The Collective Impact Assessment Tool

The *Collective Impact Assessment Tool* was developed for the City of Melton Community Learning Board by Peter Blunden (City of Melton) and Dr Shanti Wong and Ian Wong (Starfish Consultancy), with input from Dr Leone Wheeler.

Cite this as: Blunden, P, Wong, I. Wong, S, & Wheeler, L (2014). *Collective Impact Assessment Tool*, City of Melton Community Learning Board, Melton, Victoria, Australia.

Background

Learning communities of place, cities and regions invest financial and human resources in ensuring residents in a particular geographic location can have access to a range of learning opportunities and infrastructure. By undertaking this investment a local government authority is attempting to improve particular outcomes to have an impact on long-term objectives. For example, to increase levels of educational attainment, increase local employment, or improve attendance at kindergarten.

UNESCO Learning Cities Framework[1]

There has been a recent renewed interest in the learning city concept and this has been driven by East Asia, in particular Korea, and China. In fact the UNESCO Institute for Lifelong Learning's (UIL) International Platform of Learning Cities (IPLC) was launched at a conference in Beijing in October 2013 (UNESCO 2014[2]). A second International Conference on Learning Cities to be held in Mexico in 2015 provides a further opportunity for cities worldwide to communicate their expertise on building and evaluating sustainable learning cities.

The Declaration on Building Learning Cities noted that 'learning communities', 'learning cities' and 'learning regions' were pillars of sustainable economic development. The model of a Framework of Key Features of Learning Cities[3] is made up of three key components. First, the emphasis is on the wider benefits of learning for 1) individual empowerment and 2) for the community in terms of social cohesion, economic development and cultural prosperity. Second, the building blocks of a learning city are the different aspects of learning, that is, learning for work; learning in family and communities; pathways to further and

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[1] From: Wheeler L., Wong, S., Blunden, P. 2014:10. *Learning as a Driver for Change: Measuring Impact Literature Review and Case Study.* Australian Centre of Excellence for Local Government, University of Technology, Sydney. http://acelg.org.au/publications

[2] UNESCO. (2014). Conference Report: 21–23 October 2013, Beijing, China, International Conference on Learning Cities: Lifelong Learning for All: Inclusion, prosperity and sustainability in cities. Hamburg, Germany: UNESCO Institute for Lifelong Learning.

[3] http://learningcities.uil.unesco.org/key-features/key-features-of-learning-cities

higher education; quality assurance; the use of modern learning technologies and developing a vibrant culture of learning throughout life. Third are the foundations which are fundamental conditions of building a learning city. Such factors as political will and commitment, governance, a partnership approach across sectors, and the mobilisation and utilisation of resources. This is illustrated in Figure 1.
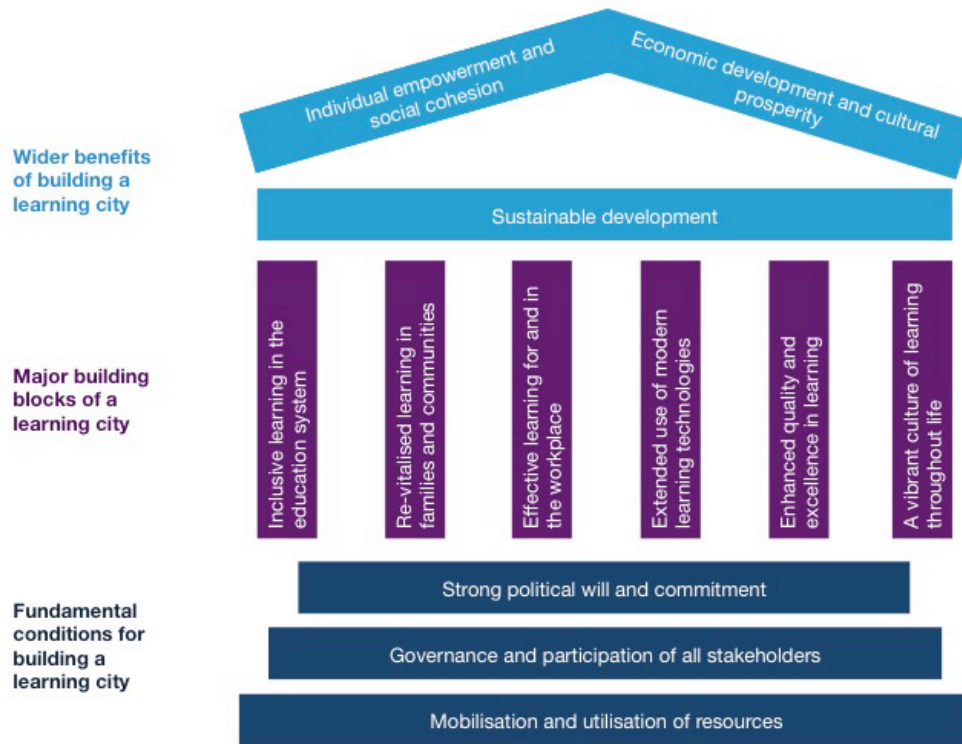

Figure 1: The Framework of the Key Features of Learning Cities

This framework can be adapted by cities around the world. For example, Beijing is developing a Beijing Learning Cities Index to monitor the progress of developing its learning city.[4]

Wheeler and Wong[5] use it as a planning tool that aligns with an Australian Learning Community Framework and Measuring Impact Toolkit for The Australian Centre of Excellence for Local Government (ACELG). This Measuring the Impact of Learning Communities project includes a step-by-step approach to

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[4] Wang, M, 2014, *Introduction to Key Features of Learning Cities,* Presentation to the First International Expert Meeting for preparing the Second International Conference on Learning Cities, UNESCO UIL, Mexico. http://learningcities.uil.unesco.org/resources/the-first-international-expert-meeting-for-preparing-the-second-international-conference-on-learning-cities

[5] Wheeler L., Wong, S. 2013. *Learning as a Driver for Change: Learning Community Framework* and Wheeler L., Wong, S., Blunden, P., (2014), *Learning as a Driver for Change: Measuring Impact Toolkit* Australian Centre of Excellence for Local Government, University of Technology, Sydney

developing a community learning plan. The plan is designed to embed an evaluation and can be used to monitor the progress of learning city programs.

Once a community learning plan is in place, practitioners within local government are required to evaluate their work, but are often time poor and are looking for guidance.

Tibbit et al (2014)[6] note that while there are a myriad of tools for measuring learning cities, they can be broadly divided into four main types:

1. 'Indexes and rankings based on secondary analysis of existing data – typically used to provide some idea of current performance and comparison with other cities;
2. New data collection and surveys – typically used to explore present performance or knowledge and attributes of city stakeholders and populations;
3. Qualitative instruments for benchmarking and auditing – typically used to assess strengths and weaknesses in present performance or processes; and
4. Evaluation approaches – typically used to ascertain the efficiency and/or effectiveness of present or new initiatives (p.2).'

Tibbit et al (2014) also lists examples in each category. The UNESCO Key Features of Learning Cities mostly uses secondary analysis of existing city data. However, it also allows for new data collection and surveys and some expert review (Wang, 2014). According to these types, this Collective Impact Assessment Tool is a qualitative instrument for benchmarking and auditing learning partnerships. The *Learning Community Framework* and its accompanying *Measuring Impact Toolkit* is classified as an evaluation approach for community learning programs.

Governance and participation of all stakeholders is a foundational element of learning city work. Because the work is based on partnerships, it becomes difficult to attribute particular outcomes to learning community activities, mainly because of the time frame it takes to achieve outcomes.

It is important to develop an evaluation strategy that supports local circumstances, is practical and can be implemented within given resources. So there is general agreement on the importance of measuring the impact and the long-term outcomes of programs aimed at solving social or economic issues from a learning perspective. However, there are a range of tools that have been designed specifically for evaluating learning community and learning city activity at the practitioner level.

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[6] Tibbit and Wheeler, 2014 'Toolkit for helping Cities Learn'
http://pascalobservatory.org/sites/default/files/toolkit_for_assessing_learning_cities-6-nov-final.pdf

In Australia, *the Australian Learning Community Framework and Measuring Impact Toolkit*[7] provides an up-to-date framework to help practitioners build a community learning plan, with embedded evaluation. It includes a recommendation to use this Collective Impact Assessment Tool for measuring the strength and outcomes of partnerships.

The City of Melton Community Learning Board

Since 1998 the City of Melton has produced six community learning plans and its evaluation methodology has evolved over time. The first extensive evaluation of its learning community activity used the Measuring Impact (MI) tool.[8],[9] The next major evaluation in 2010, *Towards the Next Generation Community Learning Plan,*[10] used an action research approach, gathering evidence from a variety of sources including literature, surveys, extensive consultation, and also sourced relevant demographic and other data. Melton also used action research to identify priorities for its community learning plans, but within the context of a local government governance structure.

Melton City Council's Community Learning Board uses partnerships and collaborations to implement the goals identified in its Community Learning Plans. The Community Learning Board endeavours to identify strategies to address community needs and where possible align them with similar goals identified in strategic plans of businesses and organisations working in the City. In 2006 the Board used the MI Tool to measure its partnership strength.[11] The 2014 Community Learning Board's evaluation compares three points in time, 2006, 2010 and 2014. Over this time it sees an increase in partnership relationships strength from 45 in 2006 to 125 in 2014 (Table 1). [12]

Table 1

Learning Board Partnership Strength	
Year	Strength Measure
2006	45
2010	64
2014	125

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[7] Wheeler L., Wong, S., Blunden, P. (2014), *Learning as a Driver for Change: Measuring Impact Toolkit* Australian Centre of Excellence for Local Government, University of Technology, Sydney

[8] Community Learning Board *Measuring Impact Report*, 2006, Shire of Melton.

[9] Cavaye, J, Wheeler, S, Wong, S, Simmons, J, Herlihy P & Saleeba, J,Community Development (2013): Evaluating the community outcomes of Australian learning community initiatives: innovative approaches to assessing complex outcomes, Community Development, DOI: 10.1080/15575330.2013.853681. Originally designed in 2005 this Australian framework has been designed specifically to evaluate Australian learning communities. The framework adapted a program logic method and used a tiered approach.

[10] Blunden, P, *Towards the Next Generation Community Learning Plan: Report on the Evaluation of the Shire of Melton Community Learning Plan 2008 to 2010*, Shire of Melton Community Learning Board.

[11] Cavaye, J, Wheeler, L, Wong, S, Simmons, J, Herlihy,P & Saleeba, J. (2013). *Evaluating the Community Outcomes of Australian Learning Community Initiatives: Innovative Approaches to Assessing Complex Outcomes.* Community Development 11.

[12] Blunden, P. (2014). *Community Learning Plan Evaluation*, City of Melton, p42.

Whilst the Community Learning Board sees measuring partnership strength as beneficial, it also wanted to understand how to measure the broader impact the partnerships were having on achieving its Community Learning Plan goals and whether the identified success measures were right. It was for this reason the Board looked at collective impact as a means of describing what its partnerships do as well as developing a tool to measure it.

The City of Melton *Collective Impact Assessment Tool*

'Outcome strength + partnership strength = impact'

The City of Melton has now built on this work. Using principles identified in the Canadian Learning Index,[13] the analytical quality framework proposed by Preisinger-Kleine,[14] based on the work of Cara and Ranson[15] in the United Kingdom and the European Commission R3L+ program and also influenced by the 'collective impact' movement,[16] the *Collective Impact Assessment Tool[17]* has been developed. This tool aims to synthesise the measure of partnership strength with outcome strength and sustainability to determine impact, and provides a visual representation of the overall impact of a particular partnership.

It is based on the good practice cited above. It is fit for purpose, being designed in collaboration with local government, intended for use by practitioners, ensures consistent measures over time and draws on key learning community theory and practice.

The thinking behind the design

The *Collective Impact Assessment Tool* was developed to generate consistent numerical data about subjective findings on local government learning community impact that can carry equal weight with the data generated by other units in a local government. Such impact is of increasing importance as local governments recognise the positive economic and social impact of engaging a community in lifelong learning.

The tool has been developed for the Australian learning community approach and recognises that partnerships are a key component of Australian learning community development.[18] This is supported by the thinking behind Collective Impact.

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[13] Cappon, P. & Laughlin, J. (2013). I Special Issue: *Learning Citites: Developing Inclusive, Prosperous and Sustainable Urban Communities,* Journal of Lifelong Learning **59**(4).

[14] Preisinger-Kleine, R. (2013). *An analytical quality framework for learning cities and regions, Special Issue: Learning Citites: Developing Inclusive, Prosperous and Sustainable Urban Communities, Journal of Lifelong Learning* **59**(4): 18.

[15] Cara, S., & Ranson, S. (1998). *Learning Towns and Cities - "The Toolkit" - Practice, Progress and Value - Learning Communities: Assessing the Value They Add*. Birmingham: DfEE.

[16] http://www.fsg.org/OurApproach/WhatIsCollectiveImpact.aspx

[17] Blunden, P., Wong, S., Wong, I., & Wheeler, L. (2014). *Australian Learning Community Collective Impact Assessment Tool,* City of Melton Community Learning Board (Unpublished).

[18] Wheeler, L. & Wong, S. (2013). *Learning as a Driver for Change: Learning Community*

Collective Impact is a significant shift from isolated impact, 'because the underlying premise of Collective Impact is that no single organization can create large-scale, lasting social change alone.' There is no quick solution to systemic social problems, and these problems cannot be solved by simply scaling or replicating one organization or program. Strong organizations are necessary but not sufficient for large-scale social change.

Local Government is ideally placed to take on this role. The City of Melton Community Learning Board saw this as an opportunity, through the delivery of its Community Learning Plan, to provide the leadership, partnership support and the mechanisms needed to collectively address some of Melton's bigger, and sometimes intergenerational, social and economic issues.

The *Collective Impact Assessment Tool* builds on the underlying premises of two other highly regarded Australian tools – MI[19] and the VicHealth Partnerships Analysis Tool. [20] .The VicHealth Partnerships Analysis Tool states that partnerships must have a clear purpose, add value to the work of the partners, and be carefully planned and monitored. It also develops the idea that it is possible to assign a numerical value to a subjective assessment or observation, as had been initially done through applying weightings to the strength of partnerships to produce MI's collaboration charts.

Partnership Assessment

The *Collective Impact Assessment Tool* assigns higher value to quality partnerships, contending that a community learning plan may generate good outcomes delivered by a single enterprise but is vulnerable to the risk of withdrawal of the contribution of that enterprise. Such risk which would be mitigated if the outcomes were being delivered through a partnership.

Impact Indicators, targets and outcomes

Strong partnerships alone, however, do not necessarily result in positive change. Strong planning processes developed collaboratively, with strong community engagement, monitored and evaluated using existing data sets, are required to create a dynamic learning community. A community learning plan must incorporate impact indicators – that is, *indicators* that signpost those issues that the community wants to improve, such as an increase in the percentage of people engaged in employment or training.

Framework, Australian Centre of Excellence for Local Government and University of Technology, Sydney

[19] Cavaye, J et al, (2014), ib id.

[20] Learning city developments in Victoria, Australia, have also borrowed from the health promotion field in order to assess the effectiveness of partnership projects. One common tool in use is the VicHealth Partnership Analysis Tool available at: http://www.vicpcp.org.au/sites/default/files/VicHealth%20Partnerships%20Analysis%20Tool%2020 11.pdf

The plan should include strategies to create a positive impact on those indicators and set *targets* to assist in assessing if a strategy is having an impact – ie are the *outcomes* being achieved?[21] The *Collective Impact Assessment Tool* has criteria that determine the strength of the outcomes of Learning Community strategies. A numeric value can then be assigned as shown in table 2.

Table 2: Criteria for Outcome Level

Outcome Level	Score
Target fully achieved	8
Target mostly achieved	6
Target partly achieved	4
Work on the target has commenced	2
Work on the target has not commenced	0

Consequently, an addition to the criteria for effective partnerships then becomes the level of contribution by a partner or a partnership to the outcome and therefore the impact on the indicator. The *Collective Impact Assessment Tool* offers methods for determining the level of contribution and these are described in the subsequent section on **Customisation.**

The *Collective Impact Assessment Tool* therefore uses a mixed methods approach of synthesising measures of partnership strength with outcomes strength and sustainability to determine the impact of the partnership. A high score for both partnership strength and outcomes strength means that there is high impact – that is, there is not only a 'well-developed state of learning in that community, but it also means that this particular community has the learning conditions needed to succeed economically and socially.'[22]

The *Collective Impact Assessment Tool* design results from recognising the limitations of MI and other tools where separate measures are obtained but not routinely integrated (whether the tool instructions recommend such integration or not). Any integration must be conducted manually without any framework for both qualitative and quantitative data entry. [23] In addition, these frameworks

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[21] Tools to help determine the different elements of the evidence base of a community learning plan can be found in Wheeler L., Wong, S., Blunden, P., (2014), *Learning as a Driver for Change: Measuring Impact Toolkit* Australian Centre of Excellence for Local Government, University of Technology, Sydney. http://acelg.org.au/publications

[22] Cappon, P. & Laughlin, J. (2013). Op cit, p510.

[23] **Quantitative data** looks at the incidence and quantity of events. Data gathered through quantitative methods (surveys, questionnaires, administrative records) is numerical and may be analysed by calculating averages, ranges, percentages and proportions.
Qualitative data is information that is primarily expressed in terms of themes, ideas, events or personalities. Data is gathered through observation, interviewing and document analysis. These results cannot be measured exactly, but must be interpreted and organised into themes or categories. (In Wheeler L., Wong, S., Blunden, P., 2014. *Learning as a Driver for Change: Learning Community Framework Measuring Impact Toolkit.* Australian Centre of Excellence for Local Government, University of Technology, Sydney, p3.)

require decisions to be made about which data is entered and increases the risk of a lack of consistency of data sets collected from one evaluation to the next.

Mixed methods contends that it is not enough to simply collect and analyse quantitative and qualitative data; they need to be mixed or integrated in some way so that together they form a more complete picture than they do when standing alone. [24] The *Collective Impact Assessment Tool* automatically synthesises the measures of partnership strength with outcomes strength and sustainability once the data have been entered.

The tool has been designed to be practical and manageable for practitioners to assist with tracking learning community progress, as recommended by Hanleybrown et al, (2012) and Simister (2010). [25] It is underpinned by Preisinger-Kleine's premise that quality criteria and indicators can be used to determine and improve the quality of partnerships, participation, progress and sustainability as well as learning culture. It uses data sets which already exist and which are readily available to determine and assess targets[26].

Preisinger-Kleine suggests that existing data should be used to determine and evaluate learning community impact as follows:

1. common mission, vision and targets and focus;
2. principles, channels of communication and formal structures; and
3. stakeholder, roles and trust amongst partners.[27]

The visual representation of the integrated data sets draws on the mixed methods assumptions of providing stronger data through integration of qualitative and quantitative data, the methods developed in MI and the thinking behind Collective Impact, providing the shared measurement system where partners are measuring impact with the same mechanisms.[28]

The tool has been designed making the assumption that impact evaluation will be more effectively applied when a learning community is past the initial stages,[29] but its applicability with the start-up phase of initiatives is being explored.

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[24] Creswell, J. W. and V. L. Plano Clark (2006). *Designing and Conducting Mixed Methods Research.* Thousand Oaks, CA, Sage Publications, p 7.

[25] Hanleybrown, F., J. Kania & Kramer, M. (2012). *Channeling Change: Making Collective Impact Work* Stanford Social Innovation Review; Simister, N (2010) *Monitoring and Evaluating Capacity Building: Is it really that difficult?* Praxis Paper 23, INTRAC

[26] Preisinger-Kleine, R. (2013), 'An analytical quality framework for learning cities and regions', *Special Issue: Learning Citites: Developing Inclusive, Prosperous and Sustainable Urban Communities, Journal of Lifelong Learning* **59**(4), p536.

[27] Preisinger-Kleine, R. (2013). Ib id, pp530-531.

[28] Kramer in *ProBono News Aust* 290514

[29] Wheeler, L. & Wong, S. (2013), *Learning as a Driver for Change: Learning Community Framework,* Australian Centre of Excellence for Local Government and University of Technology, Sydney.

Customisation

The *Collective Impact Assessment Tool* has been designed with local customisation in mind. The intention is to generate ideas that can be adapted and improved upon. There are two methods for assessing partnerships offered but it is possible to determine partnership strength using one of the many partnership assessment tools available and insert that data into the partnership strength table. It is critical, however, that any method of assessing partnership strength is selected bearing in mind that the assessment includes the contribution of the partner or partnership to the pre-determined impact indicators or outcomes.

The *Collective Impact Assessment Tool* 'Partnership Strength Method 1' has been designed for use with high level partnerships (such as a Community Learning Board or local network) and 'Partnership Strength Method 2' for partnerships around a particular project. However, both Methods can be adapted to suit local circumstances. The important thing to note is that the data collection should remain consistent over time so that impact can be assessed as accurately as possible.

Overlays of 'importance' and 'sustainability' are offered in the tool, but these can be amended, added to or discarded if it is deemed appropriate (as it may be for an early initiative or for a very small organisation or project). Both add dimensions that are highly valued by local government and may have a role in building awareness of the role of learning community activity. The tool offers descriptors to help determine the relative importance and sustainability. Importance is determined by assessing the connection between learning and the social and economic benefits of learning.[30]

For the purposes of practicality, the tool assumes that indicators are of equal weight.

A description of how the *Collective Impact Assessment Tool* has been applied by the City of Melton Community Learning Board follows.

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[30] Cappon, P. & Laughlin, J. (2013). Op cit, p510.

The Collective Impact Measurement Tool – a report on the trial by the City of Melton Community Learning Board.[31]

The *Collective Impact Assessment Tool* was commissioned by City of Melton's Community Learning Board to be practical, manageable and relevant for local government practitioners. It was designed to assist tracking learning city or community development progress and the impact being made. The Community Learning Board has used to the tool to gauge the impact of the delivery of its Community Learning Plan 2011-2014 (Tables 1 and 2).

At the Community Learning Board's *What Makes Melton a Learning City?* Evaluation Forum (July 2014) stakeholders were invited to identify how they saw themselves as rating in terms of their level of engagement in Learning Board activities and the level of importance of their contribution to achieving Learning Plan goals from 2011-2014 (Section 1, Partnership Strength).

Stakeholders were also asked to identify what they anticipated their level of engagement and the importance of their contribution to the Learning Plan outcomes for 2015-2018 would be. This was regarded as useful in planning and also negotiating the actual contribution of each partner up front in the planning phase.

It was generally agreed by the Community Learning Board and attendees at the forum that the *Collective Impact Assessment Tool* would be a valuable means of measuring the partnership approach to delivering learning plan outcomes. It was also felt that to measure the collective impact on community, inter-generational issue only one or two outcomes should be the focus.

The Community Learning Board will need to decide what issue it sees as most important to address over ten or twenty years or where the Board sees it can have the biggest impact. It was suggested at the *What Makes Melton a Learning City?* forum that the intended outcomes for children may provide the greatest long term benefit. It was also noted at the Forum that an impact could be made in the medium term on improving education, training and employment outcomes for young people.

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[31] Blunden, P, 2014. *Community Learning Plan Evaluation,* City of Melton, pp 42-47.

Using the Collective Impact Tool

Section 1 Partnership Strength

This table measures and calculates the level of engagement and the importance of the contribution made by participating organisations or partners to achieving agreed goals and outcomes - in the Community Learning Board's case, achieving goals in the Community Learning Plan 2011-2014. A percent level of partnership strength is automatically calculated.

Table 3:

City of Melton Community Learning Board Partnership Measures																	Average Governance Engagement Level		
Metric: Scale Level (SL): 3 = High 2 = Med 1 = Low Strength of Partnership = Average Level of Engagement x Importance of Contribution																			
Learning Plan Outcomes	Outcome for Children			Outcome for Youth			Outcome for Adults			Outcome for Economic Development			Outcome for Social Inclusion				Learning Board Member	Learning Board Working Party Member	Other Connection
Strength of Partnership	Level of Engagement	Importance of Contribution Level	Strength of Partnership	Level of Engagement	Importance of Contribution Level	Strength of Partnership	Level of Engagement	Importance of Contribution Level	Strength of Partnership	Level of Engagement	Importance of Contribution Level	Strength of Partnership	Level of Engagement	Importance of Contribution Level	Strength of Partnership		Learning Board Member	Learning Board Working Party Member	Other Connection
ORGANISATION NAME																			
Organisation A	3	0	0	3	3	9	3	2	6	3	2	6	3	1	3		3	3	
Organisation B	2	3	6	2	0	0	2	2	0	2		0	2	0	0		2	2	

Table 4: Key to rating partnership strength

	Importance of Contribution to Achieving Outcomes:	Rating
3	Stakeholder has actively partnered in the delivery of the Learning Plan Goal. Contributed resources, including staff time, has entered into formal or informal agreements. Strategic objectives between organisations align	3. High
2	Stakeholder has a moderate level of participation in the delivery of the Learning Plan Goal. Contributed some resources and/or staff time.	2. Medium
1	Stakeholder has some participation in Learning Plan Goals.	1. Low
	Level of Engagement to Achieving Outcomes:	Rating
3	This stakeholder has made a significant contribution to Learning City activities and or demonstrated leadership in its Governance	3. High
2	This stakeholder has been active in Learning City activities and or its Governance	2. Medium
1	This stakeholder has participated in some Learning City Activities. Stakeholder has engaged at a network and information exchange level.	1. Low

Section 2 Outcome Measures

This table measures and calculates the outcome or level of achievement of a goal and also gives it a sustainability score. An average of each component of outcome and success measure is automatically calculated along with the percent partnership strength measure.

Table 5

City of Melton Collective Impact Measurement Tool							
Community Learning Plan Outcome Measures							
			Outcome Level & Sustainability of All Learning Plan Goals & Outcome Measures			Collective Impact on Identified Outcome Measures	
			Outcome Level	Sustainability Indicators	Total	Average Outcome & Sustainability Strength	% Partnership Strength
Intended Outcome	Outcome Measures	Evidence	0 - 8	0 - 2	0 - 10		

Table 6

Key to Outcome & Sustainability Strength:	
Achievement Level	*Score*
Target fully achieved	*8*
Target mostly achieved	*6*
Target partly achieved	*4*
Work on the target has commenced	*2*
Work on the target has not commenced	*0*
Sustainability Indicator	*Score*
1. Embedded in Strategic Plans or fully taken up in other programs or with other organisations. 2. Appears in recurrent budgets	*2*
Partly taken up in other programs or work continues in action plans (Agreements and resourcing continue)	*1*
Discontinued or abandoned (includes Initiative completed to a planned conclusion e.g. research)	*0*

Section 3 Collective Impact Assessment

The tool integrates the average outcome and sustainability strength and the percentage partnership strength to determine impact (Table 7) and automatically plots it on the Impact Assessment Graph (Graph1). It can be seen graphically what level of impact the delivery of each identified goal has had rated at high, medium or low. Graph 1 below shows the level of impact the Community Learning Board had in the delivery of its Learning Plan goals over the past three years (City of Melton, *Collective Impact Assessment Tool* 2014).

Shifts in the plotting of the impact of learning community initiatives can then be measured over time. The data can then be used to generate strategic discussion for monitoring, review, evaluation and further planning.

Table 7

Collective Impact Assessment Measures		
Intended Outcomes	**Impact**	
	Average Outcome & Sustainability Strength	% Partnership Strength
Outcome for Children	6.00	42.03%
Outcome for Youth	7.40	43.10%
Outcome for Adults	8.75	57.78%
Outcome for Economic Development	7.50	38.52%
Outcome for Social Inclusion	6.33	35.46%

Section 3 Collective Impact Assessment

Graph 1: Learning Plan 2011-2014 Collective Impact Assessment

Weak conditions for learning, isolated impact   Strong conditions for learning, collective impact[32]
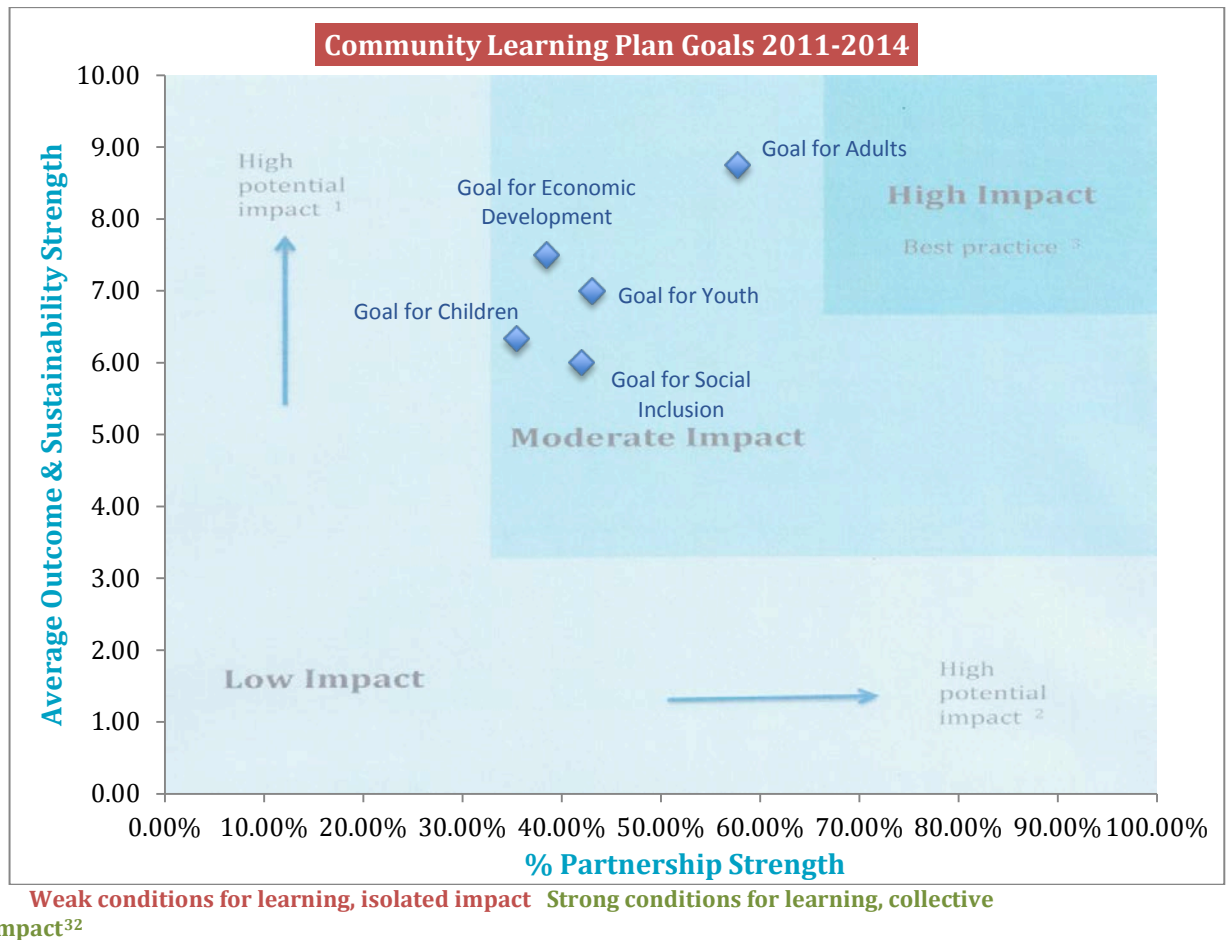
Note

1. Strong outcomes but isolated impact - need to strengthen the partnership

2. Strong partnership - need to strengthen the outcomes to generate impact

3. Key elements of a learning community operating effectively - capacity building.

[32] Cappon, P. & Laughlin, J. (2013). Op cit, p510. A high score for both partnership strength and outcomes strength means that there is high impact – that is, there is not only a 'well-developed state of learning in that community, but it also means that this particular community has the learning conditions needed to succeed economically and socially.'

Conclusion

The Community Learning Board anticipates that the Measuring Impact tool will be of benefit to local government, community organisations, government departments and even business or business groups that use partnerships to achieve measurable goals and outcomes. It has already been recognised internationally as the PASCAL International Observatory preferred tool for assessing partnership strength in learning communities.[33]

For further information on the *Collective Impact Assessment Tool*, contact Melton City Council (Email Peter Blunden: peterrb@melton.vic.gov.au).

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[33] http://pascalobservatory.org/sites/default/files/toolkit_for_assessing_learning_cities-6-nov-final.pdf