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
## Conditions of Collective Impact

### The Five Conditions of Collective Impact

<table>
<thead>
<tr>
<th>Condition</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Common Agenda</strong></td>
<td>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.</td>
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<td><strong>Shared Measurement</strong></td>
<td>Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.</td>
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<td><strong>Mutually Reinforcing Activities</strong></td>
<td>Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.</td>
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<td><strong>Continuous Communication</strong></td>
<td>Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and create common motivation.</td>
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<td><strong>Backbone Support</strong></td>
<td>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.</td>
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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
We need better-educated workers!

We need better-educated high-school grads!

We need better-prepared mid-schoolers!

We need full-day kindergarten!

We need elementary kids that can read and do math!

We need more pre-K programs!
Proven Success:

Percentage of Outcomes Trending Positively

66% 74% 81% 89%

Report Card Year

2009 2010 2011 2012
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.”

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
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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

Source: KIDS COUNT in Colorado 2013 Report
33% (one third) of Adams county 3rd graders are not reading at grade level.

Schools’ rates of reading proficiency decrease as poverty increases.
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)

- “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....

- **Alcohol**: 8.7% vs. 19%
  - More than **twice** as likely to use alcohol
- **Binge Drinking**: 2.3% vs. 8%
  - More than **three times** as likely to binge drink
- **Marijuana**: 5.8% vs. 14%
  - 2.5 times as likely to use marijuana
- **"Skipped/Cut" School**: 15.3% vs. 25%
  - About **10%** more likely to be truant
- **Figh at School**: 11.2% vs. 20%
  - Almost **twice** as likely to be in a fight at school
- **Belong to a Gang**: 2.9% vs. 9%
  - About **three times** as likely to belong to a gang
- **NOT important to Finish High School**: 2.1% vs. 11%
  - 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Colorado</th>
<th>Adams County</th>
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</thead>
<tbody>
<tr>
<td>2009</td>
<td>74.6%</td>
<td>65.4%</td>
</tr>
<tr>
<td>2010</td>
<td>72.4%</td>
<td>62.0%</td>
</tr>
<tr>
<td>2011</td>
<td>73.9%</td>
<td>63.8%</td>
</tr>
<tr>
<td>2012</td>
<td>75.4%</td>
<td>65.7%</td>
</tr>
<tr>
<td>2013</td>
<td>76.9%</td>
<td>69.6%</td>
</tr>
</tbody>
</table>

1.5% increase State-wide

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

<table>
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<tr>
<th>do...</th>
<th>do not...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on only one specific community outcome /indicator</td>
<td>Work on multiple community outcomes/indicators</td>
</tr>
<tr>
<td>Focus “practices” &amp; “improving”</td>
<td>Focus on programs and proving one organization is better than another</td>
</tr>
<tr>
<td>Prioritize the local data</td>
<td>Take action without data</td>
</tr>
<tr>
<td>Narrow and focus the work to make it manageable</td>
<td>Take on too much</td>
</tr>
<tr>
<td>Develop an action plan to “collectively” implement together</td>
<td>Direct others to do the work or work on areas outside of their scope/control</td>
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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
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 school’s attendance rates, reading proficiency rates increase by 10%.

![Attendance and CSAP Reading Graph](image)
Why should we focus on **chronic** absence?

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

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

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

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

*Colorado Department of Education (CDE), 2012, 2013*
Value Exchange: for 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: from 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
Thank you

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The Great Communities Collaborative: Collective Impact Theory in Practice?

www.greenbelt.org
Money Invested in GCC

$11 M

Money Leveraged by GCC (partial list)

- $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+

Great Communities Collaborative
What’s GCC’s Grade?

Continuous Communication

A−
What’s GCC’s Grade?

Mutually Reinforcing Activities

A−
What’s GCC’s Grade?

Shared Measurement System

D+
What’s GCC’s Grade?

Final Grade

B
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