Agenda

1. Collective Impact 101
2. Collective Impact 201
3. Assessing Community Readiness
About FSG

- **Mission-driven consulting firm** specializing in strategy, evaluation and action research with 150 staff and offices in Boston, DC, Seattle, San Francisco, Mumbai and Geneva
- Partnering with **foundations, corporations, nonprofits, and governments** to develop more effective solutions to the world’s most challenging issues

**Representative clients**

- **Nonprofits**
  - Mercy Corps
  - WWF
  - National Alliance for Public Charter Schools
  - United Way
- **Private Foundations**
  - Ford Foundation
  - Bill & Melinda Gates Foundation
  - W.K. Kellogg Foundation
  - Skoll Foundation
  - The MasterCard Foundation
- **Community Foundations**
  - Surdna Foundation
  - Citi Foundation
- **Corporations**
  - Citi
  - Nestle
  - Pfizer

**Thought leadership**
We work on collective impact in three mutually reinforcing ways

THOUGHT LEADERSHIP

HANDS ON SUPPORT

- Juvenile justice in Douglas County, NE
- Juvenile justice in NY State
- Childhood obesity in Dallas
- Substance abuse on Staten Island
- Cradle to career in King County
- Pre-term birth in Fresno
- Health in the Rio Grande Valley
- Diabetes in Minnesota

LEARNING COMMUNITY

www.collectiveimpactforum.org

The Collective Impact Forum is a field-wide digital resource designed to help curate and disseminate knowledge, tools, and best practices.
Introductory exercise

• Turn to your neighbor discuss this question:

Think about a specific collaborative you have participated in: what is one thing that worked well and one thing that was challenging?
New York State Juvenile Justice
There are several types of problems

Simple
- **Cooking a meal**

Complicated
- **Distributing food**

Complex
- **Eliminating food insecurity**

The social sector typically treats problems as simple or complicated
Childhood obesity is **complex problem** because multiple factors influence a child’s health.

**Social Norms and Values**

**Primary and Secondary Leverage Points:**
- Food and Agriculture
- Education
- Media
- Government
- Public Health
- Health Care
- Land Use and Transportation
- Leisure
- Recreation

**Behavioral Settings:**
- Home
- School
- Community

**Individual Child:**
- Energy Intake
- Energy Expenditure
- Environmental, Genetic, Psychosocial
Our traditional approaches to addressing complex problems are not working

- **Isolated Impact**
- **Collaboration / Coalitions**
- **Collective Impact**
Collective Impact is the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem at scale.
The are **five conditions** of collective impact

1. **Common agenda**
2. **Shared measurement system**
3. **Mutually reinforcing activities**
4. **Continuous communication**
5. **Backbone support**
Collective impact is being applied to many different social problems

Education
- READY 21
- CCER
- people1st
- Strive Together

Health care
- Gain
- Roll Back Malaria Partnership
- LiveWell Colorado
- Shape Up Somerville

Homelessness
- Calgary Homeless Foundation
- Home Again

Youth Development
- The Staten Island Foundation
- New York State Office of Criminal Justice Services
- Communities that Care

Economic Development
- MARS
- Memphised
- Opportunity Mississippi

Community Development
- Elizabeth River Project
- Magnolia Place
Collective impact is getting **results**

**In Education**
- In five years...
  - Track K-readiness, 3rd grade reading, HS graduation
  - By year five, 40 of 53 tracked student outcome indicators moving in right direction

**In Workforce Development**
- 5,000 public housing residents in new jobs in five years

**In Juvenile Justice Reform**
- 45% fewer youth entering systems, no decline in public safety

**In Youth Substance Abuse Prevention**
- In eight years...
  - 46% reduction in binge drinking
  - 44% reduction in smoking
  - 28% reduction in marijuana use
Creating a **system map** for NYJJ enabled stakeholders to see a comprehensive picture.
Collect impact involves **structures** that represent the entire system in a non-hierarchical way.

*Adapted from* Listening to the Stars: The Constellation Model of Collaborative Social Change, by Tonya Surman and Mark Surman, 2008.
Collective impact efforts take time and patience

- **Phase I**: Assess Readiness
- **Phase II**: Initiate Action
- **Phase III**: Organize for Impact
- **Phase IV**: Begin Implementation
- **Phase V**: Sustain Action and Impact

<table>
<thead>
<tr>
<th>Question</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>Is collective impact the right approach?</td>
<td>~3 months</td>
</tr>
<tr>
<td>Who needs to be at the table?</td>
<td>~4-6 months</td>
</tr>
<tr>
<td>How do we break up the work?</td>
<td>~4-6 months</td>
</tr>
<tr>
<td>How to execute on the goals and strategies?</td>
<td>~6 months</td>
</tr>
<tr>
<td>How to sustain momentum for the long haul?</td>
<td>Ongoing</td>
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</table>
The **key for success** in collective impact is understanding several mindset shifts

- Technical solutions to problems
- Focus on evidence
- Content expertise
- Silver bullet
- Credit hoarded

- Adaptive solutions to problems
- Focus on evidence *and* relationships
- Content *and* context expertise
- Silver buckshot
- Credit as shared currency

Doing collective impact well means being even more vigilant about **equity and inclusion**

- How do we effectively **integrate community voice** into institution-heavy collective impact efforts?
- How do we authentically and meaningfully involve **communities who have historically been left out** of decision-making processes?
- How do we engage stakeholders in sensitive **conversations about race, class and culture** without driving away those who need to sit at the problem-solving table?

1. A **common language** is useful to help communities engage in constructive conversations
2. We need to be clear on **who we mean** by the community
3. We need to recognize the difference between **equity and equality** in community engagement
4. We need to more carefully **redefine power** in collective impact efforts

Finally, collective impact won’t work unless there is **systems leadership capacity** in the community

**What system leaders do**

- Help people understand the **greater system** and the complexity of which they are a part
- Foster a different, **deeper type of dialogue** that leads to greater clarity, understanding of difference, and innovation
- Shift collective focus from reactive problem solving to **co-creating the future**
Table Discussion

Reactions?
Questions?
Ideas?
Agenda

1. Collective Impact 101
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Juvenile Justice in Douglas County, NE: a complex system!

Intersecting Systems and Processes

Child Welfare / Crossover Youth
- Education
- Housing
- Health / Mental Health

Exit from the Juvenile Justice System

- Truancy Violation Identified
- Other Status Offense Identified
- Law Enforcement Contact / Offense
- Intake at DCYC (Risk Assessment Instrument / RA)
- Initial Detention Hearing
- County Attorney*

Juvenile Assessment Ctr

- Nolle Prosequi
- Successful Diversion
- Juvenile Court (including: Arraignment, Adjudication, Disposition)
- Cases can be transferred between Juvenile and Adult Court
- Youth in Adult Court (including: Arraignment, Preliminary Hearing, Trial / Plea, Transfer)

- 4J (Juvenile) Probation
- 4A (Adult) Probation
- Dismissal
- True Delinquent
- False / Not responsible (juvenile), Not guilty (adult)

Supervision Post Disposition
- YRTC
- Other out of home placement
- Home / Status Quo Supervision

Detention / Detention Alternatives**
- Secure Detention (DCYC)
- Staff Secure Detention (DCYC)
- Other Alternative to Detention
- Electronic Monitoring
- Placement (Mental Health Center or Shelter)

Status Quo Supervision
- HHS
- Relative / friend
- Home

*City prosecutor not included on map as their role will diminish in juvenile justice matters beginning Jan. 1, 2015 per LB464
**Youth first enter detention following the RA1 and detention hearing but may re-enter at various stages of the juvenile process (e.g., if they commit a new offense, fail placement). Youth can attempt to exit detention by requesting a detention hearing at any time during the case process to request release.

Legend
- Movement of youth’s case
- Physical movement of youth
- Outside juvenile justice system

Source: FSG Interviews, Research and Analysis, NE Commission on Law Enforcement and Criminal Justice, Three Year Comprehensive Juvenile Justice and Delinquency Prevention Plan '12-'14; Douglas County Comprehensive Juvenile Services Plan '12-'16
Where did we start?
Collective impact in Douglas County

Douglas County Stakeholder Quotes (June 2014)

• “Collective impact has been a part of our conversation for years. But we haven’t had the **structures** to support its full implementation”

• “We need a more **collaborative** approach to help us find a **common goal**”

• “We need to better **engage the community** in the change process – today that is hit or miss”

• “In the past, people show up to meetings, but there is a lot of **wheel spinning**, not consensus building. There is a **lack of leadership buy-in** for change”
How did we get there?
Collective impact in Douglas County

Douglas County Stakeholder Quotes (April 2015)

• “Investment in collective impact structures – especially the backbone – will ensure success”

• “The level of community voice is unprecedented”

• “CI has allowed diverse stakeholders to build on what’s working to achieve a common goal”

• “The diversity of people at the table has allowed me to make connections and work with others in new ways”

SUCCESS FACTORS

Building critical structures, including establishing a backbone

Engaging the community

Developing a shared vision for change (i.e., common agenda)

Working together differently for the long-term

Building a strong foundation

Sustaining momentum
What does it look like?
Collective impact in Douglas County

Across Douglas County, our vision is a comprehensive, coordinated, and community-wide approach to juvenile services that eliminates the need for youth involvement with our justice system while maintaining public safety. For all youth who do enter our justice system, our goals are to provide effective, compassionate and individualized support that empowers youth and their families to succeed and to build an environment of mutual trust and accountability.

20 leaders from
• County government
• Juvenile court
• Legal community
• Probation
• Detention
• Law enforcement
• Service providers
• Philanthropy
• School system

15-20 former or current system involved youth

7 Work Groups with a total of over 120 people
• Families
• Schools
• Prevention
• Case processing
• Equity
• Data
• Policy

Over 300 stakeholders engaged through
• Interviews
• Focus groups
• Community events
• Site visits
• Online forum

Backbone Executive Director | Program Manager | Data Analyst
Structures: A strong steering committee builds credibility and brings other stakeholders to the table

**Strategic direction**
- Help establish the common agenda
- **Champion** the effort broadly
- **Align** the actions of own agencies to the initiative's goals, indicators, and strategies
- Promote the effective use of data

**Oversight**
- **Interact with the backbone** support entity
- **Monitor progress** against common agenda goals and indicators
- Provide guidance to working groups

**Active, regular participation**
- Participate in regularly scheduled **meetings** in person (every 4-6 weeks)
- Review pre-read **materials** prior to meetings
- **Commit to 6-12 months** membership
# Structures: Steering committee members should be carefully recruited

## Attract

**Decision maker**
C-level / president able to drive relevant systems change

**Representative**
Geographic coverage of effort as well as sectors

**Influential champion**
Commands respect of stakeholders

**Content expertise / practitioner**
Familiar with subject matter to contribute substantively

**Passion and urgency**
Passionate about issue and urgency for the need to change

**Focused on the greater interest**
Able to think and act in the greater interest of the community

**Commitment**
Able to commit time and energy to meetings and the work

**Lived experience**
Brings experience with or affected by the issue

## Avoid

- Too much agreement / only the usual suspects
- Too much disagreement / pre-programmed hostility
- People who are not able to “tune” (i.e. listen to others)
- People who can’t leave their egos at the door
- People who polarize
- People who only come to the table because they think there will be funding
- People who are too busy to put in the time and effort
Structures: **Working groups** responsibilities are carried out by leadership and members

**Leadership**

- Two co-chairs
- Can **commit the time** (~3-4 hours / month plus meetings, but time will vary)
- **Collaborative leaders** and facilitators, conveners, able to “get stuff done”
- Also possess the traits below
  - Issue-aligned, collaborative, action-oriented
  - Can **commit** to attending meetings and reviewing pre-read materials
  - Are **knowledgeable** about the problem to be addressed
  - Usually **one level down** from the steering committee members, but have **authority** to represent organizations and make decisions
  - Cross-sector representation
  - 7-10 members **initially** (will vary by initiative)

**Members**


Structures: Working group formation is both art and science

What specific working groups are required to meet the goal of the initiative?

How many is the right number, especially at the beginning?

What do the working groups need to accomplish in the first six months?

- Don’t reinvent the wheel
- Less might be more at first
- Be ambitious but realistic
**Structures: the backbone serves a neutral “behind the scenes” role in six ways**

<table>
<thead>
<tr>
<th>Functions of the backbone:</th>
<th>The backbone does NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Guide vision and strategy</td>
<td>✗ set the agenda for the group</td>
</tr>
<tr>
<td>✓ Support aligned activities</td>
<td>✗ drive the solutions</td>
</tr>
<tr>
<td>✓ Establish shared measurement practices</td>
<td>✗ receive all the funding</td>
</tr>
<tr>
<td>✓ Build public will</td>
<td>✗ appoint itself rather than be selected by the community</td>
</tr>
<tr>
<td>✓ Advance policy</td>
<td>✗ operate as “business as usual” in terms of staffing, time, and resources</td>
</tr>
<tr>
<td>✓ Mobilize resources</td>
<td>✗ do all of the work for the initiative</td>
</tr>
</tbody>
</table>
Structures: Backbones are not one fixed entity – structure, funding and location can be split

- How many total FTE do we need in the backbone and which functions come first?
- Will the backbone (person) reside / be employed in a new or existing org?

Size & Structure

- Who do they report to?
- Is the organization home also where the person sits or does it make sense to split fiscal agent from physical location?

Selection Process

- Are we looking for an organization (and just inherit staff) or are we looking for a person (and will find them a home)?
- Whether we post a job description or RFP, how open will the process be?

Funding Sources

- Who will fund the backbone infrastructure (salaries, benefits, operating expenses) in the short-term (e.g., first 2-3 years)?
- What is the long-term funding plan?
Structures: In Douglas County, the backbone was had lots of different entities playing a role

- The backbone will ultimately consist of **three FTEs**
- The County government is serving as the **fiscal agent** in year one; possible spin-out to come

- The backbone ED reports to a **subset of the steering committee**
- The backbone is housed at the **University** and has community “office hours”

- Each **position was posted for separately** because it was not possible to identify a “neutral” organization who could just take on the backbone role

- Funding is coming from **four private foundations** (80% of total) and the **County** (20% of total)
- Long-term, ideally City funding will be added to the mix
Community engagement: applying diverse tools to support different goals

Community engagement approaches... Can support different goals

- Stakeholder interviews
- Focus groups
- Town halls
- Human-centered design experiences
- Community café discussions

- Understand pressing systemic community challenges
- Co-create solutions
- Verify the direction
- Expand the reach of involvement
- Build community capacity to lead and sustain change
Common agenda: The common agenda used five elements to achieve common understanding

1. A description of the problem (informed by data)
2. Clear goal for change
3. A portfolio of key strategies to drive large scale change
4. A set of principles that guide the group’s behavior
5. Agreement on success indicators and learning culture
Common agenda: getting to “common” is hard!

A establishing a shared vision for change can be challenged by:

- **Setting boundaries**: determining which issues, players, geographies and systems are “in or out”

- **Siloed perspectives**: looking beyond individual day to day challenges to solve systems issues (i.e., communication among players, gaps in service)

- **Distrust**: competing for funding or holding conflicting philosophies impedes recognition of shared motivations

- **Misaligned incentives**: being incentivized to deliver the next “silver-bullet” program rather than collaborative longer term, systems changing strategies
Sustaining momentum: what keeps stakeholders engaged and invested in a CI effort?

1. Structured, dynamic meetings
   - Facilitation

2. A group of diverse stakeholders and new connections
   - Building trust and relationships

3. A sense of momentum, accomplishment, and solving problems in new ways
   - Implementing quick wins and systems changing strategies
Agenda

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When should we consider collective impact instead of other forms of collaboration?
Overall, is the **system** broken?
Collective impact only makes sense under certain circumstances

**Appropriateness**

- A core group of **partners is committed** to measureable impact
- Addressing the issue requires leaders and organizations from **multiple sectors or systems**
- Addressing the issue will require **systems change**
- Progress requires both **scaling** and **innovating**

**Pre-Conditions**

**Influential Champions**
- Champions are respected by and have **ability to engage cross-sector leaders**

**Availability of Resources**
- Committed, potential **funding partners** with sustained funding for 3 – 5 years for the collective impact infrastructure

**Urgency for Change**
- **Frustration** with existing approaches
- **Critical, complex problem** in the community
Additionally, a range of “nuts and bolts” factors should be considered.

- History of collaboration
- Neutral convener
- Backbone support
- Broad, cross-sector group of actors
- Commitment to use data to guide work
Readiness Assessment Exercise

• Based on the CI effort you’re involved with (or thinking about), spend 10 minutes reflecting on and completing the readiness assessment

• In small groups, discuss your readiness assessment answers:

  *In your collaboration, what are areas of strength and areas that require further cultivation to increase success?*
We’ve also developed **tools to assess progress of existing collective impact efforts** (1 of 2)

<table>
<thead>
<tr>
<th>Individual responses</th>
<th>Strongly disagree</th>
<th>Neutral</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average score</strong></td>
<td>0.0</td>
<td>-6.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership group</th>
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</thead>
<tbody>
<tr>
<td>20. We have an established leadership group to guide and steer our effort</td>
</tr>
<tr>
<td>21. Our leadership group is representative of all the agencies / organizations that make up the “age-friendly system” in our community</td>
</tr>
<tr>
<td>22. We have established working groups / sub-committees tackling specific parts of the problem in our community</td>
</tr>
<tr>
<td>23. Our working groups are representative of all the agencies / organizations that make up the “age-friendly system” in our community</td>
</tr>
<tr>
<td>24. We have dedicated staff to play a coordinating, backbone role for our age-friendly effort</td>
</tr>
<tr>
<td>25. A community engagement plan exists to get on-going input / feedback for our effort’s actions</td>
</tr>
<tr>
<td>26. We have established ways to incorporate residents’ voices into our collaborative’s decision making</td>
</tr>
</tbody>
</table>

**Illustrative**

- Leadership group: 4.7
- Working groups: 1.1
- Staff: 2.1
- Community engagement: 3.4
We’ve also developed **tools to assess progress of existing collective impact efforts** (2 of 2)

### Individual responses

<table>
<thead>
<tr>
<th><strong>Illustrative</strong></th>
<th>Strongly disagree</th>
<th>Neutral</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Staff</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>37. Backbone staff are perceived as neutral but credible leaders in our community</td>
<td></td>
<td></td>
<td><strong>2.1</strong></td>
</tr>
<tr>
<td>38. Backbone staff have developed the skills to facilitate meetings in a way that maintains momentum and drives towards action</td>
<td></td>
<td></td>
<td><strong>1.4</strong></td>
</tr>
<tr>
<td>39. Backbone staff work to align existing programs and efforts rather than encouraging new program creation</td>
<td></td>
<td></td>
<td><strong>1.6</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Community engagement</strong></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>40. Structures and processes are in place to engage community members and keep them informed and inspired</td>
<td></td>
<td></td>
<td><strong>2.9</strong></td>
</tr>
<tr>
<td>41. Community members are aware of our collaborative’s work</td>
<td></td>
<td></td>
<td><strong>2.9</strong></td>
</tr>
<tr>
<td>42. Community members have ways to express their opinions about the direction of our collaborative’s work</td>
<td></td>
<td></td>
<td><strong>2.3</strong></td>
</tr>
<tr>
<td>43. Community members outside of the leadership group and working groups are engaged in specific strategies or activities as needed</td>
<td></td>
<td></td>
<td><strong>1.4</strong></td>
</tr>
</tbody>
</table>
Assignment for the Break

Based on your learnings, what is your next step?

Please write it on a Post-It note and stick it on the side wall.