



## Helping Communities Measure Impact

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Engagement



## Shared Measurement through a Collective Impact Lens





## Preconditions for Collective Impact



- Influential Champion(s)
- Urgency of issue
- Adequate Resources

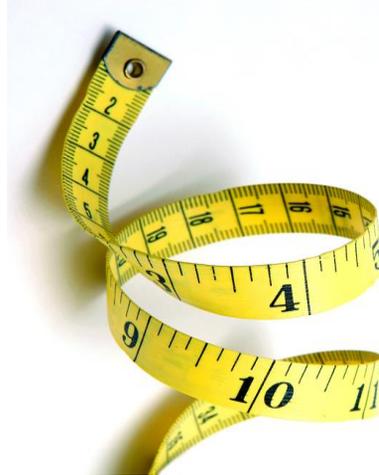
### The Five Conditions of Collective Impact

<b>Common Agenda</b>	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.
<b>Shared Measurement</b>	Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.
<b>Mutually Reinforcing Activities</b>	Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.
<b>Continuous Communication</b>	Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and create common motivation.
<b>Backbone Support</b>	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.



## Shared Measurement

- Identify key measures that capture critical outcomes.
- Establish systems for gathering and analyzing measures.
- Create opportunities for “making-sense” of changes in indicators.



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## Benefits of Shared Measurement

- Improved Data Quality
- Tracking Progress toward a Shared Goal
- Enabling Coordination and Collaboration
- Learning and Course Correction
- Catalyzing Action

» FSG Webinar: Implementing Shared Measurement



- **Shared Measurement Platforms** – web-based tools used to collect, analyze and report on performance
- **Comparative Performance Systems** – all participants report the same measures using identical definitions and methodologies
- **Adaptive Learning Systems** – complement shared measurement systems with a systematic and facilitated process of evaluation, learning and planning



## Challenges of Shared Measurement

- Process may require facilitators, web-based tools and financial resources
- Difficult to agree on a common set of indicators
- Silo'd funders and organization missions
- Web-based systems can be expensive
- Contribution and commitment from partners
- Many community capacity building elements are not or cannot be counted



## Key Success Factors

- Effective relationship with funders
- Broad and open engagement
- Infrastructure for deployment
- Pathways for learning and improvement

– FSG Webinar – Collective Impact: Implementing Shared Measurement



## More Success Factors

- Strong leadership and substantial funding
- Independence from funders in devising indicators, managing system
- Broad engagement during design by organizations with clear expectations about confidentiality and transparency
- Voluntary participation open to all organizations
- Effective use of web-based technology
- Ongoing staffing for training, facilitation, reviewing data accuracy
- Testing and continually improving through feedback
- Facilitated process for participants to share data and results, learn and better coordinate efforts



## Shared Measurement Approaches





## Collaboration in Cincinnati

### Educational Achievement



### Homelessness



### STRIVE in Cincinnati

- Over three hundred educational organizations, human service groups, government agencies and philanthropies and private businesses.
- Shared agreement on 15 key milestones and 72 measures along a student road-map of success.
- A strong back-bone organization supporting a variety of “networks” supporting each key milestone.
- Measureable progress in most key indicators in recent years.



## Strive Partnership

### Goals:

Working together along the educational continuum to drive better results in education so that every child...

- Is prepared for school
- Is supported inside and outside of school
- Succeeds academically
- Enrolls in some form of postsecondary education
- Graduates and enters a career

**Results:** 10% increase in graduation rates in Cincinnati since 2003; 16% increase in college enrollment rate in Covington, KY since 2004



## Strive Partnership

The set of criteria for selecting indicators include:

- The indicator should be population based, representing conditions at the community level and not at the programmatic level
- The indicator must be a valid measure of concepts outlined on the Strive *Student's Roadmap to Success*, measuring student success from birth through college and into a career
- The indicator must be easily understandable to local stakeholders
- The indicator must be reasonably similar across states and school districts
- The data must be produced by a trusted source
- Priority is given to including indicators that are equivalent across school districts and that have the ability to be compared
- All or most of the indicators must be affordable to gather and report
- The data should be available consistently over time
- The indicator should be changeable to a significant degree by local action and be useful in the day to day work of organizations and collaboratives that are working to improve student outcomes



## Road Map Project – Seattle

- The Road Map Project is a community-wide effort aimed at improving education to drive dramatic improvement in student achievement from cradle to college and career in South King County and South Seattle.
- The project builds off of the belief that collective effort is necessary to make large-scale change and has created a common goal and shared vision in order to facilitate coordinated action, both inside and outside school.
- <http://www.roadmapproject.org/the-project/project-overview/>



# ROAD MAP PROJECT INDICATORS OF STUDENT SUCCESS

The Road Map Project 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.

Our Indicators of Student Success are data elements important to a student's education success. They can be influenced by focused action and can be consistently tracked over time.

The Road Map Project emphasizes the use of data to inform decision-making and support continuous improvement. The project also aims to mobilize community stakeholders, recognizing that regional

efforts will be more successful if we can garner significant community support to push for common outcomes than if the various actors work independently. Multiple organizations aligning to a common goal, a common set of measurements and system-building actions are the Road Map strategies underpinning our collective impact effort.

More information can be found at [roadmapproject.org](http://roadmapproject.org)



**ON-TRACK INDICATORS:** These are reported annually against specific targets.

- |  |  |   |  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>• % of children ready to succeed in school by kindergarten</li> </ul> | <ul style="list-style-type: none"> <li>• % of students proficient in:                         <ul style="list-style-type: none"> <li>• 3rd grade reading</li> <li>• 4th grade math</li> <li>• 5th grade science</li> <li>• 6th grade reading</li> <li>• 7th grade math</li> <li>• 8th grade science</li> </ul> </li> <li>• % of students triggering Early Warning Indicator #1*</li> <li>• % of students triggering Early Warning Indicator #2*</li> </ul> | <ul style="list-style-type: none"> <li>• % of students who graduate high school on time</li> <li>• % of graduating high school students meeting minimum requirements to apply to a Washington State 4-year college</li> <li>• % of students at community and technical colleges enrolling in pre-college course work</li> </ul> | <ul style="list-style-type: none"> <li>• % of students who enroll in postsecondary education by age 24</li> <li>• % of students continuing past the first year of postsecondary</li> <li>• % students who earn a postsecondary credential by age 24</li> </ul> |
|--|--|---|--|

\*Early warning indicators are for the 9th grade.  
 Early warning #1 is six or more absences and one or more course failure(s).  
 Early warning #2 is one or more suspension(s) or expulsion(s).

TURN PAGE FOR CONTRIBUTING INDICATORS ⇨

## ROAD MAP INDICATORS

**CONTRIBUTING INDICATORS:** These are reported annually or whenever possible, but do not have specific targets. The contributing indicators combined with the on-track indicators make up the full list of Road Map Project indicators.

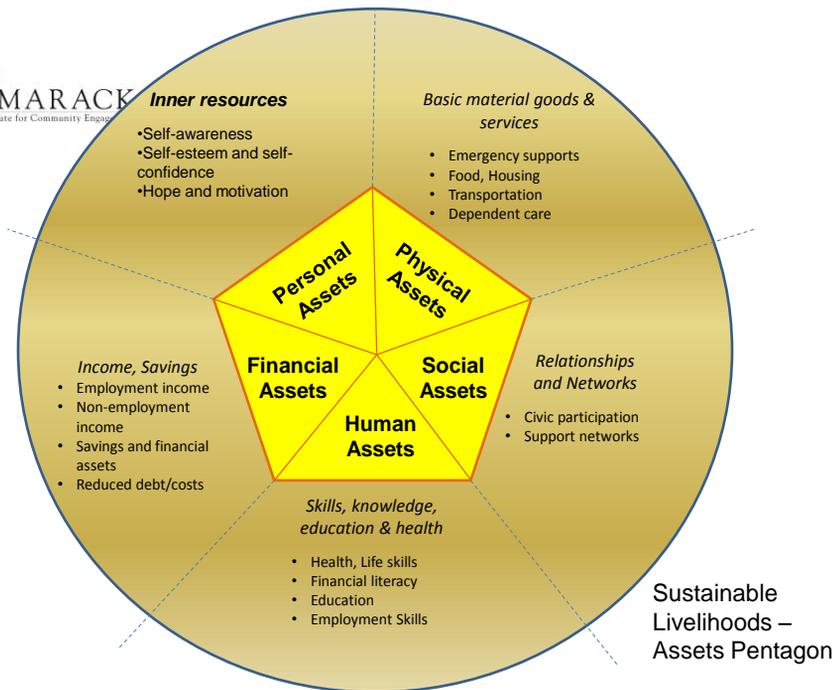


- |  |   |   |   |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>• % of children born weighing less than 5.5 pounds</li> <li>• % of eligible children enrolled in select formal early learning programs</li> <li>• % of licensed child care centers meeting quality criteria</li> <li>• % of families reading to their children daily</li> <li>• % of children meeting age-level expectations at the end of preschool</li> </ul> | <ul style="list-style-type: none"> <li>• % of children enrolled in full-day kindergarten</li> <li>• % of students:                         <ul style="list-style-type: none"> <li>• taking algebra by the 8th grade</li> <li>• passing the exams required for high school graduation</li> <li>• taking one or more Advanced Placement or International Baccalaureate course(s)</li> <li>• absent 20 or more days per year</li> <li>• who make a non-promotional school change</li> <li>• who are motivated and engaged to succeed in school</li> <li>• attending schools with low state achievement index ratings</li> <li>• exhibiting 21st century skills</li> </ul> </li> <li>• % of English language learning students making progress in learning English</li> <li>• % of females age 15-17 giving birth</li> <li>• % of 8th graders reporting select risk factors on the Healthy Youth Survey</li> <li>• % of parents who actively support their child's education and believe a college degree is important</li> </ul> | <ul style="list-style-type: none"> <li>• % of students who graduate high school by age 21</li> <li>• % of high school graduates completing a formal career and technical education program</li> <li>• % of eligible students who complete the College Bound application by the end of 8th grade</li> <li>• % of graduating College Bound students who have completed the FAFSA</li> </ul> | <ul style="list-style-type: none"> <li>• % of students who directly enroll in postsecondary education</li> <li>• % of students who did not complete high school on time who achieve a postsecondary credential</li> <li>• % of students employed within 1 and 5 years of completing or leaving postsecondary education, including wage</li> </ul> |
|--|---|---|---|



## Vibrant Communities: Indicators of Community Change

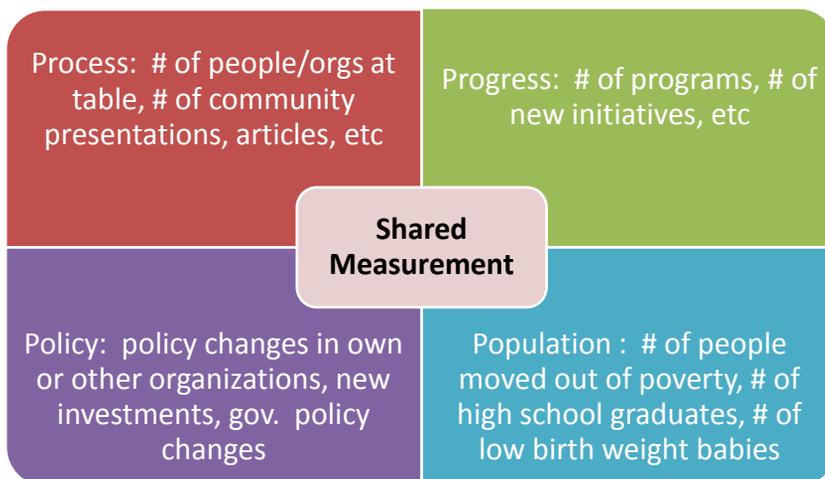
[www.vibrantcommunities.ca](http://www.vibrantcommunities.ca)



Key Numbers in Vibrant Communities
439,435 poverty reducing benefits to 202,931 households in Canada
256 poverty reducing initiatives completed or in progress by local Trail Builders
\$22.8 million invested in local Trail Builder activity
2,278 organizations partnering in Trail Builder communities
1,539 individuals playing substantial roles including 840 people who are living in poverty
53 substantive government policy changes



## Thinking About Shared Measurement

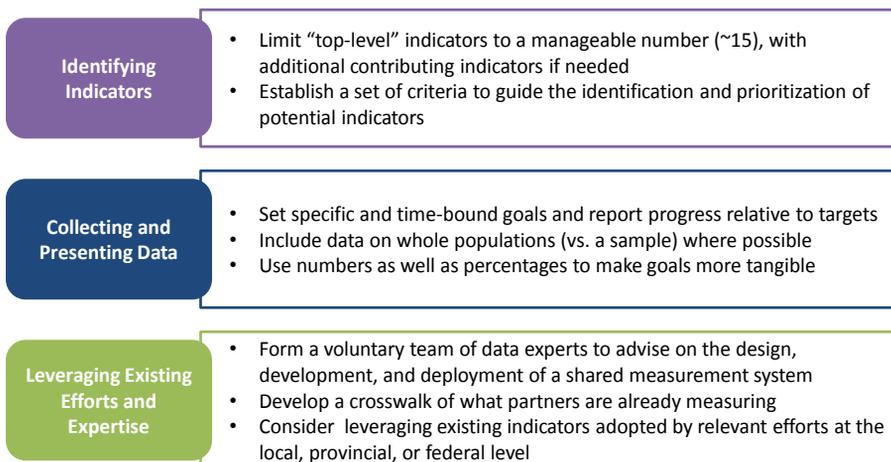


## Developing Shared Measurement Systems Requires Funding, Broad Engagement, Infrastructure and a Commitment to Learning



Source: Breakthroughs in Shared Measurement and Social Impact, FSG, 2009

## There Are a Number of “Tips and Tricks” to Bear in Mind When Developing Shared Measures





## Additional Resources

- Breakthroughs in Shared Measurement and Social Impact. FSG Social Impact Consultants. [http://www.fsg.org/Portals/0/Uploads/Documents/PDF/Breakthroughs\\_in\\_Measurement\\_Exec\\_Summary.pdf](http://www.fsg.org/Portals/0/Uploads/Documents/PDF/Breakthroughs_in_Measurement_Exec_Summary.pdf)
- Building a Performance Measurement System. Root Cause. <http://rootcause.org/performance-measurement-book>
- Performance Management in a Complex, Place-Based World. Aspen Institute, Roundtable on Community Change. <http://rootcause.org/performance-measurement-book>
- Measuring Community Capacity Building. A Workbook in Progress. Aspen Institute. <http://www.aspeninstitute.org/publications/measuring-community-capacity-building>