Carved in 1965, Paul Konopka’s sculpture, “Brotherhood,” serves as the visual identity for the Konopka Institute.

The Konopka Institute

Round Table Number One: Developing Public-Private Partnerships
Acknowledgements

Sincere appreciation and gratitude are extended to all those who made this first Round Table discussion possible, especially those who participated in the planning as part of the Konopka Institute Advisory Board: Peter Heegaard, Russ Ewald, Robert Smith, Marti Erickson, Shirlee Stone, Carol Truesdell, Gisela Konopka, Theora Evans, and Senator Jane Ranum.

Special thanks to Dan Mackerman, a Twin Cities artist who generously contributed the photographs of artwork throughout this monograph.

Finally, thanks to fellows and staff of the Division of General Pediatrics and Adolescent Health, especially Deb Seyer and Linda Pratt.

The first Konopka Round Table discussion and this publication are supported by a grant from the University of Minnesota.

The Konopka Institute is a Community-University Adolescent Health Partnership devoted to promoting the health and well-being of adolescents in Minnesota. Institute Associates focus on the design and implementation of youth-serving evaluation research and interdisciplinary training in adolescent health development and youth work. For more information, write to: The Konopka Institute, Box 721 UMHC, 420 Delaware St. S.E., Minneapolis, MN 55455.
This first Round Table was held in the home of Gisela Konopka. Nearly 50 years ago, Berlin-born Gisela Konopka and her late husband, Paul, moved into what once was a decaying cottage in a deteriorating neighborhood overlooking Lake Calhoun—a refuge after eight years of fighting Nazis and constant moving. Over the years, this loving couple tended to each other and to their new home. Like many do-it-yourselfers, they rebuilt the roof, floors, walls and other structural elements of the house. Basement coal bins were converted to storage for Dr. Konopka’s publications, while the walls and floors filled with Paul’s art work. Today, his woodcarvings, etchings and sculpture, back-lit tile coffee table and homemade double reading chairs (with adjustable lights) share rooms with perfectly organized books of poetry and history, art and sociology. The walls are hung with artwork of all kinds. This “handmade home” provided the perfect atmosphere for this event. The photographs of her home and Paul Konopka’s sculptures that illustrate this monograph were taken by Dan Mackerman, a Twin Cities artist.
Introduction

On May 10, The Konopka Institute convened a Round Table discussion, bringing together 13 youth leaders to discuss the topic of developing public-private partnerships to improve the health and well-being of young people in Minnesota. All the participants are deeply involved in fostering public-private collaborative relationships; some have developed programs or work with youth in the areas of health and social services, others in education, still others in business and commerce.

This discussion followed the 18th Annual Konopka Lecture presentation of Judith Musick, Ph.D., founding director of the Ounce of Prevention Fund in Chicago, who described her extensive experience in fostering public-private relationships aimed at improving the health, social and economic status of youth.

The Konopka Institute is devoted to promoting the health and well-being of adolescents in Minnesota. We believe there is a great deal to learn from focused conversations among those who work with, and care for, Minnesota youth. This is a report of the first of what will be many such conversations.

The Framework...

Judith Musick, Ph.D.
Founding Director
Ounce of Prevention Fund
Chicago, IL

Pregnancy, school failure, drug abuse, gangs, and so on—when, as you know, these have so many common roots, Adolescent childbearing is not so much the problem as it is the symptom of what may have gone wrong in the lives of girls who become teenage mothers, both before and after they give birth. The only way to prevent this and other developmental detours is to build up the strengths and talents of young people and build on their potential for commitment, caring and leadership, especially when they are growing up with many risks and few resources.

The solutions lie not in the programs by themselves, but rather in using programs to transform—to enrich and broaden—the environment in which development takes place. Recognizing that much of what has to be done needs to be done on the societal level, still, certain things can be accomplished only by those who know and work with young people, but it will require a shift in perspective and in approach. The time has come to form new partnerships in our efforts to help youth find new and more productive pathways to adulthood, not just partnerships within our own worlds of schools, health and social service organizations, and community institutions, but partnerships with a much broader universe of people and places as well. Let me begin by telling you about meeting a young woman whose story started me thinking about, and searching for, these new pathways:

Donna was 20-years-old when I met her, and the mother of a four-year-old child. She had attended a model program for adolescent mothers that was part of a multi-site demonstration. My co-researcher was looking at the young women who had done well in this program... and I was studying participants who had dropped out before completing the program. Donna had left after only eight
months, without getting her GED or starting the training portion of the program.

According to the researcher criteria, she had "failed." However, after interviewing her, I came to believe that it was as much the program’s failure as hers. In a number of ways, Donna was a success. She was providing a stable and stimulating environment for her daughter; she had permanently ended a self-destructive relationship with a violent man. She was also finishing her GED at a nearby community college.

Tall, attractive and very distinctively dressed, Donna was an enterprising and artistic young woman. On very little money, she managed to create a warm, interesting home for herself and her child, and to design and make her own unique clothing and jewelry.

Donna was still unsure of her future career and no one anywhere provided guidance that fit her interests and talents. The training opportunities offered by the program she had abandoned were for dental or medical assistants, cosmetologists or computer operators.

Now I ask you, where is the fashion industry in the lives of creative young people such as Donna? Where are the training opportunities for designers, managers, or buyers-to-be in national retail chains like the "GAP" or "The Limited" or in the large fashion stores of her state such as "Nordstroms?" Where are the apprenticeships and job shadowing or mentorship programs to stimulate and nourish the aspirations of high school age youth and offer them a vision of what they could do? For that matter, where are the arts programs that used to be part of junior high and high school curricula?

Single Experiences Change Lives
Gerald D. Rinehart, MBA
Director, Undergraduate Program
Carlson School of Management-University of Minnesota

The Leadership Education and Development Program (LEAD) completed its fourth year at the University of Minnesota this year. It is a true public-private partnership between the University of Minnesota, Carlson School of Management, 3M and General Mills. The national LEAD program began in around 1980 when business leaders recognized that few of the most gifted minority youth in this country aspired to careers in business. Few were seeking MBA degrees.

The LEAD program is designed to bring students of color—mostly juniors in high school who are African American, Native American or Hispanic—to ten campuses around the country. Each of the ten schools has a corporate sponsor.

The LEAD students are not what we would call students at most risk. It’s a competitive program. They are selected on the basis of national test scores and recommendations from their high school teachers and counselors, and they represent “the best and the brightest of America’s minority youth.”
I am curriculum and operations director. We have 32 students who come from all over the country, and it’s remarkable to see their various stages of maturity, development and awareness. You might say these kids will make it anyway; after all, on paper they look very strong. But when they arrive, you see a whole range of students, especially in terms of their basic fragility. Some of them look like they are doing quite well but, really, they are right on the cusp; one experience can turn them one direction or the other direction and would make a big difference. They have great potential but it must be tapped.

LEAD has several things we’re trying to accomplish; one is to open these students’ eyes to what the opportunities are for them, both educationally and in career and work. Often, students of color, bright students, think their only alternatives are medicine, law or engineering. Our program motivates youth by showing them the possibilities in business.

As a nation, we have scarcely begun to tap the critical resource that minority men and women represent for business. General Mills and 3M, our corporate sponsors, have a long-term interest in this resource as future employers. It’s a phenomenal thing.

During the month-long program, students live on campus in dorms and we hire resident assistants to work with them. The curricula of the Institute includes an intensive introduction to all key areas of business: accounting, economics, finance, marketing and management. Students visit local businesses and corporations, including Flyte Tyme Productions, Dain Bosworth, 3M, General Mills,

Two Weeks of LEAD: A Model Curriculum for Increased Exposure to Business

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<td>9:00-9:30 am: Review 9:00-10:45 am: General Mills Executive: Presentation Skills</td>
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<td>9:30-12:00 pm: 3M Executive: Technology at Work 1:00-2:30 pm: Operations Management 2:45-4:30 pm: Prep Time 6:00-8:00 pm: Meet with Dean of the Carlson School</td>
<td>10:45-12:00 pm: General Mills Case Study Presentation 2:00-2:45 pm: Meet with Mayor Sharon Sayles-Belton 2:45-3:30 pm: Tour City Hall</td>
<td>7:00-9:00 pm: Prep Time</td>
<td>10:45-12:00 pm: Executive Presentation: McKinley Boston, U of M 1:00-2:30 pm: Executive Presentation: Dr. Timothy Childs, TLC Precision Engineering</td>
<td>10:15-12:00 noon: LEAD Business Olympics 1:45-30 pm: What Is Business?: Final presentations</td>
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<td>8:00-4:30 am: Site Visit: General Mills and Case Presentations</td>
<td>9:00-10:30 am: Social Responsibility of Business 10:45-12:00 noon: 3M Foundation: Community Involvement of Business 12:30-10:00 pm: Computer Lab Time Final Projects and Essay</td>
<td>Final Projects and Essays Due 9:00-10:30 am: Human Resource Management 10:45-12:00 noon: Talent Show Practice 2:00-7:00 pm: Career Day: Panels and Networking</td>
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and Dayton Hudson. They meet with Mayor Sharon Sayles-Belton and a variety of minority entrepreneurs and community leaders in the Twin Cities. They develop presentations, publish a book, make a video, and participate in case study tournaments.

The most exciting thing, for me, is to see these students, often quiet and shy, not very sure they will ever be successful, have the opportunity to succeed. They’re able to realize, “Well, here I am from Oklahoma and I’m with kids from Los Angeles and New York and I’m doing just fine.”

We typically keep in touch with our students after they leave through e-mail and letters. Most of them tell us this is the single most important event in their lives, that they hadn’t thought of these opportunities before, they never before thought they could go to college at a major institution, and that they now realize there is more to life than being a doctor or lawyer.

This is only our fourth year and LEAD students are coming to the Carlson School of Management for their undergraduate and graduate education. Several Minnesota LEAD students are resident advisors this year in our program and others. Clearly, this is a public-private partnership that is making a difference.

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**Friday, July 26**

9:30-10:45 am: Meaning and Value of Community Service

10:45-12:00 pm: 3M Volunteer Programs

1:00-4:00 pm: Dress Rehearsals for General Mills Presentations

**Saturday, July 27**

7:45-4:30 pm: Community Service:

*Sabbathani Community Center*

**Sunday, July 28**

Morning: Religious Activities

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**A Time of Intensive Learning & Exploration**

Curriculum of the LEAD Summer Business Institute provides intensive introductions to all key areas of business: accounting, economics, finance, marketing and managing functions. At the Carlson School, 1/3 of the programming is provided by Carlson professors, 1/3 is provided by presentations of successful business people of color, and 1/3 is provided through site visits. Students write an essay, develop a case study presentation for General Mills, and produce a talent show and a videotape. In 1994, the Educational Policy Committee of LEAD’s Board of Directors identified five key themes for all ten LEAD programs: globalization, leadership, communications, ethics and technology.
Creating a Healthy Community
Mary Azzahir, Founder
Healthy Powderhorn

Jan Malcolm, Public Affairs
Allina Foundation

calthy Powderhorn isn’t just another project. Citizens don’t want another program,” founding director, Mary Azzahir asserts, “They want a life.” Azzahir explains that, while she has been involved with many well-known projects and agencies, she felt that no matter how good they looked and how good they seemed, just managing them takes more energy than most are willing to give. Her goal was to return to community organizing and try to put something in place that wouldn’t become an agency, but would continue to be citizen-building.

The work and mission of Healthy Powderhorn is to unleash the power of citizens to heal themselves and to build community. With a new way of thinking, a philosophy of community, people will rebuild neighborhoods into healthy, flourishing communities.

Healthy Powderhorn began when staff, Citizen Health Action Teams, public and elected officials, and the Allina Foundation staff grappled with a series of questions:

How do you re-engage and re-activate citizens to take responsibility for their own health and wellness?

How do you move from government-sponsored solutions for major social decay to citizen-created, citizen-owned solutions to problems affecting day-to-day lives?

How do you examine the way sweeping promises were made to past generations? What made one culture believe these promises to be absolute, foolproof, and time-limited action?

How do you tell a group, or many groups, of people in one small geographical area that the decisions of our parents and grandparents contributed to the very nature of today’s problems? Will the decisions we make today reverse the trend or further entrench and confound us?

The Allina Foundation stuck with Healthy Powderhorn because, as health care providers, they are interested in many of the same questions.

For the past 30 years, health care providers in this country have counted medical successes by the number of “things” providers do to people. We know how many coronary bypass operations are done. We can count how many x-rays one clinic does. But we can’t tell you whether these have any relationship to the health status of a community. Like the Powderhorn Community, the Allina Foundation wonders: Would we be better off asking what conditions in the community are fueling ill-health? Jan Malcolm, Public Affairs Officer at Allina, says it is an exciting challenge to think that the health system could become a force for re-examining the questions about what produces good health or illness and what interventions really work.

Through hard work, a willingness to learn each other’s language and style of communication, along with a shared belief that citizens can effect changes that improve community health, Mary Azzahir, representing the Powderhorn community, and Mike Christianson from the Allina Foundation, have developed a very good relationship. But Mike and Mary have struggled. As in any relationship, they’ve had to work through problems. “But,” as Azzahir explains, “while we were fighting and cussing and carrying on,” people in the community had the time to be creative without the tension and the pressure that comes with being afraid that the funding was going to be pulled.
Healthy Powderhorn’s Philosophy of Community

**When...**

**Values empower the group...**
Values empower the group... The community gains ownership, responsibility, problem-solving and common ground.

**Authority is given to the organic idea...**
Authority is given to the organic idea... New ideas are born, solutions are connected and spirituality as a process is acknowledged.

**Power rests within people’s experiences...**
Power rests within people’s experiences... Society values and respects the development of each person’s potential.

**Citizens have collective interests...**
Citizens have collective interests... The community values strategic thinking, community problem-solving, and an understanding interconnectedness.

**Everyone is a student and a teacher...**
Everyone is a student and a teacher... Everyone gains new knowledge, responsibility and value.

**Knowledge derives from internal experience...**
Knowledge derives from internal experience... The community values every person’s and every culture’s knowledge, respects the richness and wisdom of all traditions, and acknowledges the spiritual.

**Thinking is honored...**
Thinking is honored... Citizens are healthy, active and purposeful.

**The process is the product...**
The process is the product... There is harmony, integral thinking, self-development and self-discipline.

**Participants are the evaluators...**
Participants are the evaluators... The group sets and follows standards, pays attention to the process, questions to initiate learning, sets practices that are consistent with culture and tradition.

Source: “The Invisible College,” Healthy Powderhorn, Powderhorn Community Center, East 34th St. & 15th Ave. So., Minneapolis, MN 55407

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The Philosophy of Community Complements Cultural Identity

To implement the Healthy Powderhorn vision of active, engaged, decisive and strategic citizenry, an educational strategy was established that relied on the belief that, if thinking is to be impacted, people must be given the opportunity to learn or relearn. Healthy Powderhorn examined world views and historical experiences of the non-western traditions, seeking the links between each culture and the way of thinking of each culture. They discovered their “Philosophy of Community.”
Since its inception, Healthy Powderhorn gathered groups of residents and area employees together to identify and seek solutions to issues that relate to, or have an impact on, the community’s health status. Four CHATs (Citizen Health Action Teams) have been meeting regularly to work together and choose projects that will build community.

The four overarching goals of Healthy Powderhorn are to:

- Improve the health status indicators of the community as reflected in the quantifiable and the qualitative database of anecdotes and trends;
- Sustain health improvements over time;
- Replicate the useful features of the initiative in other communities that express a readiness to change; and
- Search for new learnings within any of the experiences that might have application in creating strategies or solutions in other areas of public responsibility and return control of health and wellness to the citizen.

In the first two years, Healthy Powderhorn has developed the Powderhorn Farmers Market and the Powderhorn/Phillips Wellness and Cultural Health Practices Center.

Together, the Allina Foundation and the Powderhorn community are part of a dramatic experiment. They are trying to figure out what the community can teach large institutions that think they have all the answers and do have all the authority. Healthy Powderhorn is wonderful because it is asking how funders can open their ears enough and how community can take some of that authority back. It’s going to be very interesting when the Foundation board starts talking about the results.

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Supporting Positive Initiatives That Improve Public Health

Pati Maier, MAPA
Assistant Director, Division of Family Health
Minnesota Department of Health

The Minnesota Department of Public Health provides no direct services; we work through others to accomplish our mission “to bring people together to create a healthy future for all Minnesotans.” We, as an agency, try to partner as broadly as possible and that really goes back to when we had local boards of health.

Recognizing that local communities were more aware of local threats to their community’s health than the state and better suited to address specific issues, the original State Board of Health encouraged communities to create local boards of health. As a result, by 1976, there were over 2,100 local boards of health. Established with good intentions, the sheer numbers made communications and shared responsibility for public health very complicated. The Community Health Services Act, created in 1976, and the Local Public Health Act of 1987 were designed to overcome this complexity and establish an improved public health partnership between state and local governments. Today, local boards of health are consolidated into 22 single-county community health boards, 23 multi-county boards, and five city community health boards.

Like the Allina-Powderhorn partnership, the community health services system recognizes that communities around the state have differing needs and that some are in a better position to assess their health status. Community Health Services is a state and local partnership that does not rely on mandates for cooperation. Rather, we rely on shared goals and a strong desire to work together to improve the lives of all Minnesotans.

We are trying to support positive initiatives that improve public health in Minnesota.

The State Community Health System Advisory Committee provides advice and consultation with, and makes recommendations to, the Commissioner of Health on
matters relating to the development, funding and evaluation of community health services in Minnesota and to coordinated policy development. This committee:

Produced several discussion papers on public health in 1993 and developed a key recommendation for funding the core functions of public health within the context of health care reform.

Identified the role of state and local public health in the environmental realm, provided a framework for organizing local environmental services, and provided recommendations to the commissioner on the structure and delivery of environmental health programs.

A Common Mission

Jointly Created Goals & Guidelines

"Bringing People Together to Create a Health Future for all Minnesotans"

Shared Responsibilities

Community Assessment & Programs

Coordinated Policy Development

Effective Communication

A Partnership That Works
Many aspects of the Community Health System make it an effective partnership. State and local governments share a mission for public health. The State Community Health System Advisory Committee helps to coordinate policy development and planning. State and local governments jointly develop goals and guidelines and share responsibility for public health in Minnesota.
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Mary Azzahir, Founder
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Jan Malcolm, Public Affairs
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be creative without the tension and the pressure that comes
with being afraid that the funding was going to be pulled.
Incentives Encourage Youth Participation

What provides incentives for youth participation in programs like the New Workforce? Here are some early findings:

Belonging...

to a prestigious or “hip” group provides opportunities that would not be otherwise available;

Doing...

experiential learning, especially in groups and with friends, provides relevance in learning;

Receiving...

recognition from peers for participation and improvement;
tickets to concerts or sport events and other “fun” things help improve self-esteem;

Gaining...

access to information;
guidance on how to get a job or get into college;
from peers for participation and improvement;
access to resource people from business and post-secondary communities; and
an opportunity to interact with employers in the classroom, making youth an important part of the community.

that middle and high school youth will have ongoing opportunities to experience:

Access to services that meet basic needs for food, shelter, clothing and health care;

Access to the support necessary to achieve and exceed academic standards;

Exposure to a variety of career development and work readiness experiences;

Exposure to a variety of post-secondary choices and data on admissions criteria and financial aid;

Access to a variety of after-school and summer youth development activities;

Access to participation in a variety of community youth development activities; and

Access to a variety of caring adults in their lives, including support of parents and families.

Creating Youth-Friendly, Relevant Systems That Build Responsibility

New Workforce students, with the help of their sponsors, are held accountable for incorporating the outcomes of policy council opportunities into a central record keeping system or “community-based transcript.” This document tracks performance in academic courses, school-sponsored activities, and community experiences against graduation standards. This approach takes steps toward making students responsible for their own successes and for communicating them to employers, colleges, and others.
New Ways of Learning

Jan Hively, Senior Fellow
4-H Youth Development Center

try to apply cross-agency teaching and other ways of learning that supplement academic learning and workplace learning. I work around the state with extension educators and school and community business partnerships trying to find youth entrepreneurship.

4-H clubs came as a result of a spontaneous need for a more practical education. The national 4-H mission is: “Building partnerships for community youth development that value and involve youth in solving issues critical to their lives, their families and society.”

Some of the 4-H programs that depend on public-private collaboration and provide practical education for rural youth can serve as models for youth everywhere:

Minnesota State Fair Boys and Girls Camp—The State Fair provides 20 outstanding 4-H rural youth with a $1,000 scholarship.

The Communications Arts Contest—The Jewish Community Relations Council and the 4-H program sponsor a statewide contest in three divisions: beginners (ages 12 years and under), juniors (ages 12 to 14 years) and seniors (ages 15 to 19 years).

The Youth Leadership Conference—The University of Minnesota, along with other organizations, continues to support a variety of activities designed to engage young people in leadership activities including governance, animal science workshops, athletic, music and other competitions.

In 1994, some 282,010 youth participated in the 4-H program.

Discussion

The first Konopka Round Table discussion focused on the need to develop public-private partnerships in serving youth. While this is not a new idea, there is a continuing need to develop ongoing public-private partnerships for youth. Round Table participants were selected because they have been deeply involved in fostering public-private collaborative relationships. Some have developed programs or worked with youth in the areas of health and social services, others in education, still others in business and commerce.

We believe there is a great deal to learn from the stories and experiences of those who are making collaborative relationships happen. Our conversation raised issues that are important to think about as we work with adolescents. Clearly, there are programs in place that are successful, at least in part, because of the collaboration between the public and private sectors. However, we agreed that we face challenges.

The notion of “community” needs clarification. Developing a philosophy for a specific community, like the one developed by Healthy Powderhorn, may help citizens identify themselves as part of a community and feel ownership.

Youth need to be exposed to a variety of experiences that increase their skills. The LEAD Program shows that the opportunity to learn from many successful people in the community brings the competence that builds confidence and success.

Communities don’t need time-limited projects; their young people need ongoing opportunities for growth and enrichment. That’s why long-term communication and commitment, like that provided through collaboration with the Department of Health, the Youth Trust, and the 4-H Youth Development Program make sense.

The typical 3-year funding cycles of agencies don’t promote “seamless” community enhancement; rather, they create bureaucracies. The partnership between Healthy Powderhorn and the Allina Foundation is just one significant experiment that goes beyond conventional financial arrangements.