



**Collective Impact:**  
*A Framework for Large-Scale Social Change*

**Prepared for**  
The Health Promotion Statewide Meeting  
August 28, 2014

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*Mission: Graduate*

# Overview of Presentation

- Collective Impact
- *Mission: Graduate*
  - Shared Community Vision
  - Evidence-Based Decision Making
  - Investment and Sustainability
  - Collaborative Action
- Lessons Learned
- Q&A



# COLLECTIVE IMPACT



# What is “Collective Impact”?

- The approach and the term were made popular by Kania and Kramer, in a 2011 *Stanford Social Innovation Review* article.
- Defined as **“the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem.”**
- The initial article was based largely on the experience of the “Strive” initiative in Cincinnati, but a follow-up article draws from multiple collective impact initiatives across the nation.

Sources for Slides 4-8:

- Kania & Kramer. 2011. “Collective Impact.” *Stanford Social Innovation Review*.
- Hanleybrown, Kania, & Kramer. 2012. “Channeling Change: Making Collective Impact Work.” *Stanford Social Innovation Review*.



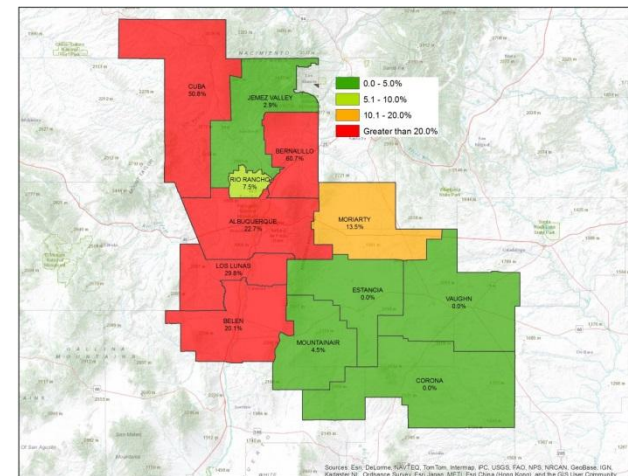
# The Principles of Collective Impact (The FSG Approach)

## The Five Conditions (2011)

- **Common agenda:** shared vision, common understanding of the problem, and a joint approach.
- **Shared measurement:** measuring results on a regular basis for accountability and continuous improvement.
- **Mutually reinforcing activities:** coordinated, but differentiated activities among participants.
- **Continuous communication:** consistent and open communication to build trust, assure mutual objectives, and create common motivation.
- **Backbone support:** separate organization(s) to coordinate the overall initiative and the participating organizations.

## Preconditions (2012)

- **Influential champions** who command the respect of and can bring together cross-sector leaders in the community.
- Adequate **financial resources** to sustain the collective impact initiative for at least the first two years. In many cases, an **anchor funder** is involved in the startup.
- The **urgency for change** around an issue or a set of issues. For example:



Habitual Truancy in High School, 2011-2012

# Building Backbone Support

- Collective impact initiatives require “**backbone support**” in order to launch and sustain the work over time.
- Effective backbones perform a number of functions, including:
  - Guiding **vision and strategy**
  - Supporting **aligned activities**
  - Establishing **shared measurement** systems and practices
  - Building **public will**
  - Advancing **public policy**
  - Mobilizing **funding**
- Backbone organizations come in **all shapes and sizes**. Most important is that their structures can accommodate the work that the partners propose to do together.



# Types of Backbones

Type	Description
<b>Funder-Based</b>	One funder initiates strategy as planner, financier, and convener
<b>New Nonprofit</b>	New entity is created, often by private funding
<b>Existing Nonprofit</b>	Established nonprofit takes the lead in coordinating strategy
<b>Government</b>	Government entity, either at local or state level, drives effort
<b>Shared Across Multiple Organizations</b>	Numerous organizations take ownership of collective impact wins
<b>Steering Committee Driven</b>	Senior-level committee with ultimate decision-making power

# The Three Phases of Collective Impact





# The Strive Together Approach

- The **Strive Partnership** is a Cincinnati-based initiative that began in 2006 under the leadership of the University of Cincinnati.
- In its first five years, Strive recorded positive improvements in 40 of 53 educational outcomes, including:
  - a **9% increase in kindergarten readiness**,
  - an **11% increase in high school graduation**, and
  - a **10% increase in college enrollment**.
- In 2011, Strive (now known as Strive Together) launched a national **Cradle-to-Career Network** for communities that are looking to build their own cradle-to-career civic infrastructure.



# From Individual Action to Collective Impact

## Collective Impact

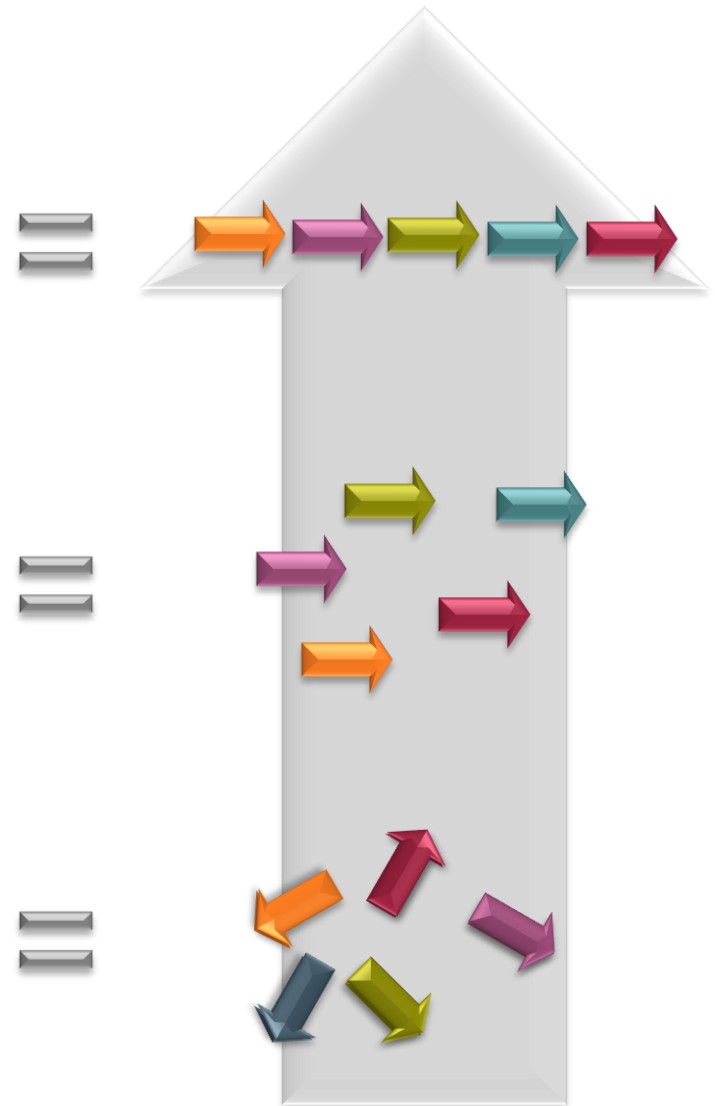
- A group working towards the same outcome,
- Looking at student level data,
- To continuously improve practices over time

## Coordinated Impact

- A group working on the same issue,
- Sharing program level data
- To identify best practices and align efforts

## Individual Impact

- Individual practitioners working on specific issues
- Collecting qualitative and quantitative data
- To demonstrate impact with individual students



# The Four Pillars of Strive's "Theory of Action"

## Common Agenda



Pillar 1:  
Shared  
Community  
Vision

## Shared Measurement



Pillar 2:  
Evidence  
Based Decision  
Making

## Mutually Reinforcing Activities



Pillar 3:  
Collaborative  
Action

## Backbone Support



Pillar 4:  
Investment &  
Sustainability

### Four Principles Underpinning Each Pillar:

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

## Continuous Communication

See <http://www.strivetogether.org/strive-approach/theory-of-action>

# ***MISSION: GRADUATE***

Shared Community Vision



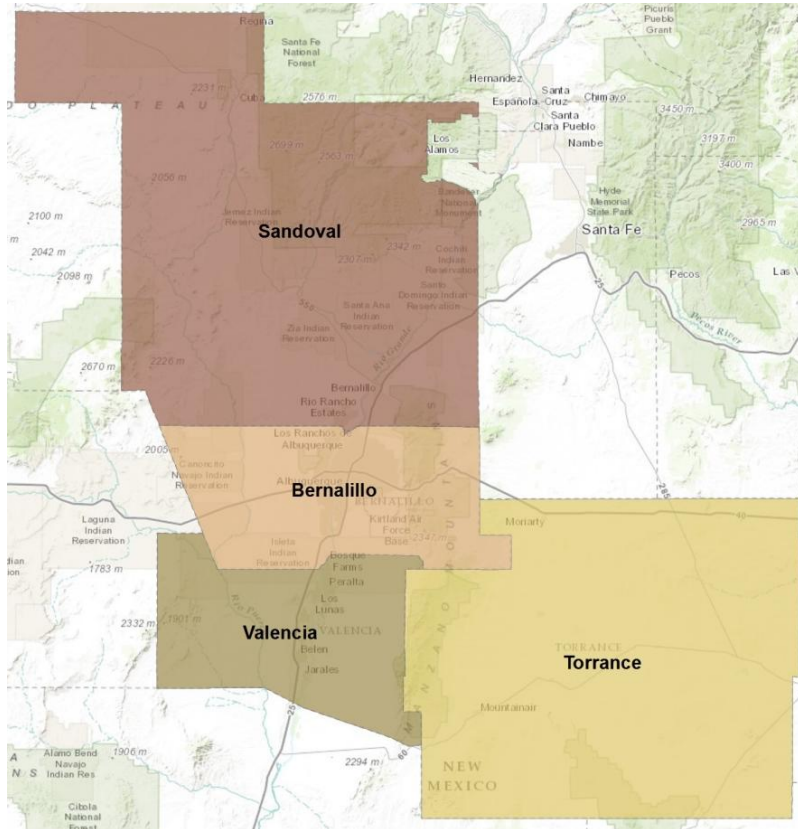
# Vision Council

## (First Convened in August 2012)

- **Kathie Winograd**, President, CNM (Co-Chair, *Mission: Graduate*)
- **Jim Hinton**, President & CEO, Presbyterian Healthcare Services (Co-Chair, *Mission: Graduate*)
- **Sherry Allison**, President, SIPI
- **Del Archuleta**, President & CEO, Molzen-Corbin & Associates
- **Richard J. Berry**, Mayor, City of Albuquerque
- **Winston Brooks**, Superintendent, Albuquerque Public Schools
- **V. Sue Cleveland**, Superintendent, Rio Rancho Public Schools
- **Pat Collawn**, Chairman, President, & CEO, PNM Resources
- **Del Esparza**, President, Esparza Advertising
- **Robert G. Frank**, President, The University of New Mexico
- **Maggie Hart Stebbins**, Chair, Bernalillo County Commission
- **Kirby Jefferson**, Vice President, Technology & Manufacturing Group, Intel Corporation
- **Donald Power**, Chairman & CEO, Jaynes Corporation
- **Ed Rivera**, President & CEO, United Way of Central New Mexico
- **Kent Walz**, Editor, Albuquerque Journal



# What is *Mission: Graduate*?



*Mission: Graduate* is a **cradle-to-career education partnership** in Central New Mexico, which includes the counties of Bernalillo, Sandoval, Torrance, and Valencia.

- These four counties are home to **218,422 children under 18 years of age**, or 42% of all children and youth living in New Mexico in 2010.
- The region is also home to **887,077 people of all age groups**, which is about 43% of New Mexico's total population.

In January 2013, a group of our community's top leaders signed the **Central New Mexico Education Compact**, which articulates a vision, goal, and key objectives for the partnership.



# The Central New Mexico Education Compact

## Signed January 9, 2013

### CENTRAL NEW MEXICO EDUCATION COMPACT

#### PREAMBLE

High-quality education, from pre-school through college, is essential to the health, safety, and economic prosperity of our Central New Mexico community. Unfortunately, too many of our students don't graduate from high school, and even fewer graduate with a college credential degree.

As a community, we must increase the number of students who graduate from high school, community colleges, and universities in Central New Mexico. We know that we must work together as one community to achieve this goal.

We also know that the factors that promote educational success are complex, and there are many possible issues to address, none of which can be solved without supporting children and youth from cradle through college and career—both in school and out of school.

There is no single solution. We must bridge old divides, heal past wounds, and set aside self-interest to forge new partnerships for the sake of our children and youth. We must align and coordinate the many local efforts and successful programs that serve students and their families. We must provide constructive support to our educational institutions to allow them to fulfill their missions to the best of their abilities. And we must strive to eliminate historic disparities that have resulted in inequitable educational outcomes for our students of color and low-income students.

In addition, we must set ambitious, yet attainable goals for educational success, and we must hold ourselves accountable, while learning from our mistakes and using the lessons from the past as the basis for continuous improvement and innovation.

Finally, we must rally all sectors of the community around a shared vision for educational success. Increasing graduation and college attainment rates in Central New Mexico *will* lead to a more informed and engaged citizenry, as well as a workforce capable of transforming Central New Mexico's economy into one of the most vibrant and healthy economies in the nation. It will take time, but with steady leadership, continuous communication, a commitment to shared measurement, aligned actions, and the support of the United Way of Central New Mexico, we will realize our vision.

#### COMMITMENTS

Be it resolved that:

We, a collaborative of education, business, civic, and community leaders, commit to the following:

A **Vision** for a world-class, seamless, and coordinated education system that provides equitable opportunities for all children and youth to excel and succeed in school, graduate with a postsecondary degree, and enter a career of their choosing in Central New Mexico.

A **Common Purpose** to nurture and develop the next generation of skilled workers, engaged citizens, and civic leaders, by setting big goals for educational attainment, developing a common agenda, galvanizing all sectors of the community, and supporting and holding each other accountable as we work toward achievement of the goals.

A **Goal** to add 60,000 new associate's, bachelor's, and graduate degrees to Central New Mexico by 2020.

To achieve this goal, we commit to the following **Objectives** in Central New Mexico:

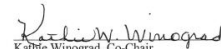
1. Eliminate the achievement gaps that perpetuate inequitable educational outcomes throughout the educational continuum, from pre-school through college
2. Increase high school graduation rates
3. Increase college and university enrollment
4. Increase college and university graduation rates
5. Align these education objectives with local and regional efforts to recruit and cultivate the growth of new businesses and entrepreneurs to ensure that all graduates have bountiful opportunities for gainful employment

Further, we commit to the development of a set of **Strategies** to initiate and sustain this effort. These strategies:

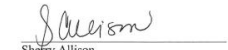
1. Will span the cradle-to-career continuum, in alignment with the Objectives set forth above;
2. Will be developed in close collaboration with a broad cross-section of stakeholders in our community;
3. Will draw upon the best ideas and lessons learned from past and ongoing collaborative efforts;
4. Will be rolled out in phases according to the priorities identified jointly by the Vision Council and the broader community; and
5. Will be regularly evaluated to make improvements and assess the impact of our efforts toward the Goal specified above.


Through our individual and collective efforts, in close coordination with the Central New Mexico Education Support Initiative's Operations Team, we hereby undertake to honor all of the commitments outlined above, with the understanding that the scope and scale of this initiative will be continually refined as it unfolds.

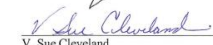
**AGREED**, this 9<sup>th</sup> day of January, 2013.

  
Kathie Winograd, Co-Chair  
President  
Central New Mexico Community College

  
James H. Hinton, Co-Chair  
President & CEO  
Presbyterian Healthcare Services

  
Sherry Allison  
President  
Southwestern Indian Polytechnic Institute

  
Richard J. Berry  
Mayor  
City of Albuquerque

  
V. Sue Cleveland  
Superintendent  
Rio Rancho Public Schools


  
Bel Bejarza  
President  
Esparza Advertising

  
James Jimenez  
Community Volunteer

  
Donald Power  
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Jaynes Corporation

  
Kent Walz  
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Albuquerque Journal

  
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President & CEO  
Molzen-Corbin & Associates

  
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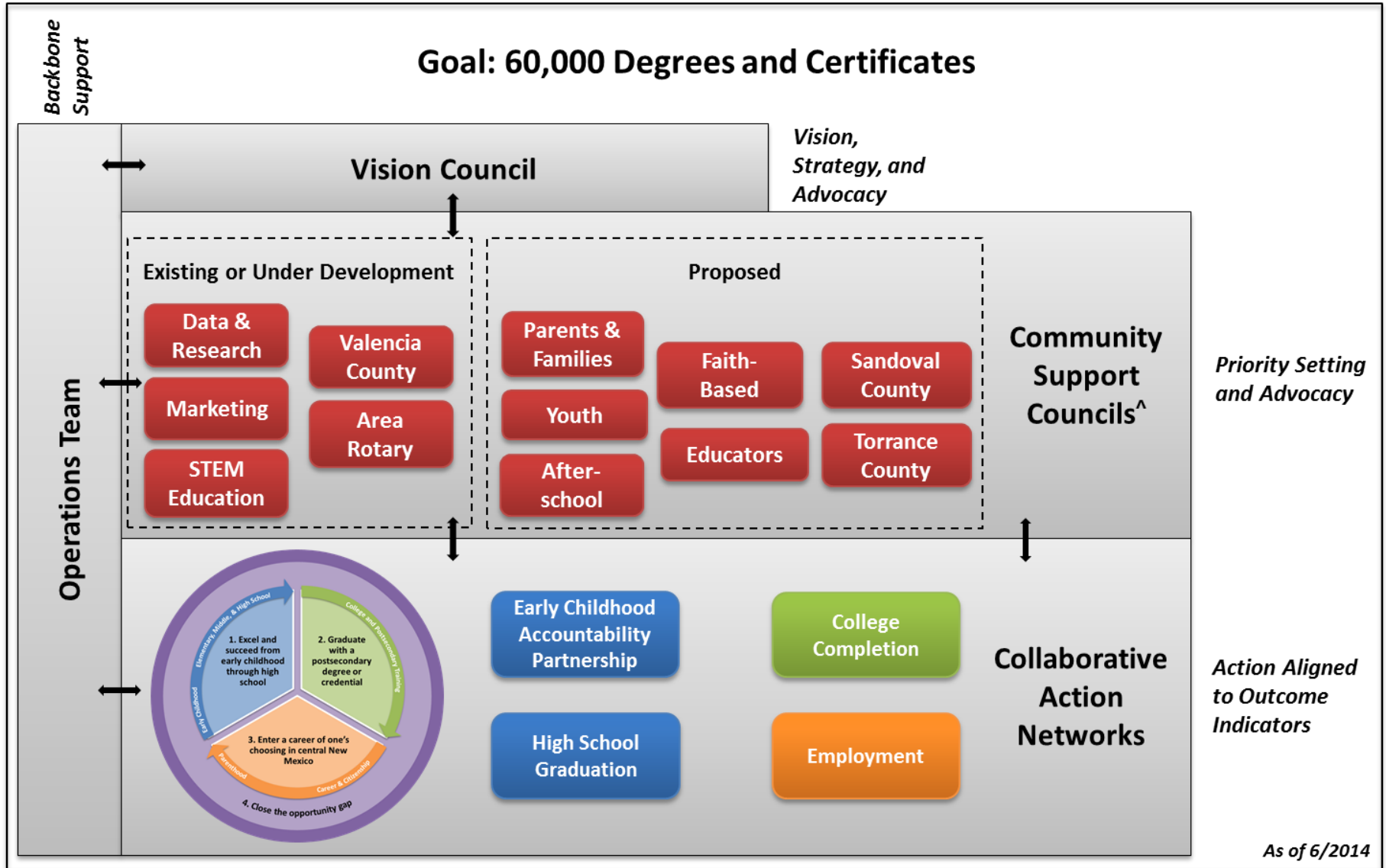
  
Pat Collawn  
Chairman, President & CEO  
PNM Resources

  
Robert G. Frank  
President  
The University of New Mexico

  
Natasha Martell  
Education Manager  
Intel Corporation

  
Ed Rivera  
President & CEO  
United Way of Central New Mexico

# Mission: Graduate Partnership Structure



↔ Arrows denote two-way communication.

<sup>^</sup>Community Support Councils can be created at the discretion of the Vision Council or Operations Team as new community groups are identified.





# ***MISSION: GRADUATE***

Evidence-Based Decision Making



## How We Use Data

- *Mission: Graduate* has partnered with the **UNM Center for Education Policy Research** to ensure that data are integrated into all aspects of our work.
- We have also convened a **Data and Research Council**, consisting of high-level individuals from our partner organizations who are in positions to help collect and analyze data.
- With the support of our partners, *Mission: Graduate* is **using data intentionally** for the purposes of:
  - Creating a sense of urgency;
  - Setting the goal;
  - Identifying needs, assets, and gaps;
  - Developing and aligning activities around common indicators;
  - Setting priorities;
  - Facilitating continuous improvement; and
  - Measuring impact.

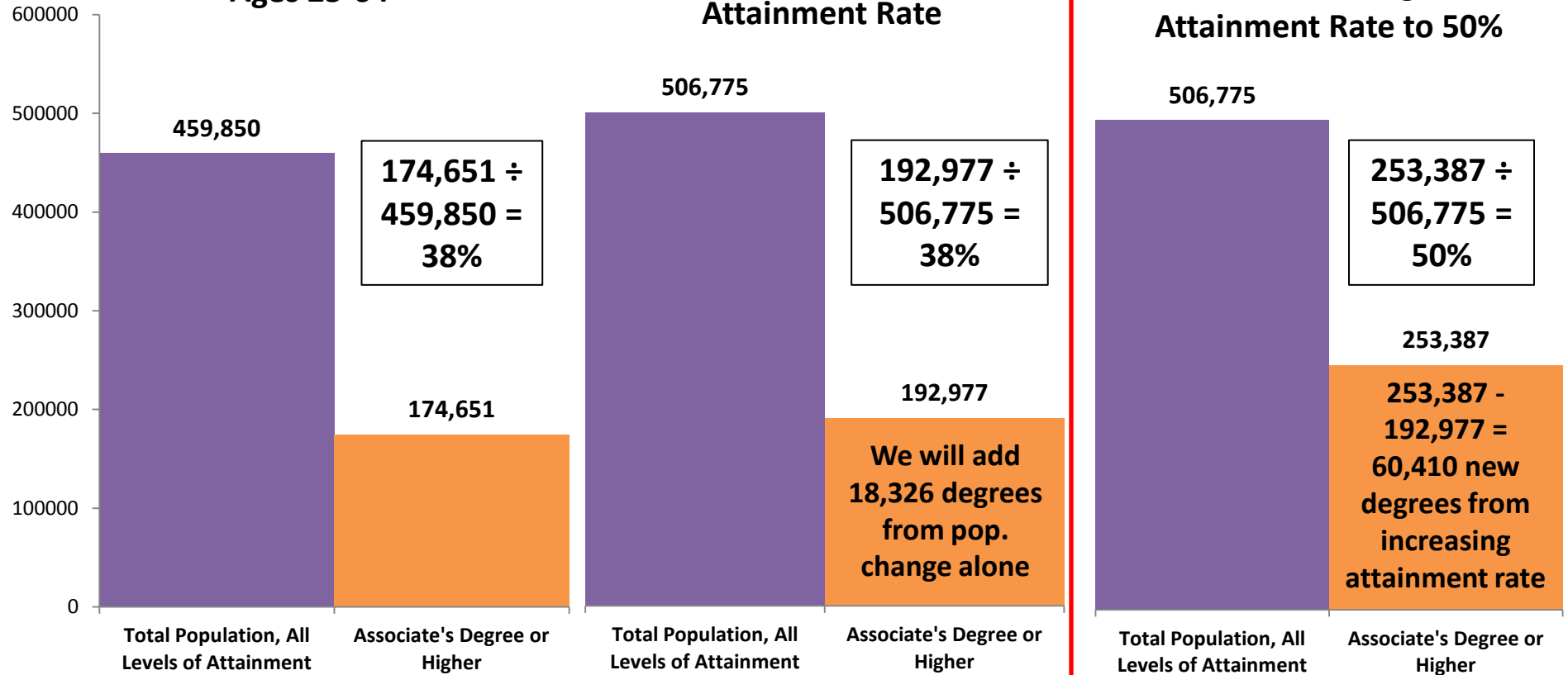


# Setting the Goal: Why 60,000 Degrees?

**2010 Actual Population,  
Ages 25-64**

**2020 Projected Population,  
Ages 25-64:  
No Change in Degree  
Attainment Rate**

**2020 Projected Population,  
Ages 25-64:  
Increase in Degree  
Attainment Rate to 50%**

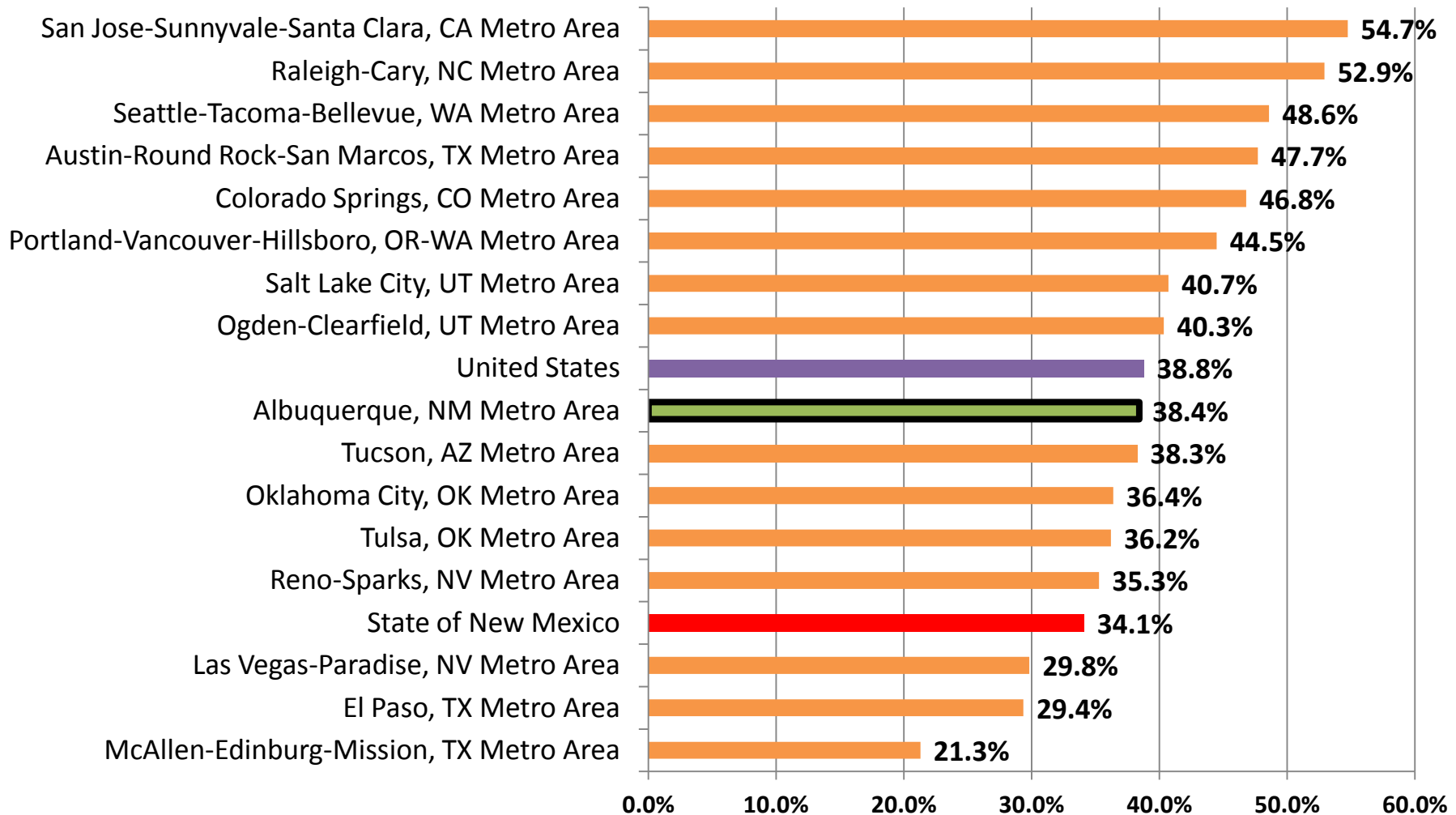


Source: U.S. Census, American Community Survey 2010, 5-Year Estimates. The data represent the four counties in Central NM.



# How Do We Currently Compare to Other Communities?

## Percentage of the Population, 25-64 Years of Age, With an Associate's Degree or Higher



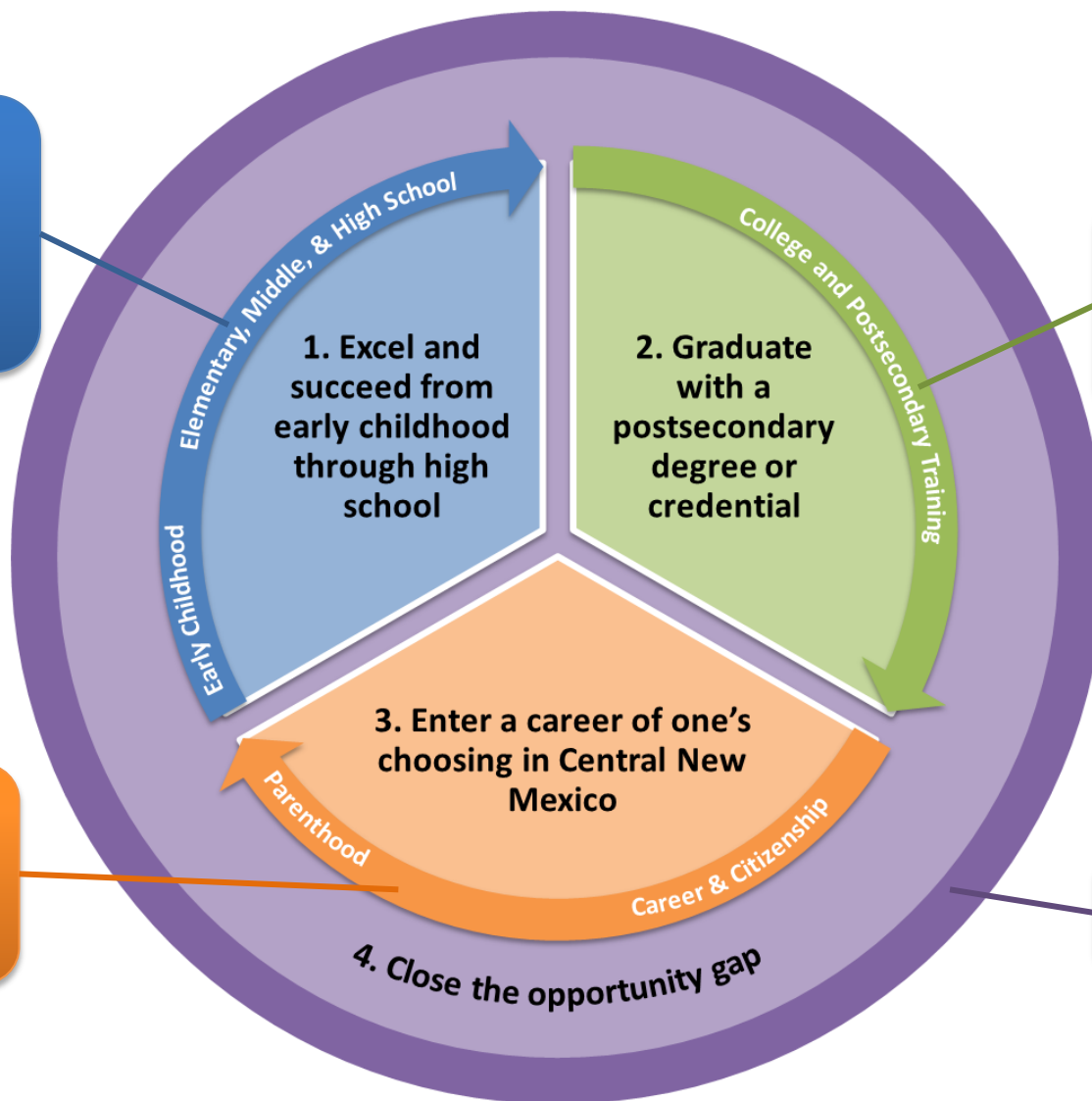
Source: U.S. Census, American Community Survey 2012, Five-Year Estimates



# Developing Common Indicators & Measuring Impact: Student Success Roadmap

## Outcome Indicators:

- 1A. Kindergarten readiness
- 1B. 3<sup>rd</sup> grade literacy
- 1C. 8<sup>th</sup> grade math proficiency
- 1D. High school graduation



## Outcome Indicators:

- 2A. College enrollment
- 2B. College retention
- 2C. Certificate or degree attainment

## Outcome Indicator:

- 3A. Employment in a high-wage job in Bernalillo, Sandoval, Torrance, or Valencia County

- ## Outcome Indicator:
- 4A. Opportunity gap

<http://www.missiongraduatenm.org/data-results>



# ***MISSION: GRADUATE***

Investment and Sustainability



# Mission: Graduate's Backbone Structure

**Mission: Graduate** is a community partnership that receives backbone support from the following organizations.

- **United Way of Central New Mexico (UWCNM)** serves as the lead backbone organization for the initiative.

UWCNM is part of a national “learning cohort” of United Way organizations in 7 communities that are receiving technical assistance and other support from Strive Together, United Way Worldwide, and Target.

- The **UNM Center for Education Policy Research** serves as the data manager and convener of our community-wide data committee.
- The **UNM Network for Educational Renewal** is helping to coordinate our community engagement efforts.

United Way  
of Central New Mexico



These organizations are not directing the work of the partners, but are working to help the partners chart a common vision, use data more effectively, communicate regularly, and develop a set of mutually reinforcing activities for collaborative action.



# ***MISSION: GRADUATE***

Collaborative Action

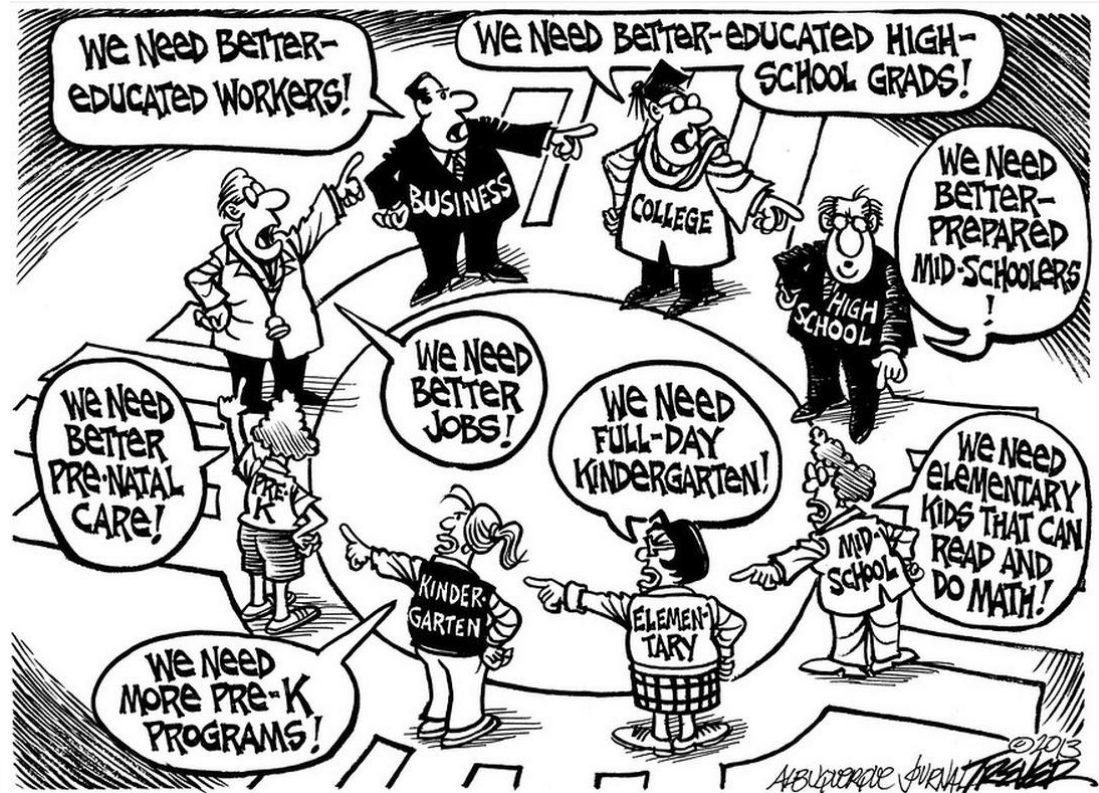
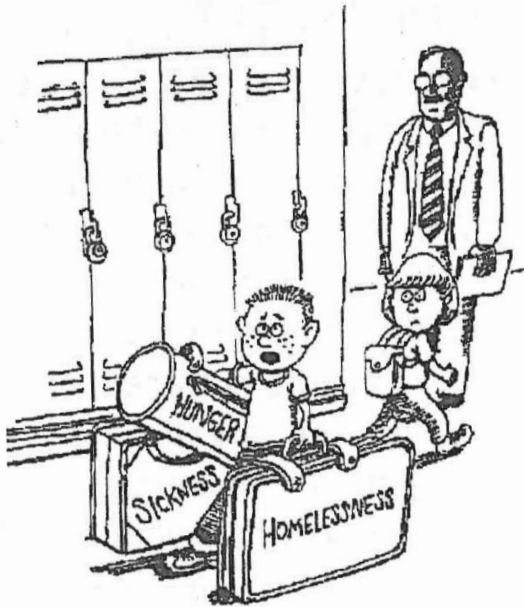




# Our Guiding Questions

1. How can we build upon existing assets to keep kids in school – happy, healthy, and ready to succeed?

“Could someone help me with these? I’m late for math class.”



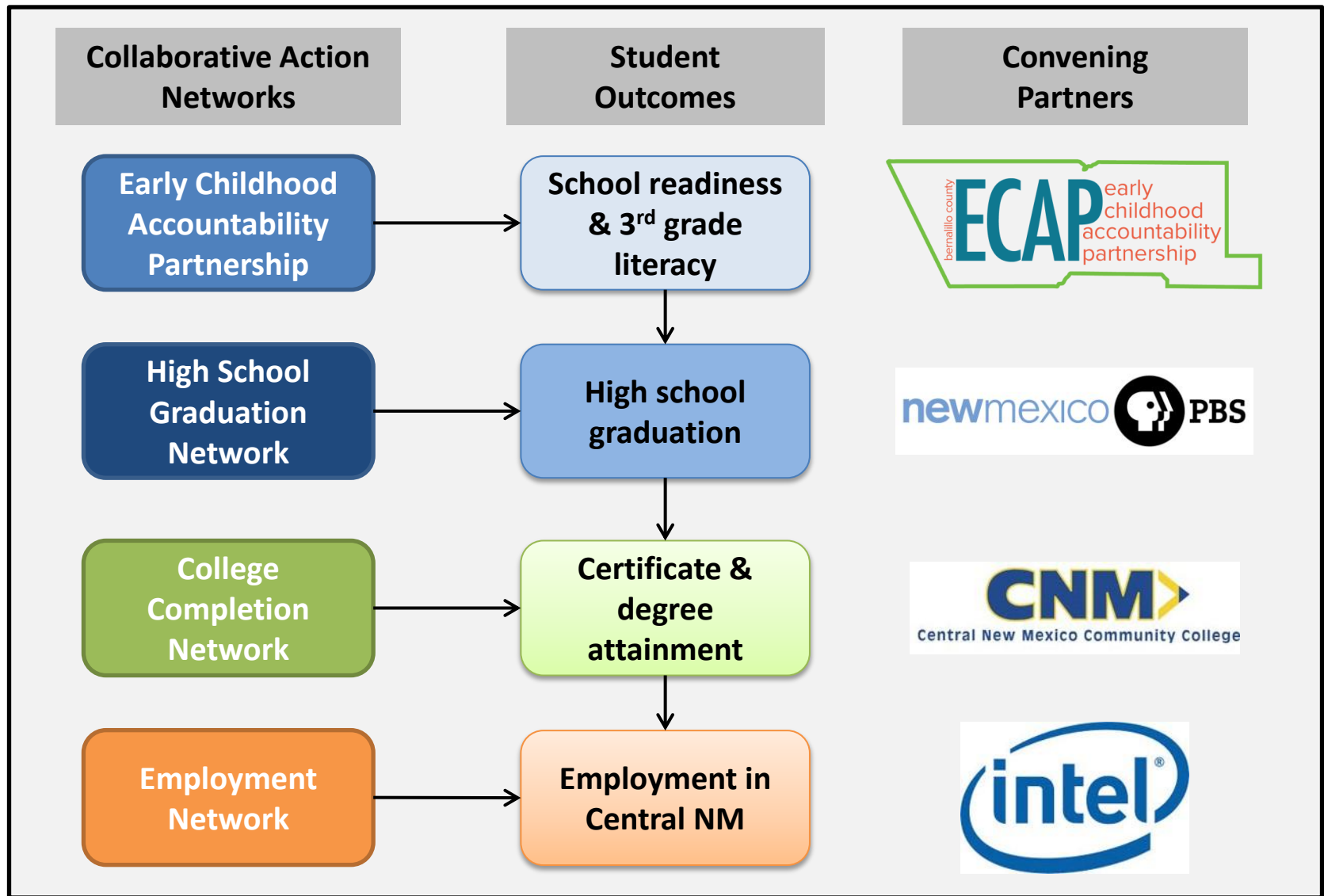
2. How can we collaborate more effectively to help students succeed?

# Changing Outcomes Through Collaborative Action

- **Develop and Implement Collaborative Action Plans**
  - Convene **Collaborative Action Networks** to use population-level and student-level data to develop and implement action plans aligned to one or two core outcomes.
- **Solicit Community Input and Enlist the Community as Advocates**
  - Convene **Community Support Councils** to solicit input about the priorities for collaborative action and, over the long term, to enlist community members as advocates for the work.
- **Support Alignment**
  - Identify and spread the word about concrete steps that businesses, organizations, and individuals can take to align their activities to the goals of *Mission: Graduate*.



# Outcome-Based Collaborative Action Networks





# Collaborative Action Playbook

June 2014-May 2015

Rev. 6-23-2014

Result	Excel and Succeed from Early Childhood Through High School		Graduate with a College Certificate or Degree	Enter a Career of One's Choosing in Central New Mexico
Outcome Indicator	Kindergarten Readiness & 3rd Grade Literacy	High School Graduation	Certificate/Degree Attainment	Employment in Central New Mexico
Network Lead	Early Childhood Accountability Partnership (ECAP)	High School Graduation Network	College Completion Network	Employment Network
Long-Term Goal	By 2023, improve 3rd grade reading proficiency to 75% and close the gap between the lowest and highest achieving schools by at least half	Increase high school graduation rates by 2 percentage points per year	Graduate 60,000 new individuals with college degrees and certificates by 2020	TBD (Short-term goal: By August 1, 2015, place 20,000 students in high-quality career exploration experiences)
Collaborative Action Network Projects	<b>1. Early Childhood Attendance Initiative:</b> Reduce chronic absenteeism in pre-K through 3rd grade.	<b>4. Middle &amp; High School Attendance Initiative:</b> Reduce truancy in middle and high school.	<b>6. Adult Education Initiative:</b> Increase the number of high school non-graduates who complete a GED, enroll in a college certificate or degree program, and complete the certificate or degree.	<b>9. Workforce Alignment Initiative:</b> Create a system to ensure that educational curriculum is well aligned to local workforce needs and that students are knowledgeable about the different educational pathways to careers in Central NM.
	<b>2. Family Engagement Initiative:</b> Develop unified training and provide support to families to strengthen parenting skills and practices.	<b>5. Middle School Innovation Initiative:</b> Explore opportunities for innovation in middle school, including stronger family engagement, culturally proficient best practices, earlier exposure to potential careers, and ensuring a seamless transition to high school.	<b>7. Proactive Completion Initiative:</b> Increase the number of transfer students who earn a college credential (also known as "reverse transfer.")	
	<b>3. Early Literacy Initiative:</b> Promote and expand early literacy.		<b>8. Central New Mexico Honors Initiative:</b> Increase the number of high achieving students from Central New Mexico high schools who enroll in our local colleges/universities.	<b>10. Career Exploration Initiative:</b> Increase career exploration for students, from middle school through college, including job shadowing, mentorships, internships, and externships.
Communication & Marketing Activities (Coordinated w/ Marketing Council)	<b>11. Unified Communication &amp; Marketing:</b> Develop and implement a comprehensive communication and marketing plan that includes, but is not limited to, the following elements.			
	<b>11A.</b> Increase awareness and knowledge about the importance of early childhood development.	<b>11C.</b> Raise awareness about the importance of regular attendance from early childhood through high school, including broad public messaging and targeted engagement of families, students, and school personnel.	<b>11E.</b> Raise awareness about the economic, career, societal, and other benefits of earning a college certificate or degree.	<b>11G.</b> Develop marketing campaign about the importance of hiring locally.
	<b>11B.</b> Participate in national Campaign for Grade-Level Reading		<b>11F.</b> Raise awareness about Mission: Graduate's goal of 60,000 new degrees and certificates.	<b>11H.</b> Disseminate information to potential funders about opportunities for business investment in high-impact educational attainment strategies.
	<b>11D.</b> Participate in Attendance Awareness Month in September.			

**Goal:**  
60,000 New Graduates with College Degrees and Certificates by 2020



# LESSONS LEARNED



# Takeaways

- **Set a goal.**
  - Make sure all of the partners understand what they are working toward.
  - The goal should strike a balance between being audacious, yet achievable.
- **Engage leaders** who are in positions to help you meet the goal.
  - Leaders may have positional authority (e.g., leaders of educational institutions) or they may have influence outside of formal institutions.
  - It is helpful if the leaders are willing to make a public commitment to work together toward the goal.

## Takeaways, Cont'd

- **Use data** in all aspects of your work.
  - Data can be used to hold the partners accountable to the goals they set, identify effective practices, and make improvements as the work proceeds.
  - In order to integrate data into your initiative, you may need to develop infrastructure to collect and analyze data regularly.
- **Create opportunities for regular two-way communication** with community stakeholders.
  - Consider groups that are integrated into a formal accountability structure with well-defined roles and responsibilities for all of the partners.

## Takeaways, Cont'd

- **Leverage community assets** to help advance your goal.
  - Avoid creating new programs if there are existing programs and organizations that you can partner with.
- **Identify a backbone structure and staff** to support the partners.
  - Critical question: Who is the person who wakes up every day thinking about the how the partners can work together to advance the shared goal?
  - The type of backbone structure and number of staff members will vary depending on the nature of the goal, the size of the community, and the availability of resources.
- **Recognize that there is no single path** to collective impact.
  - Collaboration is one of the most difficult things you will ever do.
  - The willingness and ability to adapt to ever changing relationships and circumstances is critical.





# QUESTIONS & DISCUSSION



# Thank You!

## For More Information:

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Executive Director

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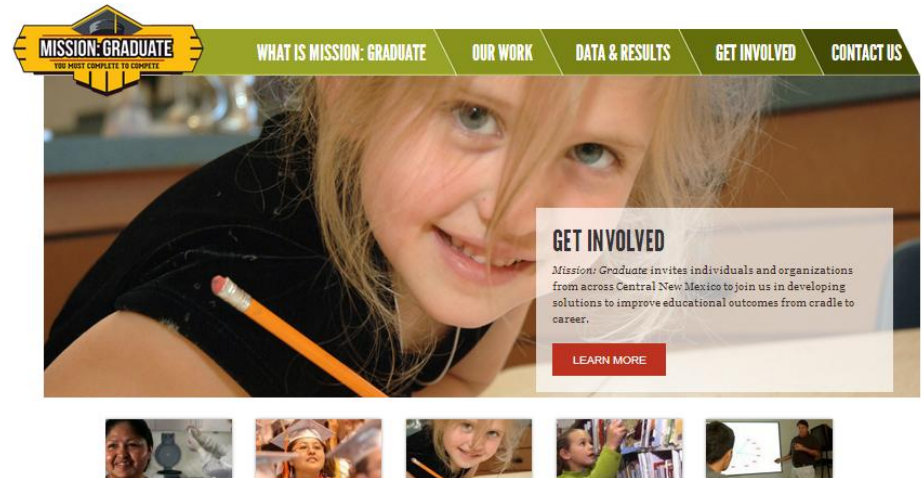


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### OUR EDUCATION COMPACT

**Vision:**

A world-class, seamless, and coordinated education system that provides equitable opportunities for all individuals to excel and succeed in school, graduate with a college degree or certificate, and enter a career of their choosing in Central New Mexico.

**Goal:**

To add 60,000 new graduates with college degrees and certificates to Central New Mexico by 2020.

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