





### **Evaluating Collective Impact:**

Assessing Your Progress, Effectiveness, and Impact

June 2014

### Today's Agenda

- Welcome
  - Jennifer Juster, Collective Impact Forum
- Context for the Guide to Evaluating Collective Impact Hallie Preskill, FSG
- Overview of Evaluating Collective Impact Marcie Parkhurst, FSG
- Learning from the Road Map Project
  - Mary Jean Ryan, Community Center for Education Results Christopher Mazzeo, Education Northwest
  - Road Map Project Q&A (Moderated by Hallie Preskill, FSG)
- Learning from the Infant Mortality Initiative
  - Kathleen Holmes, Missouri Foundation for Health Jewlya Lynn, Spark Policy Institute
  - Infant Mortality Initiative Q&A (Moderated by Hallie Preskill, FSG)
- General Q&A (Moderated by Hallie Preskill, FSG)
- Collective Impact Forum Information and Close Jennifer Juster, Collective Impact Forum





# The Guide to Evaluating Collective Impact Offers a Way to Think About, Plan for and Implement Evaluation and Performance Measurement Activities



#### Why did we write the guide?

Demand has grown for an effective approach to evaluating collective impact that meets various parties' needs



#### Who is the guide for?

Collective impact practitioners, funders, evaluators, and other supporters



### Collective Impact Is an Effective Approach to Addressing COMPLEX Problems

#### **The Five Conditions of Collective Impact**

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.

Collecting data and measuring results consistently across all participants ensures that efforts remain aligned and participants hold each other accountable.

COMMON AGENDA CONTINUOUS COMMUNICATION

**MEASUREMENT** 

SYSTEM

Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and create common motivation.

MUTUALLY
REINFORCING
ACTIVITIES

BACKBONE FUNCTION

Creating and managing collective impact requires dedicated staff with specific skills to coordinate participating organizations and agencies.

Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.



### **Evaluating Collective Impact Requires a Mindset Shift for Many Funders and Practitioners**

### **Typical Focus of Program Evaluation**



### **Evaluating CI as a Complex Intervention**

Assessing the impact of a **specific intervention** 

Evaluating effects and impact according to a **predetermined set of outcomes** 

Using logic models that imply cause and effect, and **linear** relationships

Providing findings at the end of the evaluation

Assessing multiple parts of the system, including its components and connections

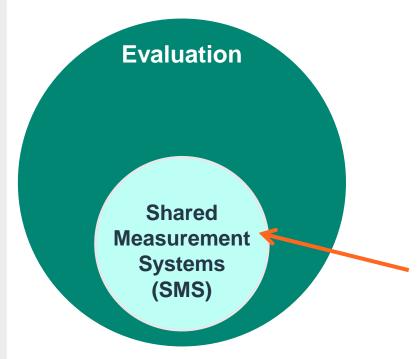
Evaluating intended and unintended outcomes as they emerge over time

Evaluating non-linear and nondirectional relationships between the intervention and its outcomes

Embedding **feedback** and **learning** through the evaluation



# Collective Impact Efforts Should Use *Both* Shared Measurement *and* Evaluation to Understand Their Effectiveness and Impact



**Evaluation** refers to a range of activities that involve the planned, purposeful, and systematic collection of information about the activities, characteristics, and outcomes of a CI initiative

#### Shared measurement systems (SMS)

use a common set of indicators to monitor an initiative's performance and track its progress toward goals

SMS can be both an input to evaluation (by providing data and/or shaping evaluation questions) and an object of evaluation



## **Evaluating a Collective Impact Effort Involves Looking at Four Aspects of the Work**

- 1
- The initiative's context

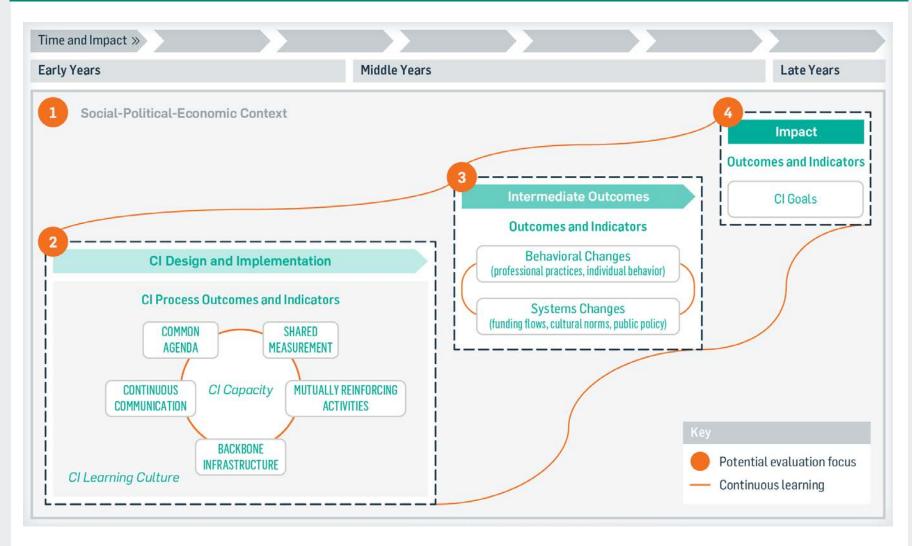
- The CI initiative itself
- The systems targeted by the initiative
- The initiative's impact

#### For example...

- Community culture and history
- Demographic and socio-economic conditions
- Political context
- Economic factors
- ...the effectiveness of
- The five core elements of collective impact
- The initiative's capacity
- The initiative's learning culture
- ...changes in:
- Individuals' behavior
- Funding flows
- Cultural norms
- Policies
- ...changes in:
- Population-level outcomes
- The initiative's (or community's) capacity for problem-solving

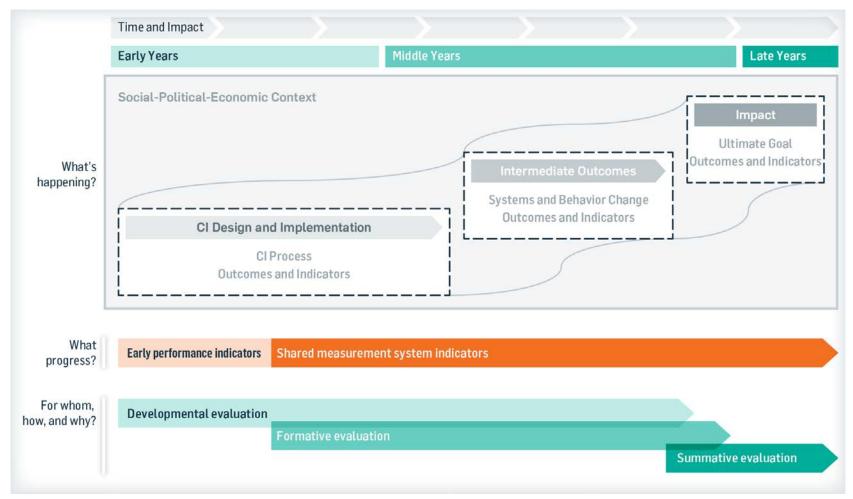


### **Collective Impact Theory of Change**





# The Focus of Evaluation – and the Data Collection Methods Used – Will Evolve Throughout the Life of the Collective Impact Initiative



CI partners can use the framework to help focus their evaluation



## Collective Impact Partners Should First Identify the Key Learning Questions They Seek to Answer

#### Sample Learning Questions

### 1

#### **Context**

 What are the cultural, socioeconomic, and political factors that are influencing the design and implementation of the Cl initiative?

### (2)

#### **CI Design & Implementation**

#### Backbone Infrastructure

 To what extent and in what ways is the backbone infrastructure providing the leadership, support, and guidance partners need to do their work as planned?

### (3)

#### **Intermediate Outcomes**

#### Changes in Systems

- To what extent / in what ways are flows of philanthropic/ public funding shifting to support the goals of the CI initiative?
- To what extent / in what ways are social and cultural norms evolving in ways that support the goals of the CI initiative?



#### **Impact**

- To what extent has the CI initiative achieved its ultimate outcomes?
- What has contributed to or hindered the achievement of the CI initiative's goals?



### **Example: Outcomes and Indicators** *Backbone Infrastructure*

Learning Question: To what extent, and in what ways is the backbone providing the leadership, support, and guidance partners need to do their work as planned?

#### **Sample Outcomes**

The backbone infrastructure (BBI) effectively guides the CI initiative's vision and strategy

#### **Sample Indicators**

- BBI builds and maintains hope and motivation to achieve the initiative's goals
- BBI celebrates and disseminates achievements of CI partners internally and externally
- Partners look to the BBI and SC for initiative support, strategic guidance and leadership

The backbone infrastructure ensures alignment of existing activities, and pursuit of new opportunities, toward the initiative's goal

- BBI provides project management support, including monitoring progress toward goals and connecting partners to discuss opportunities, challenges, gaps, and overlaps
- BBI convenes partners and key external stakeholders to ensure alignment of activities and pursue new opportunities



### **Key Takeaways**

1

2

3



Embed evaluation in the initiative's DNA



Set reasonable expectations



Be thoughtful about your evaluation partners



The Road Map Project is a collective impact initiative aimed at getting dramatic improvement in student achievement – cradle through college/career in South Seattle and South King County.

Healthy & Ready for Kindergarten

Supported & Successful in School

Graduate from High School, College & Career-Ready

Earn a College Degree or Credential

120,890 Students in Road Map Project Region Schools 67% Students of Color 59% Low Income 16% English Language Learners

# The Road Map Project Indicators of Student Success, Action Plans, and Tracking Progress

#### The Road Map for Education Results Our goal is to double the number of students in South King County and South Seattle who are on track to graduate from college or earn a career credential by 2020. We are committed to nothing less than closing the unacceptable achievement gaps for low income students and children of color, and increasing achievement for all students from cradle to college and career. Readiness Achievement Attainment — Graduate from Healthy and Supported Earn a college high school -and successful degree or career ready for college and in school Kindergarten **Parent & Family Engagement Framework** We will report on our progress using the following Double the Number of Students Who Are On Track To Obtain a College or Career Credential by the Year 2020 and · % children meeting % students p Close the Achievement Gap for Low-Income Children and Students of Color in South Seattle and South King County Goal kindergarten readiness grade reading standards 2 % students p Earn a college Graduate from Healthy and Supported and % children accessing grade math Overall successful in comprehensive medical ready for % 9<sup>th</sup> graders and dental care Kindergarten school of course alg THE ROAD MAP PROJECT % eligible children % students m enrolled in evidence-**2013 RESULTS REPORT** engaged to si based early learning % students w programs Apply an equity len triggering all Warning indi- % of parents college degre Support every parent as their Promote parent and actively s child's first teacher, from cradle strengths and advo child's educat in their child' educa <sup>1</sup>We will also track a full range of indicators and wherever possible we will to career 믊 Developing Skills; DIBELS = Dynamic Indicators of Basic Early Literacy. 3 Cor existing student climate surveys Triggering all three Early Warning Indicate per WA State Board of Education proposal. Foundational Build strong program and system data Build institutional leadership to paren Build trust and cultivate relationshi



## The Road Map Project How Do We Reach the Goal? Collective Action at Work







### How is the Road Map Project being implemented on the ground?

- Role of various partners and regional organizations
- Plans and actions of key workgroups
- Supports provided by the backbone organization

In what ways does the Project use its core strategies (alignment, engagement, data) to catalyze systems change in the region?

What systems changes are occurring within and across organizations and the region as a result of Road Map?



#### **Alignment**

 Partners are beginning to align their policies, practices and funding decisions with Road Map goals and indicators

#### **Engagement**

- Knowledge and buy-in for the Road Map goal is very high
- There is "more work to be done" to ensure all stakeholders are meaningfully engaged

#### **Data**

 There has been tremendous success in building data capacity and adopting common metrics across organizations in the region

#### **Stronger Systems**

 There has been a substantial increase in collaboration both within and across sectors



## The Road Map Project CCER Reflections on Evaluating the Road Map Project

Evaluation Finding	Response
Strong, broad support for 2020 Goal	2020 Goal stays front and center
Continuous communication: Improve communication and engagement options	<ul> <li>Better Connections: new newsletter, RMP 101 events, strategic communication plan</li> <li>More Voices: Leadership group expansion, advocacy re-organization</li> </ul>
Common agenda: Increase focus on equity and inclusion	<ul> <li>Reporting framework changed</li> <li>Awards program explicit about equity</li> <li>Results Roundtables for Race/Ethnic groups</li> </ul>
Shared measurement system: provide more detail and actionable data	<ul> <li>District Briefings with new data</li> <li>Results Roundtables bring data to community groups</li> <li>High School-specific reports</li> </ul>

# Future evaluation efforts will focus on scale and sustainability



# The Road Map Project Education Northwest Reflections on Evaluating Collective Impact

- ✓ Be prepared to adapt...and then adapt again...
- ✓ Formative evaluation requires significant capacity-building work with the backbone organization to be of greatest use
- ✓ Shared measurements systems need to be complemented with more fine grained data collection efforts to promote continuous improvement
- ✓ Be mindful of what audience(s) the evaluation is for



## **The Road Map Project** Q&A



Mary Jean Ryan Community Center for Education Results



**Christopher Mazzeo**Education Northwest



Hallie Preskill FSG



#### The Infant Mortality Initiative Overview

Every year in the state of Missouri, approximately 600 babies do not live to see their first birthday.



#### **Initiated by the Missouri Foundation** for Health in 2013 with two sites:

#### St. Louis:

One organization serving as the backbone in a community with many other collective impact initiatives.

#### **Bootheel:**

Two organizations coming together in a new partnership to share the role of a backbone in a community with little prior experience with collective impact.

Supported by developmental evaluation from the beginning



#### The Infant Mortality Initiative Overview of the Developmental Evaluation Process

- Recognizing that DE looks different
- Supports innovation and ongoing development of new approaches
- A great fit for collective impact in its early years, when the level of uncertainty is high
- Coaching for the Foundation
- Twice monthly coaching calls
- Building understanding of the DE approach
- Developing specific learning skills
- **Training and support for the Grantees**
- Building understanding of the DE approach
- Working together to understand what about their work is simple, complicated and complex
- Generating evaluation questions ongoing with the grantees
- Exploring the types of questions DE can help answer
- Developing evaluation questions together
- Helping to answer the questions through data collection



# The Infant Mortality Initiative Evaluating the Initiative



#### **Learning Questions in St. Louis:**

- How can outside influences be harnessed to develop the strategy in new ways?
- What is a process and structure for engaging stakeholders, including how to best stage the engagement and how to motivate participation?

#### **Learning Questions in the Bootheel:**

- What does the problem of infant mortality look like from the perspective of different stakeholders in our region, including within the two different grantee organizations?
- How can the two backbones work together, leveraging separate strengths and taking on distinct, yet complimentary, roles?



### The Infant Mortality Initiative Sample of the Findings

#### **Views of Collaboration Options**

One organization takes primary leadership role. Key decisions made together including decisions related to hiring staff, financial issues, and organizational roles.

Each organization contributes and leads in specific ways not duplicated by the other organization.

Most or all organizational decisions are made together.

More Centralized ...... More Shared

Any model will need up front agreements on funding, roles, responsibilities, etc. as well as honest, open communications; and a willingness to take risks. Will also need to address trust and turf issues and differences in views of how to work with clients.



#### **Bootheel Learning**

✓ Understanding strengths and areas for growth in the relationships between the two backbone organizations

#### St. Louis Learning

 Understanding messaging and engagement strategies that will resonate with stakeholders

#### **Foundation Learning**

✓ Understanding when and how to use developmental evaluation in the context of collective impact and beyond



#### **Learning about Developmental Evaluation**

- ✓ There is a learning curve!
- ✓ The flexibility of developmental evaluation is critically important early in a collective impact initiative

#### **Coaching Model**

- ✓ Coaching helps build capacity, but sometimes the embedded, on the ground evaluator is needed
- ✓ Coaching calls with the Foundation have value at multiple levels.

#### **Future Plans**

✓ Local embedded evaluators supported with coaching and training



## **The Infant Mortality Initiative** *Q&A*



Kathleen Holmes
Missouri Foundation
for Health



Jewlya Lynn Spark Policy Institute



Hallie Preskill FSG





**Christopher Mazzeo**Education Northwest



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Missouri Foundation
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Jewlya Lynn Spark Policy Institute



Jennifer Juster
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Hallie Preskill FSG



Marcie Parkhurst FSG



### Goals: Create the Knowledge, Networks and Tools That Accelerate the Adoption and Increase the Rigor of Collective Impact

#### **Activities**

- Develop a field-wide digital forum to create, curate, and disseminate effective knowledge, tools and practices that support collective impact
- Support **communities of practice**, **convenings** and other events across the country that enable practitioners and funders of collective impact to **increase their effectiveness** 
  - The first two communities of practice are for funders of collective impact, and collective impact backbone organizations



#### **Partners**



#### **Co-Catalysts**













#### The Collective Impact Forum Will Fill In the Missing Pieces to Meet the Demand of the Field





PROFILE DIRECTORY BLOG

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#### Featured Resources



#### **Guide to Evaluating Collective Impact**

Practical guidance for planning and implementing evaluations of collective impact initiatives

#### **Events**



#### Catalyzing Large Scale Change: The Funder's Role in Collective Impact

This event, designed specifically for grantmakers, will provide opportunities for deep learning and peerexchange on...



#### **THANK YOU!**

- Thank you for being part of the conversation today
- For additional guidance on this topic, see resources on the Collective Impact Forum website (collectiveimpactforum.org/resources/evaluating-collectiveimpact-webinar), and take a look at FSG's <u>Guide to Evaluating Collective</u> Impact on the Forum.

#### Goals of the Guide

- 1 Illustrate the general process by which CI initiatives address complex problems
- Explore the ways in which evaluation and learning support Cl success
- Answer common questions about planning for and implementing evaluation activities

