8.33%	0.00%	6.25%	0.00%	0.00%
2	33.33%	33.33%	16.67%	37.50%	41.67%	43.75%
3	66.67%	58.33%	83.33%	56.25%	58.33%	56.25%
I						
1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
2	38.89%	77.78%	22.22%	20.83%	33.33%	45.83%
3	61.11%	22.22%	77.78%	79.17%	66.67%	54.17%
J						
1	0.00%	16.67%	0.00%	0.00%	0.00%	0.00%
2	5.56%	11.11%	16.67%	12.50%	38.89%	37.50%
3	94.44%	72.22%	83.33%	87.50%	61.11%	62.50%
K						
1	0.00%	8.33%	8.33%	0.00%	0.00%	18.75%
2	66.67%	75.00%	25.00%	25.00%	58.33%	50.00%
3	33.33%	16.67%	66.67%	75.00%	41.67%	31.25%
L						
1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
2	0.00%	33.33%	22.22%	0.00%	11.11%	0.00%
3	100.00%	66.67%	77.78%	100.00%	88.89%	100.00%
M						
1	0.00%	0.00%	0.00%	0.00%	0.00%	12.50%
2	50.00%	100.00%	33.33%	50.00%	50.00%	87.50%
3	50.00%	0.00%	66.67%	50.00%	50.00%	0.00%
N						
1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
2	50.00%	66.67%	8.33%	12.50%	8.33%	25.00%
3	50.00%	33.33%	91.67%	87.50%	91.67%	75.00%
O						
1	8.33%	25.00%	8.33%	0.00%	8.33%	0.00%
2	33.33%	58.33%	16.67%	31.25%	33.33%	18.75%
3	58.33%	16.67%	75.00%	68.75%	58.33%	81.25%
Initiative						
1	0.56%	11.20%	1.11%	1.53%	2.78%	5.07%
2	31.76%	53.15%	28.24%	26.32%	41.67%	39.31%
3	67.69%	35.65%	70.65%	72.15%	55.56%	55.63%

2023					
PRIORITY RANKING (Low=1, Medium=2, High=3) for category with the highest					
Mission Clarity (1, 2, or 3), (%)	Connections (1, 2, or 3), (%)	Environment (1, 2, or 3), (%)	Team Building (1, 2, or 3), (%)	Governance (1, 2, or 3), (%)	Equity Practice (1, 2, or 3), (%)
11.11%	11.11%	22.22%	16.67%	33.33%	16.67%
44.44%	33.33%	33.33%	25.00%	0.00%	58.33%
44.44%	55.56%	44.44%	58.33%	66.67%	25.00%
0.00%	8.33%	0.00%	0.00%	0.00%	0.00%
50.00%	33.33%	16.67%	31.25%	25.00%	25.00%
50.00%	58.33%	83.33%	68.75%	75.00%	75.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	33.33%	0.00%	75.00%	100.00%	75.00%
100.00%	66.67%	100.00%	25.00%	0.00%	25.00%
0.00%	50.00%	0.00%	12.50%	50.00%	12.50%
50.00%	0.00%	100.00%	37.50%	0.00%	37.50%
50.00%	50.00%	0.00%	50.00%	50.00%	50.00%
16.67%	16.67%	5.56%	4.17%	5.56%	0.00%
22.22%	55.56%	22.22%	37.50%	38.89%	41.67%
61.11%	27.78%	72.22%	58.33%	55.56%	58.33%
--	--	--	--	--	--
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0.00%	33.33%	0.00%	0.00%	0.00%	50.00%
33.33%	66.67%	100.00%	75.00%	100.00%	50.00%
66.67%	0.00%	0.00%	25.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
66.67%	50.00%	66.67%	62.50%	50.00%	62.50%
33.33%	50.00%	33.33%	37.50%	50.00%	37.50%
0.00%	6.67%	0.00%	0.00%	0.00%	0.00%
40.00%	46.67%	20.00%	30.00%	33.33%	45.00%
60.00%	46.67%	80.00%	70.00%	66.67%	55.00%
0.00%	16.67%	0.00%	0.00%	16.67%	0.00%
33.33%	33.33%	33.33%	37.50%	33.33%	50.00%
66.67%	50.00%	66.67%	62.50%	50.00%	50.00%
0.00%	0.00%	11.11%	0.00%	0.00%	0.00%
100.00%	88.89%	77.78%	100.00%	100.00%	91.67%
0.00%	11.11%	11.11%	0.00%	0.00%	8.33%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
33.33%	0.00%	66.67%	50.00%	83.33%	75.00%
66.67%	100.00%	33.33%	50.00%	16.67%	25.00%
0.00%	4.76%	0.00%	0.00%	0.00%	10.71%
9.52%	47.62%	9.52%	7.14%	23.81%	35.71%
90.48%	47.62%	90.48%	92.86%	76.19%	53.57%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	16.67%	0.00%	0.00%	0.00%
100.00%	100.00%	83.33%	100.00%	100.00%	100.00%
1.98%	10.54%	2.78%	2.38%	7.54%	6.42%
34.49%	34.91%	40.20%	40.60%	41.98%	46.24%
63.53%	54.55%	57.02%	57.02%	50.48%	47.34%

LEAC SURVEY DATA TABLES

Table 4. Action Plan Progress

											2022					
	Number of Targeted Educational Stages (1-5)	Number of Initiated Connections (1-25)	Number of Progressing Connections (1-25)	Number of Completed Connections (1-25)	Leadership size	Working Group size	Community Group Size	Number of Identity Groups (1-14+)	Number of Products	Total Reach (Students, Parents, Educators, and Others)	Sex: Diversity Score (1-5) for Strongly Disagree to Strongly Agree	Race/Ethnicity: Diversity Score (1-5) for Strongly Disagree to Strongly Agree	Age/Stage: Diversity Score (1-5) for Strongly Disagree to Strongly Agree	Student: Diversity Score (1-5) for Strongly Disagree to Strongly Agree	Zipcode: Diversity Score (1-5) for Strongly Disagree to Strongly Agree	Notes of Total Reach (Students, Parents, Educators, and Others)
A	3	2	7	2	15	5	15	7	3	160	5	5	5	5	5	Student 40+,
B	3	3	7	0	10	15	20	5	4	88	4	3	2	3	2	Student 40+
C	3	2	10	2	5	10	20	8	3	98	5	4	3	5	2	Student 40+
D	2	1	3	0	15	15	20	8	3	0	4	4	4	4	3	
E	3	3	4	3	25	25	26	8	3	0	5	5	5	5	5	
F	5	0	15	0	10	10	10	7	4	0	0	0	0	0	0	
G	5	6	5	4	5	5	5	11	3	36	5	5	5	5	5	
H	2	7	5	0	15	15	26	10	4	9	5	5	3	4	5	
I	5	1	6	8	10	5	26	11	4	120	5	5	5	4	5	Student 40+,
J	3	2	7	2	10	5	0	6	3	40	5	4	4	4	4	other 40+
K	3	11	1	2	15	20	0	5	4	0	5	5	5	5	5	
L	5	2	2	7	10	5	25	10	4	38	5	4	4	3	4	
M	4	3	0	1	10	20	20	8	0	40	5	5	4	4	4	Student 40+
N	3	0	11	1	10	10	15	13	3	160	4	4	4	4	4	Student 40+,
O	4	1	1	4	15	5	5	5	0	77	5	5	3	5	2	
	Average	Average	Average	Average	% of overall largest category	% of overall largest category	% of overall largest category	Total	Total	Total	Sex: Average	Race/Ethnicity: Average	Age/Stage: Average	Student Type: Average	Zipcode: Average	
Initiative	3.53333333	2.93333333	5.6	2.4	10: 46.67%	5: 40.00%	20: 26.67%	122	45	866	4.46666667	4.2	3.73333333	4	3.66666667	

Table 4. Action Plan Progress

											2023					
	Number of Targeted Educational Stages (1-5)	Number of Initiated Connections (1-25)	Number of Progressing Connections (1-25)	Number of Completed Connections (1-25)	Leadership size	Working Group size	Community Group Size	Number of Identity Groups (1-14+)	Number of Products	Total Reach (Students, Parents, Educators, and Others)	Sex: Diversity Score (1-5) for Strongly Disagree to Strongly Agree	Race/Ethnicity: Diversity Score (1-5) for Strongly Disagree to Strongly Agree	Age/Stage: Diversity Score (1-5) for Strongly Disagree to Strongly Agree	Student: Diversity Score (1-5) for Strongly Disagree to Strongly Agree	Zipcode: Diversity Score (1-5) for Strongly Disagree to Strongly Agree	Notes of Total Reach (Students, Parents, Educators, and Others)
A	3	1	5	5	10	10	15	7	4	108	5	5	5	5	4	Student 40+
B	1	4	3	6	15	20	0	5	3	57	4	4	3	3	3	
C	2	3	6	1	10	5	5	4	3	40	5	4	3	4	4	Student 40+
D	3	0	5	0	5	5	25	7	3	29	4	4	4	4	4	
E	3	1	5	4	5	5	5	7	3	48	5	5	5	5	5	
F	3	1	8	5	5	5	26	7	3	0	5	5	4	4	5	
G	5	0	15	0	10	5	0	7	4	138	5	4	4	4	4	Parents 40+, other 40+
H	3	0	1	6	5	5	0	7	0	117	4	4	4	4	4	
I	3	5	7	1	10	5	26	8	4	49	3	3	3	3	3	other 40+
J	5	6	0	3	5	10	26	11	3	107	4	4	4	4	4	Student 40+
K	5	2	1	5	15	5	0	5	4	80	5	5	3	3	3	School staff 40+, other 40+
L	3	4	4	1	15	15	15	8	4	160	5	5	4	5	5	Student 40+, Parents 40+, School staff 40+, other 40+
M	3	1	3	3	15	5	26	10	4	160	4	3	3	4	4	Student 40+, Parents 40+, School staff 40+, other 40+
N	4	0	2	3	15	26	26	9	3	0	0	0	0	0	0	
O	2	1	4	0	15	10	20	8	3	109	5	5	2	5	2	Student 40+, Parents 40+
	Average	Average	Average	Average	% of overall largest category	% of overall largest category	% of overall largest category	Total	Total	Total	Sex: Average	Race/Ethnicity: Average	Age/Stage: Average	Student Type: Average	Zipcode: Average	

APPENDIX B

LEAC PROGRESS SNAPSHOTS (November 2022)

UNC | SCHOOL OF GOVERNMENT | ncIMPACT Initiative

myFUTURENC
2 million by 2030

Until 2030, LEACs will be using a data visualization tool to actively track progress in 4 key areas:

IMPACT

TEAMING CAPACITY

PRODUCTIVITY

REACH AND EQUITY

LEAC A

SCHOOL OF GOVERNMENT
ncIMPACT Initiative

myFUTURENC
2 million by 2030

IMPACT

Targeted Impact

Post-Secondary College
1st ★

Post-Secondary Certification
2nd ★

Secondary/High School: Grades 9-12
3rd ★

Priority

Status of Planned Activities

Low-Performing Schools
FAFSA Completion
College & Career Ready in Math
College and Career Ready in Reading
Career and College Promise Enrollment
AP Participation
School Counselors
Opportunity/Disconnected Youth
Chronic Absenteeism
High School Graduation
Transition to Postsecondary
First Year Persistence
Postsecondary Complete
Adult Learners

Stage   0   1   2   3   4

0:No Connection
1:Connection Made
2:Collaboration Initiated
3:Collaboration Progressing
4:Collaboration Successfully Completed

UNC SCHOOL OF GOVERNMENT ncIMPACT   myFUTURENC 2 million by 2030

4

PRODUCTIVITY

Number of Products/Deliverables to be Completed
1-3

If applicable, please provide date and description of each product shared externally outside of the team
November 29, 2022 is Giving Tuesday-- which is set aside for last-minute (end of year giving) to your favorite charities. This year, STEP will be making an appeal on behalf of the LEAC to its Donors, Business Partners, etc. for donations to support additional resources and incentives designed to increase FASFA completion rates in North and Edgecombe counties.

Equity Response Plan
To approach our work by being very intentional in our communications and our reach across the twin counties; for example: building trust by including trusted leaders, etc.

REACH

Number of Individuals Reached With Products

Our Audience Reach Is Diverse In

If applicable, please describe "School Staff" or "Other" audiences reached

text answer

If audience is greater than 40 individuals, please specify audience type(s) and number.

If applicable, please describe the student classsifications

LEAC B

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ncIMPACT Initiative

myFUTURENC
2 million by 2030

APPENDIX B8

8

IMPACT

Targeted Impact

Priority

Post-Secondary College
1st ★

Post-Secondary Certification
2nd ★

Secondary/High School: Grades 9-12
3rd ★

Status of Planned Activities

Low-Performing Schools
FAFSA Completion
College & Career Ready in Math
College and Career Ready in Reading
Career and College Promise Enrollment
AP Participation
School Counselors
Opportunity/Disconnected Youth
Chronic Absenteeism
High School Graduation
Transition to Postsecondary
First Year Persistence
Postsecondary Complete
Adult Learners

Stage 0   1   2   3   4

0:No Connection
1:Connection Made
2:Collaboration Initiated
3:Collaboration Progressing
4:Collaboration Successfully Completed

UNC | SCHOOL OF GOVERNMENT ncIMPACT   myFUTURENC 2 million by 2030

9

PRODUCTIVITY

Number of Products/Deliverables to be Completed
4+

If applicable, please provide date and description of each product shared externally outside of the team
August 2021 - Team Recruitment
Feb 2022 - Pathfinder Project
August 2022 - Data Workforce Group established
August 2022 - Joined Carolina Across 100 - Opportunity Youth Initiative
November 2022 - Career Exploration Day for high school students

Equity Response Plan
Intentional outreach - focus on low income, justice involved, and mental health needs
Transportation solutions

UNC SCHOOL OF GOVERNMENT ncIMPACT   myFUTURENC 2 million by 2030

REACH

Number of Individuals Reached With Products
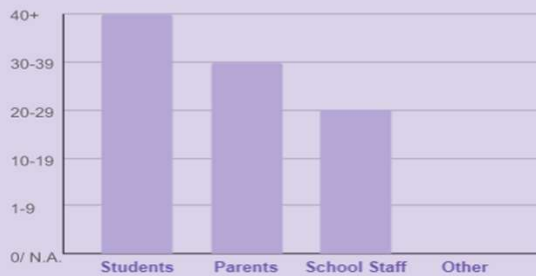
Our Audience Reach Is Diverse In

If applicable, please describe "School Staff" or "Other" audiences reached

School staff - counselors, teachers, GEAR UP coordinators, graduation coaches, community
college coaches and community college staff
If audience is greater than 40 individuals, please specify audience type(s) and number.

Students - 425 reached since August 2021

If applicable, please describe the student classsifications

11
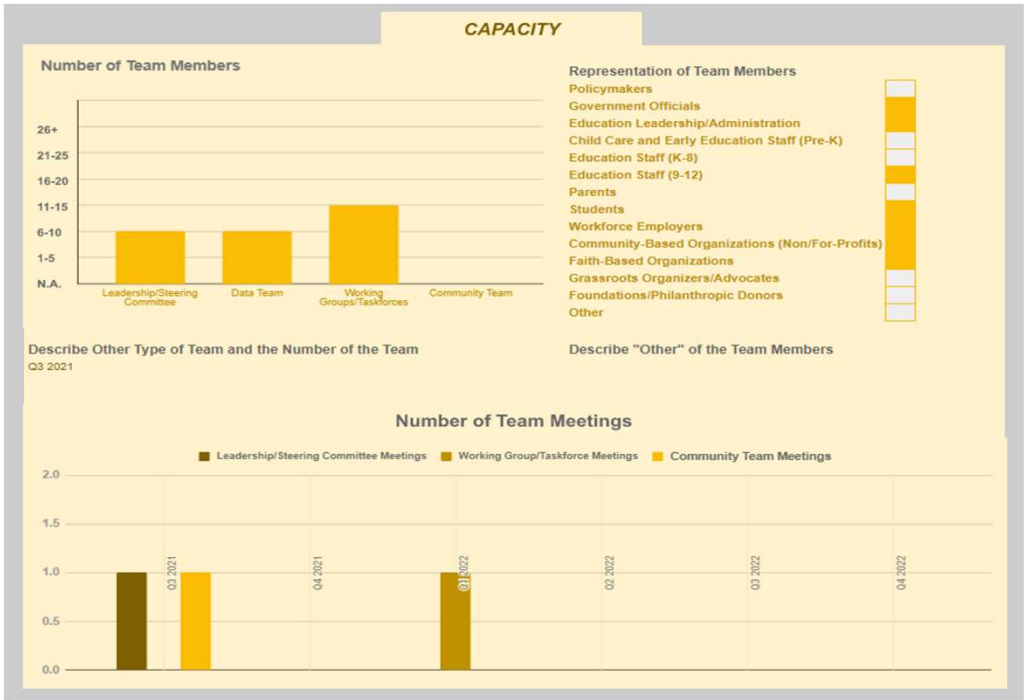
LEAC C

UNC | SCHOOL OF GOVERNMENT
ncIMPACT Initiative

myFUTURENC
2 million by 2030

IMPACT

Targeted Impact

Secondary/High School: Grades 9-12
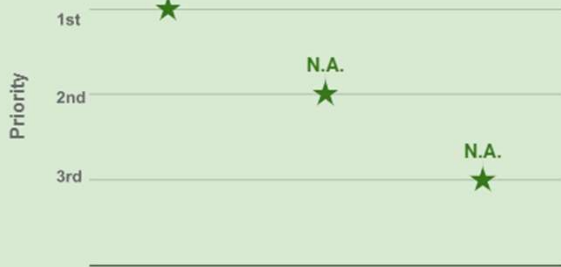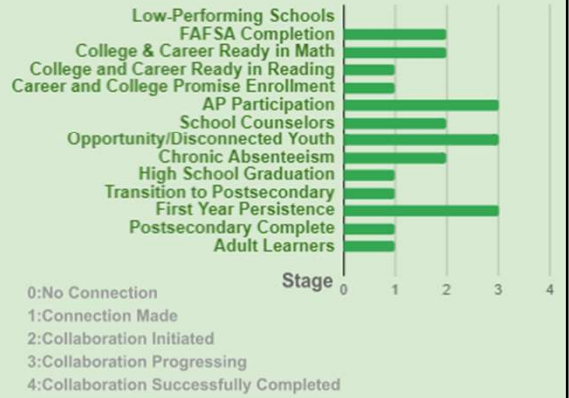
Priority

1st ★

2nd N.A. ★

3rd N.A. ★

Status of Planned Activities

Low-Performing Schools
FAFSA Completion
College & Career Ready in Math
College and Career Ready in Reading
Career and College Promise Enrollment
AP Participation
School Counselors
Opportunity/Disconnected Youth
Chronic Absenteeism
High School Graduation
Transition to Postsecondary
First Year Persistence
Postsecondary Complete
Adult Learners

Stage   0   1   2   3   4

0:No Connection
1:Connection Made
2:Collaboration Initiated
3:Collaboration Progressing
4:Collaboration Successfully Completed

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14

PRODUCTIVITY

Number of Products/Deliverables to be Completed
1-3

If applicable, please provide date and description of each product shared externally outside of the team
1) 2nd co-hort planned and scheduled of ACA 122- Lee County Schools
2) Youthbuild directed hired and pilot in Lee County

Equity Response Plan
Using data points to identify middle school students interested in various career pathways.

REACH

Number of Individuals Reached With Products
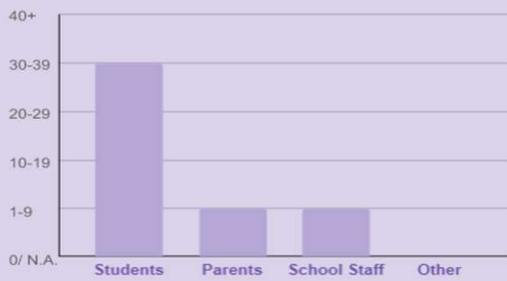
Our Audience Reach Is Diverse In

If applicable, please describe "School Staff" or "Other" audiences reached

text answer

If audience is greater than 40 individuals, please specify audience type(s) and number.

If applicable, please describe the student classsifications

Mostly 10th, 11th and 12th grade students

LEAC D

SCHOOL OF GOVERNMENT
ncIMPACT Initiative

myFUTURENC
2 million by 2030

IMPACT

Targeted Impact

Post-Secondary Certification
1st ⭐

Secondary/High School: Grades 9-12
2nd ⭐

N.A.
3rd ⭐

Priority

Status of Planned Activities

Low-Performing Schools
FAFSA Completion
College & Career Ready in Math
College and Career Ready in Reading
Career and College Promise Enrollment
AP Participation
School Counselors
Opportunity/Disconnected Youth
Chronic Absenteeism
High School Graduation
Transition to Postsecondary
First Year Persistence
Postsecondary Complete
Adult Learners

Stage 0 1 2 3 4

0:No Connection
1:Connection Made
2:Collaboration Initiated
3:Collaboration Progressing
4:Collaboration Successfully Completed

UNC SCHOOL OF GOVERNMENT ncIMPACT myFUTURENC 2 million by 2030

19

PRODUCTIVITY

Number of Products/Deliverables to be Completed
1-3

If applicable, please provide date and description of each product shared externally outside of the team

Equity Response Plan
The targeted demographic is geared towards eliminating some disparities in Durham thus all of Durham isn't represented just the targeted youth (black and brown). Outside of that the low barrier to entry has allowed a variety of youth from different areas of Durham and with different barriers.
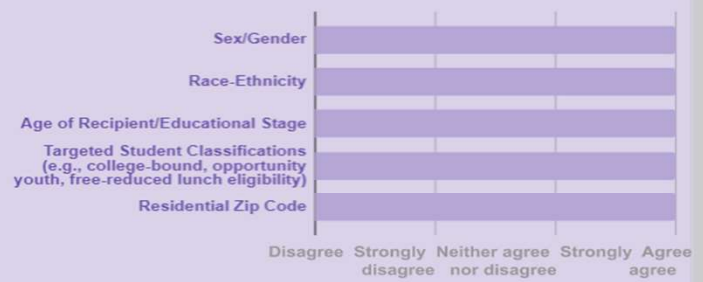
REACH

Number of Individuals Reached With Products
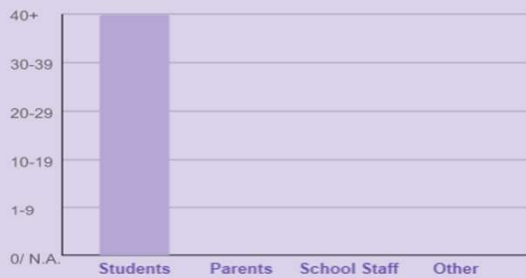
Our Audience Reach Is Diverse In
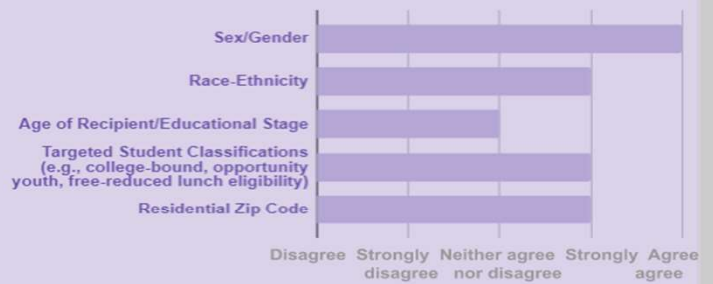
If applicable, please describe "School Staff" or "Other" audiences reached

text answer

If audience is greater than 40 individuals, please specify audience type(s) and number.

Opportunity youth ages 18-25 must be residents of Durham
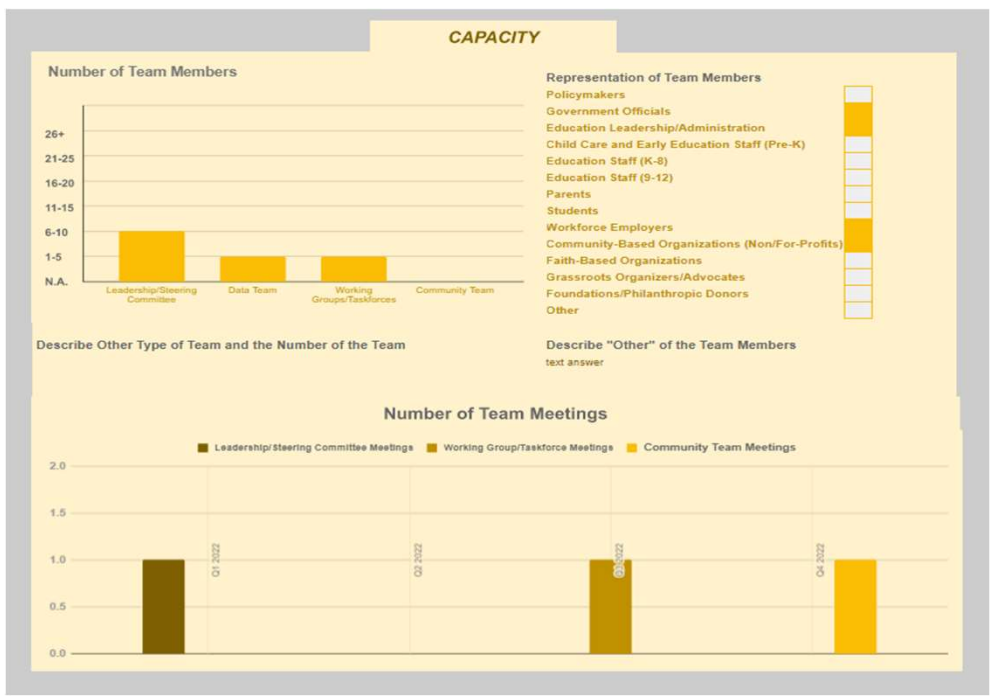
If applicable, please describe the student classsifications

21

LEAC E

UNC SCHOOL OF GOVERNMENT
ncIMPACT Initiative

myFUTURE NC
2 million by 2030

IMPACT

Targeted Impact

Priority

Post-Secondary College
1st

Post-Secondary Certification
2nd

Secondary/High School: Grades 9-12
3rd

Status of Planned Activities

Low-Performing Schools
FAFSA Completion
College & Career Ready in Math
College and Career Ready in Reading
Career and College Promise Enrollment
AP Participation
School Counselors
Opportunity/Disconnected Youth
Chronic Absenteeism
High School Graduation
Transition to Postsecondary
First Year Persistence
Postsecondary Complete
Adult Learners

Stage   0   1   2   3   4

0:No Connection
1:Connection Made
2:Collaboration Initiated
3:Collaboration Progressing
4:Collaboration Successfully Completed

UNC | SCHOOL OF GOVERNMENT ncIMPACT   myFUTURENC 2 million by 2030

24
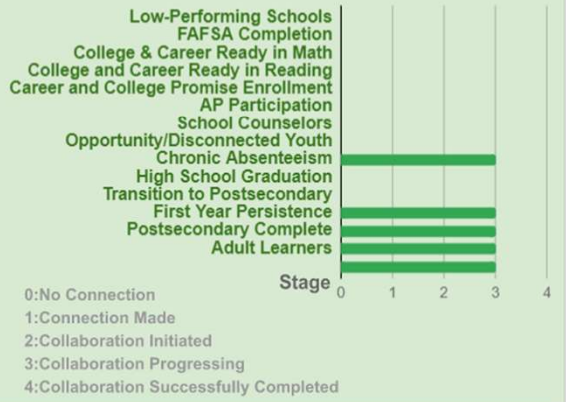
PRODUCTIVITY

Number of Products/Deliverables to be Completed
1-3

If applicable, please provide date and description of each product shared externally outside of the team
Website & Social Media launched in Summer 2022, as part of our focus on Communications and Awareness

Equity Response Plan
Our website is available in English and Spanish. We are in the process of creating flyers to be distributed locally, which will also be in English and Spanish.
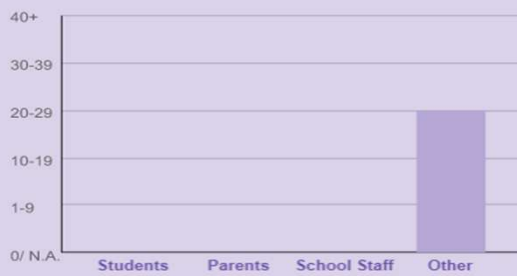
UNC | SCHOOL OF GOVERNMENT ncIMPACT   myFUTURENC 2 million by 2030

CAPACITY

Number of Team Members

Representation of Team Members

Policymakers
Government Officials
Education Leadership/Administration
Child Care and Early Education Staff (Pre-K)
Education Staff (K-8)
Education Staff (9-12)
Parents
Students
Workforce Employers
Community-Based Organizations (Non/For-Profits)
Faith-Based Organizations
Grassroots Organizers/Advocates
Foundations/Philanthropic Donors
Other
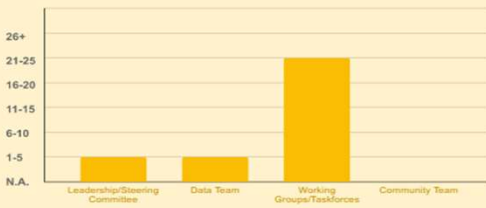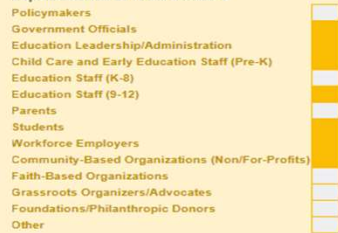
Describe Other Type of Team and the Number of the Team

It only allowed me to choose one Quarter where meetings took place, but most of the meetings took place each quarter

Describe "Other" of the Team Members

text answer

Number of Team Meetings

■ Leadership/Steering Committee Meetings ■ Working Group/Taskforce Meetings ■ Community Team Meetings

LEAC F

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ncIMPACT Initiative

myFUTURENC
2 million by 2030

IMPACT

Targeted Impact

Priority

Post-Secondary College — 1st ★

Post-Secondary Certification — 2nd ★

Secondary/High School: Grades 9-12 — 3rd ★

Status of Planned Activities

Low-Performing Schools
FAFSA Completion
College & Career Ready in Math
College and Career Ready in Reading
Career and College Promise Enrollment
AP Participation
School Counselors
Opportunity/Disconnected Youth
Chronic Absenteeism
High School Graduation
Transition to Postsecondary
First Year Persistence
Postsecondary Complete
Adult Learners

Stage   0 1 2 3 4

0:No Connection
1:Connection Made
2:Collaboration Initiated
3:Collaboration Progressing
4:Collaboration Successfully Completed

UNC SCHOOL OF GOVERNMENT ncIMPACT   myFUTURENC 2 million by 2030

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PRODUCTIVITY

Number of Products/Deliverables to be Completed
1-3

If applicable, please provide date and description of each product shared externally outside of the team

Equity Response Plan
Text here

REACH

Number of Individuals Reached With Products

Our Audience Reach Is Diverse In

If applicable, please describe "School Staff" or "Other" audiences reached
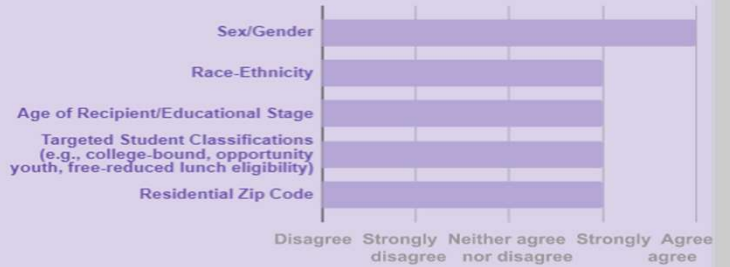
text answer

If audience is greater than 40 individuals, please specify audience type(s) and number.

If applicable, please describe the student classsifications

32

LEAC G

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myFUTURENC
2 million by 2030

IMPACT

Targeted Impact

Priority

- 1st — Post-Secondary College ★
- 2nd — Post-Secondary Certification ★
- 3rd — Secondary/High School: Grades 9-12 ★

Status of Planned Activities

- Low-Performing Schools
- FAFSA Completion
- College & Career Ready in Math
- College and Career Ready in Reading
- Career and College Promise Enrollment
- AP Participation
- School Counselors
- Opportunity/Disconnected Youth
- Chronic Absenteeism
- High School Graduation
- Transition to Postsecondary
- First Year Persistence
- Postsecondary Complete
- Adult Learners

Stage

0   1   2   3   4

0: No Connection
1: Connection Made
2: Collaboration Initiated
3: Collaboration Progressing
4: Collaboration Successfully Completed

UNC | SCHOOL OF GOVERNMENT ncIMPACT   myFUTURENC 2 million by 2030

34

PRODUCTIVITY

Number of Products/Deliverables to be Completed
4+

If applicable, please provide date and description of each product shared externally outside of the team
Resource Guides on website for each group of stakeholders including educators, parents, students, and employers.

Equity Response Plan
Currently working with our two community colleges to create shor videos to engage underserved populations in order to increase participation in CCP pathways.

REACH

Number of Individuals Reached With Products

Our Audience Reach Is Diverse In
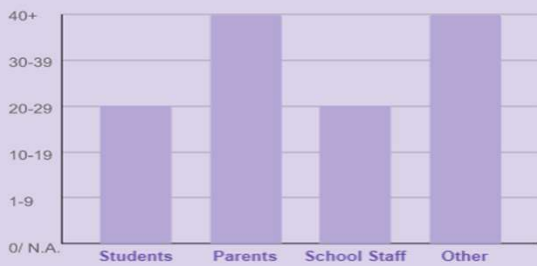
If applicable, please describe "School Staff" or "Other" audiences reached

text answer

If audience is greater than 40 individuals, please specify audience type(s) and number.

Participated on a panel discussion on the Asheville View (Web-based talk show) about the work
of the P20 Council, funding for college, and working with

If applicable, please describe the student classsifications

text answer
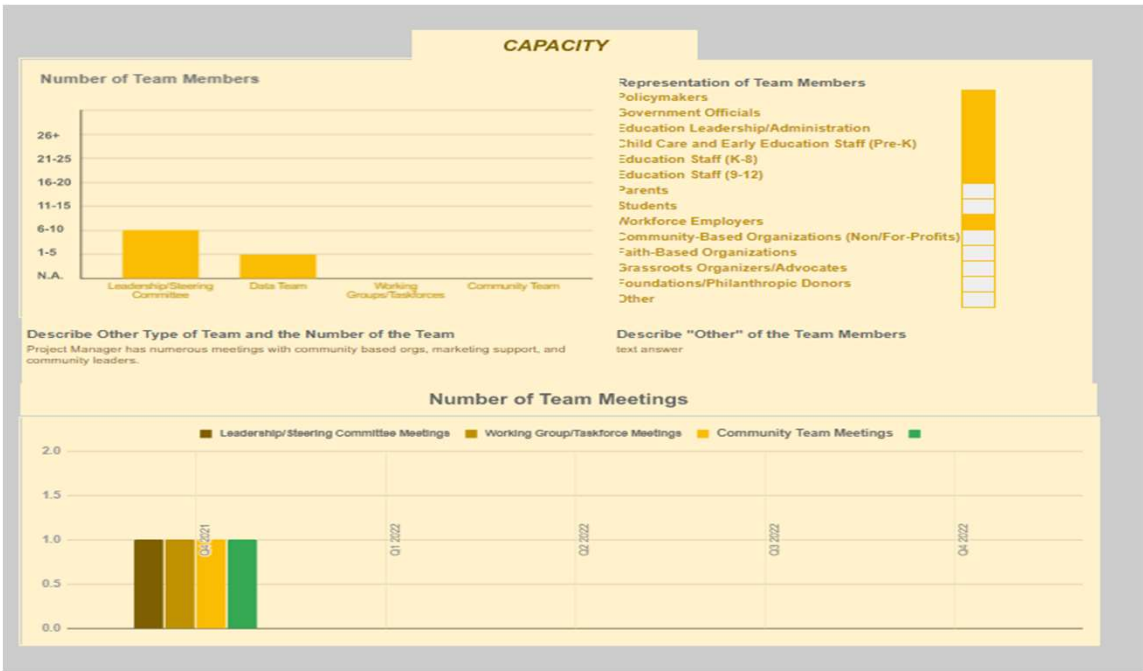
37

LEAC H

SCHOOL OF GOVERNMENT
ncIMPACT Initiative

APPENDIX B38

38

IMPACT

Targeted Impact

Priority

Post-Secondary College
1st ★

Post-Secondary Certification
2nd ★

Secondary/High School: Grades 9-12
3rd ★

Status of Planned Activities

Low-Performing Schools
FAFSA Completion
College & Career Ready in Math
College and Career Ready in Reading
Career and College Promise Enrollment
AP Participation
School Counselors
Opportunity/Disconnected Youth
Chronic Absenteeism
High School Graduation
Transition to Postsecondary
First Year Persistence
Postsecondary Complete
Adult Learners

Stage 0 1 2 3 4

0:No Connection
1:Connection Made
2:Collaboration Initiated
3:Collaboration Progressing
4:Collaboration Successfully Completed
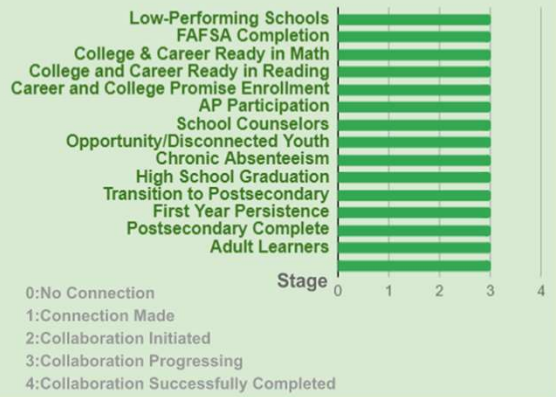
PRODUCTIVITY

Number of Products/Deliverables to be Completed

0

If applicable, please provide date and description of each product shared externally outside of the team

FAFSA night is coming up, and the number of completions is up. Students are earning numerous certifications this semester. Career Interest surveys are starting at the middle schools.

Equity Response Plan

Text here

CAPACITY

Number of Team Members

26+	
21-25	
16-20	
11-15	
6-10	
1-5	
N.A.	Leadership/Steering Committee — Data Team — Working Groups/Taskforces — Community Team

Representation of Team Members
Policymakers
Government Officials
Education Leadership/Administration
Child Care and Early Education Staff (Pre-K)
Education Staff (K-8)
Education Staff (9-12)
Parents
Students
Workforce Employers
Community-Based Organizations (Non/For-Profits)
Faith-Based Organizations
Grassroots Organizers/Advocates
Foundations/Philanthropic Donors
Other

Describe Other Type of Team and the Number of the Team

Describe "Other" of the Team Members
text answer

Number of Team Meetings

Leadership/Steering Committee Meetings ■ Working Group/Taskforce Meetings ■ Community Team Meetings

2.0	
1.5	
1.0	03 2022 / 04 2022
0.5	
0.0	

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42

LEAC I

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ncIMPACT Initiative

myFUTURENC
2 million by 2030
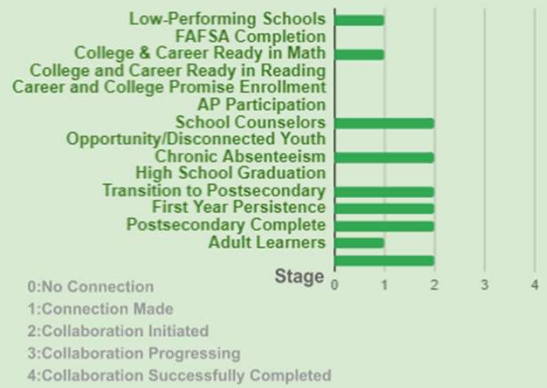
IMPACT

Targeted Impact

Priority

1st — ⭐ Post-Secondary College

2nd — ⭐ Post-Secondary Certification

3rd — ⭐ Secondary/High School: Grades 9-12

Status of Planned Activities

Low-Performing Schools
FAFSA Completion
College & Career Ready in Math
College and Career Ready in Reading
Career and College Promise Enrollment
AP Participation
School Counselors
Opportunity/Disconnected Youth
Chronic Absenteeism
High School Graduation
Transition to Postsecondary
First Year Persistence
Postsecondary Complete
Adult Learners

Stage — 1 2 3 4

0:No Connection
1:Connection Made
2:Collaboration Initiated
3:Collaboration Progressing
4:Collaboration Successfully Completed

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PRODUCTIVITY

Number of Products/Deliverables to be Completed
4+

If applicable, please provide date and description of each product shared externally outside of the team
Branding
One Pager
LEAC Report
Webpage
Community Meeting

Equity Response Plan
Within our action items, we have a an acknowledgement regarding the EAN and historically excluded pops. As we develop and refine our strategies, we will refine this expectation and document in any charter agreements.
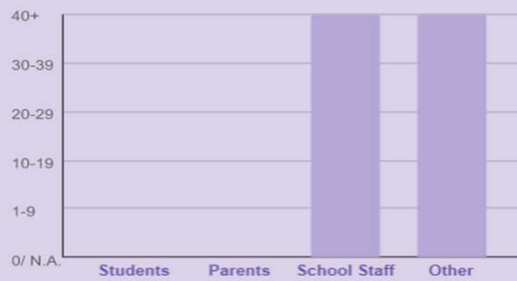
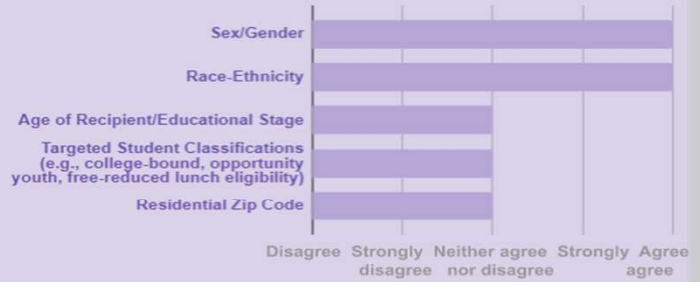UNC SCHOOL OF GOVERNMENT ncIMPACT   myFUTURENC 2 million by 2030

45

REACH

Number of Individuals Reached With Products
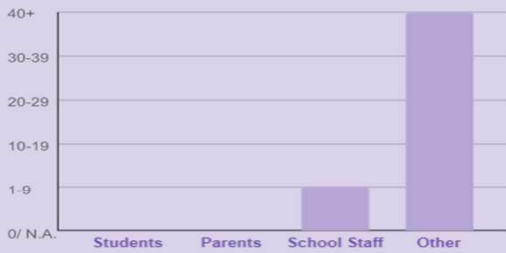
Our Audience Reach Is Diverse In

If applicable, please describe "School Staff" or "Other" audiences reached

School Staff
CTE leadership
High school and district admin
If audience is greater than 40 individuals, please specify audience type(s) and number.

113 individuals representing the OFCF community

If applicable, please describe the student classsifications

We do not collect this data among the OFCF community.
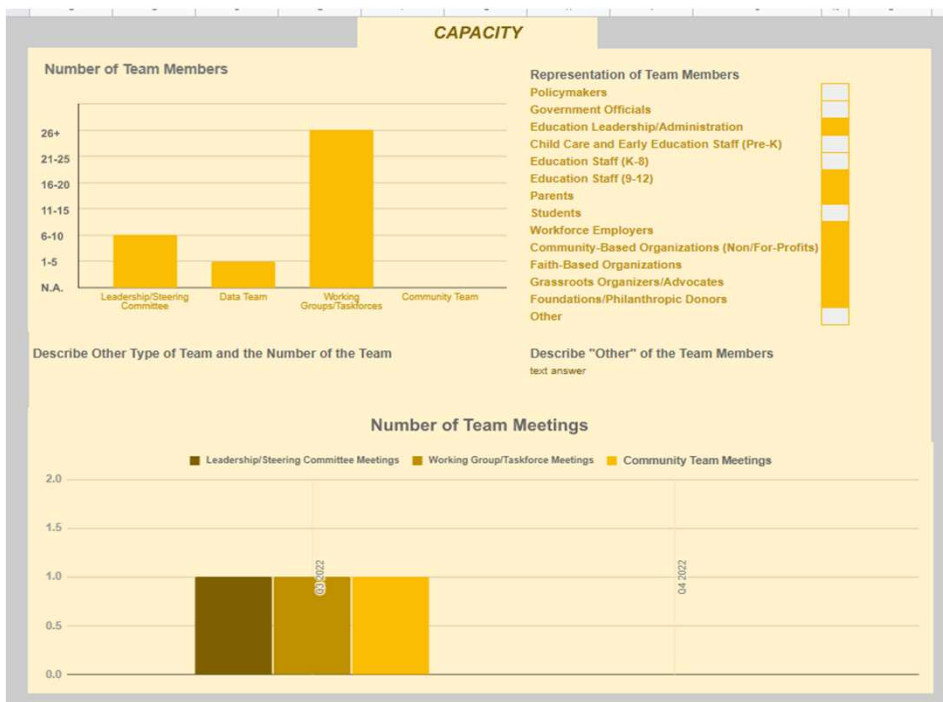
47

LEAC J

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2 million by 2030

IMPACT

Targeted Impact

Priority

1st — Post-Secondary College ★

2nd — Post-Secondary Certification ★

3rd — Secondary/High School: Grades 9-12 ★

Status of Planned Activities

	Stage
Low-Performing Schools	1
FAFSA Completion	
College & Career Ready in Math	1
College and Career Ready in Reading	
Career and College Promise Enrollment	
AP Participation	
School Counselors	2
Opportunity/Disconnected Youth	
Chronic Absenteeism	2
High School Graduation	
Transition to Postsecondary	2
First Year Persistence	2
Postsecondary Complete	2
Adult Learners	1

0:No Connection
1:Connection Made
2:Collaboration Initiated
3:Collaboration Progressing
4:Collaboration Successfully Completed

PRODUCTIVITY

Number of Products/Deliverables to be Completed

4+

If applicable, please provide date and description of each product shared externally outside of the team

County Specific Presentations, Website Link, Branding with Logo and email signature , CTE
Survey and results,

Equity Response Plan

There are plans to reach out for engagement opportunities in areas not traditionally reached
through normal channels. Once each County Level Team is established, and the updated
attainment profile is available the equity response in each county will begin.

REACH

Number of Individuals Reached With Products

Our Audience Reach Is Diverse In

If applicable, please describe "School Staff" or "Other" audiences reached

CTE Directors, Counselors, Education Partners,

If audience is greater than 40 individuals, please specify audience type(s) and number.

Rotary, Chamber of Commerce, Board of Ed, all

If applicable, please describe the student classsifications

51

52

LEAC K

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IMPACT

Targeted Impact

Post-Secondary College
1st ★

Post-Secondary Certification
2nd ★

Secondary/High School: Grades 9-12
3rd ★

Priority

Status of Planned Activities

Low-Performing Schools
FAFSA Completion
College & Career Ready in Math
College and Career Ready in Reading
Career and College Promise Enrollment
AP Participation
School Counselors
Opportunity/Disconnected Youth
Chronic Absenteeism
High School Graduation
Transition to Postsecondary
First Year Persistence
Postsecondary Complete
Adult Learners

Stage   0   1   2   3   4

0:No Connection
1:Connection Made
2:Collaboration Initiated
3:Collaboration Progressing
4:Collaboration Successfully Completed

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PRODUCTIVITY

Number of Products/Deliverables to be Completed

4+
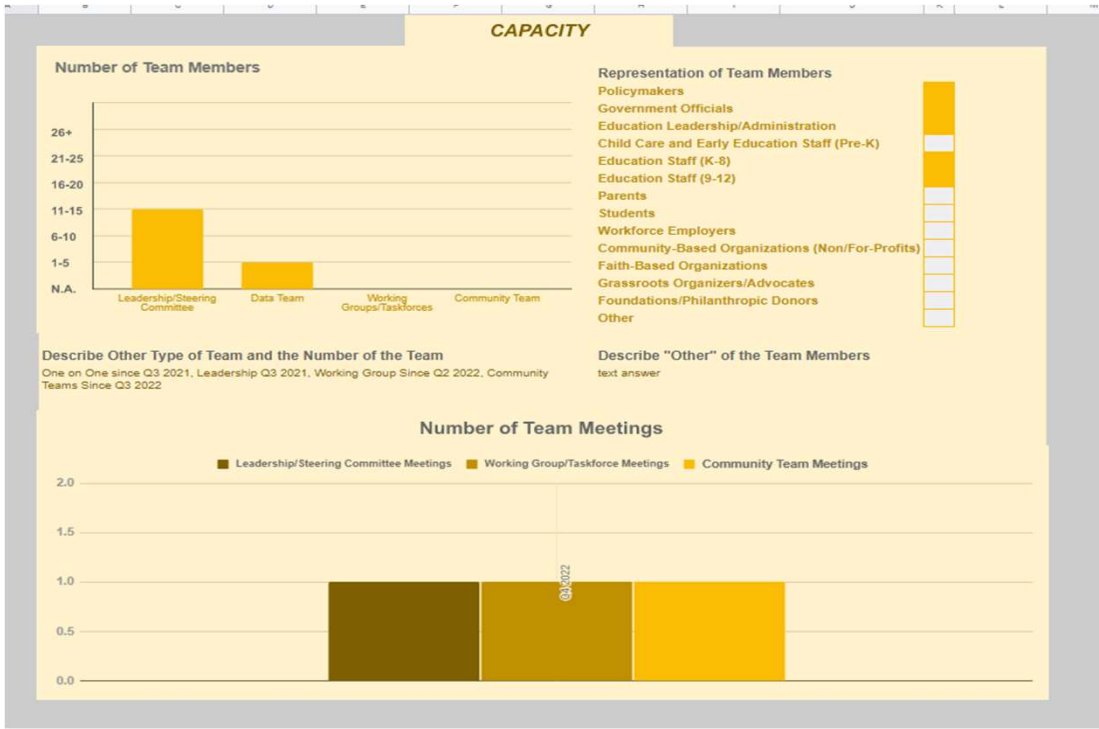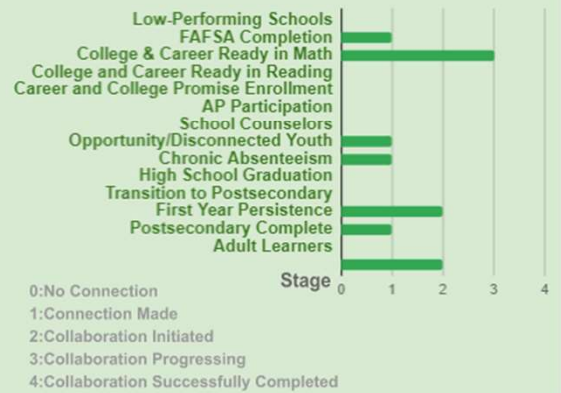
If applicable, please provide date and description of each product shared externally outside of the team

October 14, 2022- FAFSA completion event
October 18, 2022- College Information session
Calendar for FAFSA events in Mecklenburg County
Plan for FAFSA training for student support (non profit agencies, faith based organizations, and other student support services)- December 2022

Equity Response Plan

Be data driven: measure success of specific demographics by developing baselines, setting goals, and measuring progress. Data will be used for accountability. Based upon findings it will be the role of the collaborative to recalibrate our efforts to ensure equitable results. QCC will be intentional in our outreach and developing opportunities that eliminate barriers that underserved populations may encounter.

REACH

Number of Individuals Reached With Products
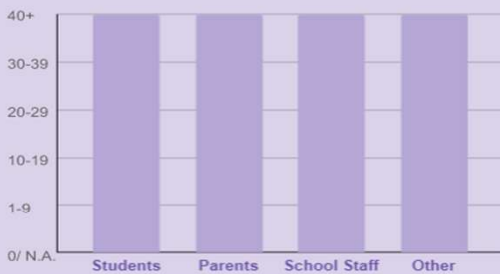
Our Audience Reach Is Diverse In

If applicable, please describe "School Staff" or "Other" audiences reached

FAFSA training (other) will be made available to a select group of staff that support students across multiple organizations

If audience is greater than 40 individuals, please specify audience type(s) and number.

College information session was attended by over 100 students

Coordinated calendar will be made available to all

If applicable, please describe the student classsifications

LEAC L

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APPENDIX B58

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IMPACT

Targeted Impact

Priority

Post-Secondary College
1st

Post-Secondary Certification
2nd

Secondary/High School: Grades 9-12
3rd

Status of Planned Activities

Low-Performing Schools
FAFSA Completion
College & Career Ready in Math
College and Career Ready in Reading
Career and College Promise Enrollment
AP Participation
School Counselors
Opportunity/Disconnected Youth
Chronic Absenteeism
High School Graduation
Transition to Postsecondary
First Year Persistence
Postsecondary Complete
Adult Learners

Stage

0:No Connection
1:Connection Made
2:Collaboration Initiated
3:Collaboration Progressing
4:Collaboration Successfully Completed
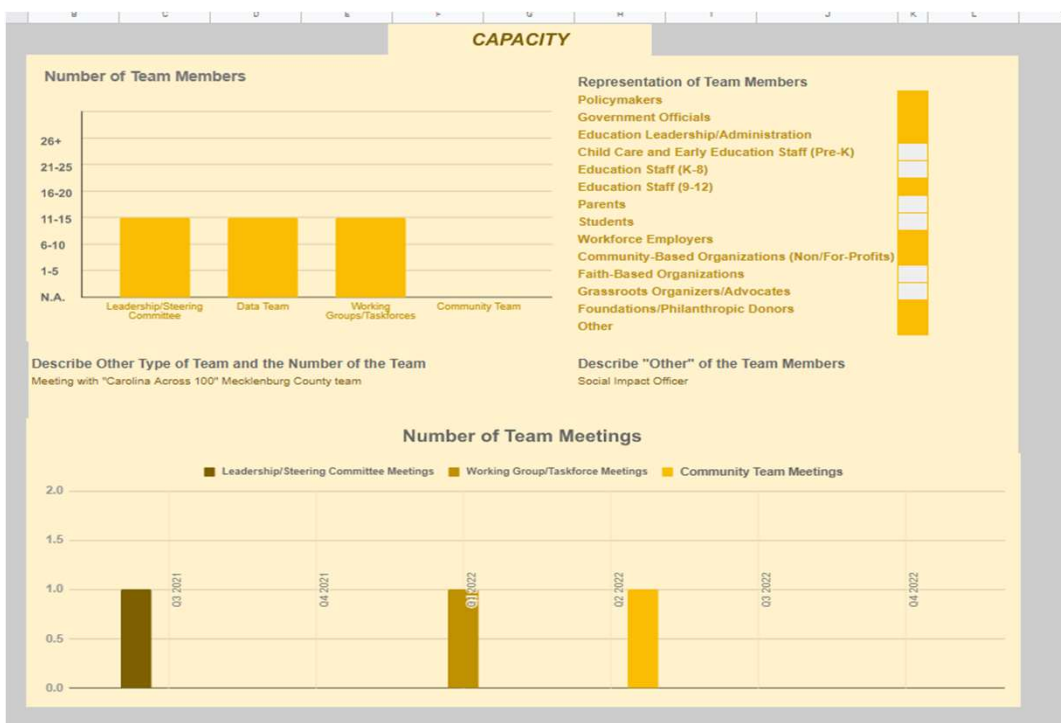
UNC SCHOOL OF GOVERNMENT ncIMPACT   myFUTURENC 2 million by 2030
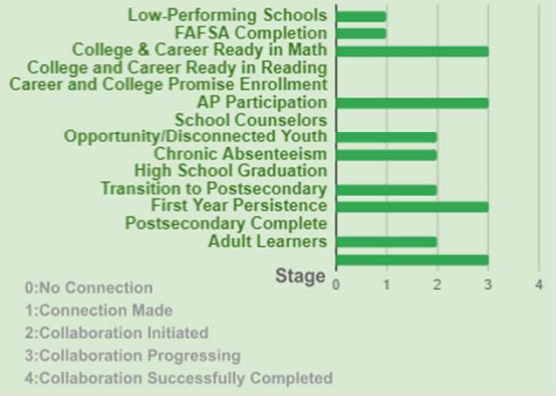
PRODUCTIVITY

Number of Products/Deliverables to be Completed
4+

If applicable, please provide date and description of each product shared externally outside of the team
Four videos highlighting graduates (both associates and certificates) of Community College; two videos highlighting Community College courses for certification; Sampson Connect Overview handout

Equity Response Plan
Our county is very involved in the Go Global initiative. We recognize this is the largest growing group in our county - currently at over 25%. If we can be more successful in reaching them, we will reach our goals. We are fortunate to have the Simple Gifts grants available for our students and teachers to help them go places they would not otherwise be able to experience.

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REACH

Number of Individuals Reached With Products
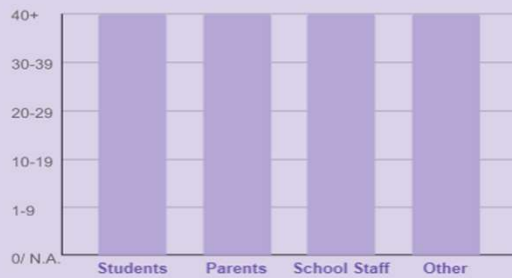
Our Audience Reach Is Diverse In
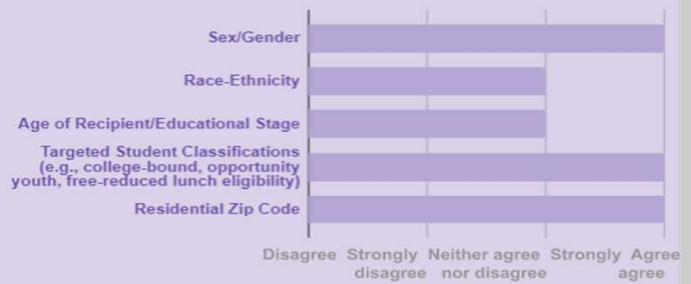
If applicable, please describe "School Staff" or "Other" audiences reached

Please see above.

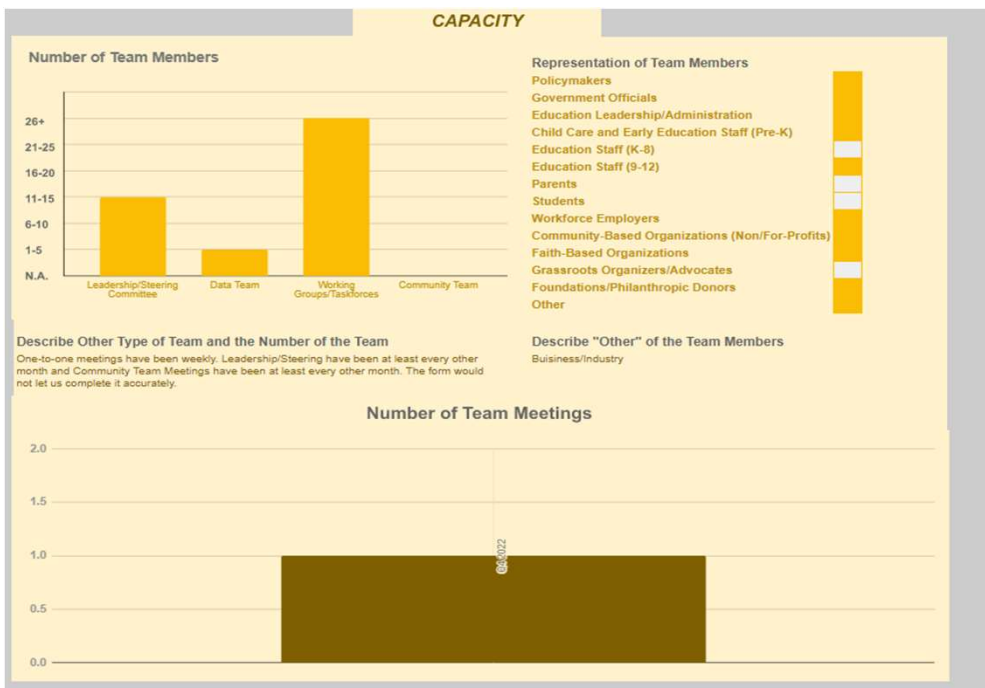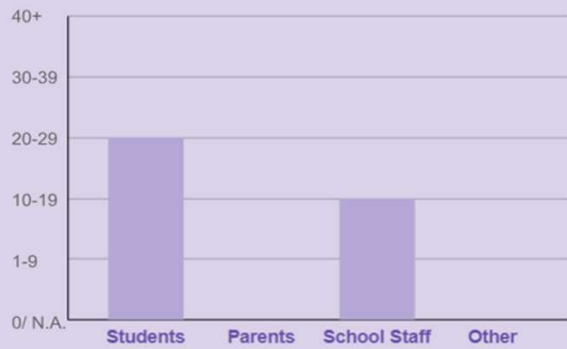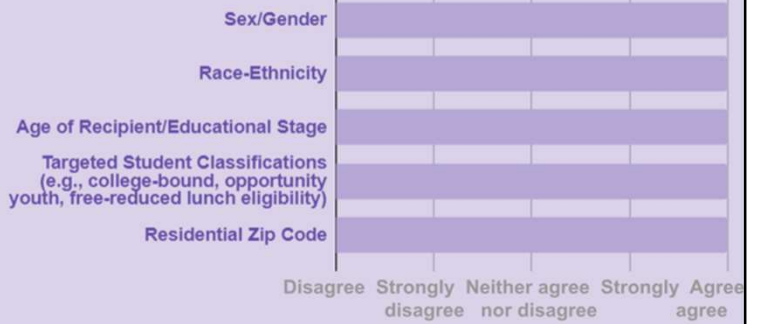**If audience is greater than 40 individuals, please specify audience type(s) and number.**

In the future, we plan for the videos to be available on social media, and used in the school systems, industry, etc.; at the Pizza FAFSA event, over 40

If applicable, please describe the student classsifications

LEAC M

APPENDIX B63

63

IMPACT

Targeted Impact

Priority

1st — Post-Secondary College ★

2nd — Post-Secondary Certification ★

3rd — Secondary/High School: Grades 9-12 ★

Status of Planned Activities

Low-Performing Schools
FAFSA Completion
College & Career Ready in Math
College and Career Ready in Reading
Career and College Promise Enrollment
AP Participation
School Counselors
Opportunity/Disconnected Youth
Chronic Absenteeism
High School Graduation
Transition to Postsecondary
First Year Persistence
Postsecondary Complete
Adult Learners

Stage: 0 1 2 3 4

0:No Connection
1:Connection Made
2:Collaboration Initiated
3:Collaboration Progressing
4:Collaboration Successfully Completed

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	PRODUCTIVITY	
Number of Products/Deliverables to be Completed		
1-3		

If applicable, please provide date and description of each product shared externally outside of the team

Equity Response Plan

65

REACH

Number of Individuals Reached With Products

Our Audience Reach Is Diverse In

If applicable, please describe "School Staff" or "Other" audiences reached

If applicable, please describe the student classsifications

CAPACITY

Number of Team Members

26+	
21-25	
16-20	
11-15	
6-10	
1-5	
N.A.	

Leadership/Steering Committee   Data Team   Working Groups/Taskforces   Community Team

Representation of Team Members
Policymakers
Government Officials
Education Leadership/Administration
Child Care and Early Education Staff (Pre-K)
Education Staff (K-8)
Education Staff (9-12)
Parents
Students
Workforce Employers
Community-Based Organizations (Non/For-Profits)
Faith-Based Organizations
Grassroots Organizers/Advocates
Foundations/Philanthropic Donors
Other

Describe Other Type of Team and the Number of the Team
Q3 2021

Describe "Other" of the Team Members

Number of Team Meetings

■ Leadership/Steering Committee Meetings   ■ Working Group/Taskforce Meetings   ■ Community Team Meetings

2.0	
1.5	
1.0	
0.5	
0.0	

Q3 2022   Q4 2022

LEAC N

IMPACT

Targeted Impact

Priority

1st — Post-Secondary College ★

2nd — Post-Secondary Certification ★

3rd — Secondary/High School: Grades 9-12 ★

Status of Planned Activities

Low-Performing Schools
FAFSA Completion
College & Career Ready in Math
College and Career Ready in Reading
Career and College Promise Enrollment
AP Participation
School Counselors
Opportunity/Disconnected Youth
Chronic Absenteeism
High School Graduation
Transition to Postsecondary
First Year Persistence
Postsecondary Complete
Adult Learners

Stage 0 1 2 3 4

0:No Connection
1:Connection Made
2:Collaboration Initiated
3:Collaboration Progressing
4:Collaboration Successfully Completed

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69
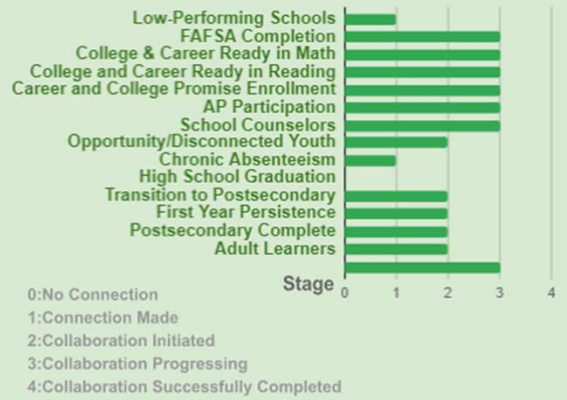
PRODUCTIVITY

Number of Products/Deliverables to be Completed
1-3

If applicable, please provide date and description of each product shared externally outside of the team

Created four workgroups with community and stakeholder representation to implement the action plan. The four groups are as follows:
Adult Literacy, Recruitment and Career and College Readiness, Community Connections, and Labor Market Alignment.
The workgroups have been meeting and making progress toward their goals. Although they just started, the collaboration results have made an impact. Adult Literacy providers were able to

Equity Response Plan

We specifically target zip codes and areas where there are known disparities.

REACH

Number of Individuals Reached With Products
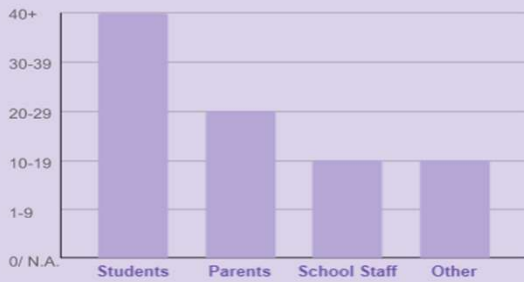
Our Audience Reach Is Diverse In

If applicable, please describe "School Staff" or "Other" audiences reached

Counselors, college recruiters, administrators, and career coaches.

If audience is greater than 40 individuals, please specify audience type(s) and number.

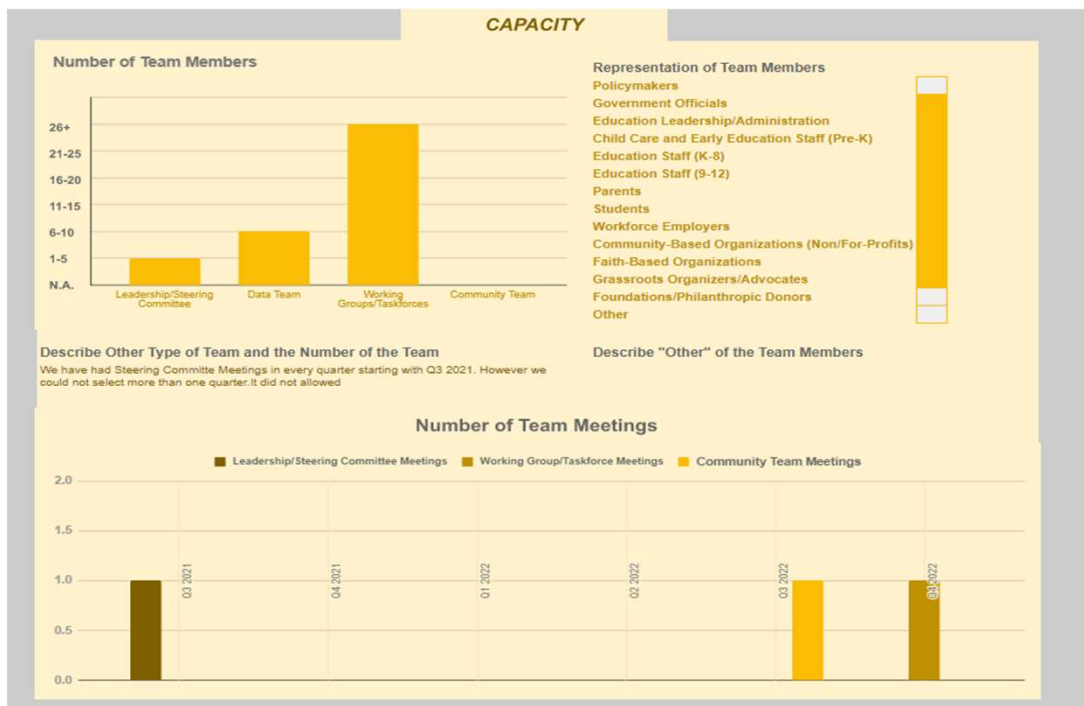College, community college, and 8-12 students.

If applicable, please describe the student classsifications

71

IMPACT

Targeted Impact

Post-Secondary Certification
1st ★

Secondary/High School: Grades 9-12
2nd ★

N.A.
3rd ★

Priority

Status of Planned Activities

- Low-Performing Schools
- FAFSA Completion
- College & Career Ready in Math
- College and Career Ready in Reading
- Career and College Promise Enrollment
- AP Participation
- School Counselors
- Opportunity/Disconnected Youth
- Chronic Absenteeism
- High School Graduation
- Transition to Postsecondary
- First Year Persistence
- Postsecondary Complete
- Adult Learners

Stage 0 1 2 3 4

0:No Connection
1:Connection Made
2:Collaboration Initiated
3:Collaboration Progressing
4:Collaboration Successfully Completed

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74
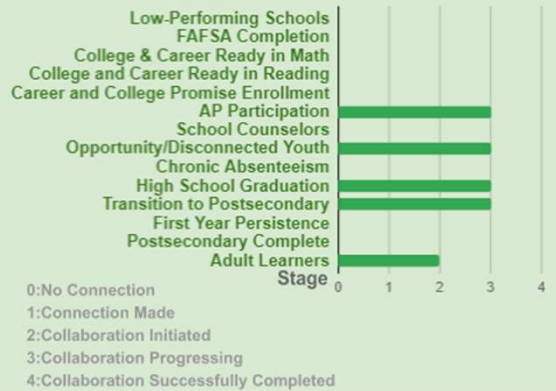
PRODUCTIVITY

Number of Products/Deliverables to be Completed
1-3

If applicable, please provide date and description of each product shared externally outside of the team
FAFSA - How to Pay for College Night + School Follow Ups (Oct 2022)
Opt-In - Programming, recruitment, and planning for next cohort (June 2022)
18-24 year old Opportunity Youth Programming - Concept paper, program outline, budget (Jan 2023)

Equity Response Plan
Making translation available at all programming. Increased outreach to at-risk/underserved youth

UNC | SCHOOL OF GOVERNMENT | ncIMPACT   myFUTURENC
2 million by 2030

REACH

Number of Individuals Reached With Products
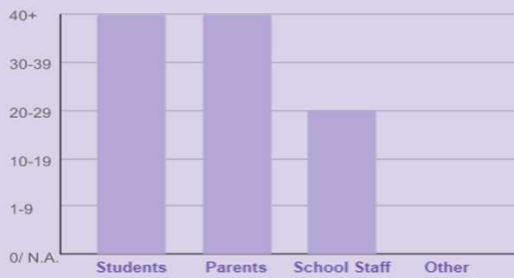
Our Audience Reach Is Diverse In

If applicable, please describe "School Staff" or "Other" audiences reached

If applicable, please describe the student classsifications

College-bound, Opportunity youth, low-income, BIPOC, girls

If audience is greater than 40 individuals, please specify audience type(s) and number.

FAFSA night was 150+, students and parents, along with community members