DA VINCI EXTENSION PLAYBOOK:
CREATING ALTERNATIVE POST-SECONDARY PATHWAYS

DA VINCI SCHOOLS

University of San Diego

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INTRODUCTION

U.S. universities have long been regarded as among the best in the world. For much of the past century, that regard has been well deserved—U.S. colleges and universities were significant contributors to advancing the U.S. economy and supporting the expansion of the middle class. Following World War II, they led the charge in developing advanced technology and preparing professionals for the information age, and they continue to be the primary means through which young people gain access to professional training and well-paying careers.

In recent years, however, there has been growing concern about the ever-escalating cost of college and persistent questions about the value and quality of the education that university students are receiving. While there are certainly outstanding institutions, programs, and experiences within the U.S., there are also many issues. For students of underrepresented populations, in particular, there can be struggles with access and relevancy, leading such students to feel unfulfilled or cut off from the college experience.

In response to these concerns, many schools, universities, nonprofit community-based organizations, and foundations have worked over the last two decades to find innovative solutions. One particular focus has been on increasing access to postsecondary pathways, especially for historically underserved populations. Some examples of these initiatives include early college and dual enrollment programs, career-focused pathway models, and community-based organization partnerships.

One recent example of the alternative pathway initiative is the Da Vinci Extension (DVX) program. Built in 2015 by a group of Los Angeles educators in conjunction with Da Vinci Schools, DVX aims to address the need for alternative postsecondary education. Using a mix of online and in-person classroom formats, students can complete coursework in one of three pathways: with the College for America (CfA) program at Southern New Hampshire University (SNHU), the University of California at Los Angeles (UCLA), or through a mix of both (UCLA-CfA hybrid program).

In 3 years, enrollment of this program has tripled, starting with 35 students in the first year, 70 in the second, and now, in 2018, 100 students from diverse backgrounds.

An evaluation study of DVX showed that students who participated in the program had more growth in their clarity around their future college and career goals, as well as their confidence in achieving them, compared to their peers who attended traditional 2- to 4-year universities. The study also noted that there were several challenges and improvements that the program can make to refine its student supports, program design, and connections to local colleges and universities. Despite these challenges, however, the study clearly demonstrates that there are significant benefits to alternative postsecondary pathways, such as the one provided through DVX.

How to Use This Playbook

This playbook is designed to help educators, policymakers, community leaders, and anyone else who is interested in navigating the process of establishing a new postsecondary alternative pathway program. Based on research and practitioner experience, we have developed an 8-step model that guides you through the crucial factors to consider in planning, starting, and managing your program. Our aim is not to present a step-by-step rulebook, as the process of starting a new endeavor is hardly linear or straightforward; rather, our hope is to convey the nature of building a new educational program, where laying down the groundwork first is essential.

Each chapter will be dedicated to one of these eight steps. We will begin each chapter with a description of the specific step and some questions to consider. Since each program must be designed and implemented with its unique context in mind, these questions are meant to help jump start conversations with you, your team, and other stakeholders so that the specifics of your program

PLAYBOOK ROADMAP

STEP 8:
BUILDING FOR SUSTAINABILITY

STEP 1:
ASSESSING THE NEED

STEP 2:
DEFINING THE AUDIENCE

STEP 3:
CLARIFYING THE GOALS

STEP 4:
BUILDING YOUR MODEL

STEP 5:
ENSURING READINESS

STEP 6:
CORE LOGISTICS

STEP 7:
ASSESSMENT & ACCOUNTABILITY

can emerge. Next, there will be a section that describes how DVX dealt with each step and the lessons learned from their experiences. By documenting and sharing the techniques, strategies, challenges, and experiences of DVX, our intention is to bring the model to life and provide a real-world example of what the process of building a postsecondary alternative pathway program looks and feels like. The inclusion of the DVX program experience is not to convey that their way is the right or only way to build these programs; it is simply to illustrate one path that is being taken so that you can benefit from the experience of an organization that has been, and continues to be, in the midst of this process. At the conclusion of the playbook, a list of relevant resources and research is provided.

Much more work on alternative postsecondary pathways needs to be completed before we can have successful and effective programs that meet students' needs. Our contribution to the innovation, experimentation, and pioneering that is occurring around the globe is this playbook. By providing a road map, real-life examples, and practical tools, we hope to empower others to start designing, launching, and sustaining their own postsecondary program.

CHAPTER 1:

ASSESSING THE NEED

> "It was really working to identify a group of students that were at different universities, whether it be a local community college, and from a few other places, and just sitting down to have a conversation with them."

What are the postsecondary needs of students in your region?

What are the current postsecondary options available to students in your region?

Are these options meeting students' needs?

**If these options are not sufficient, what are the gaps that exist?**

The first step of starting a new program is to be sure there is a need for the program. A need exists when what is actually occurring is below what is expected or necessary. A needs assessment is the process of collecting data to provide a picture of what currently exists in comparison to established standards. Conducting a needs assessment provides your team with a clear idea about what needs exist in your community and which ones are, or are not, being met by existing programs. By conducting a needs assessment, your organization can avoid the unnecessary and inefficient cost of building a program that is redundant, as well as the confusion that can occur when programs are built without clear visions or goals.

To start a needs assessment, spend time thoroughly understanding the challenges and opportunities of postsecondary needs for students in your region. This can be done through conducting research, such as searching for regional research reports or collecting data with surveys, interviews, working groups, or focus groups. Doing a search online or making connections with community organizations can also be a way to gather information on what programs exist in your region already. For instance, you could look at local community colleges to see if they have any postsecondary offerings by making a call or setting up a meeting with staff. You can read the mission and program model of the existing organizations so you can understand what need they are meeting and their way of meeting it.

Keep in mind that even if a program is targeting a need as evidenced in their mission, their approach may not be the only one. A gap, therefore, might exist in terms of a different approach to a particular need. Also, consider what aspects of a population a program is addressing; often, there are very unique dynamics within a particular group, and a specific program may impact only one or a few of these.

No matter what the method, your level of thoroughness will determine how informed you are about your local landscape, which will ultimately serve your program development. You should emerge from this process with a better understanding of what needs are being met and where gaps still remain.
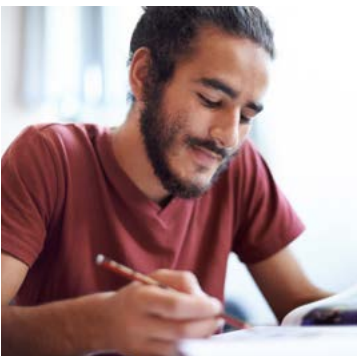
> "It was alarming to see that students weren't persisting or doing well when they got [to college], so trying then to look back and figure out what we can do to support our students so that we can improve that. That was the birth of DVX."

The DVX Experience

When evaluating the need for a postsecondary program, the DVX team looked to their own alumni for information. After interviewing and surveying 25 former Da Vinci School students, the DVX team found that the students were not doing as well in college as expected. They were struggling to adjust to the culture and structure of a traditional 4-year university for two main reasons: first, many of them needed to work, so they struggled to schedule classes; and second, they felt like their classes in college were unrelated to their real lives and did not necessarily prepare them for future success.

As will be discussed in the next section, in reality, DVX had a surprise population of high-performing students that eventually emerged. Looking back, the DVX team reflected on the fact that their interviews with alumni were mainly with students who they predicted would not do well; they did not talk to students who they had predicted would do well. Thus, they were unable to fully identify the population their program would eventually serve.

The DVX team also drew on various data points. They used the national clearinghouse for data on their alumni and looked into national trends for college completion rates, which revealed that students of color and those from low-income backgrounds tend to struggle the most in the typical college setting.

LESSONS LEARNED

Systematically explore the landscape

A deep and accurate understanding of your region will provide you with a solid foundation for identifying what needs exist and set you up for making better decisions in the long run. Consider gathering both quantitative (e.g., surveys, rates) and qualitative (e.g., interviews, stories) data to get rich and multidimensional data.

Search beyond the usual

Think beyond the usual sources and check with all populations and contexts. It may be tempting to skip students who are doing well, for instance, but collecting data from them ensures your assumptions are accurate and may reveal surprising information. Another example is getting the perspective of college students—they can provide valuable insight into what an effective postsecondary program might look like that current high schoolers may not be experienced enough to provide. Keep in mind what assumptions you are making as to what data need to be collected so you avoid having blind spots in your needs assessment.

Resources

Methods for Conducting an Educational Needs Assessment: Guidelines for Cooperative Extension System Professionals:
https://www.cals.uidaho.edu/edcomm/pdf/bul/bul0870.pdf

The Center for Community Health and Development at the University of Kansas's Community Tool Box

- *Assessing Community Needs and Resources:*
  https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources

- *Assessing Community Needs and Resources Toolkit:*
  https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources

CHAPTER 2:
DEFINING THE AUDIENCE

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When we were very first doing this work, we were really targeting students based on our assumptions of who the traditional system wasn't working for. In our mind, if you had traditionally struggled with high school, then this was right for you … We weren't ready for a student who was doing well and then feeling like they should drop out of college.

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What are the possible populations your program can serve?

What will be the target population for your program?

Now that you have identified different needs and populations that exist within the landscape of your community or targeted area, the next step is to home in on the need your program will serve. This can be done by determining the type of student you want to target; these students will make up your program audience. For instance, do you want to target students who are high achievers and lack the resources or skills to feel confident going to a traditional university immediately? Or, perhaps your audience includes students who want to attend college but are lower achievers? Since the type of student will greatly determine what their exact needs are and how to best meet them, being as specific as possible will help you to tailor your program to fit them. It will also aid in the crucial future step of identifying and recruiting students.

Within any given need, there can be several different populations that share and are affected by the same need. Students can differ based on age, academic background, racial or ethnic background, college and career aspirations, geographic locations, and many other characteristics. Your organization can evaluate which of the affected populations to serve by looking at attractiveness. *Attractiveness* can be assessed in two ways: (a) the value that pursuing an audience will bring to your organization, and (b) the possibility that your organization will be successful in developing a program geared toward this audience.

Some audiences, if pursued, may contribute toward the organization's desired outcomes but may be difficult to pursue given the organization's current resources and capacity; others may be reasonable to pursue given the resources and capacity but may be misaligned with the organization's mission. Opportunities that do not match with the goals or resources should not be pursued, while those opportunities that present the best match and balance between the two should be top priorities.

For instance, a college may have developed a very strong program for undergraduate students to support their academic achievement and transition from high school. Now they have the capacity to extend their program to students who are not enrolled yet in the university. Thus, their target audience includes local high school graduates who need support in preparing for the transition to college. This presents a good balance between the college's mission and resources.

> "The biggest hard part is, I think, that people want to hear that you're serving a low-income audience, students of color. We do, and we want to. But I also think for us, we don't want to silo those kids any more than they've already been siloed. So, in a lot of ways, for us, the benefits of having this diverse audience is our kids aren't siloed. They're not just being in a space where it's like, "Here's all the kids that do this. We're going to put you all here in this bucket." It feels like here, it's more like bucketing based on what you really want to do in life, not on what demographic you fall into. But at the heart, [low-income students of color are] still the majority of who we serve."

The DVX Experience

The process of defining the audience has continued throughout the development of DVX. At first, the program was conceptualized as being geared toward low-income students of color who had struggled in high school. This was because of assumptions from experience and data that such students were the most in need of support for the transition to a traditional college or university.

Based on these data points, DVX started their program with a focus on students of color and/or from a low-income family. However, to get enough students into the program at first, DVX essentially accepted all students who applied. In recent years, they noticed that 30-35% of the students in the DVX program are not low-income or of color. Many of these students are middle-class; because they are unable to receive financial aid, they are not financially ready to attend college.

Students who performed well in high school but who were not ready to leave home or go to college yet for other reasons were another surprise audience. Often such students would be pushed to leave for college, only to eventually come back home without finishing their degree and carrying a significant amount of debt. DVX realized that these students were needing support as much as those students who had struggled academically in high school.

Rather than remaining closed off to changing their vision, the team has come to embrace the diversity of their audience. They are continuing to work through how to modify the program in response. Overall, regardless of specific demographics, the students for the DVX program were determined to be those who are not ready for college quite yet, including those who might not know what they want to do for college, who need more support to prepare for the transition (e.g., first-generation students), or who are not financially prepared yet.

LESSONS LEARNED

Note subtle differences in population characteristics and needs
People from a similar background may be very different still in terms of needs, and an overarching need could manifest in various ways. Make sure, therefore, to look beyond the surface level of demographics and general audience descriptions; home in on and be aware of variations and subgroups within your population.

Stay open to re-evaluation
Clarify your audience as much as possible, but stay open to what actually occurs when you begin to implement your program. Avoid falling into the trap of popular assumptions or perceptions about what defines students with your identified needs.

Resources

Tips to identify your target audience:

https://uc.appstate.edu/services/web/audience-identification

CLARIFYING THE GOALS

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I'm a big fan of backwards planning, so it all starts with happy, healthy adults. We all know that that's just really hard to measure in a statistical sense … right now, a marker we know is that college degree. For us, a goal is that AA or a bachelor's degree. But we also now really value certificates and other alternatives that lead to those same goals. If there's a certificate or a career pathway that meets that goal, then it's just as valuable to us as a college degree, because if it makes that student healthy and happy, then it is a valuable goal for us.

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> In terms of long-term success, I'd love to look at their employment rate and whether or not their experience during the DVX Real World Learning Experience had influenced their 4-year trajectory. And that their college completions rates look like their peers.

GUIDING QUESTIONS

What are your mission, objectives, and goals for students in your program?

How will you measure success in reaching these goals?

With the need and program audience in mind, the next step is to pinpoint what outcomes you want to see for students in your program. Essentially, you are crafting your vision of what success is, or what things would look like for your students in a world where the need you identified is met. The purpose of developing an explicit set of program goals is to provide an anchor for planning and implementing the program, as well as measures for progress. Without goals, anything can be considered acceptable, and the lack of any delineated standards makes it difficult to see if the program is actually making the desired impacts.

It is important to note that as the program gets off the ground and continues, it is highly likely that many factors will contribute to changing the goals of the program, such as policy changes, changes to funding sources, and new information or unexpected challenges. Your team should remain open to the idea of re-evaluating and shifting goals if

needed, but beginning with a set of goals keeps the program from drifting.

Determining what the goals of the program should be can be divided into three independent but related ideas: mission, objectives, and goals. A *mission*, or purpose, is what the program hopes to accomplish in the larger picture. What, at its most basic level, are you trying to accomplish with this program? What is your program committed to? Your mission should aim to be specific, feasible, and motivating. *Objectives* and *goals* describe the specific things that your program is currently pursuing and are related to your overall mission statement. An objective states a specific change that will be pursued; the goal simply adds on a specific amount of change and a timeline to that objective. For instance, if the objective is to increase students' GPA, the goal is to increase students' GPA by 5% over the next 5 years.

The DVX Experience

The DVX program developed the following mission statement: "DVX exists to support students in attaining the skills and access they need to live happy, healthy lives in careers they love." Their near-term vision is for students to leave the program with the skills, knowledge, and resources to navigate the path toward their future careers. The long-term vision is for their students to land and succeed in careers that they are passionate and happy about.

The team envisions DVX as a program where "all students will have access to highly innovative, relevant college and career pathways" and where "students will be supported to attain the skills and connections needed to help them thrive in college, career, and life." With college, DVX's mission is to help students gain the degrees they need to move into their desired career. For career, DVX wants to support students as they determine their career goals and gain some skills to succeed professionally. For life, DVX aims to prepare students for the emotional, social,

and personal aspects of their lives. Overall, DVX aims to achieve these goals with as low of a cost as possible to their students.

DVX's objectives are both long and short term. In the long term, they are looking at college acceptance, graduation, and college course pass rate, as well as having their alumni land in jobs with which they are satisfied and graduate from college with levels of debt that are as low as possible. In the short term, they are measuring attendance, program graduate rates, and the development of 21st century skills (e.g., communication, critical thinking and problem solving, and proficiency with technology). They are also aiming to have all students placed in an internship, and they want students to develop social and emotional skills.

They have not developed goals around this yet, in terms of specific changes within a certain timeline.

LESSONS LEARNED

Identify specific mission and goals

Multiple needs could be identified during the needs assessment, but a new educational program cannot address them all at once. Encourage your team to come up with a mission, objectives, and goals that are as specific as possible to avoid becoming a program that tries to do everything. Also, do not stop at your mission—ensure that you have set objectives and complete them with timelines and specific changes to craft your goals
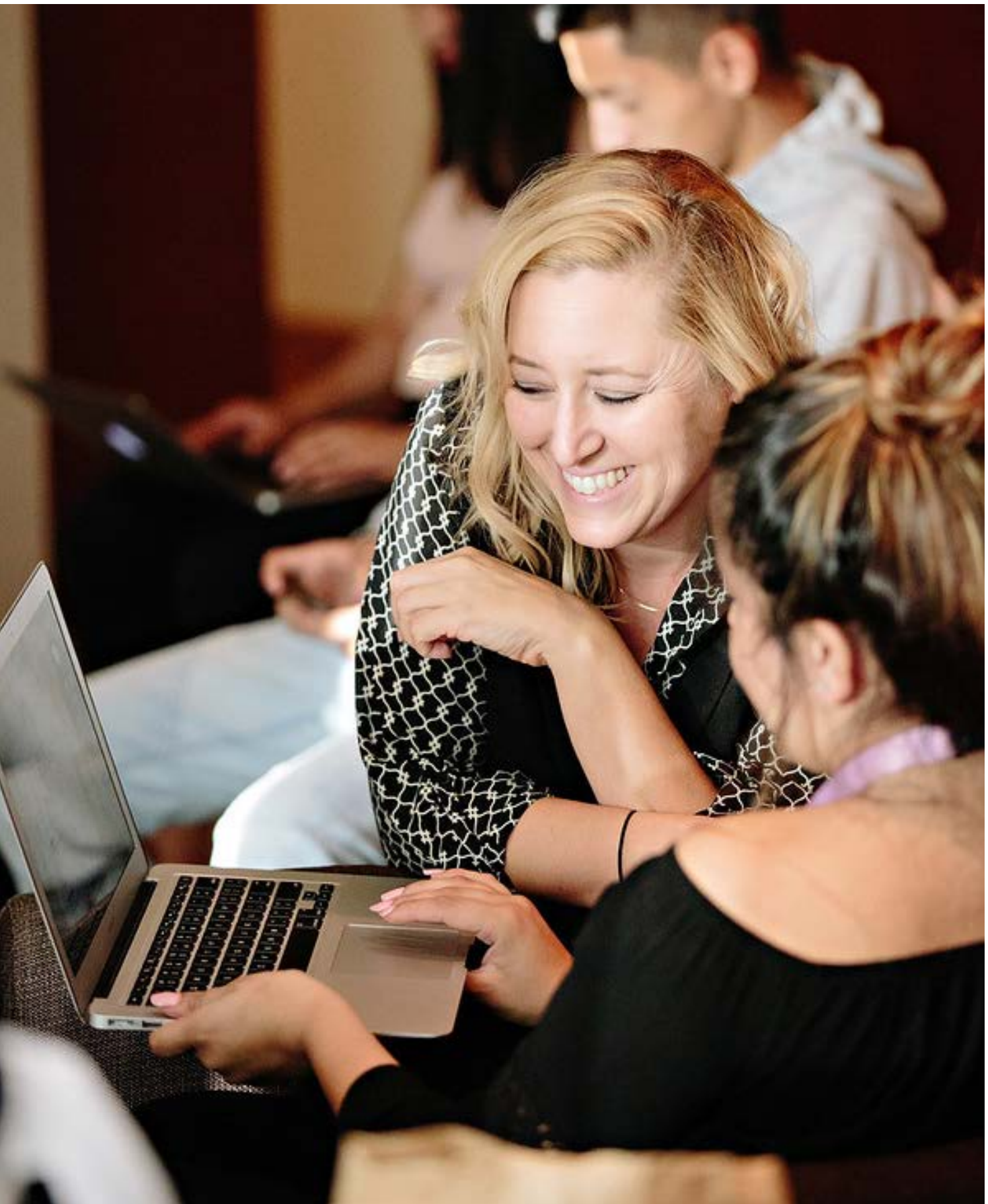
Tie your goals and mission to a long-term vision

Having a big picture can guide you and your team in the complex process of starting a new postsecondary alternative pathway initiative. An encouraging long-term vision will bring people together who share or resonate with this vision and will help you plan backwards.

Resources

The Center for Community Health and Development at the University of Kansas's Community Tool Box

- *Proclaiming Your Dream: Developing Vision and Mission Statements:* https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/vision-mission-statements/main

- *Creating Objectives:* https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/create-objectives/main

- *Community Level Indicators:* https://ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-initiatives/community-level-indicators/main

BUILDING YOUR MODEL

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The problem was [our students] weren't feeling successful in college despite potentially being ready for college or close to ready for college. Rather than just focusing on college though, we really focus on college and career and life because what our students told us was, they didn't feel like those three things were coalescing to get them where they wanted to go.

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What are the key components of your alternative postsecondary pathway program?

How does each component contribute to the program goals?

How can you engage your target audience as active co-creators of your postsecondary program?

What other stakeholders will need to be engaged in designing and supporting the program?

The next part of the process is to build the program model: What will it look like, and how can you design it to align with the identified goals? During this step, you will want to envision, design, and describe your key program components. Akin to drawing a blueprint, this phase is where you can begin to distinguish your program from others. You have the chance to create a unique experience for your future participants. The important point here is to make sure your program components all contribute toward reaching your goals; this leads to a streamlined, focused, and effective program. The end result is a game plan that you can use to build your program.

Inevitably, new challenges, situations, and services will arise as the program gets off the ground. However, the clearer your planning is, the less likely it is that your program will get off-target or become overwhelmed due to a lack of prioritization and clarity.

Alternative postsecondary pathway programs vary in their approaches to serve the targeted students. While there is always room for new approaches, currently, there are three major approaches to creating alternatives for bach-elor's and associate's degrees. *Labor market training* and *credentialing programs* offer certificates toward specific fields, work-based training that offers students professional experience and development—often in conjunction with an industry partner, and skill-based short courses such as boot camps. *Massive open online courses* (MOOCs) and *online microcredentials* are online courses that are often free or low-cost; courses are sometimes packaged to create credentials. *Competency-based education programs* tend to focus on developing skills and let students move at their own pace in accordance with learning outcomes rather than a designated timeline. Students are often guided by a coach or mentor and have the option to gain academic credit. Across all three approaches, there is a question of program length, the flexibility of its format, the delivery modality, and how aligned the programs are with professional skills versus traditional educational degrees.

It can also be helpful to take into account current policies around pathways at the state and federal level, especially if such organizations may be sources of funding later. For instance, students without a high school degree can access federal financial aid if enrolled in an "eligible career

pathway program." Such programs are required to have counseling, include educational strategies that help students overcome challenges to take advantage of learning opportunities, organize educational training and other services that promote educational and career development, and provide students with the opportunity to gain a secondary diploma, its equivalent, or at least one postsecondary credential. Knowing requirements such as these ahead of time can aid you in designing a model that is not only effective but fundable.

While you are designing your model, be sure to avoid isolation. It is crucial to involve stakeholders who might influence your targeted student populations' learning experience, either by creating challenges or supports. Some of the typical stakeholders that an organization need to consider in the design of a new educational programs are: families, community members, partner educational organizations, future employers for program graduates, social service organizations, board members, foundations, and funders. Stakeholders can also be asked for their perception of the organization, which may help reveal information and strengths of which the institution was not aware.

" The career piece is … [to] help [the student] better understand … what you want to do, and then help you backwards from that with experiences, credentials, degrees needed to reach that goal. On the college side, in regard to bachelor's and AA degrees, if those degrees are what you need to become successful in the career field that you are hoping to do, then we will support you through it. The way that we do that is by having whatever those pieces are in a school-based environment of some sort, and then we have a pretty intense counseling program that is designed so that all students can better navigate relationships, interactions with people. That is not only for the personal and family health, but those skills transfer over into the workplace as well. We have a coach whose sole job is to navigate kids through these different college career and life experiences, and how they are weaving together. That could be by helping you navigate college courses, picking your internship, navigating students through successes and failures in both college, career, and internship experiences, but it's a really core component in the student's journey. "

The DVX Experience

The DVX model is comprised of three components: academic pathways, internships/work experience, and wraparound supports. The program combines aspects of work-based training, skills-based short courses, MOOCs, and competency-based courses.

In terms of the academic pathways, the team wanted to build an experience that would allow students to move as fast or as slow as they needed and contribute toward their education in a valuable manner. The students should also be able to attend classes at no cost to move them forward with low debt. Thus, DVX envisioned providing competency-based classes that were self-paced and covered somehow by other sources of funding.

Internships are another key component of the DVX model. They help students build professional skills and gain experience. Since the DVX team wanted their students to land in jobs in which they were happy and to do well in those careers, the internships were seen as a vital part of developing students' understanding of what kind of work they might enjoy and how to function in a professional capacity.

Since their program audience consisted of students who needed more time and assistance to transition out of high school and possibly to college, DVX also included wraparound supports. DVX envisioned having a team that could offer various services to support students in reaching their long-term goals. At first, the wraparound supports consisted of academic coaches and instructors. The academic coaches were assigned to students to help them plan their academic and professional goals and assist them in a very personalized way to reach their goals. The instructors were hired to help bring the curriculum to life by creating in-person classes to complement the online content and answer questions.

Recently, given that students' struggles with setbacks and personal issues have deeply impacted their ability to succeed in the program, DVX has now added counselors to the mix, so that social and emotional guidance is also now part of wraparound supports. All of these supports contribute to the long-term goal of creating people who are equipped with the skills and experience necessary to move toward fulfilling careers.

LESSONS LEARNED

Build the program strategically

The more cohesive a program is, the more likely it is to be effective. At the start, focus on developing a few key components that are fundamental to your program to avoid redundancy and distraction. Be intentional in questioning how your component design contributes to your program goals.

Keep an open mind when building the model

It is difficult to predict everything in the planning stage, so leave some room for the exact nature of each component to develop as the program unfolds in its reality. Stay aware of changes and new innovations occurring in relevant fields; you may learn new strategies and approaches to your program's population and need. Be open to less obvious, but just as important, aspects of the need you are trying to address; for instance, consider targeting the social and emotional factors that may impact academic performance.

Resources

The Center for Community Health and Development at the University of Kansas's Community Tool Box

- *Developing a Logic Model or Theory of Change:* https://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main

- *Identifying Targets and Agents of Change:* https://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/identify-targets-and-agents-of-change/main

- *Obtaining Feedback from Constituents:* https://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/identify-targets-and-agents-of-change/main

- *Designing Community Interventions:* https://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/design-community-interventions/main

ENSURING READINESS

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I think having Matt was clearly essential … He really pushed the vision forward. He continued to get people on board. When we were challenged, the board didn't know if we should do this … You need someone who knows those people and is trusted by those people.

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What are the costs and demands of launching this program?

How can you leverage partnerships and community connections to meet these costs and demands?

Does the organization have adequate resources to meet these initial costs and demands?

Is there adequate support from key stakeholders and relationships to begin this program?

Now that you have spent time understanding your target population and how your program can meet their needs, it is time to assess your organization's capacity for beginning this program. What do you need to get this program started, and how much of that do you have? Taking this stage seriously will help you pinpoint areas that are already well-equipped and those that must be strengthened to handle your program's future launch. Without this step, you may begin the program too soon or without the proper foundation, only to find that you quickly run out of resources and steam.

Generally, the major resources and costs you should consider are people, funding, administrative costs, and facilities. People can include staff (e.g., teachers and counselors), administrators, and recruiters. Administrative costs can include Central or Charter Management Office fees and financial audit fees, for example. Outlining these costs and determining what percentage of your budget will be spent in each area (e.g., 5% for facilities and 10% for administrative costs) and then comparing that to what

you have currently can help you evaluate your readiness to launch your program. An estimate of how much it might cost to launch an alternative postsecondary pathway program is in the range of $200,000-$500,000, depending mostly on how large you want the program to be and the resources you already have to use.

Certain program components may need partnerships with other organizations. Usually, partnerships for alternative postsecondary pathway programs develop around locality, sector, and interest in a particular need or approach. Keeping these factors in mind, it is important to consider what partnerships you already have and how you can leverage them, as well as identify what relationships may need to be developed. Creativity is an advantage here—for instance, going to advocacy groups and other less obvious organizations can be a source of unique and surprising partnerships, or perhaps, if you have a partnership with a larger organization, ask if they can help facilitate partnerships with organizations with which they have relationships.

> We leveraged the back office supports a lot in regard to finances … There's an immense set of knowledge that comes with all of that, and we don't need to develop it because it's develop[ed] for us already.

The DVX Experience

Before DVX could begin its postsecondary pathway program, it needed partnerships to offer classes and internships to their students. Developing these relationships made up about 75% of the Executive Director's job in the beginning. For instance, with the internships, it was likely that students had never worked in a similar job; therefore, they needed scaffolded support and helpful feedback. As a result, DVX had to work with the industry partners to re-imagine what the internship would look like. For the academic component, DVX wanted to have a competency-based approach that allowed their students to move at their own pace and earn a degree that was valuable. UCLA was chosen because it offered these qualities while also being transferable and credible; SNHU was chosen for its project-based format and the strength of their relationship with Da Vinci Schools. For both partnerships, the key to making the collaboration work was that the partnering organization believed in DVX's mission and had the leadership to move forward with the collaboration. Without that, the work would have been bogged down in bureaucracy.

They also needed board support. This wavered throughout the process of launching the program and required an advocate whom the board trusted (i.e., Matt Wunder) to keep the board in support of the program.

Costs of launching the program were also important to consider. Since DVX is attached to the larger organization, Da Vinci Schools, much of their overhead cost was taken care of. Facilities tend to be about 5% of a school's budget, and since DVX was sharing facilities with Da Vinci Schools, they were able to minimize that cost. They were also able to partner with a school district that supported the concept of the program and offered them space to use. DVX also did not need to hire a significant number of new personnel because they could share staff, such as the principal, accounting team, legal team, tech support, and the central/charter management office with Da Vinci Schools. DVX did, however, see the need to hire an academic coach to prepare for their program launch. They also had to pay partnership costs. In this case, it was a cost to SNHU and UCLA for each class they offered to their students.

> "Wiseburn School District loves the concept of this program, so they will continue to allocate space to us. [Our] expansion will be predicated on co-locating with community-based organizations and people who are willing to give away valuable real estate, but I think there is an appetite for that as long as we are serving that community well."

The following is a general breakdown of costs for the DVX program:

- Principal or Executive Director ($100,000)
- Learning Coordinator ($80,000)
- One teacher or academic coach per 35-40 students ($50,000 per teacher)
- Administrative Assistant ($40,000)
- Recruiting Coordinator ($40,000)
- Fee for online courses ($2,000-$3,000 per student)
- Overarching extra student needs ($10,000)

To cover those costs, DVX needed to evaluate their capacity for recruiting students to enroll and securing funding for these students. Again, their attachment to Da Vinci Schools allowed for Da Vinci Schools to serve as a feeder school. Currently, most of their students come from Da Vinci Schools. They also used ADA funding for their students because their district's standards are high enough to warrant a 13th and 14th year in high school. By understanding the context of high school graduation standards and designations, they identified ADA funding as a financial resource.

LESSONS LEARNED

Leverage all the resources you have

Building a successful program need lots of resources and support. It is normally easier and more efficient to leveraging the resources you already have. Be creative and ruthless about how you approach those existing resources. Make sure to develop intentional partnerships and take your time to have the conversations necessary to create the right experiences and opportunities for the students in your program

Map your resources carefully

You may not have all the resources you need to start a new program. Research policy and funding to identify financial resources that fit your context and population. Another important step is to identify personnel and leaders that can champion and build support for the program, so you will not be alone.

Resources

Foundation Directory Online: (https://fconline.foundationcenter.org).

The Center for Community Health and Development at the University of Kansas's Community Tool Box

- *Creating and Maintaining Partnerships:* https://ctb.ku.edu/en/creating-and-maintaining-partnerships

- *Managing Finances:* https://ctb.ku.edu/en/table-of-contents/finances/managing-finances

Schools That Can: https://www.schoolsthatcan.org/what-we-do/

DVX Budget Template: Appendix

CHAPTER 6:
CORE LOGISTICS

What details are involved in implementing and running the program?

What people and structures need to be in place to ensure day-to-day demands and logistics are manageable?

At this point in the process, you have your program model, goals, and audience, and you have checked what resources you have available to begin the program. The next step is to plan the program in more detail: What will the day-to-day logistics of implementing and running the program actually look like? What are the specific aspects of each component in your model? Who do you need to hire to create your team? These are just some of the many questions that you will need to answer as you move from envisioning the program to shaping its reality at a finer level of detail.

As discussed earlier, the main resources to consider for your program are people, facilities, and funding. One way to develop your understanding of core logistics is to look closely at each of these aspects. For people, what are the exact job descriptions for the personnel you need to hire, and what kind of people are you looking for? Where will you begin to recruit these people and get out the information about these available positions? How many people can you hire based on your budget, and what will their salaries be? What kind of systems, support, and oversight do they need to succeed in their jobs? In terms of facilities, you can ask the exact nature of renting, sharing, or owning a space and the process of preparing that space for your program. If you don't have space yet, in what area would you like to be and what can you afford? If you have a space, what kind of furniture or modifications will need to be made? Where in the space will each component of your program run?

Funding, another important aspect, can come from a variety of sources, either internal or external. Internal funding refers to a revenue stream from the program, which might mean charging students for tuition. External funding refers to money from other organizations or programs, such as government funding or foundation grants. You may ask how much tuition you would like to charge. If you are looking at external sources, you may need to understand the types of systems or aspects of your program that must be put in place to qualify for such funding. Alongside these considerations, you must also consider where you will be getting students for your program and how you will recruit them.

> " When DVX started, I tried to force fit everyone, and then I had a lot of unhappy people [who] felt dissatisfied with their successes in their job. "

> When our students do the CfA program, their transcript shows the corresponding SNHU course. So, for that reason, when I reach out to the local colleges and universities, I will send them the course names and the course titles for the traditional SNHU class that the CfA goals correspond with. We've gotten a couple of universities to say, "Yeah, looks like we're going to be able to accept those," but nothing's been really finalized.

The DVX Experience

The DVX program had to plan out the logistics for its program in general, as well as for each of the three components (college classes, internships/work experience, and wraparound supports). For the program in general, the issue of getting students to sign up for the program needed to be addressed. Luckily, for DVX, their relationship with Da Vinci Schools gave them a pre-existing connection to a feeder school. Currently, a majority of DVX's students come from Da Vinci Schools; the rest come from other high schools with which Da Vinci has a connection. To recruit, DVX does presentations on their program at every senior class at Da Vinci around mid-December to early January, with the applications opening in February and due in March. The DVX program currently does not have any specific criteria for who they select and tend to take anyone who applies; with some students, they will start by counseling them to see if the program is the right fit.

The classes also require a significant number of logistics. To support students in their learning, the DVX model has all courses supplemented with in-person classes that are developed and delivered by DVX's instructors. Instructors need to look at the course curriculum and create an enriching class for the students. This can require coordination with the course professor, who may or may not want to work with the DVX instructor in creating the supplemental classes. The hardest challenge is the transferability of the classes to traditional 4-year universities. Currently, DVX is working on articulation agreements with several schools. The CfA's project-based grading system makes it difficult for the transferability agreement associated with traditional online courses to apply.

In terms of the work experience component, there are four specific parts that DVX detailed. First, there are work-

> You are assigned a coach at the end of the third or fourth week. What the idea is that everybody kind of has gotten a sense of who is who and they have felt who they have made connections with.

shops that give the students opportunities for exposure to careers and skill development. For instance, there could be a coding boot camp, design workshop, or a meet-a-professional panel. Second, students in their first semester of the program do "project consulting," where they work with a company for 6-8 weeks on a project the company designs. This is an unpaid work opportunity that allows students to gain more experience in a professional environment. Third, after the first semester, students start a paid internship that is onsite at a company and that tends to be about 20 hours a week. These are internships in areas like marketing, design, or technology. Finally, students have the option to pursue a certificate instead of completing an internship. This is because, for certain industries, an internship is not as helpful as a specific certificate. In addition to offering these four opportunities, the DVX program has also worked to develop guidelines for students on professionalism.

There is also the issue of staff. This is especially important for providing wraparound services. DVX had to determine what staff was necessary to keep the program running. They began with only one academic coach, but grew to include more coaches, an internship director, instructors, and counselors. Delineating responsibilities was an important aspect of planning the program's logistics. For instance, the academic coach provides students with guidance on their academic goals and struggles by advising them on classes to take and preparing a transition plan for after the program; on the other hand, the counselor supports students on any social and emotional needs that interfere with their performance in the program and offers services such as anxiety groups or instructions on how to practice mindfulness. Other details include specifics such as not assigning a coach until after 3 or 4 weeks of a student being in the program so that the best fit can be determined and having two evaluations per year with the Executive Director.

LESSONS LEARNED

People matter

Where to find your students and staff might be the two most crucial challenges a new educational program faces. Consider what positions you want to hire for carefully, so as to provide students with the support they need in the most efficient way possible.

Be patient and thoughtful

Starting a new program is never an easy process. Recognizing that certain logistics may continue to be difficult and require negotiation for longer than expected can help you set a more realistic timeline and make better decisions. Focus on the long-term goal of creating the best flow of experiences for your students.

Resources

The Center for Community Health and Development at the University of Kansas's Community Tool Box

- *Hiring and Training Key Staff of Community Organizations:* https://ctb.ku.edu/en/table-of-contents/structure/hiring-and-training

- *Providing Support for Staff and Volunteers:* https://ctb.ku.edu/en/table-of-contents/leadership/effective-manager/staff-support/main

Rackham Circle of Recruitment Toolkit of Promising Practices: https://www.rackham.umich.edu/downloads/Circle_of_Recruitment_Toolkit.pdf

Building on Excellence: *Best Practices for Increasing the Number of Underrepresented Minorities in Graduate Programs:* https://www.grad.umn.edu/sites/grad.umn.edu/files/bestpractices_final_7.pdf

University of Washington Diversity and Inclusion Recruitment and Retention Guide: *https://grad.uw.edu/diversity/go-map/recruitment-and-retention-guide/*

University of Missouri Office of Graduate Studies Diversity Recruitment Toolkit: https://gradstudies.missouri.edu/inclusive-excellence/diversity-recruitment-resources/recruitment-tool-kit/

The University of Texas at Austin Office for Inclusion and Equity Inclusive Search and Recruitment Toolkit: https://www.utsystem.edu/sites/default/files/sites/sr-women-leadership/2015_10-12_Presentations/OIE_Inclusive%20Search%20and%20Recruitment%20Toolkit_Oct%202015.pdf

ASSESSMENT & ACCOUNTABILITY

"

It can be difficult to follow up a lot. Let's just say it's a really bad weekend, or a whole bunch of students didn't submit assignments. Especially with other roles and things that you have to do when it comes to actually planning and delivering curriculums and things like that, tracking can feel tedious in the coaching role.

"

What metrics can be used to track progress toward program goals?

How will you collect data or evidence based on these metrics?

How will you use these data to inform decisions and ensure accountability to stakeholders?

Without information that provides meaningful feedback, it is difficult for an organization to know what is or what is not working. Not only can this impact the program's ability to improve and reach its goals, it can also contribute to a lack of trust in the program if stakeholders are also left unclear about the program's performance. This can impact funding, enrollment, and relationships. Thus, while developing systems of accountability and assessment are tough, there is nothing more important to ensuring the longevity of your program.

There are two types of data that can be collected to inform decisions about program improvement. *Summative evaluation* data are collected to judge the extent to which the desired goals have been met, the intervention contributed to any changes in outcome, and the program can be replicated in similar or different conditions. *Formative evaluation* data, on the other hand, provide information on how to improve and shape the program by looking at the relationship between program processes and goal attainment. Generally, formative evaluation data are collected in preparation for summative evaluation, which is seen as a conclusive point at the end of a specified time period (e.g., academic year or semester) when all evidence gathered so far is appraised. Within education, formative evaluation data collection can include gathering student work or conducting informal interviews, while summative data collection can consist of measures (e.g., final grades) that can be judged against a particular standard. It is important to acknowledge that while, theoretically, the line between these two types of data is clear, in reality, the line is more blurred; summative data, for instance, can sometimes be used formatively.

Your organization can aim to develop *information systems* that gather this kind of data. These are procedures and protocols for data collection. It is important to make sure that your systems are thoughtfully designed and regularly implemented. It is difficult to assess a program's performance if data are not collected regularly or intentionally. This means designing measures of data that will allow you to accurately compare your progress to your goals and then outlining exactly who, when, where, and how these data will be collected.

Furthermore, you must also take the step to delineate how the data will be used: Will there be meetings held regularly to go over the data? What data will be used to evaluate what components? How will these data be shared with others? For instance, you may want to set annual meetings and budgets at regular times each year, as well as designate some staff and resources to start planning ahead using the data gathered. These procedures are known as your *planning system*. You may also want to consider developing a *control system*, which takes what the planning system recommends and actually implements it.

These are all vital questions that tend to come later, or not at all, in the reality of program implementation. For the smart organization that is committed to the long-term, however, assessment and accountability will be a top priority. As J. S. Bruner says, "Learning depends on knowledge of results, at a time when, and at a place where, the knowledge can be used for correction."

The DVX Experience

The current assessment and accountability practices at DVX are limited. DVX currently uses a quarterly survey for their students to measure satisfaction and engagement with the program. The survey asks students: (a) how effective and valuable DVX services are; (b) whether the program runs smoothly; (c) the quality of the social, emotional, professional, and academic support provided; (d) their perception of the environment, culture, and communication at DVX; (e) the quality of the SNHU pathway; and (f) if they would recommend the program to others. They also have a report card they use to grade themselves. The report card asks how they are doing on key indicators of school culture and developing students' college and career readiness, as well as their happiness and self-awareness.

For their long-term goals, given that the DVX program is only a few years old, they are waiting for more time to pass so they can track their alumni to get information on measures such as college graduation rates.

There are several ideas that DVX is considering in terms of improving their assessment and accountability systems. First, the academic coaches would like to have a system that allows them to track students' academic progress better. Currently, coaches need to rely on asking students about their progress. However, coaches are not granted general access to the online class portals, thus making it difficult for them to follow up with the work students are doing. Gaining access to these portals or possibly developing a dashboard that helps them track students

would give more accurate data on how the program is helping its students succeed academically and on what areas they could improve support.

It would also help to develop protocols around assessing how the internships are going. Again, coaches must rely on asking students how things are going and, on their own accord, checking in with internship staff. However, having a more formalized system of seeing how the students are doing and even speaking with internship sites about the internship program, in general, would help to improve the assessment and accountability around the work experiences.

Third, DVX needs to see how their students are doing after they graduate. Ideally, they would like to see how their students are doing at the traditional colleges and universities to which they transitioned, which would mean determining if they stayed in their program without dropping out, if they graduated, and if they graduated, whether they did so in a 2- or 4-year time frame. They would also like to see how students are doing with their careers: Are they getting jobs, are they happy in them, and are they doing well?

Lastly, DVX has not currently been in strong communication with their stakeholders about the assessment and accountability of their program. Protocols for formalized communication will need to be developed, but first, the data need to be collected.

> " We can't hop in and see students on a dashboard or something. That would be actually really nice, because then you can just see where you're at and it's right in front of your face. If there's a system like that, a watchdog system to see students' work, that would be great. It would save the coaches a lot of time. "

LESSONS LEARNED

Start building early

Compared to other components, accountability and assessment might seem less urgent, but in reality, your program will benefit from considering them both as early as possible. For instance, collecting and using data as soon as your program begins can offer formative feedback that can shape the program in its early stages and prevent resources and time from being spent on components or approaches that are not working.

Collect data efficiently

Everyone has limited time and many responsibilities; the need for efficient, thoughtful, and useful data collection is important. A well-designed data collection system can not only minimize the burden on your staff, but also can maximize the usefulness of that data in assisting staff in their jobs and improving the program. Thus, take into account what your staff says would be helpful information to collect and processes to implement. Make sure they are collaborators in the data collection process.

Resources

The Center for Community Health and Development at the University of Kansas's Community Tool Box

- *Introduction to Evaluation*: https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation

- *Operations in Evaluating Community Interventions*: https://ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-interventions

- *Some Methods for Evaluating Comprehensive Community Initiatives:* https://ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-initiatives

- *Using Evaluation to Understand and Improve the Initiative*: https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation-to-understand-and-improve

- *Evaluating the Initiative Toolkit*: https://ctb.ku.edu/en/evaluating-initiative

BUILDING FOR SUSTAINABILITY

> Ideally, a small organization might have a million dollars' worth of fixed costs. So, if your contribution margin, which is the profit per student, is basically $3,000 per kid off of $10,000 in funding …you get $10,000 of funding, $7,000 cost, you have $3,000 profit … if you take $1 million divided by $3,000, you need 333 kids, basically.

GUIDING QUESTIONS

What does long-term sustainability mean for you?

What systems and support are needed to set up your program for long-term success?

Getting your program off the ground and running is a huge accomplishment and deserves much congratulations. However, this is just the beginning. Now, you must ensure that your program can continue to run sustainably. This requires you to first determine what your program needs to move from being a new program to a long-term program and then plan out what you will need to build and prepare to set your program up to be sustainable. For instance, aspects such as space and location, and institutional or community support, are open for consideration.

One key aspect of building sustainability is funding. There are various sources of funding that can be pulled upon to build your postsecondary program, such as foundations, state and government sources, industry partnerships, and charging tuition. These funding sources have different requirements that must be met, and your strategy for funding may also shift over time depending on what phase your program is in. For instance, foundation funding is useful for establishing a program, but they tend to not be long-term sources of sustainable funding as they usually focus on getting programs off the ground. Grants may be another source. CalGrants, for instance, gives students money directly for their college education, whereas Pell Grants go directly to the institution involved. Make sure to keep up with policy changes as well, since they can have a direct effect on funding; in 2015, for instance, Congress determined that students without a high school diploma could access federal financial aid if they were registered in an "eligible career pathway program."

In the long-run, it may be important to consider building your own revenue streams alongside grant or foundation funding. Charging tuition, for instance, may be an option, as may be licensing resources and program components for other organizations to use.

The DVX Experience

There are four main concerns for longevity with the DVX program: enrollment, funding, transferring course credits, and building a diverse portfolio of course and internship partners.

Enrollment is a top issue. To generate enough income to cover the costs of running the program, DVX needs to have a certain number of students enrolled. To calculate this cost, DVX must consider how much it is costing to have a course offered and then divide that by how much each student is paying to enroll in a course. They also need to consider how much funding comes from each enrolled student and divide other fixed costs by this much. Currently, DVX estimates that they need about 300 students to survive in the long term; at the moment, they have about 100.

This means that DVX needs to focus on building relationships with other schools that may be interested in sending their students to this program. While being connected to Da Vinci Schools has been extremely helpful in getting the program enough students to get started, DVX will need more feeder schools to develop sustainably. However, this is not straightforward because the model is unclear. Would these other schools use DVX's resources to offer the program themselves? Would they simply send students to DVX's program? What is in it for those schools? Perhaps

they will receive a portion of the funds that their students get, but how exactly that will work is still a question. Another challenge is that the percentage of students at any school that is participating in a program like DVX must be less than 20%, or else the school becomes labelled as "independent study," a categorization that yields other policy ramifications.

However, other schools often do not have the same situation as Da Vinci Schools, where the students can be counted as 13th and 14th year students and, therefore, receive ADA funding. If DVX wants to move beyond students from Da Vinci Schools, it will need clarity its funding situation first. DVX is considering applying for Pell Grants and CalGrants, making the location of appropriate and sustainable funding sources the other top priority the DVX program. Funding from Pell Grants would likely send 50% of the awarded money to SNHU and the other half to DVX. CalGrants, on the other hand, would go directly to the student to cover their tuition at any University of California, California State University, California community college, or qualifying independent and career college or technical school in California.

Next, DVX also needs to continue to develop its articulation agreements with traditional colleges and universities. If students cannot transfer their credits earned from DVX,

> " What happens if UCLA says we are not offering the classes anymore? What happens if SNHU doesn't do this program anymore? We would fail our kids, essentially … You shouldn't necessarily put all our eggs in one basket … I want to see a system that doesn't fall apart if one partner falls apart … so, for me, it has been important to have multiple partners and multiple pathways for students, because as students flesh out who they are and what they want, we want to be able to offer the right pathway that matches for them. "

then they may need to retake classes at the traditional college or university to which they eventually transfer. This would defeat the purpose of the DVX program, which is to provide students with a low- to no-cost way to get college credits so they have less debt accrued due to earning their degrees. Students may also be discouraged to enroll in the program if program alumni's inability to transfer their credits impacts DVX's reputation.

Lastly, DVX is concerned about relying on one or two partnerships in terms of courses and internships. If UCLA or SNHU were to decide that they no longer wanted to participate in the program with DVX, or that they do not want to offer certain classes, the DVX program would be greatly impacted and, in the worst case, unable to run. Therefore, it is vital that more university and college partnerships are built to ensure that DVX will always have classes to offer its students. In terms of internships, DVX currently provides very strong internship experiences, but only in a few areas. If they want to fulfill their goal of offering students' professional experiences that can help them learn what they want to do and obtain the skills they need to be successful, they will need to accommodate a wide range of interests. To become a real source of opportunity for work experience, DVX will need to continue to develop their roster of internship partners.

LESSONS LEARNED

Face challenges proactively

Starting a program is hard, but sustaining a program successfully is even harder. New challenges and difficulties will continue to emerge at all points of the journey, such as when seed money runs out or you try to scale. Thus, do not take what is working for granted—focus on how you can keep developing and shifting your strategies so you do not become too comfortable and restricted in your program. Take new information into account and stay adaptable. Work to honestly acknowledge what might be working in the short run but what will need to be changed in the long run.

Resources

Education Commission's State Education Policy Tracking Database:
https://www.ecs.org/state-education-policy-tracking/

National Skills Coalition's "Investing in Postsecondary Career Pathways":
https://www.nationalskillscoalition.org/resources/publications/file/Investing-in-Postsecondary-Career-Pathways_web.pdf

The Center for Community Health and Development at the University of Kansas's Community Tool Box

- *Getting Grants and Financial Resources*: https://ctb.ku.edu/en/table-of-contents/finances/grants-and-financial-resources

- *Sustaining the Work or Initiativ Toolkit*: https://ctb.ku.edu/en/sustaining-work-or-initiative

- *Strategies for Sustaining the Initiative*: https://ctb.ku.edu/en/table-of-contents/sustain/long-term-sustainability/sustainability-strategies/main

- *Planning for Sustainability*: https://ctb.ku.edu/en/table-of-contents/sustain/long-term-sustainability

COMPILED RESOURCES

STEP 1: ASSESSING THE NEED

Methods for Conducting an Educational Needs Assessment: Guidelines for Cooperative Extension System
Professionals: https://www.cals.uidaho.edu/edcomm/pdf/bul/bul0870.pdf

The Center for Community Health and Development at the University of Kansas's Community Tool Box

- *Assessing Community Needs and Resources:*
  https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources

- *Assessing Community Needs and Resources Toolkit:*
  https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources

STEP 2: DEFINING THE NEED

Tips to identify your target audience:
https://uc.appstate.edu/services/web/audience-identification

STEP 3: CLARIFYING THE GOALS

The Center for Community Health and Development at the University of Kansas's Community Tool Box

- *Proclaiming Your Dream: Developing Vision and Mission Statements:* https://ctb.ku.edu/en/
  table-of-contents/structure/strategic-planning/vision-mission-statements/main

- *Creating Objectives:* https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/
  create-objectives/main

- *Community Level Indicators:* https://ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-
  initiatives/community-level-indicators/main

STEP 4: BUILDING YOUR MODEL

The Center for Community Health and Development at the University of Kansas's Community Tool Box

- *Developing a Logic Model or Theory of Change:* https://ctb.ku.edu/en/table-of-contents/overview/
  models-for-community-health-and-development/logic-model-development/main

- *Identifying Targets and Agents of Change:* https://ctb.ku.edu/en/table-of-contents/analyze/where-to-
  start/identify-targets-and-agents-of-change/main

- *Obtaining Feedback from Constituents:* https://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/
  identify-targets-and-agents-of-change/main

- *Designing Community Interventions:* https://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/
  design-community-interventions/main

COMPILED RESOURCES

STEP 5: ENSURING READINESS

Foundation Directory Online: (https://fconline.foundationcenter.org).

The Center for Community Health and Development at the University of Kansas's Community Tool Box

- *Creating and Maintaining Partnerships:* https://ctb.ku.edu/en/creating-and-maintaining-partnerships

- *Managing Finances:* https://ctb.ku.edu/en/table-of-contents/finances/managing-finances

Schools That Can: https://www.schoolsthatcan.org/what-we-do/

DVX Budget Template: Appendix

STEP 6: CORE LOGISTICS

The Center for Community Health and Development at the University of Kansas's Community Tool Box

- *Hiring and Training Key Staff of Community Organizations:* https://ctb.ku.edu/en/table-of-contents/structure/hiring-and-training

- *Providing Support for Staff and Volunteers:* https://ctb.ku.edu/en/table-of-contents/leadership/effective-manager/staff-support/main

Rackham Circle of Recruitment Toolkit of Promising Practices: https://www.rackham.umich.edu/downloads/Circle_of_Recruitment_Toolkit.pdf

Building on Excellence: *Best Practices for Increasing the Number of Underrepresented Minorities in Graduate Programs:* https://www.grad.umn.edu/sites/grad.umn.edu/files/bestpractices_final_7.pdf

University of Washington Diversity and Inclusion Recruitment and Retention Guide: *https://grad.uw.edu/diversity/go-map/recruitment-and-retention-guide/*

University of Missouri Office of Graduate Studies Diversity Recruitment Toolkit: https://gradstudies.missouri.edu/inclusive-excellence/diversity-recruitment-resources/recruitment-tool-kit/

The University of Texas at Austin Office for Inclusion and Equity Inclusive Search and Recruitment Toolkit:

https://www.utsystem.edu/sites/default/files/sites/sr-women-leadership/2015_10-12_Presentations/OIE_Inclusive%20Search%20and%20Recruitment%20Toolkit_Oct%202015.pdf

STEP 7: ASSESSMENT AND ACCOUNTABILITY

The Center for Community Health and Development at the University of Kansas's Community Tool Box

- *Introduction to Evaluation*: https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation

- *Operations in Evaluating Community Interventions*: https://ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-interventions

- *Some Methods for Evaluating Comprehensive Community Initiatives:* https://ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-initiatives

- *Using Evaluation to Understand and Improve the Initiative*: https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation-to-understand-and-improve

- *Evaluating the Initiative Toolkit*: https://ctb.ku.edu/en/evaluating-initiative

STEP 8: BUILDING FOR SUSTAINABILITY

Education Commission's State Education Policy Tracking Database:
https://www.ecs.org/state-education-policy-tracking/

National Skills Coalition's "Investing in Postsecondary Career Pathways":
https://www.nationalskillscoalition.org/resources/publications/file/Investing-in-Postsecondary-Career-Pathways_web.pdf

The Center for Community Health and Development at the University of Kansas's Community Tool Box

- *Getting Grants and Financial Resources*: https://ctb.ku.edu/en/table-of-contents/finances/grants-and-financial-resources

- *Sustaining the Work or Initiativ Toolkit*: https://ctb.ku.edu/en/sustaining-work-or-initiative

- *Strategies for Sustaining the Initiative*: https://ctb.ku.edu/en/table-of-contents/sustain/long-term-sustainability/sustainability-strategies/main

- *Planning for Sustainability*: https://ctb.ku.edu/en/table-of-contents/sustain/long-term-sustainability

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APPENDIX

DVX Draft Budget	
INCOME	**AMOUNT**
STATE FUNDING	
Local Control Funding Formula	
Education Protection Account	
Local Control Funding Formula-Prior Year	
In Lieu of Property Taxes	
Total Revenue Limit Sources	
Federal Revenue	
Special Ed - IDEA	
Child Nutrition Programs-Federal	
Title 1-Basic Grants-Low Income	
Title 2- A Teacher Quality	
Total Federal Revenue	
State Revenue	
Special Ed - AB602	
Child Nutrition - State	
Mandate Block Grant	
State Lottery Revenue	
All Other State Revenues	
PY State Adjustment	
Total State Revenues	
Local Revenue	
Interest/Dividend Income	
Student Lunch Revenue	
Annual Giving	
Foundation Grants/Donations	
All Other Local Revenue	
Student Body (ASB) Fundraising Revenue	
Fundraising	
PY Other Adjustment	
Total Local Revenue	
TOTAL REVENUE	
EXPENSE	
Certification Salaries	
Teachers' Salaries	
Teachers' Salaries Sub	
Teachers' Salaries Stipend Extra Duty	
Certificated Pupil Support Salaries	
Extra Duty Pupil Support	
CetrifciatedSupervisor and Administrator Salaries	
Extra Duty Admin	
Other Certificated Salaries	
Other Certificated	
Total Certificated Salaries	
Calssified Salaries	
Instructional Aid Salaries	
Classified Support Salaries (Maintenance...)	
Classified Supervisor and Administrator Salaries	
Clerical/Technical/Office Staff Salaries	
Hourly Clerical	

Subtotal: Classified Salaries		
Employee Benefits		
STRS		
OASDI - Social Security		
MED - Medicare		
H & W - Health and Welfare		
SSUi- State Unemployment Insurance		
Workers' Comp		
Other Benefits		
Subtotal: Employee Benefits		
Supplies		
Approved textbooks and core curriculum		
Books and Other Reference Materials		
Material and Supplies		
Classroom Materials and Supplies		
Technology/Operational Supplies		
Office Supplies		
Non Capitalized Equipment		
Food and Food Supplies		
Other Supplies		
Subtotal: Supplies		
Services and Other Operating		
Training and Development		
RISE (DVS)		
Other		
Travel and Conference		
Bamboo HR		
Concur		
Paybridge		
XImble		
Blackbaud		
Other		
Dues and Memberships		
Property insurance		
General Liability		
General Insurance		
Operation and Housekeeping Services		
Electrical - Building		
Electrical - Gym		
Water (3K/Building)		
The Gas Company		
Other		
Utilities		
Robotics		
Other		
Field Trips/Pupil Transportation		
Wiseburn Reserve (1%) and Deferred Maintenance		
Other		
Vendor Repairs		
Wiseburn (DVX 2%)		
Other		
Rent - Facilities/Buildings/Spaces		

Equipment Lease	
Legal/Audit Fees	
Software	
Wiseburn (COO)	
Wiseburn (ASSS)	
Wiseburn (Facility Director)	
Da Vinci CMO Fee (Capped at 10%)	
SDM Security	
Other	
Non instructional consultants	
Substitute	
Software	
Wiseburn (music)	
Whittier Trust Grant Consultant	
Special Education	
Other	
Instructional Consultants	
Financial services	
Wiseburn (1% standard fee)	
Back Office/Financial Services	
Interest	
Bank and Payroll Fees	
Other	
Other Fees/ Bank Charges/ Credit Card Fees	
Advertisement/Recruitment	
Fundraising Cost	
Wiseburn (1% standard fee)	
District Oversight Fee	
IT Services	
ASI Networks (Equipment and Maintanence)	
Other	
Communications	
Subtotal: Services and Other Operating	
Capital Outlay	
Land	
Soccer Field	
Site and improvements	
Kitchen	
Del Aire	
Bleachers	
Building and Improvements	
Work in Progress	
Computer and Equipment	
Furniture	
Subtotal: Capitol Outlay	
TOTAL EXPENSES	
TOTAL REVENUES	
FUNDING GAP	