The Lenawee Cradle to Career Partnership is committed to improving student achievement from cradle to career in the County of Lenawee. The following are members of the Lenawee Cradle to Career leadership team. The strength of the partnership is in its diverse membership. Together, we can have a great impact on our shared vision of students becoming productive citizens.

For more information please visit: LISD.us/Lenawee-Cradle-to-Career-2

Leadership Team

DATA TEAM
Stan Masters
Christine MacNaughton
Chris Howard
Peggy Molter
Christie Cadmus
Suzanne Lopez

EXECUTIVE COMMITTEE
Shannon Elliott
Co-Chair
Mark Haag
Co-Chair
Stephanie Dinius Fields
Michael Masters
Patricia Gray
Brian McEwan
Jim Philp

LEADERSHIP TEAM
Linda Albig
DHS
Christie Cadmus
Lenawee Great Start
Randy Yagalia
Facilitator, Unified Talent System
Roger Curtis
MIS/Onsted Board of Education
Frank Dick
Lenawee Co. Education Foundation
Stephanie Dinius Fields
First Federal Bank
Shannon Elliott
Lenawee County Circuit Court
Marsha Evenson
Hudson Board of Education
Patricia Gray
Parent, Siena Heights
Mark Haag
Onsted Superintendent
Heather Perez
CIS Tecumseh
Gail Frey
Morenci Elementary School
Sandy Keener
Mental Health Authority
Marty Marshall
Lenawee Co. Administrator

Stan Masters
LISD
Brian McEwan
Blissfield Board of Education; Facility Manager, Athletico
Tom McMichael
Pastor, Gateway Church, Onsted
Jim Southard
LCAN
Tom Durbin
Lenawee Christian
Peggy Molter
LCAN
John Phelan
Glycon
Jim Philp
LISD Superintendent
Dionardo Pizaña
MSU-Extension
Michael Masters
Jackson College
Ryan Rowe
Madison Superintendent
KK Slusher
CIS Lenawee
Jim VanDoren
Lenawee Now
Ann Hinsdale-Knisel
LISD
Greg Iddings
Lenawee County Probate Court
Dear Community Partners:

Thank you to our current partners in the Lenawee Cradle to Career, which is a collective impact model focused on moving our community forward. This annual report contains the most recent data on our shared outcomes, accomplishments we are celebrating from this past year, and what the partnership is focused on now and into the future.

For those of you engaged in this collective work, we thank you. For those of you learning about Lenawee Cradle to Career for the first time, we hope you join what we believe is a transformative partnership committed to improving the lives of every child in Lenawee County.

Sincerely,

MARK HAAG
Superintendent, Lenawee Intermediate School District

SHANNON ELLIOTT
Deputy Director, Lenawee County Probate Juvenile Court
Co-Chairs of the Lenawee Cradle to Career Leadership Team
AGE DISTRIBUTION

PERCENT OF POPULATION

AGE

<5 5-9 10-14 15-17 18-24 25-34 35-44 45-54 55-64 65-74 75-84 85+

2000 2013

SOURCE: A SNAPSHOT OF LENAWEE, MSU AGBIORESEARCH
### Employment Status for Total Population 16 Years and Over

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<thead>
<tr>
<th>Status</th>
<th>Number</th>
<th>Percent</th>
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<tr>
<td>Population 16 years and over:</td>
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<tr>
<td>In Labor Force</td>
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<tr>
<td>In Armed Forces</td>
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<tr>
<td>Civilian</td>
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<td>Employed</td>
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<tr>
<td>Unemployed</td>
<td>5,709</td>
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<tr>
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### Poverty Status

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<td>Children Under Age 18:</td>
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<td>81%</td>
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<td>13.9%</td>
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<td>Not Living in Poverty</td>
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<td>86.1%</td>
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<tr>
<td>Living in Poverty</td>
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<td>7.9%</td>
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<tr>
<td>Not Living in Poverty</td>
<td>90.8%</td>
<td>92.1%</td>
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### Household Type

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<td>Married Couple Family</td>
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<td>Other Family</td>
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<td>14.5</td>
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<tr>
<td>Nonfamily</td>
<td>27.5</td>
<td>32.3</td>
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</table>

### Industry

- Public Administration
- Other Services
- Arts, Entertainment, & Recreation, Accommodation & Food Services
- Educational Services
- Health Care, & Social Assistance
- Professional, Scientific, & Management Services
- Administrative & Waste Management Services
- Finance & Insurance, Real Estate, Rental & Leasing
- Information
- Transportation & Warehousing
- Utilities
- Retail Trade
- Wholesale Trade
- Manufacturing
- Construction
- Agriculture, Forestry, Fishing, Hunting & Mining
Who We Are

Lenawee Citizens Create Strategic Plan for Education
In fall of 2016, the Lenawee Cradle to Career partnership facilitated an education-focused effort to create a Lenawee County Strategic Plan.

The LISD Board sanctioned this planning effort. Fifty-three community members, recommended by district superintendents and the C2C Leadership Team, committed to the four-day (15 1/2 hours) planning process.

Participants represented the breadth of education perspectives including public, private, homeschool, charter and virtual schools in addition to representatives from faith-based organizations, community agencies, students, parents, and the business community.

The Facilitator Asked Participants To:

- Identify their personal stake in the process;
- Analyze current data representing Lenawee County’s educational profile;
- Dialogue with others leading to common understanding;
- Formulate a plan that included measurable targets/series of factors influencing education in Lenawee County.

A PDSA CYCLE IS THE SCIENTIFIC METHOD USED FOR ACTION ORIENTED LEARNING.

**Plan it.**

**Try it.**

**Act on what you learned.**

**Observe the results.**

The result was these 5 identified outcomes:

01. All students entering kindergarten will be ready for school.

02. All Lenawee County third graders will become proficient readers.

03. All students will successfully graduate/earn a certificate of completion from high school within a maximum of five years with a plan for a post-secondary experience that aligns with their Educational Development Plan (EDP)

04. All students will enroll in a post-secondary education endeavor that leads to a valued credential.

05. The fifth outcome is focused on two principles: everyone learns in different timeframes and in different ways. “Customized Learning” is about educators being intentional about how instruction and school structures are organized to support these two principles.

Our Next Steps:

Each of the five community outcomes has or will have, a Student Success Network to cover:

- Identify interventions/strategies to implement in community & Monitor the effectiveness of these interventions
- Determine how successful the interventions have been and Decide how success can be replicated.

Progress on the community outcomes can be found at www.LISD.us/Lenawee-Cradle-To-Career-2

Each Success Network has developed a Management and Reporting Tool found on their LC2C webpage to provide continuous communication about the status of their work.

- Kindergarten Readiness
- Reading by Third Grade
- High School Graduation
- Post Secondary Enrollment
Kindergarten Readiness

Lenawee Celebrates Shared Measurements
The Lenawee Great Start Collaborative success networks created kindergarten readiness activity cards centered on the Brigance screener.

There are two sets of cards – one where the activities need simple objects that are found at home and one set that requires no materials. The collaborative also turned the activity cards into a menu. These menu cards are available at 30 locations.

Those locations include local libraries, local doctors & pediatricians offices, Social Security Office, Health Department, DHHS, Community Mental Health, Basil Boys, Pizza Buckets, The Dog House, Papa Coney Island, Bixby Hospital, Herrick Hospital, Salsaria’s, Blissfield Coney Island, Spotted Cow, Basil Boys, Catherine Cobb, Catholic Charities, United Way, MSU-E, Michigan Works, and the Salvation Army.

With the financial support of United Way we were able to train local daycare providers in the Brigance screening. Providers are able to offer children and families a developmental screening that is consistent with the kindergarten screener used at kindergarten round ups and open houses.

Activity cards are available at various events hosted by Great Start or by calling our office 517-266-4821.

What are the indicators that students in Lenawee County are “ready” for kindergarten?

- Knows many of aspects of personal information
- Knows most of the names of the body parts
- Demonstrates most gross motor skills correctly
- Prints most of one’s personal information correctly
- Recites most of the alphabet correctly
- Sorts most objects correctly
- Counts many numbers by rote correctly
- Reads most uppercase letters correctly
- Has much experience with books and text.
- Demonstrates verbal fluency and articulation in all situations.

<table>
<thead>
<tr>
<th>FALL 2016 LENAWEE COUNTY KINDERGARTEN READINESS</th>
</tr>
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<tbody>
<tr>
<td>WHITE, NON-HISPANIC</td>
</tr>
<tr>
<td>52.5</td>
</tr>
<tr>
<td>PERCENT READY</td>
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</table>

<table>
<thead>
<tr>
<th>LENAWEE COUNTY COMMUNITY OUTCOME</th>
<th>ALL STUDENTS</th>
<th>HISPANIC STUDENTS</th>
<th>AFRICAN AMERICAN STUDENTS</th>
<th>STUDENTS ECONOMICALLY DISADVANTAGED</th>
</tr>
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<tbody>
<tr>
<td>SPRING 2016 Kindergarten Readiness</td>
<td>50%</td>
<td>45%</td>
<td>31.3%</td>
<td>58.2%</td>
</tr>
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</table>
Striving Together to Reduce Summer Learning Loss

Members of the Reading by 3rd Grade Student Success Network focused on reducing the “summer slide” by partnering with local center-based programs.
The Lenawee C2C “Summer Reading Initiative” focused on working with local center-based student programs to increase literacy opportunities and reduce the “summer setback.”*

The practices employed in schools to engage students in literacy activities throughout the year vary, but studies imply that the learning gap would not be as wide if not for the disparity experienced over the summer months.

The initiative was developed by the Student Success Network: Reading By Third Grade. This network includes representatives from the Lenawee Intermediate School District (LISD), Siena Heights University (SHU), and 4 local site-based organizations with established summer camp programs: Boys & Girls Club of Lenawee, Christian Family Centre, Lenawee YMCA, and LISD Ag-Venture Camp.

The partnering sites agreed to embed literacy task rotations within the preexisting summer program for approximately 45 minutes, 3-5 days per week.

In return, the C2C Network provided training for instructors and free books with lesson guides to support basic comprehension strategies, sourced from the MAISA GELN Essential Instructional Practices in Literacy, K-3.

In addition, each participating student was given one free book each week to promote home literacy and build literacy engagement.

The spring-to-fall reading scores were used to correlate potential impact on the “summer setback” for students in grades 1-2 in order to maintain literacy skills. Overall, 113 students participated in the initiative, with 69 complete records available for the report:

- Overall 38/69 (55%) of the students had a summer slide prevented.
- Students with less than 50% attendance: 16 of 31 (52%) of the students had a summer slide prevented.
- Students with perfect attendance: 9/13 (69%) of the students had a summer slide prevented.
- Students receiving instruction from one instructor: 12/17 (71%) of the students had a summer slide prevented.
- Students receiving instruction from more than one instructor: 26/52 (50%) of the students had a summer slide prevented.
- Students assessed with an interim assessment tool: 26/54 (48%) of the students had a summer slide prevented.
- Students assessed with a diagnostic assessment: 12/15 (80%) of the students had a summer slide prevented.

* ENTWISLE, ALEXANDER, AND OLSON 1997

<table>
<thead>
<tr>
<th>LENAWEE COUNTY COMMUNITY OUTCOME</th>
<th>ALL STUDENTS</th>
<th>HISPANIC STUDENTS</th>
<th>AFRICAN AMERICAN STUDENTS</th>
<th>STUDENTS WITH DISABILITIES</th>
<th>STUDENTS ECONOMICALLY DISADVANTAGED</th>
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<tbody>
<tr>
<td>SPRING 2016 M-STEP</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Grade ELA Reading Proficiency</td>
<td>48.8%</td>
<td>42.4%</td>
<td>29.2%</td>
<td>21.0%</td>
<td>40.2%</td>
</tr>
</tbody>
</table>
2016 was a year of growth and transition for this Student Success Network. It is best explained historically.
15 years ago, only 21% of youth surveyed* reported they believed adults in the community valued them.

*SEARCH INSTITUTE YOUTH DEVELOPMENTAL ASSETS SURVEY OF LENAWEE COUNTY

As a result of that survey, youth focus groups were held in nine school districts and more than 200 youth reported being concerned for their school safety. A Youth Summit was held where community members learned more about the students’ feelings and discovered that their concerns were about bullying. Believing that this is a community issue, and not just a school issue, an AntiBullying Task Force (ABTF) was formed and its purpose became “To provide awareness and to listen to students, educator and community concerns regarding the issue of bullying and anti-aggressive behavior; to provide community wide training to address those concerns; to provide an outlet to educate the community; and to share anti-aggressive programming through the school districts.”

Members of the ABTF and documented a number of accomplishments during their tenure including:

- introducing Stan Davis, Dr. Marcia McEvoy, Kevin Epling, and many other local, state and national experts to the community by facilitating fifteen county-wide professional training opportunities and many parent workshops on the topic
- Sponsoring two retired teachers to earn “Bully Free Schools” certifications
- Inviting students and parents to discuss the issues and to help develop solutions at various forums
- Promoting and sharing information on school districts that assessed their schools and developed student and staff programming including Conflict Resolution Through Children’s Literature, PRIDE, and coordinated groups and events such as Mix It Up Day, Stand up-Speak Out, and the No BULL Challenge
- Developing a website housed at the LISD
- Winning the 2015 WLEN Hometown Hope Award utilized to educate the community about Bullying and Aggressive Behavior.
Through the years, ABTF members learned that:

- It is important to hear from Lenawee’s youth and their parents when working on issues that affect them.
- Programming, training and intervention should be supported by evidence.
- One-time events will not solve the problems of bullying and aggressive behavior, but a continuum of ongoing programming, integrated into our schools with community support, has the best chance of success.
- There are many organizations and individuals willing and able to lend their expertise to support our schools and their staffs.
- Efforts to improve social and emotional learning is as important as academic learning.

In 2013, the State of Michigan convened county partnerships to address the alarming amount of youth moving through the Juvenile Justice system towards the adult criminal system. The State determined three goals: To decrease delinquency, increase High School graduation and decrease truancy. Laws related to zero tolerance with schools, truancy, status offenses and chronic absenteeism needed to be revised and strong community partnerships were needed to do so. The Lenawee School Justice Partnership turned to the AntiBullying Task Force to incorporate the State goals of truancy and delinquency into those of the Task Force; and the High School Graduation Rate effort into the Student Success Network under the Cradle to Career Partnership.

After all, each partner’s goals are substantially similar and aligned.

In the Spring of 2016, the merger was approved by the Cradle To Career Partnership.

Our Mission: To educate and advocate for community change, utilizing evidence based practices, to address social and emotional barriers: by reducing aggressive behaviors improving educational and environmental outcomes for youth.

The ABTF and the School to Justice Partnership has long held the belief that the MIPHY (Michigan Profile for Healthy Youth) documents what students feel and experience in several social and emotional areas of their lives and its data can be utilized to develop programming to support the students. This past year, every county public school district conducted the MIPHY.

Student Success Network members reviewed the MiPHY data specifically related to non-academic areas, 3 areas of concern presented themselves:

- An increase in suicide ideation
- Arguments between students and adults at home/Violence in the schools
- Student disengagement from school/not feeling connected

Restorative Justice, Trauma to Resiliency, and Youth Voice were later determined to be change agents around which measurable goals could address violence, home issues, mental health, and school involvement.
Student Success Network Members formed three separate groups to conduct a Gaps analysis and to work on community systems. Network members continue to be recruited to work on these issue areas. Groups are facilitated by two members of the Executive Committee.

- **Trauma to Resiliency**
  To work together with other community groups to develop systems to become a Trauma Informed Community and develop community resiliency. Focus will be on the development of a “Tool Box” for “regular folks” on how to deal with children and adults who have had trauma in their life; and on self-care for the adults who work with trauma as a part of their everyday jobs/life.

- **Restorative Justice**
  To utilize the resources brought to this community through Southeastern Dispute Resolution Services to work with the courts to build a Restorative Justice system in the community.

- **Youth Voice**
  To hear from youth about what they need to become more resilient, more engaged and more connected to school and community.

These three Focus Areas will be monitored within the Cradle to Career Partnership Strategic Plan: Parental Involvement, Positive Relationships/Coaching, Responses to Behaviors by Institutions.

A Strategic Plan is currently being developed for 2017.

<table>
<thead>
<tr>
<th></th>
<th>7TH GRADE</th>
<th>8TH GRADE</th>
<th>9TH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who know people in their neighborhood who encourage them to do their best</td>
<td>43.40%</td>
<td>38.50%</td>
<td>34.30%</td>
</tr>
<tr>
<td>Students who have seriously consider attempting suicide</td>
<td>23.30%</td>
<td>21.20%</td>
<td>21.10%</td>
</tr>
<tr>
<td>Students with people in their family who have serious arguments</td>
<td>44.90%</td>
<td>50.70%</td>
<td>48.90%</td>
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</table>
Trained community volunteers help support and mentor Jackson College students.
“The Success Coaching Program has had its challenges with getting started. We have not seen the response and continued participation from students; although, we are continuing to promote and evaluate the program to make it better.”

We have 11 community mentors who were trained by Linda Jacobs, Director of Academic Services at Adrian College. The training program is based upon researched mentor programs she has developed and coordinated. The commitment for a volunteer is 18 months as we want to ensure students are remaining enrolled through their first year at Jackson College and into their second year.

The handful of students who are actively participating have been able to receive one-on-one assistance with any of their college needs. We have been able to help retain students who may not have been able to persist based on different circumstances, such as at risk of losing financial aid and needing to access other resources.

MALLORY FRAILING, ASSISTANT DIRECTOR OF ADMISSIONS FOR OFF CAMPUS PROGRAMS, JC @ LISD TECH

32% OF STUDENTS IN CLASS OF 2010 EARNED A CERTIFICATE OR ASSOCIATES OR BACHELORS DEGREE WITHIN 6 YEARS
During the 2015-2016 school year, Lenawee high school counselors kept track of a number of post-secondary enrollment indicators their high school seniors identified/completed before graduation.

The data indicated that the more indicators a student had completed/experienced or accomplished - the more likely a student was to enroll in a post-secondary institution the fall following their high school graduation.

**FACTOR:** Under-represented populations need more awareness/readiness/support

**INTERVENTION:** Target community groups that support African-Americans (NAACP), BGC-Hispanics, and Special Education (Project SEARCH) with special “intervention” programs

**SMART TARGET:** The number of students in identified subpopulations who participate in three “early intervention” programs will increase by the end of the 2017-18 school year, using results from EDPs found in Career Cruising.

**FACTOR:** Awareness of manufacturing jobs as options to livable wages and employment in this sector.

**INTERVENTION:** Using the systems of the ALIGN work group replicate and use mutually reinforcing activities to promote this message.

**SMART TARGET:** The number of students who identify a change in their future plans as the result of two strategies that specially promote manufacturing career awareness to under-represented populations will increase at the end of 2017-2018, using results from an exit survey.
“LCAN, based upon recommendations from the Michigan College Access Network, changed College Application Week to College Application Month. The focus was on helping the eleven public school districts broaden the messaging about not only applying for their post-secondary schools, including considering apprenticeships and credentialing programs to also begin completing the FAFSA form beginning in October, 2016 due to acceptance of prior year income information.”

LCAN developed a pilot Transition Road Show program presented at eight of the area middle and high schools. Some included partnerships with TLC Community Credit Union/Mid-West Energy, to provide a Financial Reality piece to the agendas along with learning about post-secondary career options, why GPA's are important, promoting getting involved and promoting the College Visits Program co-sponsored by the Lenawee YOUTH Council and LCAN. Guest speakers at the Transition programs included representatives from Adrian College, Jackson College, Siena Heights University, the LISD TECH Center, businesses and the Lenawee YOUTH Council.

- The Post-Secondary Success and Retention Team is supporting the launch of a COMMUNITY MENTORING PROGRAM with network partner, Jackson College @ LISD TECH. Watch for an opportunity to be involved.
- For 3 years the affordability team has supported FAFSA COMPLETION in partnership with College Goal events with school districts, Siena Heights University, Adrian College, Jackson College, and LISD Tech Center.
- Close to 300 students learned about their Tuition Incentive Program (TIP) eligibility through communications shared from their counselor and LCAN/VISTA Staffer Jim Southard, and local high school counselors, offering over 2 million dollars to Lenawee county students for college access.
- The AWARENESS TEAM promoted LCAN by coordinating with the Lenawee YOUTH Council sponsored college visits available to any Lenawee county student 12 and older.

PEGGY MOLTER, LCAN DIRECTOR
Attendance Update

Attendance is an important skill that will help a student graduate from high school, succeed in college, and keep a job.
A renewed focus on school attendance was initiated in the fall of 2014 with attendance “takers” from local districts.

A set of objectives was discussed with the goal of creating a uniform attendance policy with all districts in the county. This goal was one that few, if any, counties in the State have been able to accomplish.

With input from many stakeholders, the local superintendents agreed to adopt a countywide attendance policy in February of 2015. Highlights of the policy include going from 204 possible codes to mark an absence to just 8 main codes, agreeing to a counted vs non-counted policy in order to assess interventions, and the benchmark of defining chronic absence as 10% of missed time.

This success has proven to make the attendance data cleaner as well as being able to provide a consistent message about the importance of school attendance.

There are many critical outcomes that are affected by poor school attendance, including 3rd grade reading performance, math and science scores, and ultimately high school graduation. A recent study in California has shown how much school attendance in kindergarten and 1st grade impacts reading at 3rd grade.

In partnership with the Cradle to Career Partnership data committee, Lenawee County attendance has been monitored on a monthly basis with the goal to decrease the number of students who are chronically absent. Attendance data is also recorded and analyzed by the State through mischooldata.org.

For the 2014-15 school year, there were 3769 students who were chronically absent, or 24.3% of the student population. In the 2015-16 school year, there were 2858 chronically absent students, or 18.6% of the student population. This represents an improvement of 911 fewer chronically absent students over the period of one school year. Lenawee currently ranks 5th out of 57 ISD’s in the State for chronic absence percentage.

One more piece of attendance data that has been analyzed at the local level, is the attendance rates of students who are kindergarten ready vs those who are not, based on the Brigance scores. The data shows that students who are deemed not kindergarten ready are twice as likely to be chronically absent as those who are. This data tells us that the students who need to be in kindergarten as much as possible are likely the ones that are often absent the most.
The commitment of a group of important organizations from different sectors to a common agenda for solving a specific social problem is referred to as collective impact.

The following five conditions are necessary for success:

1. **COMMON AGENDA**
   All participants have a shared vision for change, including:
   - A common understanding of the problem.
   - A joint approach to solving it through agreed upon actions.

2. **SHARED MEASUREMENT**
   Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.

3. **MUTUALLY REINFORCING ACTIVITIES**
   Participant activities must be differentiated and coordinated. We must have a mutually reinforcing plan of action.

4. **CONTINUOUS COMMUNICATION**
   Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and create common motivation.

5. **BACKBONE SUPPORT**
   A solid team dedicated to orchestrating the work of the group ensures success.

**KEYS TO COLLECTIVE IMPACT**

Without relationships, it will fail. We must invest time to build trust. Collective impact IS our work – it’s not something extra! Our focus needs to be on building a better community, not just stronger programs.

**OUR COLLECTIVE IMPACT:**

A group working towards the same outcome, looking at student level data, to continuously improve practices over time.

To learn more about Collective Impact, head on over to [bit.ly/1IQdEKn](http://bit.ly/1IQdEKn)
### Social Sector Partners

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<tr>
<th>Organization</th>
<th>Pre-K</th>
<th>K-5</th>
<th>6-12</th>
<th>Post-Secondary</th>
<th>Career</th>
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<tbody>
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<td>Catholic Charities of Jackson, Lenawee, and Hillsdale Co.</td>
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### Business & Industry Partners

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