Collective Insights into Collective Impact

San Juan Rural Philanthropy Days

June 15, 2017
What is Collective Impact?

“Large scale social change that requires broad cross-sector coordination, yet remains focused on the isolated intervention of individual organizations.”

Source: Kania and Kramer, 2001
John Kania & Mark Kramer first wrote about collective impact in the *Stanford Social Innovation Review* in 2001 and identified five key elements:

1. All participants have a **common agenda** for change including a shared understanding of the problem and a joint approach to solving it through agreed upon actions.
2. Collecting data and measuring results consistently across all the participants and ensures a **shared measurement system** for alignment and accountability.
3. A plan of action that outlines and coordinates **mutually reinforcing activities** for each participant.
4. Open and **continuous communication** is needed across the many players to build trust, assure mutual objectives, and create common motivation.
5. A **backbone organization** with staff and specific set of skills to serve the entire initiative and coordinate participating organisations and agencies.

Source: Kania and Kramer, 2001
Why it’s important?

- We know that a single program, organization or institution acting alone cannot bring about large-scale social change on its own.
- Aligns community resources
- Increases capacity and coordination
- Maximizes impact
- Decreases duplication of services

“... we believe that there is no other way society will achieve large-scale progress against the urgent and complex problems of our time, unless a collective impact approach becomes the accepted way of doing business.”

Source: Kania and Kramer, 2001
Panelists

- Joni Podschun, Team UP Director
  United Way of Southwest Colorado

- Robert Frost, Academic Advisor
  Durango High school, AIMS Project

- Shelley Banker, Director
  Colorado Opportunity Scholarship Initiative, CDHE

- Owen McAleer, Grants Program Officer
  Daniel’s Fund
History

• Started in 2015
• Montezuma, Dolores, and Ute Mountain Ute Tribe
• United Way SW CO is Backbone Support
• Steering Committee
• Raised $150,000 for Planning Year
Process

• Results—begin with end in mind
• Include partners and community
• Dialogue—tell story and root causes of data
• Action Teams
• Learn—what worked? What didn’t?
• Repeat—Make it part of culture
## Results Statements

<table>
<thead>
<tr>
<th>Child &amp; Youth Success</th>
<th>Family &amp; Community Wellbeing</th>
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<tbody>
<tr>
<td>• Every child is born healthy and thriving</td>
<td>• Every child is living in a safe and supportive environment</td>
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<tr>
<td>• Every child enters school ready to learn</td>
<td>• Families have access to affordable health and mental health services</td>
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<tr>
<td>• Every child progresses to high school graduation at or above grade level</td>
<td>• Families are able to support themselves on a living wage</td>
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<tr>
<td>• Every youth reaches adulthood able to pursue their full potential</td>
<td>• The community celebrates diversity</td>
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# Dialogue: Community Conversations

## Organizational Partners
- Steering Committee
- Montelores Early Childhood Council
- Piñon Project Staff Meeting
- Southwest Intertribal Voices Board Meeting
- Elected Officials

## Impacted Communities
- Alphabet Soup
- STUDents Tackling Unhealthy Decisions
- Youth Leadership Council
- Southwest Open School
- Native American Culture Club
Dialogue
What are your hopes and dreams for the community?
Dialogue: Community Survey

Educational Attainment

- Less than High School
- High School Equivalent
- Associate's Degree
- Some College
- Bachelor's Degree
- Professional Higher Education
- Graduate Degree

Survey vs. Montezuma...
What are your 2-3 most important issues or concerns?

- Tolerance
- Environment
- Jobs
- Mental Health
- Child Safety
- Substance Abuse
- Education
- Poverty
Priority Results Statements

Community Survey
Steering Committee
Dialogue: Lessons

- Don’t assume you know what the community wants
- Important things are often hard to measure
- Even within a small, rural community, local processes, goals, and solutions differ
- Keep the end in sight
Action: Turn the Curve

STRATEGIES
1. LIBRARY PARTNERSHIP—BOOKS, READING, Etc.
2. MUTED IN THE PARK—NATIVE COMMUNITY GATHERINGS, READING, OPEN MISSION CYCLES
3. TAKE EXISTING PARENT CLASSES AND MAKE THEM AWESOME
4. EARLIEST INTERVENTION—PRES. ED, ABOUT EARLY INTERVENTION, MAKE VISITS, NFP, 5 YEARS OLD
5. CULTURAL ADVOCACY PROGRAM—STAFF MEMBER PROVIDES CULTURAL & FAMILY CULTURAL GUIDANCE
6. PARENT PARTNER—SCHOOL RESOURCE FOR PARENT OUTREACH AND ENGAGEMENT
7. READING CIRCLES [IN MARGINAL READING CULTURE, ETC.]
8. ACTIVITIES
9. LIVING WAGE ENS
10. INCREASE SOCIAL—EMOTIONAL TRAINING, Y BEHAVIOR MGT, MENTAL HEALTH, SCHOOL/ H. 12
11. IDENTITY, BELOW PROFICIENCY KIDS, IDENTIFY SCHOOL, COLLABORATE WITH OTHER AGENCIES—WRAP AROUND STRATEGY, EXPAND BEHAVIORAL HEALTH
12. RUN A CONFERENCE—NATIONAL PRESENTERS, SUPER CHARGED
**Turn the Curve Thinking**

**Result**

- How are we Doing?
  - Indicator Baseline
- Why?
  - Story behind the baseline
- Who can Help?
  - Partners
- Options?
  - What works
- What is the Action?
  - Strategic Action Plan

![Graph](chart.png)
Performance Accountability

The Three Kinds of Program Performance Measures

- **Quantity**
  - How much did we do?
- **Quality**
  - How well did we do it?

- **Effect**
  - Is anyone better off?
    - #
    - %
Constellation of Community Change

- **Strategic Guidance and Support**
  - Steering Committee
  - Backbone Support
    - Guides strategy
    - Supports aligned activities
    - Establishes shared measurement
    - Builds public will
    - Advances policy
    - Mobilizes resources

- **Partner-Driven Action**
  - Community partners working on strategies
    - Work Group
      - Chair
      - Work Group
      - Chair
      - Work Group
      - Chair

- Community partner (e.g., nonprofit, funder, business, public agency, parent)
American Indian Measurable Success (AIMS)

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The issue

- Southwest Colorado is home to a large number of Native Americans, including 1,200 enrolled in local school districts. However, these students are far less likely to go on to college and their scores in math and science significantly trail their peers. As a result, Native Americans are underrepresented in STEM professions.
Gap in AP Enrollment

• In the 2015-2016 school year, of the 403 students enrolled in an AP class at Durango, Ignacio, and Montezuma Cortez High Schools, 13 identified as Native American, or 3%.

3% Native American

Total AP Enrollment
Gap in College Enrollment

- Of 2014 graduates, 19 Native American students (or 35%) continued to college, compared to 54% of all graduates from Montezuma-Cortez, Durango and Ignacio High Schools and 40% of all Native American graduates across the state.
American Indian Measurable Success (AIMS)

Mission: To dramatically reduce the Native American student college attainment and college persistence gap in the rural districts of Southwest Colorado.
College is necessity

Postsecondary education is a prerequisite to success in a knowledge-based economy. Everyone must pursue and complete a postsecondary credential or degree beyond high school.
College is FOR EVERYONE

The postsecondary education attainment rates among low-income students and students of color are significantly lower than those of other students. MCAN is committed to closing these gaps.
College is a Public Good

Postsecondary educational opportunity and attainment are critical to a just and equitable society, strong economy, and healthy communities.
Making the Case for the Collective Impact Framework

• College Access is a complicated problem and requires a cohesive, coordinated, comprehensive strategy involving many institutions across sectors.
Mobilizing Cross-Sector Leaders for Collective Impact

The Community Foundation Serving Southwest Colorado
Colorado Department of Higher Education
Colorado STEM
Durango School District
Fort Lewis College
Ignacio School District
Montezuma-Cortez School District
San Juan BOCES
Southern Ute Tribe
Southwest Colorado Community College
Ute Mountain Ute Tribe
AIMS: The Metrics

- **Objective 1**: 30 Native American students enrolled in college in fall, 2017
- **Objective 2**: 40 Native American students enrolled in college in fall, 2018
- **Objective 3**: 50 Native American students enrolled in AP/CE courses in 2016-17 and 20 earning qualifying scores on AP exams in May, 2017
- **Objective 4**: 75 Native American students enrolled in AP/CE courses in 2017-18 and 30 earning qualifying scores on AP exams in May, 2018
- **Objective 5**: 50% first-year college persistence rate for Native American students 2017-18
- **Objective 6**: 80% first-year college persistence rate for Native American students 2018-19
Equitable College Attainment for Native American Students

Personalized Portfolio Plans
- Initiated at full school info session on 8/28
- Supported by: school leadership, tribes, FLC, SCCC, TRIO, Workforce, and CEI

Student Advisory Groups
- Students meet regularly in small groups to check in on portfolio progress
- Counselor facilitated
- Includes higher ed visits

Rigorous Academic Engagement
- Recruitment into AP courses
- Wrap-around supports to retain students in AP courses

Individual Family Outreach
- NA student families, specifically
- Home visits by:
  - NA student reps, tribal liaisons, school staff, BOCES support personnel, TRIO
  - Leverage existing relationships
AIMS: Strategies

• **Develop personalized portfolio plans** that detail academic, professional, and personal goals for all Native American students. The portfolios will be student driven, with artifacts of student work and growth, and will chronicle career pathway exploration and progress;

• **Leverage student advisory groups** to create safe and supportive environments in which to track progress toward portfolio plans, provide feedback, and connect Native American students to peers, role models, and relevant support programs;

• **Engage tribal communities through individual family outreach**, utilizing preexisting action team connections; and

• **Create environments of equitable access to and success in rigorous AP and CE coursework** through student supports, teacher professional development, and the development of a gifted and talented pipeline.
Results

- Academic Advisors assigned to a class
- AP enrollment up at DHS

AP tests at Durango High School

- Remove barriers
- Supported
Panelist Q + A

Practitioner:
Joni + Robert

Funders:
Owen + Shelley
Additional Resources


– http://www.civiccanopy.org/summit/

– http://www.tamarackcommunity.ca/collectiveimpact