Collective Impact:
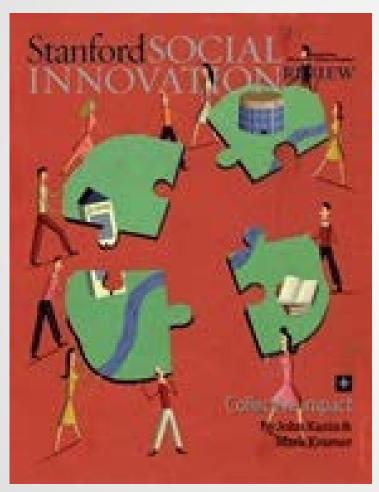
A Model for Collaborative Problem Solving

Bill Fulton, Civic Canopy

RMLUI Conference 2014

Flight Plan for the Session

1. Overview of Collective Impact

2. Non-Land Use Case Study: Adam's County Youth Initiative (Becky Hoffman)

3. Land Use Case Study: Great Communities Coalition (Jeremy Madsen)

A Brief History of Collective Impact
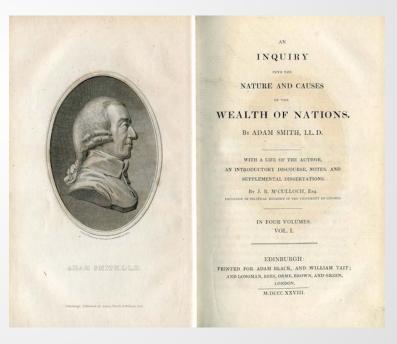
We Are Parts By Design

1776: Individual Interest = Common Good

Individual Rights

Individual Wealth

We created a system designed to maximize the individual parts. . .

but we have lost the whole

What We Know Collaboration:

- Common View: "An unnatural act committed by consenting adults"

- Research View: Highly effective under certain conditions (Chrislip and Larson, 1994)

- Success Hinges on High Quality Process:
    - Inclusion
    - Equality
    - Authenticity
    - Reasonable Chance of Impacting Decisions

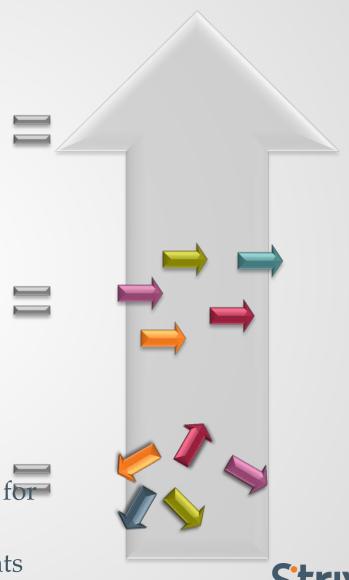# Individual Action to Collaborative Action

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

.Strive

Conditions of Collective Impact

The Five Conditions of Collective Impact

Common Agenda	All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.
Shared Measurement	Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.
Mutually Reinforcing Activities	Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.
Continuous Communi-cation	Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and create common motivation.
Backbone Support	Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.

Kania and Kramer, 2011
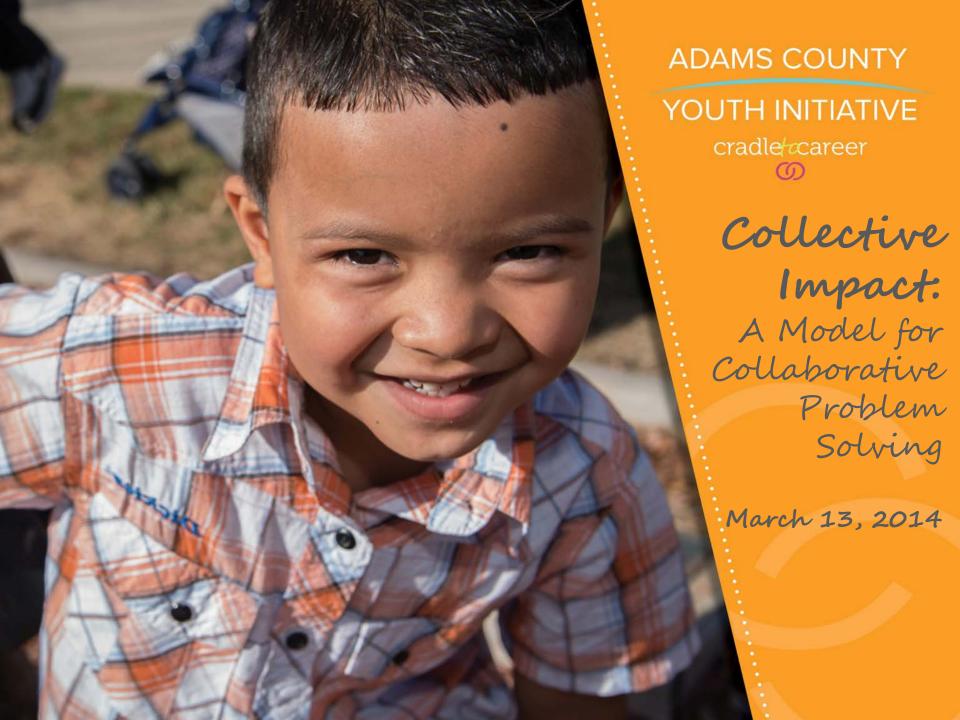
Not a Silver Bullet. . .

Opportunities

- Impressive early models achieving outsized gains
- Potential for high leverage
- Natural evolution of small-sized collaborative success to large-scale impact
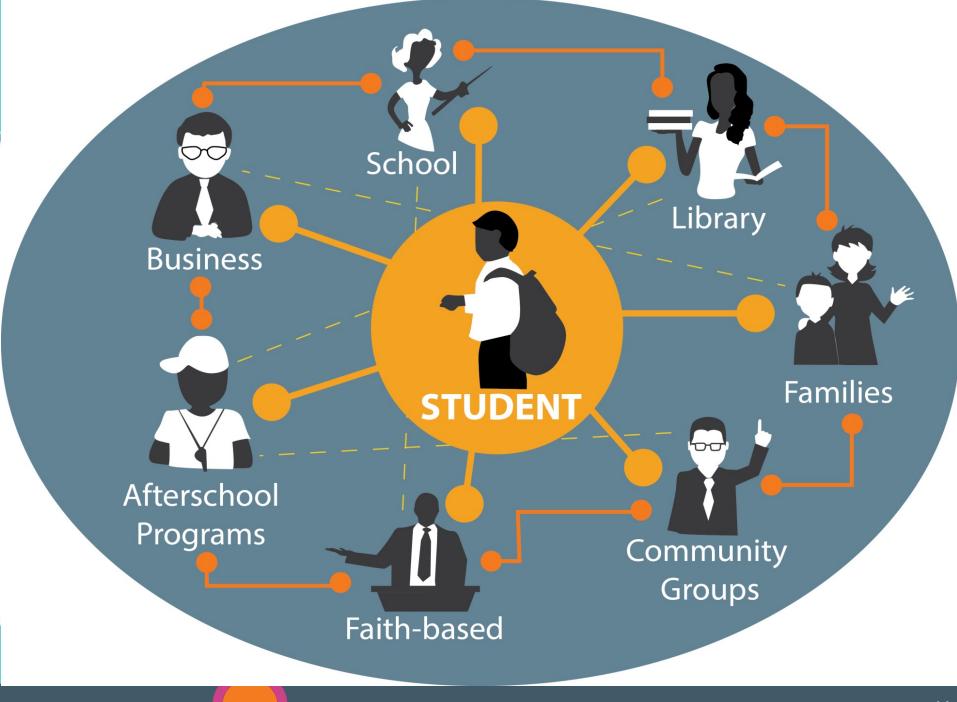
Challenges

- Easy to treat as an end in itself, not a means to important ends
- Highly complex, can lead to process fatigue
- Tends to emphasize "system level actors," rather than residents and/or those directly affected by issues

ADAMS COUNTY
YOUTH INITIATIVE
cradle to career

Collective Impact:
A Model for
Collaborative
Problem
Solving

March 13, 2014

Community Groups

Faith-based

Families

SCHOOL

Afterschool Programs

Library

Business

School
Business
Library
Families
STUDENT
Afterschool Programs
Faith-based
Community Groups
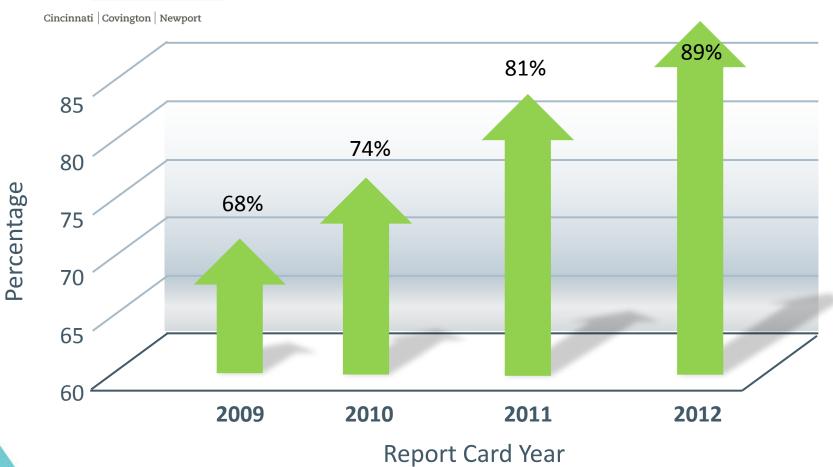
Proven Success:
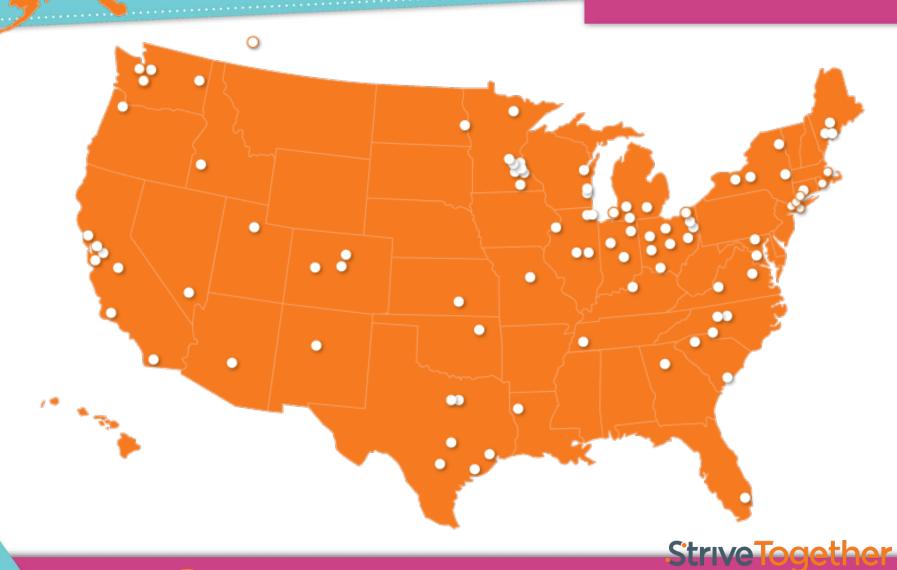
Percentage of Outcomes Trending Positively

Percentage (y-axis)

- 60
- 65
- 70
- 75
- 80
- 85

2009 — 68%
2010 — 74%
2011 — 81%
2012 — 89%

Report Card Year

Network Members

ACYI's History...

2005:   Partners adopt county wide goals

2007:   Awarded five year SS/HS federal grant

2011:   Incorporate as non-profit/ 501c3

2012:   Adopt Cradle to Career Strategy

2013:   Stabilize non-profit and core business

ACYI Board of Directors

Education:
Mapleton School District; Adams 12; District 14; Brighton 27J; District 50; Front Range Community College

Law Enforcement:
District Attorney's Office, Adams County Sheriff, Police Departments from the Cities of Brighton, Broomfield, Commerce City, Federal Heights, Northglenn, Thornton and Westminster

Juvenile Justice:
Juvenile Court, Juvenile Probation

Youth Serving & Faith Based Agencies:
The Link Juvenile Assessment Center, Adams County Human Services, Community Reach Center, Adams County Education Consortium , Tri-County Health Department, Early Childhood Partnership of Adams County, Crossroads Church

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 2010

Our Role in Collective Impact

1. Shared Vision

    plans, manages and supports commitment to goals

2. Data-Driven Decision Making

    report results and support best-practice strategies

3. Collaborative Action

    mobilize action teams and communication link

4. Sustainability

    streamline funding / avoid duplication

Core Attributes

1. Focus on **improving outcomes and indicators**

2. Use **local data**

3. Leverage **existing resources**

4. Utilize a **continuous improvement process**

5. Ensure action is within the **sphere of control of those involved**

Individual Action to Collaborative Action
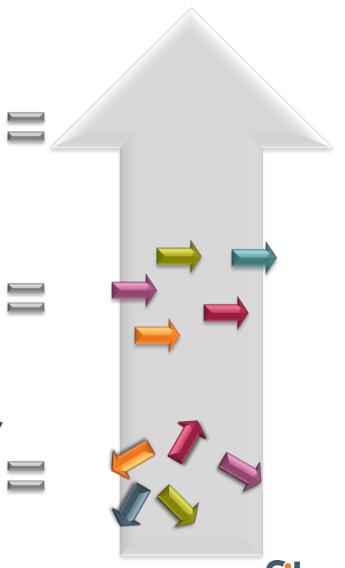
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- Demonstrate impact with individual students

National Lessons Learned

- **Improving, not proving** – Using data to drive decisions is a central piece of collaborative action leading to informed action. Data is to be shared between member organizations in a way that promotes this principle.

- **Practices, not programs** – This work is intentional about using data to identify strategies and practices that member organizations work on together rather than isolating individual programs as "as a silver bullet"

- **Opt-in, not analyze out** – Member organizations self-select into the process understanding they will share data to improve an outcome. Data will not impact participation, instead it will be used to help everyone achieve greater success to improve an outcome.

How Are the Children?

"Behind every piece of data is a child.

And just as important, a story."
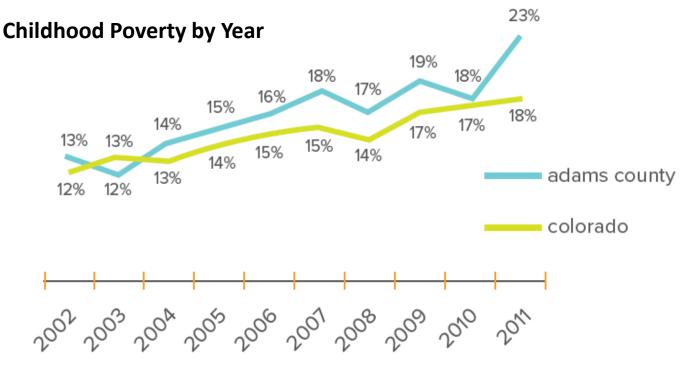
- Dan Ryan, All Hands Raised – Portland, OR

How Are the Children?

Adams County has the highest proportion of young children of anywhere in the state: 8.3% of the population is under 5 years.

- 23% of all children live in poverty, and 48% qualify for Free/reduced lunch

Childhood Poverty by Year

Chart data — Adams County: 13% (2002), 12% (2003), 14% (2004), 15% (2005), 16% (2006), 18% (2007), 17% (2008), 19% (2009), 18% (2010), 23% (2011)

Chart data — Colorado: 12% (2002), 13% (2003), 13% (2004), 14% (2005), 15% (2006), 15% (2007), 14% (2008), 17% (2009), 17% (2010), 18% (2011)

adams county

colorado

2002 2003 2004 2005 2006 2007 2008 2009 2010 2011
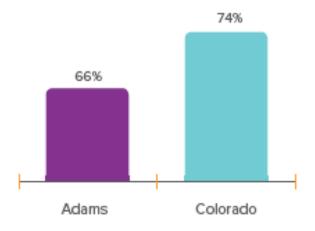
3rd Grade Reading
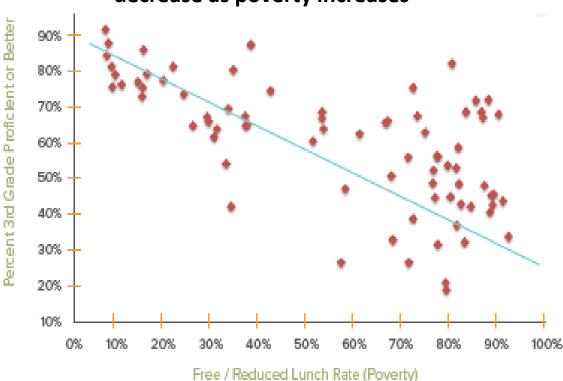
33% (one third) of Adams county 3rd graders are not reading at grade level

3rd Grade - 2012 TCAP
% Proficient or Advanced

74%

66%

Adams   Colorado

Schools' rates of reading proficiency decrease as poverty increases

Percent 3rd Grade Proficient or Better

90%
80%
70%
60%
50%
40%
30%
20%
10%

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

Free / Reduced Lunch Rate (Poverty)
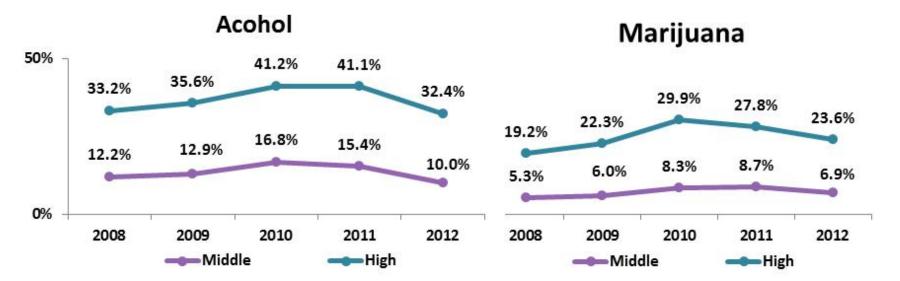
Substance Use Trending Down

– Decreases in both alcohol and marijuana use in 2012

- Alcohol: **5.4% decrease** (MS),   **8.7% decrease** (HS)
- Marijuana: **1.7% decrease** (MS),   **4.2% decrease** (HS)

Acohol

Year	Middle	High
2008	12.2%	33.2%
2009	12.9%	35.6%
2010	16.8%	41.2%
2011	15.4%	41.1%
2012	10.0%	32.4%

Marijuana

Year	Middle	High
2008	5.3%	19.2%
2009	6.0%	22.3%
2010	8.3%	29.9%
2011	8.7%	27.8%
2012	6.9%	23.6%
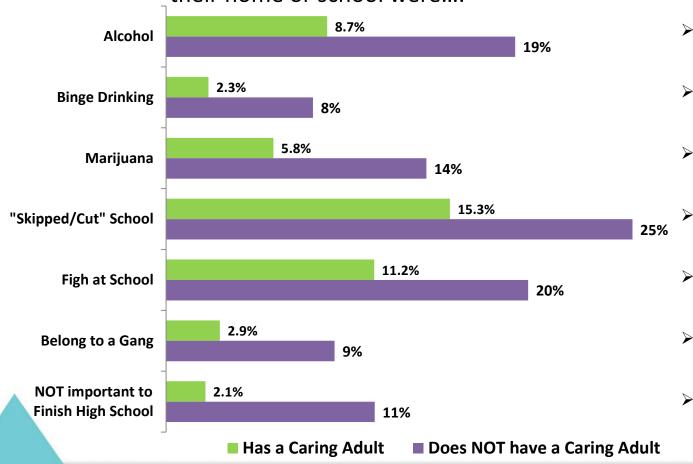
– "Binge drinking" (5 or more drinks in a sitting) also decreased substantially:
- Middle school rate dropped from **6%** in 2011 to **3%** in 2012
- High school use went from **26%** in 2011 to **19%** in 2012

Community and Parents supporting Kids and Schools

Middle school students who do **NOT** having a caring adult outside their home or school were....

Category	Has a Caring Adult	Does NOT have a Caring Adult
Alcohol	8.7%	19%
Binge Drinking	2.3%	8%
Marijuana	5.8%	14%
"Skipped/Cut" School	15.3%	25%
Figh at School	11.2%	20%
Belong to a Gang	2.9%	9%
NOT important to Finish High School	2.1%	11%

■ **Has a Caring Adult**   ■ **Does NOT have a Caring Adult**

➤ More than **twice** as likely to use alcohol

➤ More than **three times** as likely to binge drink

➤ **2.5 times** as likely to use marijuana

➤ About **10%** more likely to be truant

➤ Almost **twice** as likely to be in a fight at school

➤ About **three times** as likely to belong to a gang

➤ More than **5 times less likely** to feel that finishing high school is important

Source: Adams County Student Survey

High School Graduation Continues to rise

Graduation Rates

Colorado:
- 2009: 74.6%
- 2010: 72.4%
- 2011: 73.9%
- 2012: 75.4%
- 2013: 76.9%

1.5% increase State-wide

Adams County:
- 2009: 65.4%
- 2010: 62.0%
- 2011: 63.8%
- 2012: 65.7%
- 2013: 69.6%

3.9% increase Adams County

Source: Colorado Department of Education

What Defines an Action Team?

- Group of diverse and committed individuals all focused on **one specific** community level outcome/indicator

- Uses prioritized **local data**

- Identifies **shared action** using data take to move the needle on a community outcome/indicator

Action Teams

do...

do *not...*

Focus on only one specific community outcome /indicator

Work on multiple community outcomes/indicators

Focus "practices" & "improving"

Focus on programs and proving one organization is better than another

Prioritize the local data

Take action without data

Narrow and focus the work to make it manageable

Take on too much

Develop an action plan to "collectively" implement together
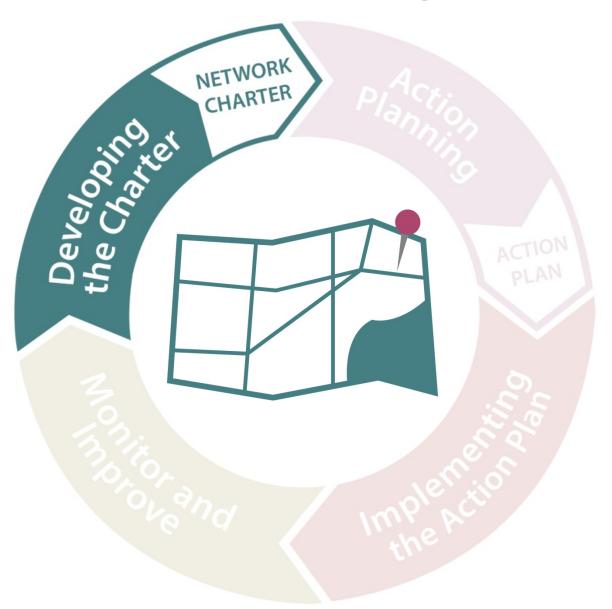
Direct others to do the work or work on areas outside of their scope/control

How to form and sustain an Action Team to improve outcomes

Where we want to go.

Developing a Charter

A **Charter** is a tool for Action Team members to be accountable to each other and to the Partnership as a whole to working on the agreed upon scope.

It should be a living document that network members agree to and is periodically revisited as the group get deeper into the analysis of the issues.

A Charter has several components:

- Purpose Statement
- Problem Statement
- Project Scope
- Membership
- Operating Principles
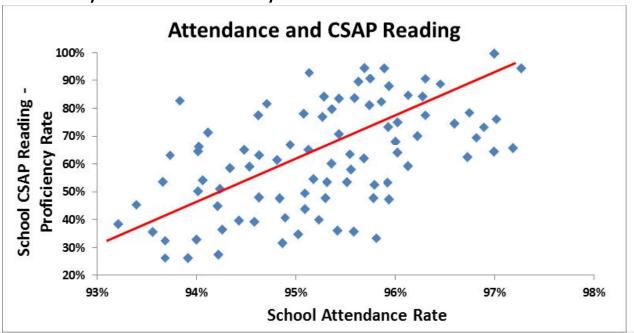
CASE STUDY: SCHOOL ATTENDANCE

Students have to be present and engaged in order to learn!

- **For elementary schools in Adams County, There is a strong relationship between school attendance rate and CSAP/TCAP reading proficiency.**

- The graph below shows that for every 1% increase in a schools' attendance rates reading proficiency rates increase by 10%.

Attendance and CSAP Reading
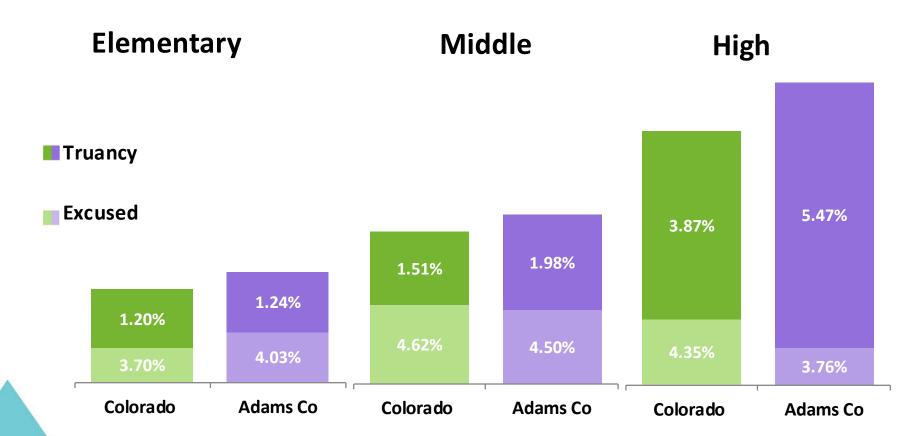
Why should we focus on **chronic** absence?

In 2013 Adams County had higher absence rates than the state average for all school levels.

| Elementary | Middle | High |

Truancy

Excused

Elementary
- Colorado: Truancy 1.20%, Excused 3.70%
- Adams Co: Truancy 1.24%, Excused 4.03%

Middle
- Colorado: Truancy 1.51%, Excused 4.62%
- Adams Co: Truancy 1.98%, Excused 4.50%

High
- Colorado: Truancy 3.87%, Excused 4.35%
- Adams Co: Truancy 5.47%, Excused 3.76%

Value Exchange: <u>for</u> Partners

- County-wide strategic planning & problem solving

- Access to Adams County Student Survey results

- Access to research and best practices

- Analysis for program-level data

- Technical assistance and facilitation

- County-wide funding alignment

Value Exchange: <u>from</u> Partners

- Participate in strategic planning and problem solving

- Promote effective use of data

- Align efforts and resources to Cradle to Career goals

- Report program level data

- Participate in Board / Advisory meetings

- Adopt or adapt best practices

- Financial or in-kind resources to support ACYI - Anchor

In Summary: Why Collective Impact?

- The space for partners to **connect and share** resources adds value

- Putting like-minded and motivated **people together addressing challenges** is an effective use of time and talent

- **Understanding data**, tracking achievement, or adjusting interventions helps shape success

- **Coordinating and aligning** funding opportunities makes sense

- **Challenging the status quo** can improve our community

-

Failing Forward…

- Partner understanding, interest, and capacity varies
- Patience Capital is difficult in political climate
- What is it? *(Not a new shiny thing…)*
- Where do I fit?
- Where do youth and families fit?
- Taking on too much… (talking / meetings…!)
- Is it working? How do we know?

Questions

?

ADAMS COUNTY YOUTH INITIATIVE
cradle to career

Thank you

Becky Hoffman
Adams County Youth Initiative

Phone: 720-972-3876

Email: beckyhoffman@acyi.org

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p: 720-972-3876 · f: 720-972-6543

www.acyi.org

The Great Communities Collaborative: Collective Impact Theory in Practice?

www.greenbelt.org

Jim Maurer

THE UPTOWN
WELCOME
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GOVERNORS'
GLOBAL CLIMATE SUMMIT
FINDING SOLUTIONS THROUGH REGIONAL ACTION

Point Richmond post cards 50¢

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Under 18
No Tobacco

We Card
Please Have ID Ready

BUSINESS
HOURS
MONDAY   7:00 to
TUESDAY   7:00 to
WEDNESDAY   7:00 to
THURSDAY   7:00 to
FRIDAY   7:00 to
SATURDAY   7:00 to
SUNDAY   9:00 to
EMERGENCY PHONES

Great American
Burger
OPEN 8 - 5:45
ALL Summer

Large
Cantaloupe
$1.59
EACH

Wat

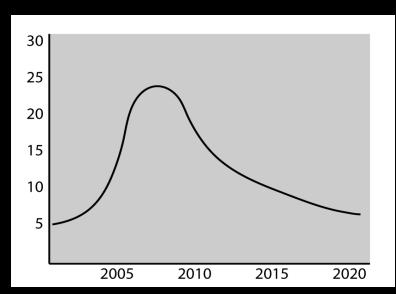ALL NATURAL

Greenbelt Alliance
Nonprofit Housing Association of Northern California
TransForm
Urban Habitat

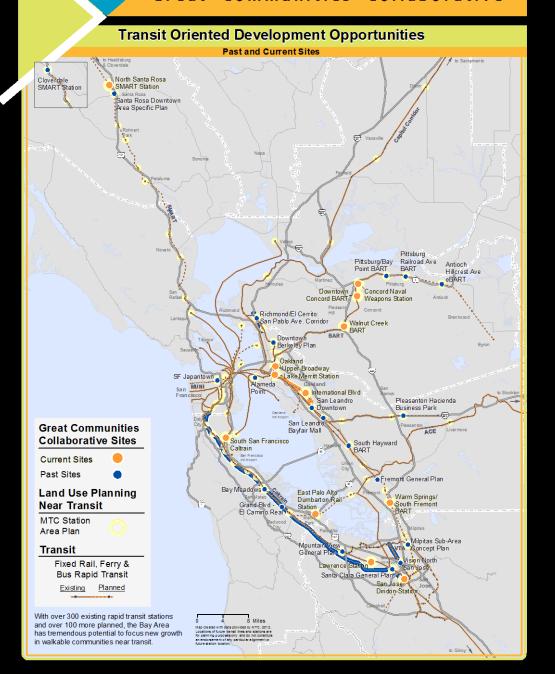East Bay Community Foundation
San Francisco Foundation

Reconnecting America

Transit Oriented Development Opportunities
Past and Current Sites

Cloverdale SMART Station

North Santa Rosa SMART Station

Santa Rosa Downtown Area Specific Plan

to Healdsburg & Cloverdale

to Sacramento

Santa Rosa

Rohnert Park

Sonoma

Napa

Vacaville

Capitol Corridor

Dixon

Petaluma

Fairfield

Novato

SMART

Vallejo

San Rafael

Hercules

Martinez

Pittsburg/Bay Point BART

Pittsburg Railroad Ave BART

Antioch Hillcrest Ave eBART

Downtown Concord BART

Concord Naval Weapons Station

Pittsburg

Concord

Antioch

Brentwood

Richmond

Richmond/El Cerrito: San Pablo Ave. Corridor

Pleasant Hill

Walnut Creek BART

Byron

Larkspur

Downtown Berkeley Plan

BART

Tiburon

Oakland Upper Broadway Lake Merritt Station

Sausalito

SF Japantown

San Francisco

MUNI

Alameda Point

Oakland

International Blvd

San Leandro Downtown

San Ramon

Pleasanton Hacienda Business Park

to Stockton

Oakland Intl Airport

San Leandro Bayfair Mall

Pleasanton

ACE

Livermore

Daly City

South Hayward BART

Hayward

South San Francisco Caltrain

San Francisco Intl Airport

Union City

Fremont General Plan

Bay Meadows

San Mateo

Caltrain

Grand Blvd – El Camino Real

East Palo Alto Dumbarton Rail Station

East Palo Alto

Fremont

Warm Springs/ South Fremont BART

Redwood City

Palo Alto

Milpitas

Milpitas Sub-Area Concept Plan

Mountain View General Plan

VTA

Vision North San Jose

Lawrence Station

Santa Clara General Plan

San Jose Diridon Station

Campbell

San Jose

to Gilroy

Great Communities Collaborative Sites

- ● Current Sites
- ● Past Sites

Land Use Planning Near Transit

- ○ MTC Station Area Plan

Transit

Fixed Rail, Ferry & Bus Rapid Transit

Existing   Planned

With over 300 existing rapid transit stations and over 100 more planned, the Bay Area has tremendous potential to focus new growth in walkable communities near transit.

0   4   8 Miles

Map created with data provided by MTC, 2012. Locations of future transit lines and stations are for planning purposes only and do not constitute an endorsement of any particular alignment or future station location.

Money Invested
in GCC

Money Leveraged
by GCC
(partial list)
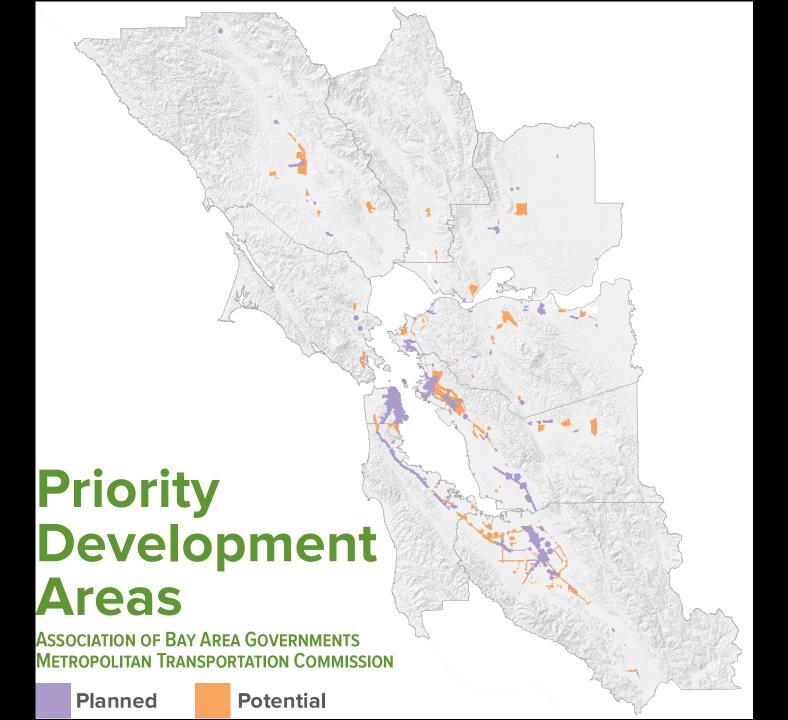
$11 M

- $60 M TOAH Fund
- $5 M HUD Sustainable Communities Grant
- $5.45 M federal, state, local, philanthropic $$$ for site implementation

More than 6:1 Leverage

Priority Development Areas

Association of Bay Area Governments
Metropolitan Transportation Commission

Planned   Potential

Local Efforts

Regional Strategies

Financing Solutions

Advisory Board:

Asian Pacific Environmental Network
Greenbelt Alliance
Joint Policy Committee
Low Income Investment Fund
Nonprofit Housing Association of Northern California
Silicon Valley Leadership Group
TransForm
Urban Habitat
Working Partnerships USA
Youth United for Community Action

Funder Network:

The San Francisco Foundation
Silicon Valley Community Foundation
Ford Foundation
Gerbode Foundation
Hewlett Foundation
Living Cities
Surdna Foundation
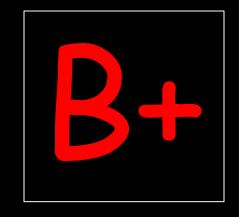
GCC and Collective Impact Theory

Five Conditions for Collective Success

- Common Agenda
- Backbone Support Organization
- Continuous Communication
- Mutually Reinforcing Activities
- Shared Measuring System
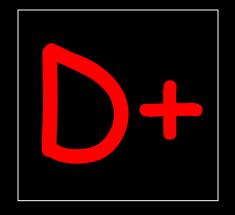
What's GCC's Grade?
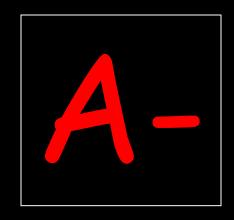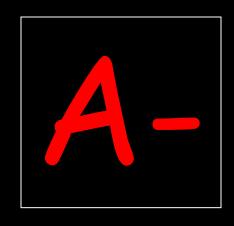
Common Agenda

B+

What's GCC's Grade?

Backbone Organization

B+

What's GCC's Grade?
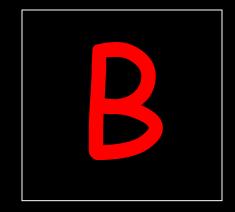
Continuous Communication

A−

What's GCC's Grade?

Mutually Reinforcing Activities

What's GCC's Grade?

Final Grade

B

GCC and Collective Impact Theory

Lessons Learned

- We have successes to celebrate
- Have to reexamine and reinforce shared agenda
- Backbone support organization is critical
- Measuring essential but challenging
- Have to be broader
- Being broader is harder
- Must adapt to have desired impact

The Great Communities Collaborative: Collective Impact Theory in Practice?

www.greenbelt.org

Questions and Discussion