

Collective Impact: Measuring Collective Outcomes

Agenda for the Webinar

- Welcome and Introductions
- Collective Impact – Getting to Shared Measurement with Liz Weaver, Tamarack – An Institute for Community Engagement
- New Zealand Case Study
- Community Research



Liz Weaver, Tamarack



Liz Weaver
Vice President
Tamarack – An Institute
for Community
Engagement

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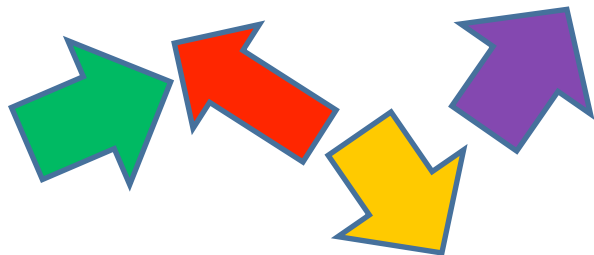
Collective Impact



From Isolated Impact to Collective Impact

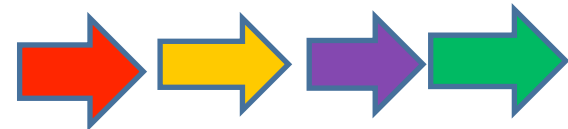
Isolated Impact

- Funders select **individual grantees**
- Organizations **work separately**
- Evaluation attempts to **isolate** a particular organization's impact
- Large scale change is assumed to depend on **scaling organizations**
- Corporate and government sectors are often **disconnected** from foundations and non-profits.



Collective Impact

- Funders understand that social problems – and their solutions – arise from **multiple interacting factors**
- **Cross-sector alignment** with government, nonprofit, philanthropic and corporate sectors as partners
- Organizations **actively coordinating their actions** and sharing lessons learned
- All working toward the **same goal** and measuring the same things



Used for Many Complex Issues

Teen Pregnancy



Health



Education



Homelessness



Community Safety



Poverty



Collective Impact – Framing Questions

- Do we aim to effect —**needle-** change (i.e., 10% or more) on a community-wide metric?
- Do we believe that a **long-term investment** (i.e., three to five-plus years) by stakeholders is necessary to achieve success?
- Do we believe that **cross-sector engagement** is essential for community-wide change?
- Are we committed to **using measurable data** to set the agenda and improve over time?
- Are we committed to **having community members as partners and producers** of impact?

Collective Impact Occurs Over Four Key Phases

Components for Success	Phase I Generate Ideas and Dialogue	Phase II Initiate Action	Phase III Organize for Impact	Phase IV Sustain Action and Impact
Governance and Infrastructure	Convene community stakeholders	Identify champions and form cross-sector group	Create infrastructure (backbone and processes)	Facilitate and refine
Strategic Planning	Hold dialogue about issue, community context, and available resources	Map the landscape and use data to make case	Create common agenda (common goals and strategy)	Support implementation (alignment to goal and strategies)
Community Involvement	Facilitate community outreach specific to goal	Facilitate community outreach	Engage community and build public will	Continue engagement and conduct advocacy
Evaluation And Improvement	Determine if there is consensus/urgency to move forward	Analyze baseline data to ID key issues and gaps	Establish shared metrics (indicators, measurement, and approach)	Collect, track, and report progress (process to learn and improve)

Preconditions for Collective Impact



- Influential Champion(s)
- Urgency of issue
- Adequate Resources

Working Differently

The Five Conditions of Collective Impact

Common Agenda

All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.

Shared Measurement

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

Mutually Reinforcing Activities

Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.

Continuous Communication

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

Backbone Support

Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.

Evaluation + Shared Measurement



Evaluation of
the Collective
Impact
Approach



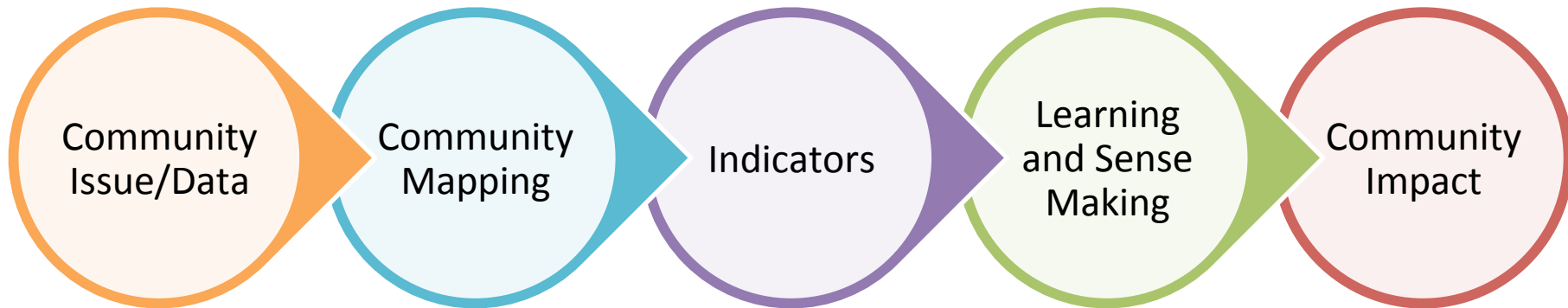
Shared
Measure-
ment

Shared Measurement

- Identify key measures that capture critical outcomes.
- Establish systems for gathering and analyzing measures.
- Create opportunities for “making-sense” of changes in indicators.



A Design Approach



Example #1: Seattle Road Map Project – Population Indicators

- The Road Map Project is a community-wide effort aimed at improving education to drive dramatic improvement in student achievement from cradle to college and career in South King County and South Seattle.
- The project builds off of the belief that collective effort is necessary to make large-scale change and has created a common goal and shared vision in order to facilitate coordinated action, both inside and outside school.
- <http://www.roadmapproject.org/the-project/project-overview/>



ROAD MAP PROJECT INDICATORS OF STUDENT SUCCESS

The **Road Map Project goal** is to double the number of students in South King County and South Seattle who are on track to graduate from college or earn a career credential by 2020. We are committed to nothing less than closing the unacceptable achievement gaps for low-income students and children of color, and increasing achievement for all students from cradle to college and career.

Our Indicators of Student Success are data elements important to a student's education success. They can be influenced by focused action and can be consistently tracked over time.

The Road Map Project emphasizes the use of data to inform decision-making and support continuous improvement. The project also aims to mobilize community stakeholders, recognizing that regional

efforts will be more successful if we can garner significant community support to push for common outcomes than if the various actors work independently. Multiple organizations aligning to a common goal, a common set of measurements and system-building actions are the Road Map strategies underpinning our collective impact effort.

More information can be found at roadmapproject.org

**Healthy and
ready for
kindergarten**

**Supported and
successful in
school**

**Graduate from
high school
college-and
career-ready**

**Earn a college
degree or
credential**

ON-TRACK INDICATORS: These are reported annually against specific targets.

- % of children ready to succeed in school by kindergarten

- % of students proficient in:
 - 3rd grade reading
 - 4th grade math
 - 5th grade science
 - 6th grade reading
 - 7th grade math
 - 8th grade science
- % of students triggering Early Warning Indicator #1*
- % of students triggering Early Warning Indicator #2*

- % of students who graduate high school on time
- % of graduating high school students meeting minimum requirements to apply to a Washington State 4-year college
- % of students at community and technical colleges enrolling in pre-college course work

- % of students who enroll in postsecondary education by age 24
- % of students continuing past the first year of postsecondary
- % students who earn a post-secondary credential by age 24

*Early warning indicators are for the 9th grade.

Early warning #1 is six or more absences and one or more course failure(s).

Early warning #2 is one or more suspension(s) or expulsion(s).

ROAD MAP INDICATORS

CONTRIBUTING INDICATORS: These are reported annually or whenever possible, but do not have specific targets. The contributing indicators combined with the on-track indicators make up the full list of Road Map Project indicators.

Healthy and ready for kindergarten

- % of children born weighing less than 5.5 pounds
- % of eligible children enrolled in select formal early learning programs
- % of licensed child care centers meeting quality criteria
- % of families reading to their children daily
- % of children meeting age-level expectations at the end of preschool

Supported and successful in school

- % of children enrolled in full-day kindergarten
- % of students:
 - taking algebra by the 8th grade
 - passing the exams required for high school graduation
 - taking one or more Advanced Placement or International Baccalaureate course(s)
 - absent 20 or more days per year
 - who make a non-promotional school change
 - who are motivated and engaged to succeed in school
 - attending schools with low state achievement index ratings
 - exhibiting 21st century skills
- % of English language learning students making progress in learning English
- % of females age 15-17 giving birth
- % of 8th graders reporting select risk factors on the Healthy Youth Survey
- % of parents who actively support their child's education and believe a college degree is important

Graduate from high school college-and career-ready

- % of students who graduate high school by age 21
- % of high school graduates completing a formal career and technical education program
- % of eligible students who complete the College Bound application by the end of 8th grade
- % of graduating College Bound students who have completed the FAFSA

Earn a college degree or credential

- % of students who directly enroll in postsecondary education
- % of students who did not complete high school on time who achieve a postsecondary credential
- % of students employed within 1 and 5 years of completing or leaving postsecondary education, including wage

There Are a Number of “Tips and Tricks” to Bear in Mind When Developing Shared Measures

Identifying Indicators

- Limit “top-level” indicators to a manageable number (~15), with additional contributing indicators if needed
- Establish a set of criteria to guide the identification and prioritization of potential indicators

Collecting and Presenting Data

- Set specific and time-bound goals and report progress relative to targets
- Include data on whole populations (vs. a sample) where possible
- Use numbers as well as percentages to make goals more tangible

Leveraging Existing Efforts and Expertise

- Form a voluntary team of data experts to advise on the design, development, and deployment of a shared measurement system
- Develop a crosswalk of what partners are already measuring
- Consider leveraging existing indicators adopted by relevant efforts at the local, provincial, or federal level

Shared Measurement

- Who is collecting the data?
- Will they share the data?
- How effective is the data source?
- What data do we have to collect?
- What resources will we need?
- Does this measure actually move us on our collective impact agenda?

Example #2: Vibrant Communities: Shared Measurement Framework

Process: # of people/orgs at table, # of community presentations, articles, etc

Program: # of programs, # of new initiatives, etc

**Shared
Measurement**

Policy: policy changes in own or other organizations, new investments, government policy changes

Population : # of people moved out of poverty, # of high school graduates, # of low birth weight babies

Getting to Shared Outcomes

- Shared Outcomes can be identified in all 4 quadrants of collaborative change
- Partners need to be engaged in identifying and contributing to shared outcomes
- Contribution is a key marker to track
- An outcomes diary approach can track change as it occurs and is a useful partner engagement tool

Collective Impact is About Working Differently

Conditions	Simple rules for complex interventions
Mindset	Adaptive problem which requires learning and change to get to the answer – work differently
Structure	Be intentional and predetermined
Process	Go deep, see problems differently
Leadership	Systems leaders with a commitment to the health of the whole

Evaluating Community Impact

Join Us! Tamarack is hosting two
Evaluating Community Impact - 3 day workshops in
2014 in Canada. For more details visit:
www.tamarackcommunity.ca

ECI Winnipeg

May

13 - 15,

2014

ECI Halifax

June

2 - 4,

2014

Additional Resources

- Follow my blog: <http://vibrantcanada.ca/blogs/liz-weaver>
- Regular updates about Collaboration and Collective Impact are posted on Tamarack Learning Communities Sites: www.tamarackcci.ca; www.vibrantcommunities.ca; www.seekingcommunity.ca
- Stanford Social Innovation Review articles on Collective Impact: <http://www.ssireview.org/>
- FSG Social Impact Consultants: www.fsg.org

Additional Collective Impact Resources

- Canadian Index of Well Being - <https://uwaterloo.ca/canadian-index-wellbeing/>
- Calgary Homeless Foundation - <http://calgaryhomeless.com/>
- Poverty Matrix Resource - http://tamarackcommunity.ca/downloads/tools/poverty_matrix2e.pdf
- Constellation Model - <http://www.lcsi.smu.edu.sg/downloads/MarkSurmanFinalAug-2.pdf>
- Peel Collective Impact Institute – Results Based Accountability + Collective Impact <http://www.peelcounts.ca/peel-institute-for-collective-impact.php>
- Why Targets and Timelines Matter - <http://www.dailybread.ca/poverty-reduction-strategies-with-targets-and-timelines/>