



MT Office of Public Instruction Workshop on Collective Impact

March 2-3, 2016



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Mike Soika, StriveTogether Senior Consultant

Why Are We Here Today?



Meeting Results

- ☛ Introduce StriveTogether's Cradle to Career framework
- ☛ Provide participants an opportunity to answer any clarifying questions
- ☛ Create Incentive for moving forward



Why Are We Here Today?

“The future enters into us, in order to transform itself in us, long before it happens.” Rainer Maria Rilke





☞ Name, Role and Organization

☞ What brought you to the this event?



CRADLE TO CAREER COLLECTIVE IMPACT





What's Our Challenge?

Education/ Non Profit Investments

\$591
Billion in
Public
Resources

\$5
Billion in
Philanthropic
Resources

Over **40,000**
Non-Profits

**Despite these investments,
we are not getting consistently better results for kids.**

What's Our

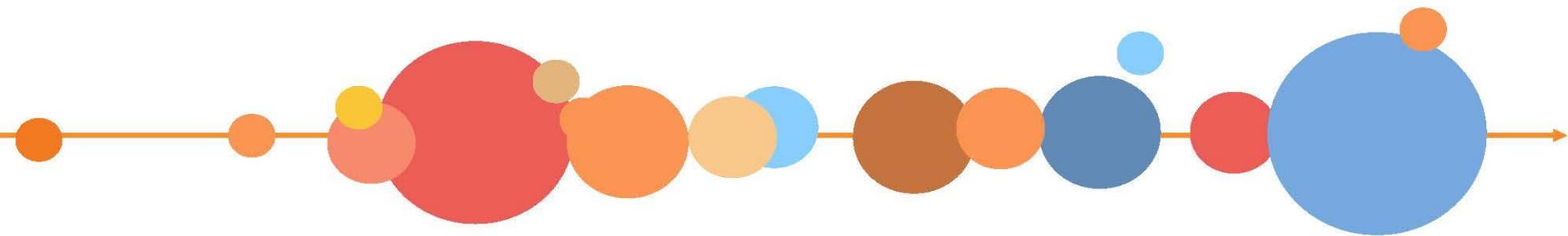
Challenge?



**PROGRAM RICH,
SYSTEM POOR.**



What's Our
Solution?



Collective Impact



Definition of Collective Impact

“The commitment of a group of important actors from different sectors to a **common agenda** for solving a specific social problem.”

-- John Kania & Mark Kramer,
FSG Social Impact Advisors,
Stanford Social Innovation Review
Winter 2011



From Individual Action to Collaborative Action: Aligning around Outcomes

Collaborative Action

- A group working towards the same outcome,
- Using disaggregated student/school level data
- To continuously improve practices over time

Coordinated Action

- A group working on the same issue,
- Sharing program information/design,
- Align efforts around a similar issue or population

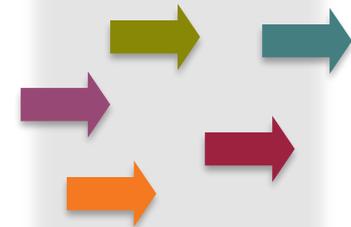
Individual Action

- Individual practitioners working on specific issues,
- Collecting qualitative and quantitative data for their individual programs,
- Demonstrate impact with individual students



Collective Impact

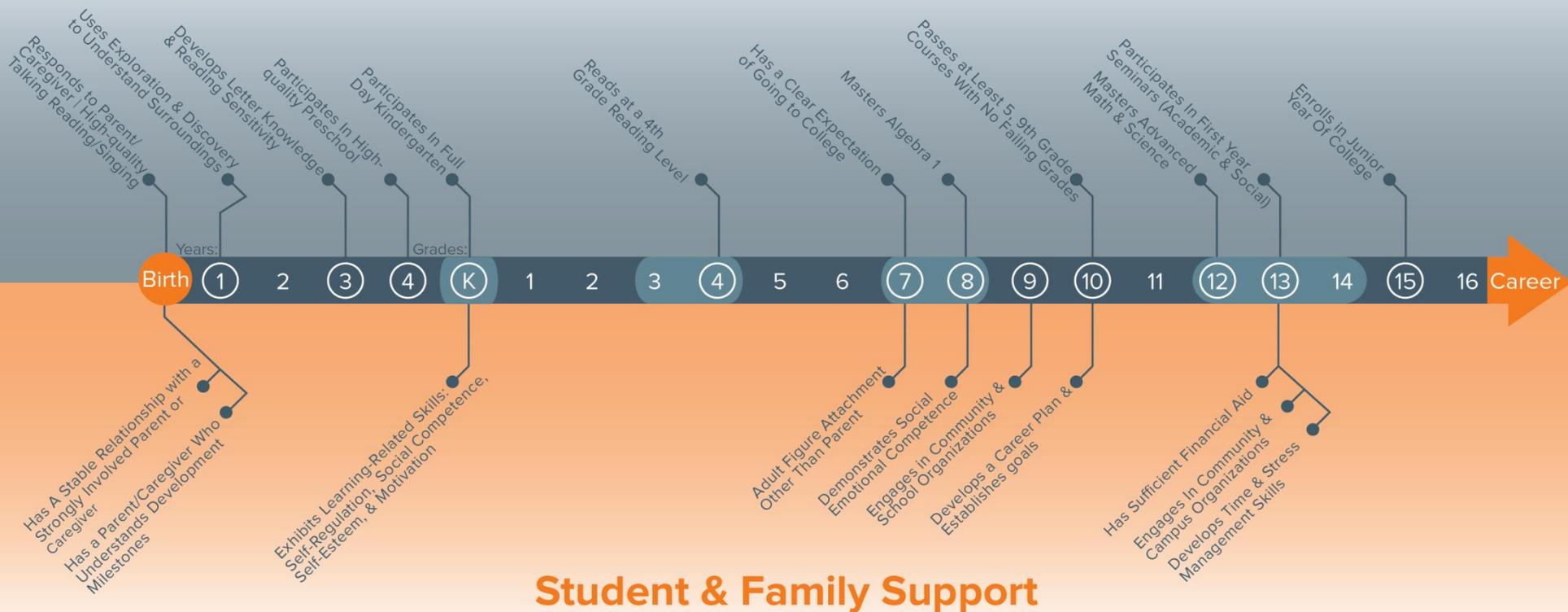
Cumulative Impact



Isolated Impact



Academic

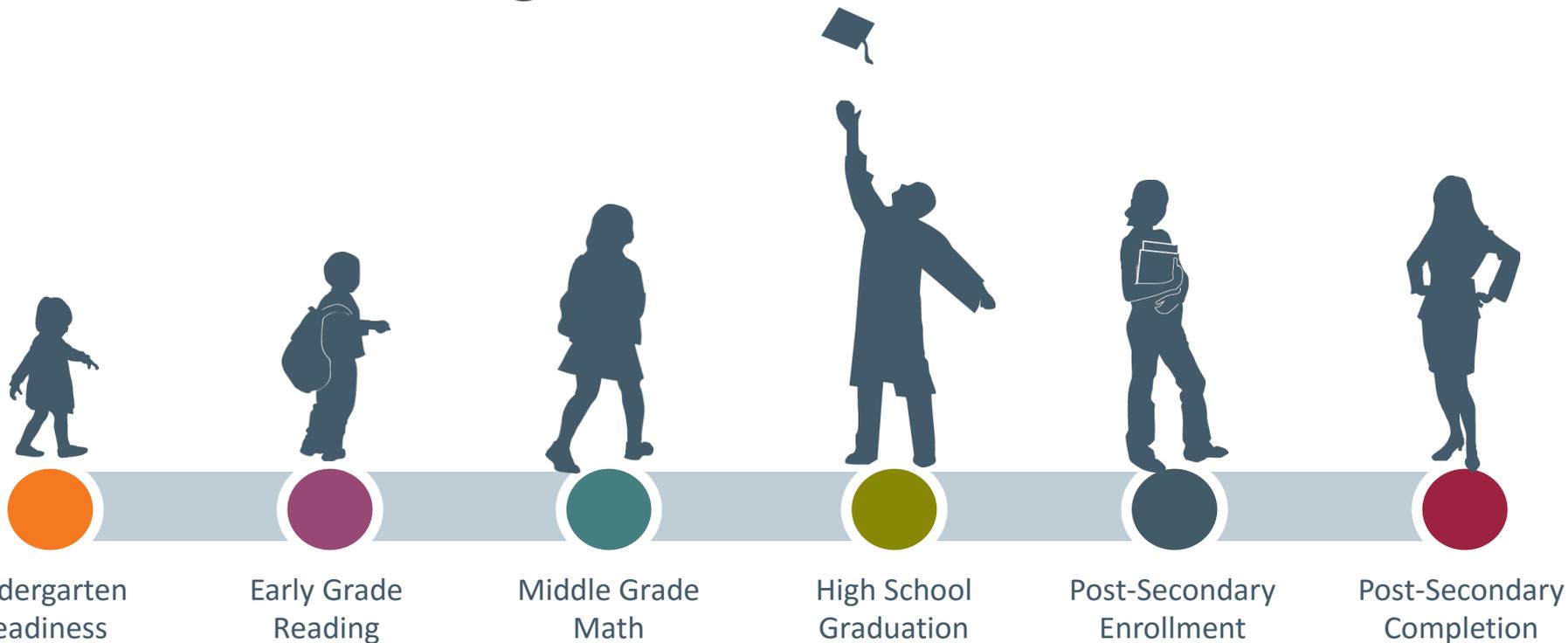


Student & Family Support

- Key Transition Areas
- Benchmarks

Researched by the University of Cincinnati © Strive 2011

StriveTogether Cradle to Career: “Big Six” Outcomes

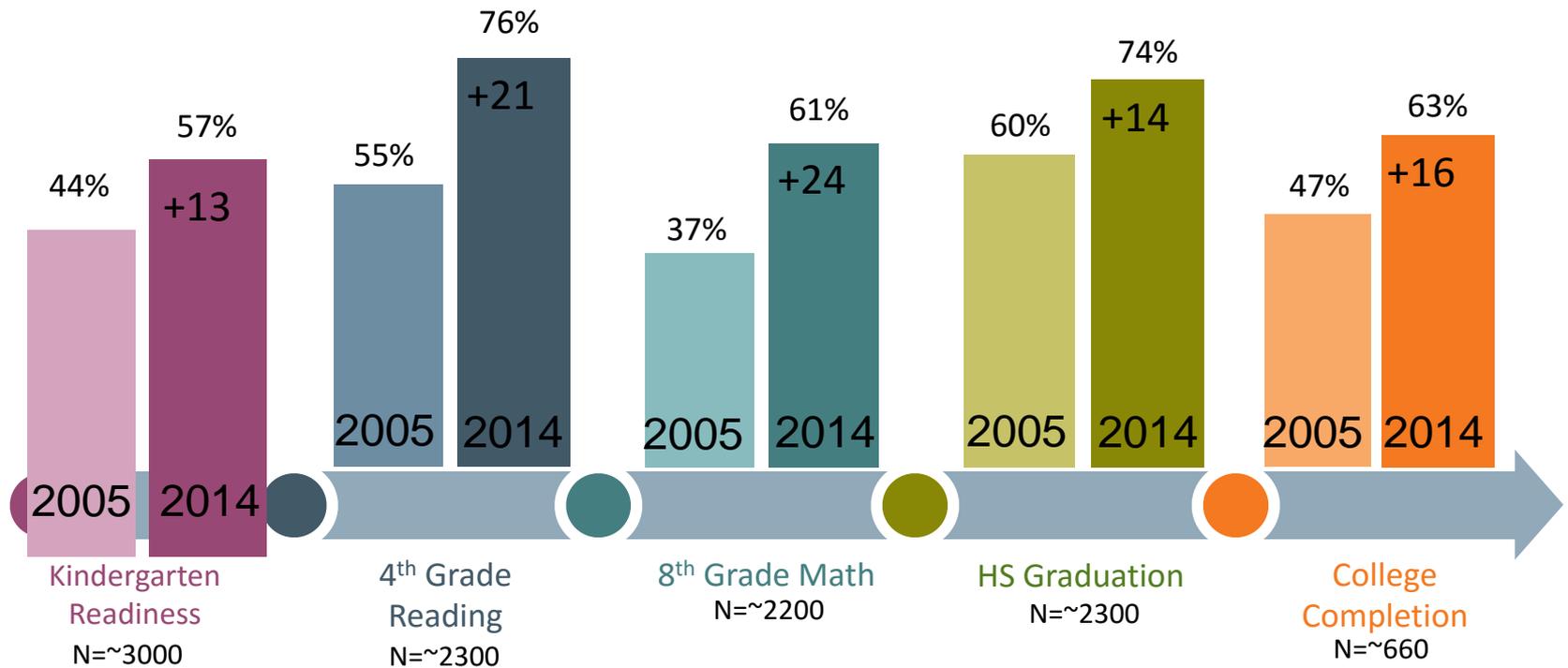


Does it Work?

Percent of Students Improving Outcomes Since Baseline Year



- Prepared for school
- Supported in and out of school
- Succeeds academically
- Enrolls in college
- Graduates and enters career



Note: This chart reflects trends from the baseline year to the current year for the partnership's largest district and postsecondary institution, generally representative of the urban core geographic scope.

StriveTogether Cradle to Career Network

65

COMMUNITY PARTNERSHIPS

building local infrastructure to improve education outcomes for every child



9,750+
ORGANIZATIONS
ENGAGED

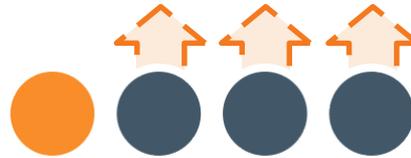
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★★

32 STATES
+ DISTRICT OF COLUMBIA

Does it Work?



Boston, MA



K-readiness | HS Graduation | College Completion

3 out of 4 indicators* maintained or improving 2012-2013

all hands raised



Education, Equity and Excellence from Cradle to Career

Portland, OR



High School Graduation | Postsecondary Enrollment

2 out of 4 indicators* maintained or improving 2012-2013



Dallas, TX



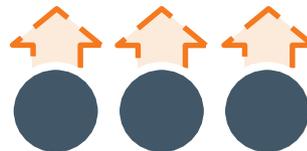
Early Grade Reading | HS Graduation | Degree/Certification Completion

3 out of 6 indicators* maintained or improving 2012-2013

The ROAD MAP PROJECT



Seattle, WA



Early Grade Reading | Middle Grade Math | College Enrollment

3 out of 3 indicators* maintained or improving 2012-2013

*Includes indicators within the six cradle to career outcome areas (Kindergarten Readiness, Early Grade Reading, Middle Grade Math, High School Graduation, Post-Secondary Enrollment, and Certificate/Degree Attainment) that have not changed due to local, state, or federal policy shifts.





The StriveTogether Theory of Action

Four Key Principles

1 Engage
Community
Expertise and
Voice

2 Eliminating
Disparities

3 Build a Culture
of Continuous
Improvement

4 Leverage
Existing
Assets



Theory of Action: Creating Cradle to Career Proof Points



Exploring

Emerging

Sustaining

Systems Change

Proof Point

Implementing the Theory of Action

The Theory of Action is based on StriveTogether's Framework for Building Cradle to Career Civic Infrastructure. The Theory of Action consists of five Gateways: Exploring, Emerging, Sustaining, Systems Change and Proof Point. Within each of the five Gateways, there are a series of **quality benchmarks** that are key steps in developing and sustaining a Partnership. Ultimately, the benchmarks in the Exploring, Emerging and Sustaining Gateways leads to the system changing and ultimately proof point.

Partnerships implementing the Theory of Action effectively demonstrate four principles as they move from building a Partnership to impacting outcomes:

1. Engage the Community

The work of the partnership must be grounded in the context of the community. Partnerships engage a broad array of community voices through building awareness and information sharing; involving and mobilizing the community towards improvement; and co-developing solutions and strategies with community members.

2. Focus on Eliminating Locally Defined Disparities

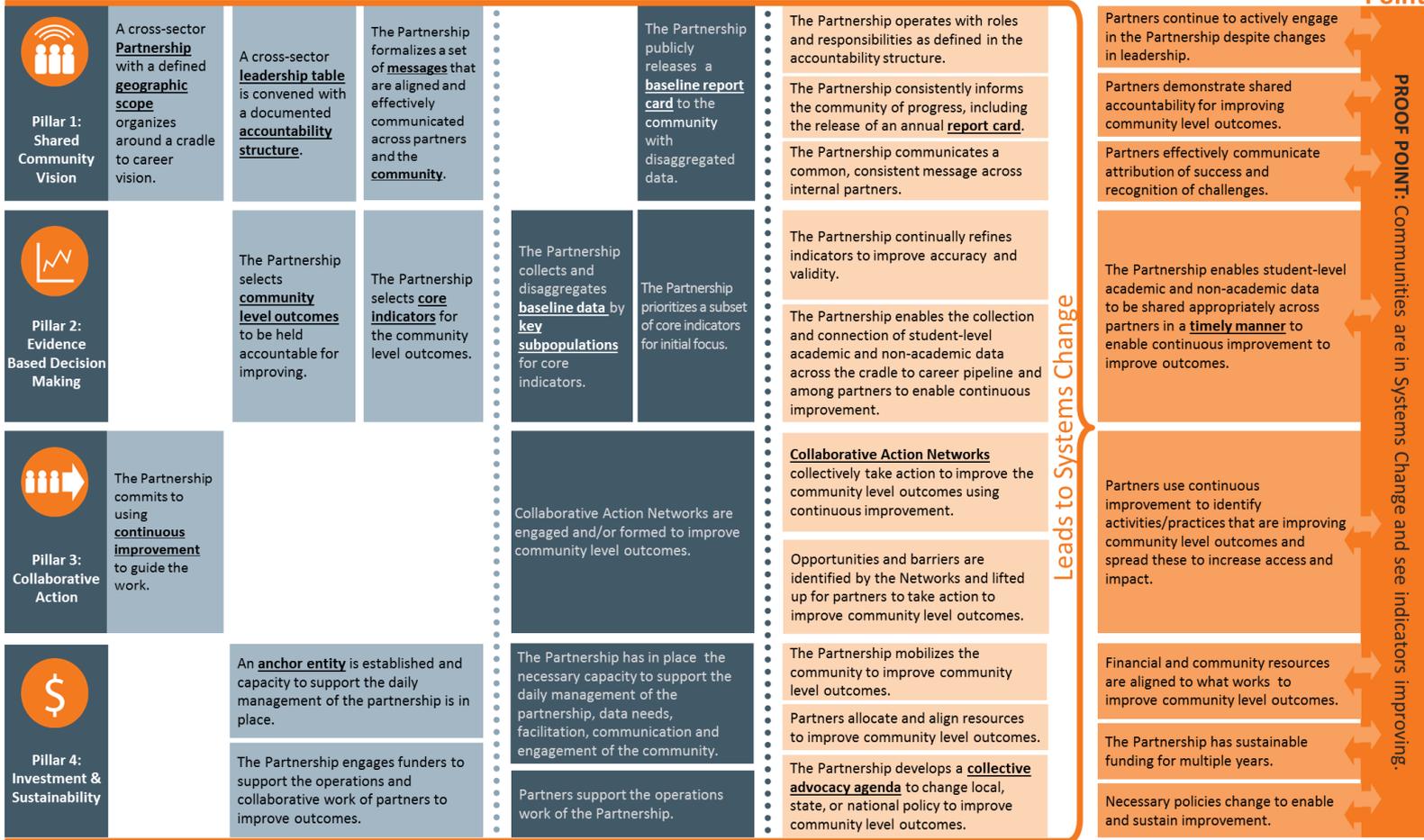
Inequalities in student achievement are defined by each Partnership using local data and context. Partnerships make intentional efforts to eliminate disparities in achievement.

3. Develop a Culture of Continuous Improvement

The work of the Partnership focuses on the use of local data, community expertise and national research to identify areas for improvement in a constant and disciplined manner that ensure Partners invest in practices that work.

4. Leverage Existing Assets

The Partnership builds on existing resources in the community and aligns resources to maximize impact.



Implementing the Theory of Action

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Partnerships implementing the Theory of Action effectively demonstrate four principles as they move from building a partnership to impacting outcomes:

1. Engage the Community
2. Focus on Eliminating Locally Defined Disparities
3. Develop a Culture of Continuous Improvement
4. Leverage Existing Assets

Color Codes:

All components of benchmark have been achieved.

Some components of benchmark have been achieved

Benchmark has not yet been achieved

* Benchmarks in the Sustaining Gateway are on-going and therefore it is only noted whether or not a specific benchmark has been met

GATEWAYS:

	Exploring	Emerging	Sustaining*	Systems Change	Proof Point
Pillar 1: Shared Community Vision  <p>A cross-sector partnership with a defined geographic scope organizes around a cradle to career vision. 100%</p>	<p>A cross-sector leadership table is convened with a documented accountability structure. 98%</p>	<p>The partnership formalizes a set of messages that are aligned and effectively communicated across partners and community. 100%</p>	<p>The partnership publicly releases a baseline report card to the community with disaggregated data. 53%</p>	<p>The partnership operates with roles and responsibilities as defined in the accountability structure. 30%</p> <p>The partnership consistently informs community of progress, including the release of an annual report card. 32%</p> <p>The partnership communicates a common, consistent message across internal partners. 40%</p>	<p>Partners continue to actively engage in the partnership despite changes in leadership.</p> <p>Partners demonstrate shared accountability for improving community level outcomes.</p> <p>Partners effectively communicate attribution of success and recognition of challenges.</p>
Pillar 2: Evidence Based Decision Making  <p>The partnership commits to using continuous improvement to guide the work. 100%</p>	<p>The partnership selects community level outcomes to be held accountable for improving. 100%</p>	<p>The partnership selects core indicators for the community level outcomes. 100%</p>	<p>The partnership collects and disaggregates baseline data by key sub-populations for core indicators. 75%</p> <p>The partnership prioritizes a subset of core indicators for initial focus. 90%</p>	<p>The partnership continually refines indicators to improve accuracy and validity. 37%</p> <p>The partnership enables the collection and connection of student-level academic and non-academic data across the cradle to career pipeline and among partners to enable continuous improvement. 18%</p>	<p>The partnership enables student-level academic and non-academic data to be shared appropriately across partners in a timely manner to enable continuous improvement to improve outcomes.</p>
Pillar 3: Collaborative Action  <p>The partnership has in place the necessary capacity to support the daily management of the partnership, data needs, facilitation, communication and engagement of community. 58%</p>	<p>An anchor entity is established and capacity to support the daily management of the partnership is in place. 100%</p>	<p>The partnership has in place the necessary capacity to support the daily management of the partnership, data needs, facilitation, communication and engagement of community. 58%</p>	<p>Collaborative Action Networks are engaged and/or formed to improve community level outcomes. 83%</p>	<p>Collaborative Action Networks collectively take action to improve the community level outcomes using continuous improvement. 33%</p> <p>Opportunities and barriers are identified by Networks and lifted up for partners to take action to improve community level outcomes. 25%</p>	<p>Partners use continuous improvement to identify activities/practices that are improving community level outcomes and spread these to impact outcomes.</p>
Pillar 4: Investment & Sustainability  <p>Partners support the operations work of the partnership. 85%</p>	<p>The partnership engages funders to support the operations and collaborative work of partners to improve outcomes. 100%</p>	<p>Partners support the operations work of the partnership. 85%</p>	<p>The partnership mobilizes the community to improve community level outcomes. 23%</p> <p>Partners allocate and align resources to improve community level outcomes. 59%</p> <p>The partnership develops a collective advocacy agenda to change local, state, or national policy to improve community level outcomes. 17%</p>	<p>Financial and community resources are aligned to what works to improve community level outcomes.</p> <p>The partnership has sustainable funding for multiple years.</p> <p>Necessary policies change to enable and sustain improvement.</p>	

Leads to Systems Change

BUILDING

IMPACT



of community partnerships in each gateway according to the StriveTogether Theory of Action.



- All Row Together
- Shared Vision
- Common Agenda
- Data Driven Decisions

“
Collective Impact takes everyone rowing together. But if you don't have a shared vision and a common agenda and you don't use data to drive decisions, it is easy to get lost in the process ”

- Mike Soika – President of the Center for Learning Communities

Photo – Sculling the Forest - used with permission from the artist, Mike Worrall



An Overview of Collective Impact

Describing Collective Impact concisely can be difficult. The below chart is one way to describe the **What** and the **How** of the work in a way that is easily understandable.

The “What” and “How” of Collective Impact

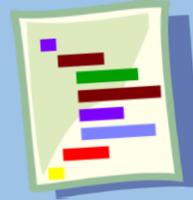
THE WHAT	THE HOW
 Unite Groups Around a Single Purpose	 The Leadership Team <ul style="list-style-type: none">• Affirm Community Goals• Set Policy & Strategy• Align Community Resources
 Identify Bright Spots in the Community	 The Funding Community <ul style="list-style-type: none">• Align Funding to Network Strategies• Fund the Backbone Operation
 Align Resources to Support What Works	 Collaborative Action Networks <ul style="list-style-type: none">• Identify Bright Spots• Implement Bright Spots Broadly• Embrace Continuous Improvement
 Use Data to Drive Decisions	 The Backbone Organization <ul style="list-style-type: none">• Coordinate Networks• Coordinate Leadership Teams• Work with Funders to Align Resources to Network Strategies



Key Players



Learning Communities



Data and Continuous Improvement

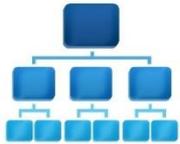
Key Constituencies



Collective Impact – Key Components



Value Proposition - Vision - Mission



Accountability Structure



Communication

Backbone/Anchor Organization



Funding & Finances

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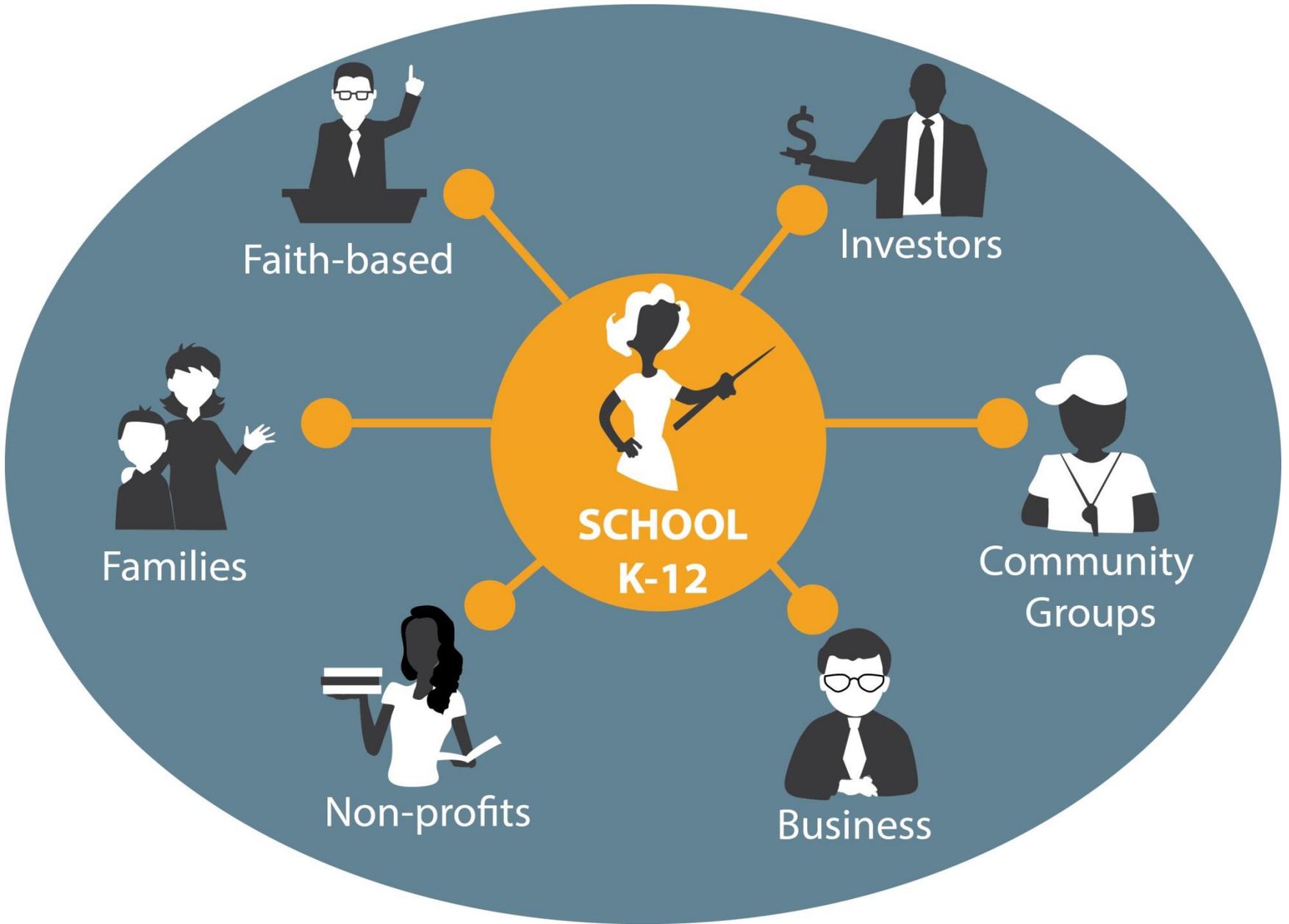
A NEW WAY OF WORKING TOGETHER

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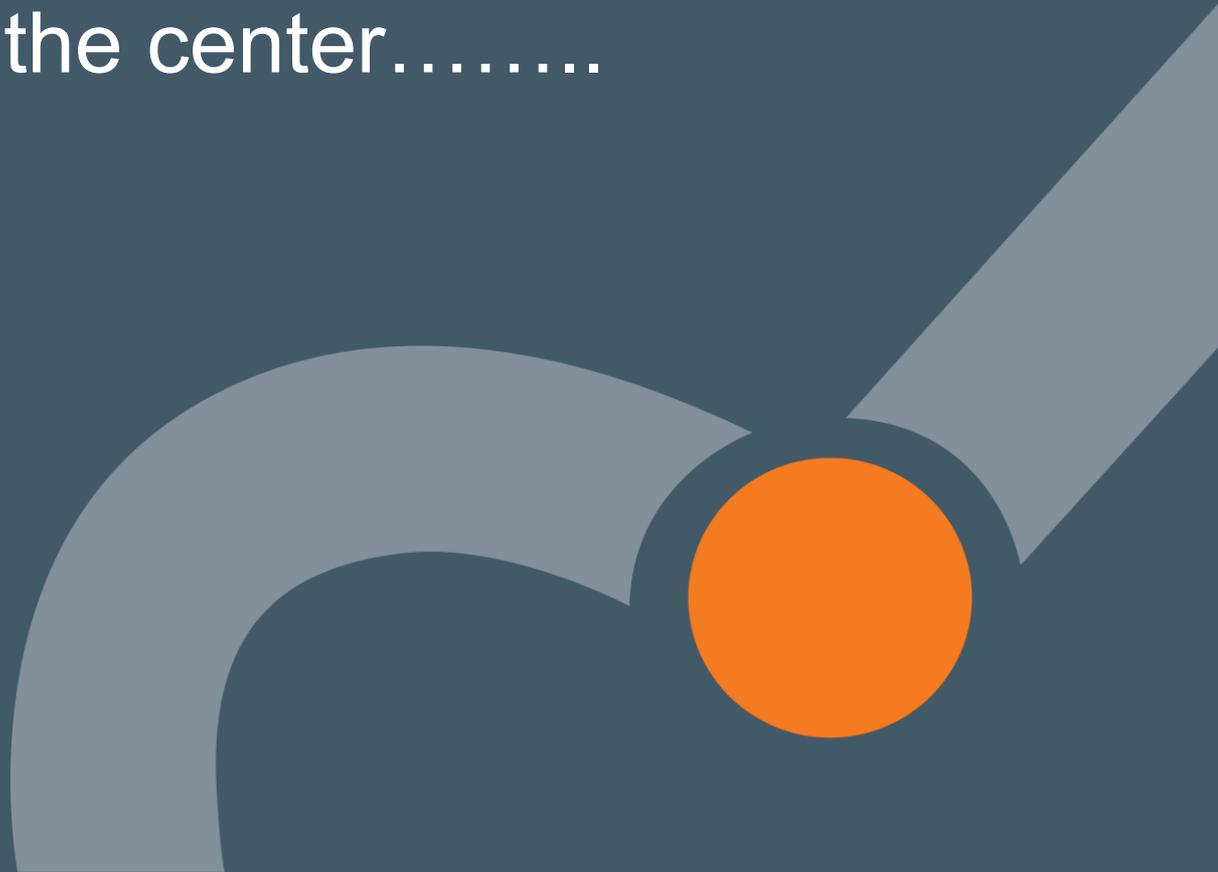
The collective impact process requires a paradigm shift.

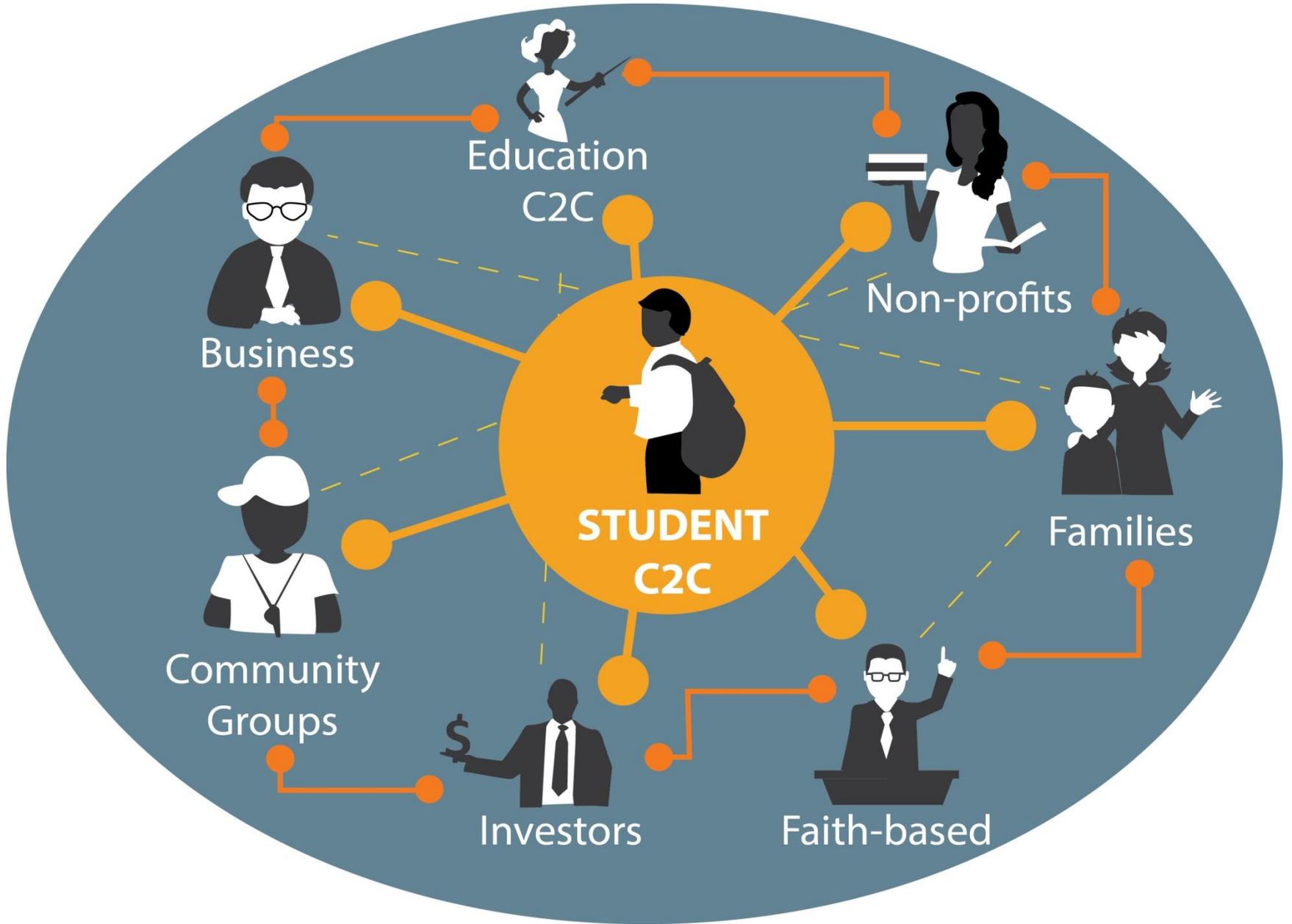
We are moving from a focus on institutions at the center.....





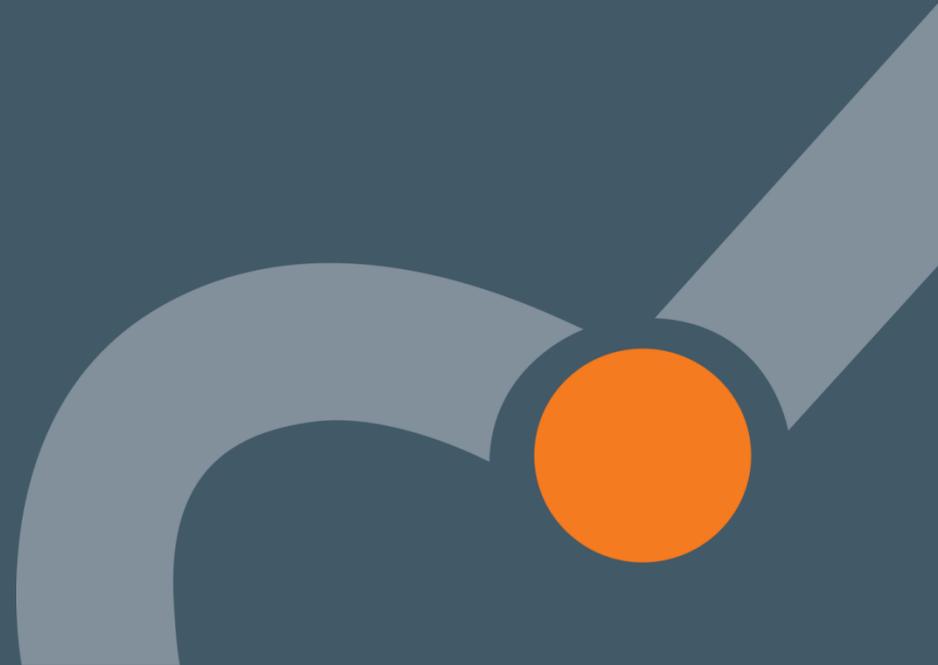
To the child at the center.....



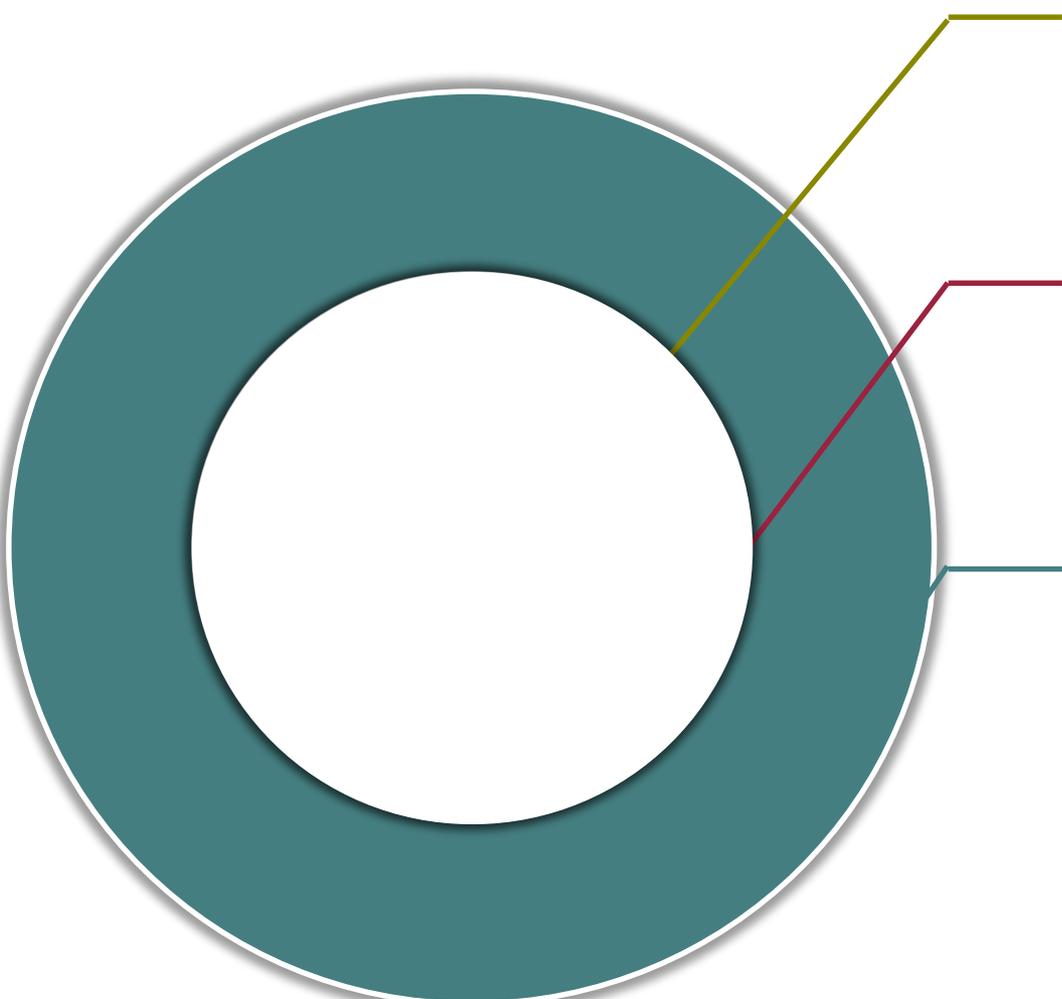


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This new paradigm requires all partners to work differently at three levels:



Collective Impact Irony



Individually

Individual leadership team members build awareness of the work and align where possible throughout the community

Organizationally

Organizations represented on the leadership table align work to partnership outcomes, commit to using data and identify best practices

Collectively

Leadership table works together to drive systems change by mobilizing the community and championing advocacy to support evidence based change



Aligned Contributions

RESULTS

Takes actions that contribute to results	High	<p style="text-align: center;">High action, low alignment</p> <p>A leader working actively and independently to contribute to the result, but not reaching out to build relationships with others to achieve complementary efforts.</p> <ul style="list-style-type: none"> · A leader acting on their own agenda · A leader uninterested in adapting to maximize impact 	<p style="text-align: center;">High action, high alignment</p> <p>A leader with resilient relationships acting on collaborative decisions and being accountable for measurably improving results.</p> <ul style="list-style-type: none"> · A leader implementing shared strategies · A leader working to strengthen relationships
	Low	<p style="text-align: center;">Low action, low alignment</p> <p>A leader observing what is going on and not engaging in either relationship building or taking action that can contribute to results.</p> <ul style="list-style-type: none"> · A leader sitting on the fence · A leader not connecting with others 	<p style="text-align: center;">Low action, high alignment</p> <p>A leader joining with others and fostering relationships, but not using the relationships to leverage contributions to the result.</p> <ul style="list-style-type: none"> · A leader not in action to implement strategies · A leader getting to know and connect with others
		Low	High
		Works to be in alignment with others	

RELATIONSHIPS

Leadership Self-Assessment

1	I have a good idea of how much time I'm willing to commit to this effort	1	2	3	4	5
2	I am prepared to identify resources (time, talent, services, funding) within my organization that can assist this effort	1	2	3	4	5
3	I am willing to recruit others to participate in this effort	1	2	3	4	5
4	I understand that this is systemic change and it may take years before we begin to see meaningful results	1	2	3	4	5
5	How many years am I prepared to stay involved before meaningful results are seen (circle the number of years 1-5 at the right that you are willing to wait for meaningful results)	1	2	3	4	5
6	I am willing to spend my personal "political capital" to help achieve results	1	2	3	4	5

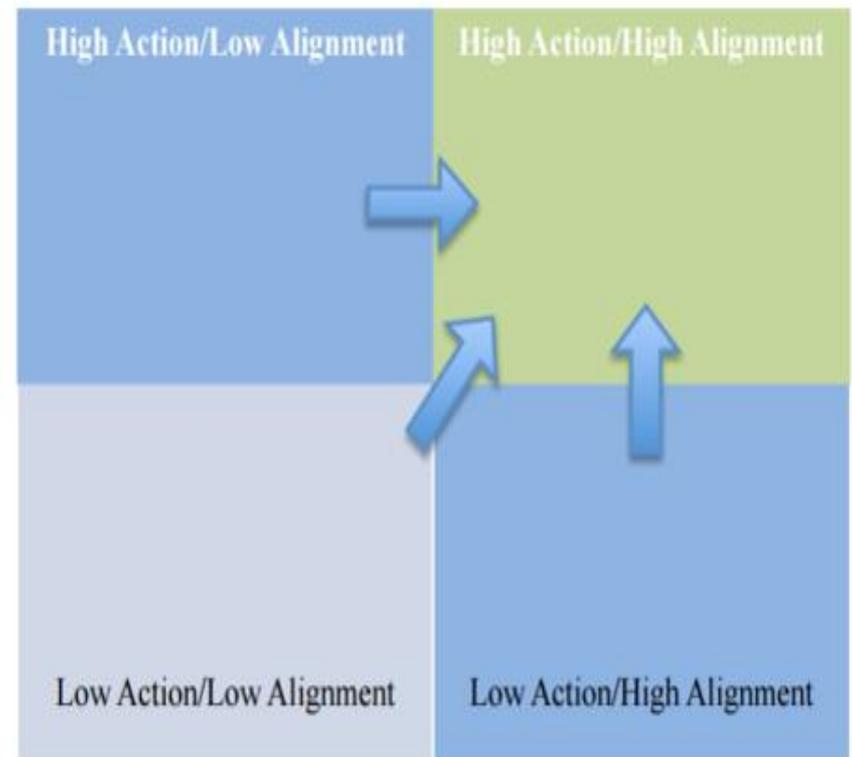
Report Out

🌀 Take two minutes to complete Self Assessment

🌀 Think of a time when you were in the “Low-Low” quadrant

🌀 Think of a time when you were in the “High-High” quadrant

🌀 What was the contributing factor for each?



The Answer to How... Is Yes!

The HOW Questions

- How do you do it
- How long will it take
- How much does it cost
- How do you get others to change
- How do we measure it
- Benchmark against others

The YES Response

- What Refusal is lurking
- What is MY commitment
- What am I willing to pay
- What do I commit to change
- What value do I put on this
- What can we create together

From the book: The Answer to How Is Yes. by Peter Block





**Are there any
clarifying questions?**



Exploring Gateway (*Design Phase*)



Pillar 1: Shared
Community
Vision

A cross-sector **Partnership** with a defined **geographic scope** organizes around a cradle to career vision.

A cross-sector **leadership table** is convened with a documented **accountability structure**.

The Partnership formalizes a set of **messages** that are aligned and effectively communicated across partners and the **community**.



Pillar 2:
Evidence
Based Decision
Making

The Partnership selects **community level outcomes** to be held accountable for improving.

The Partnership selects **core indicators** for the community level outcomes.



Pillar 3:
Collaborative
Action

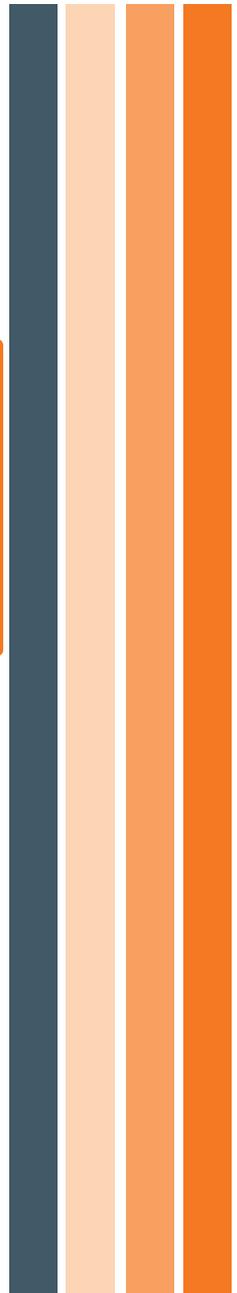
The Partnership commits to using **continuous improvement** to guide the work.



Pillar 4:
Investment &
Sustainability

An **anchor entity** is established and capacity to support the daily management of the partnership is in place.

The Partnership engages funders to support the operations and collaborative work of partners to improve outcomes.



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Pillar I: Shared Community Vision



Exploring Gateway (*Design Phase*)



Pillar 1: Shared Community Vision

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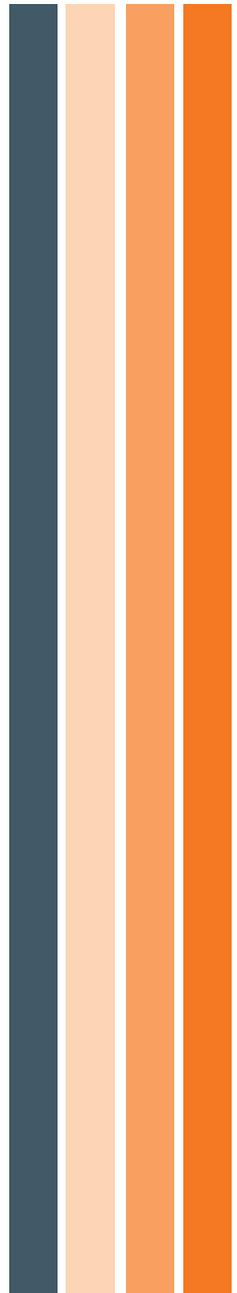
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Pillar 4: Investment & Sustainability

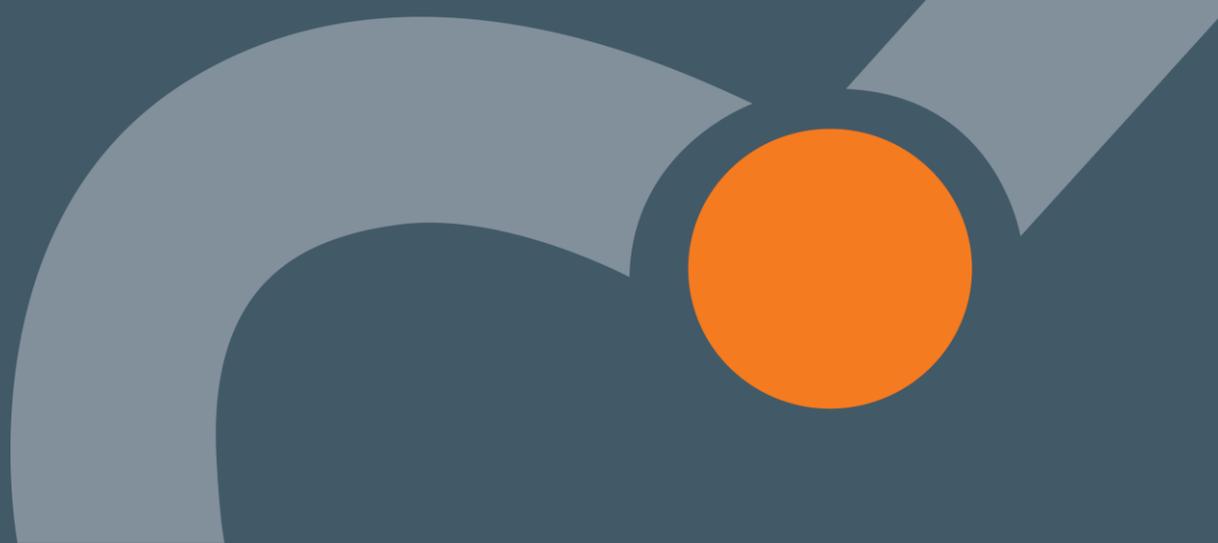
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Shared Community Vision

A diverse set of cross-sector community partners come together in an accountable way to implement a cradle to career vision for education and communicate that vision effectively.



National Glossary of Terms

Vision	What do we want for our community?
Strategy/Mission	How will we adults get to our vision? What is the role of the partnership?
Community Level Outcomes	Points along the cradle to career education continuum that are proven to be key levers that need to be moved in order to achieve the cradle to career vision and goals.
Core Indicator	Specific measures that are being used to track progress on moving the community level outcomes and has been agreed upon to be the main metric, or one that directly measures an outcome.
Priority Indicator	Subset of the core indicators that are prioritized for initial focus.
Contributing Indicator	Indicators identified as "contributing" to the associated outcome and the prioritized core indicators but are not the direct or main metric (measure) being used to track progress on improving the outcome.
Measurement Tools	Tool used to track progress towards an outcome





Make it a movement!

The K.I.S.S. Principle



Partnership Name	Vision <i>What do we want for our community?</i>	Mission <i>What do we want for our community?</i>	Tagline
The Strive Partnership (Cincinnati, OH)	Every Child, Every Step of the Way, Cradle to Career	To create a world-class education system where every student succeeds from birth through college	Every Child. Every Step of the Way. Cradle to Career.
All Hands Raised (Portland, OR)	Successful students who become productive citizens contributing to thriving communities	Every student has the opportunity to maximize her/his potential from cradle to career.	Education, Equity, and Excellence from Cradle to Career
ImpactTulsa (Tulsa, OK)	All students are guaranteed a high-quality education	ImpactTulsa aligns the community to provide a pathway for all students to thrive.	An unprecedented partnership connecting over 200 organizations impacting 170,000+ students.
Bridgeport Prospers (Bridgeport, CT)	To realize a safe, healthy and vibrant community for all, where children and families experience wholeness, dignity and prosperity.	To work collectively as a community of stakeholders to have a positive, measureable and sustainable impact on outcomes for all children and families from cradle to career.	Cradle to Career 



Pillar II: Evidence-based Decision Making





Pillar 1: Shared
Community
Vision

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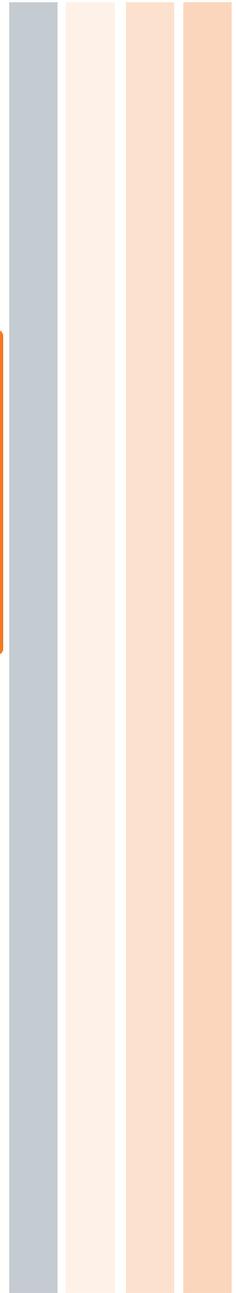
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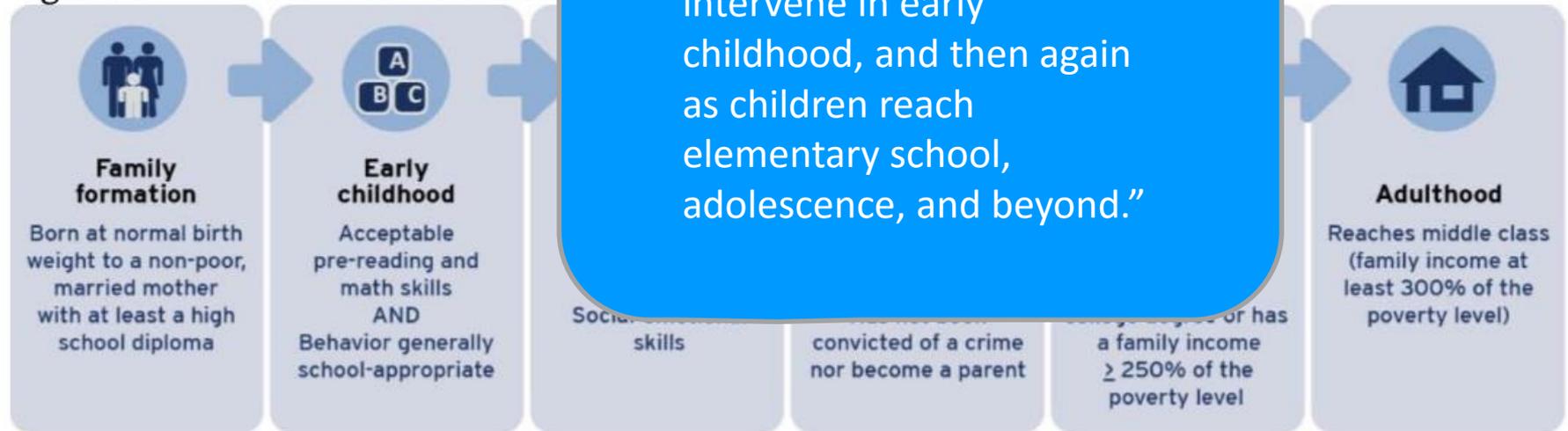
Evidence-based Decision Making

The integration of professional expertise and data to make decisions about how to prioritize a community's efforts to improve student outcomes



Interventions are Needed All Along the Continuum

Figure 1. The Social Genome Model



OUTCOMES AND INDICATORS



National Glossary of Terms

Community Level Outcomes	Points along the cradle to career education continuum that are proven to be key levers that need to be moved in order to achieve the cradle to career vision and goals.
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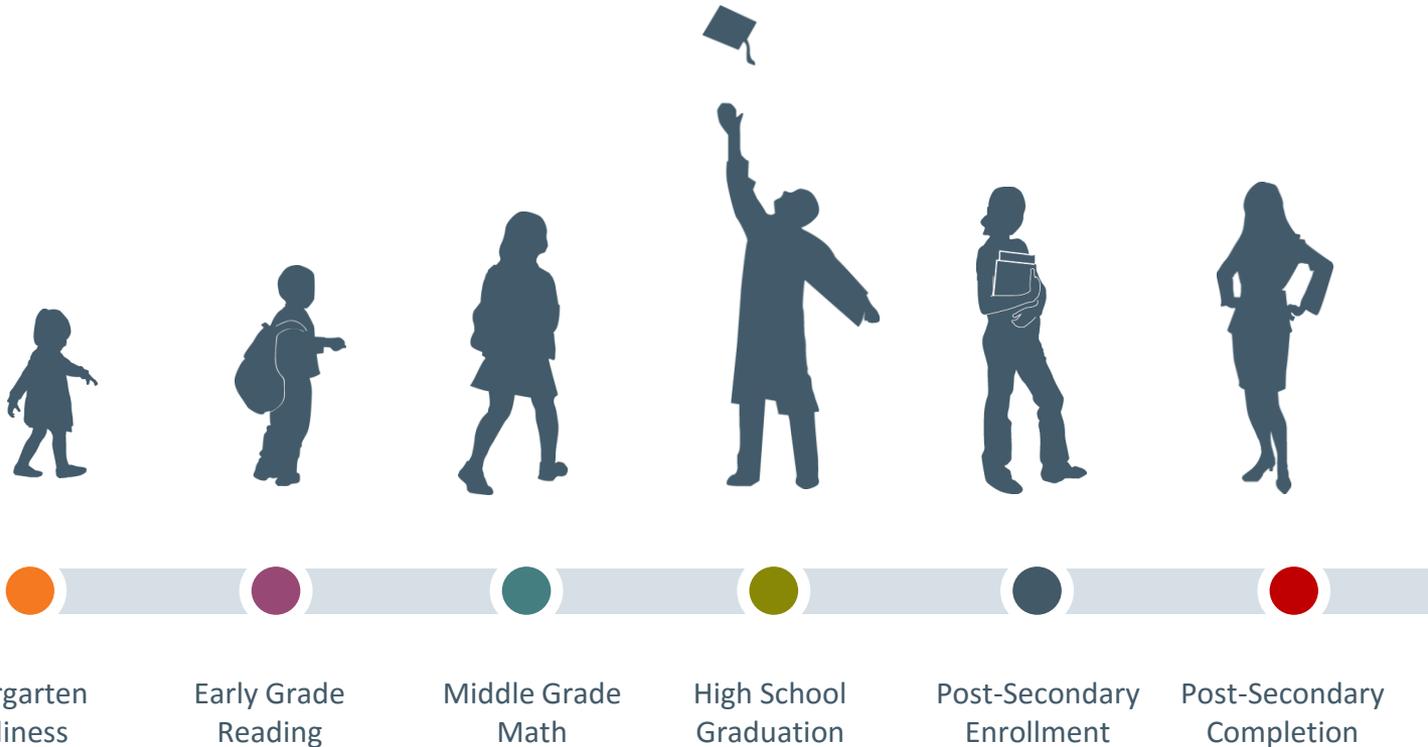


National Glossary of Terms

Community Level Outcomes

Points along the cradle to career education continuum that are proven to be key levers that need to be moved in order to achieve the cradle to career vision and goals.

Example: Early Grade Reading, HS Graduation, PS Completion



National Glossary of Terms

Community Level Outcomes

Points along the cradle to career education continuum that are proven to be key levers that need to be moved in order to achieve the cradle to career vision and goals.

Example: Early Grade Reading, HS Graduation, PS Completion

Core Indicator

Specific measures that are being used to track progress on moving the community level outcomes and has been agreed upon to be the main metric, or one that directly measures an outcome.

Example: Early Grade Reading = Percent of 3rd grade students assessed as proficient

National Glossary of Terms

Community Level Outcomes

Points along the cradle to career education continuum that are proven to be key levers that need to be moved in order to achieve the cradle to career vision and goals.

Example: Early Grade Reading, HS Graduation, PS Completion

Core Indicator

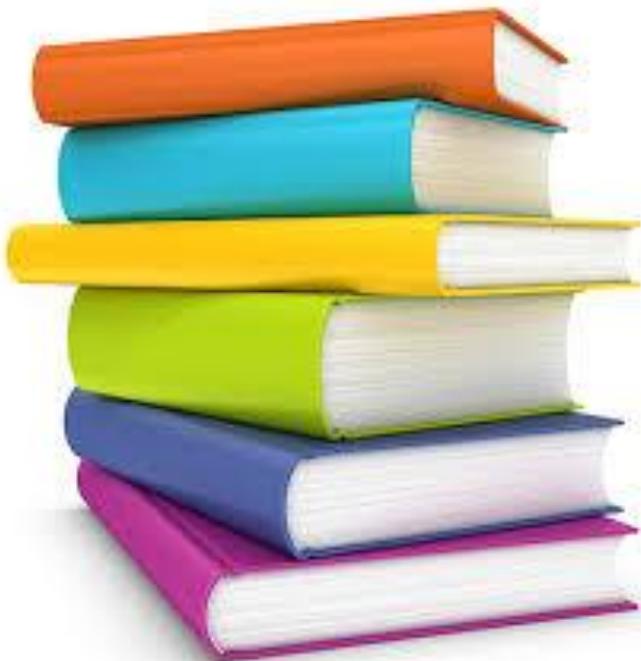
Specific measures that are being used to track progress on moving the community level outcomes and has been agreed upon to be the main metric, or one that directly measures an outcome.

Example: Early Grade Reading = Percent of 3rd grade students assessed as proficient

Contributing Indicator

Indicators identified as "contributing" to the associated outcome and the prioritized core indicators but are not the direct or main metric (measure) being used to track progress on improving the outcome.

Example: Social/Emotional assessment data, 2nd grade literacy assessment data, Attendance (chronic absenteeism rates)



“Outcomes are a Partnership’s True North”

“Don’t let perfect be the enemy of good...”

“People say you can lie with data but you can lie a whole heck of a lot easier without it...”

“Data is the translator”





National Examples: Outcomes and Indicators

Metrics and Outcomes

September 2015



Vision

Chicago is a city where all succeed in education, career and life.

Mission

To prepare all of Chicago for a vibrant future for aligning efforts and outcomes from cradle to career.

Mile-Stones

Enter Kindergarten prepared to succeed.

Advance in school and succeed in learning.

Graduate from high school—college and career ready.

Enter self-sustaining careers.

Outcomes

Enter K Ready based on KIDS Assessment

Enter K without chronic health issues

Proficient in 3rd Grade Reading and Math

Engaged in Enrichment and Academic Activities

Freshmen On Track

High School Graduation

College and Career Readiness

College Completion

Completion of credentials of economic value

Employment at living wages

Contributing Indicators

- Prenatal care
- Birth weight
- Enrolled in Medicaid with high quality medical home
- Enrolled in high-quality 0-3 programs
- Enrolled in high-quality pre-k programs

- K-ready
- % of K-3 attendance above 95%

- Adult figure attachment other than parent

- On-time promotion in 3-4
- 6th grade attendance
- 8th ready for HS
- Overage for ninth grade

- Freshmen on track
- Attendance
- Connection to caring adult
- Arrests, suspensions and expulsions

- HS GPA
- Dual credit and dual enrollment
- Make concrete plans for the future
- Participate in jobs and internships

- Retention after first year, junior year
- Financial aid
- No/limited remedial courses

- Opportunity youth
- Unemployment rate
- Under-employment rate
- % of 18-24yo w/ felony convictions

Contextual Indicators

- Achievement Gap
- Out-of-School Safety
- Poverty Rate
- Crime/Violence Rate

- ACES
- Risky health behaviors
- Teen birth rate

- Undocumented learners
- Reduction in racial and economic disparities
- Livable jobs index

BIG GOAL: Increase the proportion of Northeast Indiana residents with high-quality degrees and credentials to 60% by 2025



Every child is prepared to be successful in school

Every student succeeds academically

Every high school student is prepared for post-secondary education/training

Every learner completes post-secondary education/training and is career ready

CORE INDICATORS

- % of children developmentally ready to enter Kindergarten
- [Placeholder: Social-Emotional/Developmental Readiness]

- 3rd Grade Reading
- 3rd Grade Math
- 8th Grade Combined Language /Math
- [Placeholder 21st Century Skills]

- High School Graduation/Type of diploma
- College/Career Readiness
- Target: 93% By 2016**

- Post-secondary Degree completion
- [Placeholder: Credential completion]
- [Placeholder: Employment/Employability]

CONTRIBUTING INDICATORS

- Parent/Caregiver interaction
- Access to high-quality early learning programs
- Parental Education

- Absenteeism
- Suspension/Expulsion Rates
- Parental Education
- Mobility of Students
- Access to public libraries
- Teacher Quality

- Ready for post-secondary (ACT/SAT)
- % passing ECAs on 1st attempt
- # enrolled in college prep course during final year of High School
- AP/Dual Credit
- Suspension/Expulsion Rates
- Parental Education
- Tutoring/Mentoring
- Access to career pathway education

- Post-secondary Enrollment
- GED achievement among adults
- Retention/Progression Rates
- Reengagement Rates
- Decreased Remediation
- Improved quality of applications reported by employers
- FAFSA – Financial Aid

Community Goals



Every child is well, healthy and ready for school	Every child succeeds at school	Every child graduates, prepared for post-secondary learning	Every child is on track to achieve career goals
Outcome areas:	Outcome Areas:	Outcome Areas:	Outcome Areas:
<ul style="list-style-type: none"> •Child health and wellbeing •Kindergarten Readiness 	<ul style="list-style-type: none"> •Early grades success •Middle grades success 	<ul style="list-style-type: none"> •High School Graduation •Post-secondary entry 	<ul style="list-style-type: none"> •Post-secondary Completion •Employment
Core indicators:	Core Indicators:	Core Indicators:	Core Indicators:
<ul style="list-style-type: none"> •Well Visit Rates •ABSS Kindergarten Assessment 	<ul style="list-style-type: none"> •Grade 3 reading and math •Grade 8 reading and math 	<ul style="list-style-type: none"> •High School Graduation rates •College Enrollment rates 	<ul style="list-style-type: none"> •TBD: Post secondary completion •TBD: Employment
Contributing Indicators:	Contributing Indicators:	Contributing Indicators:	Contributing Indicators:
<ul style="list-style-type: none"> •Prenatal Care •Number enrolled in high quality pre-k •Number waiting for subsidized care •Percent identified with special needs •Parental education 	<ul style="list-style-type: none"> •Attendance •After school enrollment •Language proficiency •Parental engagement 	<ul style="list-style-type: none"> •FAFSA completion •Teen Pregnancy rate •Attendance •Involvement in extracurricular activities •ABSS Senior Survey 	<ul style="list-style-type: none"> •First year college retention •Unemployment rates for young adults •Military enrollment •Students employed after one year of graduation •GED rates for 18-24 •Incarceration rates

Key community factors:

Child poverty rates	Voter registration	Per pupil-county budget for education	Median household income
Voter turnout	Volunteerism rates	Affordable Housing	County employment rates

Outcome Area Checklist: Use this tool to determine the strength of the outcomes selected:

1. Do the outcome areas represent the overall communities' interest?
2. Are the outcome areas understandable, clear and compelling to community members?
3. Are any outcome areas currently missing or not represented?
4. Is the number of outcomes manageable?
5. Are the outcomes within the influence of the partnership *and* within the “cradle to career” scope?



Indicator Checklist- Part 2

Indicators Checklist: Use this tool to determine the strength of the indicators selected:

1. Does the Outcome Goal for the chosen outcome area resonate with everyone ? *(i.e. K- Ready : All children entering kindergarten are ready to succeed.)*
2. Are all the chosen indicators measurable?
3. Are there any other indicators that should be considered?
4. Are the selected indicators specific (i.e. does not include words such as “and” or “or”) and not worded in a way that would require further definition?
5. Is the data for the indicators readily available?
6. Is the data for the indicators produced by a trusted source?
7. Will the data available for the indicators be considered both valid and reliable?
8. Are the indicators similar across the region and school districts?
9. Will the data for the indicators be affordable and easy to gather?
10. Can the data for the indicators be available consistently over time (annually)?
11. Are the indicators within the influence of the partnership and within the “cradle to career” scope?
12. Is it evident that the indicator is changeable to a significant degree by local action?





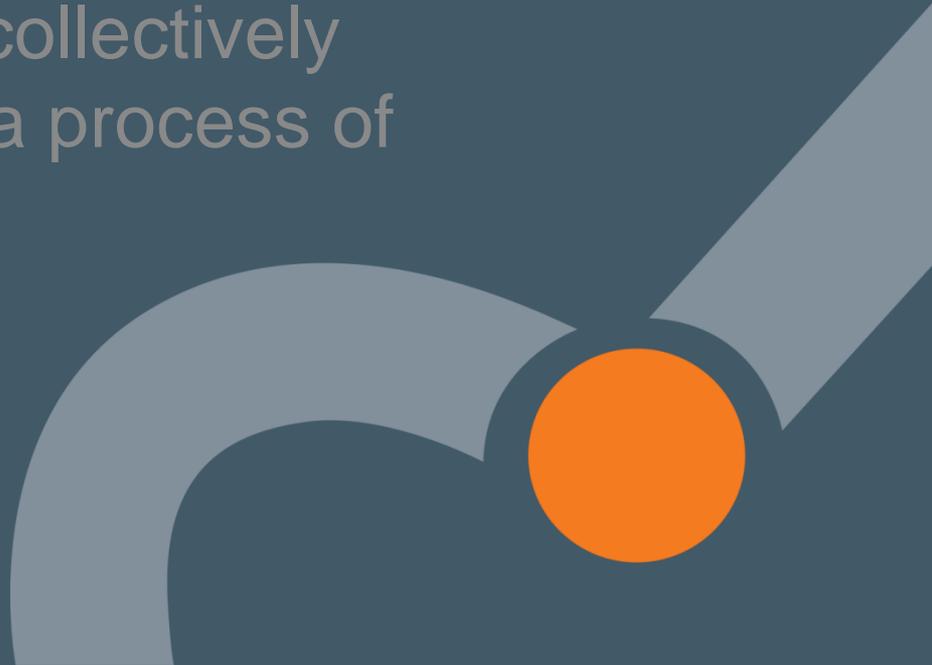
**Are there any
clarifying questions?**





Collaborative Action

Members coming together to use data in disciplined manner to collectively move an outcome using a process of continuous improvement.



Collaborative Action Network

- Focus on Outcome Area and Community-Level Indicator
- Select a Goal
- Find Bright Spots
- Study Them
- Clone the Practices



Networks Convened in Each Core Outcome



50 34 13 34 25 30

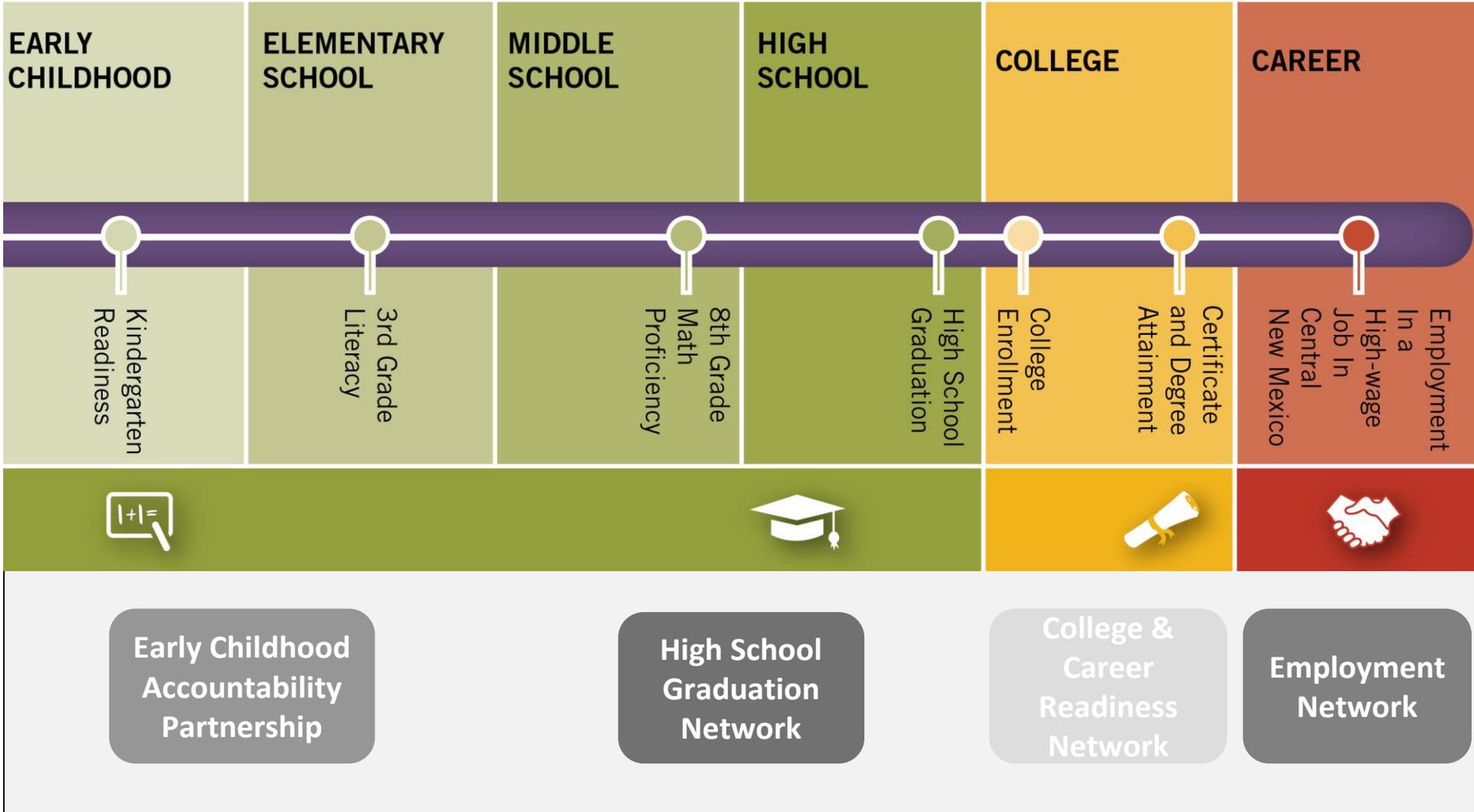


Kindergarten Readiness Early Grade Reading Middle Grade Math High School Graduation Post-Secondary Enrollment Post-Secondary Completion





4 Collaborative Action Networks



How a Collaborative Action Network initiates and sustains improve indicators.



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SO WHAT IS CONTINUOUS IMPROVEMENT

Simple Truths

- “Most people spend more time and energy going around problems than in trying to solve them” - Henry Ford
- Achieving excellence requires consistency
- There are no “silver-bullets”



Continuous Improvement Definition

Continuous improvement is an ongoing effort to improve services and supports for children and families over time in order to improve a community level outcome. These efforts can seek "incremental" improvement over time or "breakthrough" improvement all at once.

The Pursuit Of Perfection



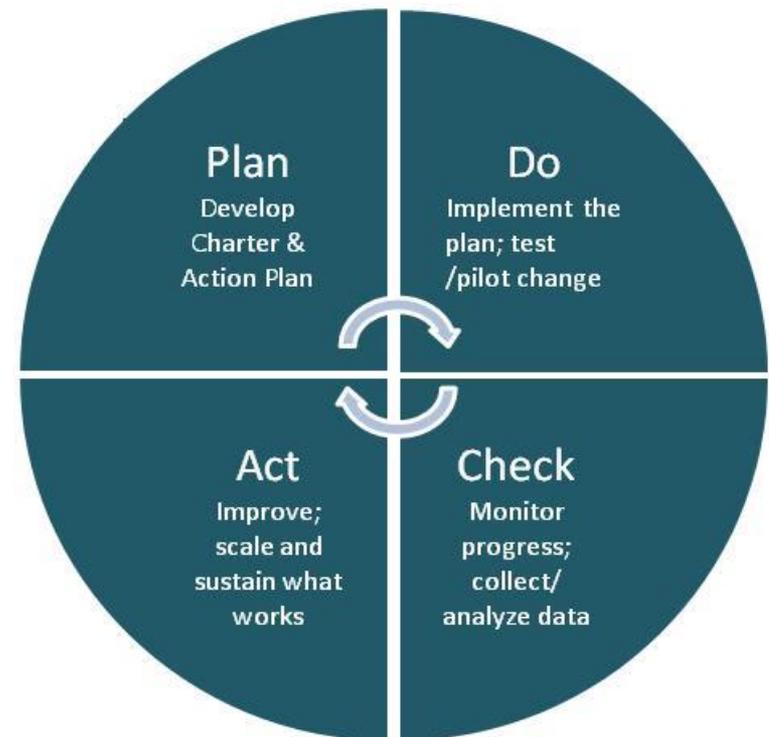
Continuous Improvement

Continuous improvement is an ongoing effort to improve services and processes over time in order to have an impact on a community level outcome.

Six Sigma / DMAIC

- Define: partners, problem, scope etc. **(Charter)**
- Measure: set goals/measures based on local data **(Action Plan)**
- Analyze: data collection / analysis (action steps)
- Improve: test/pilot change; identify improvements (action steps)
- Continuously improve/Control: sustain / scale what works (action steps)

Plan, Do, Check, Act (PDCA)



What is Different about Continuous Improvement?

Reporting and Accountability

- Using data to report to funders and the community

Evaluation

- Use qualitative and quantitative data to assert value

Continuous Improvement

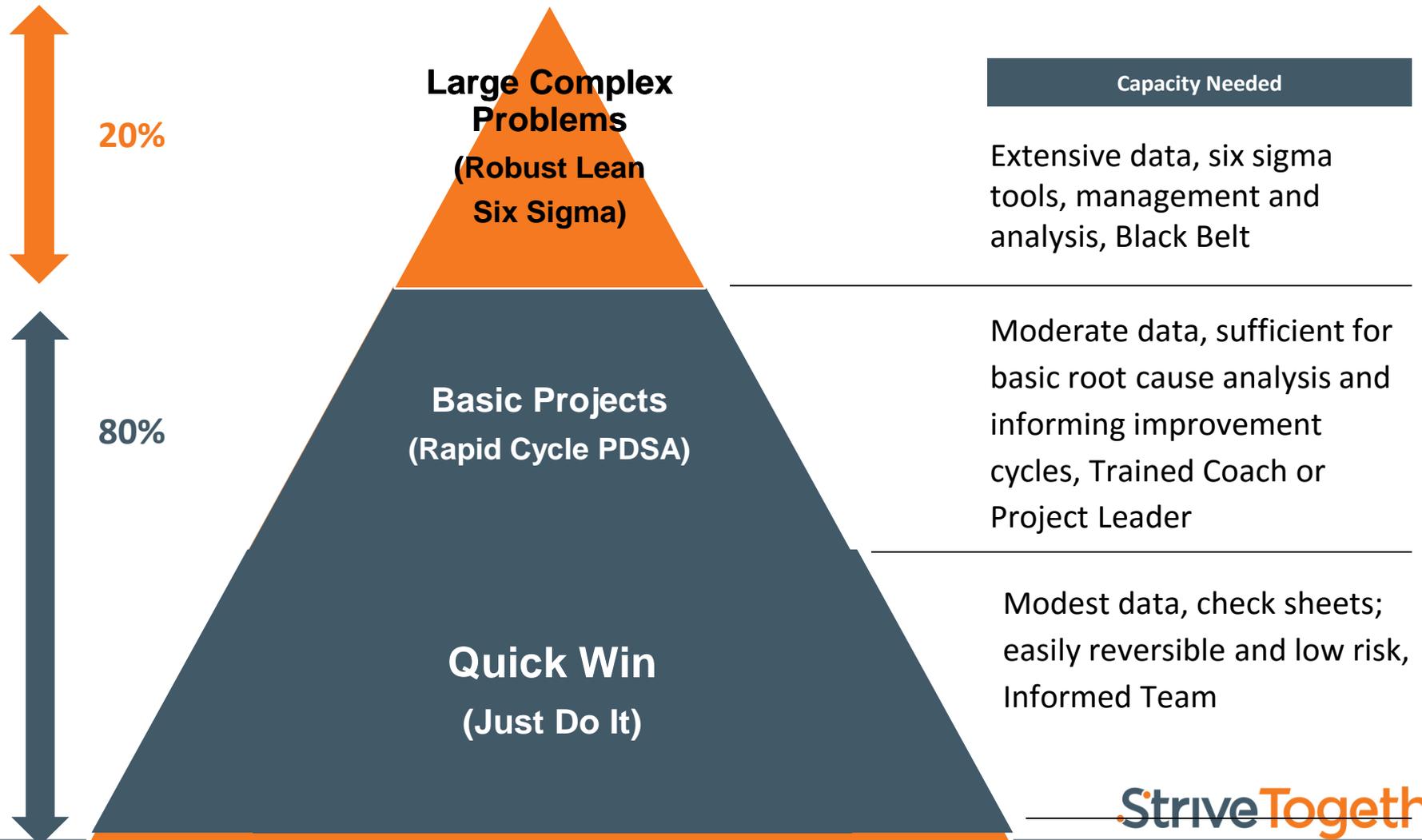
- Use data to implement differently

“Learning fast to implement well”

Small wins generate momentum and test innovations

Visibility

Levels of Continuous Improvement



Continuous Improvement

What it is

- A culture/mindset shift
- An intentional and defined process that uses data throughout
- Involves both leadership and frontline implementers
- Rapid cycles of PDSA and small changes
- Iterative

What it is not

- A data tool
- Only strategic planning
- Just for leadership
- A one-time process
- For orgs not willing to value it and make it the forefront of work



Group Activity-Pass the Ball

Rules

1. You have to toss it!
2. You have to sit down afterwards!



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Case Study Example

Continuous improvement process for Collaborative Action Networks.



What we are tracking.

Kindergarten
Readiness

3rd Grade
Reading Scores

8th Grade
Math Scores

High School
Graduation

College
Enrollment

College
Completion

What we are prioritizing.





What indicator are we improving?

54% of graduates are enrolling into college.

ACT Scores:
12.7

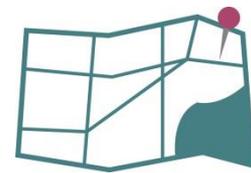
FAFSA
completion:
29 %

Free/Reduced
Lunch: 70 %

Graduation
Rate: 73 %

This data makes the FAFSA indicator meaningful.





Where can we have the most impact?

SCHOOLS	FAFSA	FREE & REDUCED	ENROLLMENT
School A	28%	87%	40%
School B	17%	24%	71%
School C	15%	85%	38%
School D	57%	86%	69%
AVERAGE	29%	71%	54%

Where are the bright spots?



“Bright spots aren't perfect, just the best of what's possible (so far)”

Dan Heath, Switch

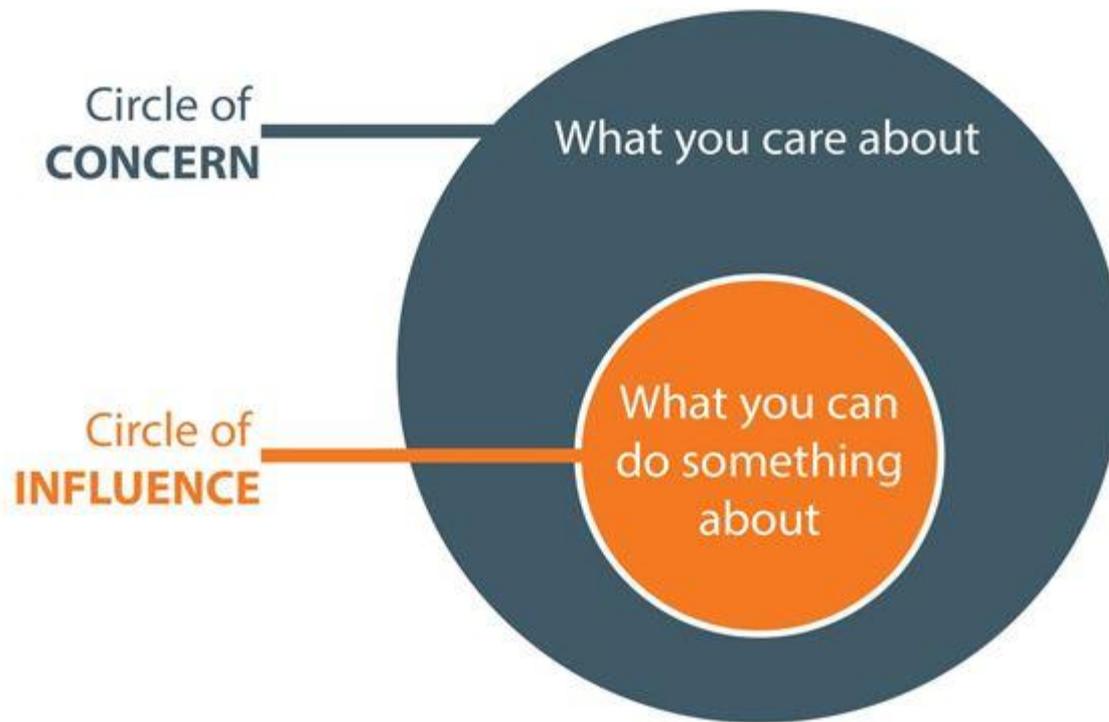


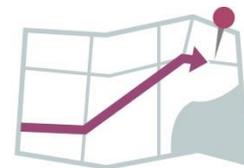
Project Selection

Tool: Circle of Concern/Influence

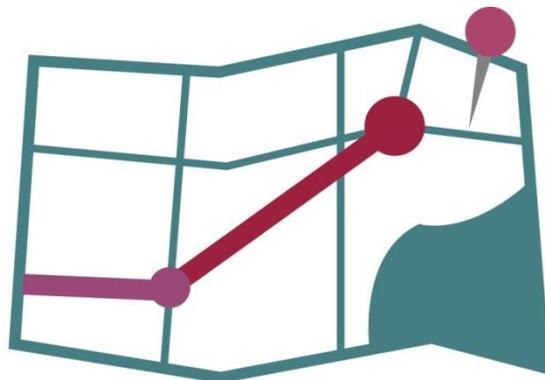
Out of Network **influence**: refer to *Leadership/ Partnership* to address.

Out of Network **scope**: refer to another *Network*.





Set Targets along the way.



Long-term: by 2017, increase enrollment by 10 percentage points

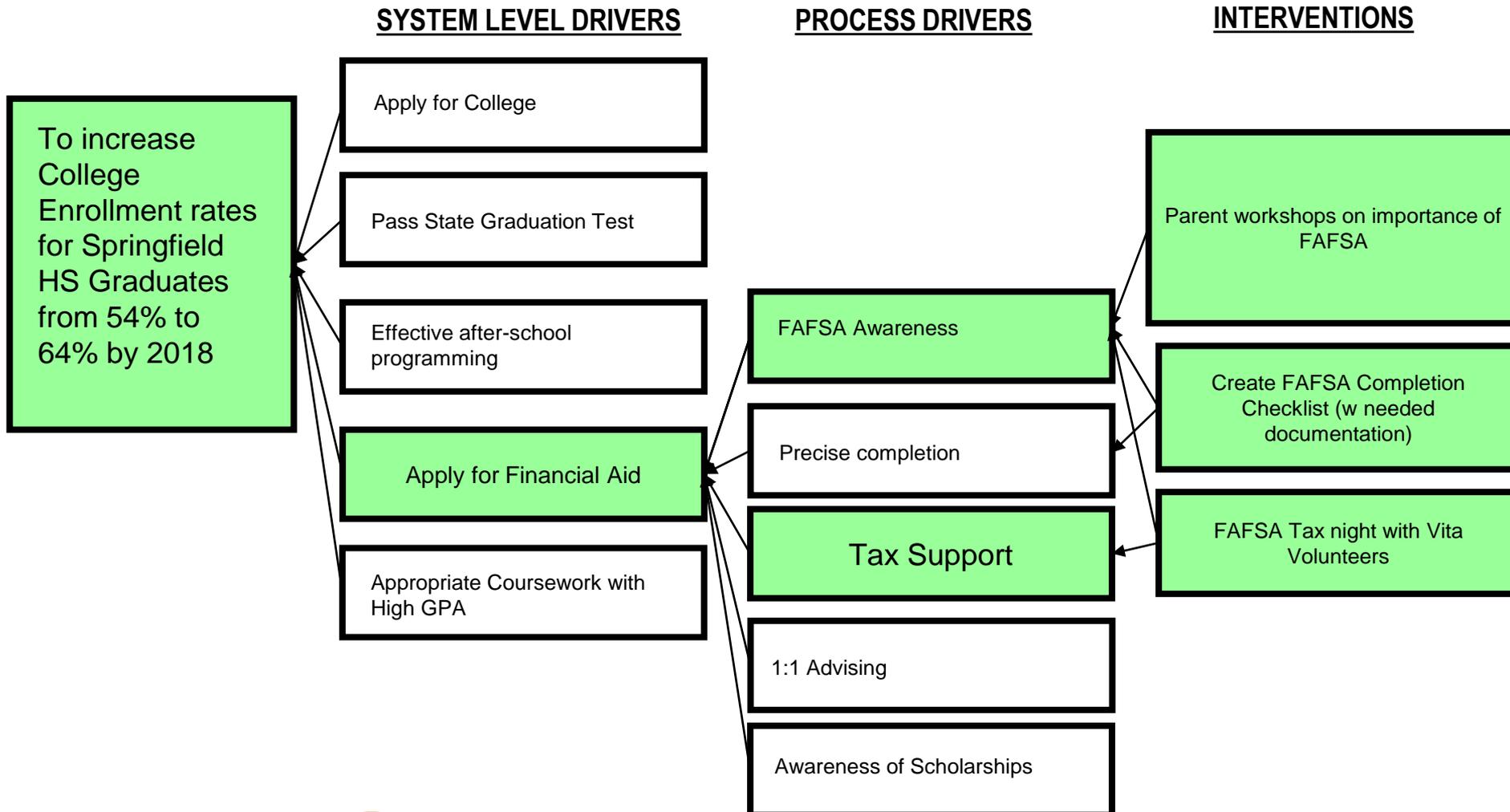
College
Enrollment: 64%



Short-term: by 2015, increase FAFSA completion by 21 percentage points

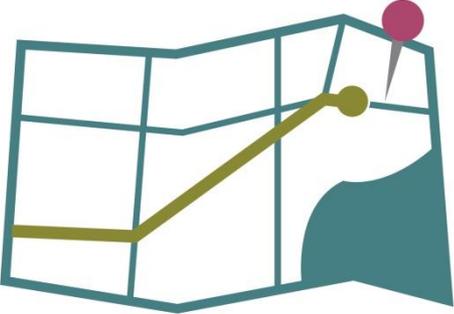
FAFSA
Completion: 50%

System Level Driver Diagram





Analyze data to determine what worked.

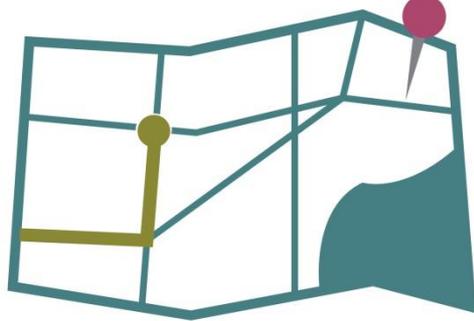


Yes.

Are there other contributing factors we can affect?

What can we refine to have greater impact?

How can we expand our efforts?



No.

Are we missing important players?

Are there other strategies to consider?

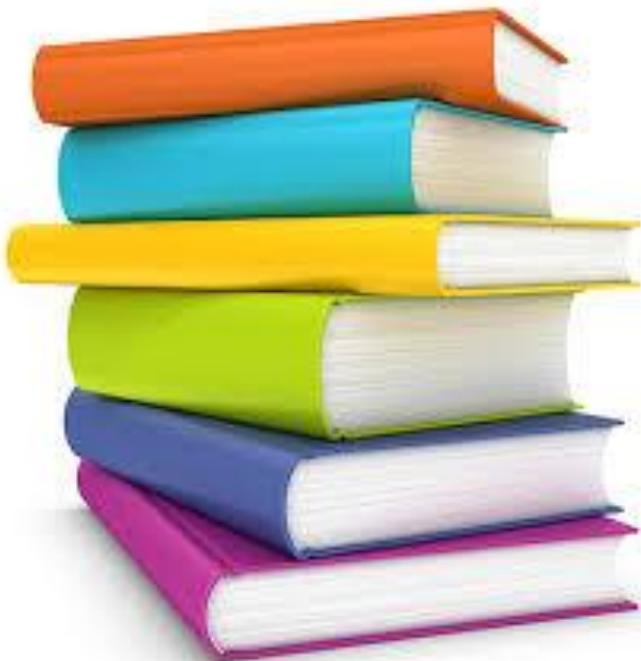
Did we overlook important data?

What We're After

Partners consistently using a common PROCESS for improvement will develop a culture of continuous improvement much faster than experiencing any amount of traditional workforce training or development



Key Lessons



Respect practitioners; experts are on the front line!

Community level indicators are the “True North.”

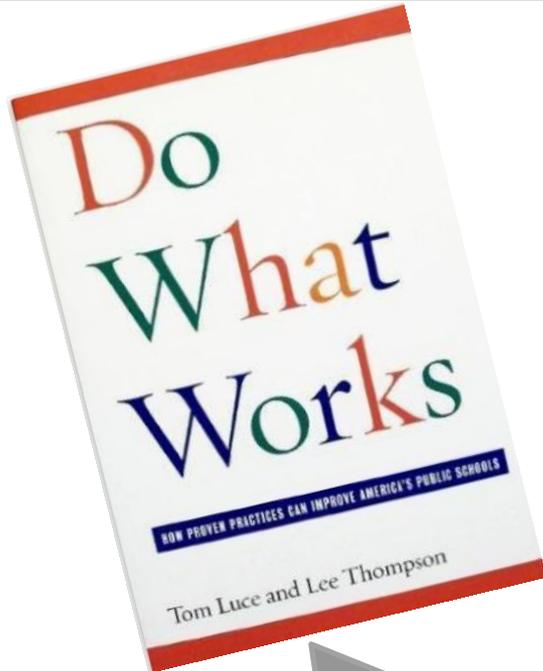
Narrow the scope of work to make it manageable!

Don’t jump to action without data...

But start with the data you have



Focus on Bright Spots & Outcomes



“in every sort of student population, every subject, and every grade, there are schools achieving outstanding results.”

Focus on Critical Outcomes

1. Kindergarten readiness (academic, social & emotional)
2. Third grade reading proficiency
3. 8th grade algebra proficiency
4. Students take & pass at least one AP course in high school
5. Create cross-sector community partnerships supporting education

Table Exercise

- ✦ What local bright spots are we currently aware of?
- ✦ How can we build on them?



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Pillar I: Shared Community Vision





Pillar 1: Shared
Community
Vision

A cross-sector **Partnership** with a defined **geographic scope** organizes around a cradle to career vision.

A cross-sector **leadership table** is convened with a documented **accountability structure**.

The Partnership formalizes a set of **messages** that are aligned and effectively communicated across partners and the **community**.



Pillar 2:
Evidence
Based Decision
Making

The Partnership selects **community level outcomes** to be held accountable for improving.

The Partnership selects **core indicators** for the community level outcomes.



Pillar 3:
Collaborative
Action

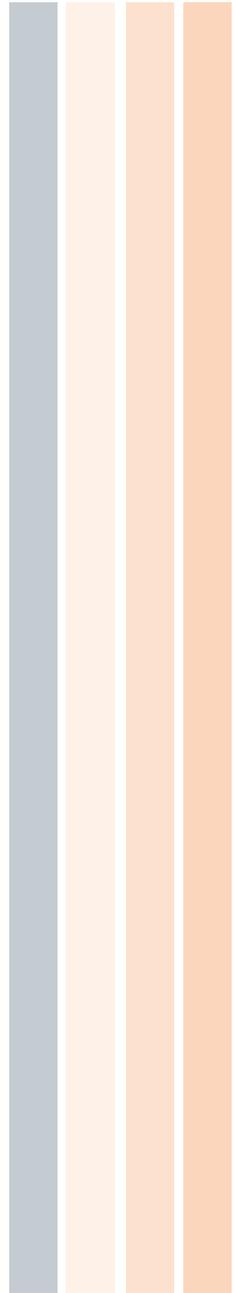
The Partnership commits to using **continuous improvement** to guide the work.



Pillar 4:
Investment &
Sustainability

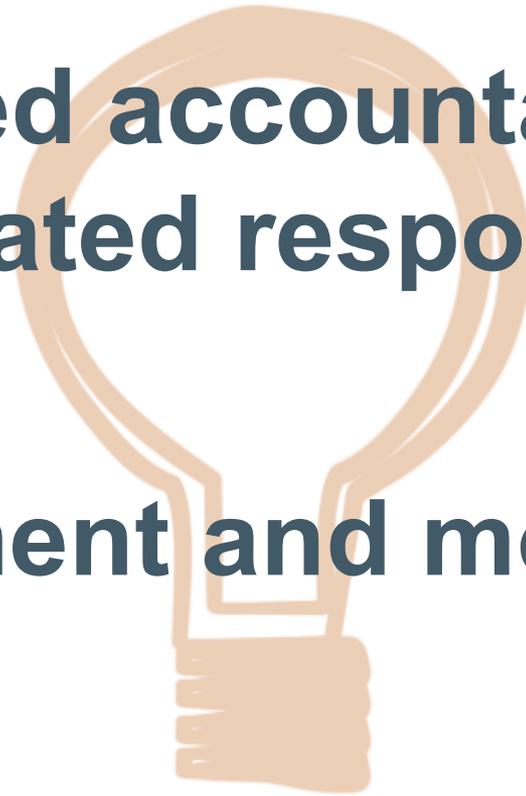
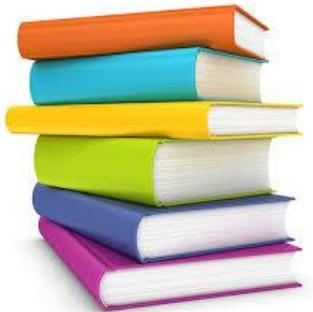
An **anchor entity** is established and capacity to support the daily management of the partnership is in place.

The Partnership engages funders to support the operations and collaborative work of partners to improve outcomes.



**“Shared accountability,
differentiated responsibility”**

“Document and move on”



Role of the Partnership

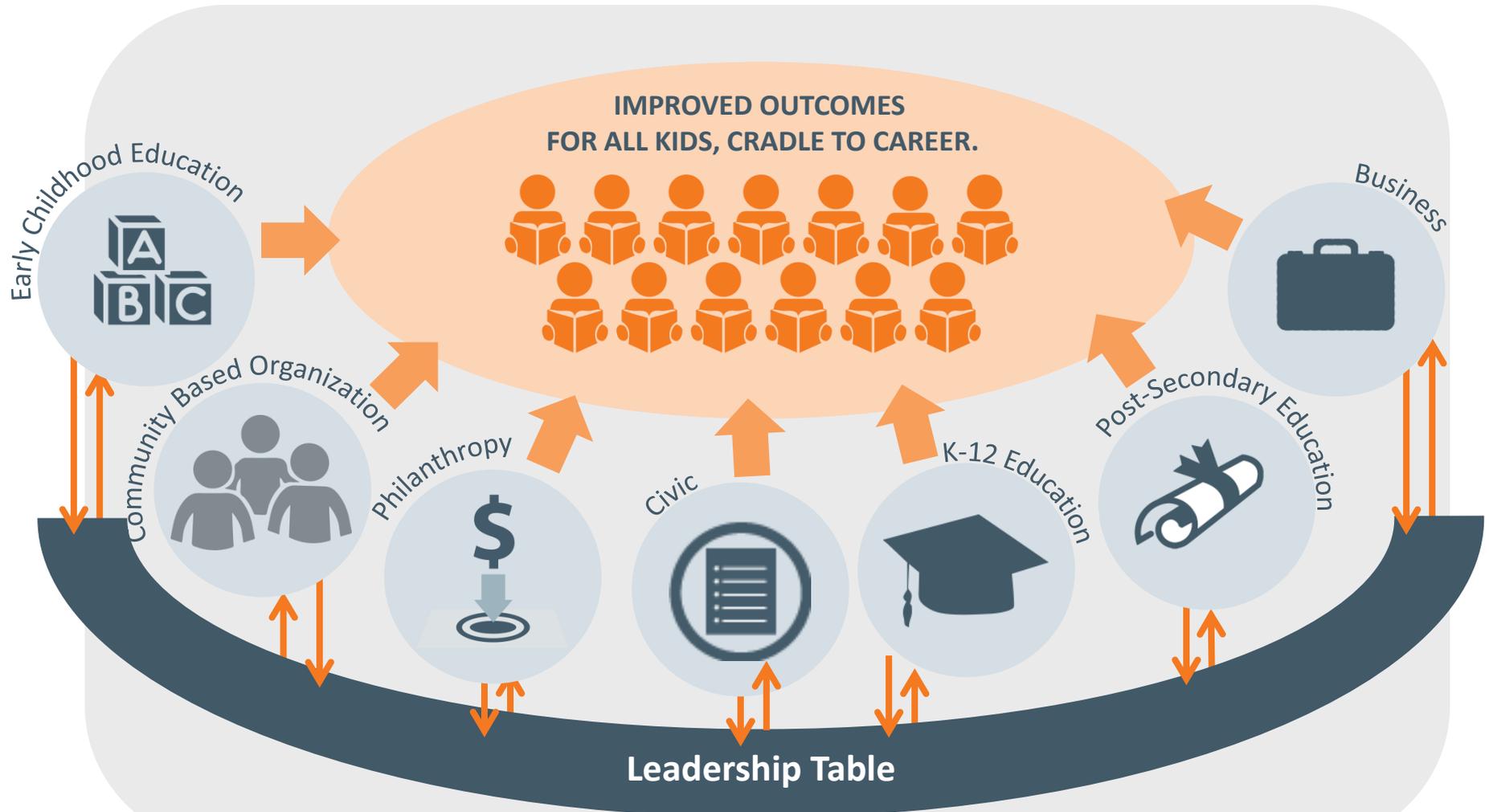
The different roles your partnership is responsible for playing in supporting each student, from cradle to career, impacts the different leadership and work groups that will be necessary to include in your accountability structure.

ROLES:

- Change practice on ground
- Convene partners
- Data access
- Data analysis
- Data coaching
- Development/fundraising
- Communication
- Eliminating disparities
- House the partnership staff
- Implement strategies to impact outcomes
- Personnel support
- Remove financial & operational barriers
- Remove political barriers
- Advocate for policy change
- Represent/engage community voice
- Resource support for data-driven action
- Strategic decision making



Leadership Table Composition



Why is it important?

Accountability structures provide:

- **Clarity**
 - Around B/ART: Boundaries, Authority, Role and Task
 - Decision Making
- **Organization**
 - Organizes the work to improve effectiveness and efficiency
 - Outlines an organized work-flow
- **Communication**
 - Visual of what a cradle to career partnership looks like

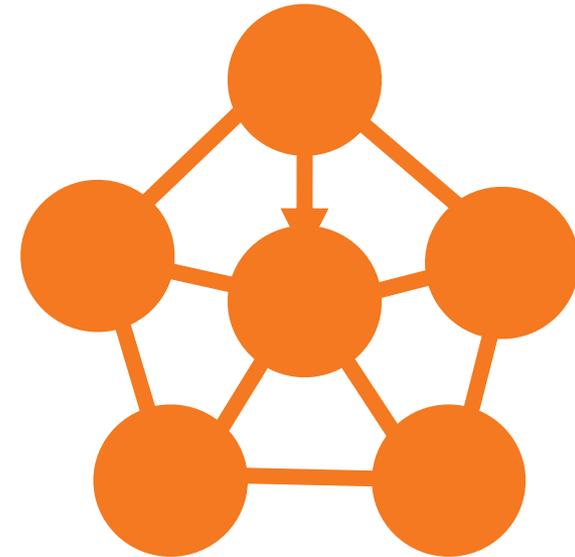
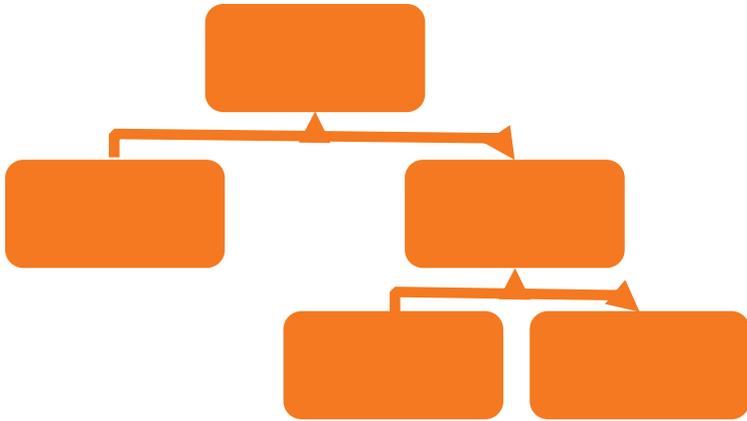


Key Considerations for an Accountability Structure

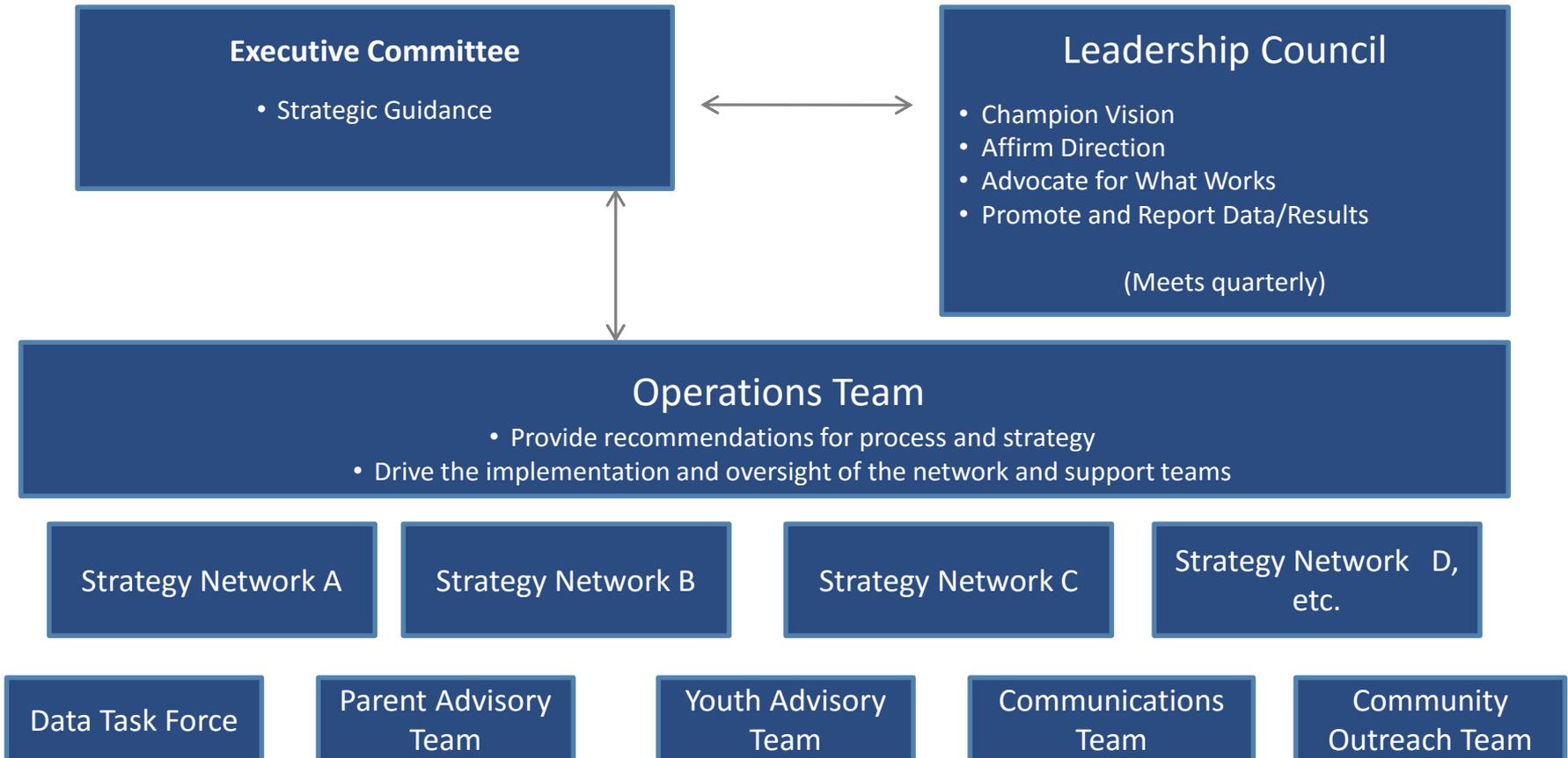
- **Create/identify multiple tables** needed to achieve the vision
- **Assess factors** such as experience/expertise/assets of each partner for each table
- **Ensure ease of communication** among tables so the structure is not overly bureaucratic and can be nimble
- **Be clear about the role of the staff** as it relates to each table so there are shared expectations about roles



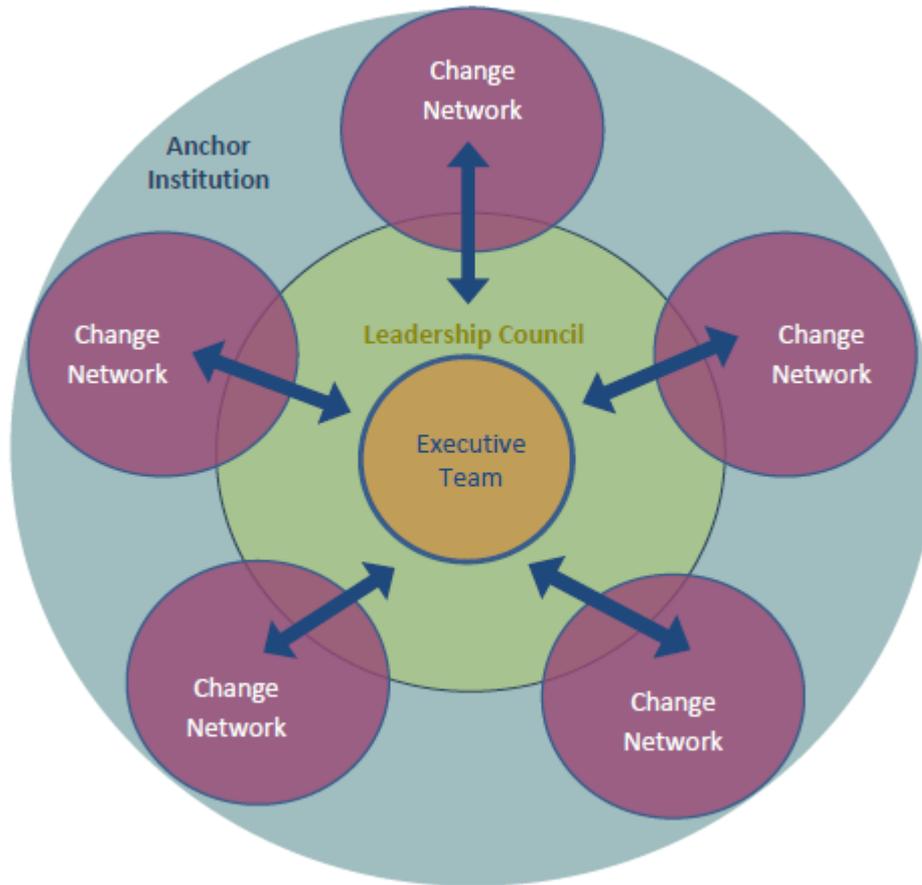
Accountability Structure = Organizational Chart



Proposed Implementation and Accountability Structure



Executive Team: Comprised of core cross-sector leaders from within the Leadership Council; provides *strategic guidance*; members possess the authority to leverage significant financial and/or social capital to advance Raise DC goals and outcomes; key public champions.



Anchor Institution: A neutral entity; provides key staff and data supports, communicates and works across sectors to eliminate silos and deliver results, and has convening power to ensure that key leaders will consistently come to the table over time.

Leadership Council: Executive-level leaders from government, businesses, universities, CBOs/nonprofits, philanthropies; *drives collaborative action*; use authority to align and broker resources to implement strategies; promote and report data to Raise DC partnership and public

Change Networks: Comprised of existing/emerging groups and coalitions, including stakeholders, practitioners, and issue experts. Specific responsibilities include:

- 1) Identify initial contributing indicators and commit to integrating these indicators into own performance tracking;
- 2) Identify successful strategies and commit to integrating into practice/program
- 3) Communicate progress to Leadership Council

“What looks like
resistance is often a
lack of clarity”

– Dan Heath, Switch



Clarifying Roles (B/ART)

<i><u>B</u>oundaries of...</i>	
<u>A</u>uthority	<ul style="list-style-type: none"> • What authority will the partnership have? • Are the lines of authority clear for each group? • Are we clear about who has the right to do what work on behalf the partnership?
<u>R</u>oles	<ul style="list-style-type: none"> • What are some roles that are absolutely crucial to carry forward this work? • Are the roles of each party clear? • Are the responsibilities of each party clear? • Does each entity have the level of authority it needs to fulfill its roles and responsibilities?
<u>T</u>asks	<ul style="list-style-type: none"> • Are we clear what kinds of tasks each entity will be engaged? • Does each entity have the level of authority it needs to perform its tasks? • How can we capitalize on each other to accomplish the various task?

Example

Group	Role & Responsibilities
Backbone Entity	Fiscal agent; Partnership/Leadership Member; housing partnership staff; personnel support; convene partners; external communication; assist with development/fundraising; represent/engage community voice
Partnership Table	Resource support for backbone; use continuous improvement and data-driven action; convene partners; strategic decision making; remove political barriers; remove financial barriers; focus on eliminating disparities; engage/represent community voice; external communication; supports Collaborative Action Networks
Data Committee	Ensures data access, data analysis and data coaching
Communications Team	Develops common Partnership messages for external communication; creates communication plan; ensures community engagement/voice (empathy) is included

B/ART for an Accountability Structure

Examples	Boundaries of		
	Authority	Role/ Responsibility	Task
Leadership Council			
Executive Committee			
Operations Team			
Networks			
Backbone staff			



Backbone Organization

Makeup	Authority	Role and Responsibility	Task
Staff members focused on the work and day-to-day operations of the cradle to career partnership. 3	Executive Director reports to steering committee	Executes strategy developed by the executive committee and carries out the day to day work in the community	<ul style="list-style-type: none">•Facilitates networks and team meetings•Manages the data aspect of the partnership•Communicates the partnership to the broader community and stakeholders•Engages the community in the work

Executive Committee

Makeup	Authority	Role and Responsibility	Task
Smaller subset of the Community Transformation Council	Direct	Provides governance and oversight of the cradle to career partnership	<ul style="list-style-type: none">•Sets the strategic direction of the partnership•Hires the partnership director•Secures resources for partnership sustainability•Acts as ambassadors for the initiatives success in the community

Community Transformation Council

Makeup	Authority	Role and Responsibility	Task
Group of cross sector CEO-level members. Group should have representation from all major sectors of the community and include individuals that can greatly enable the work of the partnership.	Advisory	Provides feedback and guidance for the overall strategic direction of the partnership.	<ul style="list-style-type: none">•Provides guidance•Commits organizational/institutional resources•Breaks down political or organizational barriers•Acts as ambassadors for the cradle to career partnership

Data

Makeup	Authority	Role and Responsibility	Task
Data experts from partner organizations.	Advisory	Provide input and direction around the data aspect of the work and support the data needs of the partnership	<ul style="list-style-type: none">•Works to develop outcomes and indicators•Works with the data manager to develop the report card•Provides data analysis to the collaborative action networks•Supports the networks with data analysis

Communications

Makeup	Authority	Role and Responsibility	Task
Communications experts and community members who provide input and direction on the communications and community relations aspects of the partnership	Advisory	Manage messaging, internal and external communication, and marketing to effectively communicate the work and progress of the cradle to career partnership.	<ul style="list-style-type: none">•Advise on communications plan and strategy•Help with execution of assigned tasks

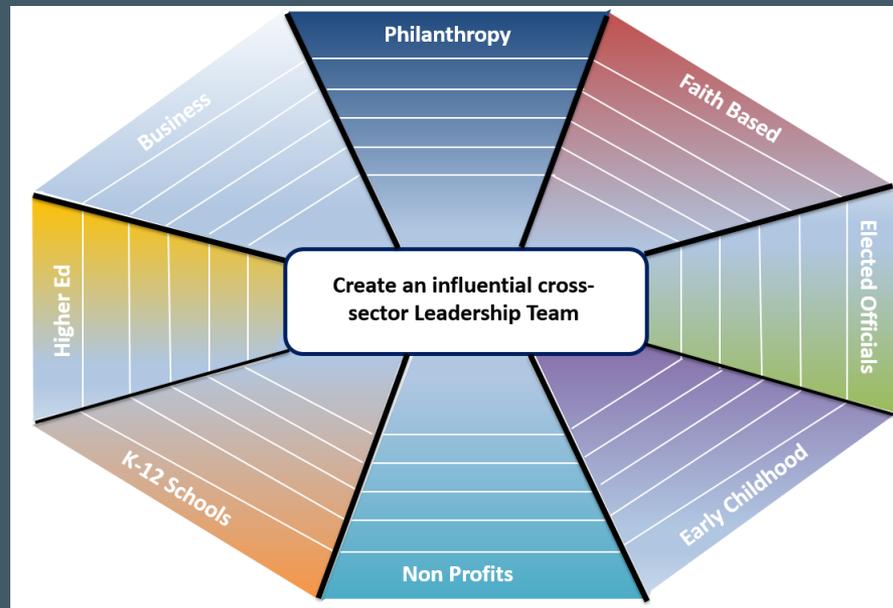
Parent

Makeup	Authority	Role and Responsibility	Task
Group of parents who are engaged to provide input and direction and provide a necessary perspective to the work as a whole.	Advisory	Serve as the voice of the children and provide direction and necessary perspective on the work of the partnership	<ul style="list-style-type: none">•Provide feedback on partnership initiatives•Serve as ambassadors for the cradle to career partnership in the community

Collaborative Action Networks

Makeup	Authority	Role and Responsibility	Task
Groups of appropriate cross-sector practitioners and individuals who organize around a community level outcome (ex: kindergarten readiness, early grades success)	Advisory	Organize plans around a community outcome and use continuous improvement processes to improve that outcome	<ul style="list-style-type: none">•Data driven tasks to advance the partnership•Regular meeting with an action-oriented agenda to drive results.

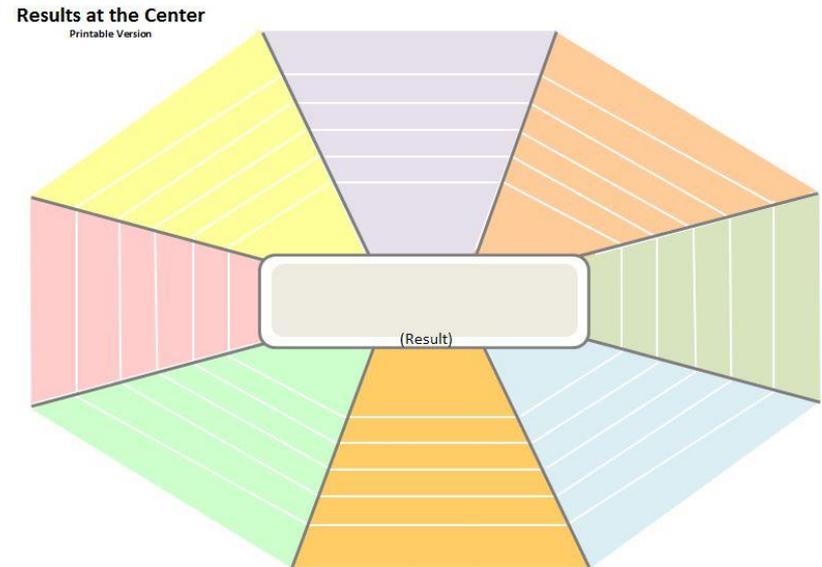
Results At The Center



Results at the Center

A Results at the Center

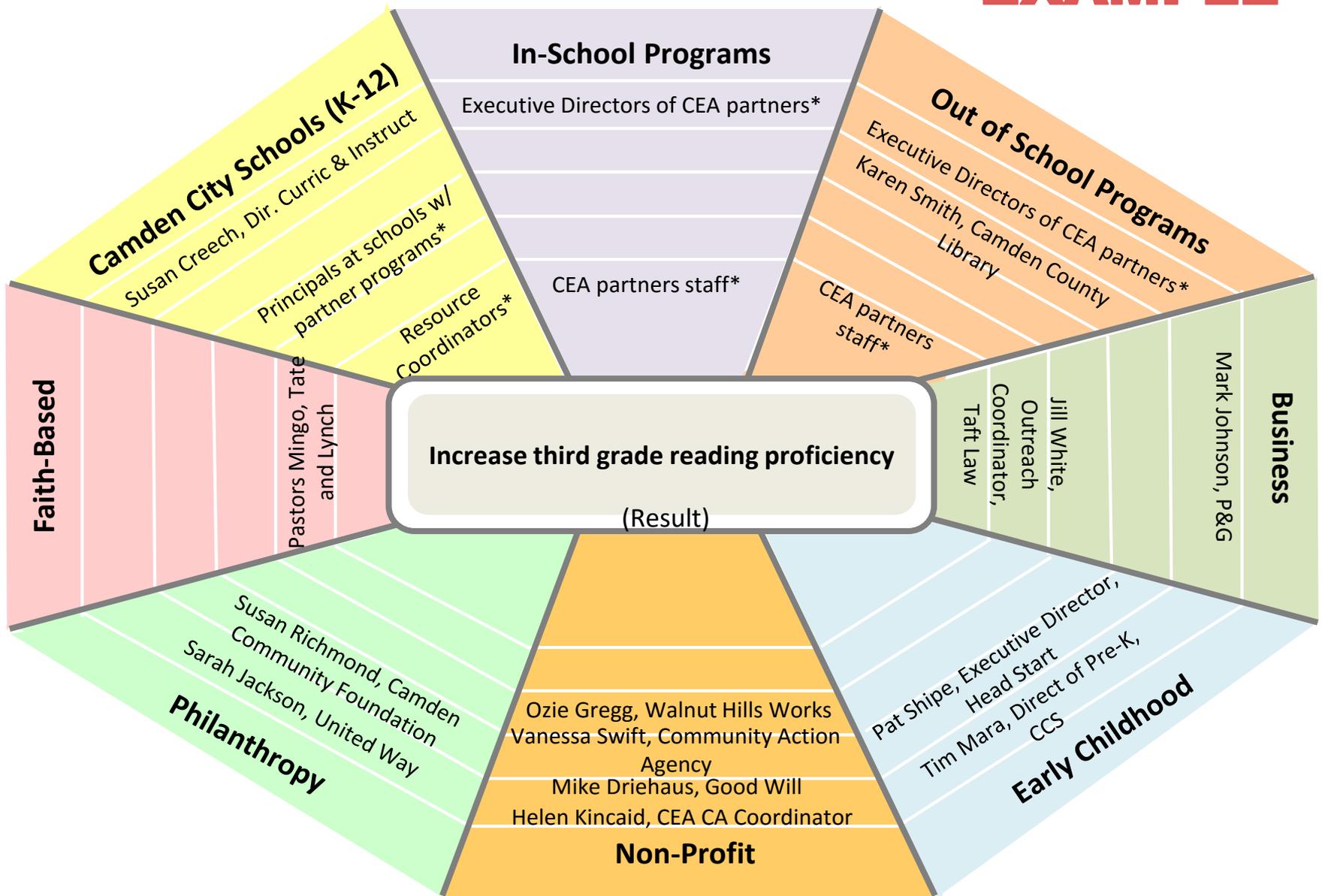
- Help identify which partners to engage
- Evaluate how close (connected) each is to the desired result.



© Jolie Bain Pillsbury

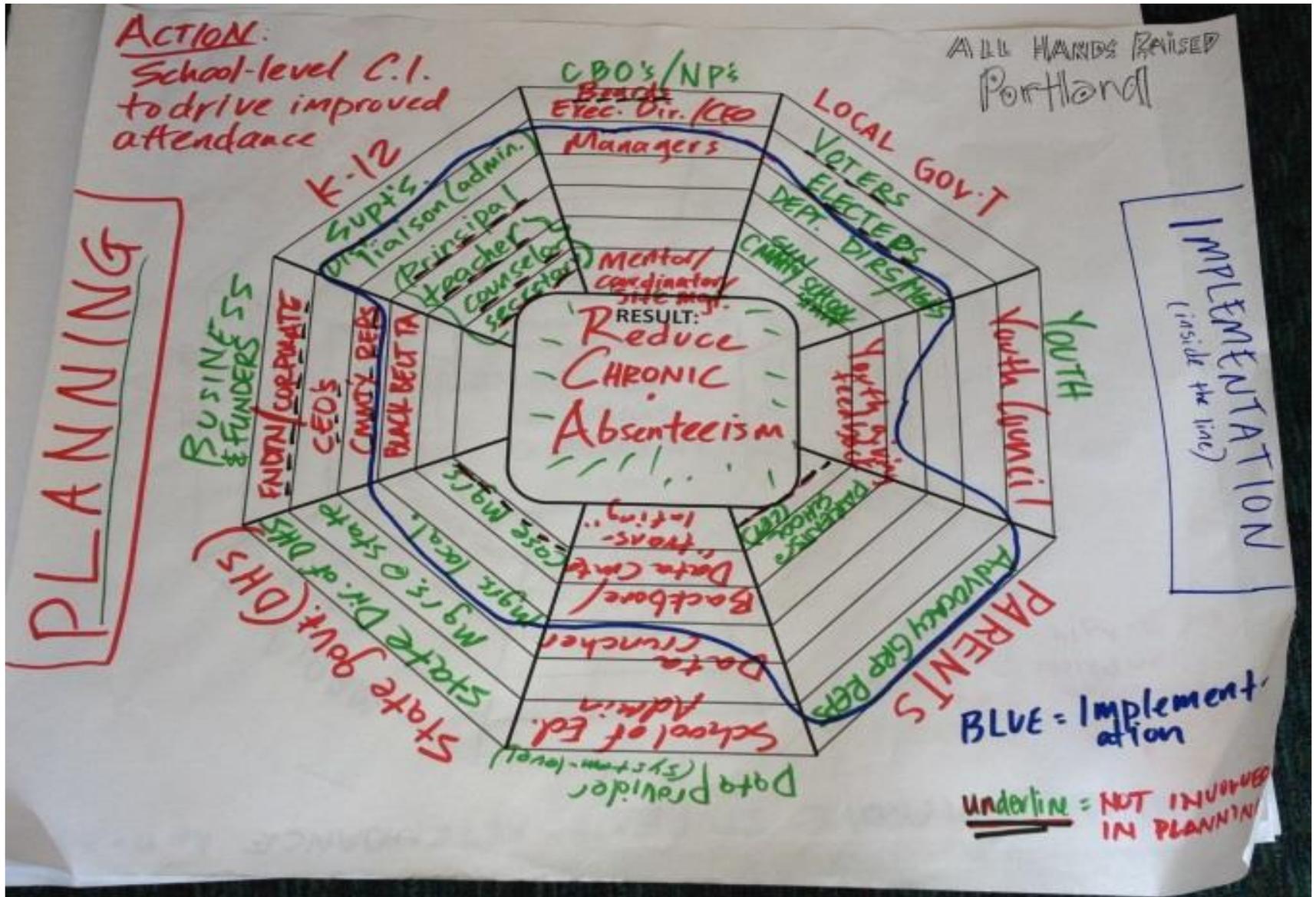
Results at the Center

EXAMPLE



* A list of names can be found in Network Charter

Results at the Center



Results at the Center

EXAMPLE

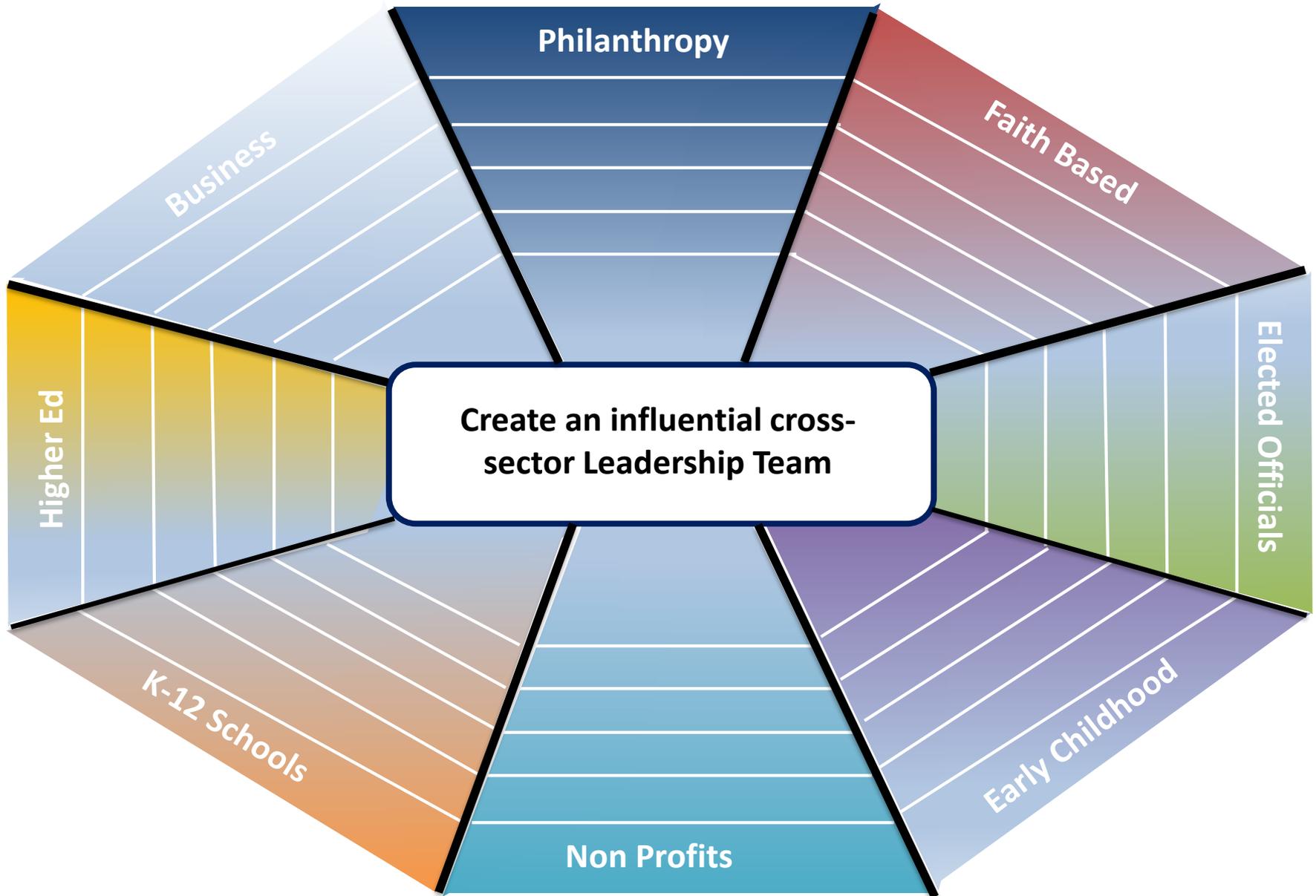


Table Exercise

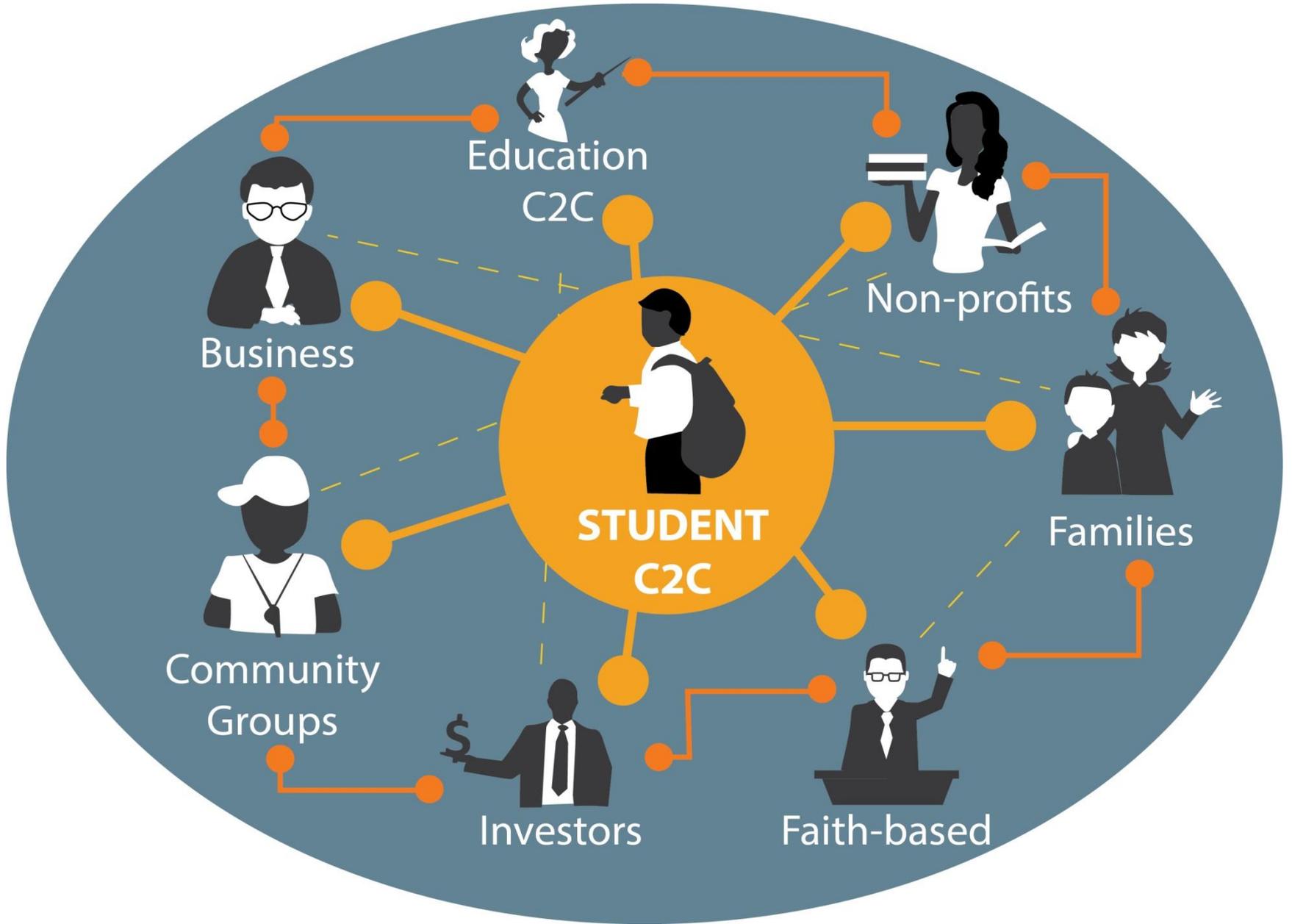
Review Results At The Center Examples

- ☛ Clearly state your “Result” and write it in the center
- ☛ Identify Sectors needing to be involved & write them at the outside of each section
- ☛ Identify individuals and/or organizations needing to be involved and place them on the chart within their sector



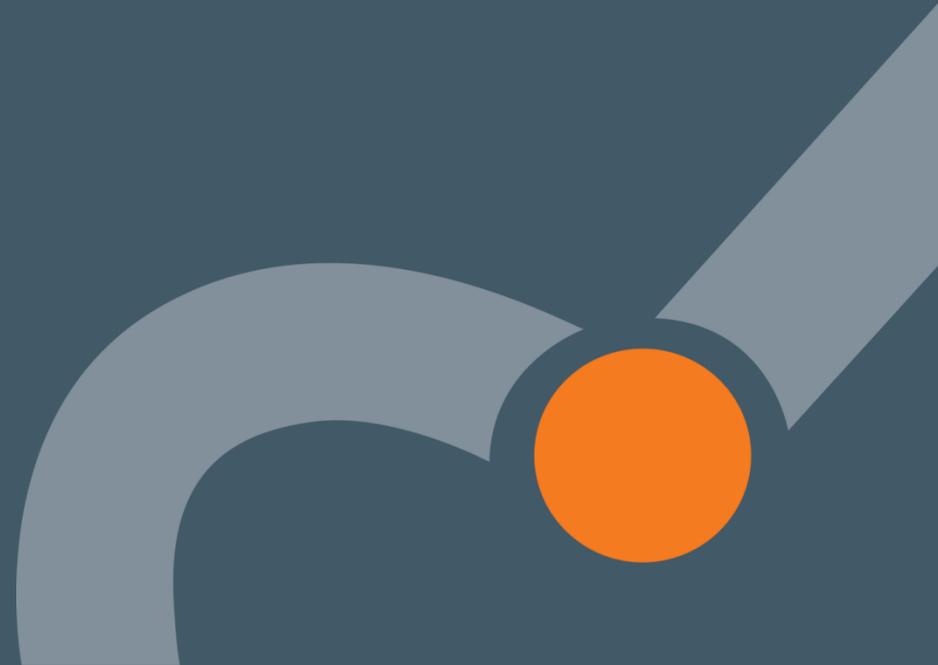
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Wrap up and Next Steps

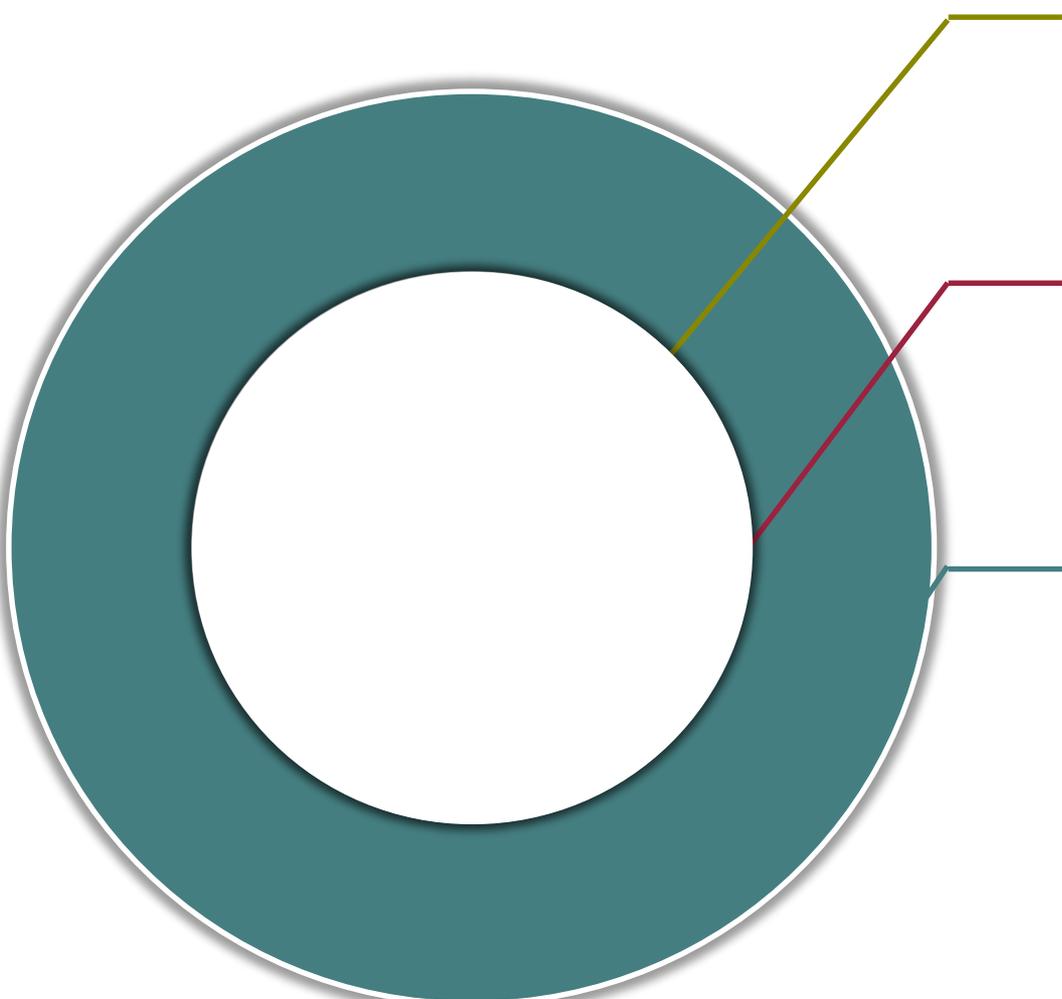


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This new paradigm requires all partners to work differently at three levels:



Collective Impact Irony



Individually

Individual leadership team members build awareness of the work and align where possible throughout the community

Organizationally

Organizations represented on the leadership table align work to partnership outcomes, commit to using data and identify best practices

Collectively

Leadership table works together to drive systems change by mobilizing the community and championing advocacy to support evidence based change



Action Commitments

Clear commitments to take tangible action within a specified timeframe



“What can we do collectively as the leadership table to drive systems change by supporting evidence based practice, mobilizing the community and championing advocacy?”

“What can my organization do to align our work to the partnership outcomes, use data differently and identify best practices?”

“What can I do individually in the multiple roles I play in the community to build awareness and alignment with the partnership?”



*Tropism
Toward the
Difficult*

When it's over, I want to say: all my life
I was a bride married to amazement.
I was the bridegroom, taking the world into my arms.

When it's over, I don't want to wonder
if I have made of my life something particular, and real.
I don't want to find myself sighing and frightened,
or full of argument.

I don't want to end up simply having visited this world.

"When Death Comes" by Mary Oliver



- ☯ Name, Organization
- ☯ In one word, how do you feel about today?
- ☯ What is one action commitment you can take today to help move the Partnership forward?



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Next Steps