Detail of a quilt from the Strive Partnership and Strive Together Office in Cincinnati, Ohio, USA.

EDUC90148: Project in Educational Leadership

MAKING A CASE FOR A COLLECTIVE IMPACT APPROACH TOWARDS RAISING EDUCATIONAL ACHIEVEMENT IN THE CITY OF HUME.

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Making a case for a Collective Impact approach towards raising educational achievement in The City of Hume.

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Introduction

In response to a desire to raise the social and economic wellbeing of its citizens, the Hume City Council (HCC) identified education as the tool to achieve this. This resulted in the establishment of the Hume Global Learning Village (HGLV) in May, 2003. Members of the HGLV began working to create dynamic and inclusive partnerships that engaged learning providers, educational institutions, businesses and facilitators in Hume, in the process of building a lifelong learning culture within the community. The role of the HGLV became catalyst, facilitator, leader and driver of the shared vision for Hume as a learning community (Osborne & Wheeler, 2011).

This year, eleven years after its creation, the HGLV Advisory Board and Council has been disbanded. Now the HGLV is looking to the future and considering what direction it may take to continue developing Hume as a learning community.

Around the world, other communities (particularly in North America) have sought to improve the quality of life of their citizens via collective impact: an approach to community engagement which is driven by the belief that no single program, organisation, or institution acting in isolation can bring about large-scale social change on its own. Collective impact has emerged as one of the most important experiments occurring in the social sector today (Bornstein, 2011a) and some see it as the most promising approach for achieving high-impact community change (Tamarack Institute, 2014). Collective impact strategies have been applied to promoting the value of lifelong learning ('cradle to career') and raising educational achievement.

The purpose of this paper is to investigate the usage of a collective impact approach to raise educational achievement and consider if it is a direction worth considering for the HGLV. Educational achievement shall be narrowly defined as achieving success in reading and mathematics according to national benchmarking assessments. This study begins by introducing Hume City and the HGLV in more detail, then moves on to investigate the concept of collective impact; examining literature and research surrounding the topic. This is followed

by two case studies of communities that have already adopted a collective impact approach towards raising educational engagement and achievement - *The Strive Partnership* in Cincinnati-Covington-Newport, U.S.A. and *Shine*, The Porirua Education Initiative, New Zealand. These case studies are examined and reflected upon to understand the work that has been done in these communities, as well as the impacts that have come as a result. Finally, this paper will make a case for the HCC to consider a collective impact approach in order to raise the educational achievement of students in Hume as a new direction for the HGLV.

The City of Hume: 'Learning Together for a Better Future'

Introduction to the City of Hume

The City of Hume is located on the urban-rural fringe of Melbourne, Victoria, just 15 kilometres north-west from the city centre. Its 504 square kilometres includes approximately 65% rural land, 25% urban land, with the remaining 10% being occupied by the Melbourne's Tullamarine Airport. The city is built around the established suburbs of Broadmeadows, Tullamarine and Gladstone Park in the south, the developing residential suburbs of Craigieburn, Greenvale and Roxburgh Park in the north-east and the Sunbury township in the north-west. Within those suburbs are a number of industries including Melbourne International Airport, freight, engineering, automotive manufacturing, steel, plastics, electronics, communications and tourism (Hume City Council (HCC), 2014a).

According to the Hume City Community Profile (HCCP), Hume has an estimated resident population of 183,263 for 2013. It is home to a culturally diverse population, with over 166 nationalities speaking more than 120 languages other than English at home (2011). 28.8% of the population was born in a foreign country in which English was not the first language. In addition, Hume has a higher percentage of indigenous citizens (0.6% in 2011) when compared with the Melbourne average. Hume City has a more youthful population compared to Greater Melbourne: 30.5% of its residents are aged 19 years and under, while 8.4 percent are aged 65 years and above. It is also a multi-faith community, with many religions practised in Hume (HCC, 2014b).

The Socio-Economic Indexes for Areas (SEIFA) was developed by the Australian Bureau of Statistics (ABS) to rank areas in Australia according to relative socio-economic advantage and disadvantage (ABS, 2013). A higher score on the index means a *lower* level of disadvantage.

A lower score on the index means a *higher* level of disadvantage. The score of 1002.0 represents the median score for Australia. In 2011, Hume City scored 951.8 on the SEIFA index of disadvantage compared with a score of 1020.3 for Greater Melbourne, making it the fourth most disadvantaged Local Government Authority in Metropolitan Melbourne. Within the City of Hume itself, the SEIFA reveals considerable economic disparity with four suburbs scoring above that of Greater Melbourne (Attwood, Greenvale, Airport (Rural) and Sunbury), four more scoring above that of Hume City (Craigieburn, Tullamarine, Gladstone Park and Westmeadows), whilst the remaining seven suburbs scoring considerably lower than Hume City (Broadmeadows 771.8 and Dallas 770.2 respectively) (HCC, 2014b).

The City of Hume is comprised of three statistical local areas (SLA) – Sunbury SLA, Craigieburn SLA and Broadmeadows SLA - which are geographic classifications used by the ABS for the purposes of reporting on statistical data. Figure one below demonstrates the three SLAs and the suburbs they cover:
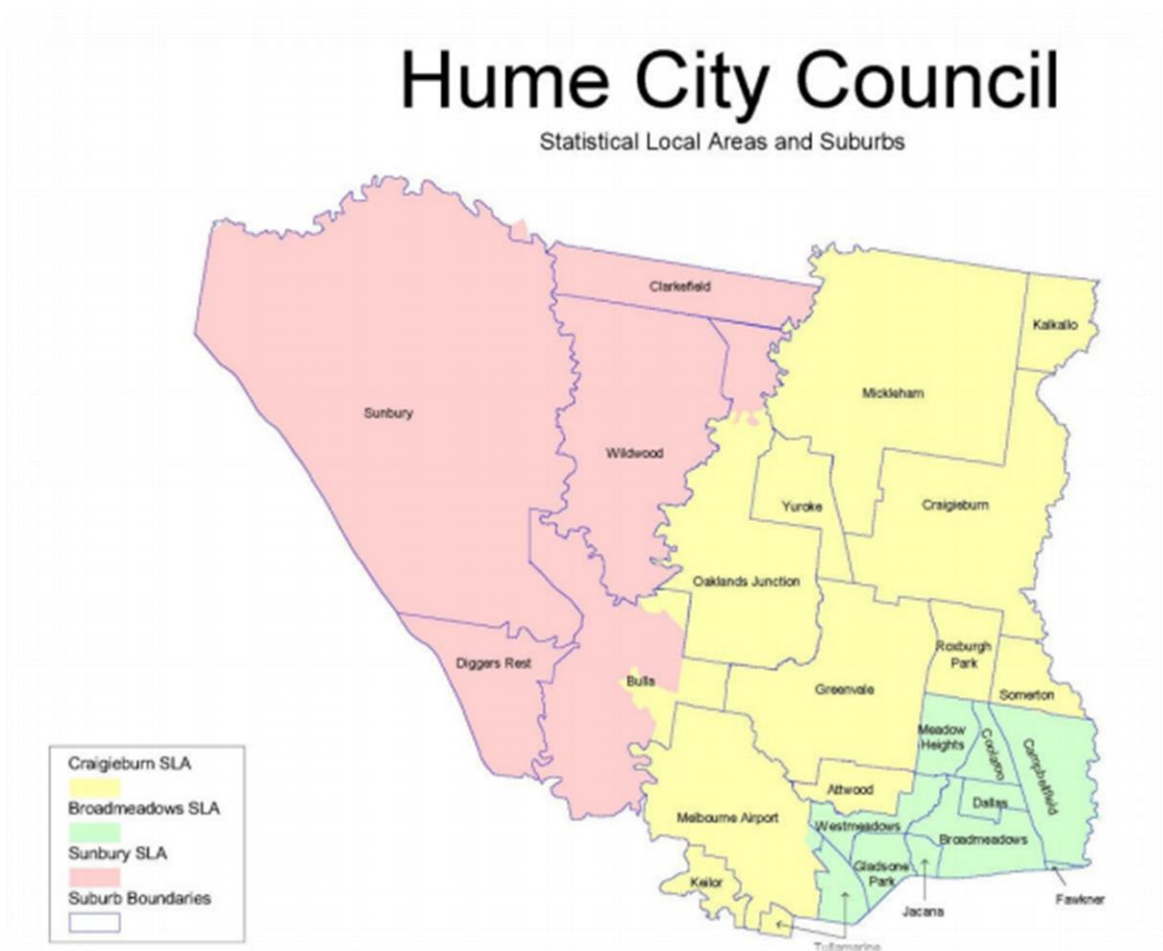

Figure 1: Map of Statistical Local Areas in Hume City   *Source: Hume City Council, 2011*

The Broadmeadows SLA is the most disadvantaged SLA in Victoria according to the SEIFA index of disadvantage, and contains three of the ten most disadvantaged suburbs in Melbourne. It is highly culturally diverse and is home to large numbers of new arrivals and refugees (HCC, 2011). The Broadmeadows SLA has significantly lower levels of educational attainment when compared to the metropolitan Melbourne Statistical Division (MSD). Almost one in five residents has only completed secondary college to Year 8 (age 14) or less. A combination of complex issues, such as lower levels of education, cultural and language barriers, other inequalities and barriers such as higher levels of disability and significantly lower levels of home internet access are significant negative contributors to these demographics (Osborne & Wheeler, 2011).

Overall, comparing the population of Hume City in 2011 with Greater Melbourne highlights a higher proportion of people who had left school at an early level (Year 10 or less) and a lower proportion of people who completed Year 12 or equivalent. Also, there was a lower proportion of people holding formal qualifications (Bachelor or higher degree; Advanced Diploma or Diploma; or Vocational qualifications), and a higher proportion of people with no formal qualifications; 35.5% of the population aged 15 and over held educational qualifications, and 53.7% had no qualifications, compared with 47.3% and 42.4% respectively for Greater Melbourne (.id, 2014). While the number of people with bachelor degrees or higher was rising between 2006-2011 (+5008), the number of people leaving school without any qualifications was higher (+5577) (HCC, 2014b).

Hume: 'Learning Together' for a better future:

"Hume City Council's work is guided by an overarching vision for Hume City as a prosperous, sustainable and vibrant City renowned for social justice, lifelong learning and community inclusion. To realise this vision, it is essential to develop a culture of lifelong learning that contributes to educational, social and economic benefits where aspirations can be held and achieved by all within the community. It is also important to ensure community accessibility into all forms of learning."

Hume City Council, p. 5, 2014c

In response to such negative statistics and aspirations of a better future for the citizens of the city, the HCC developed The Hume City Plan 2030. It describes a vibrant municipality characterised by; a strong economy, a pre-eminent multi-modal transport hub and the goal to be recognised as *'the ideal location for healthy living, lifelong learning, employment, recreation, enjoyment and prosperity' (*Hume City Council, p. 3, 2010). The HCC identified education as a key ingredient for enabling this vision to become a reality. This led to the development of the Hume Global Learning Village (HGLV) and Learning Together 2030 plan.

The Hume Global Learning Village:

In 1999, the HCC asked Frank McGuire (then an awarded journalist and local son) to be the founding chairman of its Safe City Taskforce. Frank accepted the position on the condition he remained independent and could establish the Global Learning Village – a model he presented making social infrastructure a priority, involving coordination of the three tiers of Government, business, the philanthropic and community sectors and academic institutions to deliver better results for communities (Global Learning Village, no date given, Zwartz, 2013).

Together, the HCC and McGuire took a radical and positive approach to community building by targeting learning as the key to social and economic wellbeing for all citizens. The establishment of the first public library in Broadmeadows, known as the Hume Global Learning Centre (HGLC) became a founding feature of the HGLV. McGuire obtained key partnerships and funding in order to establish the HGLC and HGLV with the support of the Victorian Government, the Pratt Foundation, The Age and the Ford Motor Company (Osborne & Wheeler, 2011).

Today, the HGLV comprises of two HGLCs (in Broadmeadows and Craigieburn) and over 800 organisation and individual members. The HGLV membership is made up of representatives from Council, schools, neighbourhood houses, libraries, TAFE's, universities, job service agencies, businesses, community and sporting groups, government departments and programs, trainers, tutors, and individuals. The HGLV is not viewed merely as a place, but rather as concept grounded in the commitment of members developing partnerships and collaborating to create, promote and facilitate opportunities for lifelong learning in Hume City. The HGLV

concept is brought to life through the networks and actions of members who initiate, promote and activate partnerships that focus on learning opportunities (HCC, 2014c).

The HGLV had been guided by the advisory board and committee up until earlier this year when the board voted to disband. The principal role of the HGLV Advisory Board had been to provide high-level advice and support to the Council on issues, trends, policies, research, funding and partnerships to support learning strategies in Hume. However, the board felt that it had reached what it had been set up to achieve and that something new was needed. It has left the HGLV in a strong and expanded position from its early days.

Learning Together 2030:

Created by HCC in partnership with HGLV members and the broader community, Learning Together 2030 (HCC, 2010) is a city–wide strategy which partners the Hume City Plan for 2030. Learning Together 2030 is coupled with an associated three yearly action plan (also developed in consultation with HGLV members), the current iteration is the Learning Together 4 (LT4) Action Plan 2014 – 2017 (HCC, 2014c). This strategy reflects the hopes and aspirations of the Hume community to be a place where everyone is able to improve their quality of life, through learning. At the heart of this strategy is lifelong learning; a concept that can be understood in many ways but at its core is about opportunities, personal development and community wellbeing, for anyone, at any age.

Three long term goals underpin this strategy:

1. To embed a culture of learning within the Hume community.

2. To strengthen pathways to learning, employment and shared prosperity for the Hume community.

3. To strengthen the Hume Global Learning Village by expanding and consolidating the commitment of its partners through collaborative planning, community engagement and advocacy.

Currently the Hume lifelong learning vision encompasses preschool, high school, tertiary and transition to work stages, but does not directly acknowledge or support the vital learning that takes place in primary schools. Hume's lifelong learning vision doesn't explicitly support literacy or numeracy development at any stage, yet research shows that mastery of these skills is essential to success within education and employment.

With the disbanding of its advisory committee, the HGLV seeks new direction for its future. The HGLV is a highly regarded partnership model that acts as a catalyst, facilitator, leader and driver to achieve the vision of Hume City as a learning community. Is it possible to expand upon the work being done and the influence of the HGLV even further within Hume? If we accept that education could be the key to achieving positive social change in Hume, and that achieving a lifelong learning culture is desirable for all of Hume's citizens, then it would be ideal to have the HCC and the community supporting the educational journey of its young people at all stages. Could the HGLV be the platform for even deeper social impact and change within Hume? Other communities around the world have also mobilised their communities around a focus on lifelong learning and education. Many are using a collective impact approach successfully to achieve their goals. The next section investigates the concept of collective impact and queries how a collective impact approach to social change works.

What is Collective Impact?

"No single organization is responsible for any major social problem, nor can any single organization cure it."

(Kania & Kramer, 2011, 38-39)

In order to create lasting solutions to complex and large-scale social problems, Foundation Strategy Group (FSG) (2014) suggest that different organisations - including those across government; business; philanthropy; the not-for-profit sector as well as individual citizens - need to coordinate their efforts and work together around a clearly defined goal. Collective impact was coined by Kania and Kramer (2011, p. 36) to describe this phenomenon*; a commitment of a group of actors from different sectors to a common agenda for solving a complex social problem.* Bornstein (2011a, 2011b) sees collective impact as a disciplined effort to create a network linking numerous cross sector organisations, helping them to systematically

align and coordinate their efforts around a clearly defined goal. 'Collaboration for Impact' (2014) define collective impact as a framework for tackling deeply entrenched and complex social problems. They regard collective impact as an innovative and structured approach to making collaboration work across all the different sectors and people involved to achieve significant and lasting social change. Gibbs (2014) suggests that a collective impact approach demands that the unique perspectives and skills of the multiple interest groups involved come together in such a way, that it allows the emergence of new solutions to complex problems. Central to a collective impact approach is the assertion that isolated efforts are ineffective and that no single policy, government department, organisation or program can tackle or resolve the increasingly complex social problems faced by society (Collaboration for Impact, 2014; Gibbs, 2014; Gillon, 2014; Kania & Kramer, 2011).

Tackling Complex and Adaptive Problems

Collective impact is not an appropriate approach for tackling all types of problems. *(Kania & Kramer, 2011, Weaver, 2014).* In their work on complexity science, Westley, Zimmerman & Patton (2006) define three different types of problems: known, knowable and unknown. Known problems are easily solved; following the same pattern, gets the same results every time. An example of a known problem is a recipe. A knowable problem is one for which you may not know the answer when you start, but it can be solved with research and work, involving the right experts and the right data. Experience built up over time can be replicated and lead to success. As example of a knowable problem could be sending a rocket into space. Known and knowable problems could be deemed complicated problems – they are mechanical, can be worked out. Kania & Kramer (2011) suggest that these kinds of problems are often best solved by an individual organisations.

Unknown problems are the type of problems for which there may be no right answer or protocol. The problem may be influenced by multiple external factors. Experience in dealing with the problem may help with the formation of a solution, but does not guarantee it. Also, success is not a destination when tackling an unknowable problem; what is right at one point will not be right forever. An example of an unknowable problem could be a romance or raising a child. Kania & Kramer (2011) refer to unknowable problems as complex problems or adaptive problems. They are organic, constantly evolving and changing in relation to their context.

Collective impact works best when problems are complex and dynamic, when there are multiple root causes and no direct, or even known path toward a solution (Kania & Kramer, 2011, Weaver, 2014). Social problems, like poverty, health, education and homelessness are examples of complex problems. Kania and Kramer (2011, 2013) suggest that predetermined solutions rarely work under conditions of complexity—conditions they argue apply to most major social problems—when the unpredictable interactions of multiple players across different sectors determine the outcomes. As a result, complex problems can only be solved by cross-sector collaborations which engage all sectors. To say that a solution is complex or adaptive does not mean abandoning all plans and structures. When tackling a complex problem, instead of deriving outcomes by strict observance of preconceived strategies, a shift is needed toward the creation of effective rules for interaction. These rules help to establish alignment among participants which improves the possibility of adaptive solutions leading to the envisioned goal (Kania & Kramer, 2013).

What makes collective impact different?

"Collective impact is a significant shift from the social sector's current paradigm of "isolated impact," because the underlying premise collective impact is that no single organisation can create large-scale, lasting social change alone."

(FSG, 2014)

Collaboration in order to address social problems is nothing new (Bornstein, 2011b; Kania & Kramer, 2011, Gemmel, 2014, Weaver, 2014). Indeed, Kania & Kramer (2011, p. 36-38) state that the social sector is filled with examples of partnerships, networks, and other types of joint efforts, but few were successful enough to effect complex solutions and sustainable change. Gemmel (p.2, 2014) calls collective impact *'evolutionary, not revolutionary'*, seeing collective impact as having been built upon wide ranging experiences over decades of the complex task of creating transformative change at the community level.

Isolated impact versus Collective Impact

Kania & Kramer (p.38, 2011) define isolated impact as *an approach oriented toward finding and funding a solution embodied within a single organisation.* This approach is often combined

with the hope that any success will be replicated and extended more widely. Though this kind of approach is dubbed as 'isolated' it still represents a form of collaboration between different actors, for example the funders, the 'driving' organisation and the community, but it is a much narrower scope of collaboration. Kania and Kramer argue that funders and not-for-profits alike are used to focusing on independent action as the primary vehicle for social change. They argue that despite the dominance of isolated impact approaches, there is limited evidence that these initiatives are the best way to solve many social problems in today's complex and interdependent world.

Kania and Kramer (2011, p. 38) point to a number of examples (such as the educational initiative 'Strive Partnership' in Cincinnati, Ohio; the childhood obesity campaign 'Shape Up Somerville' in Somerville, Mass; and the environmental campaign to clean up the Elizabeth River in Virginia – all in the U.S.A.) that give evidence of successful large-scale social change that comes from better cross-sector coordination rather than from the isolated intervention of individual organizations. The key differences between the two approaches are illustrated in table 1 below:

Table 1: Isolated Impact vs. Collective Impact	
Isolated Impact	*Collective Impact*
• Funders select individual grantees that offer the most promising solutions.	• Funders and implementers understand that social problems, and their solutions arise from the interaction of many organisations within a larger system.
• Non-profits work separately and compete to produce the greatest independent impact.	• Progress depends on working toward the same goal and measuring the same things.
• Evaluation attempts to isolate a particular organisation's impact.	• Large scale impact depends on increasing cross-sector alignment and learning among many organisations.
• Large scale change is assumed to depend on scaling a single organisation.	• Corporate and government sectors are essential partners.

Corporate and government sectors are often disconnected from the efforts of foundations and non-profits.	Organisations actively coordinate their action and share lessons learned.

Adapted from Hanleybrown, Kania & Kramer, 2012

Although evidence of the effectiveness of a collective approach is still limited, Kania & Kramer (2011) advocate that examples suggest substantially greater progress can be made in improving many of the most serious and complex social problems when not-for-profits, governments, businesses, and the public are brought together around a common agenda to create collective impact. They state that this doesn't happen often, not because it is impossible, but only because it has so rarely attempted.

Bornstein (2011b) views a collective impact approach as being different from traditional approaches due to the directed coordination across many groups, and spanning different sectors. He also distinguishes collective impact from 'run-of-the-mill' collaboration via the quality of the partnership as well as the nature of the problem being addressed.

Kania & Kramer (2011) propose that the shift from isolated impact to collective impact is not solely about encouraging more collaboration or public-private partnerships. They argue for an approach to social impact that would require a systemic focus on the relationships between organisations and progress toward shared objectives. This would require the formation of a new set of not-for-profit management organisations, with the skills and resources available to be able to build and coordinate the specific factors necessary for collective action to succeed.

"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. At the same time, our continued research has provided a clear sense of what it takes for collective impact to succeed"

(Hanleybrown, Kania & Kramer, p. 2, 2012)

Initiating, leading and creating a successful collective impact process

For collective impact to work as a framework for community change and impact, three pre-conditions and five conditions must be in place (Hanleybrown et al., 2012, Weaver, 2014).

Kania, Hanleybrown & Splansky Juster (2014) argue that this builds a foundation for collective impact, but that mind shifts are also needed in order to do the work. This section will explore each of these ideas: the three preconditions, the five conditions and changing mindsets.

The Three Pre-conditions:

Hanleybrown et al. (2012) suggest that the three pre-conditions needed in order to embark upon a collective impact initiative are: an influential champion, adequate financial resources and a sense of urgency for change. They argue that together, these preconditions create an environment which motivates people who may have never worked together before into a collective impact initiative. This environment and motivation holds them together until the momentum of the initiative itself takes over.

1. An influential champion

Hanleybrown et al. (2012) believe that this is the most important of the three preconditions and Weaver (2014) states finding and engaging influential leaders as being critical to a successful collective impact initiative. The champion should be someone who can command the respect (and interest) necessary to engage cross-sector leaders, to bring them 'to the table' and keep them involved over time. This champion can use their sphere of influence to tap into potential resources, funding and other connections in order to extend further credibility to the initiative. Effectively engaging an influential champion and their sphere of influence has the potential of gaining momentum rapidly.

Dynamic leadership can catalyse and sustain collective impact efforts. According to Hanleybrown et al. (2012), an influential champion needs to possess particular leadership qualities; a passionate belief and focus on solving the problem, but also the willingness to allow the participants involved in the initiative to figure out the answers themselves, as opposed to driving his or her own views.

2. Adequate resources

Before a collective impact initiative even gets off the ground, Hanleybrown et al. (2012) suggest that a need to secure financial resources which would enable the project to be able to embark upon its work for two to three years. Ideally, this would come from one 'anchor funder' who is engaged right from the beginning.

3. An urgency for change

Weaver (2014) states that for any type of collaborative change effort to get momentum, the issue being tackled has to be perceived as either urgent and/or of importance to the community. Data takes on a key role here – as the generation of data helps to creating understanding of the issue, as well as help to enable effective communication regarding the issue. Conducting research and sharing findings via publications and the media help to raise awareness. This in turn, has the impact of developing the necessary sense of urgency within the community, as well as helping to persuade people to work together.

"Urgency of the issue highlights the important work of utilising data and research evidence to 'connect the dots' and make the case that upstream interventions will have positive downstream consequences."

(Weaver, p.12, 2014)

The Five Conditions:

FSG (2014) suggest that a collective impact approach is more rigorous and targeted than collaboration among organisations. Kania and Kramer's (2011) research shows that successful collective impact initiatives typically have five conditions that when combined, create true alignment and generate powerful results: a common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and backbone support organisations. The first three conditions are inextricably linked (Hanleybrown et al., 2012, Weaver, 2014).

Below, table 2 summarises and defines the five conditions that together, Kania and Kramer (2011) believe, lead to meaningful results from collective impact:

Table 2: The Five Conditions for a Successful Collective Impact Approach	
1. A 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.

2. Shared Measurement Systems	**Collecting data and measuring results consistently** across all participants ensures efforts remain aligned and participants hold each other accountable.
3. Mutually Reinforcing Activities	Participant activities must be **differentiated while still being coordinated** through a mutually reinforcing plan of action.
4. Continuous Communication	**Consistent and open communication** is needed across the many players to build trust, assure mutual objectives, and appreciate common motivation.
5. Backbone Support Organisation	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 organisations and agencies.**

Adapted from Hanleybrown, Kania & Kramer (2012)

1. A common agenda:

Weaver (2014) suggests that creating a common agenda constructs a broad framework within which all partners involved agree to act. She also advocates that it should include a challenging aspirational statement which describes an outcome beyond which no single partner could achieve on their own. According to the research of Hanleybrown et al. (2012), setting a common agenda involves two steps: firstly, creating the boundaries of the system or issue to be addressed; and secondly, developing a strategic action framework to direct the activities of the initiative.

Creating boundaries involves setting the limits within which the group will operate. This will include geographical boundaries, as well as other demographic and other 'root cause' features. The boundaries may be a judgement call based upon a situation – they may be the things which an initiative believes that it has the scope to be able to influence at that time. Boundaries can and do change over time as an initiative evolves and its work within a community deepens. All of this is done in an effort to ensure clarity and purpose.

Once initial initiative boundaries have been established, work shifts towards the development of a strategic action framework. Hanleybrown et al. (2012) state that framework should not be

'an elaborate plan or rigid theory of change'. The framework should balance the need for simplicity with the creation of a comprehensive understanding of the issue, encompassing the activities of all partners, as well as the flexibility to allow the organic nature of the learning processes involved in collective impact work.

Hanleybrown et.al (2012) suggest that a successful framework will include a number of essential components:

- A description of the problem informed by rigorous research.
- A well-defined goal for the desired change.
- A collection of strategic plans to guide large scale change.
- A set of principles that direct the groups actions.
- An approach to evaluation which sets out how feedback on the collective impact initiative efforts will be obtained and assessed.

It is important that the strategic action framework does not remain static. It must evolve as the work being done within a community by a collective impact initiative evolves. The framework must be able to incorporate new learning from trial and error, as well as the endless changes within the local context, as well as the addition of new partners or participants who bring with them new knowledge, strategies and perhaps even new priorities. (Kramer, Parkhurst & Vaidyanathan, 2009, Cabaj, 2011, Hanleybrown et al., 2012)

   2. Shared measurement systems

Once a common agenda has been set and a framework within which to work has been defined, shared measurement systems need to be established. Weaver (2014) advises constructing shared measures by involving all partners in reaching an agreement as to what they should be. These measures are then used to contribute to and ultimately demonstrate progress made.

According to Kramer et al. (2009), having a small but comprehensive set of indicators:

- creates a shared language which supports the action framework;
- measures progress along the common agenda;
- facilitates greater alignment amongst the goals of different organisations;
- encourages more collaborative problem solving;

- builds a platform for an ongoing learning community that progressively increases the effectiveness of all participants.

Hanleybrown et al. (2012) report that developing shared measures as being one of the most challenging aspects of setting up a collective impact initiative for practitioners. This is seen to be largely due to the fact that organisations are used to evaluating individually, rather than as a collective – competing priorities among partners, fears of being judged as underperforming and inter-organisation competition make it challenging to develop agreed shared measures.

Once the shared measures have been established, partners must come together regularly to share data and learn from each other. This needs to lead to a process of continual learning, whereby partners adapt, change and improve their individual and collective work as a result of the learning and data shared.

3. Mutually reinforcing activities

Now that all the ground work has been laid, the energy of the collective impact initiative turns to action. A strategic set of actions is necessary involving multiple partners across the community, in order to achieve progress towards the common agenda and shared measures. Partners and the work that they can do need to be identified, organised and aligned to address each target within the agreed shared measures. Weaver (2014) warns that isolated strategies have an isolated impact. She advocates the integration and coordination of strategies so as to leverage the skills and resources of the partners involved to successfully achieve progress.

Hanleybrown et al. (p. 8, 2012) label the partners that align themselves around particular points within the strategic framework as 'working groups'. They have observed that at this point each working group meets separately, communicating and coordinating with each other in 'cascading levels of linked collaboration'. They state that as work progresses, the number of working groups and the level to which they collaborate may change over time, as they adapt to learning about what is working or changes in the community. What remains constant and critically important is the need for all work being done to be linked back to the common agenda and shared measures, and that the strategies pursued link to each other. Continuous communication and the backbone organisation are key to ensuring that this happens.

4. Continuous communication

Weaver (2014) regards these final two conditions as being linked and integral to a collective impact initiative. Strong and focused communication is key to making sure that all partners engaged in work towards creating change and progress surrounding the common agenda remain strategically engaged. For Kania & Kramer (2011, 2013), collective impact initiatives rely on a diverse group of partners collaborating, not by requiring that they all do the same thing, but by encouraging each partner to take on the specific set of activities at which it excels in a way that supports and is coordinated with the actions of other partners.

Continuous communication is essential in ensuring that partners know the impact of their work, as well as the work of others. They need to be informed of any successes or failures, in a timely manner, so as to adapt and keep working on those things that are found to be having the greatest impact. Also, communication may be vital in promoting buy in from the community, and increasing their engagement in the initiative.

5. Backbone organisation
'Creating and managing collective impact requires a separate organization and staff with a very specific set of skills to serve as the backbone for the entire initiative. Coordination takes time, and none of the participating organizations has any to spare.'

(Kania and Kramer, p. 40, 2011)

Not only do Turner, Merchant, Kania and Martin (2012) cite effective backbone support as a critical condition for collective impact, they claim that inadequate or non-existent backbone support it is the number one reason that collective impact initiatives fail. According to Kania & Kramer (2011), backbone organisations require a dedicated staff separate from the participating partner organisations. Their work is to plan, manage, and support the initiative through ongoing facilitation, technology and communications support, data collection and reporting, and the management of the countess logistical and administrative details needed for the initiative to operate effectively.

Through their collective research, Turner et al. (p. 1, 2012) observed six activities which backbone organisations pursue to facilitate and support collective impact work. Over the lifecycle of an initiative, they:

1. Guide vision and strategy
2. Support aligned activities;
3. Establish shared measurement practices
4. Build public will
5. Advance policy
6. Mobilise funding

These six backbone functions remain consistent among the six different backbone organisational structures identified by Hanleybrown et al. (p. 7, 2012) as summarised in table three below:

Table 3: Different Backbone Organisation Structures			
Types of Backbone	Description	Pros	Cons
Funder Based	One funder initiates collective impact strategy as planner, financier and convener.	*Ability to secure start-up funding and recurring resources *Ability to bring others to the table and leverage other funders	*Lack of broad buy-in if CI effort seen as driven by one funder *Lack of perceived neutrality
New Non-Profit	New entity is created, often by private funding to serve as backbone.	*Perceived neutrality as facilitator and convener *Potential lack of baggage *Clarity of focus	*Lack of sustainable funding stream and potential questions about priorities *Potential competition with local non-profits
Existing Non- Profit	Established non-profit takes the lead in coordinating collective impact strategy.	*Credibility, clear ownership, and strong understanding of issue	*Potential "baggage" and lack of perceived neutrality *Lack of attention if poorly funded

		*Existing infrastructure in place if properly resourced	
Government	Government entity, either at local or state level drives collective impact effort.	*Public sector "seal of approval" *Existing infrastructure in place if properly resourced	*Bureaucracy may slow progress *Public funding may not be dependable
Shared Across Multiple Organisatio ns	Numerous organisations take ownership of collective impact wins.	*Lower resource requirements if shared across multiple organisations *Broad buy-in and expertise	*Lack of clear accountability with multiple voices at the table *Coordination challenges, leading to potential inefficiencies
Steering Committee Driven	Senior-level committee with ultimate decision making power.	*Broad buy-in from senior leaders across public, private, and non-profit sectors	*Lack of clear accountability with multiple voices

Adapated from Hanleybrown et al. (2012)

The backbone role can be fulfilled by any one of these organisations, each having pros and cons. Which structure will work best for a collective impact initiative is dependent on the situation, geographical context, ability to secure funding, how neutral the organisation is perceived to be, as well as its ability to mobilise partners.

Shifting Mindsets:

Kania et al. (2014) reassert the importance of the five conditions of collective impact, but add that they may not always be enough to achieve large scale change. They argue that three mindset shifts maybe necessary in order to achieve large scale change, but that these mind set shifts may be difficult to achieve due to their highly countercultural nature. Though these mind

set shifts do not appear to be counterintuitive, they are often contradictory to traditional approaches to social change. Kania et al. (2014) label the three required mindset shifts as:

1. Who is involved
2. How people work together
3. How progress happens

Who is involved:

Despite the growing recognition that complex problems cannot be solved by single organisations or sectors alone, many collaborations still exclude essential partners from the business, government, non-profit and philanthropic sectors, as well as people from the community with lived experience (Kania et al., 2014). Without the inclusion of diverse perspectives, meaningful dialogue which could generate collective understanding, creative solutions and build mutual accountability could be lost. Kania et al. (p.3, 2014) state, it's essential to *'get all the right eyes on the problem'* or as Kania expressed during his address at the 2014 Collective Impact Summit: *'If you want to change a system, you need to get the system in the room'.*

How people work together:

There is much evidence of the importance of data and evidence for collective impact efforts, but Kania et al. (2014) recommend not underestimating the power of relationships. They claim that *'the relational is as important as the rational'*. Collective impact initiatives can be impeded by the absence of personal relationships, as well as the presence of strong egos and difficult historical interactions. Covey (2006) suggests that change happens at the speed of trust; for collective impact work to be successful, practitioners need to invest time in building and facilitating strong interpersonal relationships and trust with those whom they are collaborating with. This will enable collective visioning, learning and action, all adding up to positive change.

A second mind set shift advocated by Kania at al. (p. 4, 2014) is a focus on how an effort is structured. They argue that '*structure is as important as strategy'*. Though collective impact initiatives coordinate the actions of numerous partner organisations, often when a collective impact initiative begins, partners focus on creating a strategy first. They believe that progress toward their goal will be ensured by a specific, tangible set of activities. While it is important

to have an idea of how partners will tackle a problem, the reality is that in many cases the solutions are not known at the outset. Collective impact practitioners need to understand that enabling collective seeing, learning, and doing is the true power of collective impact. This can be inhibited by following a linear plan. A focus on the structure of how partners will work together can enhance the collective impact work being done. The structures that collective impact efforts create need to bring people together regularly to look at data and learn from one another, to discuss and understand what is working and what is not. Collaborating in this way leads partners to modify their actions, focusing on effective strategies and allowing new solutions to emerge (Kania & Kramer, 2013, Kania et al., 2014).

The final area that Kania et al. (2014) identify is to do with acknowledgement of success. In a climate in which organisations often have to prove the value of their individual work in order to get funding, it is tempting for organisations to seek and take credit for the work that has been done. This has the potential to undermine the collaborative nature of the work being done and can erode trust between partner organisations. Also, seeking to take direct credit can inhibit partners from making decisions that are aligned with the broader system and common agenda, hindering the creation of mutually reinforcing activities. Kania et al. (p.4, 2014) promote a mind shift toward the sharing of credit and understanding how sharing credit can be more powerful than taking credit.

How progress happens:
Collective impact work sets out to tackle complex social problems to which solutions are not known at the outset. As a result, such problems require adaptive problem solving. Historically, much of the social sector has concentrated on finding technical solutions, which are predetermined and replicable. Though technical solutions are frequently an important part of an overall solution, it is adaptive work which is necessary to enact them. Kania et al. (p. 4, 2014) advocate the need to *'pay attention to adaptive work, not just technical solutions'.* Collective impact allows for adaptive problem solving by encouraging multiple organisations to look for resources and innovations to solve a common problem. This enables rapid learning through continuous feedback loops, and coordinating responses among partner organisations. It is this adaptive work that has the potential to promote deeper societal change as solutions to issues emerge and evolve alongside the learning and collective impact work being done (Kania & Kramer, 2013, Kania et al., 2014).

Achieving deep societal level change is the ultimate goal for collective impact initiatives. To achieve this would require all partners to abandon the search for a single solution. Kania et al. (p. 5, 2014) suggest *'looking for the silver buckshot instead of the silver bullet'*, requiring a shift in mindset that recognises the success that comes from the combination of many interventions. This mindset shift is important for initiative partners as well as public and private funders. For practitioners, this shift requires reflection on the broader context of their work and consideration about how their contribution fits into the larger mosaic of activities. Funders and policymakers must also shift from a preference of investing in individual, single-outcome interventions towards investment in processes and relationships that create the possibility for numerous organisations to work collaboratively. This shift toward multiple solutions does not diminish the importance of high quality individual programs, interventions, and policies. Instead, each of these programs and policies is highlighted as being necessary, but not sufficient, for success. A strong focus on how individual interventions or policies fit together, how they reinforce each other so as to solve a complex problem is evidence of collective impact working at its best. Kania et al. (2014) regard this mindset shift as highly countercultural for many public and private funders, as well as for practitioners who have often been used to designing and implementing their work in isolation.

Case Studies

The case studies below provide an illustration of collective impact in action, as well as some insight into the power of applying a collective impact approach to achieve greater educational success within a community. Though the two initiatives are vastly different from one another, they demonstrate the versatility of a collective impact approach and offer broad insights into how to begin, manage and structure collective impact initiatives. Strive Partnership is a much lauded, well studied, wealthy and well established collective impact initiative, whereas Shine is a smaller, lowly funded project still very much in its early stages. As part of my research, I was lucky enough to be able to meet with leaders from both projects, as well as other people involved in the work being done to raise educational achievement within their respective communities.

STRIVE PARTNERSHIP: Cincinnati-Covington-Newport, U.S.A.

Image 1: Strive Partnership Logo, Strive Partnership 2014

"In the Cincinnati area, an entity known as the Strive Partnership – a fusion of about 300 local, non-profit, social service agencies, foundations, school districts, universities and private businesses -- has organized to prepare area young people with the skills needed to embark on successful careers."

Peter Goodman on the Strive Partnership, Huffington Post (June 11, 2012)

The Strive Partnership (Strive) is a collective impact initiative working in the urban core of the greater Cincinnati area – this includes Cincinnati, Ohio, as well as Newport and Covington in Northern Kentucky. The partnership's ultimate aim is to create a stronger economy, increase individual prosperity and quality of life. The partnership views education – from cradle to career- as the most important engine in achieving this. To achieve these results, *'for every child, every step of the way, from cradle to career',* Greater Cincinnati leaders at all levels of the education, non-profit, community, civic, business and philanthropic sectors are working together as part of Strive to tackle some of their most pressing challenges, and take advantage of some of their biggest opportunities. Strive operates as a catalyst for collaboration across sectors, and along the educational continuum, to pursue better results in education. (Strive Partnership, 2014). It is widely regarded as one of the leading examples of a collective impact initiative (Bornstein, 2011a, Kania and Kramer, 2011, Goodman, 2012).

Context:

Cincinnati, Ohio is a relatively small city, with a population of around 300,000 within its city limits. However, the Greater Cincinnati Area reaches 15 counties in parts of Northern Kentucky, Eastern Indiana, and a sizable suburban sprawl to the North and East of the city.

Added together, the Greater Cincinnati Area Cincinnati has a population well over 2 million, making it the 23rd largest metropolitan area in the United States. However, with a world-class arts community, internationally recognized medical institutions, top universities, two professional sports teams (The Cincinnati Bengals & The Cincinnati Reds), nine Fortune 500 headquarters, an international airport, and a regionally significant port on the Ohio River, Cincinnati has all of the traits of a much larger city (Midwest Regional Centre, 2013).

Despite its seemingly abundant positive attributes, 316,000 adults and 167,000 children live in poverty in the Cincinnati Tri-state area. This equates to 18% of the regional population living below economic self-sufficiency (the national average in the U.S.A. is 15%) (Cincinnati Works, 2014). Even more startling are the statistics for Cincinnati city itself where one in three people live in poverty (34% in 2012, Curnutte, 2013, United Way of Greater Cincinnati, 2014).

This is the context within which Strive was born. It formed in 2006 after a report noted that Ohio and Kentucky were lagging behind other states in college attainment rates. Community leaders, including early childhood educators, school superintendents, college presidents, business leaders, foundation directors and a range of civil society executives were brought together by their concern about rising poverty levels and the need to remain competitive in both the national and global economies. Some felt that the local higher education institutions operated with an 'ivory tower' like mentality; detached from the community within which they were housed – they were perceived not to reach out to the local community, nor produce and retain local talent. Also, some leaders saw the city as being intervention programme rich, but not systems rich – and that the city would need to be both in order to achieve success in raising educational achievement within the city. The discussion with the community around the above ideas become the birth of the Strive partnership. (Strive Together, 2014).

The initial meetings of those community leaders focused on boosting college readiness, however the focus soon expanded.

Robert Reifsnyder, the president of the United Way of Greater Cincinnati, recalled: *"Someone said, 'We're focusing on the ninth grade, but these problems really start in middle school. Someone else said, 'Truth be told, it starts in grade school.' Someone else said, 'Listen folks if we don't get started by kindergarten, the battle's half over.' And finally we said, 'This is a preschool issue — it's about kindergarten readiness.'* (Bornstein, 2011a)

These leaders came to believe that fixing only one point along the educational continuum -such as high school graduation rates- wouldn't make much difference unless all parts of the continuum improved at the same time. It was their view that no single organisation, however powerful or innovative, could achieve this alone. In response, they developed an ambitious mission to coordinate improvements at *every* stage of a young person's life, from 'cradle to career' – otherwise known as the Roadmap to Student Success (Kania & Kramer, 2011). This became known as the Strive Partnership: a collection of community leaders who decided to abandon their individual agendas in favour of a collective approach to improving student achievement. The partnership didn't try to create a new educational program or attempt to convince donors to spend more money. Instead, through a carefully structured process, Strive focused the entire educational community on a single set of goals, measured in the same way.
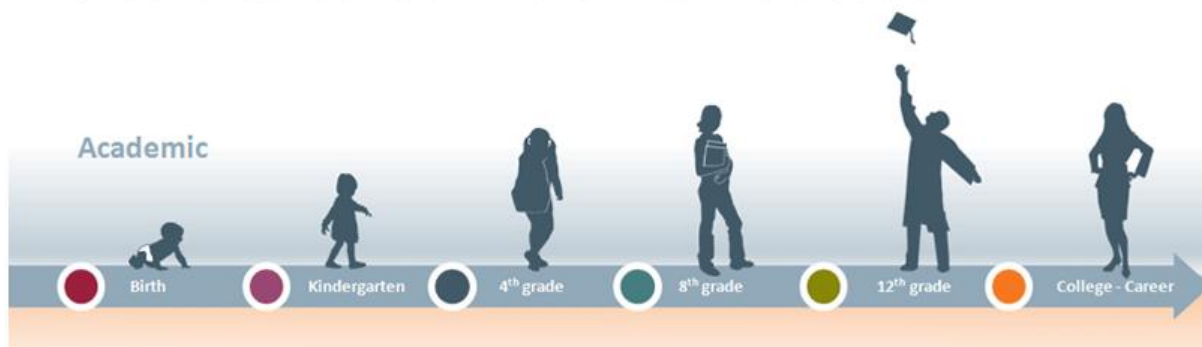

Image 2: The Road Map to Student Success: Cradle to Career (Strive Together, 2014).

How does Strive use the collective impact framework?

Strive, both the organisation and the process it helps facilitate, is an example of *collective impact*, the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem (Kania & Kramer, 2011, 36).

What follows is a breakdown of Kania and Kramer's five conditions for a successful collective impact initiative as it pertains to the work of Strive:

1. **A 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.

Strive have a clearly articulated common agenda: supporting the success of every child from cradle to career. It aims to improve academic success in the Greater Cincinnati region for every child, at every step of their educational journey. They believe that this will ultimately grow a stronger economy and lift incomes.

"The impact would be tremendous. Children would thrive. A sense of hope would emerge in long struggling neighbourhoods, communities, and regions. And our economy would improve as a more skilled workforce feeds innovation and growth."

(Strive Together, 2014)

This vision is driven by five shared goals: every child:

- Is prepared for school.
- Is supported outside of school.
- Succeeds academically.
- Completes some form of postsecondary education or training.
- Enters and advances in a meaningful career (Strive Partnership, 2013, 2014).

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

The work of Strive is focused on generating results through collaborative action, effective use of data, and aligning resources. To measure its progress, the partnership has identified and tracks eight indicators for student success. The goal is to see these indicators continually trending in the right direction:

- Kindergarten readiness
- 4th grade reading
- 8th grade math
- High school graduation
- ACT
- Postsecondary enrolment

- Postsecondary retention
- Postsecondary completion

Strive has established a committee of local data experts to help develop, track and share the partnerships outcome indicators. Each of the indicators is population rather than programme based. The data is generated by trusted sources, is similar across states and school systems and is available consistently over time (Strive Partnership, 2013, 2014).

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

This above data is used in the day to day work of organisations and collaboratives with the aim of improving student outcomes. Strive's work is carried out via participating organisations which are grouped into Student Success Networks [SSNs] according to 'the eight indicators of student success' (Kania & Kramer, 2011). The partnership supports SSN action by:

- facilitating new collaboratives in developing data-driven action plans that work toward achieving a shared set of objectives;
- providing intentional support to well-established collaboratives.

The partnership offers coaching, facilitation, data analysis, grant writing, and communications support to SSNs and collaboratives as a way to support their efforts to advance their shared outcomes.

Table 3: Coordinated Participant Activities within the Strive Partnership	
SSNs	**Collaboratives involved**
Kindergarten Readiness	- Success by Six - Every Child Succeeds - Consortium for Resilient Young Children
4th Grade Reading	Read On! – The Early Grade-Level Reading Campaign

	• Cincinnati/Northern Kentucky Arts Education
8th Grade Math	• Greater Cincinnati STEM (Science, Technology, Engineering & Math) Collaborative
High School Graduation & ACT Scores	• Mentoring Work • Youth Career Access Network
Post-Secondary Enrolment	• College Access Alliance • Covington Partners
Post-Secondary Retention & Post-Secondary Completion	• Pathways to Success
Enter a Career	• Talent Pipeline Initiative

Information sourced from Strive Partnership, 2013

All work that is done must be data informed, and based off the concepts outlined in Strive's Student Roadmap to Success (the cradle to career path).

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

Along with key partners, the Strive Partnership releases education results, from kindergarten readiness to postsecondary achievement rates, offers high-quality data analysis, and delivers a portfolio of continuous improvement trainings. The guiding principles of the Strive Partnership include focusing on data driven decision-making, facilitating and sustaining coordinated action, as well as advocating for and align funding around what works. To measure its success, the Strive tracks its progress relative to the eight priority outcomes, funding aligned to coordinated action, and key value judgments of the Strive Partnership from partners. Strive has developed a variety of methods of communication to keep all members of the partnership involved, informed and focussed on mutually agreed targets.

Firstly, Strive developed the Learning Partner Dashboard (LPD), an online data sharing tool accessible to all Cincinnati Public Schools (CPS). This data is entered regularly and has been incorporated into the work of all 33 resource coordinators within the CPS. Strive is working with other organisations (notably United Way: Success by Six and the Children's Hospital) to include early childhood data to be shared on the dashboard, including information on child care, home visitation, as well as enrolment in and assessment data from early learning programmes. When evaluated, this data can be used to facilitate easier student transitions, help to main academic gains, and address any student gaps.

Due to the success of data being shared via the LPS, Strive developed the means to share data more widely across its members. This led to the creation of the Community Indicators Report Card (CIRC) and the Student Success Dashboard (SSD). Both are online tools aimed at managing and reporting data and information for the eight outcomes in the report card. The tools provide a platform for the collection and organisation of data, as well as the creation of charts, all of which are accessible from the partnership's website.

In addition to these means of communicating data across the partnerships members, Strive also produce a yearly report (Strive Partnership, 2013). This report reinforces the mutually agreed goals of the partnerships. It also details the work that has been completed over the year, providing a detailed report with the metrics collected to illustrate any progress (or lack thereof) according to Strive's eight indicators of student success. Also contained in the report is an external evaluation on the partnership itself. This ensures that the partnership can understand the role it plays in the 'catalysing process' in creating community-wide progress, and also identify ways in which it could pay an even stronger role in supporting future success (Strive Partnership, 2013). By publishing this evaluation as a part of the report, Strive seeks to show its commitment to a cycle of continuous learning and improvement, also, it is hoped that this level of transparency will continue to facilitate trust in the partnership amongst its members.

5. Backbone Support Organisation	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 organisations and agencies.**

The Strive Partnership operates as the backbone organisation for the collective impact work being done in the Greater Cincinnati area. It has a staff of nine who work together to support the work of the (over 300) members involved. Strive does not do the ground level work, or coal face work itself, rather, it operates as the convenor that brings everyone to the table. It then focuses their collective eyes and minds on the problems at hand, as well as the potential solutions and action that it will take to create change. Strive did not devise the goals for the community, nor the eight indicators of student success – this was done by representatives of the community itself. Strive acts as the backbone that supports all of the work being done to target those goals and indicators of success. Greg Landsman, Executive Director of Strive, sees the organisation as having three main roles: the gaining and maintaining of executive level buy in ('the herding of cats'), the management and dissemination of relevant data, and the facilitation of collaborative action.

An example of the Strive Partnership in action: Rothenburg Preparatory Academy

Rothenburg is a largely African American school in an inner city district of Cincinnati. It services a community which struggles with poverty. I met with the Principal Amber, and the Community Resource Coordinator, Barbara. They were both very positive about the impact that Strive has had on their school and the assistance that Strive has given in order to help the school tackle issues that would prevent students from learning, in order to raise student achievement.

They spoke of the role they play in attracting and keeping partners to assist students and their families, at the school. Both felt that partnerships between the school and external organisations with the support of Strive were crucial to changing outcomes for students' lives (beyond academic – partnerships were established to alleviate the effects of poverty, anything that could prevent a child from learning effectively – for example: health care, mental health care, hygiene and hunger. An illustration of this is in the fact that the school feeds some students breakfast, lunch and dinner – as well as being able to provide take away food packs for the weekend. All of this is made possible by a school partner). The

maintenance of those partnerships was seen as vitally important. Both felt that the number and quality of partnerships that a school was able to get was very much dependent on the talents and dedication of the person in the community resource coordinator role. This position is not funded by the school, but by an outside not-for-profit agency (Beech Acres Parenting Centre).

Rothenberg has a large variety of resources. These resources are funded/provided for by different partnerships with businesses and community groups. They are raised/developed/maintained by the principal and the School Resource Coordinator:

- **Full-time School Resource Coordinator:** recruits tutors and maintains resources to assist in the enhancement of our student's academics, social welfare and mannerism. She assists in any way for the betterment of our students' everyday environment, such as clothing, food and appearances.
- **Intervention Specialists:** Three teachers who help students develop critical-thinking processes and problem solving abilities, and support their learning in the core subject areas.
- **Occupational Therapist:** Available two days a week, the occupational therapist works with students who have been identified as needing help with their handwriting, fine-motor skills, and sensory, visual and perceptual processing.
- **Positive School Culture Programme:** This is reinforced via reward system called 'Falcon Bucks'. Students use Falcon Bucks to purchase items from the 'Falcon Store'. They can purchase school supplies, personal hygiene products, books, toys, puzzles and household items. On Fridays, the principal visits each classroom asking for the students who have earned the 110% coupon. These students receive a special treat for being great citizens, arriving at school every day on time, and completing all classroom assignments. At the end of each quarter students who have Great Attendance and Citizenship attend a field trip. The goods for purchase and the excursion are provided by school partners.
- **School-Based Mental Health Therapist:** A full time therapist assists students with behavioural and emotional concerns.
- **School Nurse:** A full time nurse provides nursing care and health education to our students, with a focus on ensuring health and safety for all students.
- **Psychologist:** Administers school-related psychological tests, works with students to ensure optimum educational opportunities through special education or related classes and works with parents and teachers to resolve in-class student problems.
- **Speech Pathologist:** Provides direct, consultative, diagnostic and intervention services for preschool through to 8th grade students with identified or suspected communication impairments. Also works with students who have speech and language difficulties.
- **Tutors/Mentors:** Rothenberg is very fortunate to have a variety of partners (Krogers, Crossroads Church, Dinsmore and Shohl Law Firm, Huntington Bank, Cincinnati Country Day School, University of Cincinnati and Cincinnati Youth Collaborative) providing students with extra support in their academics. Between 105-200 tutors work in the school on any given day!

- **Science Specialist from Ohio State University**: A teacher who takes every class across the school for science.
- **A range of parent helpers:** This includes a space for parent helpers to congregate and do some of their work.

Rothenburg shares all student data with the Strive Partnership. This helps Strive identify areas of need in relation to indicators of student success and direct potential partners to work with the school. Work that partners engage in and investments made are also reported back to Strive to help identify what has been successful in raising student achievement. Rothenberg moved up two categories on the 2009-10 Ohio Report Card into the middle rating of Continuous Improvement. They have maintained this rating. Their goal is to keep moving up and become an Excellent-rated school.

Successes:

The Strive Partnership is contributing to improved student outcomes. More students are achieving at higher levels, more students are experiencing greater levels of academic success. These successes have been achieved after significant investments of time, talent, and treasure by cross sector community leaders committed to prioritising education for their region.

During its first five years in Greater Cincinnati, Strive has noted positive improvements in 40 of the 53 educational outcomes it measured. Below are just a few of these statistics**:**

- A **9%** rise in kindergarten readiness.

- A **16%** rise in 4th grade reading achievement (in Cincinnati Public Schools, Nth Kentucky schools changed the way they assess reading making previous data incomparable).

- A **31%** increase in 8th grade maths achievement (in CPS, Nth Kentucky schools changed the way they assess math making previous data incomparable).

- An **11%** increase in high school graduation was achieved.

- A **10%** increase in college enrolment was recorded.

In two years, academic measures will be uniform across the two states for the first time ever. This will make data collection and sharing much easier.

Other communities around the world began to hear and take note of Strive's successes in Greater Cincinnati. Many came to Cincinnati to learn from the Strive example. Such was the amount of interest that it spawned the Strive Together Cradle to Career Network (Strive Together 2014). This network was set up so that other communities could learn from the Strive model and replicate its success. Strive Together became a collective of communities working together to achieve improvements in student successes, from cradle to career, all learning from one another about the best ways to achieve this. Those lessons are passed on to other organisations and communities that join. Some of the key lessons passed on include:

- Strong leadership must be balanced with authentic partner engagement.
- Shared accountability and shared responsibility must be established early in the process.
- It is important to engage in strategic planning with education stakeholders from throughout the community.
- Credibility is built through clear and open communications of the organisation's successes – and its failures.

"The strength of the partnership has outlasted the presence of many of the original members. It is the shared vision and dedication of the partnership to a common purpose that continues to propel The Strive Partnership's success in Greater Cincinnati."

(Strive Together, 2014)

Challenges:

The most significant challenge that Strive faces seems to be how best to engage with and involve the community that it has been set up to serve. Not everybody within the community is convinced that Greater Cincinnati is better off with the intervention of Strive into the educational life of the city. Stakeholders, or people who are to benefit from the work being done, have varied perceptions of the benefits they should and do derive from participation in Strive. Those who are closest to leadership within the partnership seem to perceive the greatest benefits.

Some members of the community, including people involved within the partnership, assert that in order to create a truly collective impact, then you have to involve the people who you are

trying to help, to understand them and their needs. This must go beyond holding an information session (which is the extent to which some believe that Strive engages with the community now). In order to achieve success in transforming the educational outcomes and aspirations of a community, there is a need to 'involve the whole village'. The imposition of goals on people is more likely to fail if people are not part of the goal setting, of the dreaming for their own families, children and their own community. There is a belief by some that there is a lack of listening to the community, a lack of dialogue and exchange between those involved with the partnership and the communities they are trying to help. For real transformation to occur, there is a need to engage everyone – 'it takes a village'. These thoughts are perhaps reflected in the Strive evaluation (Strive Partnership, 2013) where:

- only 'nearly 60%' of respondents believe that the partnership has helped improved community level outcomes
- 20% of respondents think the partnerships vision and goals are clear
- 25% believe that the partnerships vision and goals are not the right ones

Greg Landsman, Executive Director of Strive agrees that community engagement is the biggest issue area that Strive struggles with. He believes that the top down structure in place to support the work that the partnership is doing, makes it hard to engage the community. However, this is an area which the partnership is committed to improving.

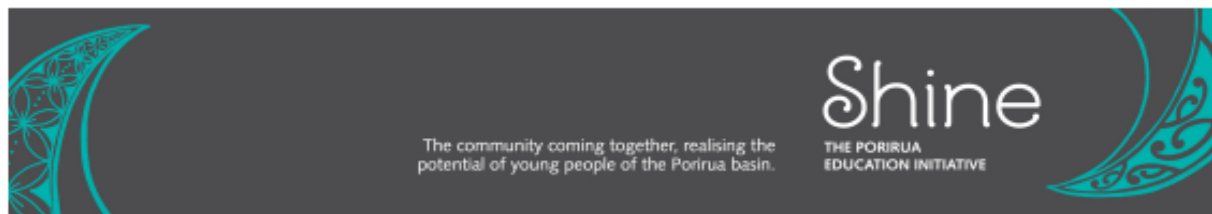## SHINE: The Porirua Education Initiative, Porirua, New Zealand

'Shine is not a collective impact project, it is a project which is organising itself using the tenants of collective impact'

Maureen Gillon: co-chair of the Shine Management Group

Shine, the Porirua Education Initiative (Shine) aims to facilitate the community coming together to realise the potential of young people of the Porirua basin. Its focus is on raising the educational achievement of the city's young people. Education is seen as the key to improving employment prospects, raising productivity and building strong families and communities. There is also the belief that it takes a village to raise a child (Porirua City Council, 2014). Shine is emerging as a strategic collaboration in which contributions, participation and activities are identified and organised through a collective impact framework. Participants believe that addressing civic issues collectively is more effective than individual efforts, enabling the creation of a network of relationships among organisations, communities and citizens. This network encourages activities that weave together energy and resources which help children and young people to learn and grow (Shine, 2014).

Context:

Porirua is an economically and culturally diverse city of around 50,000 in the Wellington Region of New Zealand. Porirua's population signals how New Zealand's population will be in the future; children and young people (aged 0-24 years) in Porirua make up 40% of the City's population, making it the largest age group in Porirua and one of the largest youth populations in New Zealand. Porirua has more Māori (21% compared to 14% nationwide) and Pacifika peoples (26% compared to 7% nationwide) and fewer European/Pākehā (57% compared to 67% nationwide) (Statistics New Zealand, 2006).

Nationwide, Pacifika peoples' income levels are amongst the lowest of all New Zealanders. Pasifika young people are over-represented in unemployment statistics and in low-paid occupations. A Pasifika child growing up in poverty in New Zealand has two to three times poorer health than a non-Māori, non-Pasifika child. Māori unemployment figures nationally remain high, even during times of considerable economic growth. Since 2008, the unemployment rate for young Māori has doubled to over 30 percent (Meek, 2013).

Porirua's population and economic diversity impact on educational outcomes. New Zealand schools are resourced according to the socio-economic background of students and their families. Decile 10 schools reflect a high socio-economic demographic category. Over half of the Decile 1 schools (the lowest socio-economic demographic) in the greater Wellington region, are in Porirua. The Solutions to Child Poverty in New Zealand report (Children's Commissioner's Expert Advisory Group on Solutions to Child Poverty, 2012) puts it bluntly: childhood poverty can seriously affect a child's educational achievement. Across OECD countries, a student from a more socio-economically advantaged background performs better in reading than a student from an average background by 38 score points, or about one year's worth of education. In New Zealand, the gap is even higher, at more than 50 score points between advantaged and disadvantaged students (Meek, 2013).

With growing concern over the lack of educational equity and achievement within Porirua, 200 educators and leaders from Porirua's social, educational, ethnic, economic and political landscape were invited in June 2013 to join together for a workshop focusing on the needs of children and young people in Porirua. The aim of the Shine summit was to formulate an action plan for Porirua's teachers, parents, principals, social agencies and boards of trustees, to make sure money and resources are reaching children who most need help (O'Neil, 2013). It was at this workshop that Shine, the Porirua Education Initiative, was formed with the intent to facilitate the community coming together in order to realise the potential of all young people in the Porirua basin. The initiative had two main concerns; firstly, uneven participation in formal education, with some children and young people not getting full value from the education system and others unnecessarily leaving the city for their formal education; and secondly, a need to improve the readiness of children, young people and their families to make the main transitions though the education system (Education Porirua, 2013, PCC, 2014, Shine, 2014).

How does Shine use the collective impact framework?

What follows is a breakdown of Kania and Kramer's five conditions for a successful collective impact initiative as it pertains to the work of Shine:

1. A 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.

The first step towards forming a common agenda was the meeting of the 200 people at the June 213 summit where priorities evolved from working sessions at the Summit. It was agreed that the natural place for recording outcomes of priorities should be in the public domain, and what fell within the scope of the Porirua City Community Outcome 'Learning for Life' were discussed (Shine, 2014). The outcomes of the Summit provided a clear focus for the group and resulted in action centring on raising the educational achievement of young people in Porirua. This was expressed by what has become the guiding vision of the group, and forms the common agenda:

"We want every child in Porirua to shine."

This statement has been bolstered by the development of an education charter for Porirua. The charter has been agreed to by educators and has been used to connect with communities and organisations to consider their participation and contribution. This is still evolving as opportunities arise. The charter is a statement of commitment to work toward a common agenda by sharing information about contributions through mutually reinforcing activities, and focus their efforts on the following strategic goals:

1. Provide an environment that encourages family, community and voluntary contributions to the education of children and young people.
2. Student transitions between the early childhood, primary, secondary and tertiary education sectors will be simple and seamless.
3. Eliminate the achievement gaps that currently exist between demographic groups within the Porirua school student community.

4. Porirua school students will be motivated learners who leave our system as well-rounded citizens with a broad spectrum of interests and abilities.

5. Porirua school students will be well prepared to successfully access post-secondary school career opportunities and tertiary education.

The charter also outlines how partner organisations can contribute to the *Shine* initiative by asking them to:

- Assign a senior representative to the Shine steering group
- Agree on shared outcomes that contribute to collective impacts
- Align relevant activities to increase the local capacity to attain the shared outcomes
- Freely share data and contribute to regular reports to residents of Porirua City and governance bodies with responsibilities in the city
- Collaborate on Shine sponsored projects
- Allow the organisation to be listed as a Shine partner on approved funding applications.

(Shine, 2014)

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

"The Shine Steering Group developed a set of measures which were presented and discussed at the Porirua Education Summit. They were identified as a collaborative exercise by educators in Porirua, Porirua City Council, Ngāti Toa (local Māori iwi [tribe]), Ministry of Education, Whitireia (tertiary institute of technology), Community organisations, Early Childhood and CareersNZ. The results of agreed shared measures will show whether children and young people are participating in education, and how well they are achieving at the identified transition points.

(Gillon, 2014b)

Of all of the work that has involved the Shine Steering Group, the development of shared measures was perhaps the most contentious according to Gillon, co-chair of the Shine

Management Group (SMG). The measures and the template took eight months to identify and negotiate. Some data had not previously been shared in public, nor had many organisations previously shared their data before (outside of official, expected channels), and so there was sensitivity about putting it in the public arena. The steering committee believed the data set, The Porirua Education Landscape, should be held by Porirua City Council (PCC), due to their local mandate and role as guardian of the city. They agreed to collect and share data pertaining the educational landscape of the city through the democratic process to ensure the decision was made in a public manner, and this provided the framework for them to monitor the quality of the local education system, and use the information for developing a local view of education and using it for negotiation and learning in the Porirua system. It was also agreed that it was essential for this data to be available to the public to allow an informed local narrative about, as well as a local assessment and review of the Porirua educational landscape.

Porirua's data is organised into three geographical 'villages' (North, East and West Porirua) and transition points along the lifelong learning journey (Early Childhood 0-4, Primary 5-12, Secondary 13-17 and School Leavers). Data on child health and welfare, as well as child movement within the Porirua educational landscape is also tracked. An outline of data collected follows:

- Early childhood data is organised to compare the different villages. Participation rates in early childhood education are tracked.

- Primary school data is organised to compare the different villages. Attendance rates, achievement in reading (achievement in Year 4 and value added since Year 1) and schools' decile rankings are tracked.

- Secondary school data is city based rather than village based. Student achievement in national examinations (NCEA), student retention and student achievement in reading (year 9) are tracked.

- School leavers' data tracks transition into higher education institutions as well as those not engaging in further study. This includes trade based education.

- Child, health and welfare data tracked relates to emergency admittance rates for serious skin infections, respiratory illness and rheumatic fever. Data is also collected on oral, hearing and vision health.

- School movement data tracks numbers of primary and secondary students moving between the different Porirua villages (and a neighbouring Tawa to the south) for the

purpose of their education. It also tracks the number of students seeking education outside of Porirua.

(Shine 2013)

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

Currently, Shine is connecting with and coordinating people and organisations who wish to work collectively or contribute to raising educational achievement in Porirua via mutually reinforcing activities which focus on four phases of formal education:

- Early childhood education
- Beginning at primary school, particularly learning to write and read
- Preparing for secondary school, particularly acquiring digital literacy
- Leaving secondary school, particularly providing opportunities for either employment or further education

Each of these themes has become *'a field of collaborative activity involving many contributors'* (Shine, 2014). The projects listed below represent those major fields of cooperation currently taking place in Porirua and the impact upon each phase of formal education (as listed above):

- *The Porirua Shine Literacy Project:*
  This is the main community-based, full city initiative to come out of the Shine summit. The project is being led by Joy Allcock (well-known New Zealand literacy researcher and consultant) and currently involves all primary schools in Porirua. The strategies being promoted are research based/best practice, shown to make a difference in children's acquisition of literacy skills. The project is supported by the Porirua Foundation and evaluated by educators from Massey University who provide further academic expertise and resources, including data management and analysis (The Porirua Foundation, 2013).
- *The Digital Enablement Project:*

Two trusts are improving access to digital information by providing computers and support for households with children at school.

- *Opportunities for Young People Project:*

  A collaboration between local educational institutions, business and local government focused on addressing issues relating to the successful transition of young people into higher education and the workforce.

- *Backbone Functions:*

  A group was formed (SMG) to coordinate backbone functions when the organisation that had been acting as the backbone, folded.

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

According to Gillon, co-chair of SMG, continuous communication remains an area of challenge for Shine, largely due to the complexity of the system and demise of the Mana Education Centre Trust (MECT). The MECT had functioned as Shine's initial backbone organisation, however it folded, threatening the existence of Shine. As a result of this legacy, rigorous structures for reporting and accountability have been put in place with the support of the Shine Management Group and the PCC. They have worked together to build a system of accountability and transparency in matters of finance and decision making.

Communication with the wider system is more challenging. Each of the five members of the SMG has their own portfolio and are responsible for forming and maintaining a chain of communications with those they engage with. Their communications are brought back to management group meetings which are well documented and publically accessible via the Shine website.

Gillon also emphasised the point that accessibility to the community was important to the SMG. For this reason they have devised a number of ways to connect through existing networks of relationships and hold their fortnightly meetings in public areas, such as cafes, which allows the group to maintain its informality and connections through the city. They want to continually

build the networks and establish confidence in the role of Shine and highlight the work taking place within the wider community to raise educational achievement in Porirua.

5. Backbone Support Organisation	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 organisations and agencies.**

As previously mentioned, Shine began with the MECT performing the functions of a backbone organisation, but when that folded, five people agreed to continue the work of Shine and keep the other members of the group informed about progress. They formed the Shine Management Group (SMG) which currently performs the functions of a backbone organisation, acting as a conduit for actions to raise achievement. They have established strategic alliances, as well as forming networks of relationships among agencies, organisations, communities and citizens that wish to contribute to raising educational achievement for children and young people in Porirua. They also work to identify people who can contribute to problem solving and provide a monitoring or 'watchdog' role, connecting people and ideas. Gillon, (co-chair of the SMG) suggests that the management group reinforce that Shine is a movement, and their goal is to make themselves obsolete. They believe that if they can develop a system that has the right people and organisations doing the work, with systems in place within the city, then if they are effective, that other organisations will be able to take on the functions usually associated with a back bone organisation (for example, the PCC have already taken on the role of data collection and sharing). However, as Shine is dealing with a deep seated 'adaptive' social problem, the likelihood is that there will always be the need for a group performing the backbone functions to be able to navigate the changes that will take place within the community and its context. The current set up of the SMG may not be sustainable, as the five members are volunteers and all have other jobs.

Successes:

As a result of Shine still being a young initiative, there is yet to be a corresponding shift in data being measured to track an improvement in student achievement in education. However, Shine has already had a number of successes:

- Despite the demise of the MECT, an organisation that provided support for educators in Porirua, and administrative support for Shine, enough belief, trust and goodwill had been generated in the wider community about the Shine concept and its committee were committed to continuing the work.

- The communities of Porirua are engaging in activities that support raising educational achievement and are contributing to the goals of Shine e.g. parents and communities through the joint meeting of the Boards of Trustees, PCC has now established a Kids First initiative to engage young people.

- The Porirua educational landscape is now engaged in a level of collaboration, cooperation and open communication that is creating a movement to raise achievement.

- The extensive sharing of locally generated data has created a localised picture of the Porirua educational landscape that has never existed before. This has provided evidence of the size of the problem for children's learning and allowed for a deeper level of understanding of the challenges faced within the Porirua educational landscape, provided a focus for action and informed conversations about change.

- The PCC strongly backs the work being done by Shine – it has become an inextricable partner supporting and promoting the work being done. Papers presented to council committees and council show decisions that provide a public mandate for the work of Shine.

- Work being done by the Shine Porirua Literacy Project is already having an impact upon teacher practice. The project has spread beyond its original scope and now involves all local primary schools.

- The digital enablement project has successfully connected a number of students, their families, and educators to the technology needed to be able to engage with the internet and online learning opportunities. Students are working with their teachers in a new way of learning to self-manage their learning, through greater collaboration in the

classroom. The number of schools participating in this project has risen beyond its original scope, and includes schools outside Porirua.

Challenges:

Though Shine has overcome several significant issues in its first two years, it remains susceptible to a number of challenges. This is largely due to being an initiative in its early stages. Some of the challenges it faces are:

- the sustainability of the current leadership model and structure of Shine and the clarity of its administrative functions;
- communicating Shine's key messages and managing its information; including the strategic direction for outputs of contributions to the Shine Common agenda;
- communication between the SGM and Shine's partners, including managing content for submission to the Shine website;
- continuing to develop trust between Shine, its partners and the wider community;
- continuing to engage the community in actively contributing to the goals of Shine.

The proof of the success of the Shine movement will be in the positive movement of data being tracked by Shine showing greater success by Porirua's young people within their educational journeys. Ensuring that the work being done by Shine, its partners and projects stays focused and committed to the common agenda, and agreed priorities to achieve successful results, remains a challenge for Shine. The greatest challenge is keeping the networks of relationships informed and connected to maintain their interest and the gains – sustainably.

Making a case for applying a collective impact framework to raise educational achievement in The City of Hume.

How could collective impact benefit Hume?

The HCC's work towards its lifelong learning goals represents a partnership model with the wider community. The HCC does collaborate with the community, but as a dominant partner. Though the HCC does consult the community, it largely defines the problems of the city and

the actions needed to be taken in order to address them. It then seeks partners in order to assist working towards those goals. The work of these partners is project based in concert with a division of the council and takes place in individualised silos without connection between them.

The issues that the HCC seek to address through the 2030 vision and associated Learning Together 2030 plan are complex. Kania and Kramer (2011) argue that complex problems cannot be solved by one organisation alone and that organisations have attempted to solve social problems by collaboration for decades without producing many results. They claim that the vast majority of these efforts lack the elements of success that enable collective impact initiatives to achieve a sustained alignment of efforts (Kania and Kramer, p. 39, 2011).

While the latest iteration of the Learning Together Strategies (LT4, released in September 2014), appears to be moving the HCC toward a more collective impact type approach, there are some key differences:

- **Backbone Organisation:** Currently, the HCC is performing the functions of the backbone organisation, but is also the lead for nearly all of the projects being undertaken. Different divisions within the HCC also make up the majority of all project partners. Backbone organisations require dedicated staff separate from the participating partner organisations. They should plan, manage, and support the initiative through ongoing facilitation, technology and communications support, data collection and reporting, and the management of the countess logistical and administrative details needed for the initiative to operate effectively. To become a true collective impact approach, work towards developing Hume as a learning city needs to incorporate more partners from a broader range of sectors as equal partners.

- **Common Agenda:** The HCC has developed a clear vision and set goals in order to achieve it. The goals were developed by council in consultation with HGLV members and the broader community. However, the vision and goals have been used as a guide for the work of council, sometimes in partnership with other organisations from different sectors. True collective impact work would engage a range of partners from the spectrum of sectors around a common shared agenda. The LT4 nor the Learning Together 2030 represent a true framework for community action, but rather an agenda for council action to benefit the community.

- **Shared Measurement:** A key difference with a collective impact approach is that the common agenda, goals, and mutually reinforcing activities are identified based off locally derived data that has already been collected (by partners) and shared with the community (as evidenced by both Strive and Shine – both of which created data landscapes shared by all partners). Local data becomes the baseline for any action that takes place. This creates a sense of community ownership over the current situation and generates actions to 'move the needle' into more positive territory. Though LT4 is the first iteration of the LT action plans that mentions the measurement of progress, overall outcome measures and baseline measures, most of the data contained within does not come from locally generated sources. It is largely dependent on Australian Census information and thus, future reports on the measures will be infrequent (five yearly). If this data does exist, then it is not being shared in the public domain. Also, whether the data presented in LT4 is specific enough to be meaningful is questionable. Hume is a diverse place and there are pockets of greater need – this is not shown by the data presented. This is vital information which has implications for the successful implementation of any mutually reinforcing activities that are initiated.

- **Mutually Reinforcing Activities:** Currently, as a result of the factors listed above, work being undertaken toward the three long term goals is largely being driven by the HCC. Out of the 24 projects within LT4, 23 are led by a branch of the HCC, and all project list multiple HCC sections as project partners. Projects compete for resources (mostly from council coffers) and to produce the greatest individual impact. Community, business and philanthropic partners are few. Where partners are listed, they are mostly listed in generic rather than specific terms, leaving the reader of the plan uncertain as to whether or not this partnership is more of a desire than a reality. This represents and isolated impact model.

Applying a collective impact framework and approach toward the vision of making Hume a place where everyone is able to improve their quality of life, through learning has the potential to make this a community issue, rather than a council issue. If the council could drive a collective impact approach toward tackling these issues it would be inviting all to take part and take ownership of the city's issues as equal partners. This would invite much broader levels of community engagement and hopefully create more pride, belief, momentum and success in creating positive community change via education.

Why include raising student achievement as a part of Hume's lifelong learning vision?

One of the three preconditions of a collective impact initiative is an urgency for change. Hume educational data shared earlier (on page 4) produced by the ABS shows that Hume *is* in need of urgent change. A survey of the 2013 NAPLAN (The National Assessment Program – Literacy and Numeracy) data for the (non-specialist) 28 public primary schools and the 7 secondary colleges in Hume (see appendix 1 and 2) (sourced from the My School website, Australian Curriculum, Assessment and Reporting Authority (ACARA), 2014) confirms this. A summary of this data is presented in table 4 below:

Table 4: Summary of 2013 NAPLAN Reading and Maths Data for Public School Students in Hume				
PRIMARY	**Y3 Reading**	**Y3 Maths**	**Y5 Reading**	**Y5 Maths**
Sunbury SLA: % Below or Substantially Below State Average	0%	17%	33%	50%
Craigieburn SLA: % Below or Substantially Below State Average	54%	38%	69%	69%
Broadmeadows SLA: % Below or Substantially Below State Average	75%	62.5%	75%	62.5%
HUME OVERALL % Below or Substantially Below State Average	**46%**	**39%**	**61%**	**61%**
SECONDARY	**Y7 Reading**	**Y7 Maths**	**Y9 Reading**	**Y9 Maths**
Sunbury SLA: % Below or	0%	100%	0%	50%

Substantially Below State Average				
Craigieburn SLA: % Below or Substantially Below State Average	75%	75%	75%	100%
Broadmeadows SLA: % Below or Substantially Below State Average	100%	100%	100%	100%
HUME OVERALL % Below or Substantially Below State Average	**57%**	**86%**	**57%**	**86%**

The data shows in broad terms that students in Hume's public schools are largely falling below the academic expectations set by the state. Also highlighted is the fact that there are areas within Hume of greater need for support, specifically; the Craigieburn and Broadmeadows SLAs; the secondary college phase; and mathematics education.

An acknowledgement of the need for a focus on raising the educational achievement of Hume's students can be inferred from the state government's funding of the redevelopment of several schools in Broadmeadows (for example Broadmeadows Valley Primary and Hume Secondary College), and the formation of the Roxburgh Park Middle Years Numeracy Summit (a collaborative effort involving Roxburgh College and its main feeder primary schools set up to tackle mathematics education).

It could be argued that raising educational achievement of students is not the role of local government, but of the state or federal governments and their education departments. As education is a complex, cross sector problem, affected by things that are beyond the scope of any one organisation or level of government, who really is responsible for taking ownership and leadership on these issues? The case studies demonstrate how a collective impact approach can produce positive change which affects educational achievement. The Shine case shows that a local government can successfully take the lead in driving this change. With the creation of

the HGLV and the Learning Together 2030 strategy, HCC has shown leadership and vision on matters regarding the education of its citizens before. Including a target in the Learning Together 2030 which addresses raising the educational achievement of students within schools in Hume is a way to extend that leadership. This could affect future change for all citizens, but particularly the young people of Hume.

Recommendations:

If the HCC would like to impact the future of the city and its citizens using education as a tool, then it is worth considering a focus on raising educational achievement. It is also worth considering the potential offered by collective impact as a framework for achieving this and other goals as identified in the Learning Together 2030 strategy. Collective impact offers a framework by which the HCC could engage the community more as a partner. This could result in more positive social change being achieved as has happened in the case study examples.

Outcome 3.1 – To create stronger partnerships and advocacy for enhanced learning opportunities in Hume City.

Project	Hume Digital Learning Hub		
Description	To assess the feasibility of developing a Hume Digital Learning Hub.		
Actions	1. To investigate the development of a Hume Digital Learning Hub and explore the location; type of facilities and equipment required; provision of learning and networking opportunities; and development of a sustainable delivery model.		
Project Lead	▪ HCC Learning Community Department	Project Partners	▪ HGLV Advisory Board ▪ HGLV Committee ▪ HCC Information Services Department ▪ HCC Property Services Department ▪ Technology organisations
Indicators	▪ By December 2014 review conducted and proposal for a Digital Learning Hub developed. ▪ By March 2015 commence delivery of existing technology learning programs in the Hume Digital Learning Hub.		

Figure 2: (HCC, p. 31, 2014)

Figure 2 above shows outcome 3.1 from LT4 (HCC, 2014). Outcome 3.1 seems to provide the scope for the HCC to consider adding raising educational achievement to the aspirational Learning Together 2030 strategy and using a collective impact approach to do it. Within the description of the project is the inclusion of a statement which focuses directly on 'improving

learning outcomes for Hume residents'. Developing a new goal targeting raising educational achievement within the Learning Together 2030 plan and associated LT action plans would address the desire expressed in this goal to improve learning outcomes for Hume residents.

Through the review of HGLV membership, the HGLV advisory board and committee and the consultation of HGLV members on what matters to them, this outcome suggests that the HCC are looking for deeper ways to engage its partners and the community. Collective impact offers a framework with which to achieve a deeper engagement with the community and to achieve wide scale social change, not just at a societal level, but at a systems level. It has the potential to mobilise larger sections of the community, from across different sectors around a common agenda.

The three preconditions for a collective impact approach to be successful already exist within Hume:

- **Champion:** The champion for both of these changes could be the HGLV and Frank Maguire.
- **Resources:** The HCC already provides much of the resources needed for these initiatives to get off the ground. What is needed is a realignment of current resources around new goals. The fact that HCC already funds most of the projects being undertaken to make Hume a lifelong learning city helps with the sustainability of a potential collective impact approach. Also, a collective impact approach would attract increased investment from community, business and philanthropic partners.
- **Urgency:** Our students are behind their peers across the state and across Australia, putting them at a competitive disadvantage in both higher education and employment. This will directly impact upon the lives of the citizens of Hume and the 2030 vision for the city.

What also already exists within Hume is a potential backbone organisation: the HGLV. There are many reasons why it could be a good vehicle to act as a backbone organisation:

The HGLV already:

- has access to a wide network (800 members) across different community sectors. These members have already shown their belief in the idea that education is key to a better future for the citizens of Hume;

- has established communication procedures in place, including within its body of members and the public;

- has strong links with the main driving partner – the council. This provides the backbone for the movement with some sustainability. However, a clearly structured and visible management team (as is the case with Strive and Shine) needs to be established;

- has a sense of legitimacy as it is part of the HCC.

With the disbanding of the HGLV advisory board and a desire to seek a new future for the role of HGLV within Hume, this could be the perfect opportunity to embed the HGLV within an HCC led collective impact approach to achieving its Learning Together 2030 goals.

"If we've learned anything in the last ten years, it's that local groups must craft a comprehensive approach that fits the unique context in which they operate."

(Cabaj, p. 155, 2011)

Any discussion that might lead to a collective impact approach needs to be firmly ground in local evidence. The HCC could start generating a local data set, one that is informed by educational organisations and institutions within Hume. Like the examples given by Shine and Strive, the HCC should seek to create a data set that illustrates the local educational landscape. This data set could then be used to drive conversations and rally the wider community into mutually reinforcing activities around a common agenda.

Conclusion:

The City of Hume dreams of a smarter, healthier, better connected and more prosperous community. It set those dreams into action with the creation of the HGLV and the work being undertaken as a result of the Learning Together 2030 strategy. This paper has investigated the concept of collective impact. It has also explored two other communities with similar aspirations to Hume, and how they are using a collective impact approach successfully to achieve their dreams. Collective impact offers Hume a chance to reimagine the culture of

collaboration taking place in Hume. It a chance to realign current action and invite broader community engagement in achieving a better future for Hume and its citizens. Collective impact also offers the chance to identify new priorities for the city's lifelong learning education vision, such as raising the educational achievement of Hume's students in the areas of reading and maths. If education is the key to creating positive social change, perhaps collective impact could be the key to making those dreams come true.

APPENDIX:

Primary School	Y3 Reading	Y3 Maths	Y5 Reading	Y5 Maths
Sunbury SLA				
Goonawarra	Above	Above	At	At
Killara	At	At	At	At
Kismet Park	At	At	At	Below
Sunbury Heights	At	Below	Substantially below	Below
Sunbury	Above	Above	At	Below
Sunbury West	At	At	Below	At
% Below or Substantially Below State Average	0%	17%	33%	50%
Craigieburn SLA				
Aitken Creek	Substantially below	Below	Below	Below
Craigieburn	Below	Below	Below	Below
Craigieburn Sth	Below	At	Below	Substantially Below
Gladstone Park	At	At	Below	At
Gladstone Views	At	Above	At	At
Greenvale	Above	Above	At	At
Mickleham	At	At	Below	Below
Mt Ridley	Substantially Below	Substantially Below	Substantially Below	Substantially Below
Roxburgh Homestead	Below	At	Substantially Below	Below
Roxburgh Park	Below	Below	Below	Substantially Below
Roxburgh Rise	Below	Below	Below	Below

Tullamarine	Substantially Above	Substantially Above	At	At
Wilmott Park	At	Above	At	Below
% Below or Substantially Below State Average	54%	38%	69%	69%
Broadmeadows SLA				
Bethal	Below	Substantially below	Substantially below	Substantially below
Broadmeadows	At	Substantially above	At	Above
Broadmeadows Valley	Below	Below	Substantially below	Below
Campbellfield Heights	Substantially below	Substantially below	Below	At
Cooloroo Sth	Substantially below	Substantially below	Below	Substantially below
Dallas Brooks	Below	At	Substantially below	Below
Meadow Heights	Substantially below	Substantially below	Substantially below	Substantially below
Westmeadows	At	Above	At	At
% Below or Substantially Below State Average	75%	62.5%	75%	62.5%
TOTAL HUME % Below or Substantially Below State Average	**46%**	**39%**	**61%**	**61%**

Secondary College	Y7 Reading	Y7 Maths	Y9 Reading	Y9 Maths
Appendix 2: Table showing public secondary college Y7 and Y9 2013 NAPLAN results for Reading and Maths in Hume				
Data Source: ACARA, 2014				
Sunbury SLA				
Sunbury	At	Below	At	At
Sunbury Downs	At	Below	At	Below
% Below or Substantially Below State	0%	100%	0%	50%
Craigieburn SLA				
Craigieburn	Below	Substantially below	Substantially below	Substantially below
Gladstone Park	At	At	At	Below
Mt. Ridley	Below	Substantially below	Below	Below
Roxburgh Park	Substantially below	Substantially below	Substantially below	Substantially below
% Below or Substantially Below State	75%	75%	75%	100%
Broadmeadows SLA				
Hume	Substantially below	Substantially below	Substantially below	Substantially below
% Below or Substantially Below State	100%	100%	100%	100%
TOTAL HUME % Below of Substantially Below State	**57%**	**86%**	**57%**	**86%**

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