



How a Neighborhood Raises a Child: Creating Resource Rich Neighborhood Youth Ecosystems

Citation

Lewis, Ben. 2023. How a Neighborhood Raises a Child: Creating Resource Rich Neighborhood Youth Ecosystems. Doctoral dissertation, Harvard University Graduate School of Education.

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How a Neighborhood Raises a Child: Creating Resource Rich Neighborhood Youth Ecosystems

Doctor of Education Leadership (Ed.L.D.)
Capstone

Submitted by

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To the Harvard Graduate School of Education
in partial fulfillment of the requirements for the degree of
Doctor of Education Leadership.

April 18th, 2023

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For Dom, my favorite person in the world.

For Mimi and JoJo, you keep me dreaming.

Acknowledgments

To Mom. Everything that I've been able to do, including writing this capstone, started with the path you laid for me.

To my EdLD cohort, C11. You all were the brain trust I didn't know I was getting out of EdLD.

To my committee. My advisor Jen, your support these past three years has been unrelenting. Thank you for helping me get across the finish line. Chris, thank you for bringing me into the housing world and for always balancing a healthy dose of realism with an abundance of optimism. Catalina, thank you for your encouragement, your feedback, and most of all your time. I learned so much this year, and the time I spent with you was a big part of that.

To the Purpose Built Team. Thank you for welcoming me onto the team, and for your dedication to making our world a better place.

To my professor and mentor Paul. Thank you for putting me into rooms where it happens.

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Abstract

Purpose Built Communities, a national nonprofit established in 2009, is dedicated to promoting equity and opportunity in disinvested neighborhoods across the United States. The organization supports 27 local organizations, or community quarterbacks, who coordinate initiatives in housing, community wellness, education, and economic vitality in 27 neighborhoods. In the context of education, community quarterbacks aim to create a supportive ecosystem of local schools and youth serving institutions to help all children thrive. In 2022, Purpose Built Communities secured a \$3M grant from Bloomberg Philanthropies to catalogue best practices and address common challenges in achieving consistently positive outcomes for neighborhood youth. The grant funded 3 community quarterbacks to add staff capacity to focus on the education strategy and enabled Purpose Built Communities to provide intensive support to them. This capstone examines the successes and challenges encountered during the first year of the three-year grant. Utilizing Uri Bronfenbrenner's ecological systems theory (1974), literature on communities of practice, and research on organizational learning, I refined the Purpose Built Communities education strategy, led a community of practice among education staff members across the network, and provided individual consulting services to the three grant funded sites. The findings underscore the potential of mediums like communities of practice and frameworks such as the 4I framework for organizational learning, particularly for national organizations attempting to implement a strategy through a diverse set of local affiliates that they do not directly manage.

Introduction

12% of children in the United States live in areas of concentrated poverty, or census tracts where the poverty rate is 30% or more (The Annie E. Casey Foundation, 2019). The 30% or more distinction is calculated by counting the number of *individuals* whose income is lower than the federal poverty level. Counting the lack of *resources* may be a more apt methodology for deciding that a census tract is an area of concentrated poverty. If we were to spend a day shadowing one of the 8.5 million U.S. children who live in areas of concentrated poverty, let's call her Kay and let's assume that she is 15 years old – here is what we might see. At 7:30am, Kay may leave her house and make her way to school along a poorly lit street, to the bus stop where she will await the city bus, which will take her to school. At her school, where two of her six classes have been without a full-time teacher for the past two months, she will try her best to learn with dated educational resources in an even more dated school facility. After school, she may stay around for one of the school's limited after school offerings but will likely head home. Due to a lack of clean and safe parks, she'll probably stay inside, and after doing her homework will probably eat dinner, which consists of expensive yet unhealthy food from the corner store down the street.

In resource poor neighborhoods across the U.S., children are more likely to experience crime, more likely to go to schools where teachers are inexperienced, less likely to have access to extracurricular activities, less likely to have access to parks, and less likely to live close to full service grocery stores than their peers who live in middle income neighborhoods (National Center for Chronic Disease Prevention and Health Promotion (US) Office on Smoking and Health, 2021). They are more likely to have an experience that looks like 15-year-old Kay's. Controlling for family income at birth, a child growing up in a resource poor area stands to earn

on average \$198,000 less in lifetime earnings than a child growing up in a resource rich neighborhood (Chetty et. al., 2018).

This reality drives Purpose Built Communities' (Purpose Built) mission. Purpose Built Communities is a national nonprofit that supports local leaders in defined neighborhoods as they bring together efforts in housing, education, economic vitality, and wellness to reverse the cycle of poverty. Their goal is to strengthen neighborhoods so that residents can experience greater racial equity, economic mobility, and improved health outcomes. The organization was founded in 2009 to scale the revitalization efforts of the East Lake Foundation (ELF) in the East Lake neighborhood of Atlanta. Starting in 1993, the East Lake Foundation partnered with the Atlanta Housing Authority to demolish the deteriorating East Lake Meadows public housing project and build a mixed income housing development called the Villages of East Lake. They then secured the first public charter from the city of Atlanta and built the Charles R. Drew School, which currently serves students in grades preK-12. Before starting kindergarten, children in East Lake could attend East Lake Sheltering Arms Early Learning Center or pre-school at the East Lake Family YMCA, two programs that the ELF envisioned and helped create. Addressing the health issues in the neighborhood, the ELF supported construction of a full-service grocery store and ensured that all East Lake families could access health insurance. From 1993-2013, the efforts of The ELF resulted in a 96% decrease in violent crime, an increase in employment among families on welfare of 57%, a 5x increase in the average home value, and the Drew School consistently performing among the top schools in the Atlanta Public School system (Cousins, 2013).

What's unique about this neighborhood revitalization is that the East Lake Foundation served as a *community quarterback*, an organization that coordinates the revitalization instead of doing it themselves. Instead of building the Villages of East Lake themselves, they partnered

with the Atlanta Housing Authority and a real estate developer to do so. Instead of running the Charles R. Drew School themselves, they secured the first public charter from the city of Atlanta and then helped recruit talented staff to operate the school. Large investments in education, healthcare, and housing are common in communities across the country, but what enabled the success of the East Lake revitalization is that the ELF made sure that investments were coordinated. The ELF was designed to break down traditionally siloed initiatives and think comprehensively about what is possible through a neighborhood revitalization. Seeing the promise in this model, philanthropists Julian Robertson, Warren Buffet, and Tom Cousins (the original benefactor of the East Lake Foundation), founded Purpose Built Communities in 2009, which is now a national organization that supports 27 community quarterbacks across the country. By 2009, there was a growing interest among philanthropists to address the complex root of poverty instead of its symptoms through interventions like food banks, shelters, and other short-term fixes (Kania et. al., 2014). Any successful Purpose Built neighborhood revitalization is directly attributable to the strategic coordination and visionary thinking of the community quarterback and for this reason, Purpose Built Communities sees the community quarterback as the “secret sauce” of the model.

Each of the 27 community quarterbacks, or Network Members (NMs), are affiliated with Purpose Built Communities, but not managed by them (Figure 1). Through this relationship, each Network Member uses the Purpose Built holistic model for neighborhood revitalization, which includes a housing, education, wellness, and economic vitality strategy, but is ultimately not accountable to Purpose Built. They are separate nonprofits with 501c3 status and are accountable to their own boards of directors. Network Members also receive coaching from Purpose Built staff, share knowledge through PBCx which is an online database of best practices, participate in

various subject and role specific communities of practice with each other, and benefit from regranted funds. Considering that Network Members are in a wide variety of neighborhoods with diverse needs and assets, the implementation of the Purpose Built model looks different in each neighborhood.

Figure 1

The Purpose Built Communities Network



Purpose Built Communities (PB) and each Network Member (NM) are separate entities. PB holds the neighborhood revitalization model and supports NMs in implementing it. PB also facilitates a network so that NMs can interact and learn from each other.

The original funders and leaders of the East Lake Foundation understood that alongside stable and affordable housing, a thriving school was integral to any neighborhood revitalization effort. They knew that a high-quality school and open access to extracurricular activities would attract families of all income levels to East Lake, and a wider range of incomes would help to address the deleterious effects of concentrated poverty (de Souza Briggs et. al., 2014). Also, as demand to move to a neighborhood increases, property values increase along with it, which requires that families with increasingly higher incomes move into the neighborhood. A common byproduct of higher income families is more investments in the neighborhood from both the local government and the business community (Theodos et. al., 2017; Urban Institute, 2019). This played out in East Lake as businesses began to crop up in and around the neighborhood and the political power and clout of neighborhood residents increased, leading to more effective and

frequent provision of city services, like road repairs and park upkeep. The ELF was able to address the cycle of poverty that had characterized the neighborhood for decades and spur a cycle of reinvestment. Cycles of reinvestment often come with widespread displacement of neighborhood residents. Wary of this probability, the ELF engaged residents of East Lake Meadows at every step of the revitalization process. Doing things WITH the existing residents as opposed to doing things TO them was the driving ethos behind any decision, so the East Lake revitalization was driven by an active resident advisory council. Moreover, the ELF sought to retain legacy residents, and minimize displacement, by ensuring that a significant number of newly built subsidized homes in the neighborhood remained affordable.¹

The Drew preK-12 school was foundational to this cycle of reinvestment. In 1998, when Drew was just an elementary school, and before it was relaunched as a charter school in partnership with the East Lake Foundation, less than a third of students met state reading and math standards and the school was ranked last among all Atlanta elementary public schools in academic performance. By 2012, Drew, by then a preK-8 charter school, had the fourth highest

¹ The East Lake Foundation's intention was for residents to have a choice about where they lived, whether that be returning to the newly constructed Villages of East Lake or relocating elsewhere. Prior to the East Lake Meadows (ELM) development project, no resident had chosen to live at ELM. Instead, they were randomly assigned by a city-wide system. Many of these assignments were recent, and before the revitalization project began in 1996, 70% of residents had lived in ELM for five years or less. The full development project spanned from 1996-2001, a period during which residents of the ELM received support from the Atlanta Public Housing Authority and the ELF to relocate. The ELF knew that some residents would need to relocate off site permanently, since they rebuilt 271 housing units to replace the ~425 occupied units. Due to deferred maintenance, the ~250 units that were not rebuilt were uninhabitable. The random assignment system, the short tenure of most residents, the length of the development project, and the reduction in the number of housing units, all contributed to many ELM residents choosing to permanently relocate outside of the neighborhood. The long-term residents, residents who lived in ELM more than five years, were much more active in planning the revitalization and more likely to return. In the end, 25% of the original East Lake Meadows residents returned to the new development (Goldstein, 2017). In subsequent neighborhood revitalization projects, there has been a focus on phasing construction in a way that allows families to remain in their homes and then move to a renovated or newly built unit within the same complex once completed. Additionally, to incentive residents to return, some local school districts in partnership with their local housing authority, have permitted students to remain enrolled in their original schools even if they are residing in a different attendance zone during construction.

scores in the state and 98% of eighth graders met or exceeded state standards (Eberhart and Barnes, 2014). Other community quarterback organizations were eager to replicate Drew in hopes of replicating its success. The first step to this was establishing a partnership with a local school district or charter management organization (CMO), so entry into the Purpose Built network required a formal commitment between a community quarterback and a local school partner to work in concert toward the revitalization of the neighborhood. This meant a promise to invest resources in the school in the Network Member's neighborhood and support an ambitious school turnaround effort.

Some Network Members chose to establish a partnership with their local school district or an existing CMO while others sought to create a new charter school. Some Network members stopped at formalizing a school partnership and others strove for full replication of Drew. Out of the 26 Network Members who joined the Purpose Built network after East Lake, 10 decided to replicate the Drew instructional model and consequently received training from Purpose Built staff on how to do so. The focus was on establishing a school theme (project-based learning, STEAM, arts, etc.), creating professional learning communities, building the instructional leadership capacity of the school, and creating a thriving extracurricular program. This work has led to some notable successes. For example, the support provided by Purpose Built Communities starting in 2015 helped enable the Howard Kennedy Elementary School, the partner school of the community quarterback 75 North in Omaha, NE, to make significant academic growth. From the 2016-2017 school year to the 2019-2020 school year, the percentage of students who exceeded their MAP growth goal increased by 26% in reading and 33% in math (Watts, 2023). However, success like Drew's or Howard Kennedy's has eluded many Network Members.

Three key factors enabled the academic success of Drew in partnership with the East Lake Foundation and Howard Kennedy in partnership with Seventy Five North. First, both community quarterbacks were able to ensure that the students who attended the partner school were the same students who lived in the neighborhood that the community quarterback was revitalizing. Second, they both ensured a consistent funding stream to support the academic improvements at the partner schools. Third, they were able to create a close relationship with their partner schools, one that resulted in total alignment and willing information sharing.

When the same children who live in the neighborhood go to the school that is part of the neighborhood revitalization, then the school children are more likely to benefit from the housing development project that the community quarterback is coordinating. Purpose Built Communities recognizes that a stable and safe place to live is a contributing factor to a child's ability to focus on academics both in and outside of school (Mueller et. al., 2007; Cunningham and MacDonald, 2012; Sandel et. al., 2018), and in both Howard Kennedy and the Drew School, a large portion of the student body lives in the high-quality housing development that the community quarterbacks coordinated the development of. In their enrollment lottery, the Drew School gives preference to students who live in the Villages of East Lake, the focal housing development project of the East Lake revitalization (Admission and Enrollment Policy – Drew Charter School, 2023). For the Howard Kennedy School, which is part of Omaha Public Schools, the entire neighborhood that Seventy Five North is working to revitalize, falls within the Howard Kennedy attendance zone (Omaha Public Schools, 2023). On top of an enrollment policy that preferences neighborhood students, the ELF executed an aggressive recruitment effort involving community information sessions and home visits to attract neighborhood children to the school.

Since children who live areas of concentrated poverty often don't have access to neighborhood assets and supports that will help them thrive, they often come to school with multiple needs. When children come to school with multiple needs, the school must be adequately equipped to address them. School programming to address these needs can be costly. Both the East Lake Foundation and Seventy Five North not only recognized this, but were able to ensure a consistent stream of funding to support Drew and Howard Kennedy. For the Drew School, the cost of building a middle/high school building in 2011 was almost \$50M, and the implementation of a high-quality instructional program in all grades preK-12 involving more staff and resources for project-based learning has required a large budget. In 2012 alone, the East Lake Foundation granted the Drew School \$3.1M, a small share of the East Lake Foundation's total revenue which was almost \$27M that year (East Lake Foundation, 2012). Resources flowed to Drew preK-12 in the form of land also. The ELF owned the land on which the elementary and middle/high schools were built. These considerable resource contributions no doubt enabled The East Lake Foundation to hold sway over the decisions made by Drew staff. This influence manifests in a clause in Drew's Charter which dictates the right of the East Lake Foundation to appoint 50% less one of Drew Board members (Drew Charter School Inc., 2018).

Seventy Five North was also able to ensure that Howard Kennedy was adequately funded, and in doing so, they secured an influential seat at the decision making table governing the school's improvements. The Sherwood Foundation, founded and led by Susan Buffett, Warren Buffett's daughter, contributes the biggest portion of Seventy Five North's revenue. In 2016, the foundation granted \$18.7M to the community quarterback. The Sherwood Foundation also contributes to Omaha Public Schools and gave over \$9.7M that same year (The Sherwood Foundation, 2016). Whereas a charter school like Drew preK-12 has much more latitude to

implement instructional innovations and pay for extra staff, a public school like Howard Kennedy must be approved by the school district to do so. The proposal to extend the school day and year, add instructional leadership staff, and implement an innovative project based learning curriculum in one school, may be a tough sell to a superintendent who is incentivized to make sure that all schools get the same resources. But with money came influence, influence that led Omaha Public Schools to commit to a ten-year MOU with Seventy Five North starting in 2016, that made certain that Howard Kennedy would receive additional resources and would be free to implement an instructional program modeled after Drew (Meadows, 2015). Even though the neighborhood that Seventy Five North served overlapped with the Howard Kennedy attendance zone, neighborhood children weren't automatically enrolled in Kennedy. Their parents had their pick between three Omaha Public Schools proximate to the neighborhood. The added resources at Kennedy made the school a much more attractive option to families and when Seventy Five North officially named Kennedy as their partner school, the quarterback was better able to match the neighborhood children with the partner school population, a key ingredient to the success of both Howard Kennedy and Drew preK-12.

Both Seventy Five North and the East Lake Foundation were able to exploit the secret sauce of the community quarterback model, which is the ability to tightly coordinate partners in service of a larger goal. The East Lake Foundation had the opportunity to work closely with Cynthia Kuhlman, an experienced and well-respected former Atlanta Public Schools principal and district office leader, who was serving as the Director of Educational Achievement at the Cousins Foundation, the primary funder of the East Lake Foundation. She also served as the board chair at Drew Charter School. In these roles, Cynthia drove the enrollment efforts, leveraged her relationships to secure top talent in the school, and used her considerable

experience as an educator to guide the creation of a strong instructional program. Carol Naughton, then Executive Director of the East Lake Foundation and current CEO of Purpose Built Communities partnered with Cynthia every step of the way. Carol reported that the two were “attached at the hip” and communicated frequently (C. Naughton, personal communication, February 28, 2023). Carol and Cynthia built a deep well of trust, one that enabled a united front when lobbying for policies to support Drew. In fact, their collective efforts contributed to state and local regulations being changed to allow Drew to prioritize economically disadvantaged students from the neighborhood in their enrollment system.

The enabling factors for success of the Purpose Built Communities education strategy have been unattainable for most other Network Members. For one, many Purpose Built Community partner schools do not serve the same students that live in the neighborhood that the community quarterback is working to revitalize. For example, I3, a charter school partner to the Woodlawn Foundation in the Woodlawn neighborhood of Birmingham, AL, cannot preference neighborhood students due to an Alabama state law intended to make charter schools available to all district students. This manifests in 85% of the student body at I3 living outside the Woodlawn neighborhood (Houston, 2023). Not only does this prevent the school from benefiting from the housing stability that the community quarterback is enabling in the neighborhood, but it prevents the school from serving as a true neighborhood asset. Regardless of how effective I3 is, moving to the Woodlawn neighborhood would not be the means through which families access it.

Boston-Thurmond United, a Network Member in Winston-Salem North Carolina, was not able to add funding to their recipe for supporting their partner schools. Founded in 2018, the community quarterback set out to support two neighborhood schools, Cook Literacy Model School and Kimberly Park Elementary School. Kimberly Park Elementary School has made little

academic progress since 2018, and although there is likely a variety of factors for this, Boston-Thurmond United did not infuse additional resources into the school that may have helped with making improvements in the school.

The outputs from the education strategy executed by the Renaissance West Community Initiative (RWCI), the Network Member in Charlotte, paint a picture of what happens when the quarterback isn't tightly coordinated with the partner school. RWCI was able to establish an MOU with the Charlotte Mecklenburg Schools (CMS) that involved the district committing to implementing the Drew model at the Renaissance West STEAM Academy (RWSA). The MOU established a school leadership council comprised of CMS leadership, RWCI staff, and community members. This governance structure on top of a school attendance zone that matches the neighborhood boundaries, and a relationship in which RWSA benefits as a grantee of RWCI's should have enabled RWCI to closely partner with RWSA to improve learning conditions for kids in the neighborhood. The missing piece was tight coordination between the school and the community of quarterback. The joint governing body wasn't formidable enough to weather multiple staff transitions – from 2017-2022, leadership at the school, district, and community quarterback each changed three times. In the 2021-2022 school, 12% of students scored at or above proficiency in reading and 10% scored at or above proficiency in math. Due to the compounding impacts of poverty, these results, although sobering, are common in communities like the one that RWSA serves across the country. Considering this, the compounding impacts of the Purpose Built model are necessary to truly support children, which are only realizable through the tight coordination between the community quarterback and the partner school.

Money, neighborhood students attending the neighborhood school, and tight coordination. That has been the formula for success of the Purpose Built Communities education strategy. But what if the community quarterback doesn't have enough resources to support the partner school and the neighborhood children aren't the same as the school children? What if the community quarterback hasn't built a synergistic relationship with the school partner? One or all of these factors were at play in the Renaissance West neighborhood in Charlotte, the Woodlawn neighborhood in Birmingham, the Winston-Salem neighborhood in Boston-Thurmond, and all of the other Purpose Built Communities, save for East Lake and Highlander. In the high poverty neighborhoods where the local schools have been historically disinvested in, most Purpose Built Communities Network Members have made little progress in supporting the improvement of local schools and increasing positive outcomes for neighborhood kids. If Purpose Built Communities had the correct formula for a successful education strategy, then how can they ensure that these inputs are present in every community? If this isn't the right formula, then what is the right one? Seeking to answer these questions, Purpose Built Communities secured a \$3M grant from Bloomberg Philanthropies in the spring of 2022. The goals of the grant directly address the lessons learned through implementation of the Purpose Built Communities education strategy from 2009-2022.

Bloomberg Philanthropies Grant Goal	How the goal addresses a lesson learned through implementation of the Purpose Built education strategy
1. Increase quality of Network Member partner schools	This demonstrates Purpose Built Communities' commitment to creating high quality schools in Network Member neighborhoods.
2. Increase number of residents attending education pipeline schools	This acknowledges the need to make sure that neighborhood children can go to the neighborhood school.
3. Pilot Education Director position at 3 NM sites	This attempts to test whether dedicated education staff can help fulfill the vital coordinating function that Seventy Five North

	and the East Lake Foundation were able to see through.
4. Provide programming for learning loss interventions for students and families associated with pandemic	The grant came with funding to support schools in implementing COVID-19 related learning loss programming, which will not only impact student learning, but will help community quarterbacks at the three grant funded sites provide financial resources to their partner schools.
5. Pilot Education Pipeline strategy development and implementation in 3 NM sites	This goal represents Purpose Built's desire to test interventions in a subset of the network before rolling them out to the whole network.
6. Integrate Purpose Built Communities Model 2.0	This goal is intended to make sure that the work done with this grant funding is aligned to the larger work of Purpose Built Communities.

The grant funded work at three Purpose Built Community Quarterbacks: The Grove Park Foundation in Atlanta, Woodlawn United in Birmingham, and Connect Community in Houston. These three sites were chosen since each community quarterback has an established partnership with a neighborhood school, and they are diverse in geography, demographics of the community served, local education politics, and tenure of the organization and its leadership. The rationale was that a diverse cohort of sites would provide Purpose Built Communities with the opportunity to learn how the interventions piloted through the grant show up in different contexts. Since diversity is the commonality between Purpose Built Network Members, these findings will be useful for the rest of the network. The funding period was June 2022-June 2025, and I was responsible for leading the implementation of this grant from July 2022-April 2023.

My key problem of practice was, framed as a question is:

How can Purpose Built Communities leverage the unique power of a community quarterback through a networked organizational model to refine a neighborhood revitalization education strategy that will result in positive educational outcomes in any neighborhood in America, regardless of its unique dynamics?

This capstone documents the theory of action that drove my answer to this question, the knowledge that informed my approach, what happened through the project, an analysis of why

this happened, and implications for myself, the Purpose Built Communities organization, and the place-based partnerships field that Purpose Built operates within.

Review of Knowledge for Action

Addressing this problem of practice required a knowledge base that would inform how we leverage the “unique power of a community quarterback” and do so in a “networked organizational model” in which local organizations who are not managed by Purpose Built Communities are ultimately responsible for driving neighborhood change. In this section, I document the sources of knowledge that informed my theory of action that addressed the problem of practice.

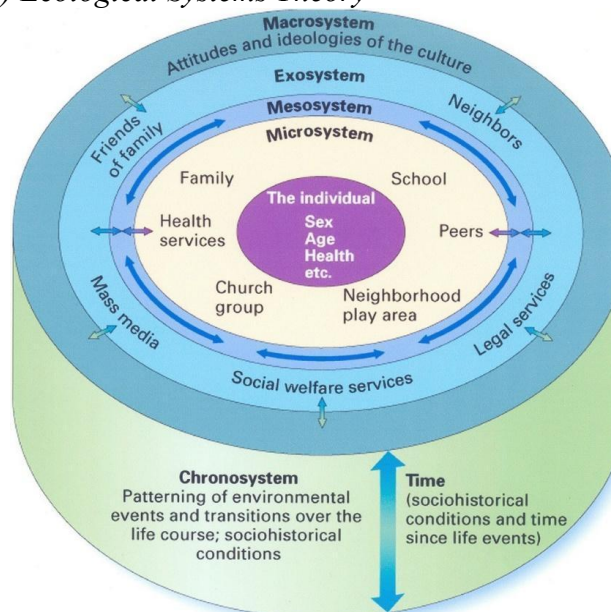
Leveraging the unique power of a community quarterback.

When Carol Naughton, the former Executive Director of the East Lake Foundation and Cynthia Kuhlman, the Director of Education at the Cousins Family Foundation were “attached at the hip” during the early years of Drew Charter School, they worked together on issues relating to transportation, housing, parks, local government policies, land use - and many other issues that impact children in a neighborhood. They recognized that the systems impacting all these issues needed to be coordinated if the children in East Lake were to have access to a high-quality education. They also both recognized that their ability to work together to coordinate these systems was due in part to their tremendous expertise, Carol as a housing expert, and Cynthia as an education expert, and the close relationship that they were able to build with each other. If Purpose Built Communities was to create an education strategy that worked in ALL neighborhoods, then it would need to rely on more than the expertise of the leaders driving it and the extent to which they could work well together. It would need a deep understanding of the various systems in a neighborhood that impact youth, and a consequent strategy for how to

coordinate them in service of neighborhood kids. This kind of coordination is what a community quarterback is uniquely suited to do. I sought out Uri Bronfenbrenner's (1974) ecological systems theory, to help me understand what these various systems are and how they work together. Bronfenbrenner's theory places the child at the center of five systems which all have an influence on a child's development.

Figure 2

Bronfenbrenner's (1974) Ecological Systems Theory



The microsystem consists of people and places that have the most direct impact on a child's development - family, peers, neighborhood playground, and other people and institutions that a child interacts with daily. Next, the mesosystem consists of the interactivity between the players in the microsystem. For example, Bronfenbrenner emphasizes that the interactions between a child's parents and their teachers will influence their development. The exosystem layer consists of systems that the child doesn't directly interact with but that nonetheless impact the child's development, like their parent's economic situation. A parent being laid off doesn't involve the child but may nonetheless put strain on the parent's ability to provide a healthy home environment. Next, is the macrosystem which consists of the attitudes and ideologies in the

culture surrounding the child. For example, due to differences in regional cultures, a child who grows up in rural Appalachia may have a very different childhood than a child who grows up in The Bronx, NY. The outermost layer is the chronosystem and consists of environmental changes that occur in one's life. These could be changes happening directly in a child's life, like parents divorcing, or larger societal changes, like a country going to war. This layer is three dimensional because these changes have the potential to mediate how a child experiences any of the other systems. If a child's parents are going through a divorce, he may be increasingly distracted at school. If a child's family is forced to flee a country due to violent conflict, then the other systems that impact him will suddenly change, since the culture of his new country will be drastically different. Bronfenbrenner explains that these systems are bidirectional. A child's parents may influence her behavior, but a child's behavior may also influence her parent's, like when a child's crying influences her parents to offer comfort.

Consider Kay, who we met in the introduction. Bronfenbrenner would encourage us to analyze how the lack of parks in her neighborhood (microsystem), decisions by the school district around school funding (exosystem), her experience growing up in a city (macrosystem), and any major life changes that may occur in her life (chronosystem), all can impact Kay's development.

Since Bronfenbrenner's seminal work, many researchers have studied the impact of different settings on a child's development. Researchers documented the environmental factors [micro, exo, and macro systems] that can lead to substance abuse among youth (Szapocznik, J., and Coatsworth, 1999), how families [microsystem] can influence gender identity development (Rose-Krasnor, 2009), how the school environment [microsystem] influences child development

(Gest and Rodkin, 2011), and how peer relationships [microsystem] can impact child development (Gilford-Smith and Brownwell, 2003).

Each of these studies sought to demonstrate a connection between place and the social interactions that happen within it on one hand, and the developmental outcomes for a child on the other. Bronfenbrenner contends that any system exists in a setting, or a “place where people can readily engage in face-to-face interaction” (Bronfenbrenner, 1974, p. 22). Since Purpose Built Communities community quarterbacks are fundamentally concerned with creating thriving places for neighborhood residents, Bronfenbrenner’s ecological systems theory would be relevant to my strategic project.

Influencing through a networked organizational model.

Purpose Built Communities’ organizational model involves a system where all Network Members learn from Purpose Built Communities staff and from each other to better deliver on the Purpose Built model. Central to this learning effort are communities of practice (CoP), which consist of Network Member staff joining subject or role specific groups. The education and youth community of practice consisted of community quarterback staff members whose role was solely focused on moving forward the education strategy of the Purpose Built model. In 2022, including the education consultants that were hired through the Bloomberg grant, there were 9 such staff members across the Purpose Built network (Figure 3). The community of practice was a primary means of teaching and supporting fidelity to the Purpose Built education strategy, so I wanted to explore the literature on communities of practice to inform my theory of action.

Figure 3

Education and youth community of practice Members

Name	Organization	Role
Jessica Noonan	Growing Together Tulsa	Director of Education Partnerships
Erek Kooyman	Amplify GR	Consultant
Ken Goeddeke	Houston Connect Community	Consultant
Elliot Witney	Houston Connect Community	Consultant
Lydia Thacker	Grove Park Foundation	Consultant
Mariohn Michel	Woodlawn United	Consultant
Lynn Thompson	Lift Orlando	Education Director
Gerik Todd	Renaissance West Community Initiative	Education Director
Jimmi Watts	Seventy Five North	Education Director
Catalina Sibilsky	Purpose Built Communities	VP of Educational Initiatives
Ben Lewis	Purpose Built Communities	Special Assistant to the CEO

Jean Lave and Etienne Wenger (1991) define communities of practice as “groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.” A community of practice consists of a domain, a community, and a practice. A domain is the subject or common identity that brings the individuals in a community of practice together. Purpose Built Communities facilitates communities of practice based on both common identity – Network Member executive directors – and common interest – staff members who are interested in neighborhood economic vitality. For the education and youth community of practice, the common identity was the similarity in professional responsibilities among members. The *community* refers to the shared activities that individuals engage in around the domain of interest. Purpose Built Communities could share best practices to education staff over email, but what would make the group a community of practice, is the fact that the education staff would meet regularly and discuss their work in community. *Practice* implies that the individuals involved are practitioners whose day-to-day work is relevant to the activities of the community of practice. Moreover, it implies that there are specific knowledge, skills, and dispositions that this group of people must demonstrate to move their work forward. Ideally, the

education and youth community of practice would be a space where members could discuss and refine what they see as their shared practice.

Since Lave and Wenger coined the term in 1991, scholars and practitioners have shared strategies that make communities of practice more effective. Most of the literature on best practices focuses on the *community* criteria of a community of practice. The following practices informed my thinking about how to create a vibrant community of practice for the education staff members among Purpose Built Communities community quarterback organizations.

People start what they create. Scholar and management consultant Meg Wheatley (2019) states, “people don’t do what you tell them to do. They only do what they are engaged with. And the only way I know how to engage them is to involve them in the work that you are trying to do” (1:39). This principle would be particularly important given the networked model of Purpose Built Communities. Also, since my residency was temporary, the co-creation and leadership of a community of practice would help to ensure that it survives my tenure at the organization.

The wisdom resides within us. Wheatley also shares “when people are in regular reflective practice with each other and are in good trusting relationships with their colleagues, then what becomes available to us is our own wisdom” (Wheatley, 2019, p. :20). Since Purpose Built Communities began in 2009, practitioners across the country have been working to create positive youth outcomes in neighborhoods. In facilitating the community of practice, I would need to consider how reflecting on lessons learned would shape our collective understanding of an effective neighborhood youth strategy moving forward.

Humans can handle everything as long as we’re together. The Purpose Built executive director (ED) community of practice demonstrated the promise of this principle. 18 out of 19 participating EDs either agreed or strongly agreed that the CoP helped to increase their morale

(Purpose Built Communities, Knowledge Communities, 2021). This evidence suggests that a well-coordinated education and youth community of practice could similarly boost the morale of Network Member staff who are focused on education and youth outcomes.

Develop both public and private community spaces. In their book, *Cultivating Communities of Practice: A Guide to Managing Knowledge*, Wenger, McDermott, and Snyder (2002) write, “like a local neighborhood, dynamic communities are rich with connections that happen both in the public places of the community—meetings, web site—and the private space—the one-on-one networking of community members” (225). A thriving education and youth community of practice would consist of multiple opportunities to interact. I would need to consider how to weave in whole group conversations, one on one meetings with Purpose Built staff and between Network Member staff, and virtual conversations. Knowing that different members of our community of practice may prefer one way of interaction over another, I would need to think about how to differentiate to accommodate all members.

Create a rhythm for the community. Wegner et. al. go on to explain that the tempo of relationships in a community of practice is influenced by the rhythm of community events (Wenger et. al., 2002). I would need to consider how to utilize meeting rituals and events to create a rhythm and momentum for the CoP.

My strategic project would involve guiding learning through the community of practice and among Purpose Built Communities staff. Crossan, Lane, and White’s 4I organizational learning framework was useful as I thought about how to do so. Their framework provides leaders with a four-step process for thinking about and guiding organizational learning. They write that organizational learning consists of intuiting, interpreting, integrating, and institutionalizing (Figure 4). Intuiting involves an individual’s ability to make “novel

connections, perceive new or emergent relationships, and discern possibilities that have not been identified previously” (Crossan et. al., 1999, p. 526). The next stage of organizational learning is interpreting, which is when individuals come together to share their individual intuitions. (Crossan et. al., 1999, p. 528). The third stage of the 4I process is integrating, which Crosson et. al. define as “a social activity that creates and refines common language, clarifies images, and creates shared meaning and understanding” (Crossan et. al., 1999, p. 528). In this stage, the disparate experiences and understandings of a group of individuals crystalize into concrete learnings that enable group members to begin talking and acting in a similar way. The final stage is institutionalizing. In this stage, the learnings of the group or organization become embedded in the organization’s systems, routines, and structures. This stage is marked by individuals subconsciously acting on the learning that took place during the prior three stages. An example of this is an organization whose leadership initially sought to learn how to better operate from a place of racial equity, after going through the 4I process, eventually using equitable hiring practices like asking the same questions to all candidates in interviews and posting salary ranges. At the beginning of the organizational learning journey, the leaders of the organization were independently exploring their own understanding of equity and analyzing what equity could look like in their organization. At the end of the learning journey, their discoveries have been so institutionalized in the organization that new hires perceive what was once considered to be a discovery as a normal part of the organization.

Figure 4

4I Framework for Organizational Learning

TABLE 2 Learning/Renewal in Organizations: Four Processes Through Three Levels		
Level	Process	Inputs/Outcomes
Individual	Intuiting	Experiences Images Metaphors
	Interpreting	Language Cognitive map Conversation/dialogue
Group	Integrating	Shared understandings Mutual adjustment Interactive systems
Organization	Institutionalizing	Routines Diagnostic systems Rules and procedures

(Crossan, Lane, and White, 1999)

The 4I framework provided a helpful way to think about how I would engage Purpose Built stakeholders in a learning process. The second stage is particularly relevant for the education and youth community of practice. Communities of practice lend themselves well to the interpreting stage, because as Crossan et. al. name, this stage is a “social activity” characterized by an effort to develop “common grammar” (Daft & Weick, 1984). I would need to consider how the individuals in the community of practice were sharing their understandings and developing a common grammar. In other words, I would need to ensure that each person had an opportunity to share their evolving thinking, which would require intentional use of protocols to bring everyone’s understandings together into a common language.

Theory of action

Having studied Bronfenbrenner's Ecological Systems Theory, research on communities of practice, and the 4I organization learning framework, I created the following theory of action which outlines my strategy and vision for what I hoped to achieve through my strategic project.

If I...

- Use research, proven practices, and insights from practitioners to **develop** a neighborhood revitalization education strategy with accompanying method for measuring impact.
- **Codify and share knowledge** of challenges, lessons learned, and best practices from the first year of the Bloomberg Education Innovation grant with stakeholders across the Purpose Built network.
- **Establish** and **facilitate** a Purpose Built Communities education and youth community of practice that involves workshops aligned to the education strategy, opportunities for education staff members to discuss problems of practice, and opportunities to refine the education strategy.
- **Build** an internal project team whose goal is to make sure that the education innovation project remains connected to other Purpose Built work streams and Purpose Built resources are effectively leveraged to support the project.

Then...

- Participating community quarterback leaders and their education staff will be **invested** in implementing the strategy for the education component of a neighborhood revitalization and will **have the skills** to do so.
- Education staff across the Purpose Built Communities network will **have a support system** of colleagues who are doing similar work across the country.
- All 27 community quarterback executive directors will **be aware** of the work that we did through the education innovation project.
- Purpose Built Communities will be **better prepared** to support all neighborhood leaders to consistently reach positive youth outcomes.

So that...

- All Network Members will implement an effective youth and education strategy that enables each Purpose Built Community neighborhood to be the best neighborhood to raise kids in.

Description of Strategic Project

Given my 10-month tenure and the relationship between Purpose Built Communities and Network Members, I needed to be intentional about how I influenced others throughout my strategic project. I thought about the main stakeholders involved; Purpose Built staff, grant funded education consultants, community of practice participants, and grant funded executive

directors, and I thought about how I would engage them throughout the residency. I considered how each stakeholder could add value to the strategic project and how I could add value to them. For example, I decided that Purpose Built staff could add value to my strategic project if I learned from them, garnered their support, used their skills to move the project forward, and used their platform to add legitimacy to my work. I decided that I could add value to them by keeping them informed on how the strategic project was progressing. The outcome of this stakeholder mapping (figure 5) helped me to be intentional about how I used my time with each stakeholder group. For instance, I believed that the Purpose Built portfolio leads, Alex Wiggins Guettan and Mikki Anderson, could bring value to the strategic project if I used their platform. I knew they had close relationships with the executive directors that they supported, so I was sure to ask them to help me build relationships with them as well.

Figure 5

Stakeholder Mapping

	Learn from them	Learn with them	Keep informed	Garner their support	Give them a platform	Use their platform	Use their skills	Provide a service to them	Share learnings with them
Purpose Built staff	X		X	X		X	X		X
Grant funded Ed. Consultants	X	X	X	X	X		X	X	X
Community of practice	X	X		X			X	X	X
Grant funded EDs	X		X	X		X		X	X

I engaged in these influencing activities across three distinct phases throughout my residency.

First, I listened and learned to create a Purpose Built Communities education strategy. Second, I created the conditions for organizational learning. Third, I taught and refined the strategy with Purpose Built stakeholders. Fourth, I tested the strategy.

Phase 1: Listening and learning to create a strategy (July – August 2022).

I started my strategic project by taking the lessons learned over 13 years of supporting community quarterbacks, my review of knowledge for action, and information gathered from interviews with 20 Purpose Built Communities stakeholders to create a new education strategy as part of a neighborhood revitalization. I knew that this strategy likely would not be the ultimate strategy that Purpose Built institutionalized into its operating systems, but creating a starting point would give all stakeholders something to focus on as we engaged in the organizational learning process throughout my residency. I felt that this would help Purpose Built Communities progress through the 41 organizational learning process faster.

My first step was to meet with folks who were familiar with the education work at Purpose Built Communities. I conducted 20 interviews with a wide variety of stakeholders including current Purpose Built staff, former community quarterback executive directors, current community quarterback executive directors, current community quarterback education staff, and other professionals in the field who were familiar with our work (Appendix A). My goal in these interviews was to answer four questions:

1. How can Purpose Built Communities influence a neighborhood youth ecosystem?
2. How can a community quarterback influence a neighborhood youth ecosystem?
3. What parts of a neighborhood youth ecosystem are the most important to influence?
4. How do we know if the neighborhood ecosystem is effective?

In the section below, I synthesize how the responses to these questions informed my education strategy.

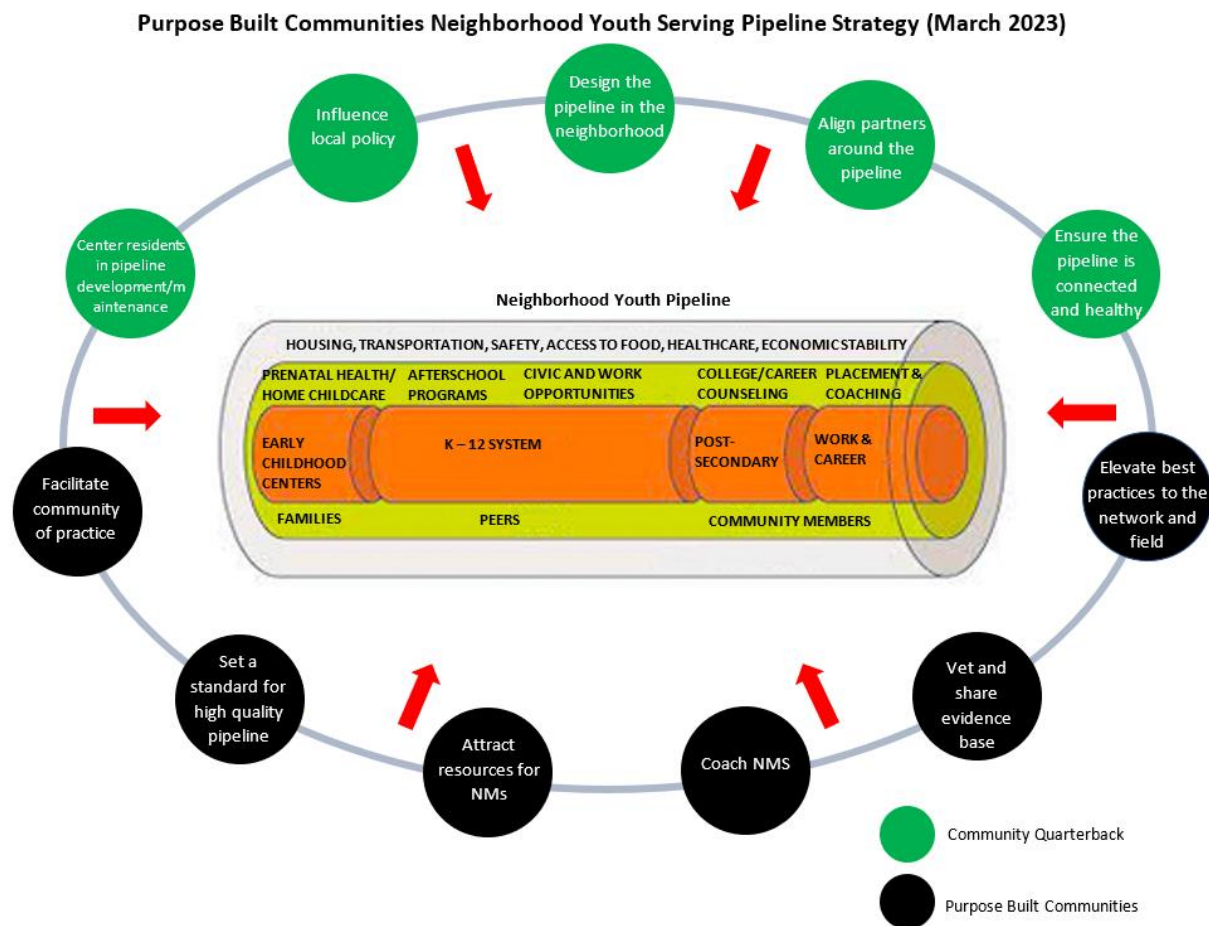
- *How does Purpose Built Communities influence a neighborhood youth ecosystem? How does a community quarterback influence a neighborhood youth ecosystem?* I wanted to

know which responsibilities, for both Purpose Built and community quarterback staff are universally transferable enough to prescribe. I met with my supervisor, Catalina Sibilsky, the Vice President of Educational Initiatives Purpose Built Communities, who shared several lessons learned through Purpose Built's education initiatives. As she was explaining the history of the education work at Purpose Built, Catalina affirmed, "our strategy focused on replicating Drew." As I described in the context leading up to my explanation of the problem I worked to address, replicating Drew was challenging. My strategic project was an opportunity to think about how Purpose Built Communities can address the challenges of a strategy that is so heavily dependent on partnering with a school. I thought about the history that Catalina shared alongside Bronfenbrenner's Ecological Systems theory and set out to create a set of common responsibilities that would define what the community quarterback and Purpose Built staff would do to enable positive experiences in all parts of a child's life, not just the school. I brought this lens to my other stakeholder conversations and learned from Stephen Cockrell, the former education director at Woodlawn United in Birmingham, AL that it's important for the community quarterback to influence city and district policies that impact children [exosystem]. In sharing his goals for Grove Park, Atlanta, Gavin McGuire, the Executive Director of the Grove Park Foundation confirmed the importance of making sure that all the people and organizations who can influence a child in a neighborhood are coordinated. My conversations with Mikki Anderson and Alex Wiggins Quettan, VPs at Purpose Built Communities helped to illuminate how a significant value proposition for Purpose Built Communities is the extent to which it can effectively coach Network Members. The summation of my learning from these conversations are the green and

black circles in figure 6, which prescribe what responsibilities community quarterback and Purpose Built Communities staff must take to positively impact the many places where a child develops in a neighborhood.

Figure 6

Purpose Built Communities Education Strategy



- *What parts of a neighborhood youth ecosystem are the most important to influence?* Over the past 13 years, as community quarterback staff struggled to reach breakthrough education outcomes like Drew experienced, staff explored other avenues to impact neighborhood youth. Some organizations created after school youth programming and others created youth led local newspapers. The context of each neighborhood may have

dictated decisions like this; but as Catalina often says, beyond the strategy of replicating Drew, NMs didn't have a neighborhood education model to "anchor to." My hope was to provide more guidance to Network Members when they were attempting to impact youth outcomes in their neighborhood. For this, I turned to Bronfenbrenner's Ecological Systems theory. Like Bronfenbrenner emphasizes the various places where a child develops, our strategy should emphasize the various places where we and NMs should direct our attention. The places in a neighborhood where a child develops would be the standards that Network Members would anchor to when determining how to influence positive youth outcomes. In search of an actionable depiction of points of influence, I found the Forum for Youth Investment's (FYI) cradle to career pipeline model, which is a visual representation of the various people, places, and institutions that impact a child's development from cradle to career. This model was aligned to Bronfenbrenner's framework and seemed to reflect much of what I observed community quarterback staff already doing in the network. A conversation with Karen Pittman and Merita Irby, founders of the FYI, confirmed that the cradle to career pipeline framework could offer "anchoring standards" for Purpose Built and Network Members to influence positive youth outcomes in a neighborhood. I then placed the cradle to career pipeline at the center of the responsibilities that Purpose Built Communities and community quarterbacks should take on (Figure 6).

- *How do we know if the neighborhood youth ecosystem is effective?* In August of 2022, Purpose Built Communities launched an initiative to define outcomes and indicators for all four of its pillars - education, housing, community wellness, and economic vitality. This involved working closely with a subset of Network Members to research, discuss,

and ultimately decide on measures. Having had a slight head start since I began creating measures in July of 2022, the education outcomes and indicators were what our Network Members focused on first. This provided me an opportunity to use Crossan et. al.'s framework for organizational learning. Our goal was to create a set of outcomes and indicators that reflected the work that Network Members had already been doing, that was also aligned to the research. We did this by scheduling two, day long sessions where community quarterback staff came together in person to share their perspectives on a list of education measures that my supervisor, Catalina and I created. We drew heavily on the outcomes and indicators defined in the U.S. Federal Government's Promise Neighborhoods (PN) program to create this first draft. Since the program is intended to "ensure that all children growing up in Promise Neighborhoods [low-income neighborhoods who receive grant funding] have access to great schools and strong systems of family and community support" (U.S. Department of Education, 2019), we saw alignment between the PN goals and our goals at Purpose Built. In our first convening of community quarterback staff, we facilitated a conversation to help participants integrate their ideas and our outcomes and indicators draft into a shared understanding of how to measure the success of neighborhood youth. The product of these conversations was a shared commitment to focus on academic progression as well as socioemotional health. Referring to research on measuring upward mobility from the Urban Institute (Urban Institute) and organizing the insights from community quarterback staff, Catalina and I developed the outcomes below. The full set of corresponding indicators are in Appendix B.

- Children enter kindergarten with the readiness skills to be successful in school.

- Children are proficient in core academic subjects K-12 so they are on track to graduate from high school.
- High school graduates obtain a postsecondary degree, certification, or credentials so they are prepared to access the career of their choice.
- Children are physically, socially, and emotionally healthy so that they can participate and thrive in learning and development opportunities.

How Purpose Built Communities and community quarterbacks would influence a neighborhood cradle to career pipeline, together with education outcomes and indicators was the Purpose Built Communities education strategy that I brought into the next phase.

Phase 2: Creating the conditions for organizational learning (September - October 2022).

With this strategy in hand, I then created the conditions that would enable Purpose Built Stakeholders to learn and refine it. I did this by spending one on one time with the staff who would be leading the education work in the three grant funded sites and by preparing for the education and youth community of practice. I scheduled bi-weekly check-ins with the education consultants from Woodlawn United in Birmingham [Mariohn Michel] and Houston Connect Community [Ken Goedekke and Elliot Witney]. Lydia Thacker, was brought on as an education consultant at The Grove Park Foundation in November of 2022, so I began my bi-weekly meetings with her then. My goals for these initial meetings were to build relationships and help the consultants better understand the Purpose Built Communities neighborhood revitalization model in its totality. All four of the education consultants were impressive professionals who had served as youth program executive directors, principals, and school district central office leaders. If they were to bring the breadth of their experiences and wisdom to refining the education strategy with me, we needed to get to know each other. I spent 10-20 minutes of each check in

sharing about my professional experiences, my family, the books I was reading, etc. and listened as Mariohn, Ken, and Elliot did the same.

I also spent a significant portion of each meeting sharing what I had learned about the challenges in implementing a Purpose Built Communities education strategy and answering any questions that the consultants had about the Purpose Built model in general. We discussed the lessons learned through partnering with charter schools vs. partnering with school district schools, developing MOUs with school partners, and financing improvements in partner schools, among other things. As a former teacher and principal, it took me some time to conceptualize neighborhood schools and youth opportunities as assets that can spur reinvestment in disinvested communities. It also took time for me to understand the contours of the role of a community quarterback. Knowing that the education consultants were also new to comprehensive neighborhood revitalization and may face a similar learning curve, I took time to guide them through what I came to understand about the Purpose Built Communities model in its totality. The one on one meetings were also an opportunity for me to learn what the consultants saw as challenges and opportunities in their context. I learned from Ken and Elliot in Houston, that the existence of 19 schools in the neighborhood made a deep partnership between one school and the community quarterback challenging. I learned from Mariohn in Birmingham that there was a need for a landscape analysis to develop a deeper understanding of what parents in the neighborhood wanted for their children.

My learnings from these initial one on one conversations informed my planning for the education and youth community of practice, which I planned to launch in November 2022. These conversations combined with what I learned from Catalina guided my plan to spend 30 minutes of our first community of practice meeting discussing the question, “how do you perceive of a

neighborhood serving education pipeline in your neighborhood?” From my individual conversations, I knew that there was a wide diversity in perceptions of what a pipeline was, so I wanted to provide space for each person to share their thinking and for the group to learn from each other. My hope was to create a space where the CoP members could share their intuitions, stage 1 of the 4I organizational learning process. In addition to this content decision, I made the following decisions in designing the structure and systems of the community of practice.

- I made it clear when we would be meeting as a group. I thought that establishing a rhythm for the community of practice as Wegner et. al. suggest would be challenging without clarity on when we would be meeting. After confirming availability with the community of practice members, I scheduled meetings for the next six months.
- I created multiple ways to engage with the community. In addition to the monthly meetings, I established a group on the Purpose Built Communities online platform, PBCx, where CoP members could ask questions, share resources, and engage in discussion. Last, I initiated a book club in which CoP members would read and discuss *It Takes an Ecosystem: Understanding the People, Places, and Possibilities of Learning and Development Across Settings*, a book that explores the potential for integrating the multiple systems that youth engage with (Akiva and Robinson, 2021). The book centers on Bronfenbrenner's Ecological Systems model, and I thought reading and discussing it would be an opportunity for CoP members to learn with each other in a different setting.
- From the beginning, I relied on CoP members to play a role in deciding and driving what we explored. I shared a survey before launching the CoP to elicit thoughts on what group members wanted to explore, asked another CoP member to lead our book club, asked for feedback after each meeting, and asked CoP members to present their work during our

meetings. Here, I acted on Meg Wheatley's core principle for communities of practice, "people start what they create."

Having built relationships with the education consultants and planned the content and structure of the community of practice, my last step during this phase was to launch the Purpose Built Communities internal project team, which consisted of eight Purpose Built team members whose work intersected with the Bloomberg grant in some way (Appendix C). For example, Alex Wiggins Quettan and Mikki Anderson were included since they were the portfolio leads for the three grant funded sites - Alex for The Grove Park Foundation and Connect Community, and Mikki for Woodlawn United. In this role, they were responsible for coordinating the overall support of Network Members in their portfolios, and therefore needed to coordinate the services provided through the Bloomberg grant with their overall support plan. Melissa Deveraux was responsible for fundraising at Purpose Built, and served on the internal project team to both advise on the original intent of the grant and gather information to submit grant reports to Bloomberg Philanthropies. The goal of the internal project team was to create a space where other Purpose Built staff could stay updated on the education project and determine connections to their own work streams. This team was the first of its kind at Purpose Built, so I saw this group as an opportunity to test whether this structure should be institutionalized in the organization. I brought the team together once and worked to involve them in the project. Wheatley's principle, "people start what they create" was relevant here too, and I looked for opportunities to bring others into my work. For example, after hearing that one of our team members had an interest in education policy, I worked with her to create a set of state, local, and school district policies that would enable a thriving neighborhood youth and education

ecosystem. This list would support community quarterback's efforts to "influence local policy," a responsibility identified in our refined education strategy.

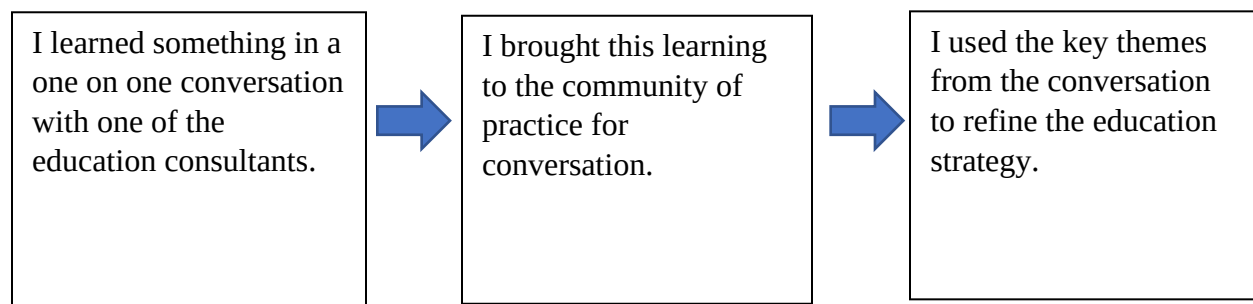
Phase 3: Teaching and refining the strategy (November 2022 - February 2023).

The one on one meetings with education consultants, the education and youth community of practice, and the internal project terms served as the containers in which I would teach the Purpose Built Communities education strategy and refine it with Purpose Built stakeholders. By November, Lydia Thacker had joined the Grove Park Foundation, so education consultants were in place in all three of the grant funded sites. As I continued to work with Mariohn, Ken, Elliot, and Lydia, I took note of the challenges and success they experienced in creating an education strategy at their community quarterback. Addressing the challenge of having 19 schools in the Gulfton/Sharpestown neighborhood of Houston, Ken and Elliot launched a neighborhood school leaders cohort and sought to emphasize the commonalities among the leaders, which in this case, was their experience working with newcomers, since the Gulfton/Sharpestown neighborhood was a gateway neighborhood for a diverse array of immigrants. I was impressed by Ken and Elliot's creativity as they "designed the pipeline in the neighborhood," one of the skills that I highlighted in the Purpose Built Communities education strategy. I felt that the education and youth community of practice could learn from their strategy, so I asked them to present how they conceived of a neighborhood serving education pipeline in Gulfton/Sharpestown, given the characteristics of the neighborhood. Their presentation spurred a series of questions and comments on how they convinced the school leaders to join the cohort, how aware the school leaders were of the community quarterback, and what their next steps were. I listened, took notes, and later synthesized the key themes from the conversation and revisited the education strategy. In this case, I refined what it means for a community quarterback to "design a pipeline

in the neighborhood.” This iterative process involving learning something from the education consultants in a one on one meeting, bringing it to the community of practice for discussion, and then using that discussion to refine the education strategy was how I ultimately used the collective wisdom of the community of practice to refine the Purpose Built Communities education strategy (Figure 7).

Figure 7

Process for refining the Purpose Built Communities education strategy



Phase 4: Testing the strategy (March – April 2023).

The learning cycle involving individual meetings with consultants and discussions in the community of practice left Catalina and I feeling more prepared to more intentionally teach community quarterback staff to implement our education strategy. Throughout my residency, Catalina invited me to join her bi-weekly check ins with Jimmi Watts, the full-time education directly working at Seventy Five North in Omaha, NE. Based on the success of the education strategy at Seventy Five North, their thinking and execution of their education strategy was further along than that of the other community quarterbacks. So much so that independent of the Bloomberg Philanthropies grant, they hired and onboarded Jimmi, a full-time education director. Catalina believed that my participation in the support that Purpose Built Communities provided to Jimmi, would illuminate some lessons that would inform our emerging education strategy. Jimmi was a former employee of Howard Kennedy, Seventy Five North’s partner school, and

was instrumental to the success of the school and Seventy Five North's education strategy. She had a year's long relationship with Catalina, and so our time with her proved to be a low stakes place to test our strategy. For this reason, we facilitated a series of three workshops with Jimmi and the Seventy Five North team intended to help her "design the pipeline in the neighborhood."

Even though they had experienced success, there was much work to be done to gather data on youth serving neighborhood assets, paint a clearer picture of how neighborhood children were performing, and develop a more seamless pathway from the early learning centers in the neighborhood to Howard Kennedy. To deliver the workshops, Catalina and I partnered with Nicole Tuttle, the preK coordinator at Drew Charter School and a Purpose Built Communities consultant, whose consulting was also instrumental to the success of Howard Kennedy. Our workshop series culminated in a day long in person session in Omaha in March of 2022 with the Seventy Five North staff and their board. During this meeting, Jimmi summarized the data on neighborhood children's performance and then Catalina, Nicole, and I guided the group through discussing the challenges and opportunities that the data points demonstrated. Finally, we helped them create a plan for how they would move forward on the education component of the Purpose Built model. Our education strategy involving the cradle to career pipeline framework, responsibilities for community quarterbacks and Purpose Built Communities, and our outcomes and indicators gave the group something to anchor to as they discussed an action plan.

The same week as the Omaha workshop, Catalina, Nicole, and I facilitated a workshop for the Grove Park Foundation. This time, the staff and their education partners were present, and the focus of the meeting was introducing the group to the concept of a neighborhood serving youth pipeline. The Grove Park Foundation had coordinated the founding of a K-8 KIPP school in the neighborhood as well as an early learning center at the local YMCA, so pieces of a

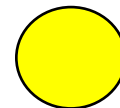
neighborhood serving pipeline were in place. As I learned in my one on one conversations with consultants and during community of practice meetings, ensuring that the various schools from preK-12 are established in the neighborhood is only step 1. Step 2 is making sure that neighborhood students can access them, and step 3 is wrapping those schools with all the youth organizations, sports teams, and services that the neighborhood has to offer, so that children can live and learn in a holistic developmentally positive environment. Catalina, Nicole, and I explained step 2 and 3 as the goal of a neighborhood serving education pipeline, and then worked with the group to catalog the existing youth assets in the neighborhood.

Evidence to date

Did I take the actions I said I would take and did my actions have the desired impact? I ground my examination of evidence related to my strategic project in these two questions. In this section I list the actions I planned to take in my theory of action, their intended impact, an evaluation of if I took the action or reached the impact, and a brief narrative that supports my evaluation. I color code each part of my theory of action with green when the evidence suggests that the action our outcome was completed or met, yellow to designate that it was partially completed or met, and red to designate that it was not completed or met.

Did I take the actions I said I would take?

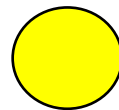
Use research, proven practices, and insights from practitioners to **develop** a neighborhood revitalization education strategy with accompanying method for measuring impact.



Informed by Bronfenbrenner's ecological systems theory, 20 stakeholder interviews (Appendix A), and the Forum for Youth Investment's Cradle to Career framework, I refined a neighborhood revitalization education strategy. The strategy is a roadmap for how Purpose Built Communities and a community quarterback can create a complete and effective cradle to career pipeline in any Purpose Built Network Member's neighborhood. In addition to the graphic

depicted in Figure 6, I wrote an explanation of each of the responsibilities of Purpose Built Communities and community quarterbacks, as well as a description of each part of the cradle to career pipeline (Appendix D). The education strategy also included a method for measuring whether it's working. Through consulting Purpose Built Network Members, the Promise Neighborhoods outcomes and indicators, Urban Institute's Framework for measuring upward mobility, and experts in measurement like Lynne Sacks, the Research Director at the EdRedesign Lab at the Harvard Graduate School of Education, I worked with Catalina to create four outcomes that if achieved would mean that a neighborhood cradle to career pipeline is working (Appendix B). Each outcome includes corresponding indicators, or data points that elucidate whether the outcome is met or not. Although I completed a strategy and corresponding measurement method, both documents have yet to go through a rigorous feedback process with Purpose Built Communities Network Member staff before being finalized.

Codify and share knowledge of challenges, lessons learned, and best practices from the first year of the Bloomberg Education Innovation grant with stakeholders across the Purpose Built network.



As of February 2023, I created neighborhood youth profiles for Woodlawn, Gulfton/Sharpestown, and Grove Park. The profiles include publicly available demographic information that is relevant to the youth in each neighborhood – number of people under the age of 18, the number of people in each 4 year age span between 0 and 24, the percentage of families in poverty, the percentage of families who are led by single parents, the number of early childhood centers in the neighborhood, number of full service grocery stores, percentage of households with internet access, and the percentage of neighborhood children who attend public school (Figure 8). I shared each of the three neighborhood profiles with the respective education consultant at each grant funded site and Purpose Built Communities staff.

Figure 8

Woodlawn, Birmingham Neighborhood Youth Profile

This document is intended to display data related to youth in **Woodlawn, Birmingham.**

Total Population: 3,279
Total Population under 18: 788



278 residents aged 21-24

71 residents aged 18-20

81 residents aged 15-17

138 residents aged 10-14

255 residents aged 5-9

314 residents aged 0-4

1,213 or 37% of residents are under 25



39% of families live in poverty



29% of families are led by single parents

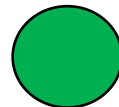
4 early childhood centers in neighborhood
0 full-service grocery stores in neighborhood
63% of households have internet access



99% of school aged children attend public school

I also took the lessons learned throughout year one of implementing the Bloomberg Education Innovation grant to create a job description for a community quarterback education director (Appendix E). This document includes a broad breakdown of the attributes that an education director should possess and an overview of the responsibilities that the job would entail. As implementation of the Bloomberg grant continues, the Purpose Built team will learn more about this position, and will be able to create a more detailed job description. The Bloomberg grant came with a requirement to write case studies on lessons learned in implementing a neighborhood education strategy as a community quarterback. Although we set the conditions for implementation in Grove Park, Woodlawn, and Gulfton/Sharpestown, one year into the grant was simply too early to produce something that would impact the rest of the Purpose Built network.

Establish and **facilitate** a Purpose Built Communities education and youth community of practice that includes workshops aligned to the education strategy, opportunities for education staff members to discuss problems of practice, and opportunities to refine the education strategy.



I launched the Purpose Built Communities education and youth community of practice in November of 2022 and held five monthly one hour meetings between November 2022 and March 2023. After starting each meeting with a check in question to build community, we worked through an agenda that was based on what the participants wanted to discuss and what I was learning in my one on one meetings with the education consultants. During the November meeting, I provided space for CoP members to share their perspectives on a neighborhood serving education pipeline and then I gave the group an opportunity to discuss their reactions to our emerging education strategy. In the second meeting, CoP participants split into two groups and engaged in a problem of practice protocol. In the third meeting, two CoP participants showcased how they are working to “design the pipeline in the neighborhood” and “align

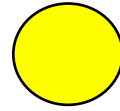
partners around the pipeline,” two skills we delineated in the Purpose Built Communities education strategy. Then, all participants engaged in a success protocol that helped them deconstruct the actions they took to reach a successful outcome in their work. During the fourth meeting, we engaged in two small group discussions on how to “design the pipeline in the neighborhood” and how to “align partners around the pipeline.” Participants could choose which small group to join. In the fifth meeting, we discussed the challenges to ensure that all neighborhood children can access the pipeline and then continued the small group conversations that we began during the fourth meeting.

For each CoP meeting, I created a planning document (Appendix F), a powerpoint deck (Appendix G), and an exit survey (Appendix H), which I used to inform my planning for the subsequent meeting. Outside of regular community of practice meetings, in partnership with Jessica Noonan the Director of Educational Partnerships at Growing Together in Tulsa, OK, I launched a book study group where the CoP would read *It Takes an Ecosystem: Understanding the People, Places, and Possibilities of Learning and Development Across Settings*. Appendix I shows an email that she sent out to the group before our first meeting.

I partnered with Catalina, and Nicole Tuttle, the preK coordinator at Drew and consultant with Purpose Built Communities, to deliver a three series workshop to the team at Seventy Five North. The workshops helped the team to understand the components of a robust education pipeline, analyze the current pipeline through relevant data, prioritize pipeline strategic goals based on the data, and develop actions to address prioritized goals. Appendix J displays a snapshot of the last workshop session. Catalina, Nicole, and I also delivered a workshop to the Grove Park Foundation staff and their partners intended to help the group understand the components of a robust education pipeline, set a vision for their neighborhood pipeline, and

begin to identify youth serving assets in the neighborhood. A snapshot of the deck for this workshop is in Appendix K.

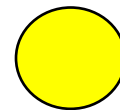
Build an internal project team whose goal is to make sure that the education innovation project remains connected to other Purpose Built work streams and Purpose Built resources are effectively leveraged to support the project.



In October of 2023, I brought the Bloomberg Education Innovation Internal Project team together to share an overview of the progress that we made in the project, discuss how the project overlapped with other workstreams, receive feedback on our emerging education strategy, and brainstorm ideas for how we can collaborate as a team (Appendix L). The internal project team met only once throughout my residency, and this was my only intentional effort to build Purpose Built's capacity to deliver on the education innovation project.

Did my actions have the desired impact?

Participating community quarterback leaders and their education staff will be **invested** in implementing the strategy for the education component of a neighborhood revitalization and **will have the skills** to do so.



This statement of impact involves two groups of people – community quarterback executive directors and education staff – and two outcomes – investment in the education strategy and having the skills to execute it. As of March 2023, the community quarterback EDs were all invested in the strategy. They signaled their investment when they signed the Bloomberg Philanthropies grant agreement, in which they agreed to “aligning the pipeline strategies in each Network Member site to the Purpose Built Communities Education Framework for school revitalization” (Purpose Built Communities, 2022). Their investment was further confirmed in conversations I had with them. When I met with Mashonda Taylor, the Executive Director of Woodlawn United, to share our thoughts around an education pipeline, she responded positively and requested that I send along my slides so that she could share them with others (M. Taylor, personal communication, September 7, 2022). Gavin McGuire, the Executive Director at

The Grove Park Foundation responded positively as well. He appreciated how our education strategy emphasized the need to align all leaders in a neighborhood around the education pipeline and felt that this was aligned to his collective impact approach (G. McGuire, personal communication, August 10, 2022).

The Purpose Built Communities education strategy doesn't prescribe responsibilities for community quarterback ED's, but it does imply that ED's should remove barriers so that their education staff members can perform their jobs. Each community quarterback executive director took active steps to devote their organization's time and resources to the work that their education staff members were doing. Gavin McGuire at the Grove Park Foundation set aside three hours for his staff and their education partners to engage in a pipeline design workshop, Mashonda Taylor at Woodlawn United devoted two staff meetings to this design work, and Anne Whitlock from Connect Community extended the contract for the education consultants she hired to plan how to execute this strategy and put in place a plan to hire a full time staff member dedicated to advancing the youth and education work in the neighborhood. These actions demonstrate investment in the education strategy, and an ability to enable its execution.

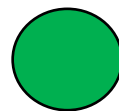
The education staff in each of the grant funded sites were invested in the strategy and were beginning to execute it. For example, Mariohn Michel, the education consultant working at Woodlawn United gathered her staff to conduct a landscape analysis of youth opportunities in the neighborhood. She led them through a workshop during which the group listed the various programs, places, and opportunities available under each component of the cradle to career pipeline. Mariohn's work is an example of "designing the pipeline in the neighborhood," one of the five key community quarterback skills in our education strategy. The staff at Woodlawn United decided to address the fact that the kids that go to I3, their local partner school, are not

the same kids that live in the neighborhood. They contracted with New Schools for Alabama to “prioritize government relations to lobby on behalf of i3 Academy ” to allow I3 and other Alabama charter schools to preference children that live close to the school in their enrollment lotteries (Houston, 2023). Implied in the decision to contract with New Schools for Alabama is the belief that a healthy neighborhood serving pipeline is one where most neighborhood kids go to the same school. This action is another example of “designing the pipeline in the neighborhood.”

Ken Goedekke and Elliot Witney, the consultants working at Connect Community, launched a school leaders cohort which consisted of 12 leaders who led a school in the Gulfton/Sharpestown neighborhood. This initiative was an effort to “design the pipeline in the neighborhood” and align partners around it. Although I was aware of both Mariohn’s landscape analysis and Ken and Elliot’s school leader cohort, neither project was my idea. This combined with each project’s close alignment to our education strategy represents how invested the education staff members were in implementing the education strategy.

Lydia Thacker, the consultant working at the Grove Park Foundation, shared, “We are talking about building an ecosystem. There already is an ecosystem, and we are looking to shore it up and enhance it” (L. Thacker, personal communication, February 10, 2023). She then expressed interest in participating in a pipeline design workshop. This is evidence of investment in the need to “design the pipeline in the neighborhood.”

Education staff across the Purpose Built Communities network will **have a support system** of colleagues who are doing similar work across the country.

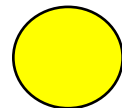


Among education and youth specific staff in Purpose Built Communities Network Member organizations, there was an overwhelming appreciation for the opportunity to connect with other professionals who are doing similar work. This appreciation came through in

responses to exit survey questions at the end of each community of practice meeting. Appendix H shows exit survey responses after the December meeting. One CoP member shared, “what’s helpful is being able to dialogue and bounce ideas off someone that is doing the same work.” Another member shared, “hearing other problems was great also because you never know if you will be in the same situation.” Words like “same situation” and “same work” demonstrate that these community of practice members were able to realize commonality with other CoP members easily. The fact that they shared these comments in response to the question, “What is one thing that was helpful during the community of practice?” demonstrates that they appreciated this commonality.

Community of practice members were eager for more interaction with each other. Jessica Noonan of Growing Together Tulsa volunteering to coordinate the book study group that would be meeting outside of regular CoP meetings and all CoP members signing up to be a part of the group is evidence of this. Some members were working at community quarterbacks as consultants on a temporary basis. Nonetheless, they signed up to join the book study group, a group whose meetings may outlast their consulting contracts. This is evidence of a growing support system within the education and youth community practice, one that everyone was eager to help build, even if they might only experience the fruits of their labors for a short time.

All 27 community quarterback executive directors will **be aware** of the work that we did through the education innovation project.

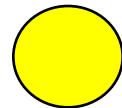


As of February 2023, four of the 27 community quarterback executive directors were aware of the work that we did through the education innovation project. Three of the four executive directors were leading the community quarterbacks who were involved in the Bloomberg Philanthropies project. All three EDs attended a meeting on December 14th, 2022, led by my supervisor, Catalina Sibilsky. During the meeting Catalina led a discussion on how our

work was progressing in each of their communities and provided an overview of what the ED's needed to complete to fulfill our reporting requirements to Bloomberg Philanthropies. A month later, each ED submitted a completed grant report which included a high-level summary of the education and youth initiatives within their organization and a description of how they were spending their subgrant funds. Hearing an update from Catalina in December and then submitting a complete grant report in January demonstrates an awareness of the work that we did through the education innovation project.

Although they were not a part of the Bloomberg Philanthropies grant project, Seventy Five North, the Network Member in Omaha, NE, was involved in our work to innovate the education strategy. During a Purpose Built Communities Board meeting held at Seventy Five North in December 2022, Cydney Franklin, the CEO of Seventy Five North, mentioned the work that Jimmi, the Seventy Five North education director, was doing with Catalina and I three times during her presentation to the Purpose Built board on what her organization was doing (C. Franklin, personal communication, December 12, 2023). One year wasn't enough time to gather information that would allow us to write up case studies that we would share with the Purpose Built network, so we have no evidence that the other ED's were aware of the education innovation project.

Purpose Built Communities will be **better prepared** to support all neighborhood leaders to consistently reach positive youth outcomes.



I'm assessing preparedness based on the amount and quality of tools that Purpose Built has to support Network Members in their youth and education work, the staff capacity, and the necessary internal systems to support Network Members. In terms of quality tools, Purpose Built Communities was better prepared to support neighborhood leaders than it was at the onset of the strategic project. A refined education strategy and a workshop plan aimed at helping Network

Members develop a pipeline in their neighborhood are resources that will aid Purpose Built Communities staff to support Network Members to consistently reach positive youth outcomes.

The education innovation internal project team was an attempt to build a system that would align the project with other Purpose Built workstreams. I had an opportunity to debrief this meeting with Michelle Matthews, the Senior VP at Purpose Built. In our discussion on whether the internal project team met my intended objective, Michelle shared “you could share an update at an all staff meeting or NDE [network development and engagement] meeting, but you might not need a separate meeting for that” (M. Matthews, personal communication, October 6, 2022). Her comment was a testament to the transactional nature of the internal project team meeting. We spent most of the hour overviewing the progress that Catalina and I made on the education innovation project. Receiving an update on the project may help Purpose Built staff better align their own work to what we were hoping to accomplish with the Bloomberg grant, but it was unlikely to leave team members with the type of training and structures to be “better prepared to support all neighborhood leaders to consistently reach positive youth outcomes.”

Analysis

Learning was at the core of this strategic project. I learned about neighborhood youth education strategies from experts in the field and practitioners within the Purpose Built network. The community quarterback education staff learned about how to implement the Purpose Built education strategy from each other, and Catalina and I. Although I didn’t create an effective container for this, ideally I would have engaged the staff at Purpose Built Communities in learning how to best support Network Members in their education work. I conclude at the end of the strategic project that organizational learning is a promising strategy for how national

organizations like Purpose Built, can ensure fidelity to a universal strategy while enabling local affiliates to respond to the unique conditions in their context. The ultimate outcome of my theory of action – “all Network Members will implement an effective youth and education strategy that enables each Purpose Built Communities neighborhood to be the best neighborhood to raise kids in” – will be possible only if collaborative learning becomes the central job of the Purpose Built network.

Crossan, Lane, and White’s 4I organizational learning framework, a framework that informed my theory of action, is a useful framework to analyze why the strategic project unfolded as it did. In this section, I analyze the evidence presented in the previous section by asking the questions, what did the Purpose Built Communities stakeholder [person, group, or organization] learn and what did I do to make this learning happen? To answer these questions, I align the evidence described in the previous section to one of Crossan et. al.’s four levels of organizational learning:

1. Intuiting is when an individual makes “novel connections, perceives new or emergent relationships, and discerns possibilities that have not been identified previously” (Crossan et. al., 1999, p. 526).
2. Interpreting is when individuals come together to share and make sense of their intuitions.
3. Integrating is when the interpretations of a group of individuals begin to crystallize into concrete learnings that enable group members to begin talking and acting in a similar way.
4. Institutionalizing is when the learnings of the group become embedded in the organization’s systems, routines, and structures.

I conclude that the education and youth community of practice as well as the one on one consulting meetings with community quarterback education staff proved to be ripe spaces for folks to intuit, interpret, and begin to integrate their learnings into their daily practices. However, I fell short in creating a complementary space for community quarterback executive directors and Purpose Built staff.

Level 1 of Organizational Learning: Intuiting

Intuiting is largely an individual process involving “perceiving similarities and differences-patterns and possibilities” (Crossan et. al. 1999, p. 526). Crossan et. al. claim that the outcome of intuition generally involves some kind of pattern recognition, or an internal cognitive map that helps someone connect the dots between what is currently happening or what happened in the past and what will happen in the future. For an organization, it’s important to create space to make visible what individuals are intuiting. This helps build investment, since employees are more likely to be engaged in an initiative if they are given space to share their thoughts. This also helps an organization notice patterns in what various individuals are intuiting, a necessary precursor to the second stage of organizational learning, interpreting.

The stakeholders involved in this project had different cognitive maps prior to the start of this project. Before launching the community of practice, I asked members to share one to two challenges that they were facing in their communities. One CoP member shared, “we need the public school district to recommit to the work. The superintendent and board of education members are all new from the time of our original agreement” (anonymous). This comment reveals how the CoP member thinks about the potential impact of a community quarterback. If the school district is deeply committed, then the youth and education work of a community quarterback will proceed more effectively. In a one on one meeting, one of the education consultants who was working with Connect Community in Houston shared that the “over saturation” of schools in Gulfton/Sharpestown neighborhood was ripe for an adversarial relationship between school leaders, defined by fighting to enroll the same students. The underlying logic behind this statement is that school leaders compete when there is an abundance of schools in a neighborhood. Comments shared by community quarterback executive directors

also revealed cognitive maps regarding how positive youth outcomes should be reached in a neighborhood. One executive director shared that they wanted to start their own school, since that was the best way to ensure high quality school programming (anonymous). Here lies an assumption that the community quarterback is better equipped to administer a school than the existing partner. Comments from Purpose Built Communities staff were illuminating as well. Referring to the connection between the housing development and the local school in one Atlanta neighborhood, one staff member shared that “the school will continue to struggle until the housing conditions improve” (anonymous). Underlying this comment is a belief in the connection between a child’s access to stable housing and her ability to do well in school.

The comments by community quarterback education staff, ED’s, and Purpose Built staff reflect different ideas on how to drive positive neighborhood youth outcomes. I expected this, since each person’s mental models are shaped by the context of where they work, their role, and their own life experiences. An education consultant working in a neighborhood in Houston with a high refugee population wouldn’t have the same perspective as an executive director working in an majority Black neighborhood of Atlanta that is showing the early signs of gentrification. Providing space for intuiting helped move my project forward in two ways. First, noting commonalities among the intuitions of Purpose Built stakeholders allowed me to make assumptions about which learning experiences would be impactful and which ones wouldn’t. For instance, it was clear that most stakeholders believed that a synergistic partnership between the community quarterback and the local school(s) was necessary. The belief that the community quarterback should coordinate people and services in support of neighborhood youth, a key tenet of the Purpose Built model, was also consistently held. This tenet is also the focus of *It Takes an Ecosystem*, so I was confident that this book would be a helpful learning tool for community

quarterback education staff. This was affirmed when all education staff volunteered to join the book club. Second, I wanted Purpose Built stakeholders to see themselves in the education strategy, so I often used the intuitions that I learned in my one on one conversations to corroborate a piece of the education strategy. An example of this is when Jimmi Watts from Seventy Five North in Omaha shared in a conversation with Catalina and I about her work to increase the number of seats in the early learning center in the neighborhood that were available to neighborhood youth. During a community of practice meeting, I used this as an example of something that a community quarterback can do to “design the pipeline in the neighborhood.”

Level 2 of Organizational Learning: Interpreting

During this stage of the 4I learning process, individuals begin to make explicit connections between their assumed causes and effects. I found that the individual conversations that I had with the education staff from the grant funded sites were helpful mediums to make these explicit connections. The oversaturation of schools in the Gulfton/Sharpestown neighborhood proved to be a centerpiece of the conversations I had with the education staff members working in Houston. Over the course of six months, Catalina and I saw their interpretations go from, *the school leaders in this neighborhood don't have an incentive to cooperate*, to, *what is a common challenge that they all face?* to *how can we position that common challenge in a way that incentivizes the school leaders to work together in service of neighborhood children?* Our role when Ken and Elliot, the education consultants at Connect Community in Houston, were sharing an update was to listen patiently and probe them to clarify their thinking. The outcome of this was their decision to launch a multilingual tutoring program to serve the many emerging bilingual students in the neighborhood. Yes, the goal was to support the multilingual students in the neighborhood, but it was also to incentivize the school leaders to

collaborate. If the school leaders can realize that supporting multilingual learners is an initiative that they are all interested in, then they will be better able to collaborate with each other in service of addressing a neighborhood wide need. This is an example of Ken and Elliot putting a fine point on a perceived relationship between cause and effect, one that enabled them to take action in the form of the multilingual tutoring program. Providing them space to share their emerging thinking in their meetings with Catalina and I helped enable them to do so.

In addition to using language to understand the links more clearly between causes and effects, interpreting also enables “individuals to develop a sense of shared understanding” (Crossan et. al., 1999, p. 528). Here, I had a specific objective, and that was to help the education staff members who participated in the community of practice to come to a shared understanding of what would be necessary to execute a Purpose Built education strategy. There was an acknowledgement of readiness to come to this shared understanding and to use the CoP space to do so. On an exit survey, one CoP member shared, “I appreciated the graphic depicting the youth support pipeline” (anonymous). More than that, members of the community of practice began to execute on the strategy that they learned about through the community of practice and in their one on one meetings with me. Mariohn’s implementation of a pipeline visioning workshop at the Woodlawn Foundation, and Ken and Elliot’s creation of a school leader cohort in Gulfton/Sharpestown are examples of a shared understanding of how to execute a Purpose Built education strategy. My role was to create a supportive environment, in which CoP members felt comfortable bringing their own ideas. Executing on Meg Wheatley’s community of practice principle that “the wisdom resides within us,” I sought to give community of practice members multiple opportunities to share their own solutions (Wheatley, 2019, p. :20). During two meetings, we spent the bulk of the time in conversation around CoP members problems of

practice and successes. I balanced these opportunities to share with a presentation of our emerging education strategy at Purpose Built. My sense was that the combination of a clear explanation of our thinking around an education strategy combined with multiple opportunities for CoP members to share their wisdom helped unleash Ken, Elliot, and Mariohn's projects – projects that were inspired by their own ingenuity but still closely aligned to the Purpose Built education strategy.

Whereas the one on one meetings and the community of practice proved to be ripe containers for education staff at community quarterbacks to make sense of their learnings in service of the goals of my project, the internal project team and my one off conversations with executive directors did not. SVP Michelle Matthews' suggestion to share an update on the education innovation project in an all staff meeting instead of holding a separate meeting for a separate team is evidence that the internal project team was not a space where team members could engage in interpretation. Key to the process of interpreting is using language to clarify cognitive maps. In one on one meetings with education staff and during the community of practice, this looked like providing space for folks to discuss their ideas and clarify their thinking. The internal project team meeting being experienced as an update meeting is evidence that it was not a space for this kind of interaction. Moreover, one meeting during a six-month period is not sufficient time to explore ideas and put interpretations onto what were once intuitions. Even though my strategic project left the Purpose Built team with some tools that will help them better support Network Members, the internal project team fell short in serving as a ripe space for organizational learning. Because of this, I made minimal progress on the last outcome of my theory of action - “*Purpose Built Communities will be **better prepared** to support all neighborhood leaders to consistently reach positive youth outcomes.*”

For Network Member executive directors, I provided minimal space for them to engage in interpretation. Their signatures on the Bloomberg Philanthropies grant agreement and their verbal comments in support of the education innovation project demonstrate their investment and they began to empower their education staff to move forward in their education work, but I did not create a container for them to grapple with what it means to execute a Purpose Built education strategy, as I had done with education staff.

Level 3 of Organizational Learning: Integrating

Collective action as opposed to individual action is what differentiates integrating from interpreting. Crossan et. al. explain that as coherence evolves in a group, “mutual adjustment and negotiated action” begin to take place (Crossan et. al., 1999, p. 528). In my strategic project, the community of practice proved to be an ideal space to establish coherence. This is demonstrated by CoP member comments like, “what’s helpful is being able to dialogue and bounce ideas off someone that is doing the same work” (anonymous). Words like “same work” demonstrate a tacit understanding that the work of each education staff member looks similar. A similarity in professional behaviors and beliefs underlies Lave and Wenger’s idea of the *practice* part of a community of practice. I reflected in an email update to the Purpose Staff that there was a sense of, “I found my people” after the first community of practice meeting. Members metaphorically exhaled, knowing that there were other people who may understand the day-to-day realities of their jobs. The CoP members' comments demonstrate that there was a growing shared understanding of the job of an education staff member at a Purpose Built Communities community quarterback.

Early in the CoP meetings, I sought to emphasize the shared identity of the group members. I did this by posing discussion questions that I knew they were all considering. For example, during the second meeting, I asked CoP members to react to this quote:

“If you ask a random person about childhood learning, they are likely to evoke the dominant frame that the primary settings for children and youth are schools. In this frame, out of school time programs are supplements to the goals of school. The school-centered frame is so ingrained that it’s often not even noticed, and people assume that the current educational landscape is unchangeable, even inevitable. This, of course, is not the case at all; indeed, the idea of school as the primary place for childhood education and socialization is only a few hundred years old, and though the school-centered frame is salient today, it’s not the only way to consider education and development” (Robinson and Akiva, 2022, p. 5).

All CoP members were former school-based staff, with most of them having been principals. Having been a principal myself, moving beyond the school centered frame after arriving at Purpose Built Communities was challenging. In one on one meetings with education staff members, I also heard them draw on their prior experiences as school based staff as they thought about driving neighborhood change. Sure enough, many CoP members shared how they have not only struggled to move from a school centered to a learner centered frame in their thinking but have struggled to help others in their community do the same. What came up in the CoP conversation in response to the Robinson and Akiva quote was a shared desire to figure out how to move the leaders in a neighborhood who impact youth away from a strictly school centered frame. After CoP members responded to the quote, I displayed the cradle to career graphic with accompanying community quarterback and Purpose Built Communities responsibilities (Figure 6). Even though the group had already been introduced to our refined education strategy, primed to develop a shared meaning over their job responsibilities and to question how to influence others to move away from a school centered frame, CoP members were better able to see our strategy as an answer to a common challenge. This may have contributed to CoP members

independently acting to execute on the refined education strategy. Both Mariohn Michel, the education consultant in Birmingham and Jimmi Watts, the education director in Omaha began to catalog the existing initiatives aligned to the various parts of a neighborhood education pipeline. Even though they weren't working together, I see this as evidence of the "collective action" that Crossan et. al. name as a primary component of the integrating stage of organizational learning.

The EDs of the three grant funded sites and Seventy Five North were aware of the work that we were doing through the education innovation project and showed their investment in it, but there is little evidence that they integrated any new learnings into their existing strategies. A distinctive feature of the integrating stage is sharing (Daft and Weick, 1984, p. 285), and whereas the education and youth staff members had multiple opportunities to share what they were interpreting in a way that could fuel their work, none of the Purpose Built ED's had an opportunity to do so. This is unsurprising given my initial strategy for working with EDs. As I noted in my influencing plan, for executive directors of the grant funded sites, I planned to keep them informed, garner their support, use their feedback, provide a service to them, and share learnings with them. The transactional nature of these actions inhibited deep organizational learning. Many scholars in addition to Crossan, Lane, and White have written about the importance of dialogue for organizational learning. William Isaacs, the director of the Dialogue Project at MIT writes, "Through dialogue the group can evolve new and deeper shared understandings. This shared meaning can cause those who have participated to more or less spontaneously make mutual adjustments to their evidence" (Isaacs, 1993, p. 25). The evidence of community quarterback staff making adjustments to their actions in the form of the pipeline visioning workshop in Birmingham and the tutoring program in Houston demonstrate that the

community of practice was an effective container for this kind of dialogue to happen. The lack of a container for EDs may have contributed to a lack of evidence of this stage of learning.

My method of influencing Purpose Built staff through keeping them informed, garnering their support, using their platform, using their feedback, using their skills, and sharing learnings with them proved to be largely transactional as well. The transactional nature of my interactions with Purpose Built staff around this project and the infrequency of them may have contributed to a lack of evidence of them getting to the interpreting stage of the 4I framework.

Level 4 of Organizational Learning: Institutionalizing

Institutionalizing of the education strategy that we developed throughout the course of this strategic project would be necessary in order for the long-term outcome of the strategic project to be met: *All Network Members will implement an effective youth and education strategy that enables each Purpose Built Community neighborhood to be the best neighborhood to raise kids in.* Institutionalization happens when prior learning becomes “embedded in the organization,” and “a certain degree of consensus or shared understanding among the influential members of the organization” around how and why things get done is established (Crossan et. al., 1999, p. 530).

There is no evidence that any of the learnings that any of the stakeholders came to throughout the course of the strategic project have been institutionalized within the Purpose Built Communities network. Evidence of institutionalization would look like new education and youth staff being hired at any Purpose Built community quarterback, and there being a comprehensive set of guidelines and strategies that they could draw from in implementing the Purpose Built Communities education strategy. The person who hired them, likely the executive director of the community quarterback, would have a broad understanding of what it takes to execute the

strategy. There would be an existing set of supports provided by Purpose Built Communities that would help the new hire get oriented to the work and build the skills to establish and connect a neighborhood serving pipeline. These supports would be embedded in the organizational structure at Purpose Built Communities and would outlast myself, my supervisor, or any one staff member. This hypothetical evidence would result in a situation where the execution of the Purpose Built education strategy, although still challenging, is more automatic. True institutionalization of learning takes time, and in a complex environment like the Purpose Built network, longer implementation of the education innovation work will be necessary to reach this stage of the 4I framework.

Revised theory of action. The analysis suggests that a revised theory of action may have led to better results. The underlined parts of the *if* section are what I would revise.

If I...

- Use research, proven practices, and insights from practitioners to **develop** a neighborhood revitalization education strategy with accompanying method for measuring impact.
- **Codify and share knowledge** of challenges, lessons learned, and best practices from the first year of the Bloomberg Education Innovation grant with stakeholders across the Purpose Built network.
- **Establish a conducive learning environment during one-on-one meetings with education staff from the Bloomberg grant-funded location that would help them implement the Purpose Built education strategy in their context**
- **Establish** and **facilitate** a Purpose Built Communities education and youth community of practice that involves workshops aligned to the education strategy, opportunities for education staff members to discuss problems of practice, and opportunities to refine the education strategy.
- **Establish a conducive learning environment among the Purpose Built staff that would invest and involve them in the refinement of the Purpose Built Communities education strategy.**

The one on one meetings that I had with Mariohn, Ken, Elliot, and Lydia proved to be pivotal to investing them in the Purpose Built education strategy and helping them develop the skills to execute it. At the beginning of the strategic project, I thought about these meetings as an

extension of the community of practice, rather than a separate space that would be integral to the success of the project. The revised theory of action reflects the importance of these meetings as a separate input that would drive change in the organization. Also, at the beginning of the project, I conceived of the space where I would involve Purpose Built staff, the internal project team, as a transactional group. The community of practice revealed what's possible when individuals learn together, but learning will live and die in the CoP if learning spaces aren't created across the entire organization, or network in this case. If I designed the internal project team as a learning group, then Purpose Built Communities would be better prepared to support all neighborhood leaders to consistently reach positive youth outcomes.

Implications for Purpose Built Communities

How does Purpose Built Communities continue to refine its education strategy and eventually institutionalize it so that each Purpose Built neighborhood will be the best neighborhood to raise kids? In this section I recommend five ways to make this happen.

First, I recommend that Purpose Built Communities invest more resources into supporting Network Members to ensure that neighborhood students attend the neighborhood school(s) that are part of the revitalization that the NM is coordinating. As the history of Drew in East Lake Atlanta and Howard Kennedy in Highlander Omaha reveal, the Purpose Built education strategy is more effective when the neighborhood children match the neighborhood school children. My response to many Network Member's inability to ensure this was to think more broadly about the education strategy, and adapt it so that youth outcomes aren't so heavily dependent on what happens in the neighborhood school. At the end of the strategic project, I still believe that a broader conception of the education strategy is necessary, but a more concerted attempt to align the neighborhood children with the neighborhood school children, like the one

that Woodlawn United is driving, is also necessary. Recognizing that children with the most needs brought on by poverty have historically been segregated in the same schools, many education reforms of the 21st century have forced or encouraged school districts and charter management organizations to give more choices to parents when deciding where their children attend school. For example, contingent on space, families living in Houston, can apply to enroll their children in any of Houston ISD's district and charter schools (Houston Independent School District, 2023). All parents deserve to be able to choose where their children go to school. But when a community quarterback is working to concentrate resources in an area where poverty has been concentrated, a policy environment that is unfavorable to neighborhood serving schools makes it harder for a community quarterback to ensure that the same kids can benefit from all of the investments that are coming into the neighborhood. On top of that, Purpose Built Network Members' fundraising pitch is weakened when they can't confirm with funders that their target population will benefit from all parts of the Purpose Built model. This is particularly problematic since the history of Drew and Howard Kennedy reveal the importance of attracting philanthropic dollars to drive a successful neighborhood education strategy.

Even though the battle will be uphill, Purpose Built Communities should support Network Members to fight for policies that help their neighborhood schools serve neighborhood children. This could look like drafting boilerplate language that communities could adapt when proposing city or state legislation that allows charter schools to give preference to neighborhood children. It could also look like supporting Network Members and their partner schools in recruiting students to their schools. An ecosystem approach that involves unleashing learning opportunities across a neighborhood is a worthy one, but a challenging and unproven one. It also forces the community quarterback to spread their resources more thinly across the community,

instead of directing them to one or a few schools. Although I believe that Purpose Built Communities should pursue a learning ecosystem approach, it should also continue to focus on the neighborhood schools, but only if they can ensure that neighborhood children attend them.

Second, Purpose Built Communities should continue to invest in maintaining a thriving education and youth community of practice. As the evidence demonstrates, the CoP was an effective container for education and youth staff at community quarterbacks to share their ideas, connect with others who are doing similar work, learn new strategies, and in general become better at their jobs. Part of what made the community of practice successful was my intense focus on it. From the beginning it was a centerpiece of my strategic project, so I invested considerable time in preparing for meetings, prepping material with folks who would be presenting, analyzing survey data after each meeting to adjust course as needed, and making sure that our CoP discussions were aligned to what we were trying to accomplish through our education strategy.

For now, an intense focus will help to continue the success of the community of practice. However, communities of practice are meant to be owned by the entire community and not one person. My leadership of the CoP was obvious – I set the agenda, drove communication in between meetings, and facilitated each meeting. Although CoP members heavily influenced what we discussed, the formal leadership of other CoP members was less obvious. Eventually, Purpose Built staff will need to take less of a leadership role in the CoP. Like one community quarterback staff member volunteered to lead a book study group, leadership opportunities should be gradually expanded to CoP members. These could look like assigning roles such as designating a note taker, facilitator, timekeeper, question capturer, etc. for each meeting. Purpose Built could also incentivize CoP members to initiate communication between meetings. This

could take the form of a system where different CoP members are scheduled to start an online discussion on a topic of their choice between meetings. This along with other leadership opportunities would gradually create a culture of collective leadership, one where the lifts of Purpose Built staff are less heavy.

In the immediate future, the community of practice lifts from Purpose Built staff will remain heavy. This, along with the other actions I took to move our education strategy forward reveal a need for additional education capacity at Purpose Built Communities. My third recommendation is that Purpose Built Communities hire at least one other staff member who is explicitly focused on education. The community of practice and one on one consulting meetings with the education staff members at the grant funded sites proved to be ripe places for individual and organizational learning. In addition to leading these efforts, I also spent a significant amount of time exploring what other organizations are doing to create neighborhood serving education pipelines and establishing relationships with these organizations. There was a need to synthesize all that we were learning from our conversations with community quarterback staff, Purpose Built staff, and other organizations, so I spent a substantial amount of time compiling our learnings and making sense of what to do next. In all, I spent about 25 hours a week leading the Bloomberg Education Innovation grant. For this work to continue, Purpose Built will need more staff members.

In the short term, I recommend hiring an Education Director who would work under Catalina Sibilsky, the VP of Educational Initiatives. First, they should be responsible for providing direct services to the Purpose Built network in the form of facilitating the community of practice, providing one on one consulting, and leading workshops. Second, they should be focused on the continuous improvement of the Purpose Built Communities education strategy.

As it was for me, this exploration will be a significant body of work. The strategy is simply too new to not devote significant time to it. As Purpose Built Communities begins to institutionalize its ability to create thriving neighborhood pipelines, they may need to hire additional education staff members. If all 27 communities will eventually receive intensive one on one consulting from Purpose Built, then more education directors will be necessary. Another option would be to institutionalize the role of the Harvard Graduate School of Education resident. If Purpose Built intends to bring on residents in the future, then they could create a broad job description that lists the responsibilities that I described above.

Fourth, I recommend that Purpose Built Communities either eliminate the education innovation internal project team or adjust its purpose and how it is facilitated so that it can serve as more of a learning container than an information sharing space. If Purpose Built staff conceives of the internal project team as an information sharing body, as I did, then eliminating the group and sharing information in other spaces would be appropriate. In this case, then I recommend that Catalina and other education staff continue to share updates on the education innovation project in either all staff meetings and network development and engagement meetings, meetings that all staff who directly interface with Network Members attend.

However, if Purpose Built intends to evolve the internal project team to become a space for true collaboration, then I recommend that the team uses some of my lessons learned through the community of practice to adapt the team's meeting space into a learning container. Like I did with the quote on a school centric way of thinking, I recommend creating space for Purpose Built staff to grapple with concepts related to the refinement of the education strategy. In the community of practice, this resulted in education staff acting independently but in alignment

with the concepts that they discussed during the community of practice. The same could result after conversations in the internal project team.

Last, I recommend that Purpose Built Communities keep this work going after the Bloomberg Philanthropies grant period ends in 2025. If the community of practice continues, new education focused staff are brought on, and the education innovation work becomes more embedded in regular team meetings, then learning about how to refine the education strategy may become institutionalized. This would create the necessary momentum to keep the project going. Regardless, outcomes that we designated through the outcomes framework (Appendix B) won't bear fruit during the three-year grant period. For example, measuring how much a child grows from 3rd to 8th grade isn't possible in the grant period and there will be little meaningful change in the percentage of students who earn a postsecondary degree during this time horizon. The data gathered through this strategic project demonstrate that there is investment among Purpose Built stakeholders to continue the work. Even so, conditions for kids in Purpose Built Communities neighborhoods haven't yet materially changed as a result of the refined Purpose Built Education strategy. Extending the project will provide more time to authentically test the efficacy of the strategy.

Aside from recommendations for how to institutionalize a refined education strategy, this project provided insight into how Purpose Built Communities works with Network Members. Given that Purpose Built Communities works in a networked organizational model where the lines of influence are diffuse, the question of how Purpose Built Communities consistently provides value to Network Members is always in the background. Through this strategic project, I learned that the pass-through money to Network Members, the space for youth and education staff to meet, and the creation of a set of standards for how to do something were valuable to

Network Members. The money that Purpose Built passed through from the Bloomberg Philanthropies grant added staff capacity at the community quarterbacks that executive directors may have not had the funds to add otherwise. The success of the community of practice demonstrates the value of this space, and relatedly, the education staff members' appreciation for the materials and guidance that we shared demonstrates their perceived value of a set of standards for how to do something. The value proposition that Network Members perceived through the education innovation project may be instructive to Purpose Built Communities as it continues to refine how it provides support to Network Members.

Implications for Sector

Purpose Built Communities is a sector spanning organization and depending on the stakeholder that one asks, could belong to a group of housing organizations, community development organizations, education organizations, or public health organizations. The ability to span sectors is part of the secret sauce of the model. When considering implications for the sector, I consider the sector as the field of organizations who are similarly sector spanning. Alongside this strategic project, I also served as the project manager for a national effort to define what this sector is. The effort included the leaders of other national sector spanning organizations like The Harlem Children's Zone, Strive Together, and Results4America. At the time of writing, the definition of the sector was still emerging, but we did clarify some of our commonalities, which are our shared desire to promote economic and upward mobility and to do so in defined places. In this case, I define the sector as the 10 organizations who were involved in this field building effort, and any other organization that is similarly sector spanning in its efforts to enable economic and upward mobility in place.

What became clear through my interactions with other leaders involved in the field building project, is that many people are thinking about how to create neighborhood youth ecosystems, but there isn't yet an industry standard for how to do so. I think that clearly defining the field that Purpose Built and other organizations work in will help to create the "industry." In addition, a system for collecting the various strategies for creating thriving youth ecosystems should be developed so that the sector can synthesize the various strategies into a set of standards. I learned about the community organizing framework that the Forum for Youth Investment uses, the cradle to career program that The Harlem Children's Zone uses, and the systems measurement framework that Strive Together uses. Each of these were instructive to what we were doing at Purpose Built and what we were doing at Purpose Built was instructive to each organization. That said, if I didn't have the time and the focused objective of exploring existing practices, then we may not have had an opportunity to share, which would then preclude any sector wide standards from being developed. I recommend that the national organizations involved in the field building effort create a community of practice of education focused staff members from their organizations, to provide a container for these standards to grow. Drawing from the success of the Purpose Built Communities education and youth community of practice, an education and youth community of practice involving folks like my supervisor, Catalina, who are responsible for executing an education strategy at their national organization, could be an ideal environment to bring together and synthesize best practices for how to create a thriving neighborhood youth ecosystem.

The success of the community of practice is instructive for the internal operations of other organizations in the sector as well. It provides a helpful model for teaching and ensuring fidelity to a model, when the network is a diffuse one like Purpose Built is. Quality control is a

common challenge among national organizations who work in a federated model, and the diversity in community conditions among organizations involved in a network could create a situation where a model is implemented so drastically differently that it becomes altogether unrecognizable. For national organizations interested in enabling economic and upward mobility in places that work with local affiliate organizations, engaging in collaborative learning through communities of practice could be a helpful way to help local organizations implement a model.

A concept that I heard Catalina share on more than one occasion is that community quarterbacks need to show school partners how they can be valuable to them. This was put into practice when Ken and Elliot, the education consultants working for Connect Community in Gulfton/Sharpestown, brought neighborhood school leaders together. They spent a portion of their meeting updating the school leaders on the various things that were going on in the neighborhood. A service that Connect Community can provide to the school leaders in the community is access to what is happening in the neighborhood, an asset which may help school leaders plan their school programming. Catalina's axiom and Ken and Elliot's meeting are instructive to other organizations who serve community quarterback or backbone-like functions. The relationship between a community quarterback and a school partner could easily slip into adversary. In fact, the founding of Drew preK-12 in East Lake Atlanta was based on an indictment of Atlanta Public Schools' ability to serve the children of that neighborhood. The East Lake Foundation and their funders thought that they could serve the children better. Whereas the East Lake Foundation had the resources to make this happen, most community quarterbacks or backbones do not. Therefore, an indictment of the local charter or school district's ability to educate children would do no more than create bad blood between the school and the quarterback. More than that, many district or charter schools who struggle to drive positive

education outcomes, aren't negligent, but are instead facing systemic forces that inhibit their ability to deliver an excellent educational experience. Instead of blaming schools for those systemic issues, community quarterbacks and backbones should work to address them. Sector spanning organizations like Purpose Built Communities quarterbacks or Strive Together backbones are uniquely capable of doing so, since the highly effective ones can have influence over so many local systems. Organizations working in the sector alongside Purpose Built must endeavor for this.

Implications for Self

When introducing myself to folks throughout my residency, I often said that coming to Purpose Built was a career shift for me. I elaborated that I had spent my career working in schools, which are different environments than a national nonprofit focused on comprehensive neighborhood revitalization. The key difference for me has been how influence flows. In schools, influence is much more direct and much faster. As a principal, I could introduce a school wide initiative during a staff meeting and then expect the staff to move forward on that initiative. Since the staff ultimately reported to me, the formula for influence was institutionalized in the organization. I set an expectation, provided support, and then the staff ultimately followed through. Of course, in practice, rarely did it play out so seamlessly since schools are still complex places with multiple perspectives, varying skill levels, and competing demands. That said, the theoretical way that influence flows is much clearer in a school than how it flows in a networked organization like Purpose Built Communities.

My connection to the community was also closer when working in schools. As a principal, I saw our students every day, could talk to them, knew their parents, and was directly involved with plans to make sure they succeeded. Juxtapose that with Purpose Built

Communities, where we were serving students and families who will likely never meet. This distance felt foreign to me. The learning curve that I climbed while a resident at Purpose Built Communities involved learning how to influence with less formal authority while being far removed from the people that we were ultimately trying to impact.

The way that I influenced while at Purpose Built was to create spaces where people could react to things that I was creating. The community of practice and the one on one consulting meetings demonstrated the promise of this. Even though I couldn't create a program or help a teacher that would be working directly with the children in Purpose Built Communities neighborhoods, I could co-create a strategy with people who would be impacting systems that the children in those communities dealt with every day. Reconceptualizing influence as one of breadth – number of children impacted – instead of depth – impacting a small number of children deeply – was the backdrop of my residency.

Furthermore, I enhanced my understanding of how to engage someone in a learning experience. As a teacher and principal, I grew to understand learning as something that is backwards planned. When teaching a lesson, you plan and execute based on an end goal of what you hope students will learn. The learning that I hoped folks would walk away with throughout my strategic project was much less defined. Giving folks space to share their ideas and respond to what I was creating, resulted in learning nonetheless. The actions of the education staff in the grant funded sites demonstrate this. In this way, I grew to understand engaging someone in a learning process from a national organization as a process of planting seeds, rather than pruning bushes to look a certain way.

In preparing for a session with my Harvard professors and advisors intended to support us in our residency work, I was asked to reflect on the question: “which people are likely to be your

opposition as a result of this change?” I struggled to answer this question, since even though I was introducing changes, I felt overwhelming support throughout my strategic project. A robust authorizing environment buttressed and accelerated everything I did. My authorizing environment came from Purpose Built Communities’ motivation to create a positive residency experience for me, which was due in part to my initial connection to the organization coming from Paul Reville, who was the Director of the Ed.L.D. program and also a board member at Purpose Built. I also had an incredibly supportive manager in Catalina Sibilsky, someone who is deliberate yet adaptable to changing dynamics, and highly respected in the Purpose Built Network.

I helped fortify my authorizing environment by entering the organization with a learning orientation. Crossan et. al.’s organizational learning framework was a natural one for me to choose when analyzing the outcomes of my strategic project because I am naturally interested in and attuned to how people learn. It’s my interest in understanding and empathizing with how each person sees the world that drove my success as an educator and influences how I go about building relationships. Throughout my residency, but especially during the first three months, I asked genuine questions about how we as a team and each individual approached and thought about their work. I think it was the genuineness of my curiosity that helped the stakeholders I interacted with understand that my intentions were to understand before I acted. This may have built some positive will, which may have limited opportunities for folks to oppose my work. The process of writing a capstone helped me both recognize my learning approach and see it as a true asset in building relationships and investing others in change efforts. Knowing this may enable me to unleash this skillset more proactively in my future career roles.

Even after a few short months of working at Purpose Built Communities, I'm convinced of the promise of the model for comprehensive neighborhood revitalization. The initial impetus for becoming a teacher 13 years ago was my desire to address poverty and racism in America. I thought that providing educational opportunities to students whose families were intergenerationally oppressed was a way to do this. I still believe in this theory of action, but my time at Purpose Built Communities has broadened my conception for how to address poverty and racism. The "what" is the same – Purpose Built Communities seeks to address the consequences of systemic racism and poverty in America. The "how" is different. They do this through bringing together initiatives in housing, education, community wellness, and economic vitality in defined places. No community quarterback acts without the sign off of local residents and among the most effective community quarterbacks, the neighborhood residents are leading the neighborhood change effort. Seeing this in action throughout the Purpose Built network has given me cause to rethink how to scale initiatives to address racism and poverty in America.

In essence, Purpose Built Communities strives to funnel resources to communities that have been disinvested in, and then set up structures so that they can use these resources to improve their communities. Instead of teaching a man to fish, which is what I sought to do as a teacher and principal, Purpose Built Communities is sharing a way of thinking about the problem of catching fish in each community's context, which might mean building a fishing rod, weaving a net, or some new method of catching fish. Once the solution is decided, Purpose Built Communities will help the community attract resources that will enable them to ultimately catch more fish. I see the promise in this strategy. Knowing that so many schools across the country continue to struggle despite countless hours and resources put in by staff is a testament to the fact that a different strategy is necessary. What if the kids who went to those schools didn't have to

deal with the many negative aspects of living in areas of concentrated poverty? I'm intrigued and inspired by Purpose Built's attempt to address this question.

Conclusion

If we had a dramatic resource reallocation along with a renewed effort to work collectively among businesses, governments, and nonprofits, then we could see a significant change in the educational services and outcomes among our public schools.

The responsibility of changing the education sector in America belongs to the government, corporations, and philanthropists. As a Harvard Ed.L.D student, I hope to explore how to cultivate collective impact ecosystems that work to support the development and education of oppressed youth.

These are words from my application to the Harvard Graduate School of Education's Ed.L.D. program. The connection between what I wrote in my application and my strategic project at Purpose Built Communities is striking. Also striking, is the fact that the same questions that were swirling in my head before coming to Harvard are the same questions that I posed to the stakeholders that I worked with throughout my strategic project. Except this time, I was equipped with protocols for guiding learning through conversation, new data on how resources flow into communities, an awareness of how institutional rules define different sectors and how differences in these rules prevent collaboration, and many other insights and skills that I developed through two years in the Ed.L.D program. This residency was an opportunity to test those skills and bring new insights to answer the questions that keep me up at night and get me up in the morning.

I hope that this capstone will tell the story of how a national nonprofit working with local affiliates can create thriving neighborhood youth ecosystems. For my strategic project, this meant exploring how Purpose Built Communities can leverage the unique power of a community quarterback through a networked organizational model to refine a neighborhood revitalization

education strategy that will result in positive educational outcomes in any neighborhood in America, regardless of its unique dynamics. I knew I needed to consider a neighborhood wide approach, so I consulted Uri Bronfenbrenner's Ecology system theory, a theory that describes how the various people, places, and systems interact to impact a child's development. I knew I needed to work through a networked organizational model, so I referenced Meg Wheatley's research on communities of practice, a structure that Purpose Built Communities relies on. I knew I needed to influence through indirect layers and plant seeds that I wouldn't see grow, so I looked to Crossan, Lane, and White's research on organizational learning. The research, together with the history of Purpose Built Communities led me to a theory of action that involved developing a neighborhood revitalization education strategy, supporting education staff at community quarterbacks, establishing a community of practice, and keeping the Purpose Built team informed through an internal project team.

My efforts to develop an education strategy, work with community quarterback education staff directly, and facilitate a community of practice bore the most fruit as community quarterback staff independently executed on our education strategy. The internal project team was the least successful and proved to be a space for updating the Purpose Built staff on what was happening instead of incorporating them into the work. I sought to create common ground in the community of practice and space for folks to share their ideas. I similarly sought to give space for education staff to share their ideas in response to what we were building at Purpose Built. These efforts proved to be effective and helped enable education staff to execute in alignment with our emerging strategy. My interactions with the Purpose Built team were largely transactional, which made the internal project team more of a group that needed to be updated rather than a group that was included in the work. My interactions with community quarterback

executive directors were transactional and limited, which prevented them from being a part of the evolving work like the education and youth staff were.

This strategic project highlights the necessity of formulating approaches to make neighborhood schools more available to neighborhood children, continuing the community of practice but transferring leadership away from Purpose Built staff, hiring more education focused staff at Purpose Built, creating a container for staff to grapple with topics central to the education innovation project, and continuing the project beyond the three year grant term. The project also sheds light on the value that Purpose Built Communities provides to Network Members, which in this case was money, the community of practice, and a set of standards for how to do something. For the sector, the strategic project informs my recommendation to create a group to organize all of the various initiatives to create neighborhood youth ecosystems in an effort to create some sector wide standards of practice. It also highlights the potential of a community of practice to teach and support the implementation of and ensure fidelity to a strategy in a networked organization. I also hope that the project will emphasize the need to partner with schools instead of indicting them.

For me, the experience of leading this project was about learning how to influence through complex layers. Moreover, I learned what it means to serve a community when you are far removed from them. I'm left invigorated by the promise of the Purpose Built model because in an alternate universe, one in which the vision of Purpose Built is realized in the hundreds of neighborhoods across America that have been historically disinvested in, the lives of kids like Kay might be different. Kay might leave her house at 7:30am to walk along a well-lit, tree lined, and clean street to her school which is 8 blocks from her house. She may enjoy that walk, because she is doing it with her friends, who also live in the neighborhood and choose to go to

the neighborhood school. At school, she'll have access to state-of-the-art technology, up to date curricular materials, and highly qualified teachers. After school, she'll need to balance track and band, two extracurricular activities among the 35 that the school offers. After band and track practice, she'll hang out with her friends at the local coffee shop where they will chat and do their homework. She'll then pick up food for her family from the full-service grocery store on the way home. When it's written out like this, a day like this doesn't seem too exceptional. Yet it is for Kay, and the many children who live in areas of concentrated poverty. That doesn't have to be the case.

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Appendices

Appendix A: Stakeholder Conversations

Person	Title	What I gleaned from the interview
Catalina Sibilsky	Vice President of Educational Initiatives, Purpose Built Communities	How does Purpose Built Communities influence a neighborhood ecosystem? How does a community quarterback influence a neighborhood ecosystem? What parts of a neighborhood ecosystem are the most important to influence? How do we know if the neighborhood ecosystem is effective?
Lynne Sacks	Research Director, Harvard EdRedesign Lab	How do we know if the neighborhood ecosystem is effective?
Karen Pittman	Partner, Knowledge to Power Catalysts Co-founder, Forum for Youth Investment	How does a community quarterback influence a neighborhood ecosystem? What parts of a neighborhood ecosystem are the most important to influence?
Merita Irby	Partner, Knowledge to Power Catalysts Co-founder, Forum for Youth Investment	How does a community quarterback influence a neighborhood ecosystem? What parts of a neighborhood ecosystem are the most important to influence?
Jimmi Watts	Education Director, Seventy Five North Revitalization Corps (Purpose Built Communities Network Member)	How does a community quarterback influence a neighborhood ecosystem? What parts of a neighborhood ecosystem are the most important to influence?
Mariohn Michel	Education Consultant, Woodlawn United (Purpose Built Communities Network Member)	What parts of a neighborhood ecosystem are the most important to influence?
Othello Meadows	Purpose Built Communities Board Member	How does Purpose Built Communities influence a neighborhood ecosystem?

	Former CEO of Seventy Five North (Purpose Built Communities Network Member)	How does a community quarterback influence a neighborhood ecosystem?
Alex Wiggins Quettan	Vice President, Purpose Built Communities	How does Purpose Built Communities influence a neighborhood ecosystem? How does a community quarterback influence a neighborhood ecosystem? What parts of a neighborhood ecosystem are the most important to influence?
Nicole Tuttle	PreK Coordinator, Drew Charter School Education Consultant, Purpose Built Communities	How does Purpose Built Communities influence a neighborhood ecosystem? How does a community quarterback influence a neighborhood ecosystem? What parts of a neighborhood ecosystem are the most important to influence?
Mikki Anderson	Vice President, Purpose Built Communities	How does a community quarterback influence a neighborhood ecosystem? What parts of a neighborhood ecosystem are the most important to influence?
Bob Ryschke	Executive Director of Center for Teaching at The Westminster Schools Education Consultant, Purpose Built Communities	How does a community quarterback influence a neighborhood ecosystem? What parts of a neighborhood ecosystem are the most important to influence?
Cynthia Kuhlman	Director of Educational Achievement, Cousins Family Foundation	How does a community quarterback influence a neighborhood ecosystem?
Elliot Witney	Education Consultant, Houston Connect Community (Purpose Built Communities Network Member)	How does a community quarterback influence a neighborhood ecosystem?
Ken Goeddeke	Education Consultant, Houston Connect Community (Purpose Built Communities Network Member)	How does a community quarterback influence a neighborhood ecosystem?

Gavin McGuire	Executive Director, Grove Park Foundation (Purpose Built Communities Network Member)	What parts of a neighborhood ecosystem are the most important to influence?
Stephen Cockrell	Interim CEO, NYC Fund for Public Schools Former Education Director, Woodlawn United (Purpose Built Communities Network Member)	How does a community quarterback influence a neighborhood ecosystem?
Mashonda Taylor	Executive Director, Woodlawn United (Purpose Built Communities Network Member)	How does a community quarterback influence a neighborhood ecosystem?
Sarah Ippel	Founder and Executive Director, Academy for Global Citizenship	How does a community quarterback influence a neighborhood ecosystem?
Debra Edelson	Consultant, Purpose Built Communities Former Executive Director (Grove Park Foundation)	How does Purpose Built Communities influence a neighborhood ecosystem? How does a community quarterback influence a neighborhood ecosystem?
Ginneh Baugh	Former Senior VP of Impact and Innovation, Purpose Built Communities	How do we know if the neighborhood ecosystem is effective?

Appendix B: Outcomes and Indicators for the Education Pillar at Purpose Built Communities

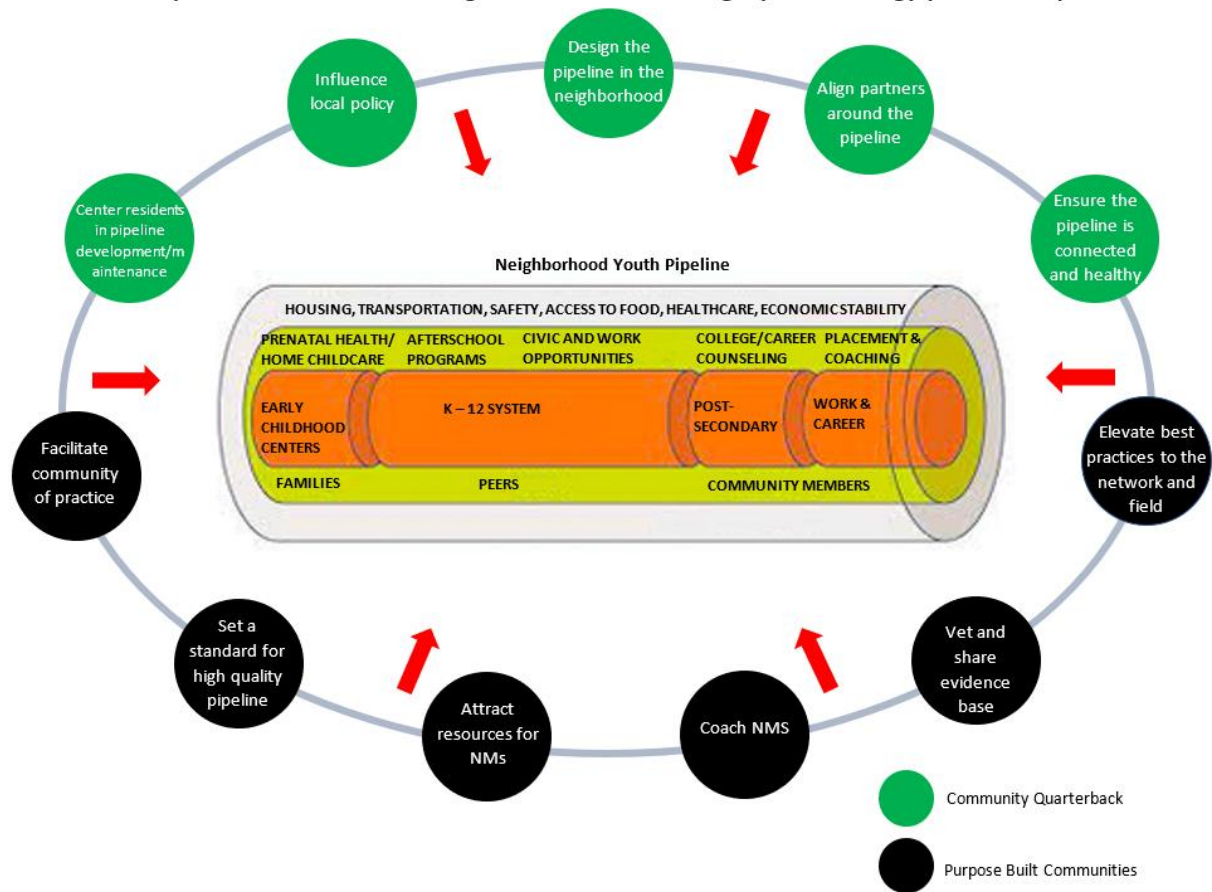
Purpose Built Communities Education Outcomes and Indicators (Draft 12/14/2022)			
#1 Children enter kindergarten with the readiness skills to be successful in school.	#2 Children are proficient in core academic subjects K-12 so they are on track to graduate from high school.	#3 High school graduates obtain a postsecondary degree, certification, or credentials so they are prepared to access the career of their choice.	#4 Children are physically, socially, and emotionally healthy so that they can participate and thrive in learning and development opportunities.
% of neighborhood children enrolled in nursery school or preschool ACCESS TO PRESCHOOL	Average per-grade change in English Language Arts achievement between third and eighth grades EFFECTIVE PUBLIC EDUCATION	% of students in neighborhood who obtain a postsecondary degree, certification, or credential	Ratio of population per primary care physician ACCESS TO HEALTH SERVICES
	% of students attending high-poverty schools, by student race or ethnicity SCHOOL ECONOMIC DIVERSITY		% of low-weight births NEONATAL HEALTH
	% of 19 and 20-year-olds with a high school degree PREPARATION FOR COLLEGE		Air quality index ENVIRONMENTAL QUALITY
	% of households with broadband access in the home DIGITAL ACCESS		Deaths due to injury per 100,000 people SAFETY FROM TRAUMA

Appendix C: Purpose Built Communities Internal Project Team

Name	Role at Purpose Built Communities
Ashley Bozarth	Knowledge Manager
Alex Wiggins Quettan	VP
Mikki Anderson	VP
April Callen	Director of Racial Equity Programs
Melissa Deveraux	VP of Strategic Partnerships
Catalina Sibilsky	VP of Educational Initiatives
Ben Lewis	Special Assistant to the CEO
Michelle Matthews	Senior VP

Appendix D: Purpose Built Communities Education Strategy

Purpose Built Communities Neighborhood Youth Serving Pipeline Strategy (March 2023)



Community Quarterback Actions	
Facilitate family engagement	Studies show that students perform better in school when the school effectively engages families. NMs can leverage the avenues that they use to engage residents on housing and other community programs, to also help schools engage families.
Influence local policy and practices	School attendance policies that preference children who went to neighborhood pre-schools when enrolling children for the local elementary school, district policies that funnel talent to hard to serve areas, and funding for neighborhood parks, are all examples of initiatives that positively impact children in a neighborhood. The NM will build and leverage relationships with local leaders to drive these initiatives and others.
Design the pipeline in the neighborhood	Some neighborhoods have a clear K-12 pipeline that involves all students going to the same schools. Other neighborhoods have multiple schools serving the same neighborhood. Regardless of the current state, the NM must work with residents and partners to design a cohesive neighborhood serving pipeline. This involves taking stock of which parts of the pipeline are intact and functioning, and which parts are missing.

Align partners around the pipeline	Once the pipeline is designed, the NM will make sure that partners remain aligned in operating it. This looks like setting a decision making table involving local school leaders, out of school time providers, and other youth serving entities to ensure that all partners are driving toward the same vision. It also involves using MOUs and data sharing agreements to ensure that partners remain committed to the purpose of the pipeline.
Connect the pipeline	Once all partners are identified and aligned around a common vision, the NM will ensure that the pipeline is connected. This looks like facilitating processes to ensure that the various partners on the pipeline interact. For example, the NM could facilitate a data sharing meeting during which the local preschools meet with the elementary schools to discuss which neighborhood pre-k students will be enrolling in kindergarten. It could also look like hiring a team of family navigators to ensure that each child can access and move through the pipeline in its entirety.

Purpose Built Communities Actions	
Facilitate community of practice	Purpose Built Communities will convene NM staff who are explicitly focused on education through a community of practice with the goals of sharing best practices, facilitating peer to peer feedback, and providing a platform for the continuous improvement of the PBC education strategy.
Set a standard for a high-quality pipeline	As the PBC network refines its education strategy, the standard for a high-quality pipeline will continue to evolve. PBC must be the standard bearer for the PBC network of what a high-quality pipeline looks like. Holding this standard will help NMs understand where they are effective and where they need to improve.
Coach	A clear standard will allow PBC to coach NM's on their education strategy. This could look like one-on-one consulting calls, site visits and debriefs, or planning sessions.
Attract resources	After the NM designs the pipeline in the neighborhood and determines which local policies need to be shifted, they'll need funding to advocate with local leaders or create/strengthen program providers to fill in the pipeline. PBC will use its national network and clout to help attract and deploy resources to support the NMs' education strategy.
Vet and share evidence base	PBC will determine what research is rigorous and relevant to NMs. They will then make it easily accessible to NMs.
Elevate NM best practices to the network and field	Through creating publications, facilitating workshops, highlighting best education practices in NM neighborhoods, Purpose Built Communities will share successful and promising education strategies with the PBC network and field.

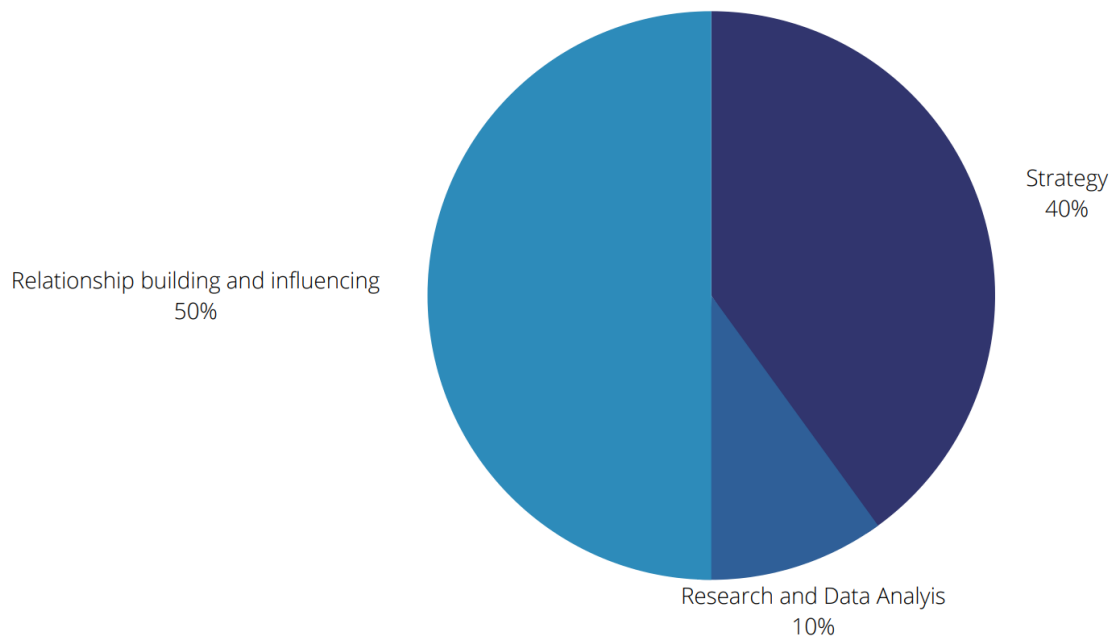
Aspects of a Cradle to Career Program	
School day programming	For children to be upwardly mobile in adulthood, they must be academically and vocationally productive in their youth. Much of the programming to ensure this happens during the school day. Each child in the neighborhood should have access to school day programming that is rigorous, supportive of each child's

	socioemotional health, geared toward their potential future vocation, and supportive of students being their best selves.
Out of school supports and systems	The yellow part of the pipeline is intended to ensure that neighborhood children are socially and civically connected. This includes access to engaging extracurricular programs, opportunities to contribute to the wellbeing of the community, and systems and activities that encourage positive relationships: child to family, family to family, peer to peer, and child to community member.
Social determinants of health	Children must be physically and emotionally healthy and safe to thrive in their childhood and ultimately in adulthood. Safe and consistent housing, convenient transportation, access to healthy food, and community mental health resources are all things that help ensure this.

Appendix E: Community Quarterback Education Director Job Description, Purpose Built Communities

The education director will be

- **A student centered, education content expert.** This means that they can assess good teaching learning and vet education partners for quality. They have the courage to advocate for quality on behalf of students and are willing to go against the status quo.
- **Someone who understands the local landscape.** This means that they are aware of some of the policy and political barriers that make education challenging and either know directly, or are aware of the most influential people and organizations in the local education sector.
- **A systems thinker. They are energized by what's possible in the entire ecosystem and they naturally see how things fit together.**
- **A relationship builder.** This means that they are easy to connect with, respected, and a good listener.



Appendix F: Sample of an Education and Youth Community of Practice Planning Document

Community of practice meeting 2

December 9th, 2022

Grand Rapids, Lift Orlando, Seventy Five North, Grove Park, Birmingham, Houston, Tulsa

Things to focus on during this meeting based on the feedback from the last meeting:

- More explicit conversation around the pipeline framework
- Give people an opportunity to engage in small groups
- Give people an opportunity to get advice on challenges in their neighborhood

The meeting will be successful if:

- Participants get at least two insights that help them address a problem in their context
 - Engage in problem of practice protocol
- Participants get a glimpse of a best practice aligned to the education and youth impact framework
 - Ken and Elliot presentation on setting the table of school leaders
- Participants are excited to connect with each other outside of Friday community of practice meetings
 - Present book club opportunity
 - Engage in problem of practice protocol

Supporting materials:

- PBC Impact Framework
- Problem of practice protocol
- It Takes an Ecosystem book

Time	Agenda Item	Learning Activities
3 minutes	Welcome and check in question	• Everyone responds to the check in question. What is your most or least favorite thing about the holiday season? • Share the agenda
5 minutes	Setting the table best practice	• Ken and Elliot talk about their school leader event. A few key points to hit: ○ Why they decided to bring school leaders together, what the event entailed, what the impact of the

		event was/what they think will be possible as a result of bringing them together ● Display cradle to college pipeline strategy image and align Ken and Elliot's presentation to the "align partners around the pipeline" responsibility. Call out specific steps that they took to do the aligning (TBD after meeting on Friday 12.2)
47 minutes	Problem of practice	● We will split up into three groups and engage in a problem of practice protocol. Each group member will serve as the <i>presenter</i> for 15 minutes. 1. The presenter provides an overview of the dilemma they are facing. The presentation should include a brief summary of the dilemma, and a framing question for the group (2 Minutes). 2. The consultancy group asks questions of the presenter. These should be questions that can be answered briefly and factually (3 minutes). 3. The group discusses the dilemma. At this stage, group members more fully analyze the dilemma, and can make suggestions to the presenter on dealing with the dilemma (10 Minutes). Group 1: Mariohn, Elliot, Lynn, Ben Group 2: Jimmi, Lydia, Ken, Naava Group 3: Erek, Jessica, Catalina
5 minutes	Book quote	● Share quote from It Takes an Ecosystem Book and ask if anyone has any reflections it. The goal here is to push us all to think about the entire neighborhood youth ecosystem. ● Present the book club opportunity ● Share the survey

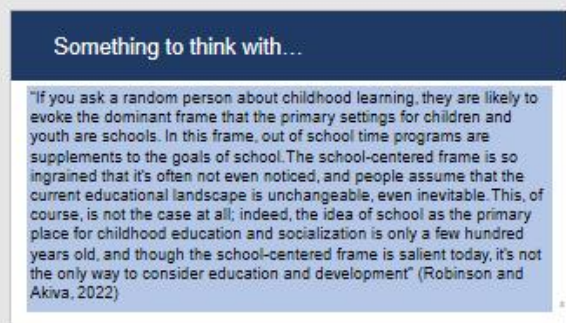
Appendix G: Sample Education and Youth Community of Practice Powerpoint



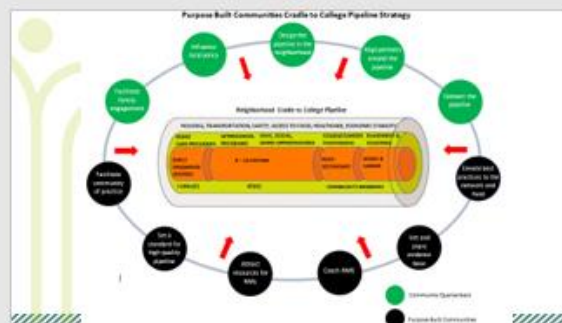
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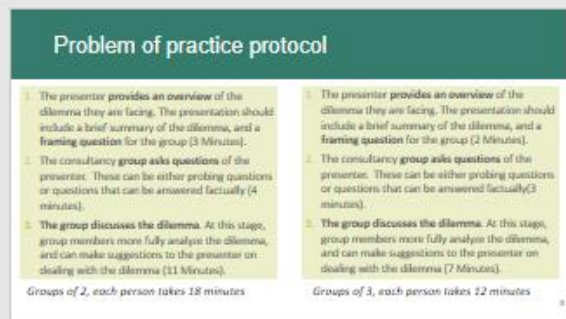
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4



5



6

Appendix H: Sample Education and Youth Community of Practice Exit Survey Questions and Responses

Purpose Built Communities Education and Youth Community of Practice Exit Survey 12.9 (Resp...						
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16	A	B	D	E	F	G
1	Timestamp	What is your name?	Would you be interested in participating in book club on It Takes and Ecosystem?	What is one takeaway after our community of practice meeting?	What is one thing that was helpful during the community of practice?	What is one thing that you'd like us to consider doing for the next meeting?
2	12/9/2022		Yes	Others were also experiencing the same challenge as me: how do we measure our impact in a way that honors our residents but delivers for funders? We didn't quite get to clear solutions in the hour, but the discussion helped me consider variables I hadn't, and now I know of some folks I can reach out to for more support.	see above	I wonder if we spent more time on one person's problem of practice, if that would allow us to go deeper? Today was great, but I think we all just scratched the surface of our issues.
3	12/11/2022		Yes	The collective goal is becoming clearer.	It was interesting to hear the challenges and collaborate on possible solutions .	It was great to hear of challenges . Maybe we can identify what is working and how we can raise the bar.
4	12/12/2022		Yes			
5	12/12/2022		Yes	I am not working along in this position. I have others that are willing to help and support.	I enjoyed being able to collaborate with other members of the group to receive information and ideas on our problems. Hearing other problems was great also because you never know if you will be in the same situation.	Maybe we could discuss Social Emotional Learning ?
6	12/13/2022		Yes	My small group shared some potential funding sources to "scholarship" students that could attend our early learning center. I am thankful to have some additional sources to explore as we work to make our center an option for more families.	I enjoyed being able to work in the small groups and share out a challenge we are facing. It is nice to hear input and possible solutions based on what has been tried by other network members.	
7	12/13/2022		Yes	There are common challenges that we are experiencing, just in different contexts.	Having other participants as sounding boards to bounce ideas off of.	n/a
8						

Appendix I: Email about Purpose Built Communities education book study group from Jessica Noonan, Director of Education Partnerships at Growing Together Tulsa

Meeting 1: Chapters 1 and 2

Icebreaker: What is a learning experience from your youth that has had a lasting impact on you?

Chapter 1: Introduction

- Paradigm shift in youth fields led to four themes
 1. Value of an ecosystem framework
 2. Make better use of science of learning and development
 3. Aspirational idea of the allied youth fields
 4. Importance of centering on equity and justice

What are your initial thoughts on these four themes? Do any stand out or pique your interest? Do any surprise you?

- The authors note that the school-centric framework is so ingrained in our thinking we hardly even notice it.
 - "What if we recognized that compulsory education does not mean all children learn all things in schools? What if we strove to better understand and invest in the various parts of children and youth's learning and development ecosystems in such a way that more of the people, places, and possibilities for learning were more deliberately and effectively utilized to create healthier and more equitable learning experiences for all youth?" (p. 5)
 - ***How ingrained is the school-centric framework in the community you serve? What effects might the school-centric framework have on youth in your community?***

Chapter 2: Using a learning and development ecosystem framework to advance the youth fields

- Authors borrow from biological ecosystem management
 - Systems principle: there is no center to an ecosystem
 - Complexity principle: ecosystems are dynamic
 - Heath principle: ecosystems can be defined as generally healthy or unhealthy
 - Adaptive management: continual monitoring of distressed ecosystems (or parts of them) and using evidence-base approaches to better manage resources and their interactions
 - Disturbance: powerful forces that may both damage ecosystems and show potential for regrowth/change
 - Indicator species: species in an ecosystem that are most likely to be affected by

Appendix J: Snapshot of Seventy Five North Education Pipeline Development Workshop

75 North Education Pipeline Development Workshop

March 9th

HIGHLIGHTING THINGS THAT I ADDED base on conversation with Jimmi

Outcomes - Understand of the components of a robust education pipeline - Analysis of the current pipeline through relevant data and important considerations - Prioritize education pipeline strategic goals based on opportunities presented through the data - Develop actions to address prioritized goals	Workshop Norms - Be honest, transparent and confidential - Ask the right questions - Commit to decision making informed by data - Be present and an active participant Commit to collective accountability - Assume the best of others
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Time	Activity	Purpose	Lead	Materials/Tools Needed
9:00	- Introductions of PB Team - Introductions of Participants Workshop Norms - Review of Workshop Purpose, Process & Outcomes	- Build Community - Understand participant roles - Gain agreement on how to work together	Catalina	- Introductions - Norms list (above) - PP slide on Purpose, Process & Outcomes
9:30	Purpose Built Communities Education Pipeline Frame and 75 North's Current Pipeline - PBC gives high level overview - Jimmi reviews where 75 North is	Build an understanding of the Education Pipeline Framework and the current status of 75 North's pipeline How does PB see 75 Education Pipeline Development	Catalina & Jimmi	- PowerPoint on the why (research & standards) - Education pipeline graphic -Education impact model Jimmi to think about how display status of the 75 North Pipeline

Appendix K: Snapshot of Grove Park Foundation Education Pipeline Development Workshop

Grove Park Foundation Education Pipeline Development Workshop

Wednesday March 8th 9-12 EST
Grove Park Foundation Office
1566 Donald Lee Hollowell Pkwy, Atlanta, GA 30318

Context: The Grove Park Foundation was founded in 2015 to restore several historic neighborhoods along Proctor Creek in Atlanta, GA. The Grove Park Foundation intends to establish an arena for student growth, learning, and achievement from birth through college in Grove Park. Grove Park currently partners with KIPP Woodson Park Academy, a PK-8 school that serves 750 students, a 2,500 square foot community health facility that is attached to the school, and a YMCA early learning center that includes six classrooms. The Grove Park Foundation intends to build on these existing community resources and create a plan for a complete and effective neighborhood serving education pipeline.

Throughout the course of this three hour workshop, Grove Park Foundation staff and their education partners will answer the following questions:

- What is a neighborhood serving education pipeline?
- What do we want the pipeline to accomplish?
- What youth development assets are currently in the neighborhood and what are the possibilities?

Workshop Norms

- Be honest, transparent and confidential
- Ask the right questions
- Commit to decision making informed by data
- Be present and an active participant
- Commit to collective accountability
- Assume the best of others

WORKSHOP AGENDA (In Person)					
Time	Agenda item	Learning activities	Purpose	Lead	Materials/Tools Needed
9:00 AM	Introductions and workshop overview	• PB team and participants will share their name, title, and something they learned growing up	-Build Community -Understand participant roles	Ben	Slides 1-5

		• PB team will share workshop outcomes, norms, and agenda	-Gain agreement on how to work together		
9:30 AM	Purpose Built Communities Education Pipeline Frame Aligned objectives <i>What is a neighborhood serving education pipeline?</i>		Build an understanding of the Education Pipeline Framework	Catalina	Slides 6-14

Appendix L: Purpose Built Communities Internal Project Team Deck

Education Innovation Project
Education Pipeline Development
Internal Project Team
October 5, 2022

Education Innovation Project Meeting Goals

- 1. Share and build the project
- 2. Share updates
- 3. Share and build the project
- 4. Share updates

What is the education innovation project?

What is the education innovation project?

Through the education innovation project, we aim to improve our education strategy so that it consistently results in positive youth outcomes in our neighborhoods. We have a \$1 million grant from the Department of Education to create a strategy prototype, hire an education staff member in Birmingham, Grand Park, and Hoover, start a data strategy, start an education community of practice, and support learning loss in the three grant-funded sites.

Why are we doing the education innovation project?

The community quarterback should have an intentional education strategy because...

High quality socioeconomically integrated schools lead to upward mobility.

High quality schools attract neighborhood investment.

Neighborhood residents should be able to access high-quality schools and youth programs in their neighborhood because...

Neighborhood schools and youth programs promote staff-family collaboration.

Neighborhood schools enhance civic life.

Neighborhood schools reduce student transiency.

Neighborhood school and youth programs should be organized in a pipeline because...

It's easier to coordinate services in a pipeline.

A pipeline can facilitate strong transitions between schools.

Fundline Origin Story

How are we doing the education innovation project? (and status update)

Document dums

Thoughts, ideas, feedback....

Status update

Innovation Grant Framework

Collaboration Brainstorm

Immediate Action Items

Theory of Change