Plenary

The Role of Collective Impact in Advancing Equity

Wednesday, February 24 | 9:00 - 10:00am

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Leveraging Collective Impact Equitably

Learnings from the evolution of the Promise Neighborhoods Program
**PolicyLink** is a national research and action institute advancing economic and social equity by Lifting Up What Works.®

*Equity* is just and fair inclusion into a society in which all can participate, prosper, and reach their full potential.
The Promise Neighborhoods federal program was designed to:

• Identify and increase capacity

• Build a complete continuum of cradle-to-career solutions

• Integrate programs and breaking down agency “silos”

• Develop local infrastructure of systems and resources to sustain and scale up proven, effective solutions across the broader region beyond the initial neighborhood; and

• Learn about the overall impact of the Promise Neighborhoods program to build a proof point for scaling the approach
Collective Impact...?

Achieving Large-Scale Change through Collective Impact Involves
5 Key Conditions for Shared Success

Common Agenda: 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.

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

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

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

Backbone Support: 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.
Collective impact in practice through Promise Neighborhoods

<table>
<thead>
<tr>
<th>THEORY</th>
<th>PRACTICE</th>
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<tbody>
<tr>
<td><strong>COLLECTIVE IMPACT</strong></td>
<td><strong>PROMISE NEIGHBORHOODS</strong></td>
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<tr>
<td><strong>COMMON AGENDA</strong></td>
<td>Focus on Equitable Opportunity: Ten results for children in poor communities and communities of color</td>
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<td><strong>SHARED MEASUREMENT SYSTEMS</strong></td>
<td>Regularly Measure Progress: Fifteen indicators, data guidance, case management system and data dashboard</td>
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<td><strong>MUTUALLY REINFORCING ACTIVITIES</strong></td>
<td>Cradle to Career Continuum of Solutions: A combination of cross-sector solutions that include families, programs, policies and systems</td>
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<td><strong>CONTINUOUS COMMUNICATION</strong></td>
<td>On-Going Feedback Loop: Accountability partners, case management systems and data dashboard</td>
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<td><strong>BACKBONE ORGANIZATION</strong></td>
<td>Dedicated, Adaptive Leadership: The Promise Neighborhoods Institute and Promise Neighborhoods Lead Agencies guide strategy, maintain results framework, support aligned activities and advance policy</td>
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Credit: FSG
Utilizing the collective impact as an approach for centering racial and economic equity

Population: Who are the residents most impacted by structural inequities?

Results: What are the shifts in structural inequities that are most pressing to them?

Indicators: How could we know that structural inequities were being dismantled? What would quality of life look like for those residents?

Story Behind the Curve: What factors have contributed to positive shifts in those qualities of life so far, and what factors have created or are perpetuating inequities?

Strategies: What are the most targeted and impactful strategies to shift those factors?

Partners: Who have a role to play in supporting those strategies?

Performance Measures: What are the components of those strategies that we can move? How will we know if we implemented those components well, and if anyone is better off because of them?
A Developmental Pathway for Achieving Promise Neighborhoods Results
NAZ MISSION

Our mission is to end generational poverty and build a culture of achievement in North Minneapolis where all low-income children of color graduate from high school college- and career-ready. We accomplish this through collaboration with parents, community organizations, and schools.

NAZ VISION

We envision a prosperous North Minneapolis — where all children of color are healthy, secure, and academically successful, ultimately realizing their unlimited potential.
COVID-19 Hotspot Black Minnesotans are testing positive at 10x the rate of whites; 50% Black MN apply for unemployment; distance learning having disproportionate impact - achievement gap projected to grow by 15%

Murder of George Floyd and resulting community uprising, closure of key businesses, 64% increase in violence/trauma
ONE EFFECTIVE SYSTEM ACROSS MANY PARTNERS
THE NAZ APPROACH

TWO-GENERATION APPROACH
NAZ Parents get engaged and supported to put their scholars on a path to college.

RESULTS FOCUSED COLLABORATIVE
Collaborative action driven by data leads to an effective system and college-going culture.

NORTHSIDE PROSPERITY
Thousands of parents and scholars reach new levels of achievement leading to academic success and social/economic prosperity.

NAZ FAMILY COACH
Neighbor leaders who partner with parents to set and reach their goals.
NAZ connects with scholars and families furthest behind and in greatest need.

74% of NAZ Families make less than $30,000/yr
90% of NAZ Families are families of color
78% of NAZ Families are African American
Goal for all families, schools, partners: College and Career Ready!

Achievement plan

Data and progress monitoring system:

Results process: Results NAZ

Team of NAZ staff located across partners
More NAZ is better.

Scholars with longer participation in NAZ academic strategies have higher rates of proficiency.

3-8th grade MCAs

### MCA PROFICIENCY BY LENGTH OF PARTICIPATION

#### READING

- 0 Years: 18%
- 1 Year: 19%
- 2 Years: 21%
- 3 Years: 23%
- 4 Years: 38%

#### MATH

- 0 Years: 9%
- 1 Year: 19%
- 2 Years: 21%
- 3 Years: 27%
- 4 Years: 35%

N's

- Reading: 63
- Math: 63
Scholars participating in NAZ academic strategies have a proficiency rate in math that is more than double that of scholars with only a Coach.

<table>
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<tr>
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<th>2018-19</th>
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<tbody>
<tr>
<td>Reading Proficiency</td>
<td>27% 17%</td>
</tr>
<tr>
<td>Math Proficiency</td>
<td>25% 11%</td>
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*Scholars in NAZ academic strategies + Coach

*Scholars with Coach only

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<tr>
<td>Academic strategies + Coach</td>
<td>221 221</td>
</tr>
<tr>
<td>Coach only</td>
<td>110 109</td>
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NAZ has significantly increased access to high-quality early learning.

**PARTICIPATION IN HIGH QUALITY EC**

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<tr>
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<th>TOTAL EC SCHOLARS</th>
<th>HIGH QUALITY CENTERS</th>
<th>EC SCHOLARSHIPS</th>
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<tr>
<td><strong>2016-17</strong></td>
<td>377</td>
<td>209</td>
<td>96</td>
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<tr>
<td><strong>2017-18</strong></td>
<td>460</td>
<td>260</td>
<td>148</td>
</tr>
<tr>
<td><strong>2018-19</strong></td>
<td>425</td>
<td>308</td>
<td>173</td>
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Note: Data is self-reported by centers and reflects all rising kindergarteners at the center in Spring/Summer 2018. Three different assessments are used across these four centers. Two of the centers used Teaching Strategies Gold, a State of Minnesota approved assessment.
Ensure there are quality programs to meet student needs from cradle to career.

Build capacity in schools and communities by strengthening rural leaders’ and organizations’ ability to do place-based work.

Align systems by influencing policy and investment decisions to accelerate change in rural places.
Implement Programs
Take a cradle to career approach to ensure all rural students:

1. Enter Kindergarten Ready
2. Achieve Academic Proficiency
3. Graduate High School College-Ready
4. Earn Postsecondary Degree
5. Gain Meaningful Employment

Succeed!

Safe  Healthy  Supported
In our place of intensive focus, we provide services to over 57% of all children.

In this eight-county region we serve...

- **29%** of all learners in early childhood
- **68%** of all elementary and middle school students
- **68%** of all high school students

Note: figures here refer to our Promise Zone, a region comprised of eight counties: Whitley, Knox, Bell, Clay, Leslie, Harlan, Perry, and Letcher
We have moved population level outcomes.
Percent of 3rd Graders Proficient in:

**Reading**

2013–2019

- 2013–14: 51.4%
- 2014–15: 54.1%
- 2015–16: 52.7%
- 2016–17: 59.0%
- 2017–18: 54.1%
- 2018–19: 55.0%

**Math**

2013–2019

- 2013–14: 38.5%
- 2014–15: 40.0%
- 2015–16: 45.8%
- 2016–17: 47.4%
- 2017–18: 48.6%
- 2018–19: 47.4%

Note: figures here refer to our Promise Zone, a region comprised of eight counties: Whitley, Knox, Bell, Clay, Leslie, Harlan, Perry, and Letcher.
Braiding multiple programs and interventions in Leslie County (KY) resulted in a remarkable school transformation.

8th Grade Reading Proficiency
- Before PFE: 47%
- After PFE: 74%

High School Graduation Rate
- Before PFE: 68%
- After PFE: 97%

High School State Ranking
- Before PFE: 224th
- After PFE: 16th

Note: average class sizes range from 100–150 over this period
Align Systems
Organizations must have shared student-centered goals to align actions and achieve success.

By focusing organizations on shared student needs, Partners for Education builds the practices, policies, and funding alignment needed to disrupt persistent inequities.
**PRACTICE:**
Our systems alignment work in Knox County improved student attendance.

**Challenge:** Daily student attendance in Knox County was only 80%.

**IMPACT:** The average daily student attendance increased from 79.3% to 86.7%.
“Partners for Education’s deep understanding of rural communities has enabled them to change outcomes in Appalachia. Taking their model to rural places across the nation is essential to creating educational equity for kids.”

Jennifer Blatz, President and CEO of StriveTogether