ADDRESSING COMPLEX SOCIAL PROBLEMS THROUGH COLLECTIVE IMPACT

DREAM 2017 PRESIDENTS' COLLOQUIUM | FEBRUARY 22, 2017
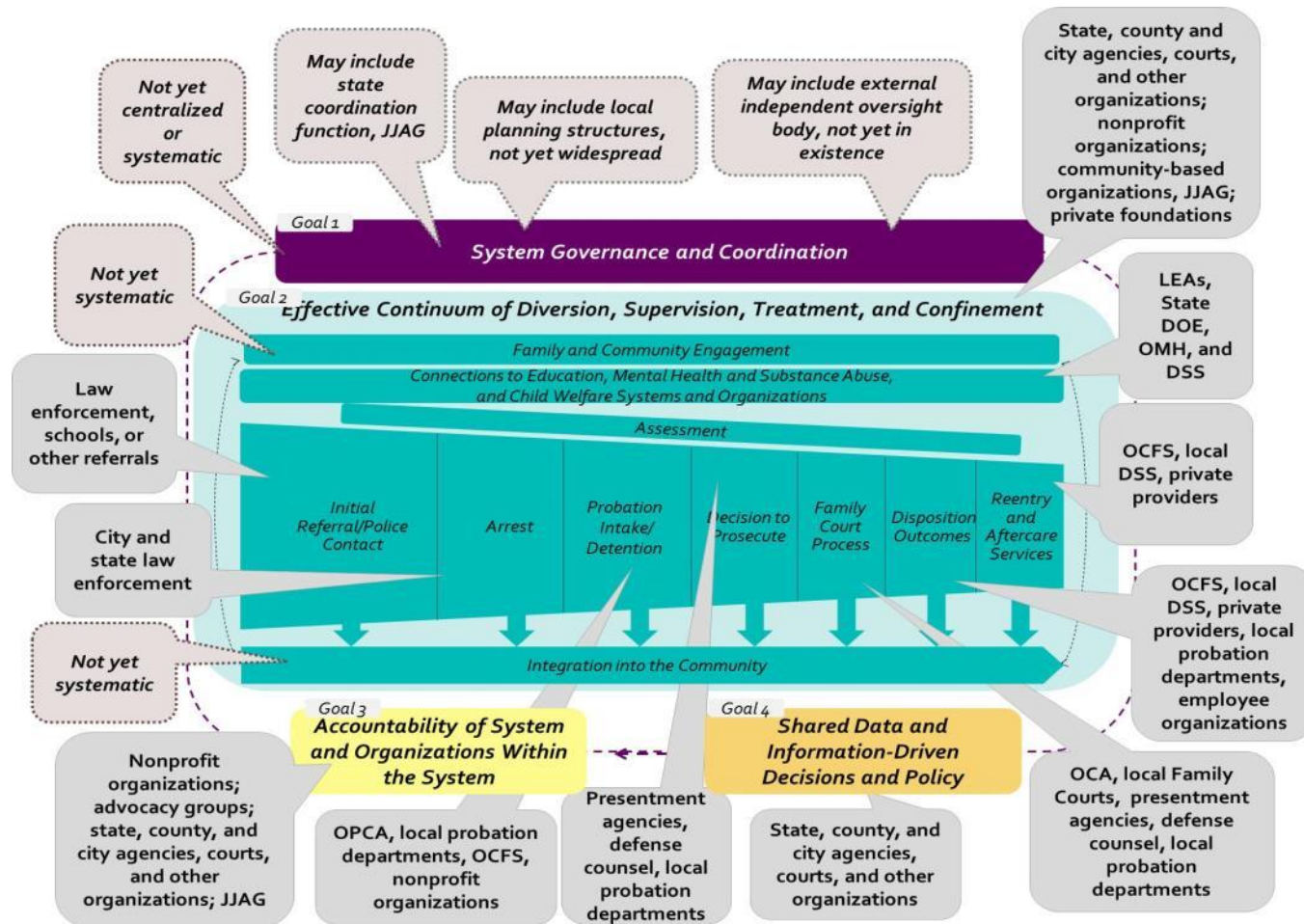
Juvenile justice in New York State

$286,000 = 89% recidivism rate

The NYJJ system is fragmented, with dozens of agencies at the state, county, and city levels

This complexity is increased due to varying processes and structures across New York State's 62 counties

In just 3 years, the juvenile justice system in New York State saw transformative outcomes

**Between 2010 and 2012…**

24% decline in **juvenile arrests**

23% decline in **juveniles admitted to detention**

20% decline in **probation intake cases**

21% decline in **juvenile petitions filled**

**Between December 2010 and June 30, 2013 the number of youth in state custody declined by 45%**

Today's goals

- **Understand** collective impact concepts as related to education and workforce ecosystems

- **Practice** with a few tools you might use in collective impact

- **Apply** the collective impact approach to your own context, the K-20 spectrum

- **Pause to discuss** throughout

Agenda

Fundamentals of Collective Impact
- Presentation: fundamentals of collective impact
- Q&A
- Table talk

11:00am – 12:15pm

Lunch

12:15pm – 1:00pm

Panel: creating a stronger ecosystem

1:00pm – 2:00pm

Table talk: operationalizing collective impact

2:00pm – 2:45pm

Break

2:45pm – 3:00pm

Case study

3:00pm – 4:00pm

Action steps, wrap up

4:00pm – 4:45pm

What is collective impact?

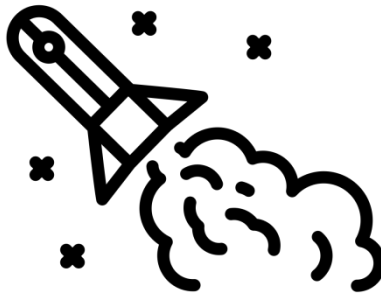# There are several different **types of problems**

Simple
step-by-step recipes

baking a cake

Complicated
technical solutions

building a rocket to send to the moon
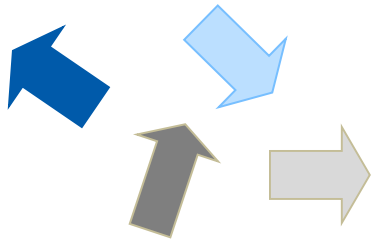
Complex
emergent systems

raising a child

The social sector often treats problems as simple or complicated

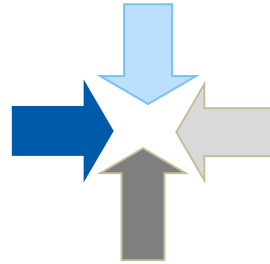# **Traditional approaches** are not solving our most complex social problems

Isolated Impact

Collaboration / Coalitions

Collective Impact
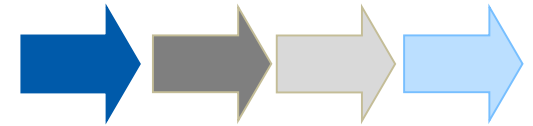
Collective impact aligns organizations to address complex problems through systems change

Collective impact is a structured, multi-sector approach to address **complex problems**

Collective impact is the **commitment** of a group of important actors from **different sectors** to a **common agenda** for addressing a **specific social problem** at scale

High-performing collaboratives shared five common elements

COMMON AGENDA

SHARED MEASUREMENT

MUTUALLY REINFORCING ACTIVITIES

CONTINUOUS COMMUNICATION

BACKBONE SUPPORT

Collective impact **principles of practice**

1. Design and implement the initiative with a **priority placed on equity**

2. **Include community members** in the collaborative

3. Recruit and co-create with **cross-sector partners**

4. **Use data** to continuously learn, adapt, and improve

5. Cultivate leaders with unique **system leadership skills**

6. Focus on **program *and* system strategies**

7. **Build a culture that fosters relationships**, trust, and respect across participants

8. **Customize** for local context

There are many different **models of collaboration**
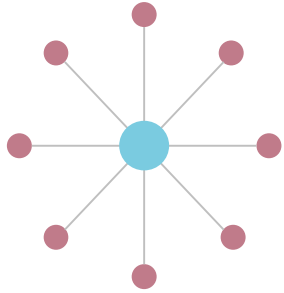
Hub and Spoke
e.g. traditional funder grantee model
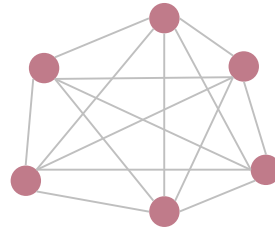
Coalition
e.g. alliances and learning communities
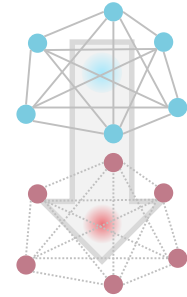
Influence Collaborative
e.g. funder groups, advocacy coalitions
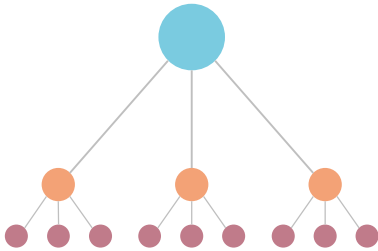
Affiliate Network
e.g. nonprofit networks
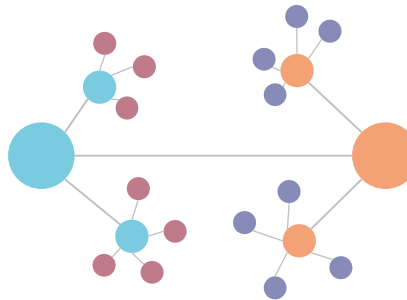
Bilateral Partnership
e.g. public private partnerships
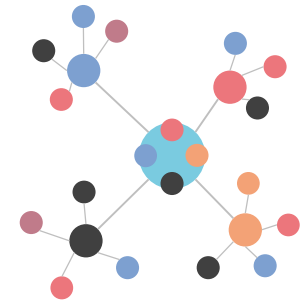
Multi-Sector Initiative
e.g. collective impact

CI has been
successfully applied to many areas

Education

Health

Environment
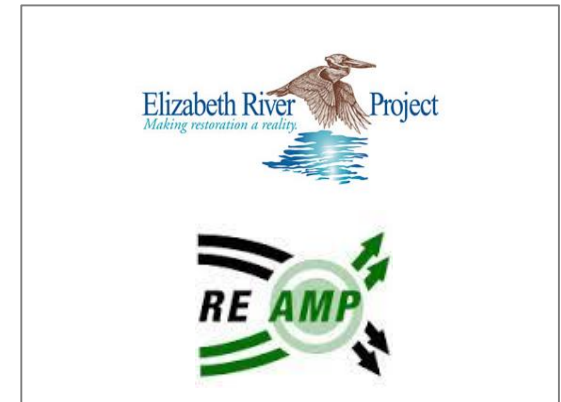
Youth Development
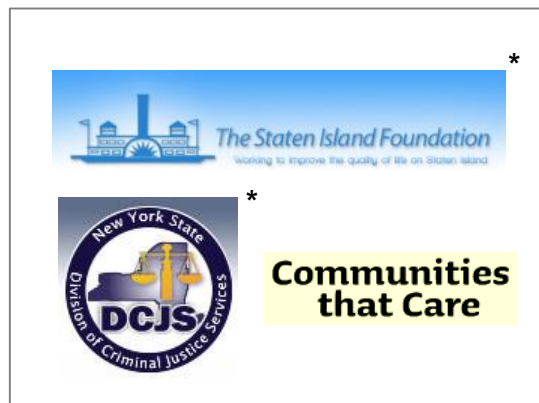
Economic Development

Community Development

PCW is a partnership in the Ohio, Kentucky, Indiana tri-state region

Structure

- **Participants:** Employers, WIBs, chambers/economic development, higher education, CBOs

- **5 Priority sectors**: Healthcare, IT, Construction, Advanced Manufacturing, TD&L

- **Leadership:** 40-member Partners Council

- **Backbone**
  - Backbone housed at United Way of Greater Cincinnati
  - 5 staff

- **Funding**: United Way, local funders, national grants

CC Roles

1 **Convener / catalyst**

2 **Steering Committee member**

3 **Working group co-chair / member**

Outcomes have improved along three dimensions

PARTNERS FOR A COMPETITIVE WORKFORCE

Participants Trained and Employed

Improved Wages

Healthier Regional Economy

PCW's goal of 90% gainful employment rate has been achieved, and they are on track to help transition 15,000 residents into in-demand jobs by 2020

How to organize for collective impact

The **key for success** in collective impact is understanding several mindset shifts

Technical Solutions to Problems	→	**Adaptive Solutions to Problems**
Focus on Evidence	→	**Focus on Evidence *and* Relationships**
One Solution	→	**Many Coordinated Solutions**
Taking Credit	→	**Sharing Credit**
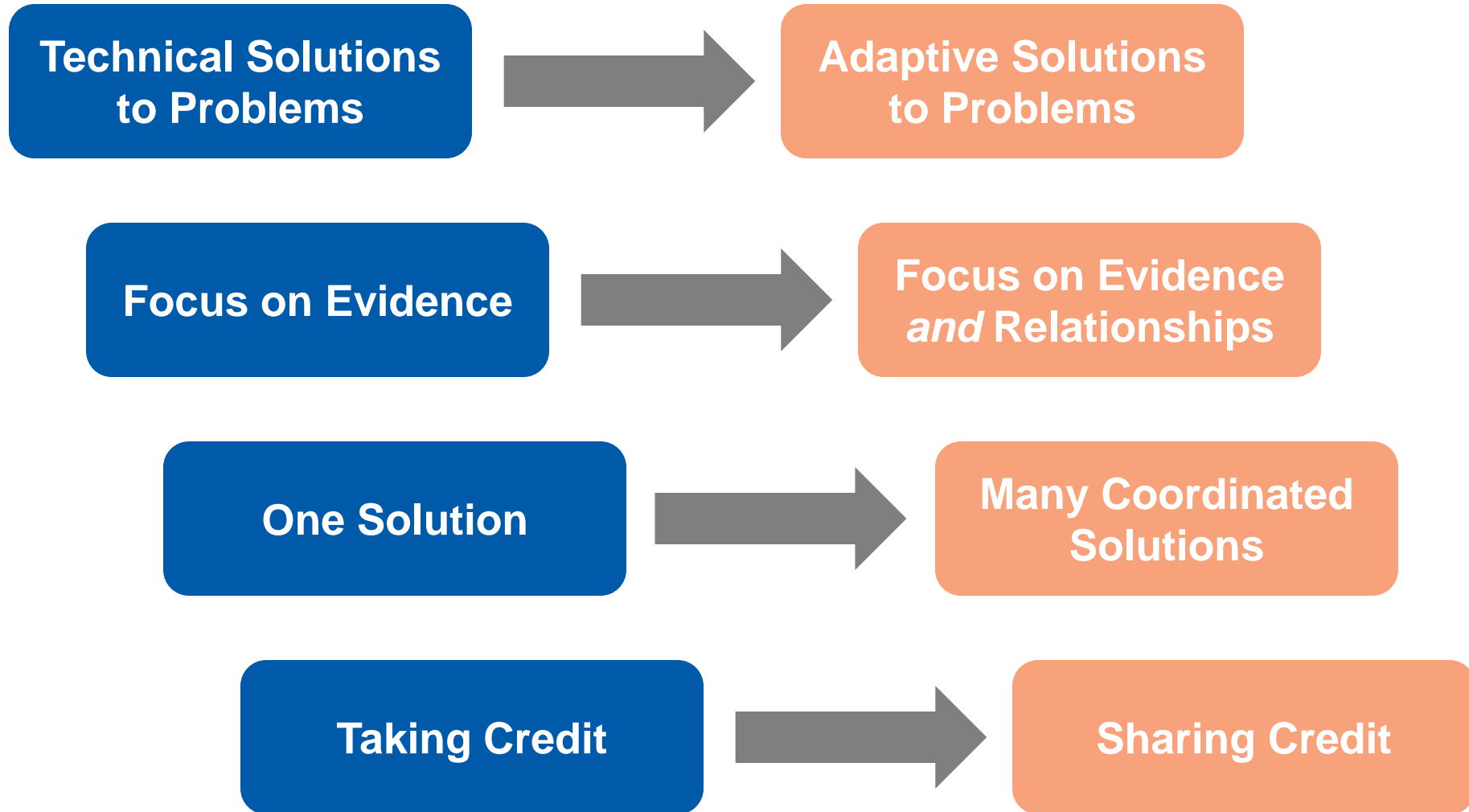
Launching a collective impact initiative has four **prerequisites**

Influential Champion and Supportive Leadership

Urgency for Change

Availability of Resources

Basis for Collaboration

An adaptive approach is appropriate for addressing complex problems

CI structures look remarkably similar

Common agenda and shared metrics

strategic guidance and support | *partner-driven action*

Steering committee

Backbone support
- Guides strategy
- Supports aligned activities
- Establishes shared measurement
- Builds public will
- Advances policy
- Mobilizes resources

Community partners working on strategies

○ = community partner (e.g., nonprofit, funder, business, public agency, parent)

Work group
Chair Chair

Work group
Chair Chair

Work group
Chair Chair

Work group
Chair Chair

* Adapted from *Listening to the Stars: The Constellation Model of Collaborative Social Change,* by Tonya Surman and Mark Surman, 2008.

Backbone support sits at the center of CI, but plays a servant leader role

Guide Vision and Strategy

Support Aligned Activities

Establish Shared Measurement Practices

Cultivate Community Engagement and Ownership

Advance Policy

Mobilize Resources

Community colleges can serve numerous roles in CI initiatives

1 **Convener / catalyst**
Community colleges have a unique position in the middle of the K-12, higher education, and workforce systems

2 **Steering Committee member**
CC presidents or representatives often serve on this high-level body

3 **Working group co-chair or member**
Appropriate working groups include K-12/college transition, industry-specific WGs, data advisors

4 **Backbone**
A backbone leader must be perceived as a fair broker. Some colleges can play this role, but others cannot

Q&A

Table Talk

END AT 12:15

Table talk: discuss your college's current approach to creating an education ecosystem

- **How would you characterize** your college's partnerships, and role in the broader education ecosystem? How is this different than collective impact? Consider:

    - The goals (e.g., broader workforce goal, or narrow completion goal)

    - Who you partner with, and who you don't

    - The 5 elements of collective impact

- **Is your current approach to collaboration effectively serving students' needs?** What's working, and what challenges do you face regarding collaboration?

- To best serve student needs, **what role(s)** in the ecosystem does your college need to play?

Practitioner Panel

1:00 – 2:00 PM

Practitioner panel: creating stronger education and workforce ecosystems

Intro

- In 90 seconds, tell us how your institution is involved in the broader education or workforce ecosystem, and if you call this "collective impact" or something else

CI and engaging with the ecosystem

- What are the most important ways in which CI is different than other forms of collaboration (mindsets, commitment, participants)? If you're not part of a CI initiative, how has working in a more cross-sectoral, "ecosystem" way been different than in other efforts? Please give an example.

- Have you shifted your leadership style to make CI (or, cross-sectoral partnerships) work? How is leadership different in CI (or more broadly, how is leadership different in a "shared outcome" mindset vs. "organizational" mindset)?

- How do you think about equity in the context of collective impact? What must we do (and what have you done) to place equity at the center of CI?

- What is your philosophy on building community partnerships? Why do it, and how have you done it?

How community colleges can best play a role in the ecosystem

- Forget the label of "collective impact" for a moment, and just consider what community colleges writ large are currently doing re: partnerships, and what they need to be doing. What are those things?

- How have you prepared your institution to be excellent partners in a CI effort? What challenges have you faced in getting your institution ready?

Wrap up/advice

- Tell us a story of a positive outcome that wouldn't have happened without CI?

- CI isn't for the faint-hearted nor is it appropriate for every scenario. What challenges have you faced along the way? What mistakes did you make, and what did you learn from them?

- What's the case for doing CI?

- For those who are earlier on in their journey, what advice do you have? For those who are further along?

Table Talk

2:00 – 2:45 PM

Table talk: operationalizing collective impact

Choose one of the following topics to discuss fully (only move on to a second topic when the first is exhausted). After 30 minutes, we will ask one member of your group to share a key takeaway.

Leadership

- What is your leadership style? How might you need to "be" within a collective impact context? Is this a change for you?

- What resonated with you about the mindset shifts needed for collective impact to work? How might you cultivate those mindsets (e.g., through systems, tactics, modeling behavior)?

Community Partnerships

- Which community partners do you need to collaborate with in order to make significant, positive change? Are you currently collaborating effectively with those partners? How can you strengthen and align those partnerships?

    - Do you currently collaborate with organizations led by, or advocating for underrepresented groups?

- How would you make the case for CI to others in your community?

Equity

- How could a collective impact effort actually *increase* opportunity gaps?

- What structures or processes can you put in place to ensure equitable outcomes? Who needs to be involved in the effort to do this? Are those people / organizations currently at the table? What needs to be done to build those relationships?

Preparing your Organization

- How can your college add value to a collective impact effort? You may want to consider your college's unique assets relative to your community's needs

    - Who from your college would be involved, and how? What would your role as President be?

- Open discussion – what have you heard thus far that poses operational challenges?

Case Study

3:00 – 4:00 PM

Case study objectives

- **Identify the perspectives of other actors** (including motivations, incentives, timeframes, and history with a particular issue); surface "blind spots" we may have

- **Surface where interests align** and don't align

- Discuss the **merits of a collective impact approach** to address the situation

- **Brainstorm specific steps** that could be taken using a collective impact approach

- Reflect on how lessons from the case study can be **applied to your own context**

Case study instructions

- Read the case study individually **(5 minutes)**

- Groups discuss the following questions **(35 minutes)**:

  – What is the problem the community needs to address? How might different stakeholders view that problem similarly or differently?

  – Is a collective impact approach appropriate? Why or why not?

  – What specific steps can be taken (using the collective impact approach or otherwise) to address the problem at hand?

  – How can the protagonist best align efforts to create "win-win" situations?

  – What role(s) should the community college president and her institution play? What roles should they not play?

- Debrief **(10 minutes)**

  – By considering different perspectives, did you identify any blind spots that you might have?

  – What lessons from this exercise can you your institution's situation?

Instructions: collective impact readiness and progress assessment

❑ As individuals, complete the Readiness Assessment on the next slide *(5 minutes)*

❑ Based on the assessment and everything else discussed today, note your action items *(5 minutes)*

❑ In groups of 2-3, share a few of your action items *(10 minutes)*

Collective impact readiness and progress diagnostic: place **"x" marks** in middle column

	Weaker Supporting Environment for CI	*Less Ready* → *More Ready*	Strong Supporting Environment for CI
Credible champions / catalysts	Few credible champions / catalysts exist to drive CI discussions	←——————→	Credible champions / catalysts exist to drive CI discussions
Resources / attention	Limited resources / attention are focused on addressing the problem	←——————→	Significant resources / attention are focused on addressing the problem
Urgency for change	Community players lack data and / or sense of urgency for change is not shared among community players	←——————→	Community players have a shared understanding of urgency for change, often driven by data
Basis for collaboration	Organizations (and their leaders) meet infrequently. There is a lack of trust	←——————→	Organizations (and their leaders) have strong, trusting relationships
Honest broker	No existence of or potential for honest broker	←——————→	Honest broker exists and is looked to by the community
Backbone support structure	Backbone support structure does not exist ; no logical organization could take this on	←——————→	Backbone support structure exists or key staff positions can be filled
Existing collaborative efforts	Limited collaboration exists, with tools and processes to be developed "from scratch"	←——————→	Deep collaboration exists, which can be taken to the "next level," and with tools and processes in place
Funder alignment	Funders (public and private) are unwilling to commit to financially supporting or partnering on an effort	←——————→	Funders (public and private) are willing to financially support / partner on an effort
Potential to engage cross-sector work	Limited potential to engage multiple sectors	←——————→	Potential to engage a broad, cross-sector set of community players
Understanding of the problem	Limited interest exists in understanding the problem, key players, and / or evidence based strategies	←——————→	Interest exists or effort is underway to understand the problem, key players, and / or evidence-based strategies

Your action plan

| Actions I Can Take in the *Next 6 Months*	Actions I Can on *Monday Morning*
1	**1**
2	**2**
3	**3**

CONSIDERATIONS	• How can you build upon areas that are strong / have momentum? • How can you strengthen areas that are less strong? • Where can you work with community partners in new ways?

Leftover slides – will not present these

South King County & South Seattle's high school graduates were **struggling**
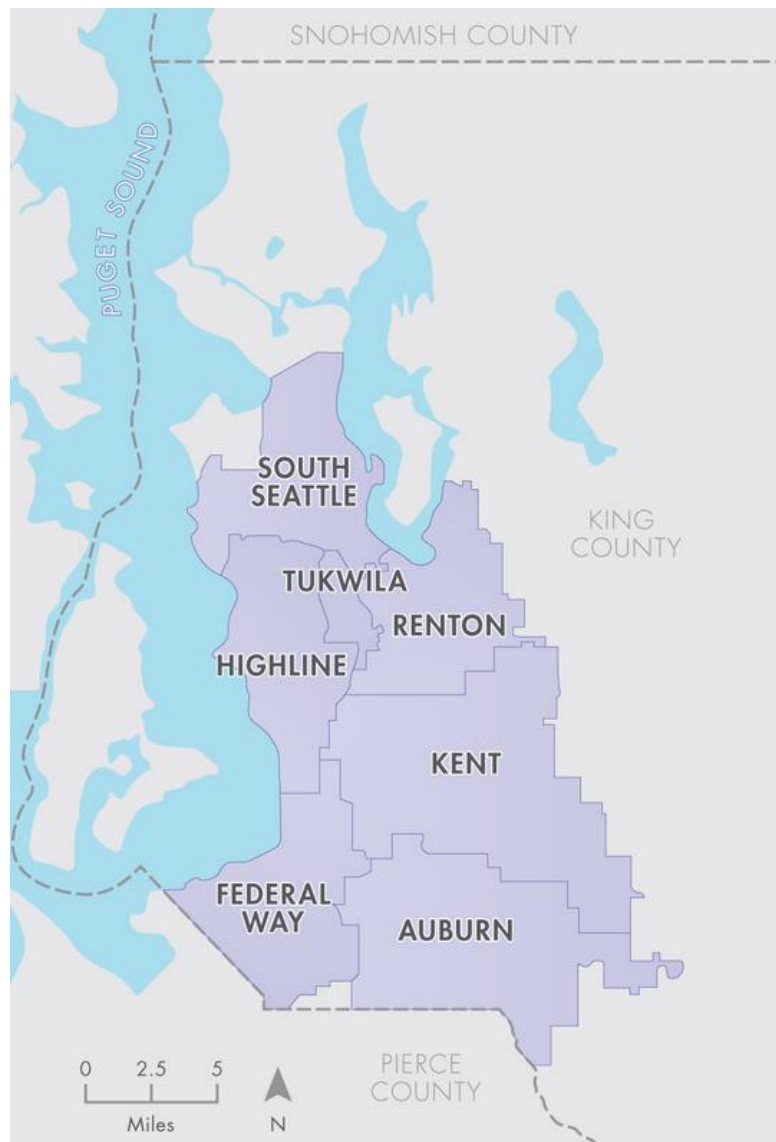
Status in 2010

Large and diverse region

- 116,000 students
- 7 school districts
- 167 different primary languages

Dire need for postsecondary-educated workforce:

- 67% of jobs will require a college degree or credential by 2018

Unacceptable student outcomes, especially among students of color:

- 24% of high school graduates will receive a postsecondary credential
- 10% graduates of color attain credentials

RMP started with an **ambitious goal**, and evolved a **structure** to match

"The Road Map Project's 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."

RMP's **common agenda** involves four interrelated levels

Alignment + Parent & Community Engagement + Power of Data + Stronger Systems = 2020 GOAL

Alignment: Building strong strategic and operational alignment among those whose work can influence the goal

Parent & Community Engagement: Engaging and supporting parents in their role as their child's first teacher, and strengthening the advocacy voice of parents and communities

Power of Data: Providing data to fuel continuous improvement and community advocacy

Stronger Systems: Building stronger systems across the whole cradle-to-college continuum

RMP's **shared measurement system** is tracking many indicators

ON-TRACK INDICATORS

Healthy & Ready for Kindergarten

% of children ready to succeed in school by kindergarten

Supported & Successful in School

% of students proficient in:
- » 3RD grade reading
- » 4TH grade math
- » 5TH grade science
- » 6TH grade reading
- » 7TH grade math
- » 8TH grade science

% of 9TH graders triggering Early Warning Indicator #1*

% of 9TH graders triggering Early Warning Indicator #2**

Graduate from High School College- & Career-Ready

% of students who graduate high school on time

% of graduating high school students meeting minimum requirements to apply to a Washington State four-year college

% of students at community and technical colleges enrolling in pre-college coursework

Earn a College Degree or Career Credential

% of students who directly enroll in postsecondary education

% of students continuing past the first year of postsecondary

% of students who earn a postsecondary credential by age 24

15 "on track indicators" are reported annually and have specific targets, while 27 "contributing indicators" are reported whenever possible, and do not have targets

Source: FSG Interviews & Analysis; The Road Map Project Baseline Report (2011)
Note: Indicators have evolved since 2011; the indicators on this slide are from 2015

The RMP **disaggregates data** in ways that highlight gaps

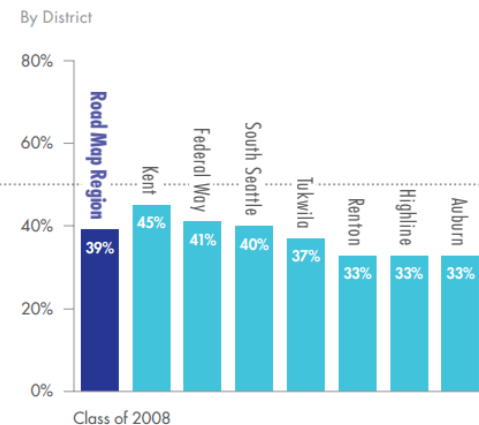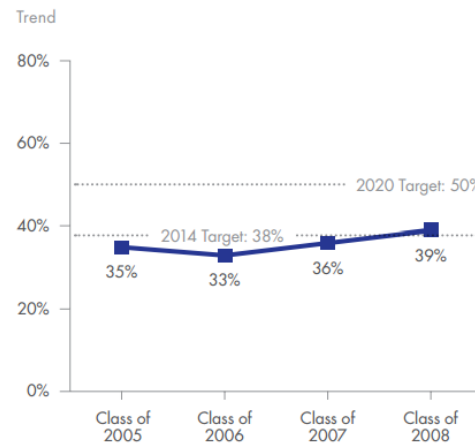## Students meeting third grade reading standards

	2009-10 RATE	TREND	2013-14 RATE	CHANGE SINCE BASELINE	ON TRACK TO 2020 TARGET
All Students	68%		69%	↑	✗
English Language Learner	34%		46%	↑	✗
Non Low Income	82%		85%	↑	✓
Low Income	59%		60%	↑	✗
Non Special Education	73%		74%	↑	–
Special Education	35%		33%	↓	–

Kindergarten students attending full-day Kindergarten

	2009-10 RATE	2013-14 RATE	2014-15 RATE	CHANGE SINCE BASELINE
Road Map Region	72%	92%	100%	↑
Auburn	34%	60%	100%	↑
Federal Way	70%	100%	100%	↑
Highline	51%	100%	100%	↑
Kent	100%	100%	100%	→
Renton	41%	70%	100%	↑
South Seattle	100%	100%	100%	→
Tukwila	100%	100%	100%	→

High school graduates completing a 2- or 4-year degree within 6 years of graduation

Trend

2020 Target: 50%
2014 Target: 38%

Class of 2005: 35%
Class of 2006: 33%
Class of 2007: 36%
Class of 2008: 39%

By District

Road Map Region: 39%
Kent: 45%
Federal Way: 41%
South Seattle: 40%
Tukwila: 37%
Renton: 33%
Highline: 33%
Auburn: 33%

Class of 2008

An education system
under construction

While the RMP has seen some very promising results…
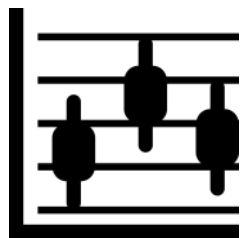
Opportunity gaps narrowed in 66% of on-track indicators since baseline year, including:

- 3rd grade reading
- Students earning a postsecondary credential by age 24

88% of on-track indicators improved since baseline year, including:

- % of students enrolling in postsecondary education
- Students continuing past the first year of postsecondary

…they acknowledge that progress takes time, patience, and resolve

Education Results Network members wearing hard hats, signaling the work "under construction"

Current systems work "under construction"

- **Building an early learning system:** more Pre-K, quality rating system

- **Rebuilding the K-12 foundations, necessitated by the Common Core:** instructional practice, curriculum

- **Strengthening the path to student postsecondary success**: focus on degree completion

One powerful example of **collaboration** around a common goal

94% signup rate in **2013**


53% signup rate in 2010

FSG overview

- **Nonprofit consulting firm specializing in strategy, evaluation and research** with offices in Boston, Seattle, San Francisco, DC, Geneva, and Mumbai

- Partner with **foundations, corporations, nonprofits, and governments** to develop more effective solutions to the world's most challenging issues

- Recognized **thought leader in social impact, philanthropy** and **corporate social responsibility**

- Staff of **160 full-time professionals** with **passion and experience** to solve social problems

- **Advancing Collective Impact** via publications, conferences, speaking engagements, client projects

FSG works on collective impact in three mutually reinforcing ways

HANDS ON SUPPORT

- ✓ Juvenile justice in NY State
- ✓ Childhood obesity in Dallas
- ✓ Substance abuse on Staten Island
- ✓ Cradle to career in King County
- ✓ Pre-term birth in Fresno
- ✓ Health in the Rio Grande Valley
- ✓ Diabetes in Minnesota

THOUGHT LEADERSHIP
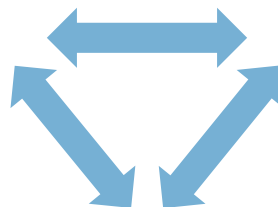
LEARNING COMMUNITY

www.collectiveimpactforum.org

*The **Collective Impact Forum** is a field-wide digital resource designed to help curate and disseminate knowledge, tools, and best practices that support effective collective impact*

What the field is talking about

- Where is equity in CI?

- How do CI initiatives engage the community?

- Sustainability of CI – are we in this for the long haul?

- Looking for more CI initiatives with results

How **backbone leaders** conceive of their roles

Ross Meyer, Partners for a Competitive Workforce (Cincinnati)

Chekemma Fulmore-Townsend, Project U-Turn (Philadelphia)

RMP started with an **ambitious goal**, and evolved a **structure** to match

"The Road Map Project's 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."

Community colleges play multiple roles in the Road Map Project

Group	Members	Role
Puget Sound Coalition for College and Career Readiness	• 7 CC presidents • 9 K-12 superintendents	• Improve the transition from high school to college credential completion • Meets every 1-2 months • Have made a compact with specific commitments
Project Sponsors Group	• 15 cross-sector members • Dr. Jill Wakefield, Chancellor of 3 Seattle CCs, is strong voice	• Provide overall strategic direction
Data Advisors Group	• 27 cross-sector members • 2 CC representatives	• Provides data support to other working groups, including identifying indicators, setting targets • Strengthens community's understanding of data

A story of **collaboration**

94% signup rate in **2013**

College Bound Scholarship
WASHINGTON

53% signup rate in 2010

Creating the right culture for collaboration: the "**essential intangibles**"
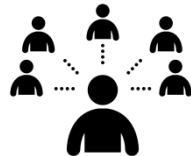
Relationship and **trust** building

Creating a **culture of learning**

Leadership Identification and development

Fostering **connections** between people

The power of h**ope**

Collaboration vs. collective impact

Collaboration

Collective Impact

Convene around specific programs / initiatives → Work together over the long term to move outcomes

Addition to what you do → Is what you do

Prove → Learn and improve

Advocate for ideas → Advocate for what works

Common misperceptions about backbones

That the backbone:

X **sets the agenda** for the group

X **drives the solutions**

X **receives all the funding**

X **is self appointed** rather than selected by the community

X **is "business as usual"** in terms of staffing, time, and resources

Open discussion

- **What questions** do you have?

- **What concerns you** about the collective impact approach?

- **What did you learn/experience from the activities** that helps you think differently about collaboration? How might you use these activities with partners?

- **What steps might you take** to move toward collective impact?