



CORO NEW YORK LEADERSHIP CENTER

Building the Leadership Community of the City

Strategic Plan 2009—2013

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Preface

Why does Coro run leadership programs?

In February 2009, we gathered a diverse group of over 50 Coro staff, board, alumni, donors, and partners to critically think about that question. Our initial conversations focused on developing a new Theory of Change- a clear definition of the results we want to see from all of Coro's programs. Through this exercise, we came to realize that what happened in the training room was just the beginning of our impact. *It was in fact only through the work of our diverse and effective alumni that we were able to achieve our true results.*

This document is significant for two reasons. First, it represents a paradigm shift for how we think about our work. By defining our impact through the work of our alumni, Coro will redefine our relationship with our alumni community through new ways to encourage, enhance, and enable our alumni to be successful in their civic engagement endeavors. **Coro must become an organization that does more than train individuals; we must become an organization that builds the leadership community of the city.**

Second, through the development of our Theory of Change, we have developed real clarity about the results we want to achieve through all of our work. We now have a powerful organizing principal that will be used to align all aspects of our operations from our recruitment efforts to our alumni programming.

This plan recommends seven strategies to help us achieve the results in our Theory of Change over the next three years:

1. Redefine the Coro alumni paradigm
2. Develop new strategies to allow the Coro alumni community to more effectively collaborate and connect
3. Develop action-focused programming for alumni that uses Coro's unique methods, attributes, and access
4. Initiate a rigorous curriculum review of all current programs
5. Initiate changes to the Fellows Program
6. Develop new training programs for new audiences
7. Invest in the organizational capacities necessary to achieve the results and recommendations of the plan

If these strategies are executed effectively, we believe that the result will be transformative for the organization, the alumni community, and the City of New York. It is with great excitement that we present this new vision for the Coro New York Leadership Center.

I. Coro Today

Coro was founded in 1982 – in the aftermath of New York City’s 1970s fiscal crisis. The process of solving the city’s financial woes – by bringing together stakeholders from across government, corporate, media, labor and non-profit sectors – provided a promising model for how New York City could address future problems and seize opportunities. Bringing multiple – sometimes seemingly incompatible – perspectives together to resolve citywide problems and innovate is what makes Coro highly effective and unique. Yesterday’s Coro participants are today’s commissioners and corporate leaders, activists and entrepreneurs, all putting their leadership skills to good use in organizations across the city.

Today, Coro develops and implements four civic leadership programs – each serving a diverse constituency at a different place on the career and educational spectrum:

Exploring Leadership immerses public high school students in understanding education reform while learning to become civic leaders in their communities.

The Fellows Program prepares early-career professionals to exercise effective leadership in public affairs.

The Immigrant Civic Leadership Program strengthens immigrant communities by enhancing the capacity of the leaders who work in and for these communities.

Leadership New York challenges mid-career professionals from across non-profit, public and private sectors to wrestle with the City’s most complex urban policy questions.

II. Coro Tomorrow

As we began this strategic planning exercise, our initial work focused on developing a new Theory of Change- a clear definition of the results we want to see from all of Coro’s programs. Once our results are clear, it will help us address other questions such as: Who should be going through Coro’s programs? How should the current curriculum be adapted? What new programming should we consider? How do we evaluate our results? How should we engage and support our alumni?

What quickly emerged from this exercise was the realization that what happened in the training room was just the beginning of our impact. As we thought about the unique qualities of the Coro training, the uniquely diverse cohorts we created and the difference that our *alumni* were making in their organizations and communities, we believe that the impact of the Coro New York Leadership Center was in fact much more far-reaching. Through the effective civic participation of our diverse and informed alumni, Coro New York can contribute to a greater result:

All individuals, communities and institutions participate in creating an equitable, just and engaged society.

That is the ultimate change that Coro contributes to through our leadership programs.

The endpoint for Coro training is not just to make program participants better; it is for them to use their skills, networks, and passion gained in their Coro training to make their organizations and communities better.

Coro runs leadership programs so that our participants...

Our Theory of Change starts in the training room with the current participants. To support our ultimate change, the results we intend to achieve with all Coro participants are:

- *Build their individual capacity for leadership and recognize the collective potential of their program cohort.* At Coro, we believe that leadership is a skill everyone can practice regardless of position or title. One of the goals of our programs is to instill that sense of agency.
- *Develop a broader understanding of public issues and policies.* All Coro programs give participants the knowledge of how public policy issues in the city are initiated, influenced, advanced or delayed.
- *Expand their self-awareness, as individuals and members of a community.* Accomplishments in the public realm depend on the ability to work with others to get things done. In Coro programs, participants use their training cohort as a community in which they build their capacity to work with people holding different perspectives, and to understand and manage group dynamics.
- *Attain skills on how to engage actively and effectively in public issues and civic life.* These include among others: critical thinking skills so participants can distinguish facts from interpretations; leadership skills so they can influence others to make change; and group process skills that help them work more effectively with others.
- *Gain exposure to multiple perspectives and increase their capacity to take on a perspective other than their own.* Coro participants increase their awareness of and respect other people's points of view, learn to work effectively with people who do not agree with them, and learn how to address and accommodate other's viewpoints in advancing their own values and goals. An important way this is achieved is through the creation of intentionally diverse training cohorts and exposure to diverse voices around policy issues.
- *Understand how dynamics of power and privilege affect public policy and society.* New York City contains one of the most diverse populations in the world. Participants examine public decision-making for how it reflects this diverse population.
- *Connect to Coro's community of diverse, engaged people of influence and perspective.* A critical strategy to help build a leadership community is to begin to connect participants with alumni while they are in the program to share the

experience and passion of other Coro alumni; facilitate relationships that will serve greater civic goals after the programs; and also model alumni support.

Coro runs leadership programs so that our alumni...

Our Theory of Change recognizes that *our true impact can only be achieved through the work of our alumni* primarily once they have completed their Coro training. To achieve these results, much more organizational focus and resources need to be dedicated to building, supporting and sustaining the Coro alumni community. Specifically, Coro runs leadership programs so that Coro alumni will:

- *Exercise leadership regardless of position or role.* At Coro, we believe that leadership is a skill that everyone can learn and practice regardless of position or title.
- *Utilize new strategies for developing innovative and effective solutions to public issues.* Through their training, Coro alumni will have gained new skills and tools. Our expectation of alumni is that they will effectively apply these skills once acquired in the public realm.
- *Sustain a lifelong commitment to participate in civic life.* No matter their issue or values, there is an explicit expectation that Coro alumni will engage and be an active participant in the civic life of their community after their training program.
- *Influence and inspire others to effect change in society.* Coro believes that the need for leadership is nonpartisan. As such, Coro does not espouse particular beliefs or promote particular solutions. Instead, it helps its graduates to understand and develop their own values and pursue policies that they believe in. Building on the premise that accomplishments in the public realm require group action, this result is critical to achieve any change.
- *Incorporate different points of view and voices in their decision-making.* Coro alumni will build on their exposure to multiple perspectives and their capacity to take on a perspective other than their own from their training.
- *Collaborate with the Coro community and across sectors and boundaries as they engage in public issues and civic life.* One of Coro's greatest resources available to alumni is the alumni community itself. This resource should be accessible to all Coro alumni in service of their civic leadership goals. Alumni should likewise have expectations to support their fellow alumni if called upon.

Coro runs leadership programs so that...

Finally, we set forth a vision for what we believe all of our work will contribute to society. Through the effective civic participation of our diverse, informed, and engaged alumni, Coro New York will help ensure:

- Public processes and institutions will be more responsive and accountable to the individuals and communities that comprise them.
- Communities, institutions and society as a whole benefit from diverse, informed public engagement.

- Power, decision-making and resources will be shared with a broader set of stakeholders.

In its composition of its cohorts and its focus on multiple perspectives, Coro training is intentionally designed to build more diverse and effective leadership community.

III. Building a New Alumni Community

In July 2009, the Alumni Engagement Workgroup convened to begin to answer the question “What could Coro do to produce the results identified for alumni in our theory of change?” The committee and staff cast the net to the broader alumni community to test the ideas that emerged at the initial workgroup meeting and gather additional feedback, research effective alumni engagement best practices, and understand the history of Coro’s alumni programming. Over 200 alumni provided feedback. The work we conducted included:

Alumni Surveys- There were two surveys created for our adult and youth alumni. The purpose was to test alumni engagement ideas, assess interest in participation, and gather additional feedback and ideas.

Alumni Focus Groups- Four 90-minute focus groups were held for engaged and non-engaged adult alumni, and youth alumni. Their purpose was to better understand alumni perceptions of Coro and their relationship to Coro; what we could do to help alumni achieve their civic leadership goals; ways alumni are interested in engaging; and brainstorming ideas for deepening the relationship with alumni. For these sessions, a diverse recruitment effort was undertaken to get multiple perspectives.

Assessment of Prior Coro Alumni Programming- In order to gain an understanding of Coro historical alumni engagement efforts, we conducted six interviews with key alumni and former staff. We also reviewed archival files from the past fifteen years. The focus was to best understand program objectives, successes, challenges, staffing (paid and volunteer), communications, and financial sustainability.

Assessment of Best Practices – We conducted interviews with seven non-profit organizations that focus their work locally and nationally in scope that fit one or both of the following criteria: a. Alumni organization supporting a major non-profit and b. Program-oriented non-profit with a large and growing alumni constituency. The questions focused on understanding their overall alumni approach including their constituency (size, demographics), goals, programming, evaluation tools, staffing and governance structure, communications, and financial sustainability.

Key Observations and Learnings

There are a number of key learnings that stand out as part of this information gathering process that are worth noting:

Alumni's perceptions about Coro and their Coro training are varied

In the adult focus groups, we attempted to dig deeply into Coro's fundamental value for participants and alumni, and also into Coro's value to both New York City and society at large. It was clear from these conversations that perceptions and associations of Coro varied. Since Coro's founding 28 years ago, the goals of the programs, the curriculum, and the training staff themselves have changed over the years creating different (and uneven) experiences for the alumni depending on when they completed their program. As a result, there is an inconsistent perception about Coro's mission, impact, and even the value proposition of their Coro training. Alumni also are aware of inconsistent attempts to previously engage alumni in the work of the organization. To be successful moving forward, we must be cognizant of this history in our commitment to our alumni activities and our consistent execution of them. Despite the variable perceptions, there was a high level of good will and excitement in the possibility of this planning effort and for new possibilities for Coro.

Alumni are interested in an ongoing relationship with Coro

We attempted to uncover the true needs of alumni, and where their needs and Coro offerings (or potential Coro offerings) could intersect. Many expressed enthusiasm for the possibilities of Coro to be a more impactful force in the world. We also focused on what they need Coro to be for them, in order for them to engage with Coro and fulfill the promise of Coro's new strategy.

The value participants are seeking, and the supporting ideas they offered for engagement fall into the three areas:

- *Provocation*: That which challenges alumni and helps them develop professionally and personally;
- *Privilege*: That which provides access for alumni to valuable and exclusive assets, such as persons of influence and unique civic experiences;
- *Progress*: That which motivates and facilitates the ability of alumni to contribute and make a positive impact.

Alumni are interested in ongoing programming consistent with current programs

There is a strong desire to build on the experiences people had in their programs. This could include peer-to-peer consulting, cross-sector and experiential learning opportunities, and behind-the-scenes programs around relevant policy issues in New York City.

Alumni are interested in having better access to the Coro community

We heard about the power of accessing the alumni network repeatedly. This could be for professional development, networking events with a purpose (e.g.: accessing public policy or issues experts- not just to gather for a drink) for learning and expanding one's knowledge of the city, and exclusive behind scenes events at an alumnus' organization. Better tools to access and communicate with the Coro community, especially online, were cited.

Investments in organizational capacity are critical to support effective alumni engagement and activities

- *Staffing:* One organizational implication is certain: Coro must ensure there are appropriate staffing resources to invest in the work of engaging alumni moving forward. This was also clearly articulated in the research into best practices of other organizations and Coro's own alumni history. This work cannot be sustained solely with volunteers.
- *Alumni Governance Structure:* Dedicated staff resources are essential but the effort should be informed and supported by a robust alumni governance structure that is closely aligned with the organization's core goals. The current Coro Alumni Association Board (CAAB) structure should be reviewed in light of how best to support the alumni community and the recommendations of the plan. There are also alumni revenue strategies (i.e. dues) that should be explored.
- *Communications:* It is important to consider the communication strategies to best reach out to alumni. It must be done well, regularly, clearly, and have the Coro brand in mind. This has been the similar experience of other non-profit organizations focusing on alumni outreach. It must be built around a strong communications plan and the appropriate expertise to execute it.

With our new Theory of Change, we will only achieve our results through the work of our alumni. Coro must therefore reframe our approach and relationship with our alumni. We are creating new expectations that Coro alumni continue a lifelong commitment to civic engagement, to exercise and model our unique program methods and skills, and collaborate with others in the Coro community as they engage in public issues and civic life. Instead of winding down their relationship with Coro on graduation day, alumni should be entering a new phase of their relationship and create more of a continuum from program participant to alumni.

Recommendation 1: Redefine the Coro alumni paradigm

Coro programs promote life-long engagement and application of Coro's unique values and methods to further Coro's mission. The initial program experience is not the end. It is really the beginning.

It has become clear that we are creating a new paradigm for how we view the life cycle of a Coro participant. The program experience is the beginning, the jumping off point, of exercising and applying the leadership methods and values uniquely Coro. The alumni space becomes the lifelong space for civic engagement and further exploration, application, and growth. This reorientation opens up a new direction for how we structure and position our alumni engagement.

This redefinition of the meaning and expectations of Coro alumni will begin with recruitment and be reinforced through the curriculum. New communications strategies will be needed to introduce and reinforce these new expectations for the current alumni

base. New language may also be needed to more effectively describe the community we want to create.

Recommendation 2: Develop new strategies to allow the Coro alumni community to more effectively collaborate and connect

Coro will identify new platforms and structures to promote ongoing connection and build community among its alumni so that they can easily and effectively share ideas, projects, skills, leadership and civic engagement opportunities (professional and volunteer), successes and failures, and strategies for achieving results. The Coro alumni network is regarded as a singularly unique Coro asset. We clearly heard that alumni are hungry for more ways to easily access and connect to it. This means supporting meaningful collaboration opportunities with our alumni base to address leadership challenges, seek resources, exchange ideas, and advance their professional development to advance their civic engagement goals. These strategies may include:

- Creation of unique social media platforms to share information among the Coro community
- Easy access to a database of Coro alumni
- Affinity groups for alumni of particular sectors or job functions
- Mentoring programs
- Peer-to-peer advice and counsel models

Our goal is to develop and identify new mechanisms and structures that are sustainable and user friendly to promote active alumni exchange. From this community, we believe that new alumni ideas will also emerge.

Recommendation 3: Develop action-focused programming for alumni that uses Coro's unique methods, attributes, and access

We heard repeatedly the need to recreate alumni opportunities that model the Coro program methods, values, and attributes that lead towards action. This kind of programming will create a natural synergy between existing programs and alumni programming that reinforces the continuum we seek to build. Alumni programming should be developed that reflect both the interests of the alumni community and reinforce the goals of our Theory of Change. We will look to create three types of alumni opportunities that are uniquely Coro:

- Opportunities that connect alumni with current participants and brings them into the training curriculum to share their knowledge and expertise and foster relationships that can be sustained after the training program.
- Opportunities to gain meaningful behind-the-scenes access and engage in thoughtful dialogue about civic issues. Issue days were cited as a model structure that would ideally convene Coro alumni experts for thoughtful policy conversations or experiential learning
- Opportunities to reinforce Coro methodologies and deepen the leadership skills of the alumni by creating more intensive or higher level training offerings.

We also recognize that the alumni community is not monolithic and that programming needs to reflect these varying personal and professional interests.

IV. Building New Programs

Coro's new Theory of Change has many implications for current and future programs. With the benefit of this clarity about the results we want to achieve in all of our programs, all current and future programs should now be reviewed to ensure they are supporting our intended results.

In addition to the Theory of Change, Coro staff, with the assistance of Steve Redfield, Managing Director of Training for Coro National, spent time to define the core Coro learning outcomes and training methods for which we have unique expertise and are tied to Coro's founding training methodologies. They are as follows:

Coro programs provide *conceptual frameworks* and accompanying practical skill-building in five areas. Participants develop:

- *Critical thinking skills* so they are aware of the limitations of knowledge, the impact of their own biases and assumptions, the ability to distinguish facts from interpretations, and the ability to ask questions that get at the heart of issues.
- *Political awareness* so they can influence the outcomes of decision-making.
- *Group process skills* that let them work more effectively with others.
- *Organizational analysis* to assess and improve institutional effectiveness; and
- *Project management* advancing the skills to allocate time and resources, and deliver and communicate results.

Coro programs also use three training *methods* so that the participants' learning outcomes are both deeply felt and long lasting.

- Programs use *experiential learning* so that participants create their own knowledge from the program activities.
- *Learning takes place in a group setting* that expands the inputs and perspectives they consider.
- *Programs engage participants directly with the communities and institutions* involved in the civic arena, rather than primarily through reading or using case studies.

These core competencies, along with the Theory of Change, shall be the guiding principles for all current and future program development.

Recommendation 4: Initiate a rigorous review of all current programs

It is recommended that the four current leadership training programs undergo a rigorous review process. This will be led by the Senior Director of Programs and will have full

participation by all program staff. The goal will be for this process to be completed before the next training cycle of each program.

This review will be undertaken to align current programs with our Theory of Change and to ensure participants and alumni are able to achieve the desired outcomes. It will also ensure that the individual training programs and staff are aligned with each other around key concepts and methodology. Best practices will be shared amongst the group and infused into the trainings. It will also build capacity for program staff to be involved in each other's trainings and interact with more participants.

Specifically regarding alumni, three areas will be considered. First, clear communication to participants regarding their future role and expectations as alumni in regards to our Theory of Change and with the goal of how to put their learning into action in support of their civic goals. Second, opportunities for alumni to play a role in the trainings will be designed in order to enhance the current cohorts' learning, reinforce the alumni's knowledge and development as well as to expand meaningful networking interactions. Finally, ideas for alumni programming and training will be identified for future development.

Other key components of the curriculum review process will be ensuring Coro methodology and tools are leveraged in each training program. Another piece of quality assurance will be to examine the instructional design, measurement and evaluation of each training program with goals consistent with the new Theory of Change.

This process will also lay the foundation for curriculum development of new programs for the future and build teamwork across programs.

Recommendation 5: Initiate changes to the Fellows Program

While all Coro programs will be reviewed as part of this strategic planning process, more work was dedicated to the Fellows program initially because of the pending recruitment cycle for the 2011 class. The challenges of securing sustainable funding for the Fellows program made the timing of the review more pressing. A group of Coro staff, board members and Fellows alumni met to develop recommendations that met the following outcomes:

- To offer a full-time experiential training program with stipend support.
- To promote the Fellows Program as a unique pipeline into the civic leadership community of New York City and as an alternative to traditional graduate degree programs.
- To align the Fellows Program with the new Theory of Change, which seeks to create a more cohesive local alumni community that collectively has greater impact on the civic life of New York City.
- To have program participants experience an even richer, more dynamic curriculum informed by a New York City focus and their own local experiences.

- To seek a more sustainable financial model for the Fellows Program, recognizing the long history of little direct support for the current program and the challenge this creates for the organization's budget.
- To continue to engage with other Coro centers on recruitment and program best practices.

Accordingly the following changes to the Fellows Program are proposed:

Change the cohort selection criteria with a focus on New York City impact

In recent years, approximately half of the Fellows have left the area upon the completion of their program. This exodus is inconsistent with the goals of the Theory of Change to build a leadership community. The class of 2011 will be chosen for their demonstrated interest and commitment to the civic life of the New York metropolitan area. This would become explicit selection criteria. The selection process will seek the widest possible diversity among the candidates to reflect the diversity of the City. College graduates who have already participated in local New York community programs will be of particular interest in the recruitment effort.

The program would continue its tradition of a full time deep immersion experience with the expectation that the new cohort would afford a greater likelihood that alumni would make a long-term commitment to living, working and contributing to the life of the city and the greater Coro New York community.

Develop new recruitment strategies to support the selection criteria

Coro will focus its recruitment effort within the greater New York metropolitan area, visiting and communicating with colleges and civic and community groups to pursue the broadest possible awareness of the program among potential candidates. The program will be positioned as a dynamic alternative to graduate school, emphasizing that the training involves a broad and deep understanding of how to work with diverse people and mastery of how to get things done effectively in the civic arena.

This recruitment process is also seen as a new way for Coro to engage with a range of organizations over the subject of training New York's leaders. Representatives of the organizations in the recruitment process will also be encouraged to serve as part of the selection process to foster closer relations. Future partnerships could evolve through new nominating processes or financial support of the candidates.

Review the curriculum with a greater focus on New York City communities

While the basic experiential curriculum would not change, new emphasis will be placed on the potential implicit in having a cohort of local participants with their individual knowledge, experiences, and perspectives on the city as well as their intention to contribute to the city and its institutions upon completion of the program. The curriculum will seek to create a social laboratory in which participants can examine and test how various New York communities are affected by different policies, fostering a richer and more exciting learning experience.

In addition, the program will develop new ways to more intentionally link the Fellows with the greater Coro community so that the Fellows transition to their civic leadership work is supported and enriched.

Review the revenue model of the Fellows Program

For 26 years the Coro Fellows program has successfully trained civic leaders from around the country in concert with other Coro centers in five other cities. Similar to the other centers, the New York program has consistently failed to garner significant corporate, foundation or major individual support. At the annual cost of nearly \$25,000 per Fellow, it remains the largest deficit program of the organization. Furthermore, the recent introduction of tuition payments has created barriers to our goals of building diverse program cohorts.

Concurrent with the new recruitment process, new development strategies will be explored to introduce potential funders to the recast narrative of the Fellows Program. Many prospects, although familiar with the program from past contact with the Fellows, have not heretofore been willing to provide direct support. The expectation is that they will appreciate the new focus of this dynamic experiential training program in creating diverse civic leadership more fully dedicated to the communities of New York City. Consideration will be given to the creation of alumni strategies to increase awareness, participation, and support for the current program among those most familiar with its benefit.

Aside from the philanthropic search for new funding, staff will review the current program fees, which includes placement fees and tuition revenue, with the goal of maximizing revenue and lowering barriers to participation. The development goal is to have the Fellows program ultimately attain financial support sufficient to increase stipends to a level competitive with other Fellowship programs, eliminate tuition charges, and end its deficit drag on Coro's budget.

Recommendation 6: Develop new training programs for new audiences

In service of our new Theory of Change and the results we want to achieve, it is in our interest to develop more civic leaders utilizing Coro methods and tools in New York City. One strategy to accomplish that is to create new programming which would introduce the Coro methodologies to new audiences. Decisions about programs that Coro should run will take into account our values as an organization and the needs in the community; the opportunities available considering such things as funding possibilities and the landscape of existing service providers; and our organizational and financial capacity.

The first audience identified for new programming is the Coro alumni community itself. Consistent with our Theory of Change and feedback from the alumni community through this planning process, we believe that there is interest and demand for more professional development aligned with the principles of their original Coro training. A new alumni training offering will be created for FY11 in response.

Coro will also strategically identify new target audiences for other new programs. Staff have identified the following audiences as strong possibilities for new programming targets: young people (18-25); a program for adults aged 50+ interested in a more significant civic engagement at this stage of their lives; and other civic organizations for which the Coro training would be complementary. Further research is necessary to identify needs and revenue models.

V. Building New Capacities

The success of these recommendations and ultimately our progress towards realizing the results set forth in our Theory of Change depend on new ways to communicate and work together as an organization. There is a high degree of interdependency in all of the recommendations. No single goal can be achieved by one department alone. To support this integration more effectively, additional strategies are needed.

Recommendation 7: Invest in the organizational capacities necessary to achieve the results and recommendations of the plan

Evaluate and revise Coro's messaging and branding

Good communication matters. To reinforce our new Theory of Change, Coro needs to revisit its communication messages and strategies. The words and phrases that we use to talk about our organization are critical to our success. Coro needs to invest in refining the Coro brand and creating clear, consistent messages so that when participants, alumni, potential applicants, and donors see our logo or hear our name, they will think of our programs and our results in the terms as we have newly defined them. A more clear and consistent messaging will also reinforce the work and value of our alumni and also support our recruitment efforts. Coro's mission statement also needs to be refined to reflect this new Theory of Change.

Develop a culture that reflects the values of the new Theory of Change and supports their execution

Strategy is essential but culture creates the environment for success. As an organization that teaches leadership, Coro needs to align its organizational culture and practices with our methodologies. This includes reviewing organizational structure, policies and procedures, staff and board decisions, decision-making processes, professional development, performance measures, and incentives. Our Theory of Change sets forth clear values of how we would like our alumni to act in service of their civic leadership goals. We want these values to also be reflected in our organizational culture and will invest the time to assess the current culture; articulate the vision of a culture we want to build; and align staff, systems and other drivers of culture to achieve our goals.

Develop new board roles and responsibilities to support the strategic plan and oversight of the results

The effective involvement of the Coro Board of Directors is critical for the strategic plan's success. The Board has been invaluable in the development of this plan and the

engagement and insight they contributed should not diminish as we move into the implementation phase. This plan represents the future of Coro and well-structured board engagement is both necessary and needed to ensure:

- Appropriate oversight, accountability, and expertise in the execution of the plan;
- Overseeing revisions to the plan that will come up in response to new opportunities and new challenges;
- Serving as representatives of the full Board in the development of new program opportunities;
- Helping the board understand the changes that are taking place in the organization and the need to develop new resources to execute the plan.

A new board committee and charge should to be developed to assume these responsibilities.

Appendix I. Coro's Theory of Change

*Coro New York
Leadership Center
provides leadership
training programs so
that Coro
PARTICIPANTS....*

- Build their individual capacity for leadership and recognize the collective potential of their program cohort.
- Develop a broader understanding of public issues and policies.
- Expand their self-awareness, as individuals and members of a group/ community.
- Attain skills on how to engage actively and effectively in public issues and civic life.
- Gain exposure to multiple perspectives and increase their capacity to take on a perspective other than their own.
- Understand how dynamics of power and privilege affect public policy and society.
- Connect to Coro's community of diverse, engaged people of influence and perspective.

*So that Coro
ALUMNI...*

- Exercise leadership regardless of position or role.
- Utilize new strategies for developing innovative and effective solutions to public issues.
- Sustain a lifelong commitment to participate in civic life.
- Influence and inspire others to effect change in society.
- Incorporate different points of view and voices in their decision-making.
- Collaborate with the Coro community and across sectors and boundaries as they engage in public issues and civic life.

So that...

- Public processes and institutions will be more responsive and accountable to the individuals and communities that comprise them.
- Communities, institutions and society as a whole benefit from diverse, informed public engagement.
- Power, decision-making and resources will be shared with a broader set of stakeholders.

SO THAT...all individuals, communities and institutions participate in creating an equitable, just and engaged society.

Appendix II. Work groups and interviews

Alumni workgroup participants:

- Dimple Abichandani, ICLP alumnus
- Dan Cohen, Coro board member
- Matt Fassler, Coro board member
- Jenny Gibson, Coro staff
- Laura Gonzalez, Fellows alumnus
- Ron Rapatalo, Leadership New York alumnus
- Ryan Senser, Fellows alumnus
- Danny Shapiro, Leadership New York alumnus
- Joy Shigaki, Coro staff

Program workgroup participants:

- Aviva Argote, former Coro staff member, Fellows alumnus
- Kate Bredrup, Coro staff
- Kevin Foley, Coro board member
- Joe Hearney, former Coro staff member, Fellows alumnus
- Seth Hufford, Coro staff
- Kristen Illes, Coro staff
- Andrew Kimball, Coro board member
- David Kramer, Coro board member
- Michel Orban, Coro board member
- Ryan Senser, Fellows alumnus
- Laura Shmishkiss, Coro staff
- Marisa Suescun, Coro staff
- Fred Terrell, Coro board member, Fellows alumnus
- Nancy Youman, Coro board member, Leadership New York alumnus

Interviews conducted:

- Dena Blank, VP of Alumni Affairs, Teach For America
- David Kraut, Fellows alumnus
- Phil Li, former Executive Director
- Bruce Marcus, President, Harvard Business School Club of New York
- Jane Martinez Dowling, KIPP through College, KIPP (Knowledge is Power Program)
- Sean McDevitt, National Alumni Director, City Year
- Esther Newman, Executive Director, Leadership Montgomery (AL)
- Sheryl Parker, former staff member, Leadership New York alumnus
- Stan Sheppard, Executive Director of Alumni Relations, NYU
- Ken Young, former board member, Fellows alumnus
- Leadership New Jersey