Collective Impact – an overview

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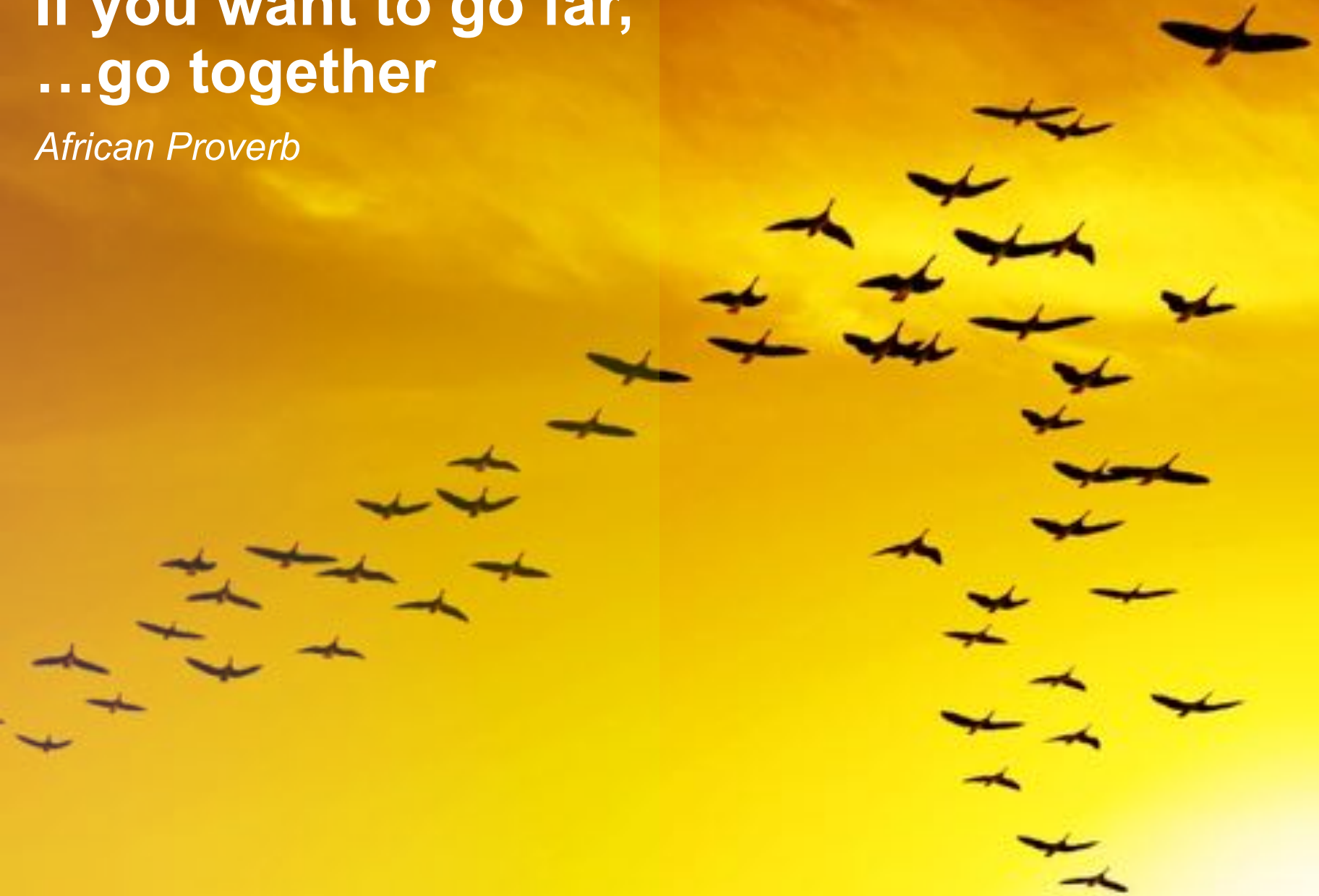*Convenor, www.collaborationforimpact.com*

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If you want to go fast go alone.
If you want to go far,
…go together

African Proverb

What is a wicked problem?

1. *Incomplete or contradictory knowledge;*

2. *The number of people and opinions involved;*

3. *The large economic burden; and*

4. *The interconnected nature of these problems with other problems.*

How do you know if you've got one?

Complex problems are difficult to frame

The cause and effect relationships are unclear
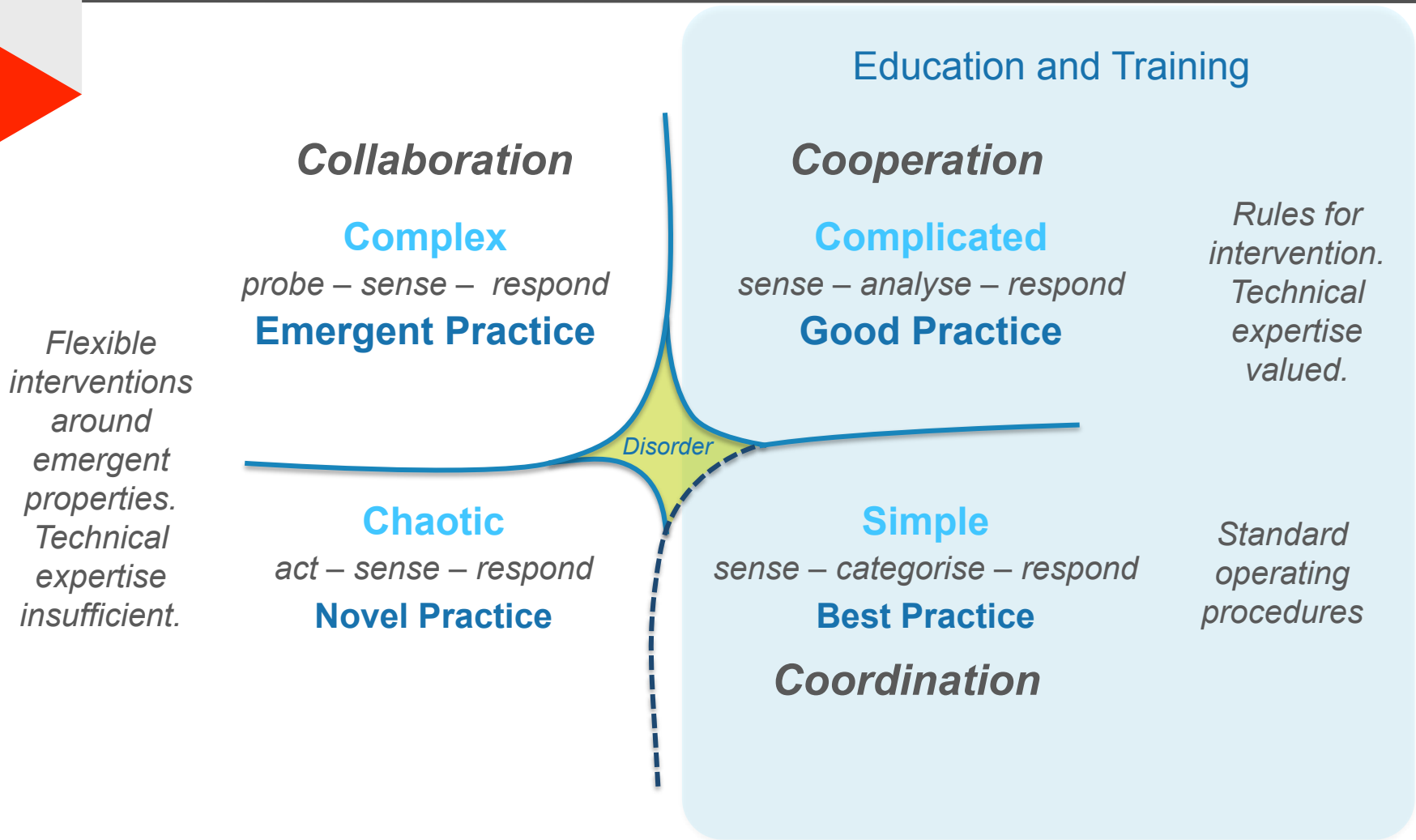
There are diverse stakeholders

Each experience of is unique

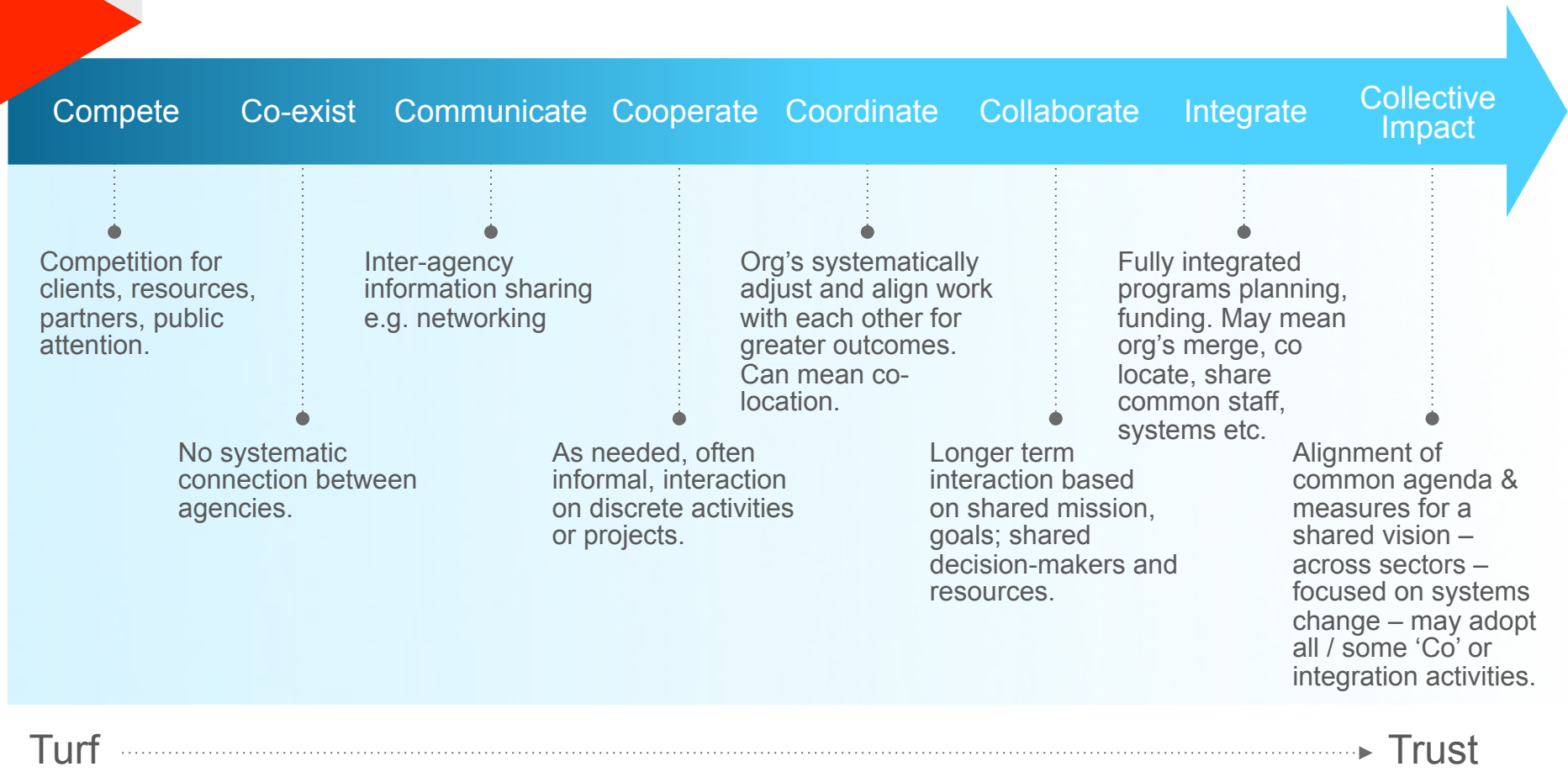The characteristics & dynamics of the issue evolves

There is no obvious right or wrong set of solutions

There is no objective measure of success

Cynefin (Kin-ev-in)

Collaboration for Impact

Education and Training

Collaboration

Complex
probe – sense – respond
Emergent Practice

Cooperation

Complicated
sense – analyse – respond
Good Practice

Rules for intervention. Technical expertise valued.

Flexible interventions around emergent properties. Technical expertise insufficient.

Disorder

Chaotic
act – sense – respond
Novel Practice

Simple
sense – categorise – respond
Best Practice

Coordination

Standard operating procedures

Cynefin Framework by Snowden & Kurtx

http://www.youtube.com/watch?v=N7oz366X0-8

What is collaboration?

Collaboration for Impact

Compete	Co-exist	Communicate	Cooperate	Coordinate	Collaborate	Integrate	Collective Impact

Compete: Competition for clients, resources, partners, public attention.

Co-exist: No systematic connection between agencies.

Communicate: Inter-agency information sharing e.g. networking

Cooperate: As needed, often informal, interaction on discrete activities or projects.

Coordinate: Org's systematically adjust and align work with each other for greater outcomes. Can mean co-location.

Collaborate: Longer term interaction based on shared mission, goals; shared decision-makers and resources.

Integrate: Fully integrated programs planning, funding. May mean org's merge, co locate, share common staff, systems etc.

Collective Impact: Alignment of common agenda & measures for a shared vision – across sectors – focused on systems change – may adopt all / some 'Co' or integration activities.

Turf ....► Trust
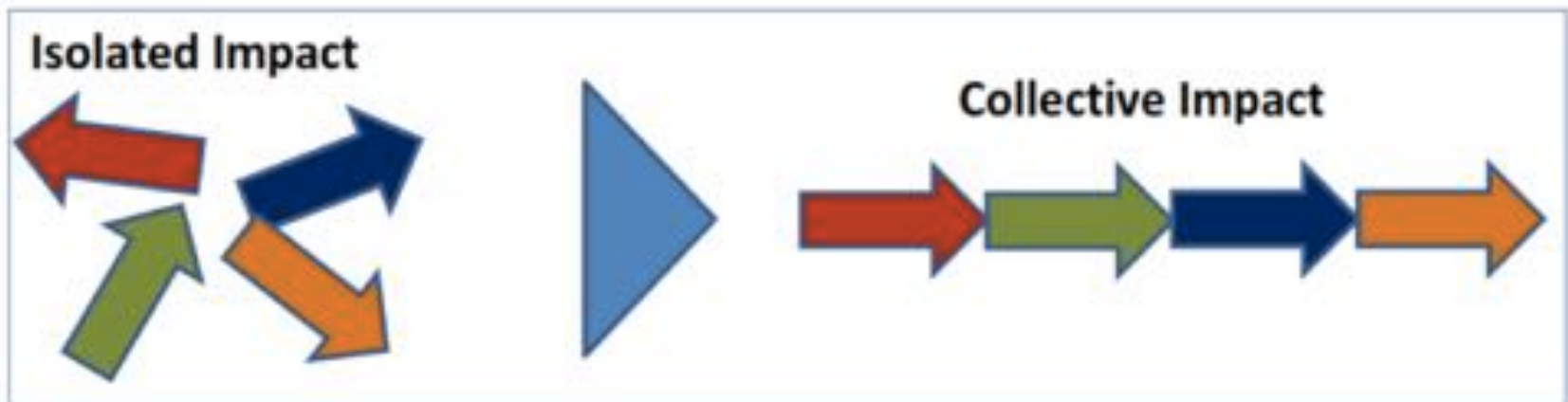
What is Collective Impact?

> Collective Impact is the <u>commitment</u> of a group of important actors from <u>different</u> sectors to a <u>common agenda</u> for solving a <u>specific social problem</u>.

Isolated Impact

Collective Impact

Collaboration

Collective Impact

Convene around Programs/Initiatives ➡ Work Together to Move Outcomes

Prove ➡ Improve

Addition to What You Do ➡ Is What You Do

Advocate for Ideas ➡ Advocate for What Works

Strive

Collective Impact Framework

1. Common agenda
2. Shared measurement
3. Mutually reinforcing activities
4. Continuous communication
5. Backbone Organisation

Common Agenda

Shared Measurement

Community Report Card

Goal 1: Every child will be PREPARED for school

	Current percentage	Current benchmark	Change since recent year	Change since baseline year
Cincinnati (KRA-L)	53%	59%		
Covington (DIAL-3)	63%	66%	n/a	n/a
Newport (DIAL-3	70%	73%		

Goal 2, 3 & 4: Every student will be SUPPORTED, SUCCEED academically and ENROLL in college

Cincinnati Public Schools

	Current average	Current benchmark	Change since recent year	Change since baseline year
4th grade reading	62%	75%		
8th grade reading	57%	79%		
4th grade math	57%	74%		
8th grade math	52%	58%		
Graduation	83%	95%		
ACT composite	18.9		0.1 pt.	0.0 pt.
College enrollment	68%	70%		

Goal 1: Every Child is PREPARED for School

Indicator 1: % of Children Assessed to be Ready for School

Goal 2: Every Child is SUPPORTED in and out of School

Indicator to be Determined

Goal 3: Every Student SUCCEEDS Academically

Indicator 2: % of Students at or above Proficiency in 4th Grade Reading
Indicator 3: % of Students at or above Proficiency in 8th Grade Math
Indicator 4: % of Students that Graduate from High School

Goal 4: Every Student Enrolls in College or Career Training

Indicator 5: Average Score on ACT
Indicator 6: % of Graduates that Enroll in College

Goal 5: Every Student Graduates and Enters a Career

Indicator 7: College Retention Rate
Indicator 8: College Completion Rate

Strive

Goal 2, 3 & 4: Every student will be SUPPORTED, SUCCEED academically and ENROLL in college.*

Cincinnati Public

	Current pct. or avg.	Change since baseline year	Change since recent year	Current target	Target year
4th grade Reading	71%	+16	+8	84%	2011
8th grade Math	61%	+24	+11	72.3%	2011
Graduation	82%	+10	+2	95%	2011
ACT Composite	18.1	N/A	N/A	19	2011
College Enrollment	65%	+7	-3	70%	2011

Note: ACT data not comparable due to a change in administration of the test.

Covington Independent

	Current pct. or avg.	Change since baseline year	Change since recent year	Current target	Target year
4th grade Reading	64%	+14	-7	80.23%	2011
8th grade Math	24%	+14	-2	80.23%	2011
Graduation	63%	N/A	N/A	90%	2011
ACT Composite	16.4	-3	-3	17.4	2011
College Enrollment	61%	+16	-3	75%	2015

Newport Independent

	Current pct. or avg.	Change since baseline year	Change since recent year	Current target	Target year
4th grade Reading	50%	-4	-14	80.23%	2011
8th grade Math	65%	+44	+9	80.23%	2011
Graduation	62%	N/A	N/A	91.25%	2011
ACT Composite	16.7	N/C	-1.1	17.2	2011
College Enrollment	47%	+5	+1	75%	2014

Urban Covington & Newport Diocesan

	Current pct. or avg.	Change since baseline year	Change since recent year	Current target	Target year
3rd grade Reading	73 NP	N/A	N/A	TBD	2011–12
7th grade Math	50 NP	N/A	N/A	TBD	2011–12
Graduation	94%	+5	+3	TBD	2011–12
ACT Composite	22.5	+8	+5	TBD	2011–12

Note: The Archdiocese and Diocese switched to a new assessment this year, the Iowa Test of Basic Skills. The current achievement data is represented as a national percentile (NP) score. The Covington Diocese administers the tests in the 3rd and 7th grades.

Urban Cincinnati Archdiocesan

	Current pct. or avg.	Change since baseline year	Change since recent year	Current target	Target year
4th grade Reading	59 NP	N/A	N/A	+2%/yr	2011–12
8th grade Math	62 NP	N/A	N/A	+2%/yr	2011–12
Graduation	89%	+5	N/C	92%	2011–12
ACT Composite	23.2	+8	+5	23.4	2011–12

Note: The Archdiocese and Diocese switched to a new assessment this year, the Iowa Test of Basic Skills. The current achievement data is represented as a national percentile (NP) score.

The complete set of data and trends are available online and updated on a regular basis. Please visit: http://www.strivetogether.org/education-results-resource/striving-together-report-card/

Note on high school graduation rates: Kentucky districts changed the way they report graduation rates. Kentucky now uses the Averaged Freshmen Graduation Rate (AFGR), making data from previous years incomparable. Kentucky will report the AFGR for three years and then begin reporting the new four year adjusted cohort rate. Ohio schools will also be reporting the four year adjusted cohort rate as their official graduation rate beginning next year. The cohort rate will be adopted by most states and will become a standard and hopefully more accurate way to report graduation rates across states.

* We use "college" to refer to postsecondary education.

Mutually Reinforcing Activities

Alignment through

Continuous improvement

Rapid prototyping

This is not easy work…

Continuous Communication

Backbone Organisation

Guide Vision and Strategy

Support Aligned Activities

Establish Shared Measurement Practices

Build Public Will

Advance Policy

Mobilise Funding

Backbones must balance the tension between coordinating and maintaining accountability, while staying behind the scenes to establish collective ownership.

Misconceptions about Backbone organisations

- The backbone organisation **sets the agenda**
- The backbone organisation **drives the solutions**
- The backbone organisation **receives all the funding**
- The role of the backbone **can be self appointed** rather than selected by the community
- The role of the backbone **isn't fundamentally different from "business as usual"** in terms of staffing, time and resources

United Way SUCCESS BY 6™

Uses a collective impact approach **to support early childhood education** from birth through age 5

Early learning steering council members met to assess kindergarten readiness

Head Start Teachers

Kindergarten / Pre-K Teachers

School Principals
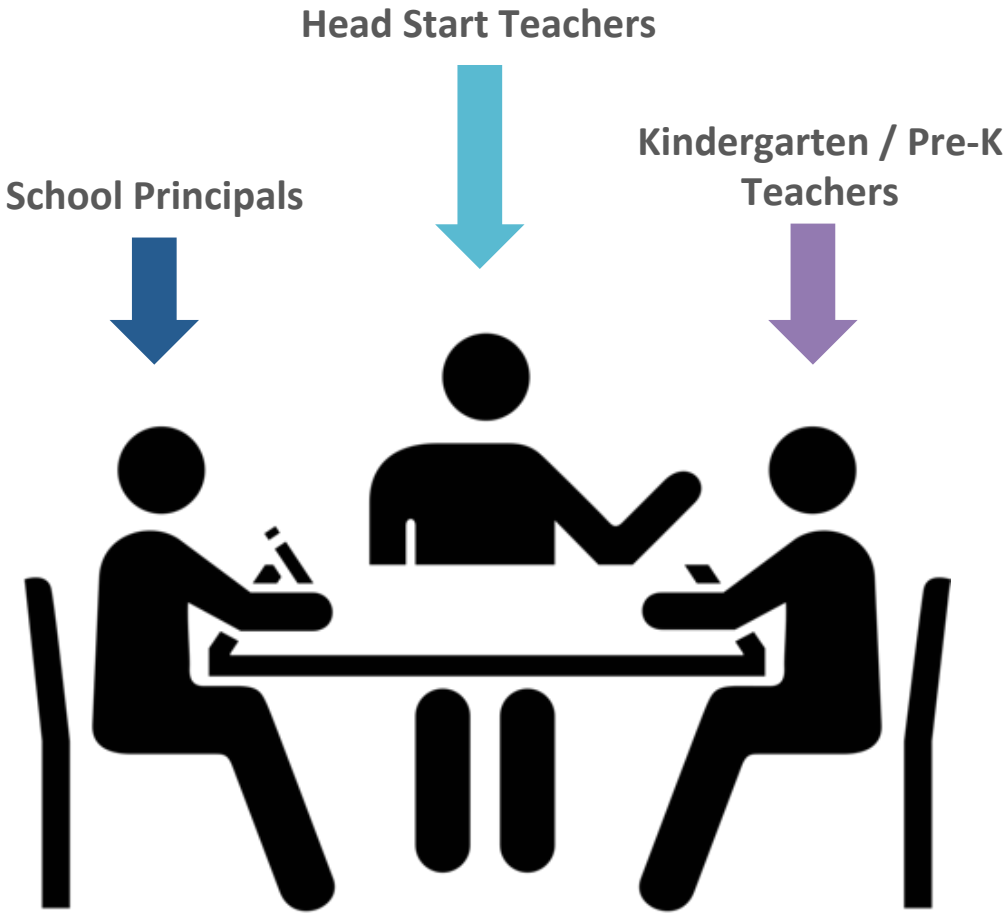
The steering council began by examining the data

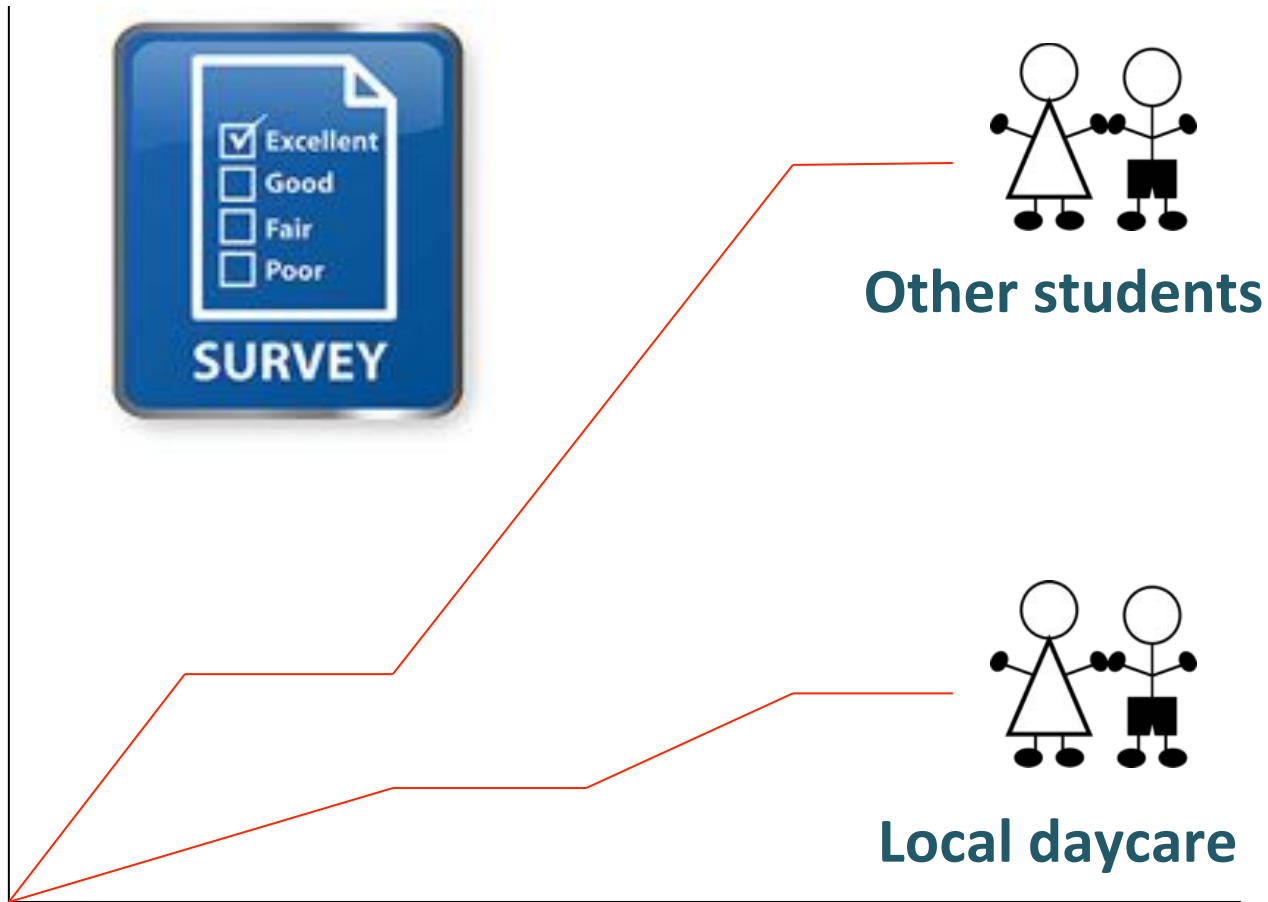Kindergarteners scored low in a number of important areas:
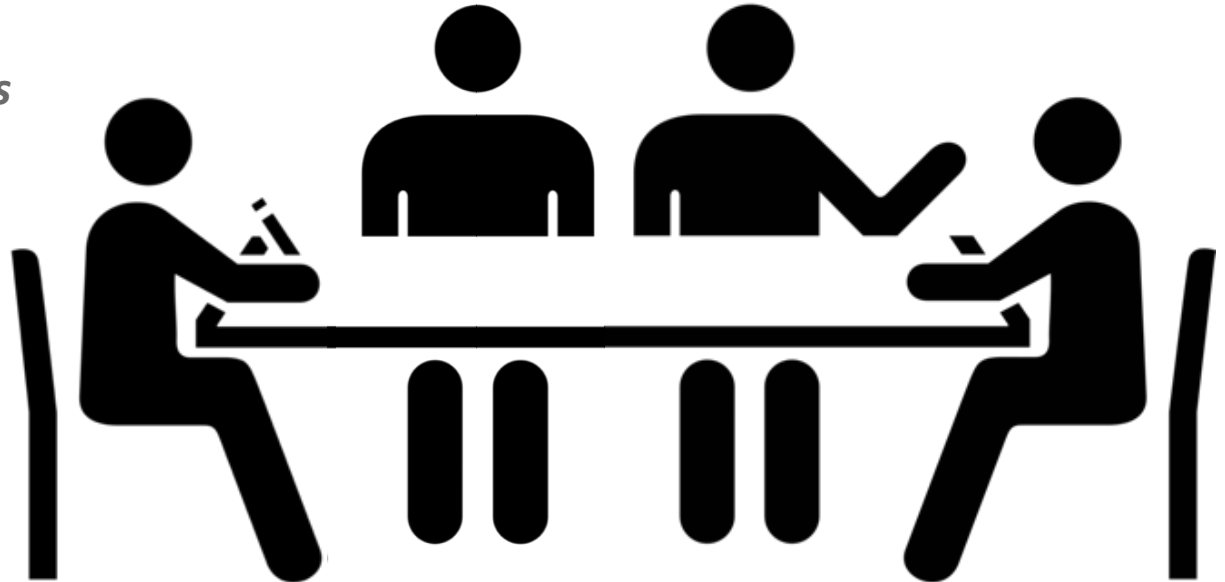
letter identification

rhyming

alliteration

Jump like jolly jumping beans
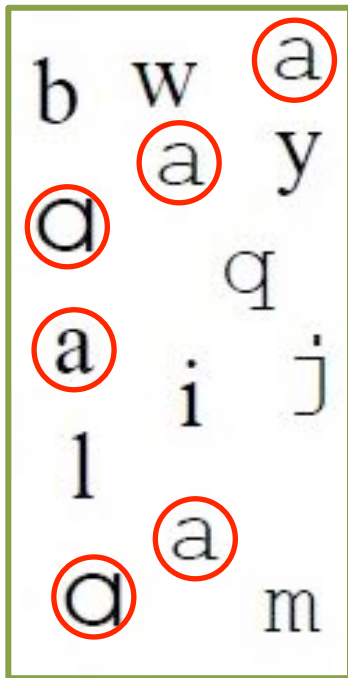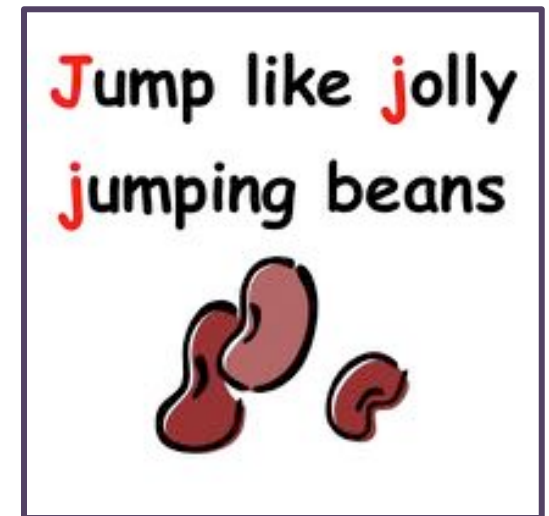
Children who attended local daycare centers lagged significantly behind their peers

Other students

Local daycare

The group invited daycare teachers to join the steering council

"We never thought of ourselves as being all that important to academic success."

Daycare Teachers

Experiments to raise student readiness developed into ongoing strategies

Experiment   *Ongoing Strategy*

One-day session
devoted just to rhyming   ➡   Pro bono training and
                                                support
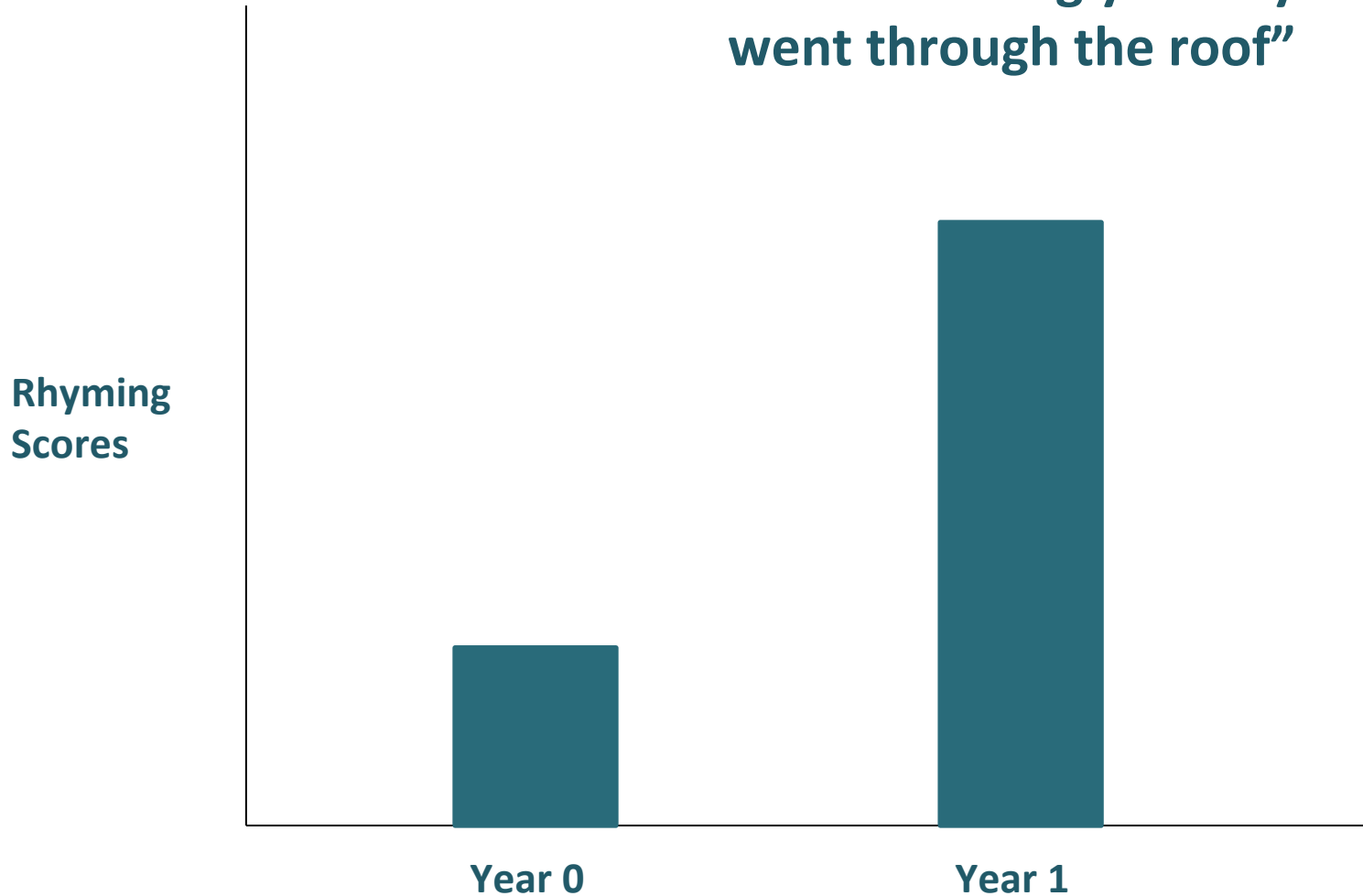
One off meetings to
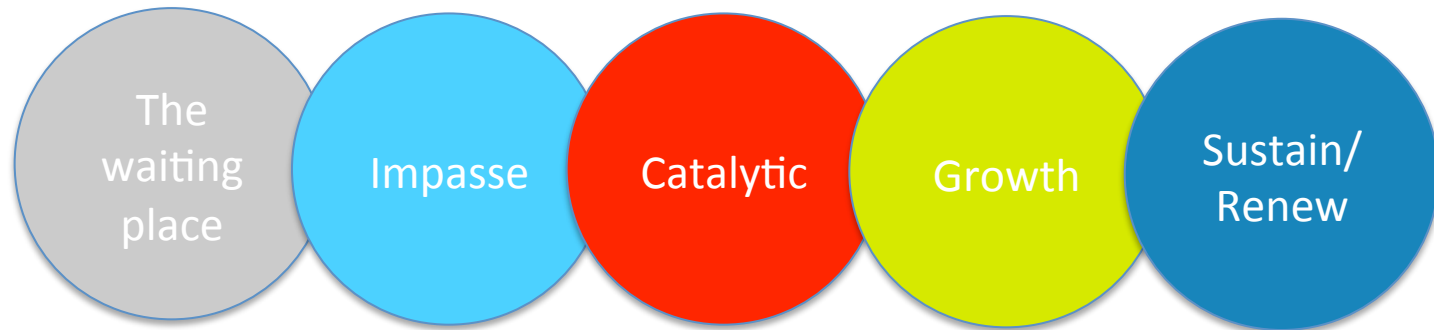share tips and tricks   ➡   Community of practice

**As successful solutions emerged the group
incorporated them into their everyway work**

Strategies to address rhyming got almost immediate traction

FSG

"The following year rhyming scores went through the roof"

Rhyming Scores

Year 0　　　　　Year 1

Is my community ready?

The waiting place · Impasse · Catalytic · Growth · Sustain/Renew

http://www.theharwoodinstitute.org/harwoodhalfhour/

Three Prerequisites
1. Influential Champion
2. Financial resources
3. Urgency for change

Collective Impact Efforts to Transpire Over Four Key Phases

Components for Success	Phase I Generate Ideas and Dialogue	Phase II Initiate Action	Phase III Organise for Impact	Phase IV Sustain Action and Impact
Governance & Infrastructure	Convene community stakeholders	Identify champions & form cross-sector group	Create infrastructure (backbone & processes)	Facilitate & 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	Analyse 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)

"Collaboration, it turns out, is not a gift from the gods but a skill that requires effort and practice

Douglas B Reeves, Founder The Leadership and Learning Centre UK

Thank You
Questions?

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Backbone organizations perform 6 key functions

Guide Vision and Strategy

- Build a **common understanding of the problem**
- Provide **strategic guidance** to develop a common agenda

Support Aligned Activities

- Ensure **mutually reinforcing activities** take place:
  - **Coordinate and facilitate** communication and collaboration
  - **Convene** partners and key external stakeholders
  - **Catalyze** or **incubate** new initiatives or collaborations
  - Provide **technical assistance**
  - Create **paths for, and recruit, new partners**
  - Seek **opportunities for alignment** with other efforts

Establish Shared Measurement Practices

- Collect, analyze, interpret, and report **data**
- Catalyze or develop **shared measurement systems**
- Provide technical assistance for building partners' **data capacity**

Build Public Will

- Build public will, consensus and commitment:
  - **C**reate **a sense of urgency** and articulate a call to action
  - Support **community member engagement** activities
  - Produce and manage **external communications**

Advance Policy

- Advocate for an aligned **policy agenda**

Mobilize Funding

- Mobilize and align public and private **funding to support goals**

Effective backbone leaders

Stakeholders describe backbone organization leaders as:

Visionary

Results-Oriented

Collaborative, Relationship Builder

Focused, but Adaptive
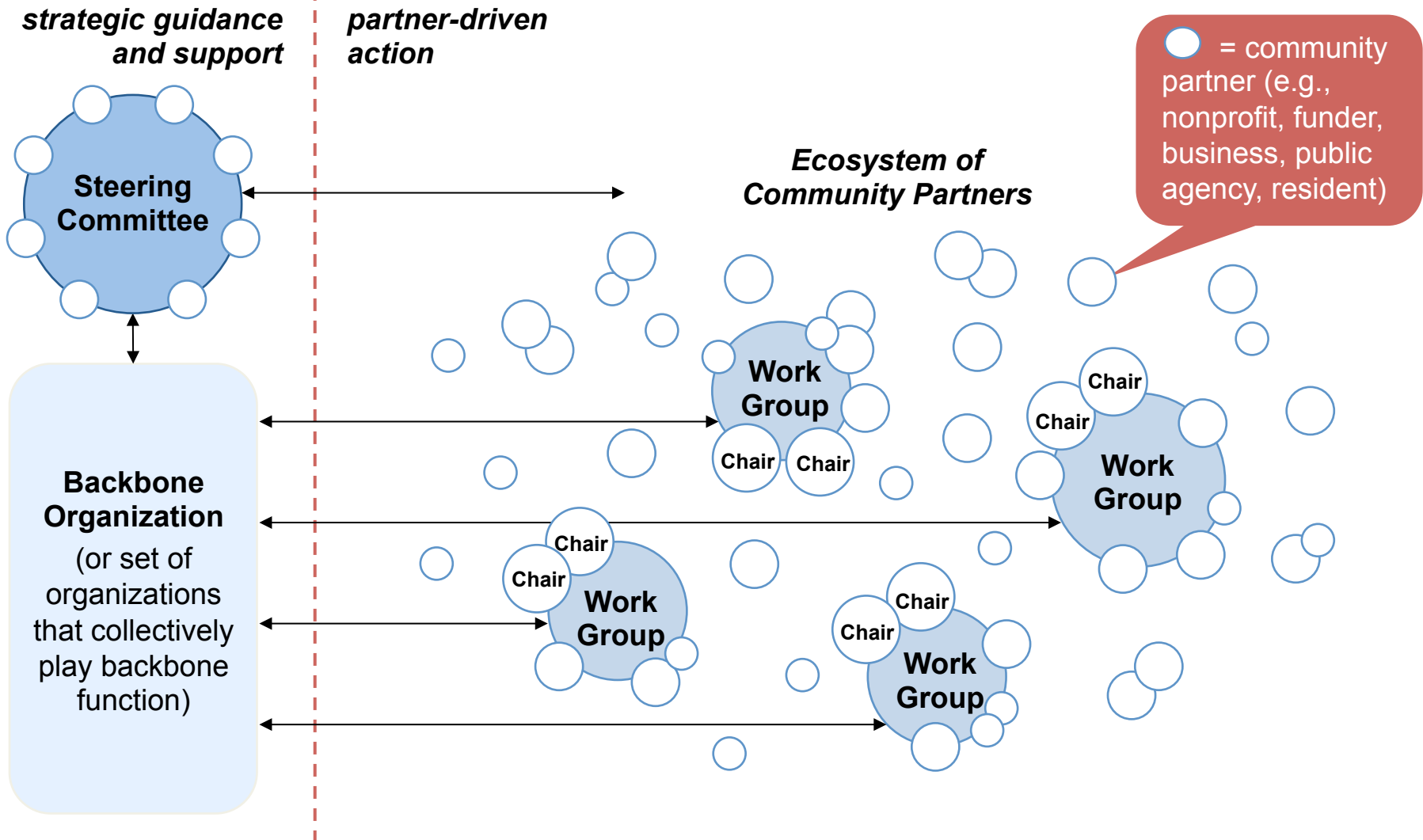
Charismatic and Influential Communicator

Politic

Humble

"Someone who has a big picture perspective—[who] understands how the pieces fit together, is sensitive to the dynamics, and is energetic and passionate."

Backbone structures

Common Agenda and Shared Metrics

strategic guidance and support

partner-driven action

Steering Committee

Backbone Organization (or set of organizations that collectively play backbone function)

Ecosystem of Community Partners

⚪ = community partner (e.g., nonprofit, funder, business, public agency, resident)

Work Group

Work Group

Work Group

Work Group

Chair

Shifting from isolated impact to collective impact requires
a different approach on the part of service providers & funders

The current approach
of many service providers &
funders is less conducive to
solving
complex problems

In a Collective Impact context
services & funders shift their
mindset to an 'adaptive' approach
more aligned
with complex issues

Mindsets needed to do this work…

From	TO
Believing that isolated impact alone can solve 'wicked' problems	Accepting that we must work collectively to achieve impact
Have difficulty grappling with complex issues – want simple + quick solutions	Can weigh things up, hold lots of different views simultaneously and take a longer view
Have views shaped by narrow concerns	Have an ability to consider all perspectives
Take a self interested perspective – always have a personal (or organisation centric) agenda	Are committed to a broader agenda to make a difference even if others get the credit
Risk intolerance	Taking smart risks
Resistant to change – difficulty being objective	Capacity for change – always trying to understand other position
Need to 'own', and control attribution to self or organisation	Willing to give up autonomy and share attribution