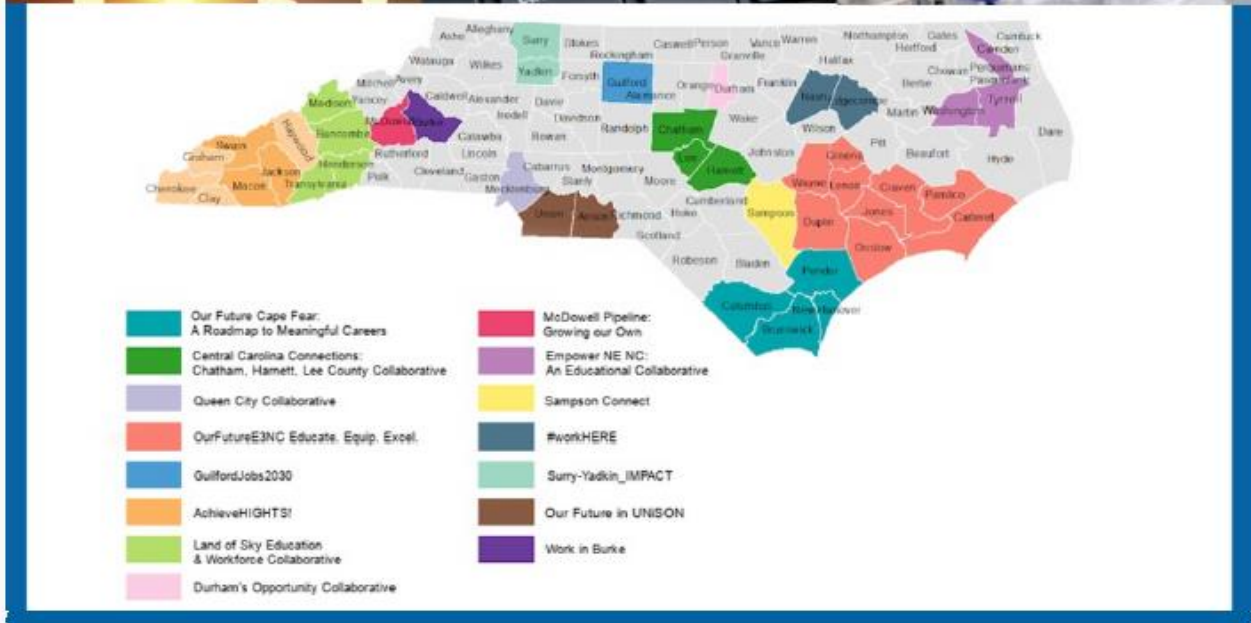




Local Educational Attainment Collaboratives

PRELIMINARY REPORT

WINTER/SPRING
2021-22



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Issued: September 2022

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Acknowledgements:

Marie Balance, MA, for survey development and data collection.
Lulu Hang, PhD candidate, for statistical analyses.
Evaluation and Implementation Support (EIS) Working Group for survey designs, review of results, and interpretations.

FUNDERS:

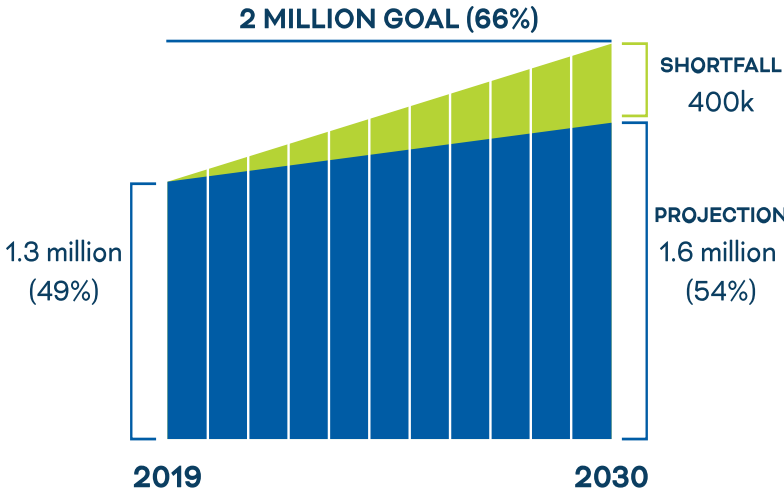


BACKGROUND

Local Educational Attainment Collaboratives (LEACs)

myFutureNC and nclIMPACT Initiative are providing capacity-building support for 15 LEACs across North Carolina to increase their local post-secondary degrees, credentials, and certifications. To achieve this goal, LEACs have made a commitment to strengthen connections between their educational systems, local governments, employers, and community-based organizations. In addition, LEACs are engaging in peer-learning with one another to share best practices on how they are transforming their educational pipelines to ensure local workforce development. These innovations are informative for NC's broader policies aligned with the **state's legislative 2030 goal of having 2 million residents with high-quality credentials or post-secondary degrees among adults of 25-44 years**. Sixty-six percent of NC's adults fall within the targeted age range.

If nothing is done to improve educational attainment across the state, there is a projected shortfall of achieving this goal by 400,000.



myFutureNC
[myFutureNC](#) is a statewide nonprofit focused on educational attainment with the goal of creating a stronger, more competitive North Carolina for business and economic growth. myFutureNC works across sectors in local communities to address challenges in the educational system to promote better alignment with business/industry needs.

ncIMPACT

The [ncIMPACT Initiative](#) (ncIMPACT) is a statewide, public policy resource of the UNC School of Government, started in 2017, to help local communities use data and evidence to improve conditions and inform decision-making. ncIMPACT works with civic leaders by providing data analysis, research, convening, facilitation, and coaching to address complex local challenges.

Funders

As a 2-year intensive, support for the LEACs started in 2021 and is planned to conclude in December 2022. In collaboration with myFutureNC and nclIMPACT, philanthropic and university funding is provided by the [John M Belk Endowment](#), [Dogwood Health Trust](#), and [UNC Rural](#). Programming consists of Regional Impact Managers (RIMs) support; five regional forums for content-learning on local coalition building and action; resources for LEACs' community-based project managers; seed funding for the local implementation project; evidence-based resource guides; a LEAC Toolkit; and access to experts in adult educational content development, data evaluation, implementation science, and cross-sector team facilitation.

LEAC Resources

myFutureNC Regional Impact Managers (RIMs)







RIMs lead efforts to support new and ongoing attainment-focused initiatives locally and regionally across the state. They work directly with LEACs as thought-partners and coaches in helping to develop priorities and action plans for local communities. They also engage with local community stakeholders across education systems, workforce boards, and economic development offices to foster awareness, collaboration, and resourcing of LEACs.

REGIONAL IMPACT MANAGERS



ncIMPACT Steering Committee

ncIMPACT coordinates a LEAC steering committee to oversee the entire initiative. The Steering Committee also convenes the learning content-developers to design forum sessions and tools and Evaluation and Implementation Support (EIS) coaches to share data and team facilitation best practices directly with LEACs on-site locally or virtually. In addition to these individuals (shown below), there are administrative support staff and working group members.

Conveners	Content-Developers	Evaluation-Implementation Coaches
<ul style="list-style-type: none"> ➤ Anita Brown-Graham JD, Professor School of Government (SoG) and Director ncIMPACT ➤ Emily Gangi MPA, ncIMPACT Policy Engagement Director 	<ul style="list-style-type: none"> ➤ Ricardo Morse PhD, Associate Professor SoG ➤ Lora Cohen-Vogel PhD, Professor School of Education 	<ul style="list-style-type: none"> ➤ Robin Jenkins PhD, UNC Frank Porter Graham Child Development Institute Associate Director The Impact Center ➤ Sherika Hill PhD, Adjunct Instructor ncIMPACT
 	 	 

LEAC Attainment Profiles



Attainment profiles are created by myFutureNC and [Carolina Demography](#) to help facilitate conversations and decision-making on local priorities to increase education levels. [Summaries](#) are provided for the state, each of the 100 counties, eight prosperity zones, and 16 sub-prosperity zones.

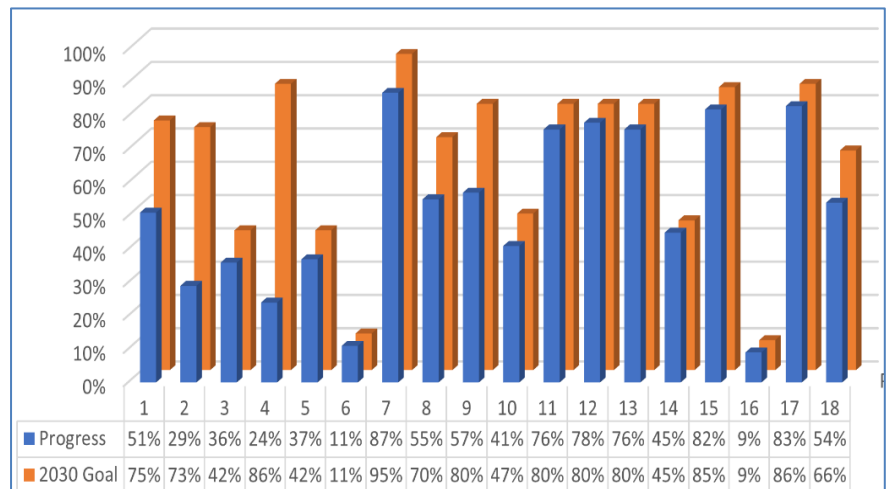
Details include:

- Educational attainment goals
- Population demographics
- Improvements needed by 2030 for
 - Pre-K to 8th grade
 - High school (9th-12th grade)
 - Postsecondary experiences
 - Employment
- Key opportunities for growth.

State-level Progress Indicators

myFutureNC also provides a dashboard of [18 progress indicators](#) to show progress towards the state's 2030 goals across the key transition points of **Academic Readiness, College & Career Access, Postsecondary Completion, and Workforce Alignment**. Many of the indicators drill down to local levels. Figure 1 shows progress to-date and targeted 2030 goals.

Figure 1. NC Educational Goals & Progress



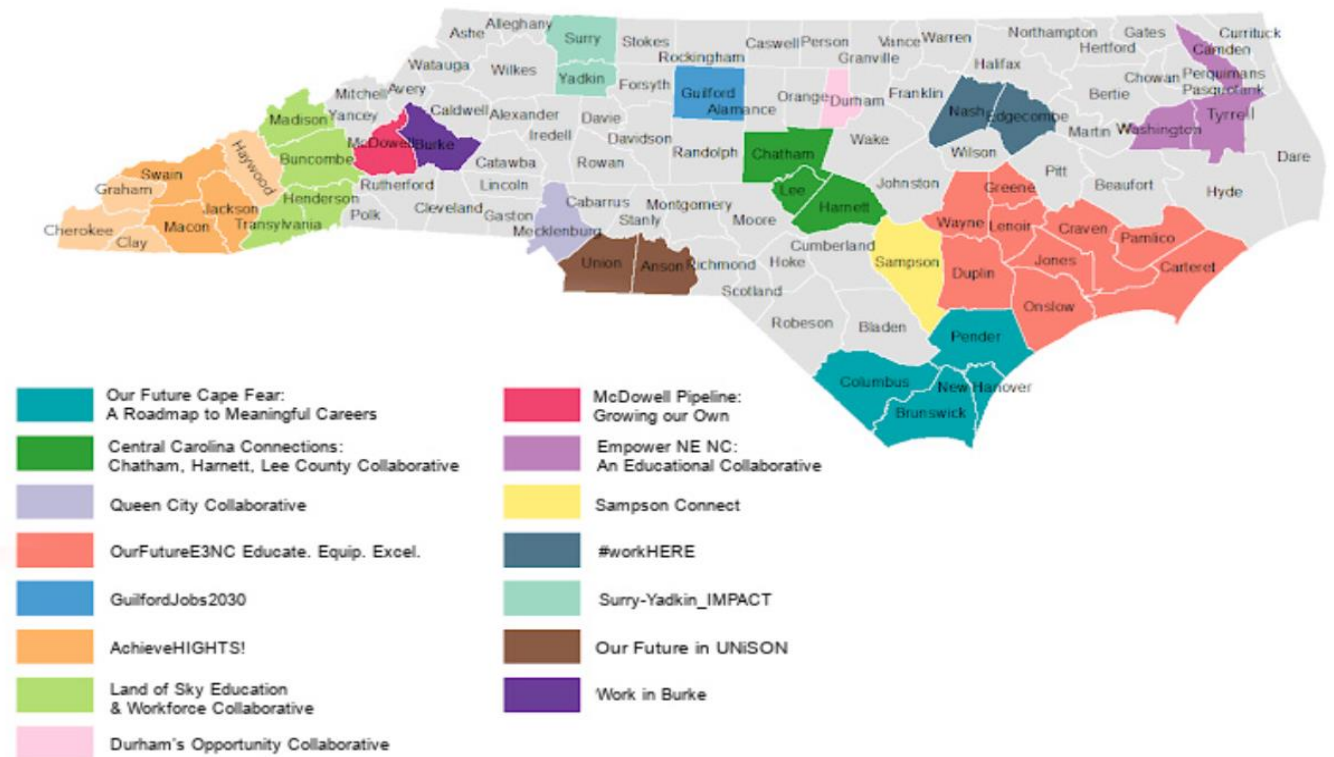
Academic Readiness: 1. NC PreK Enrollment, 2. College-and-Career-Ready in Reading, 3. NAEP Fourth Grade Reading, 4. College-and-Career-Ready in Math, 5. NAEP Eighth Grade Math; **College & Career Access:** 6. Chronic Absenteeism, 7. High School Graduation Rate, 8. ACT Performance, 9. FAFSA Completion Rate, 10. Postsecondary Enrollment Rate; **Postsecondary Completion:** 11. First-Year Persistence Rate, 12. Postsecondary Completion Rate: 4yr Public, 13. Postsecondary Completion Rate: 4yr Private, 14. Postsecondary Completion Rate: 2yr Public; **Workforce Alignment:** 15. Labor Market Alignment, 16. Opportunity Youth, 17. Labor Force Participation Rate, 18. Family-Sustaining Wage. Last Updated 2019. Available at: <https://dashboard.myfuturenc.org/all-indicators/>

LEAC Selection

Statewide Map

LEACs were selected across the state to serve as regional models for neighboring communities on how to build local capacity to achieve the states 2030 educational attainment goals. In this first cohort, 15 teams representing 42 counties were chosen among the 46 applicants spanning 82 counties. Teams consist of a local community-based project manager, who is funded by the initiative, and diverse set of community stakeholders.

Local Educational Attainment Collaboratives



Applicant Criteria

Multiple raters compared community-team applications using a scoring guide based on:

- **Cross-sector collaboration:** representation from public, private, and government entities
- **Community capacity:** influential civic leaders' commitment to effort
- **Prior experience:** successful record in impacting education or workforce development
- **Barriers:** data-informed approach for understanding and addressing barriers
- **Diversity:** membership reflective of community race/ethnicity, sex, and age demographics.

LEAC Application Focus

LEAC	Application Focus
Our Future Cape Fear	<input type="checkbox"/> Partner with local industries to improve conditions for growing workforce demand <input type="checkbox"/> Improve high school graduation rates and post-secondary enrollment <input type="checkbox"/> Improve access to high-speed internet in rural areas of county <input type="checkbox"/> Address most common barriers preventing equality in attainment
Central Carolina Connections	<input type="checkbox"/> Increase enrollment in College & Career Readiness courses to reflect county's demographics <input type="checkbox"/> Improve success rates for educational indicators related to graduation and retention <input type="checkbox"/> Show students data and pathways towards jobs with family-sustaining wages <input type="checkbox"/> Ensure employers have an adequate pipeline of qualified individuals
Queen City Collaborative	<input type="checkbox"/> Increase access to higher education for low-income students <input type="checkbox"/> Increase success rates for low-income students enrolled in institutions of higher education <input type="checkbox"/> Engage students early in the college-planning pipeline
OurFutureE3 NC	<input type="checkbox"/> Increase the number of high school students enrolling in short-term training at local community colleges (CCs) <input type="checkbox"/> Create virtual tours of local CCs <input type="checkbox"/> Create a CC Track for high school students <input type="checkbox"/> Educate and train school counselors on credentialing programs <input type="checkbox"/> Create and implement an outreach plan to reach local CCs
GuilfordJobs 2030	<input type="checkbox"/> Merge equity and economic development work <input type="checkbox"/> Develop a local approach to remove educational achievement disparities between demographics, especially race/ethnicity
Achieve HIGHTS!	<input type="checkbox"/> Help youth successfully navigate pathways to earning credentials <input type="checkbox"/> Collaborate with key staff in schools to help improve retention and College & Career Readiness <input type="checkbox"/> Provide youth in need with mobile hotspots and/or laptops <input type="checkbox"/> Outreach to youth and young adults who did not receive a high school diploma and help prepare them for the workforce
Land of Sky	<input type="checkbox"/> Continue to serve as a regional demonstration initiative for increasing local educational attainment
Durham's Opportunity Collaborative	<input type="checkbox"/> Increase high school graduation rates <input type="checkbox"/> Focus on high-value postsecondary credential enrollment <input type="checkbox"/> Increase postsecondary first-year persistence <input type="checkbox"/> Develop gender and racial equity-minded approaches for all efforts
McDowell Pipeline	<input type="checkbox"/> Increase local workforce participation rates <input type="checkbox"/> Create a highly qualified talent pipeline to meet future workforce needs
Empower NE NC	<input type="checkbox"/> Increase local educational attainment across a multi-county region
Sampson Connect	<input type="checkbox"/> Create a backbone organization to facilitate consensus building to address skill misalignment informed by data and to leverage the support of many stakeholders <input type="checkbox"/> Establish a model for successful labor market alignment by ensuring better coordination among existing local initiatives
#workHERE	<input type="checkbox"/> Refine STEP (Strategic Twin Counties Educational Partnership) program to increase partners' involvement <input type="checkbox"/> Develop increased awareness for parents about credential programs and opportunities as career options for their children
Surry-Yadkin	<input type="checkbox"/> Establish the Surry-Yadkin communities as attractive sites for new local industry through a strong, qualified workforce <input type="checkbox"/> Connect students with on-the-job training skills <input type="checkbox"/> Establish a localized technical training and pre-employment program through 2 primary initiatives: Fast-Track Credential Pre-employment program and Jobs Connect Pathway for recent high school graduates
UNiSON	<input type="checkbox"/> Bridging the equity gap in postsecondary programs for students of color or those from economically distressed backgrounds <input type="checkbox"/> Increase the number of high school students participating in college preparation programs <input type="checkbox"/> Increase the number of internship opportunities completed by low-income students and students of color
Work in Burke	<input type="checkbox"/> Increase the number of Burke County public school students who pursue postsecondary education <input type="checkbox"/> Decrease negative perceptions of local job opportunities <input type="checkbox"/> Leverage and expand existing programs to increase Diversity, Equity, and Inclusion for Black and LatinX students <input type="checkbox"/> Launch Black and LatinX mentorship cohorts <input type="checkbox"/> Partner with Western Piedmont Community College to ensure completion for students missing credit hours

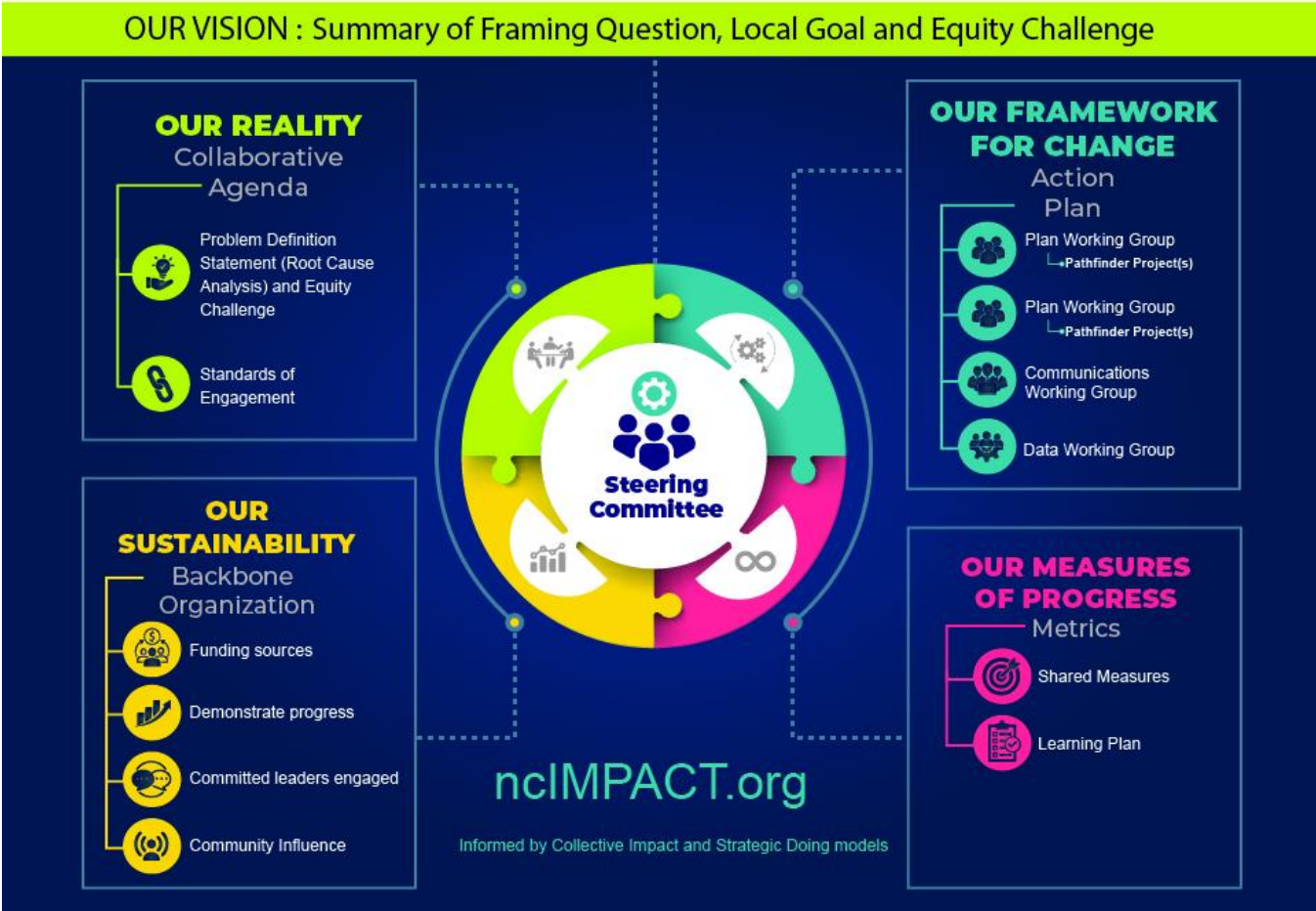
EVALUATION METHOD

Approach

To encourage immediate community action towards transformative change along the education continuum, LEACs are trained in an integrated approach of Strategic Doing™ (Morrison, 2013) and Collective Impact (Juster, 2021).

CROSS-SECTOR COLLABORATION

OUR APPROACH



Strategic Doing (SD)

[Strategic Doing](#) (SD) takes a proactive collective action approach to building and strengthening local networks. Developed by Ed Morrison and housed at the [Agile Strategy Lab](#), SD is described as providing more agile, “lean”, rapid innovation. SD avoids hierarchies, leveraging local networks by mobilizing them to answer, “Where are we going?” and “How Will We Get There?”.

The answers encourage LEACs to create Pathfinder Projects that focus their efforts on early wins through the development and rapid accomplishment of 'The Big Easy' opportunities while also demonstrating shared accomplishments. Teams use iterative 30-day cycles for completing tasks and convening to discuss next steps.

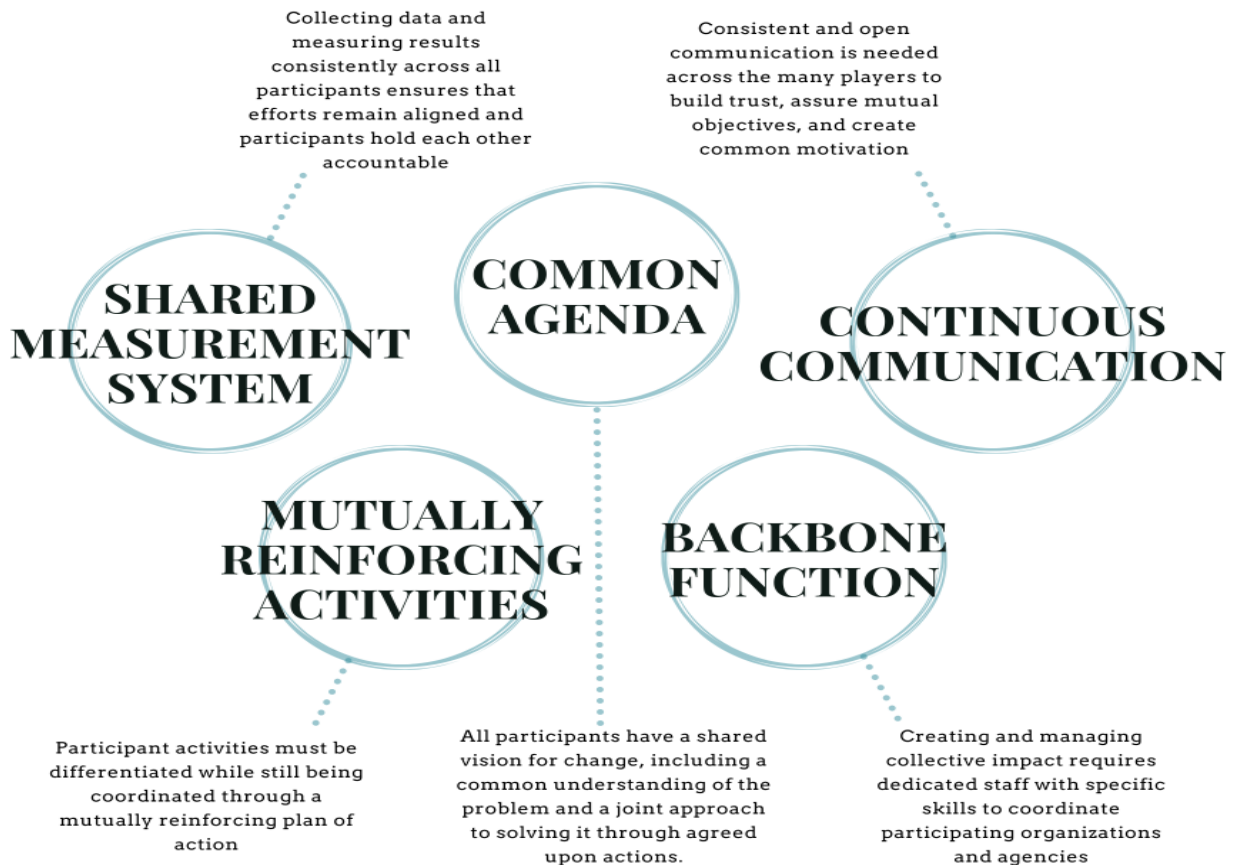


Collective Impact (CI)

The [Collective Impact \(CI\) framework](#) guides systems change with equity practices around five conditions:

1. Shared / common agenda
2. Shared measures and measurement systems
3. Mutually reinforcing activities
4. Continuous communications
5. Sustained backbone support

Key strategies include defining and reframing problem statements to articulate **agreed upon** solutions that are **data-informed**; identifying and growing formal and informal social networks of local champions who **all benefit** from the work of the collaborative; keeping the team **informed and involved** in planned actions and outcomes; nurturing culturally and racially **inclusive** stakeholders with intentional recruitment, engagement, and retention practices; and leveraging resources to promote sustained, **impactful** collaboration.



Design

The Evaluation and Implementation Support (EIS) team designed a developmental evaluation to show the **evolution of the 15 LEACs over time in knowledge-gain and competence** of Strategic Doing and Collective Impact. The EIS team also gathers data on key factors of **capacity-building** related to LEACs' readiness, social capital, and group dynamics. To ensure **equity of voice** among LEAC team members, results are disaggregated by team member role.

LEAC SHARED MEASURES	LEAC SHARED DATA SYSTEM (TOOLS)	TIMEPERIOD(S)
<i>Strategic Doing</i> <i>Collective Impact</i>	Post-Forum Feedback Surveys (Qualtrics)	2021: Sep, Nov 2022: Mar, Aug, Dec
<i>Readiness</i> <i>Social Capital</i> <i>Group Dynamics</i>	Capacity-building Surveys (REDCAP)	Spring 2022 Winter 2022
<i>Action Plans</i>	LEAC Action Planning Template (Word stored on SharePoint Collaborative Platform)	Spring 2022 Fall 2022
<i>Impact Areas</i> <i>Teaming Capacity</i> <i>Productivity</i> <i>Reach</i>	Progress Tracker Dashboard Visualization Tool (Microsoft Form- Overall LEAC Initiative. Google Sheet-LEAC Teams)	Summer 2022 Winter 2022
<i>Lessons Learned</i> <i>Opportunities</i> <i>Improvements</i>	3 Semi-Structured Focus Group Interviews Project Managers, RIMS, and Project Steering Committee (Zoom Recordings)	Winter 2022

In addition, the EIS team monitors progress towards action planning, impact areas, teaming structures, productivity, and reach. Finally, the EIS team summarizes qualitative feedback from LEACs on **lessons learned**, leveraged opportunities, and desired improvements.

The developmental evaluation consists of numerous shared measures, a variety of data collection tools and audiences, and repeated response timeframes as listed in the table to the left. The goal is to capture how the LEACs are learning in real-time as precursor or proxy for expected gains in adaptiveness and sustainability.

Insights from each of the tools are used for formative problem solving and methodology improvements. Responses on the shared measures are explored with LEACs, Project Managers, RIMS, and the Steering Committee to inform continuous quality improvement on all levels through coaching, technical assistance, data collection, and reporting.

The EIS coaches provide direct evaluation and implementation science informed guidance as depicted in the graphic below to the

- Steering Committee, also referred to as Project Leadership Team, in standing monthly meetings for forum content-design;
- RIMS in focused working-group sessions for the development of data-capture tools;
- Project Managers, upon request, for technical assistance on activities such as facilitating taskforces or leadership teams; and
- LEACs in a minimum of two annual site visits.

EVALUATION & IMPLEMENTATION SUPPORT TEAM PROVIDES EVALUATION & IMPLEMENTATION SCIENCE PRACTICE SERVICES TO:

PROJECT LEADERSHIP TEAM

- 01.** Strategic project design thinking & ensuring that the support system is aligned & operating as planned
- 02.** Developmental, formative & some outcome evaluation services (adult learning about, & engaging in/with for evaluation of the project itself)
- 03.** Team capacity building for effective implementation system design & functioning

EIS Dosage:

- Monthly project team meetings
- Lead segment of all project-wide forums
- Project summary & reporting sessions

4 REGIONAL IMPACT MANAGERS

- 01.** Adult learning re: evaluation & implementation best practices tailored to CI / SD where appropriate
- 02.** Behavioral coaching around supporting & facilitating developmental & formative evaluation activities
- 03.** Facilitating leadership & teaming activities between & among the project design team (leadership) & the 15 local Project Managers

EIS Dosage:

- Tailored to schedules identified by Project Leadership Team & co-designed with MFNC staff person

15 LOCAL PROJECT MANAGERS

- 01.** Adult learning around implementation strategies, tools & resources supporting CI & SD; also in service to completing project evaluation requirements (incl. evaluation training & TA)
- 02.** Behavioral coaching to facilitate effective action planning & project activities where needed (targeted & tailored - not intensive support) - in support of both chosen projects AND evaluation
- 03.** Aligning implementation, evaluation, & sustainability strategies

EIS Dosage:

- Monthly virtual calls/check-ins (may be with Collaborative leadership teams, or separately)
- As needed consultations

LOCAL COLLABORATIVES

- 01.** Periodic adult learning re: evaluation model, data collection strategies, tools, resources
- 02.** Tailored, limited technical assistance in partnership with the Project Manager & other resources to improve collaborative functioning, action planning, & strategy delivery
- 03.** Implementation best practices in very targeted, limited doses for problem solving/barrier identification & resolution

EIS Dosage:

- Attend all project-wide forums
- Create & conduct forum surveys & interviews
- Annual onsite meetings with each Collaborative
- As needed consultations

Coaching and evidence-informed tools are tailored to each group's context, balancing the use of adult learning strategies while helping groups understand and apply coalition collaboration and implementation best practices. *Note: Covid-19 necessitated the use of more virtual meetings than originally anticipated to provide EIS coaching and technical assistance.*

Framework

The LEAC developmental evaluation contributes to formative research by using repeated measures over time to depict **how a social change initiative enhances local and state policies and programs for education and workforce alignment**. Developmental evaluations are designed with innovation in mind and used when programming core components are insufficiently defined by standards and criteria (Patton, 2010). To this point, the LEAC initiative

is very dynamic across multiple sociological levels, integrating two parallel approaches of Strategic Doing and Collective Impact with tailored technical assistance from different providers using a variety of formats at different frequencies. Furthermore, the evidence-informed tools and best practices that are shared with teams require knowledge of locally available data sources, that are refreshed on different schedules, across various domains/constructs of politics, economics, and culture to name a few.

LEAC 3-Tiered Sociological Framework

The LEAC developmental evaluation follows a 3-Tiered Sociological Framework centered on achieving greater local population and systems equity. See chart below. The theoretical framework offers structure to the complex, evolving, improvisational environment within which the LEAC initiative occurs (Gamble et al., 2021). The perspective helps to guide what information could be important for evaluative purposes given the local community context or level of analysis.

Community Context	<ul style="list-style-type: none"> Demographics 100 County, 8 Prosperity Zones, 16 Regional Councils of Government, 23 Workforce Development Boards Community Stakeholders Workforce Policy makers Educators, Businesses, CBOs, Faith Organizations, Grassroots 	Construct	Source	Refresh
		General	County Profiles, Promising Practices	Annual, Annual
		Political	NC COG Reports, Financial Statements	Annual
		Economic	Industry Projections, County Tiers, Community Investment Report	1/2 yr, Annual, Quarterly
		Social	County Tiers, SDoH, Local News	Annual, 5 yr, Freq?
		Cultural	ACS Race/Ethnic Demographics	5/1 yr rural/metro
Learning Collaboratives	<ul style="list-style-type: none"> 4 Regional Managers 15 Project Managers 15 Learning Collaboratives (LEACs) 	Construct	Source	
		Group Composition	Scoring Rubric, Community Standards	
		Structure & Internal Processes	CIPMS & SDPF Action Plan	
		Social Capital	5 Forum Surveys, PM Interviews	
		Group Dynamics	5 Forum Surveys, PM Interviews	
		Community Activities	CIPMS and Needs/Asset Scan	
Project Team	<ul style="list-style-type: none"> Project Partners/Funders nImpact, MFNC, FPG, SoE, SoG, Carolina Demography Working Groups: <ul style="list-style-type: none"> Project Content Design Evaluation & Implementation Support Design 	Construct	Source	
		Group Composition	Professional Profiles	
		Structure & Internal Processes	Grant Proposal, Task Timelines, Communication Plan, MFNC Monitoring Plan, Forum Outline, Agendas, Belk 6/8wk Updates, Program Managers Monthly Mtgs	
		Social Capital	Surveys/Interviews	
		Group Dynamics	Surveys/Interviews	
		Collaboration Activities	CIPMS, SD Training Evaluation	

CBOs: Community Based Organizations; COG: Councils of Government; SDoH: Social Determinants of Health; ACS: American Community Surveys; LEACs: Local Educational Attainment Collaboratives; CIPMS: Collective Impact Performance Measurement System (i.e., Developmental Evaluation); SDPF: Strategic Doing PathFinder; PM: Project Managers; FPG: UNC-CH Frank Porter Graham Institute; MFNC: myFutureNC; SoE: UNC-CH School of Education; SoG: UNC-CH School of Government; SD: Strategic Doing; Belk: John M Belk Foundation; Mtgs: Meetings

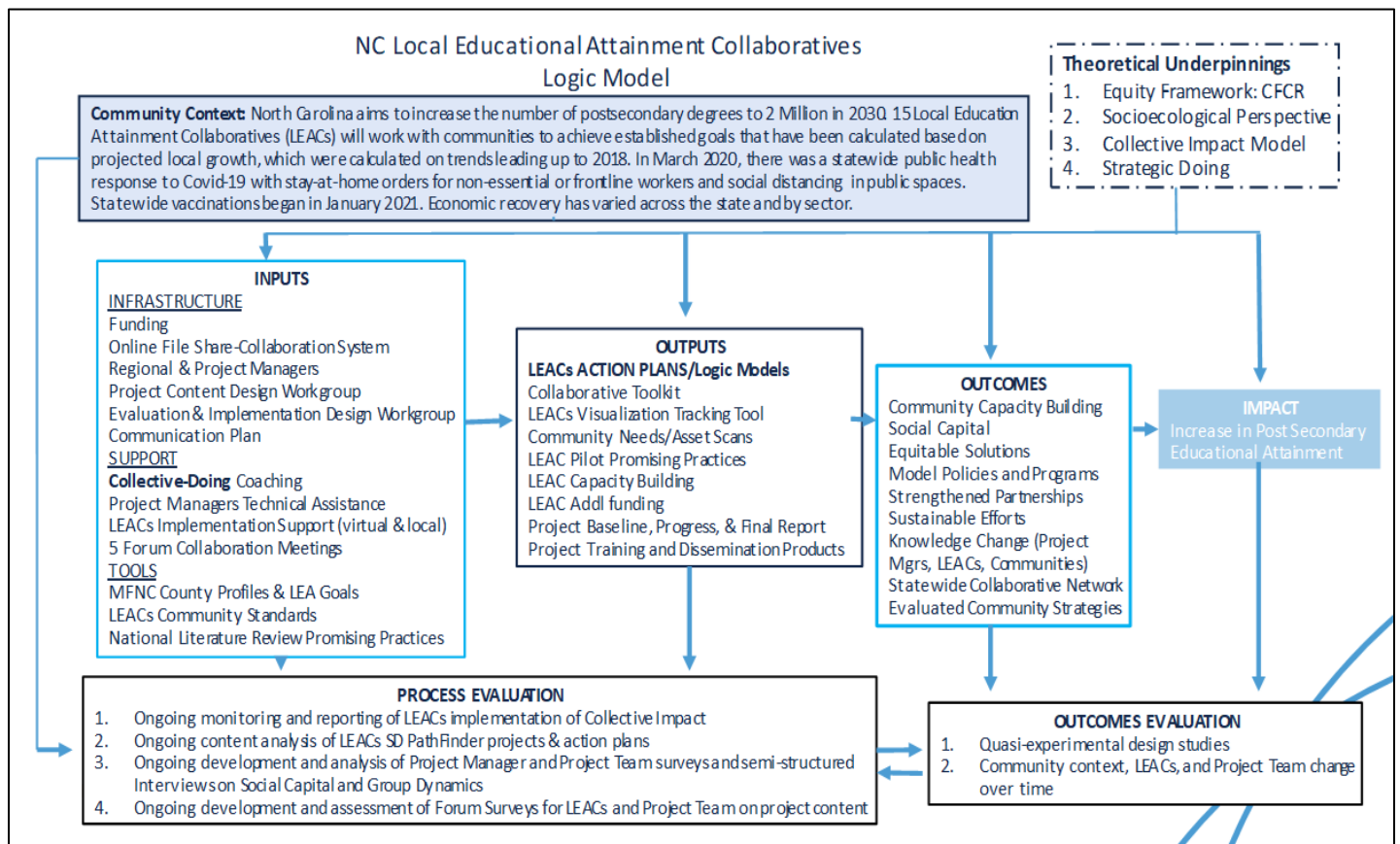
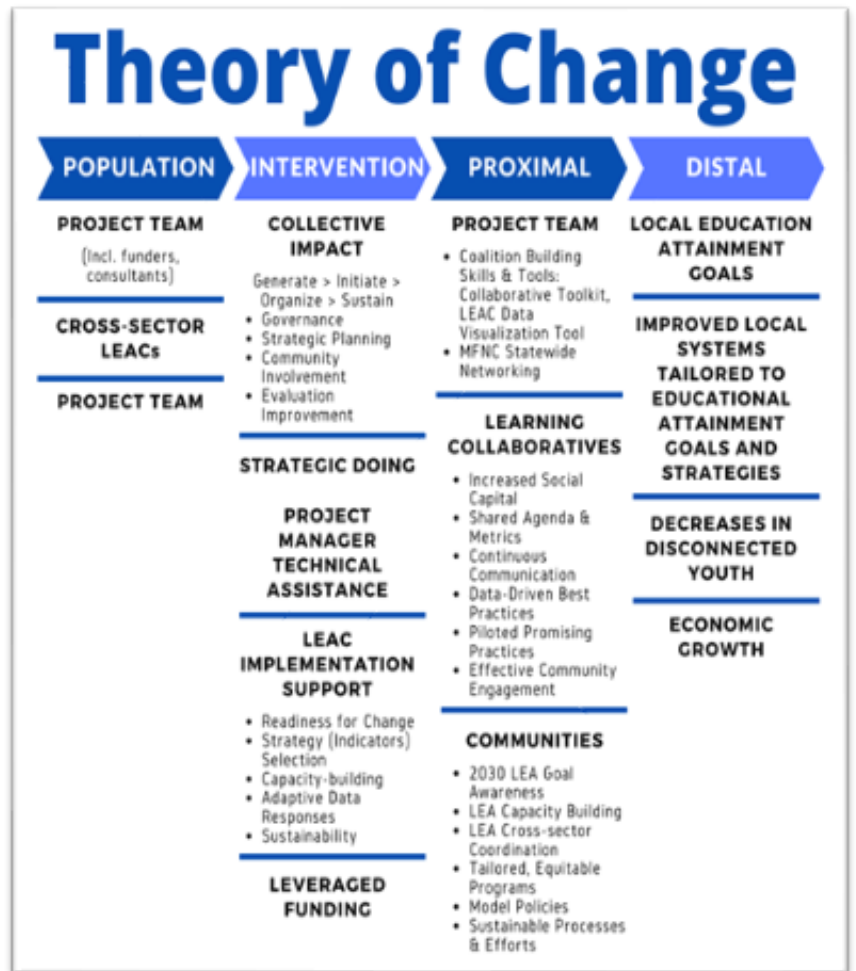
LEAC Theory of Change

The sociological framing drives a working Theory of Change (TOC) for expected proximal and distal processes and outcomes. The LEAC TOC incorporates best practices from the coalition literature and is open to adaptation as the project evolves (Butterfoss, 2004). Longer-term impacts of interest include:

1. Achieving local educational attainment goals,
2. Improving local systems alignment between education and workforce development,
3. Decreasing numbers of disconnected youth, and
4. Increasing economic growth.

LEAC Logic Model

The LEAC Logic Model shows the planned inputs and outputs to achieve the impact of increasing postsecondary educational attainment.

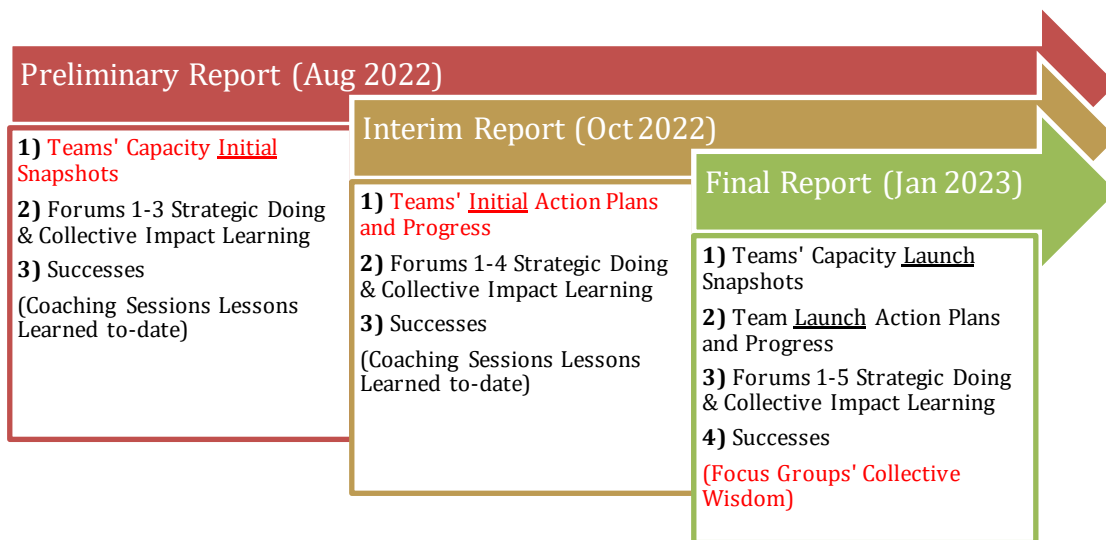


Evaluation Questions

For the overall LEAC initiative, evaluation questions to be addressed include:

1. Did the project **increase the capacity** of the LEACs to improve educational attainment?
2. What **outcomes** did the LEACs achieve that demonstrate improved educational attainment?
3. Of the LEACs that are successful, **what supported their success?**
 - a) Are there **activating mechanisms** of the integrated Strategic Doing and Collective Impact approach?
 - b) How are they positioned for **sustainability** of efforts?

This Preliminary Report addresses the first of the three evaluation questions. Data are provided on LEACs' capacity, knowledge gain of Strategic Doing (SD) and Collective Impact (CI), and successes to-date as captured by lessons learned that are observed from EIS coaching sessions. The Interim Report, targeted for October 2022, will provide details for the second evaluative question by showing outputs of initial action plans while the Final Report at launch will share teams' changes over time in capacity and outputs, highlighting success factors.



Analysis

LEAC Content and Skill Learning (Post-Forum Feedback)

Qualtrics surveys were sent within an hour of the last forum session in August 2021, November 2021, and March 2022 to gather feedback from LEAC members who registered for the multi-day event. Accordingly, survey participants varied across forums. Response rates were 57% for Forum 1; 36%, Forum 2; and 70%, Forum 3.

Surveys had 4 modules on **Participation**, **Strategic Doing** (Strategic Doing™, n.d.), **Collective Impact** (Preskill, n.d.), and **Satisfaction** on the content, speakers, and organization for the forum's key learning objectives. All modules were created by the EIS team to gauge developmental knowledge-gain over time (The Developmental Evaluation Institute, n.d.) and to inform what technical assistance was needed across teams. Descriptive statistics of percentages were calculated for each survey item and averaged to determine scores for the 4 sections. See Strategic Doing and Collective Impact modules below.

Please answer the following 4 questions on using the STRATEGIC DOING approach. You are required to answer all questions to proceed.	Select Best Response			
	Completely Missed the Mark	Didn't Get This	This was Covered Adequately	This was Great
1. How well did the training pass on key learning objectives of Strategic Doing for:				
• Understanding the power of networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Recognizing the value of developing measurable strategic outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Using Pathfinder Projects to get collaborations started	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Using short 30-day action plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. How confident do you feel in applying the Strategic Doing 10-Step Guide?	Slide Bar: 0 (Not At All Confident) to 10 (Extremely Confident)			
1. ESTABLISH SAFE SPACE				
2. FRAME APPRECIATIVE QUESTION				
3. UNDER COVER HIDDEN ASSETS				
4. LINK & LEVERAGE OPPORTUNITIES				
5. IDENTIFY THE BIG EASY				
6. SET STRATEGIC OUTCOMES				
7. DEFINE PATHFINDER PROJECT				
8. DEVELOP ACTION PLAN				
9. SET 30/30 MEETING				
10. CREATE STRATEGIC MAP				
3. Is this your first Strategic Doing overview or training?	<input type="button" value="YES"/>	<input type="button" value="NO"/>	<input type="button" value="MAYBE"/>	
4. Do you think the information and tools will have an impact on your work in your LEAC?	<input type="button" value="YES"/>	<input type="button" value="NO"/>	<input type="button" value="MAYBE"/>	
4A. If #2 is [YES], how will the training most likely have an impact	OPEN TEXT FIELD (optional)::			
4B. If #2 is [NO], why will the training not have an impact?	OPEN TEXT FIELD (optional)::			

Please answer the following 5 questions on using a COLLECTIVE IMPACT MODEL. You are required to answer all questions to proceed.	Select Best Response			
	Completely Missed the Mark	Didn't Get This	This was Covered Adequately	This was Great
1. How well did the training pass on key learning objectives of Collective Impact Model:				
• Describing the role of backbone organizational support for LEACs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Casting a common agenda across collaboratives for achieving local educational attainment goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Establishing the need for mutually reinforcing activities such as teams, meeting schedules, guiding principles, and resources to effectively engage in the work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Emphasizing the importance of continuous communication plans within LEACs, with communities, and to Project Team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Encouraging the use of shared measures to guide decision-making and track progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. How confident do you feel in applying the Collective Impact Model?	Slide Bar: 0 (Not At All Confident) to 10 (Extremely Confident)			
1. COMMON UNDERSTANDING OF THE PROBLEM				
2. SHARED VISION FOR CHANGE				
3. AGREED UPON PLAN OF ACTION				
4. TEAM VALUES AND GUIDING PRINCIPLES FOR GROUP COMMUNICATING				
5. ESTABLISHED DECISION-MAKING RULES				
6. AWARENESS OF HOW PRIVILEGE, POWER, AND PREFERENCES IMPACT PERSPECTIVES				
7. FEEDBACK LOOPS WITH PROJECT TEAM TO ENSURE RESOURCES AND SUPPORT				
8. FEEDBACK LOOPS WITH COMMUNITY STAKEHOLDERS TO ACHIEVE BUY-IN				
9. INCLUSIVE GOVERNANCE TO PROMOTE EQUITABLE COMMUNITY VOICE, CONSIDERATION, AND CONTRIBUTIONS				
10. SKILLS TO DEVELOP AND USE DATA TO INFORM DECISIONS AND TRACK PROGRESS				
3. Is this your first Collective Impact Model overview or training?	<input type="button" value="YES"/>	<input type="button" value="NO"/>	<input type="button" value="MAYBE"/>	
4. Do you think the information and tools will have an impact on your work in your LEAC?	<input type="button" value="YES"/>	<input type="button" value="NO"/>	<input type="button" value="MAYBE"/>	
4A. If #2 is [YES], how will the training most likely have an impact?	OPEN TEXT FIELD (optional):			
4B. If #2 is [NO], why will the training not have an impact?	OPEN TEXT FIELD (optional):			

LEAC Capacity-building

REDCap surveys were first sent to all team members identified by LEAC Project Managers on March 4, 2022 with final entries received by July 1, 2022. The response rate was 79%. [REDCap](#) is a secure, online data capture system that can track repeated surveys over time by individuals. The LEAC questionnaire consisted of three adapted, standardized assessment tools on **readiness¹, social capital², and group dynamics³**. See Appendix for REDCap survey.

The adapted Collaborative Readiness for Implementing Change assessment consists of 10 questions with 5-items on team's commitment and 5-items on confidence in competence to do collaborative work. Respondents rated each item using a 5-point Likert Scale (1=Disagree; 2=Somewhat Disagree; 3=Neither Agree/Disagree; 4=Somewhat Agree; 5=Agree). Percentages were calculated for the five levels of agreement for commitment (Q1, Q3, Q5, Q7, Q9) and confidence (Q2, Q4, Q6, Q8, Q10) at the item-level and then averaged at the construct-level.

The adapted Integrated Questionnaire for Measurement of Social Capital (SC-IQ) consists of 15 questions on trust, connections of social networks, extent of collective action, and extent of willingness to cooperate and participate in collective action. Exploratory factor analysis was conducted to group questions related to trust into trust of people, trust of the government, and committing resources of time and money (Grootaert et al., 2004). Standardized z-scores were then calculated for the three trust factors, connections of social networks, extent of collective action and overall extent of willingness, ranging from 0 to 1, for a total maximum score of 7.

The adapted Relationships, Climate, Experiences, and Extent of Collaboration (RCE-EC) assessment lists 6 items that are scored according to team agreement and team priority for 1) clarity of mission, 2) collaborative connections, 3) collaborative environment, 4) collaborative team building, 5) collaborative governance, and 6) collaborative equity practice. Agreement on the group dynamic factor is rated using a 5-point Likert Scale (1=Disagree; 2=Somewhat Disagree; 3=Neither Agree or Disagree; 4=Somewhat Agree; 5=Agree) with calculated percentages for each level. The priority of the 6 group dynamic factors is also ranked by Low, Medium, High with calculated percentages for each of the three categories.

Descriptive statistics are provided for the overall LEAC initiative, by LEAC, and by team member roles (leadership team, working group member, and general team member) to evaluate **differences across levels of team participation** to promote equity in voice/perspective.

¹ Adapted Collaborative Readiness for Implementing Change. Shea, C. M., Jacobs, S. R., Esserman, D. A., Bruce, K., & Weiner, B. J. (2014). Collaborative readiness for implementing change: A psychometric assessment of a new measure, *Implementation Science*, 9, 1-15. doi:10.1186/1748-5908-9-7

² Adapted SC-IQ: Integrated Questionnaire for Measurement of Social Capital. Grootaert, Christiaan, et al. *Measuring Social Capital: An Integrated Questionnaire*, World Bank Publications, 2003. ProQuest Ebook Central, <http://ebookcentral.proquest.com/lib/unc/detail.action?docID=305066>. Created from unc on 2021-06-03

³ Adapted Relationships, Climates, Expectations (RCE), and Extent of Collaboration (EC). *Assessing Collaboration: Alternative Measures and Issues for Evaluation*. <https://journals.sagepub.com/doi/abs/10.1177/1098214017743813>

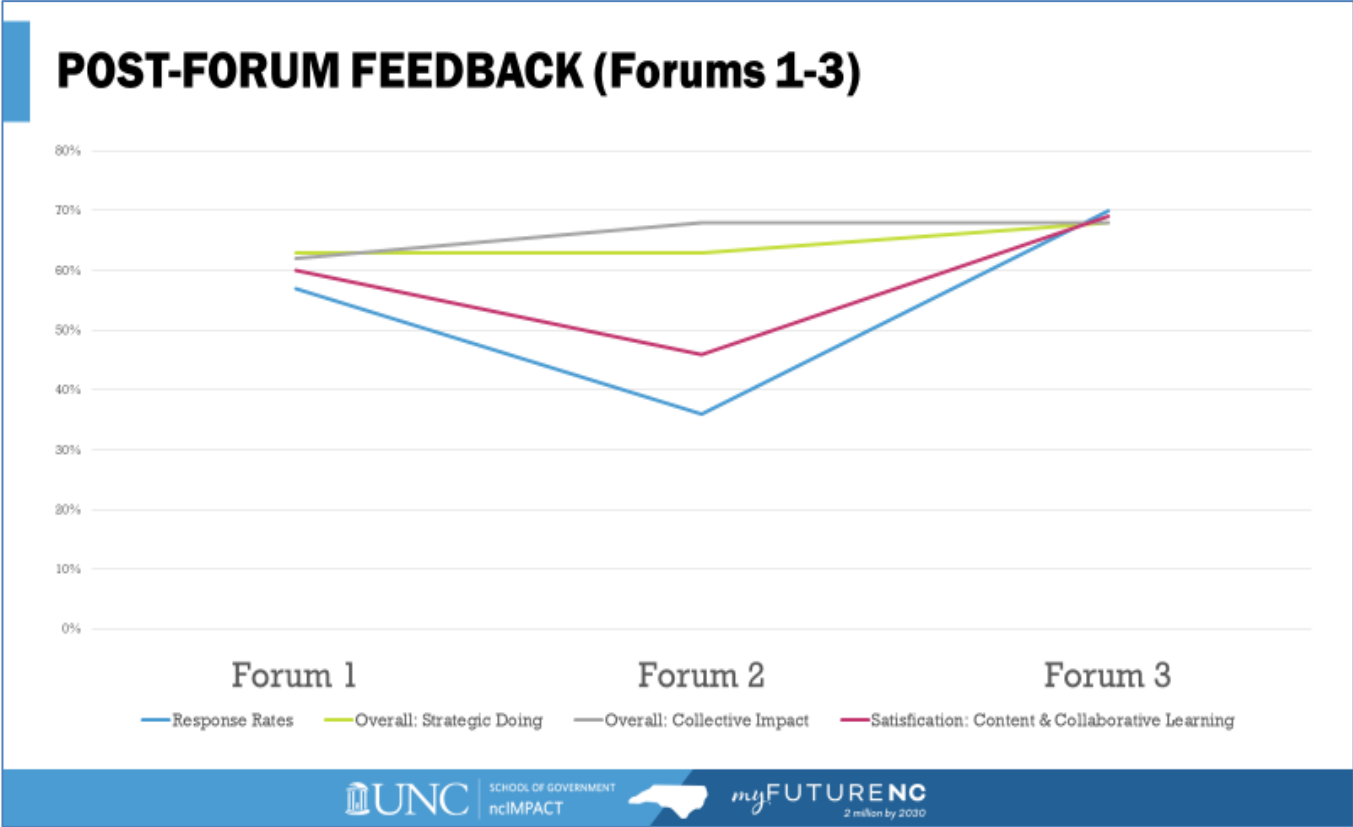
RESULTS

LEAC Content and Skill Learning (Post-Forum Feedback)

Results from post-forum surveys informed the Steering Committee of the extent to which knowledge transfer of content and skills occurred. The response rate for Forum 2 was too low at 36% to infer meaningful generalizations. Accordingly, the findings in the report herein focus on trends between Forum 1 and Forum 3. See Appendix for detailed results from each forum.

Across Forums 1 to 3, there was an **increase in the value of learning Strategic Doing and Collective Impact** among LEAC participants as ‘impactful’ approaches for engaging in collaborative work. Also, overall **satisfaction improved** by Forum 3 - as an average of scores on the format, content, and organization. This latter result is likely due to a preference for the in-person setting over the previous virtual formats. Another explanation for the upward trend is that the Steering Committee was responsive to confusion expressed by LEACs in Forum 2 by emphasizing how Strategic Doing and Collective Impact are compatible and can be used for an integrated approach for systems transformation.

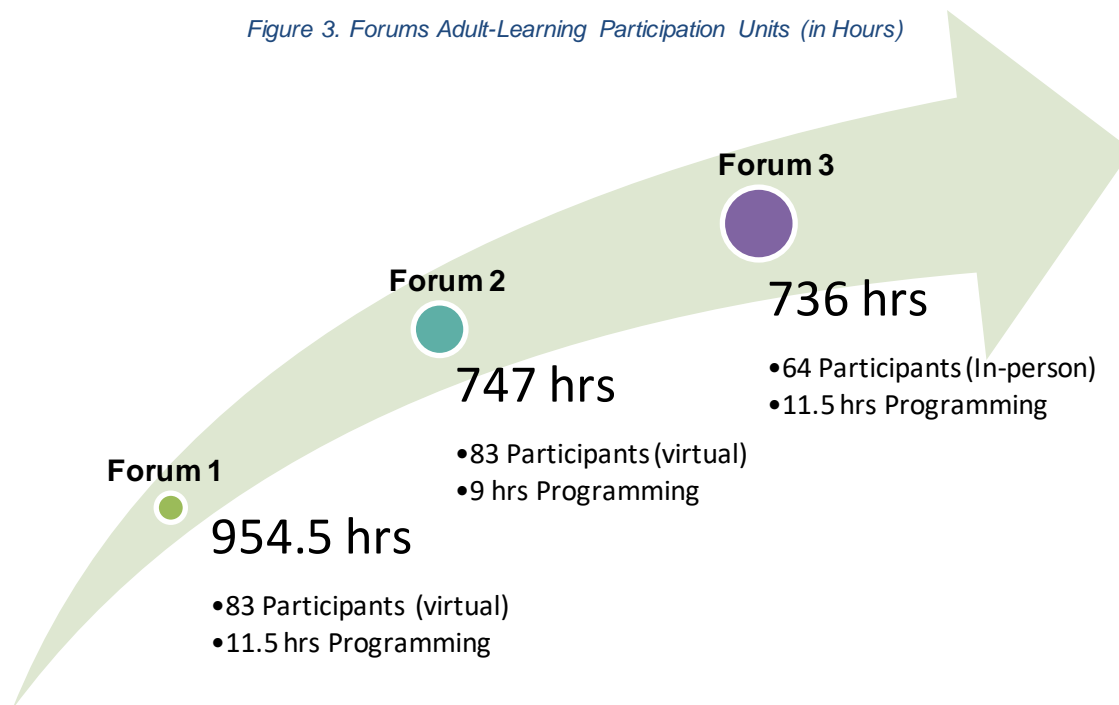
Figure 2. Post-Forum Feedback (Forums 1-3)



Participation

A total of 32 hours of learning content on leading transformative collaborative efforts were offered in the forums, representing up to **2,437.5 hourly units of adult-learning participation**.

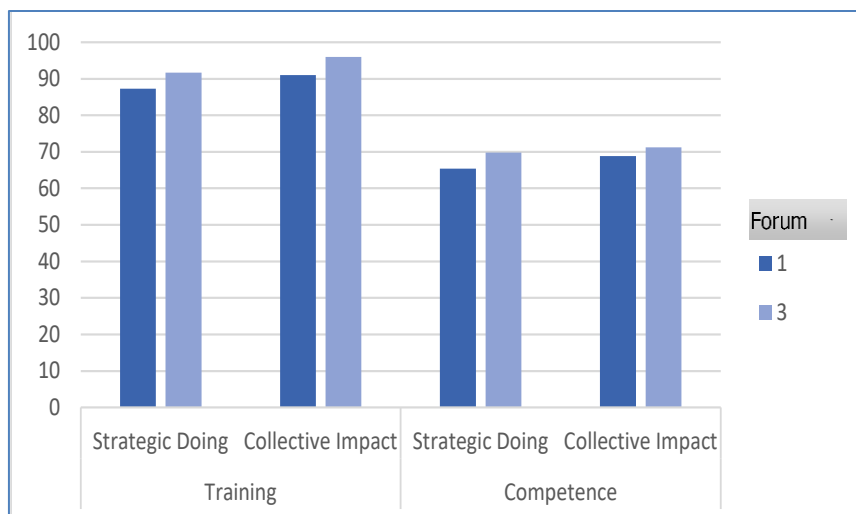
Figure 3. Forums Adult-Learning Participation Units (in Hours)



By Forum 3, overall **LEAC membership was diverse** with representation across higher educational institutions (31%), sex/gender (29%), age-groups (28%), community-based organizations (27%), industry sectors (26%), and race/ethnicity (25%). Continued growth in diversity is needed to represent individuals who are currently not working (12%), dual language/non-English speakers (8%), policymakers (7%), and K-12 school staff (4%).

Knowledge Gain Over Time (Strategic Doing and Collective Impact)

Figure 4. Forums 1 and 3 Knowledge Gain



Participants reported **gains in adequate or better training in both Strategic Doing (SD) and Collective Impact (CI)** with an increase of 5% for each approach across forums up to 92% and 96%, respectively. Participants' **confidence in their competence/ability to apply concepts improved 5% for SD and 2% for CI from Forums 1 to 3.**

Over three-fourths of participants (76%) had implemented SD and 59% of those reported the experience as successful in Forum 3. Likewise, 74% had begun to implement CI, 44% of whom reported demonstrated success. Figure 5 summarizes the strengths and areas for potential growth for each approach.

Activating mechanisms of the highest scoring items that were consistent in both Forums 1 and 3 for the top learning objectives passed on in training included SD’s ‘Understanding the Power of Networks’ and CI’s ‘Emphasizing the Importance of Continuous Communication Plans, Guiding Principles, and Resources’. Also, there was high confidence in the ability to apply core concepts of SD and CI, respectively, in creating ‘Strategic Roadmaps’ and ‘Feedback Loops with the Project Team to Ensure Resources and Support’.

Figure 5. SD and CI Key Mechanisms for Success and Improvement

	Training		Competence	
	Activating Mechanisms (Strengths)	Areas for Improvement (Growth Potential)	Activating Mechanisms (Strengths)	Areas for Improvement (Growth Potential)
Strategic Doing	Understanding the Power of Networks	Using the 30-day Action Plan	Creating a Strategic Roadmap	Establishing a Safe Space
Collective Impact	Emphasizing the Importance of Continuous Communication Plans, Guiding Principles, and Resources	Establishing Need for Mutually Reinforcing Activities	Creating Feedback Loops with Project Team to Ensure Resources and Support	Ensuring Feedback Loops with Community Stakeholders for Buy-in

Among the four key training areas of SD, ‘Using the 30-day Action Plan’ had the greatest **potential for improvement** with the lowest item-score at 86% for Forum 3 while ‘Establishing a Safe Space’ had the least endorsement for competence, 60%, among the SD 10 concepts. For CI, ‘Establishing the Need for Mutually Reinforcing Activities’ and ‘Ensuring Feedback Loops with Community Stakeholders for Buy-in’ had the lowest item scores among the five training areas and 10 concepts at 95% and 65%, respectively.

LEAC Capacity-building

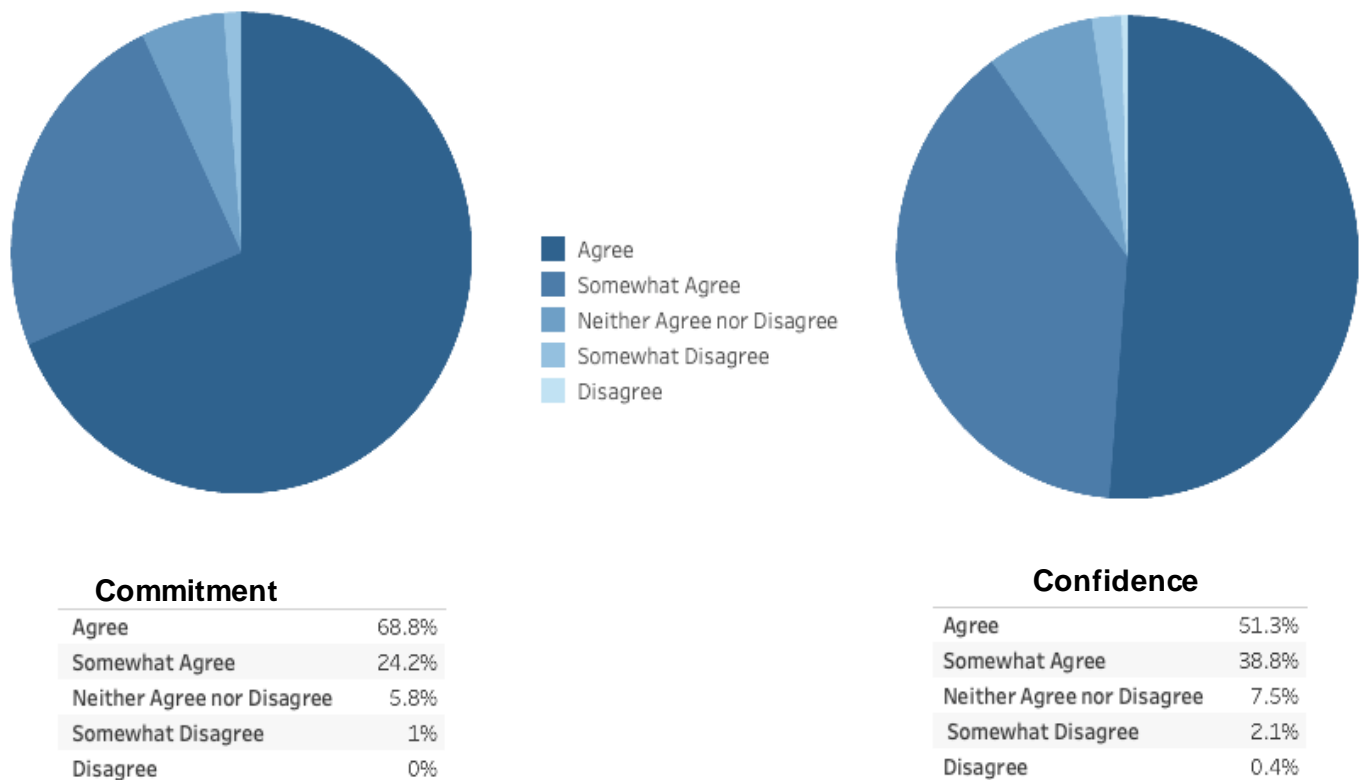
An initial snapshot of LEAC’s capacity-building potential was obtained at the beginning of 2022 (March – July) based on reported collaborative readiness, social capital, and group dynamics. At this data-capture time point, teams had been working together for at least a year since they submitted their applications. Accordingly, teams were assumed to be in a more mature state of formation and strategic thinking, having attended three forums and received at least one EIS coaching session. Another snapshot will be taken prior to launch in the Winter 2022, after the last forum and second coaching session. By comparing the two snapshots, a determination can be made if scores are improved across the capacity-building key factors. If so, it can be inferred that the LEAC initiative increased capacity and/or capacity-building skills of LEAC teams.

The high response rate of 79% for the REDCap survey adds confidence that the reported findings herein are generalizable and representative of all participating LEAC teams. To show variation and demonstrate equity in evaluation reporting, results are disaggregated by (1) self-selected primary team roles -participants could only choose one option of leadership team, general team member, or working group team member; and (2) LEAC teams.

Collaborative Readiness

Collaborative Readiness is described by two main characteristics of change efficacy: an individual’s opinion of the team’s commitment to implement a change and his or her confidence in the team’s ability to engage in the necessary course of actions to accomplish the intended result. The majority of all the respondents are ready for change in terms of commitment and confidence at 92% and 89%, respectively, based on those who ‘agree’ or ‘somewhat agree’. Yet, there is an 18-point difference between commitment and confidence among those with the highest endorsement of ‘agree’. This suggests that teams recognize that they there is a need for skill development to accomplish the goals of the collaborative.

Figure 6. LEAC Commitment and Confidence in Competence



When broken down by roles as shown in Figure 7 below, the highest score of team commitment (80%) is reported by those who serve on working groups whereas general team members had the lowest commitment scores, 45%. Conversely, general team members had the highest confidence in their competence (60%) compared to working group members (51%) and leadership team members (50%). The decrease in endorsement from commitment to confidence among **working group members, who are actively engaged in the project implementation, could represent the fact that they have a better sense of the actual skills needed to advance the team’s work than other roles because they are the ones doing the day-to-day work.**

Figure 7. LEAC Collaborative Readiness by Primary Team Role

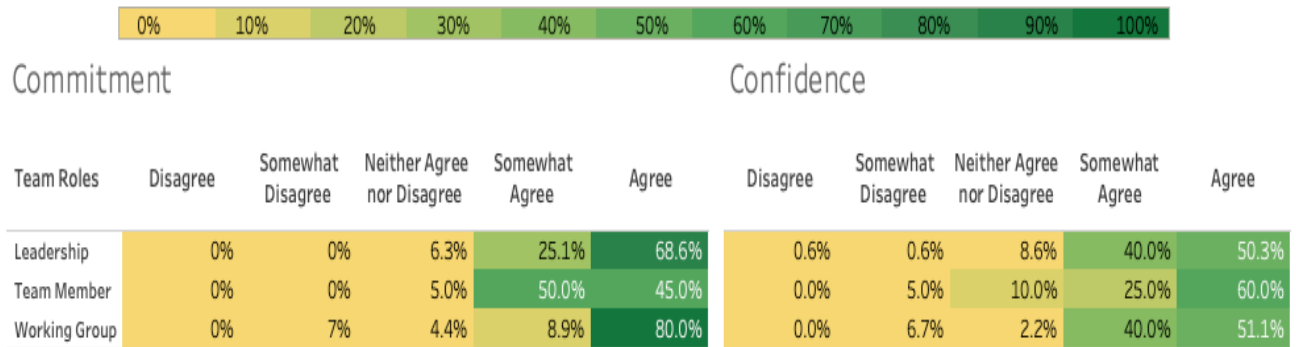
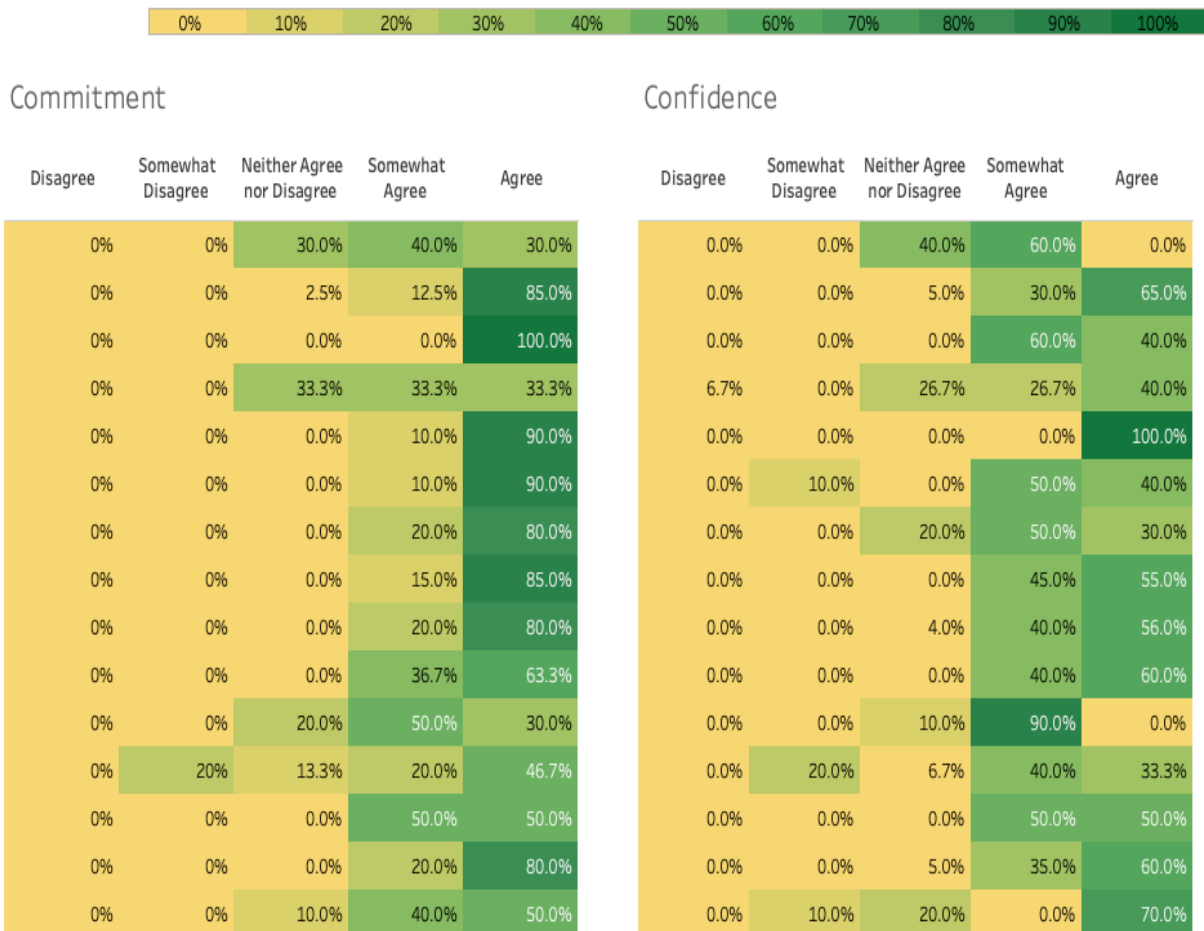


Figure 8 shows that there is considerable variation across LEAC teams among agreement for commitment, ranging from 30% to 100%, with only one team expressing 'somewhat' disagreement at 20%. LEACs' confidence in their competence had an even wider spread of agreement, from 0 to 100%, and three teams expressed 'somewhat' disagreement, ranging from 10-20%. **Developmentally, one would expect for the gap in average commitment (66%) and confidence (47%) across the 15 LEAC teams to decrease over time.**

Figure 8. Collaborative Readiness by LEAC Teams



Social Capital

To depict the social capital of a local community, seven key factors that are integral to collective action for **transformative systems-level change** were assessed:

- 1) having multiple connections of social networks,
- 2) trusting people,
- 3) trusting government,
- 4) committing time,
- 5) committing money,
- 6) participating in recent collective action, and
- 7) willingness to cooperate and participate.

All participants, 100%, stated a willingness of their communities to commit time while 87.5% also reported a willingness to commit money. The other **five measures fell into two groups above or below 0.50**. See Figure 9. Those above the cut-point included ‘trusting people’ (0.64) and ‘having multiple social networks’ (0.57). Those below consisted of ‘participating in recent collective action’ (0.54), ‘trusting government’ (0.53), and ‘willingness to cooperate and participate’ (0.51).

Figure 9. LEAC Social Capital

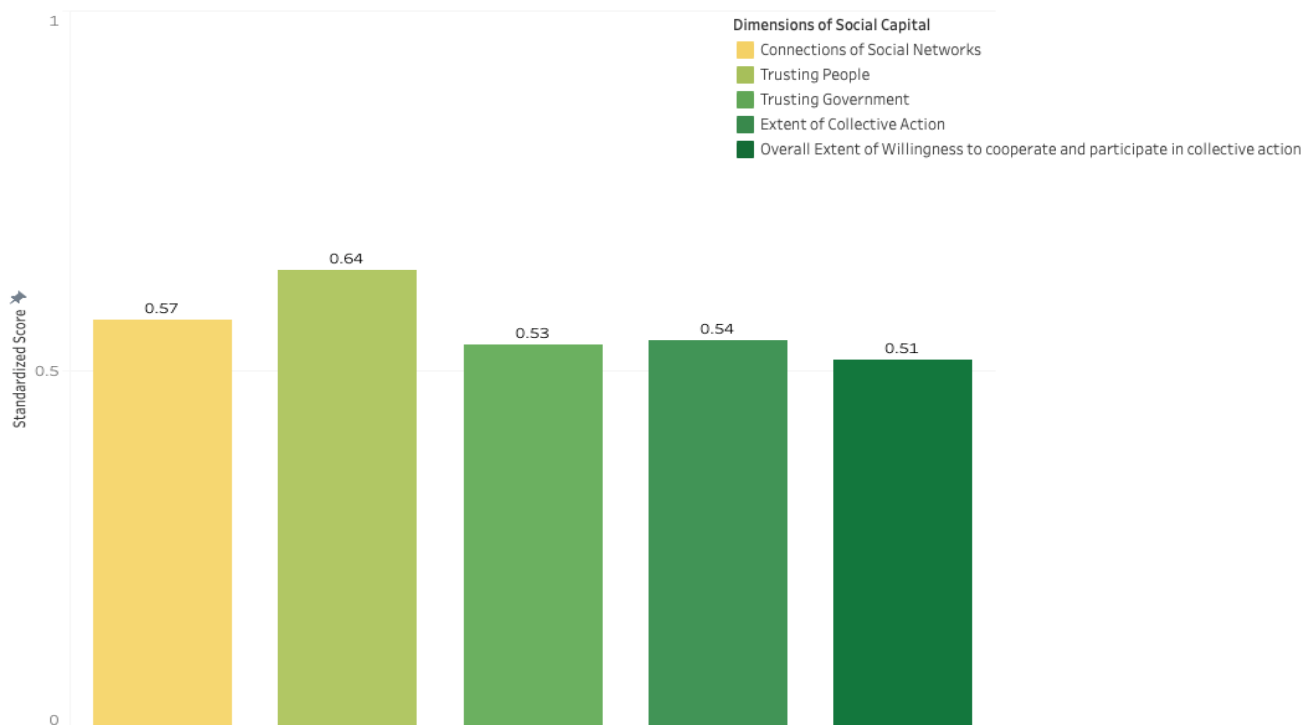
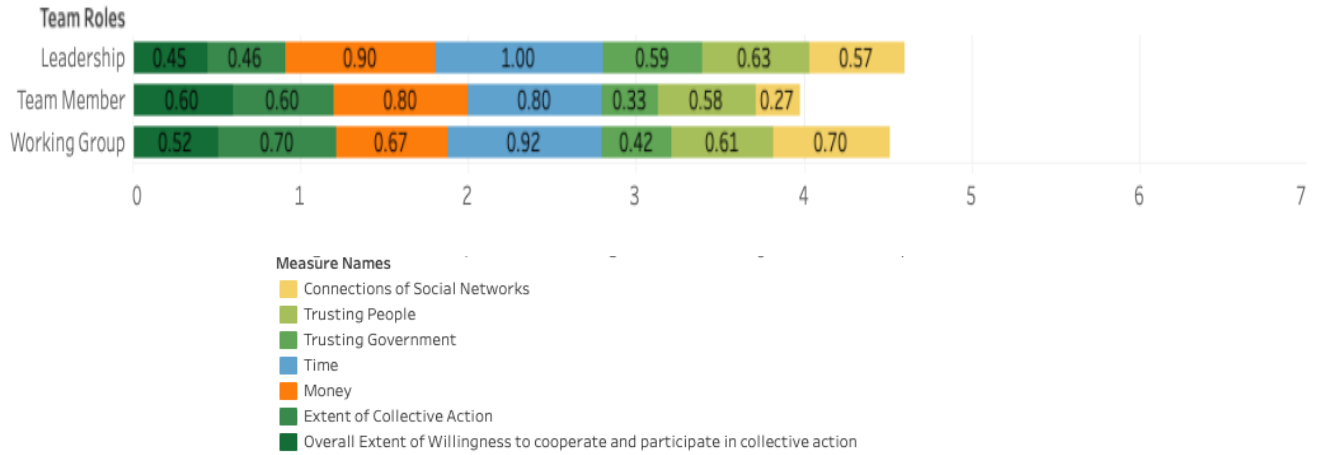


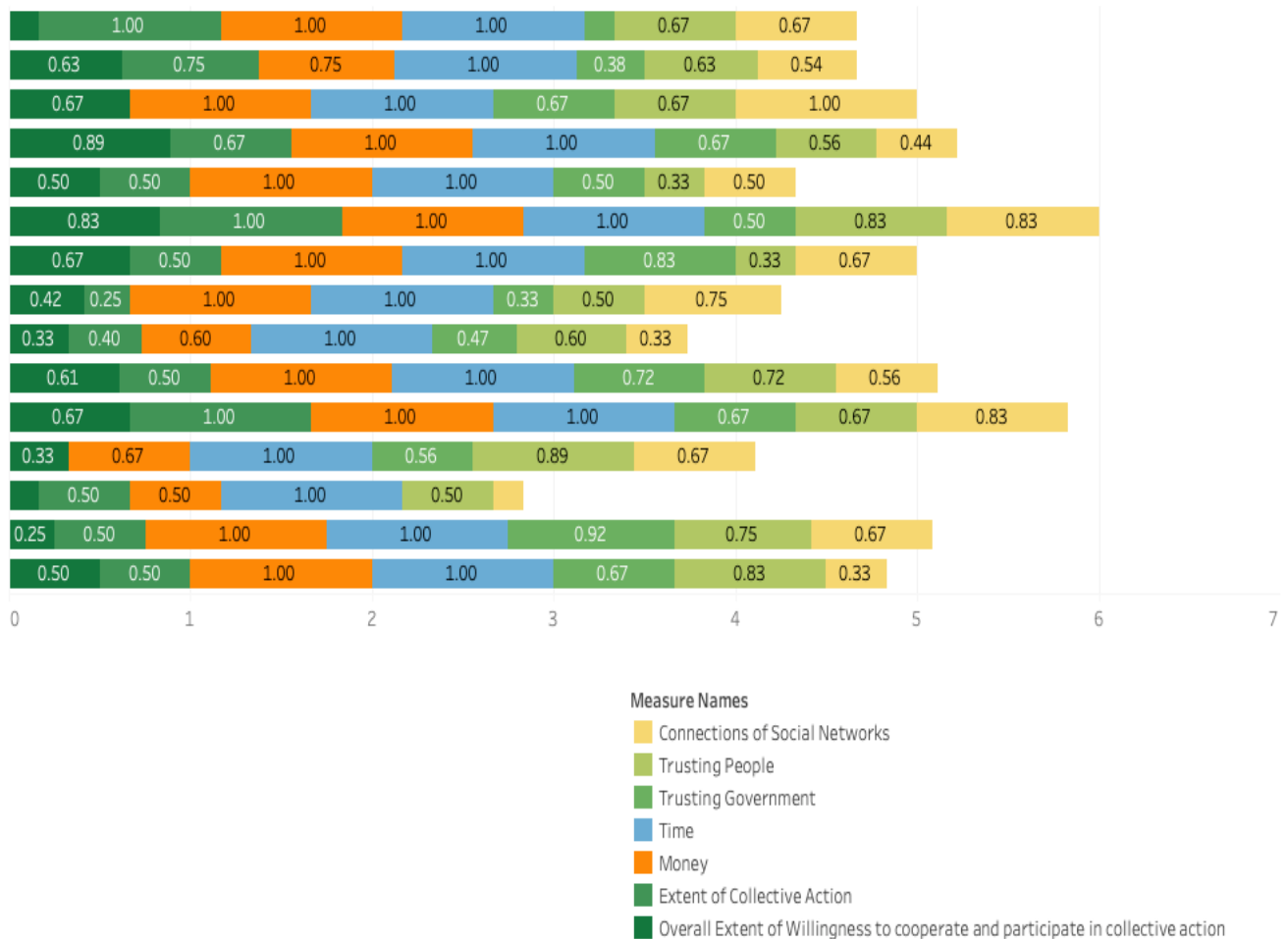
Figure 10 further highlights that general team members report lower social capital than leadership team members and working group members. Areas for improvement, below 0.50, are community’s ‘trust in government’ and ‘connections of social networks’.

Figure 10. LEAC Social Capital by Primary Team Role



When looking across all 15 LEACs, five of the teams appear to be substantially lower in social capital on the 7-point scale. For remediation, **a third of the LEAC teams could benefit from intensive technical assistance to address community connections, community trust, community financial commitment, community willingness to cooperate and personal willingness to collaborate** leading up to the launch in Winter 2022.

Figure 11. LEAC Social Capital by Teams

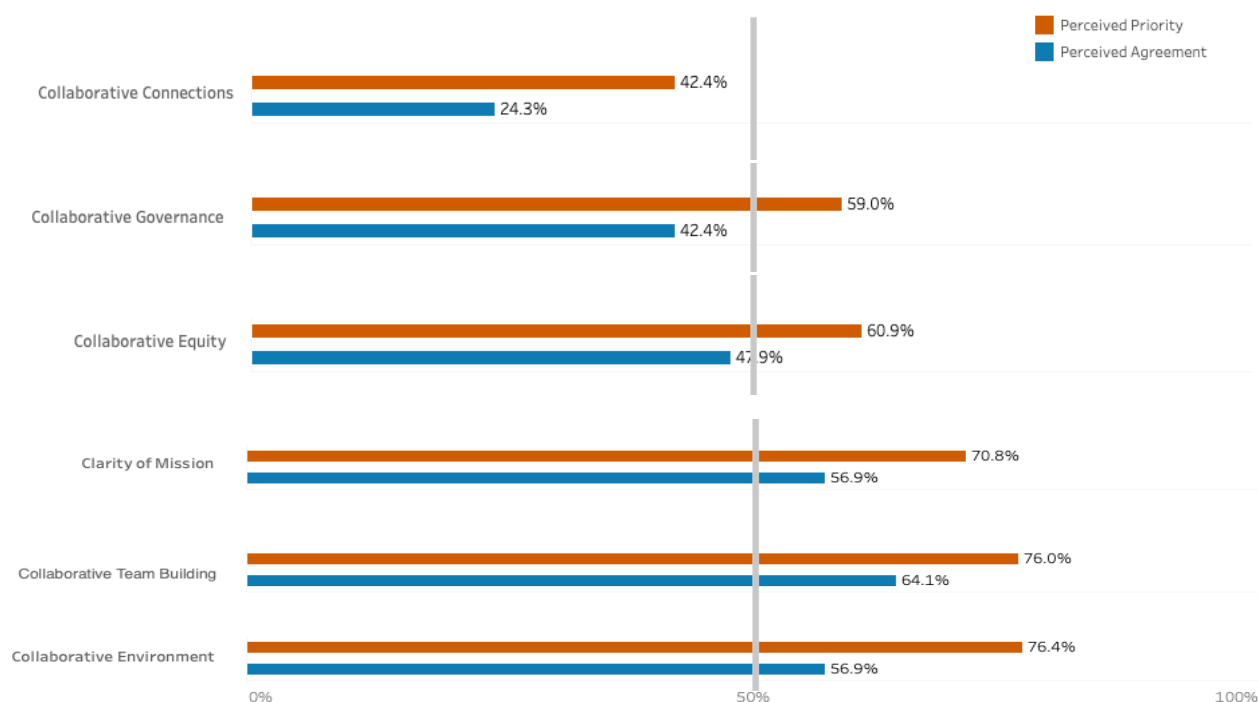


Group Dynamics

The six dimensions of group dynamics were ranked in an increasing order based on 'high' priority scores- depicted by red lines in Figure 12- for collaborative connections (42%), collaborative governance (59%), collaborative equity practice (61%), clarity of mission (71%), collaborative team building (76%), and collaborative environment (76%). Nearly the same order applied for perceived agreement (i.e., 'agreed' scores) except that collaborative team building had a higher score than collaborative environment.

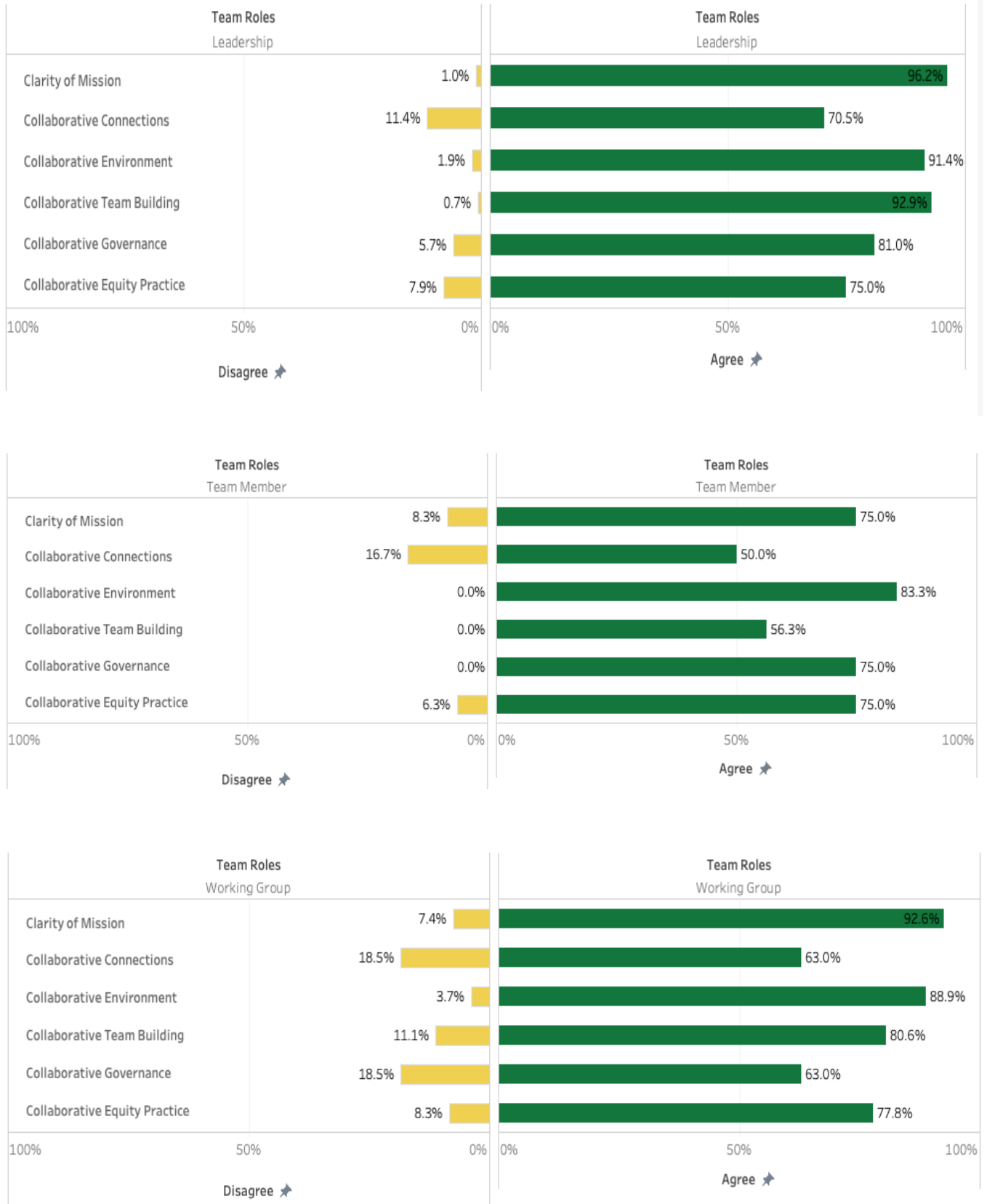
On average, there was a 15.5 point difference between perceived 'high' priority and perceived agreement, revealing an opportunity for **developmental growth among teams to strengthen shared understandings of team operations**. Specifically, targeted support could be useful in increasing perceived agreement for collaborative connections (24%), collaborative governance (42%), and collaborative equity (48%); all of which fell below 50% to suggest that a non-trivial number of team members may 'disagree' or 'somewhat disagree' for that group dynamic.

Figure 12. LEAC Group Dynamics



For diagnostic purposes, perceptions of agreement were collapsed into either percentages for agreement or disagreement while omitting percentages for 'neither disagree/agree'. The resulting visualization shown in Figure 13 displays **more total disagreement across the six items of group dynamics for working group members (total 67%) than general members (total 31%) and leadership (28%)**. This finding suggests that there is greater dissention among working groups. A possible explanation is that working group members require more technical details and specifics to be productive in their roles which could lead to healthy debates and/or unresolved conflict in choosing the best approach to accomplish a goal. On the other hand, leadership team members, who are more strategic thinkers, and general team members, who are typically informants, have less dissention because they focus more on the big picture than tactical plans.

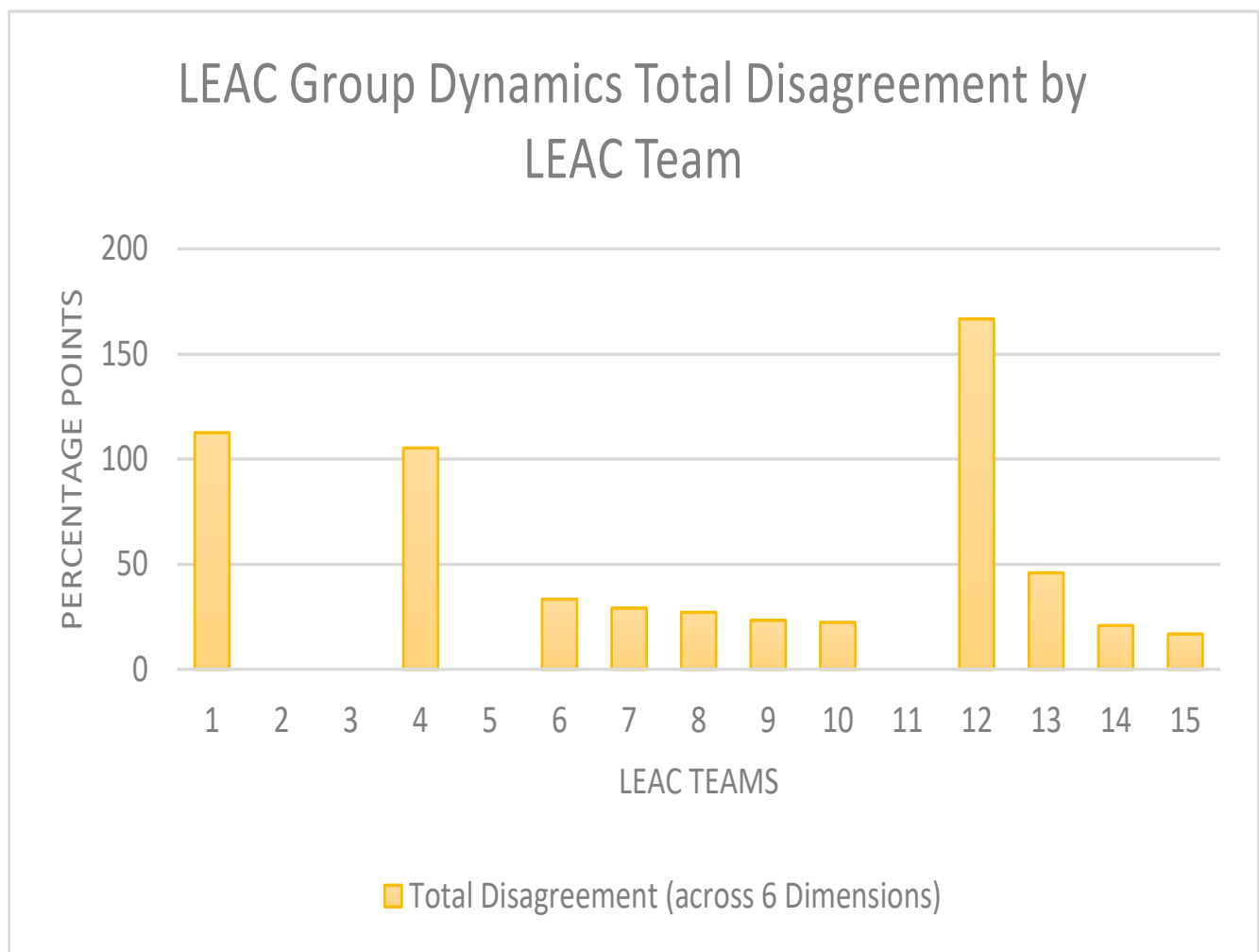
Figure 13. LEAC Group Dynamics by Primary Team Role



The count of total disagreement percentage-points (maximum of 600) varied by LEAC teams. More than a quarter of teams, 27%, had total disagreement percentage-points greater than 46 across the six dimensions of group dynamics. An equal number of teams (n=4) had no disagreement percentage-points. The remaining teams had disagreement percentage-points that ranged from 17 to 33.

The distribution reflects that there **are three types of LEAC teams in terms of perceived group dynamics: those with higher functioning, distinctive functioning, and lower functioning**. To address this potential divergence in developmental growth among the LEACs, more technical assistance (e.g., training, consultant coaching, or peer-learning from higher functioning teams) or resources, such as time or paid staff, could be provided to distinctive and lower functioning groups to help their teams coalesce.

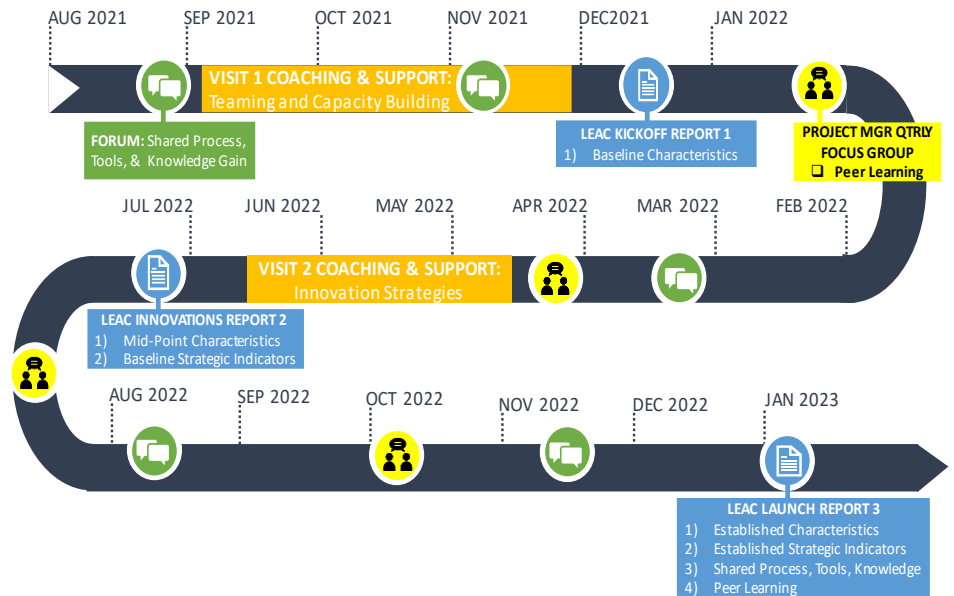
Figure 14. LEAC Group Dynamics by Teams



LESSONS LEARNED

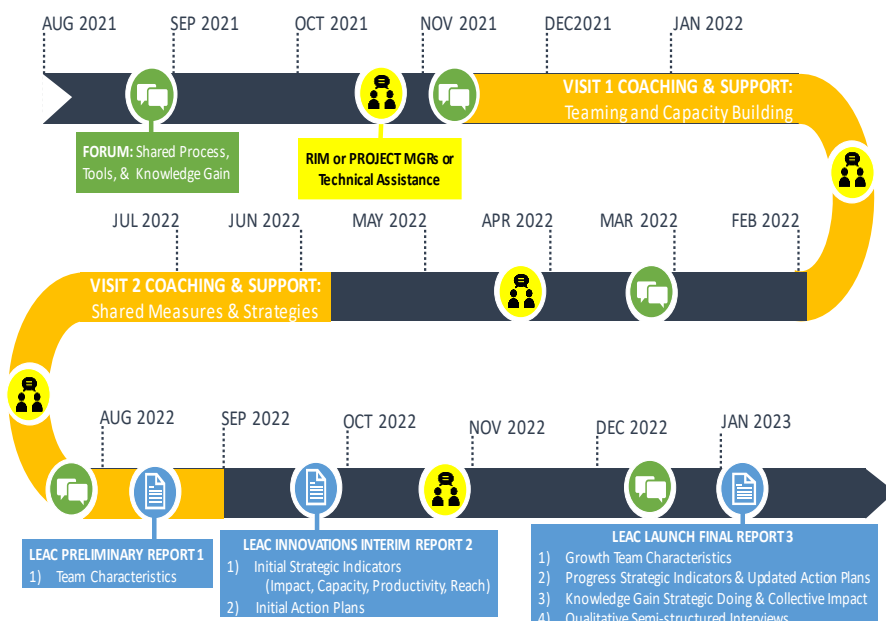
The original EIS Roadmap of implementation and evaluation coaching support was altered to meet the developmental needs of the LEAC teams, Regional Impact Managers (RIMs), and Project Team/Steering Committee. For one, the **visitation sessions were delayed and changed to a virtual format** to accommodate the second wave of Covid-19 stay-in place orders. In turn, the reporting schedule was shifted to follow the first coaching sessions to ensure teams were familiar with the key concepts of teaming structures and capacity-building prior to completing the online evaluations. To ensure high response rates, teams were given an extended period of approximately 3-months.

Figure 15. Original EIS Roadmap



Second, instead of quarterly focus group meetings with LEAC project managers, **targeted technical assistance was provided to RIMs collectively and jointly with specific project managers** to problem-solve teaming issues. This allowed more touchpoints and direct coaching to ensure better alignment of tailored tools and content for individual teams.

Figure 16. Current EIS Roadmap



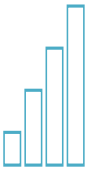
Third, **teams were coached on how to be evaluators of their own progress**, instead of being evaluated. To support this effort, insights gained from data collections were shared directly with teams as tools and resources for sparking dialogue among team members and guiding decision-making on next steps. Training teams on the value of being data-informed helped to increase the quality and frequency of data shared by teams.

Local Collaboratives

1. To date, quantitative data from surveys, observational data from coaching and technical assistance sessions, and narrative data from participants suggest that the **LEACs are in very different developmental stages compared to one another. Their knowledgebase and capacities for applying Strategic Doing (SD) and Collective Impact (CI), as an integrated approach for transformative systems change, are not consistent.**



Despite moderate to high understanding and confidence with some of the core SD and CI concepts, LEACs have shown limited organized efforts to establish sustainable, capacity-building plans and efforts for embedding SD and CI into an **applied integrated framework.**



LEAC action plans have mainly focused on small, incremental efforts to install programming to facilitate local goal attainment. As an example, several LEACs initiated their early SD Pathfinder projects around building community awareness about the LEAC, completing FASFAs, and recruiting local champions to address goal attainment challenges. While important, these activities do not address **scaling these efforts in an impactful way for infrastructure capacity-building and community engagement** that is effective long-term for coalition sustainability and success.

2. A small number of LEACs have institutionalized their teaming and leadership infrastructures, formalized their committee and workgroup organizations, and documented their collaborative business practices. Among the others, there is an absence of formalized collaborative team structures; charters; communication and feedback protocols; data systems and tools; strategies to leverage and link local networks to increase social capital; and equity-focused processes to ensure alignment with key service populations – and to impact local education/workforce development systems in transformative ways. These conclusions suggest the **need for a longer window for technical assistance, ongoing learning, peer sharing, and capacity-building.**



Many LEACs are approaching the work primarily using a project management focus. While effective as a short-term strategy to locate and achieve ‘early wins’, **project management as the primary skill for managing local collaboratives may unintentionally distract from or dilute SD-CI** aspects of capacity-building. More emphasis and training are needed on developing coalition-building skills as indicated in the literature for foundational, longstanding systems change.



Future site-based coaching and technical assistance needs must emphasize **helping LEACs, within their local contexts and cultures**, to adopt and implement tailored and feasible sustainability strategies. This includes specific attention to building and documenting collaborative team infrastructures, processes, shared visions, and measurement systems. Also, community member engagement (recruitment, selection, retention) strategies must be emphasized for LEACs equity practices to ensure that diversity, equity, and inclusion are integrated as valued principles.



SD and CI offer important frameworks for these efforts; yet the majority of LEACs at this point are only partially attending to concepts with intentional action plans and allocation of resources. LEACs must **focus as much awareness on the “how” of building and sustaining educational attainment coalitions**, as they are being instructed to focus on the “what” for specific programs or innovations.

3. LEACs appear to be tracking along **three divergent developmental trajectories**. All pathways share common needs for ongoing capacity-building, notwithstanding access to evidence-informed practices, general coaching for shared measurement and performance tracking, and implementation support. Apart, each path has differential needs for infrastructure-specific technical assistance.



One trajectory consists of **“well-established teams”** that have a good start on their infrastructure that is predictive of longer-term success. There is a strong leadership team or steering committees, project teams, and community workgroups that are well documented and aligned. They have clear strategies for program development and are looking ahead toward sustainability while actively linking and leveraging networks to achieve well-defined, feasible goals.



A second trajectory consists of a few local champions representing one or two community agencies who came together to write the proposal and collaborate on early action plans. Yet, they lack broader buy-in from local education, workforce, and political leaders and may be characterized as **“doers”** – getting things in place and setting up interventions. They may have numerous actively participating community volunteers for various initiatives, but they do not have defined committees or a teaming architecture indicative of sustained success.



A third trajectory, with groups characterized as **“strategists and visionaries”**, have outstanding leadership and champions who consistently come together and are fully supportive of the broader mission and efforts. They have not sufficiently build out their project teams and community workgroups and do not have organized strategies for linking and leveraging their networks to achieve transformative change. They’ve created excellent guidance documents, crafted smart action plans, and mobilized community supports, but they lack the “doers” and organized project team predictive of sustained success.

4. Overall, there are **impressive early accomplishments** across LEACs that are noteworthy:
 - ✓ “hyper-local” strategies for community engagement and problem solving,
 - ✓ very strong government and cross-agency buy-in,
 - ✓ innovation in workforce development and career coaching programs,
 - ✓ enhanced student internships and field placements,
 - ✓ accelerated FASFA completion activities,
 - ✓ development of web tools and platforms for student engagement and public information about the projects,
 - ✓ capacity-building for high school and community college staff toward attainment goals and strategies, and
 - ✓ outreach with strongly supportive business and workforce development champions.

Regional Impact Managers

A **major success factor for LEAC capacity-building** has been the support of the four RIMs. They have proven extremely knowledgeable and resourceful to the local teams, project team / steering committee, learning-content developers, and EIS coaches. They have high trust among all stakeholders and improve communications across socioecological levels with hands-on facilitation, problem solving, peer sharing and learning, and cultural humility. They ensure local cultural fit between stated goals and activities for teams. RIMS have enthusiastically embraced coaching and co-creating intervention strategies with LEACS to ensure good fit and feasibility.

- Collective feedback from RIMs, suggests that direct implementation support and evaluation coaching has been beneficial in increasing their understanding and efficacy of evidence-informed practices for guiding LEACs toward the adoption and use of coalition-building techniques drawn from Implementation and Prevention Science literatures.
- Future backbone support efforts in similar projects should seek to capitalize on strong RIM recruitment, selection, coaching, and feedback loops given the observed benefits.

Steering Committee and Overall Team Structures

The myFutureNC and nclIMPACT steering team and content committees have been **quick and adaptive to adjusting to LEACs' developmental needs**.

- Forums have become less unidirectional information sharing in favor of more peer sharing and learning -- allowing time for site-based coaching and interactive capacity-building.
 - *Project leaders' requests have been honored at forums to offer more time for developing, delivering, and assisting in the use of practical local tools.*
- Feedback from site-based coaching and technical assistance has been integrated into planning sessions for content-development of forums and overall programming -- strengthening relationships for the overall project.
 - *RIMs' and LEAC Project Managers' requests for more tailored and frequent implementation support and evaluation coaching have been accommodated with 1:1 informal meetings between forums and formally-scheduled coaching sessions.*
- Tools developed through myFutureNC (e.g., local attainment profiles), nclIMPACT (e.g., best practices guidebooks), forum content designers (e.g., action plan templates), and EIS coaches (e.g., team snapshots and progress tracker visualization dashboard) have been highly effective in helping LEACs build capacity skills.

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APPENDIX

Post-Forum Feedback Reports

REDCap Survey on LEAC Capacity-building

REDCap Results by LEAC

Post-Forum 1 Reporting

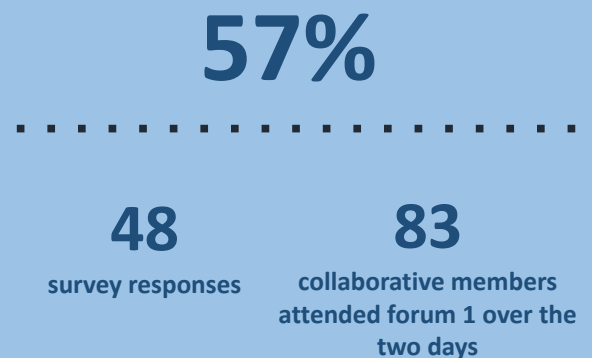
EIS Design Team

Forum and Post-Forum Survey Participation

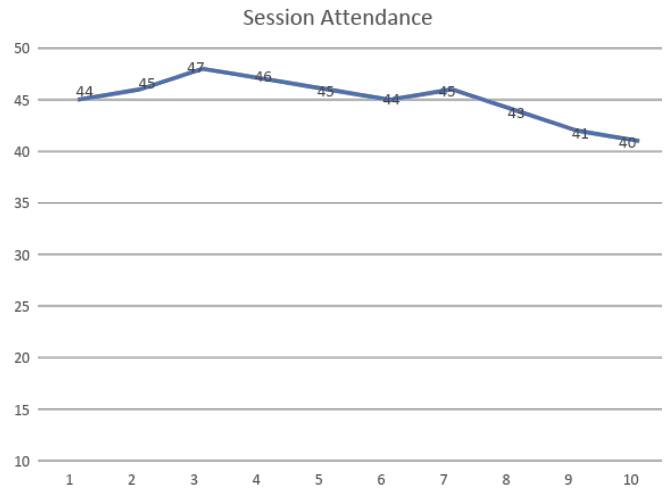
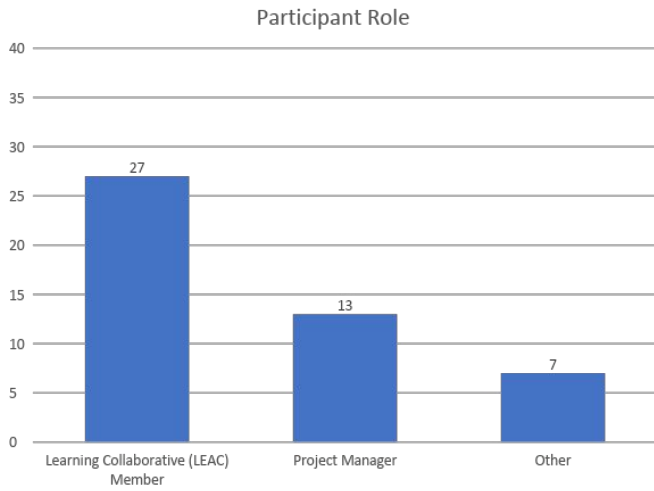
ATTENDANCE BREAKDOWN



SURVEY RESPONSE RATE



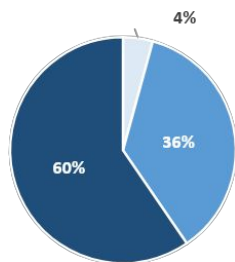
Participant Information | Total Participant Survey Response: 48



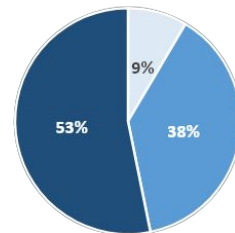
Overall Forum Satisfaction

Total Responses: 47

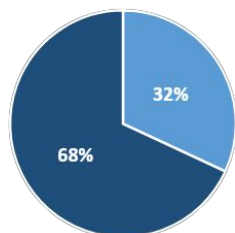
Content for Collaborative Learning



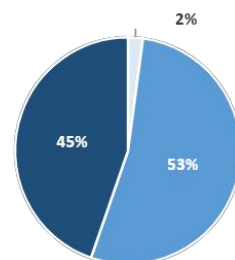
Organization and Time Management



Selection of Guest Speakers and Facilitators



Virtual Experience

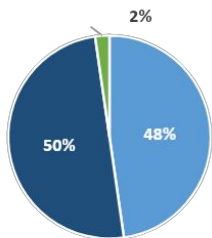


Completely Missed the Mark
 Adequate
 Great

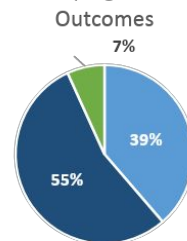
Strategic Doing Learning Objectives

Total Responses: 44

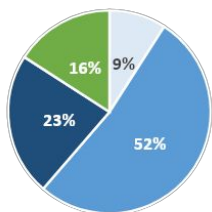
Understanding of Learning Objective:
Understanding the Power of Networks



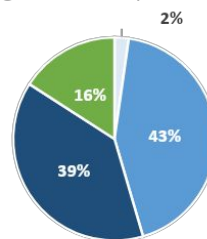
Understanding of Learning Objective: Recognizing
the Value of Developing Measurable Strategic



Understanding of Learning Objective:
Using Pathfinder Projects



Understanding of Learning Objective:
Using Short 30-Day Action Plans

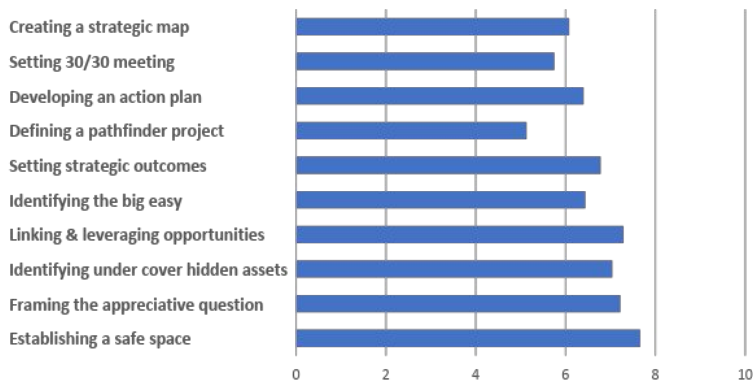


■ No Training on This Yet
 ■ Completely Missed the Mark
 ■ Adequate
 ■ Great

Strategic Doing | Application

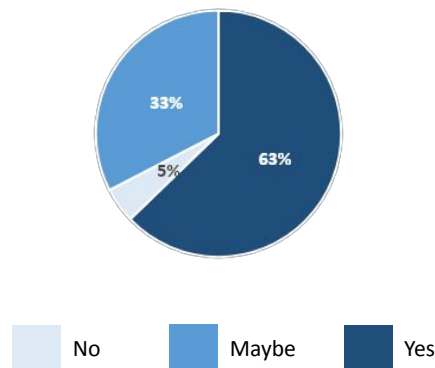
Total Responses: 43

Confidence in Applying the Strategic Doing
10-Step Guide



Respondents rated their confidence in each area on a scale of 0-10.

Do you think the information and tools will have an impact
on your work in your collaborative?



■ No
 ■ Maybe
 ■ Yes

Strategic Doing | How will the training most likely have an impact?

Total Responses: 23



Strategic Doing | Why will the training not have an impact?

Total Responses: 2

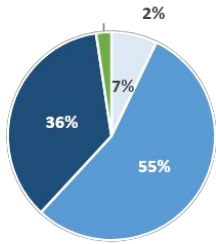
The training/information was familiar to me before the sessions

Seems like more work

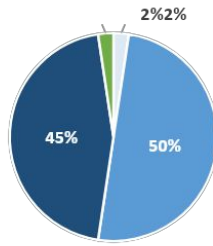
Collective Impact Components

Total Responses: 42

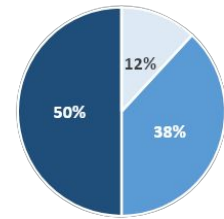
Understanding of Component:
Describing the Role of Backbone Organizational Support



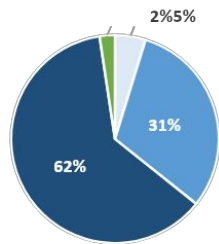
Understanding of Component:
Casting a Common Agenda for Achieving Local Educational Attainment Goals



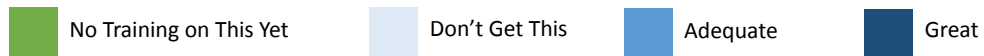
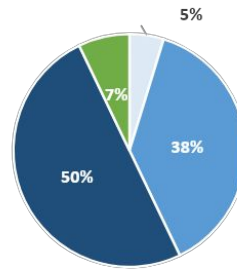
Understanding of Component:
Establishing the Need for Mutually Reinforcing Activities



Understanding of Component:
Emphasizing the Importance of Continuous Communication



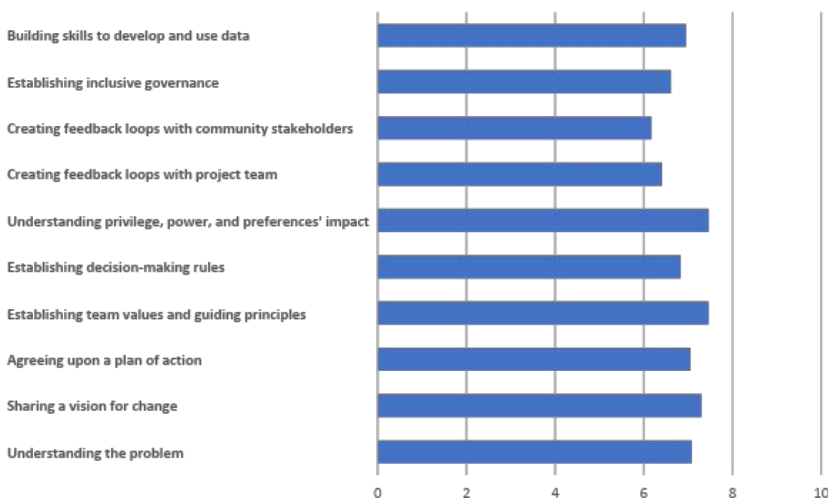
Understanding of Component:
Encouraging the Use of Shared Measures



Collective Impact | Application

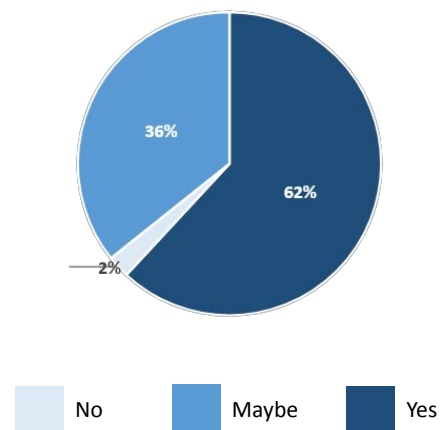
Total Responses: 42

Confidence in Applying the Collective Impact Model



Respondents rated their confidence in each area on a scale of 0-10.

Do you think the information and tools will have an impact on your work in your collaborative?



Collective Impact | How will the training most likely have an impact?

Total Responses: 18

accelerate our work as a LEAC and bring others in and track progress by using it to help

Strengthen partnerships and improve communication to move the needle toward goals

the trainings will support the processes

Giving us structure and an outline to follow in setting up collaborative rules

Helping us consider the impact we want to see in our communities and understanding how to reach that collectively

Hope it will help us meet consensus and develop action strategies quickly

It will have impact when selecting the participants, setting up the meetings, and the agenda

Assisting team members in forming and managing a P-20 Council

Understanding the importance of equity and framing questions to inspire other community members. Data collection and how this will impact how we are doing and how we need to improve

Being provided best practices and understanding of how to move forward with collective impact is going to help guide our local LEAC

It will help us bring our communities together to work toward a common goal.

Sets the foundation for collaboratives to be productive and planful, using resources wisely and in a planful manner, sets roles, expectations and rules of engagement at the beginning of teams forming so that they perform well together

Collective Impact | Why will the training not have an impact?

Total Responses: 1

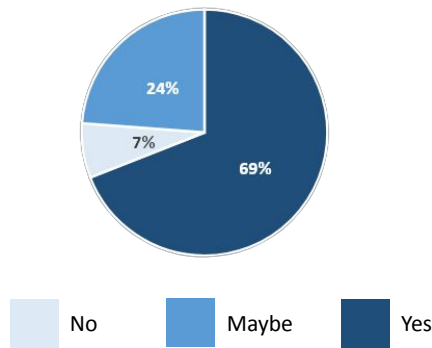
The training sessions were not the first I have had

Forum Activities | Stories of Thriving

Total Responses: 42

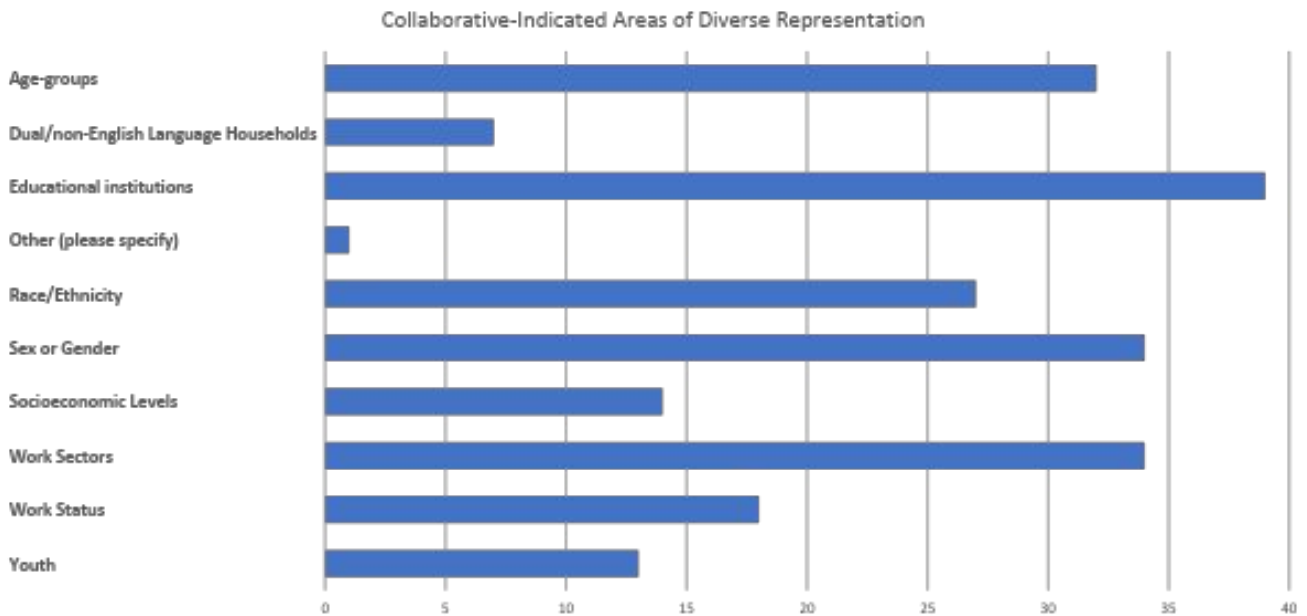


The Thriving Stories Illustrated the Importance of Centering on Equity



Collaborative Diversity

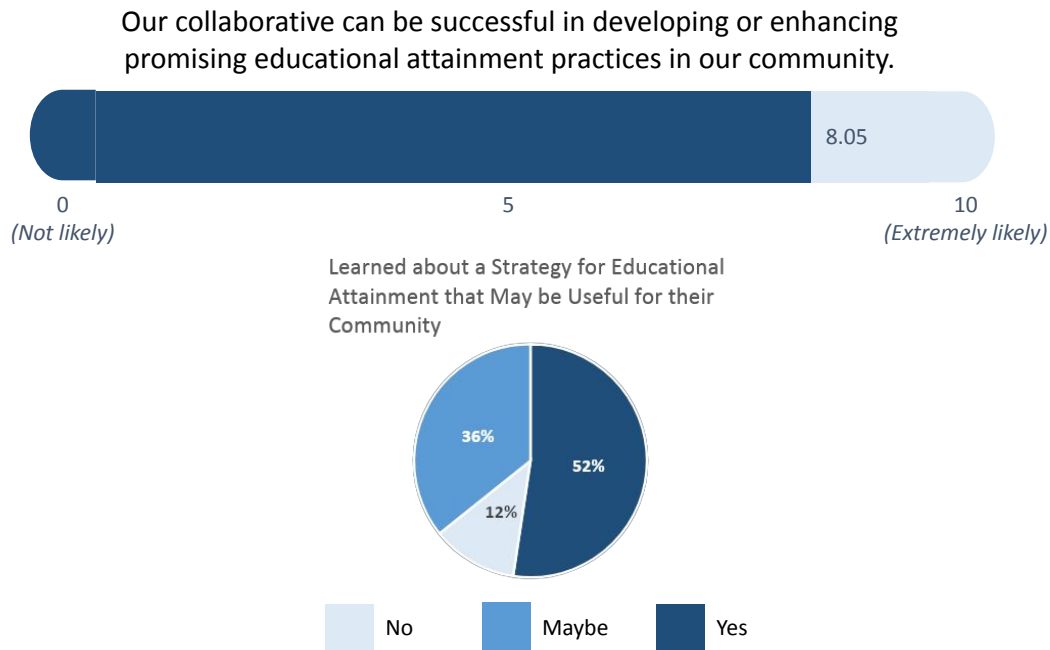
Total Responses: 42



Number of respondents that indicated their collaborative had diverse representation for given characteristic

National Scan of Promising Educational Attainment Goals

Total Responses: 42



Learned Useful Educational Attainment Strategies

Total Responses: 14

In the K-12 and higher ed session, Dr. Metz presented 3 models that shared strategies that supported communities in educational attainment which included ideas for FAFSA completion, Linking work-based learning to career pathways, and community college to university transitions which were all helpful

Developing intentional relationships with families of younger children (4th grade) around the conversation of post-secondary attainment

The case studies were extremely helpful. More time is needed to review.

State level benefits for broadband and other infrastructure needs

We will use the National Scan of Postsecondary Attainment Practices to determine how to best move forward.

Our region is motivated to do this work...the common theme is "how do we start"

Provided incentives from a local 4-year college if going to a community college

The California Pathway model is similar to the work that is already happening in NC. Just needs more formalization and publicity between the partners.

The case study and discussion were great and can be applied to the work we are accomplishing.

Understanding the importance of equity and framing questions to inspire other community members. Data collection and how this will impact how we are doing and how we need to improve

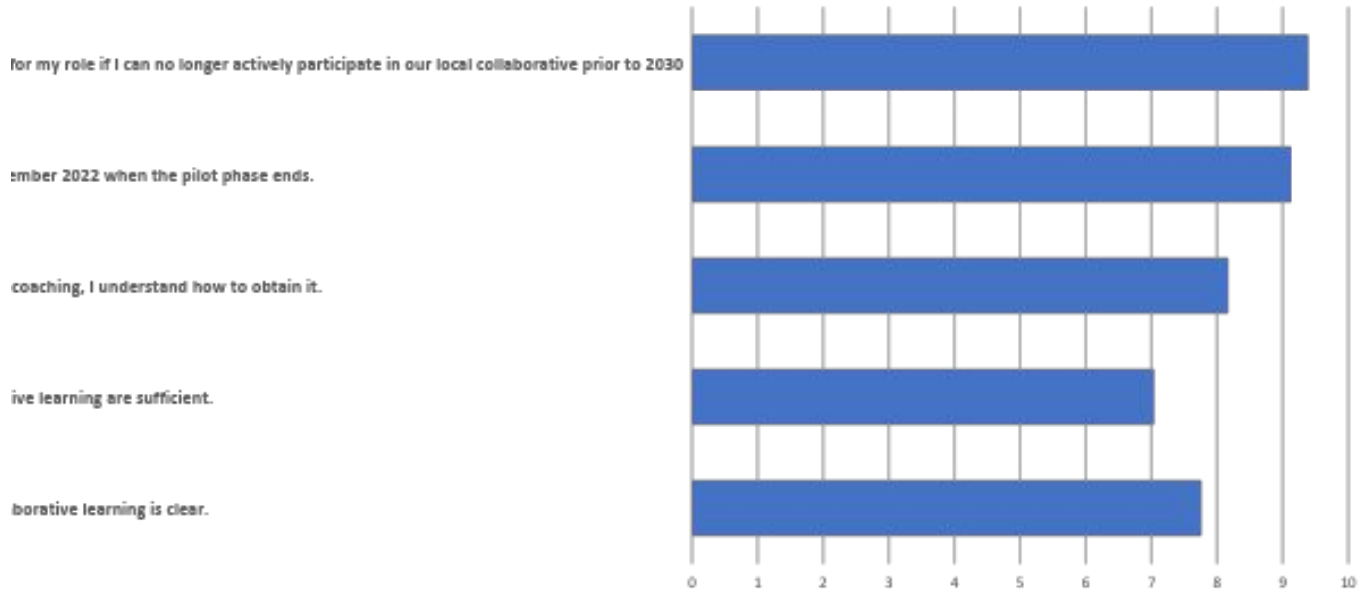
It's important to have the support to do this work. Knowing it worked elsewhere is a good sign for our collaborative and community as we proceed with this work.

I did not hear a new strategy. However, I heard multiple strategies that are not currently part of our collaborative but would move the needle should we implement one or more.

Coaching and Support

Total Responses: 42

Coaching and Support



Respondents rated their level of agreement for each statement on a scale of 0-10.

Post-Forum 2 Reporting

UNC School of Government

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Participation & Post-Forum Survey Participation

83

Attendees

30

Avg. Respondent Attendees per Session

Day 1: 31 (89%) of respondents

Day 2: 29 (84%) of respondents

36%

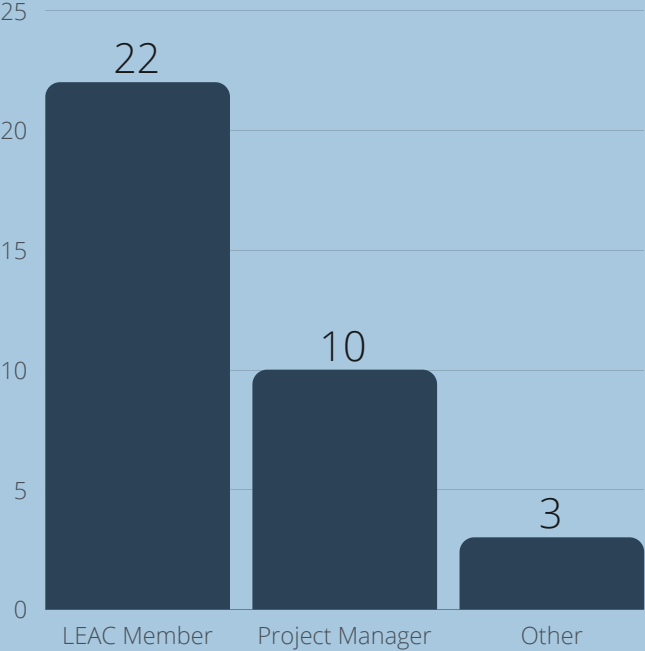
Survey Response Rate

30.5 avg. responses

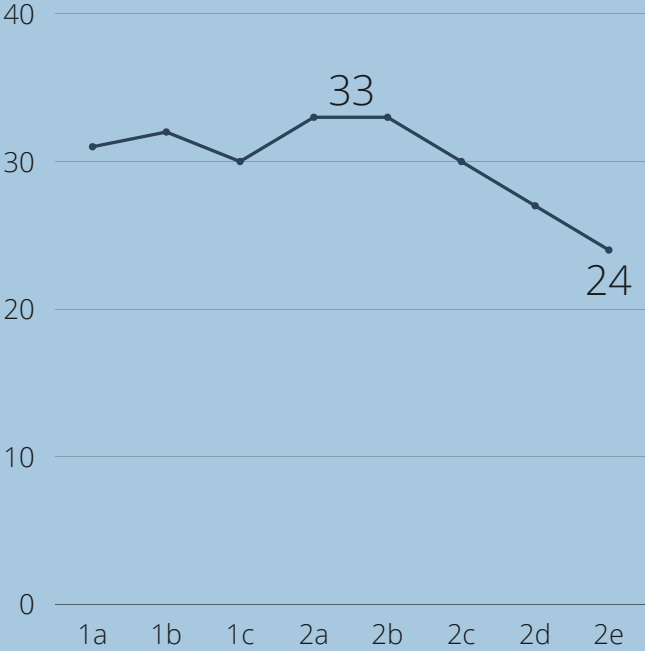
Participant Information

Total Participant Survey

Participant Role

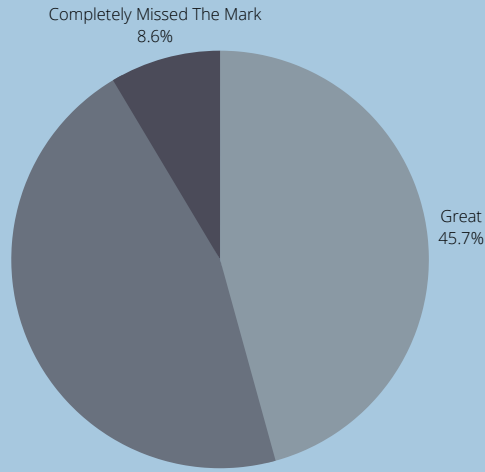


Session Attendance

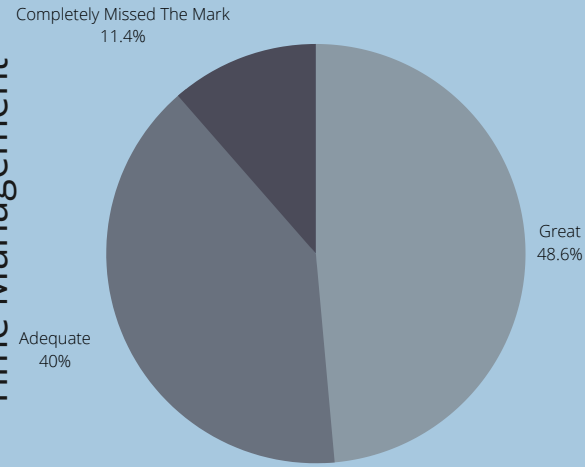


Overall Forum Satisfaction

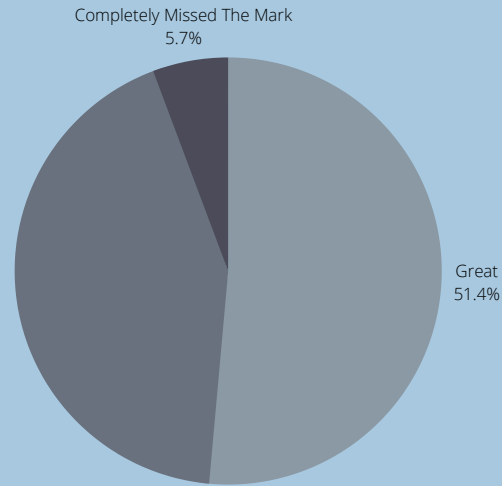
Content for Collaborative Learning



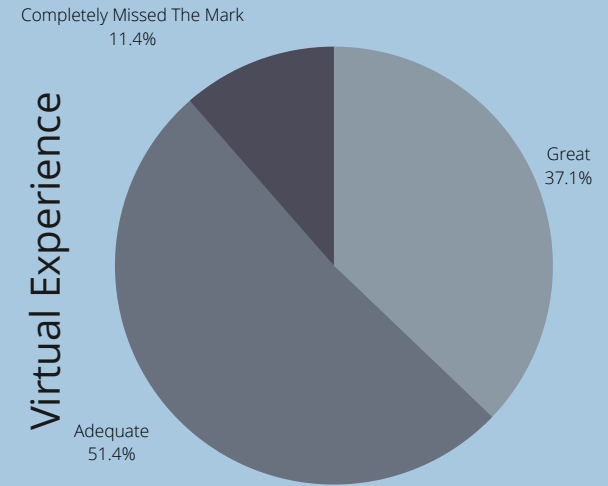
Organization & Time Management



Selection of Guest Speakers & Facilitators

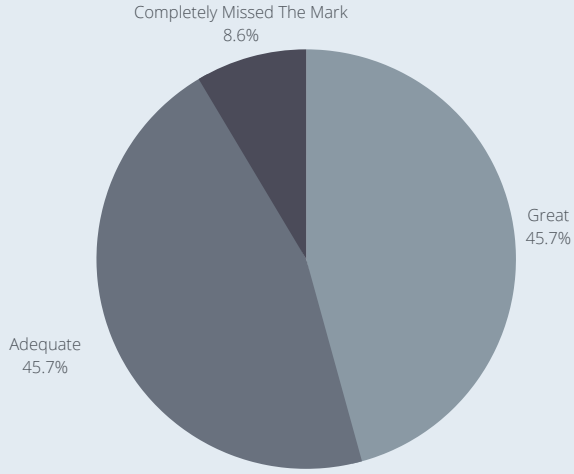


Virtual Experience

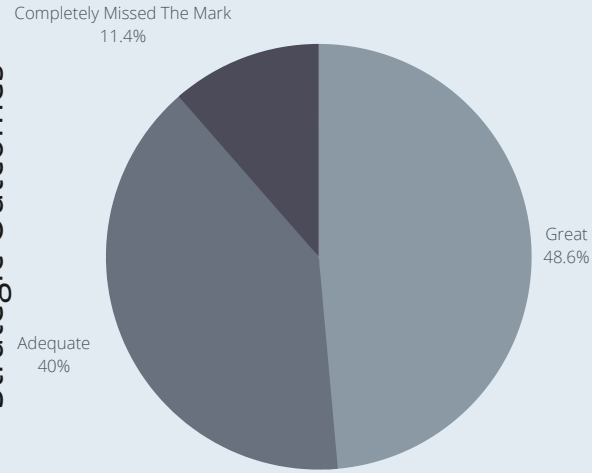


Strategic Doing Learning Objectives

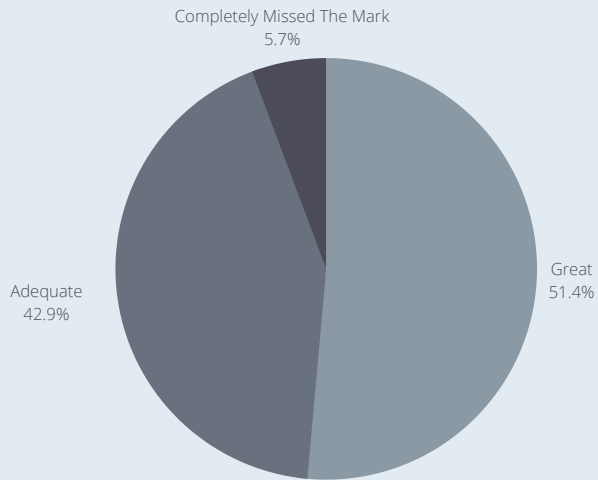
Understanding the Power of Networks



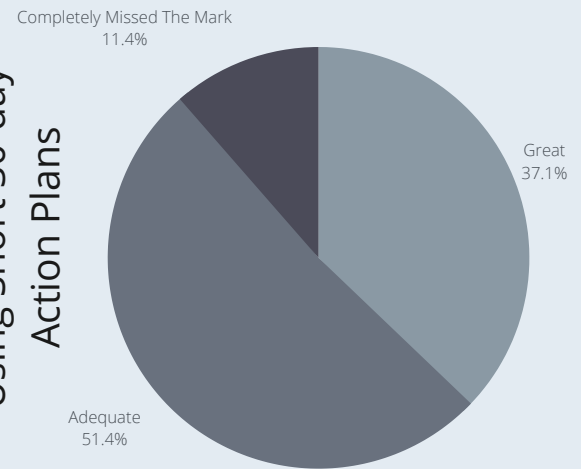
Understanding the Value of Developing Measurable Strategic Outcomes



Using Pathfinder Projects to Get Collaborations Started

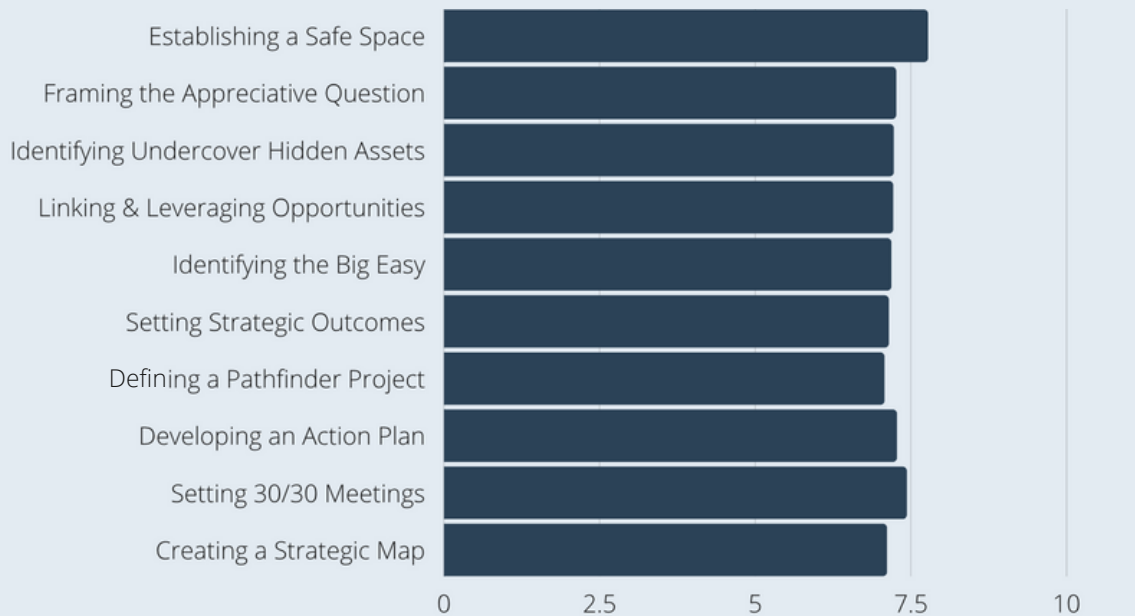


Using Short 30-day Action Plans

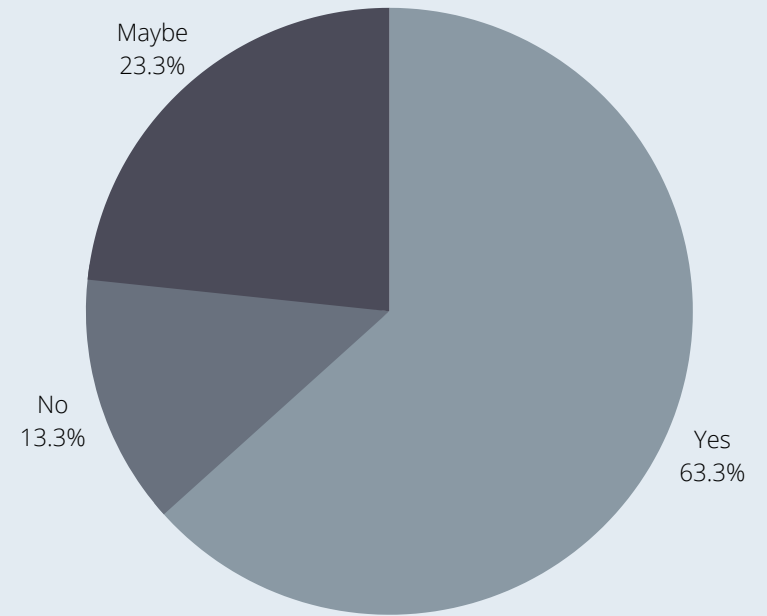


Strategic Doing | Application

Confidence in Applying the Strategic Doing 10-step Guide



Do you think the information & tools will have an impact on your work in your collaborative?



Total Responses: 30

Strategic Doing

How will the training most likely have an impact?

Total Responses: 9

"By utilization of many of the ideas presented"

"COLLABORATION STRENGTHENED AND RESOURCES LEVERAGED"

"BEING GUIDED WITH TOOLS TO IDENTIFY AND FOSTER ALIGNMENT WITH MULTIPLE STAKEHOLDERS HAS BEEN EXTREMELY HELPFUL!"

"It will guide our actions and plans as we implement our project."

"Help guide and keep us on track."

"IF WE'RE ABLE TO UNDERSTAND IT WELL ENOUGH TO USE THE MODEL, IT WILL BE IMPACTFUL BY HELPING US IDENTIFY AND ACHIEVE QUICK WINS."

"HOPEFULLY, WE WILL USE THIS TO PROVIDE GUIDANCE. WE HAVE ALREADY CREATED SOME OF THESE ELEMENTS WITH OUT TRAINING"

"Assist in creating an action plan."

"Need to figure out next steps."

Strategic Doing

Why will the training not have an impact?

"To be honest, I am not sure the training is appropriate for all participants. I, for one, am insulted to have to attend sessions on basic communication strategies, organizing groups, writing strategic goals/plans, and implementing a plan. The training is redundant and based on the 16 people in my team who did NOT attend either session this last week, a waste of my valuable time.

We are professionals in higher education who have done much of this type of work in the past. If your invitations would be clearer about the objectives, I would know when to attend sessions that would help me/and our team."

"While I appreciate the effort that it took to create the forum, it would have been way more valuable to spend 80% of time in our collaborative actually doing the work. The information presented was not necessary for the work to be completed.

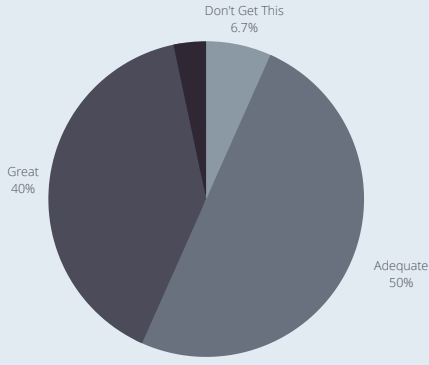
We spend a great deal of time in meetings for this initiative and it feels like the format makes the process very difficult to get to the actual work. It doesn't feel like there is an appreciation for the level of leadership that are involved already in the collaborative and the lack of time on calendars to move the work forward. So to spend a day and a half with a lecture format and little time to work was extremely disappointing. If this is the format moving forward, I most likely will not attend another forum."

"We have all had very similar training before. We need to know the tasks and what is needed to be done. Not wasting time in these forums."

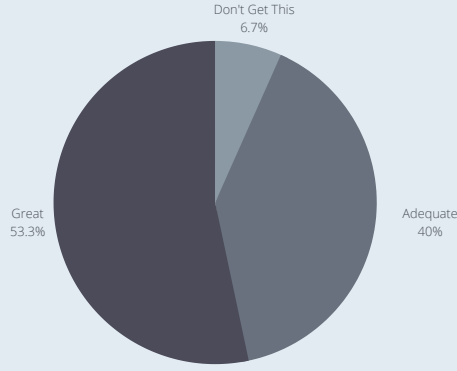
"We need best practice examples like the Austin info. Not a lot of theories."

How well do you understand the components of the Collective Impact model?

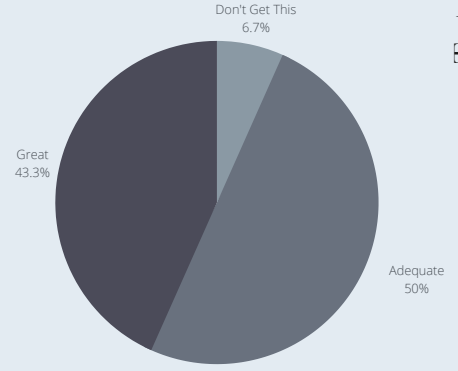
Describing the Role of Backbone Organizational Support for Collaboratives



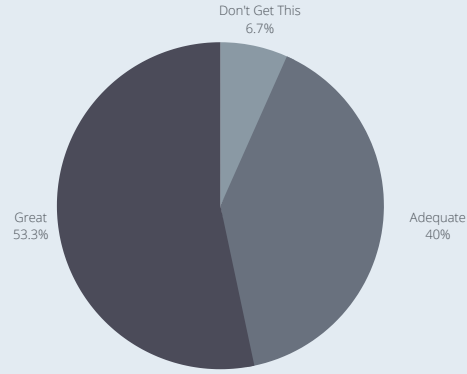
Casting a Common Agenda for Achieving Local Education Attainment Goals



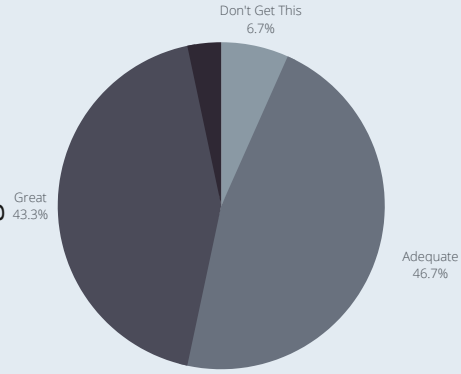
Establishing the Need for Mutually Reinforcing Activities



Emphasizing the Importance of Continuous Communication Plans w/in Collaboratives & Communities



Encouraging the use of Shared Measures to Guide Decision-making & Track Progress

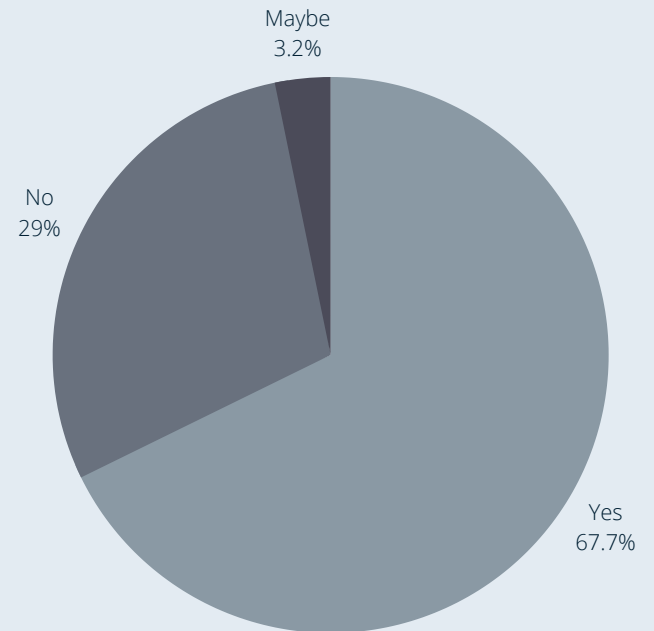


Collective Impact | Application

Confidence in Applying the Collective Impact Model



Do you think the information & tools will have an impact on your work in your collaborative?



Collective Impact

How will the training most likely have an impact?

Total Responses: 3

**"CREATE MORE COLLECTIVE
BUY IN FROM STAKEHOLDERS"**

"Understanding communication
matters."

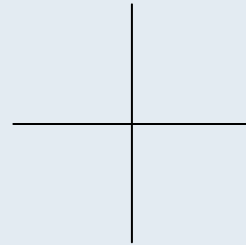
"IT WILL ASSIST WITH GETTING
EVERYONE ON THE SAME PAGE."

Collective Impact

Why will the training not have an impact?

"Our members have had this or very similar training before. We need tasks and more information and time to achieve our goals."

"Please see the previous answer. Again, totally appreciate the time taken to create the forum"



"Seems like we are only getting thoughts from liberal UNC folks."

"I feel like the individual sessions with our rep and then the longer trainings are redundant and are too general/ basic"

Developing a Common Agenda

I understand the important elements needed to create an effective collaborative common agenda.

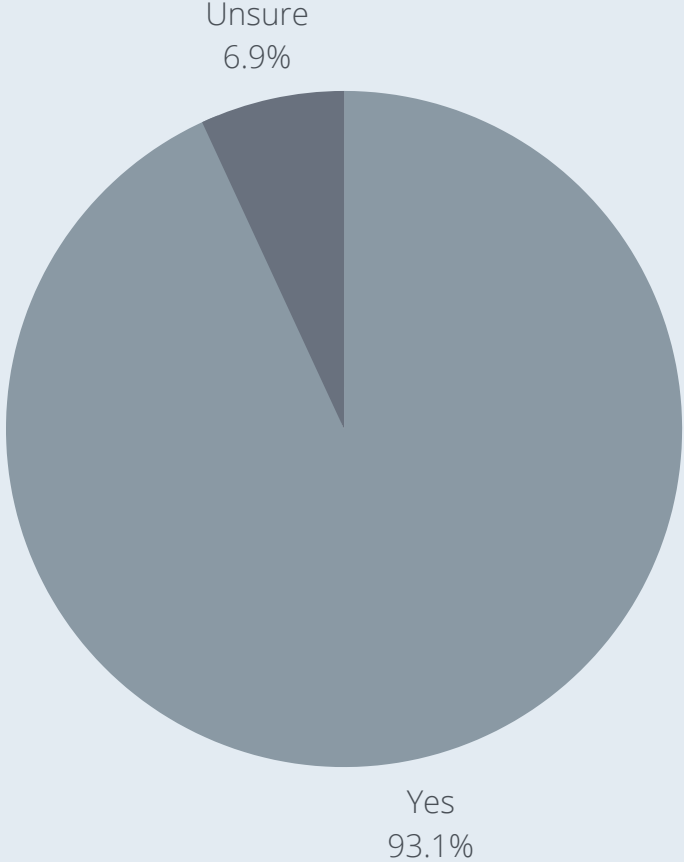


Indicate what may help you better understand the essential elements for developing a common agenda.

"Examples are always helpful, short videos to explain points that can be quickly and easily accessible"

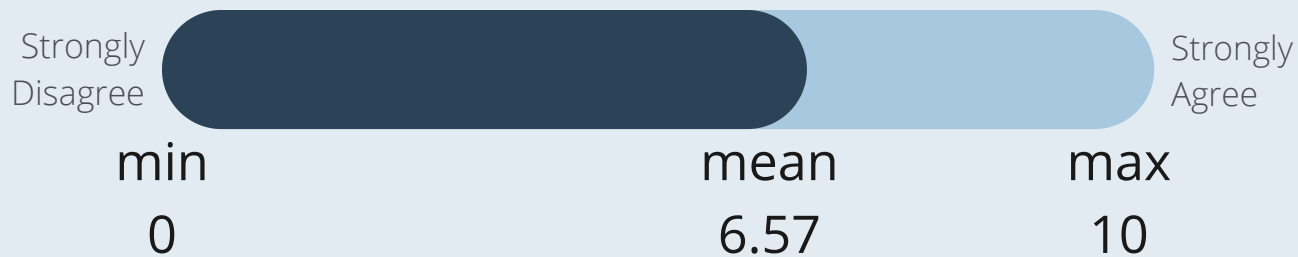
"The impact of culture on developing a common agenda related to trust."

Having a shared understanding of root causes is critical to creating problem definitions.



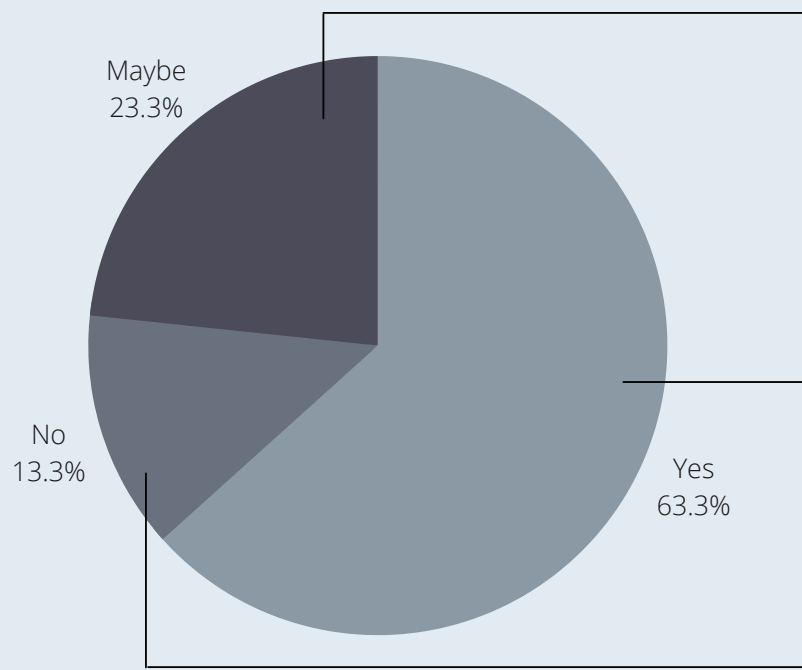
Stakeholder Engagement & Engaging for Equity

The Stakeholder Engagement & Engaging for Equity session helped me identify ways to maintain stakeholder engagement throughout the course of our collaborative's work.



National Scan Practices to Support Adult Learners

I learned about a strategy for educational attainment that may be useful for our collaborative.



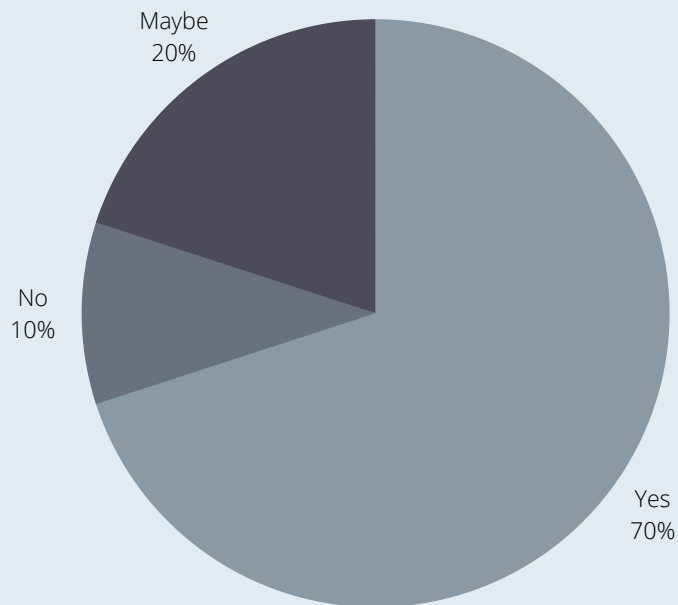
- "Not sure the training is what will help me or my team"
- "Seemed to be more about project quest and learning opportunities for educators"

- "Really enjoyed this session! Great examples of opportunities and ideas we could borrow from."
- "Engaging employers and govt officials"
- "Not sure that educational attainment is an overarching goal for the 15 collaboratives."
- "I plan to research Project Quest in more detail, especially how they have formed public partnerships for funding."

- "It was irrelevant to the project we are working on."

Building & Sustaining Diverse Teams & Consistent Communication Practices to Support Collaboration

The sessions helped me clearly identify communication strategies that support effective collaboration.



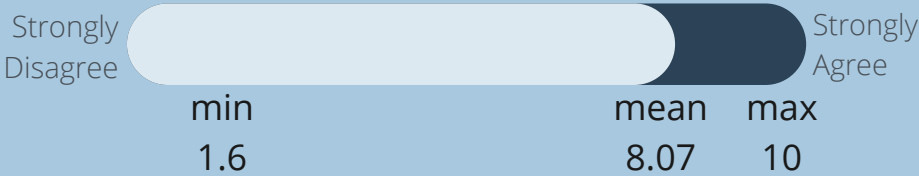
Please indicate what may be helpful to better understand Building Effective Teams or Strategic Communications.

"It was good information for teams not used to communicating, but wasn't really valuable for our team."

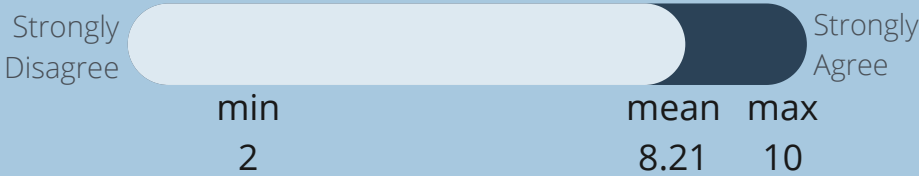
"While this was great information, it seems like we have already formed groups in advance of this training."

LEAC Team, Coaching, and Support

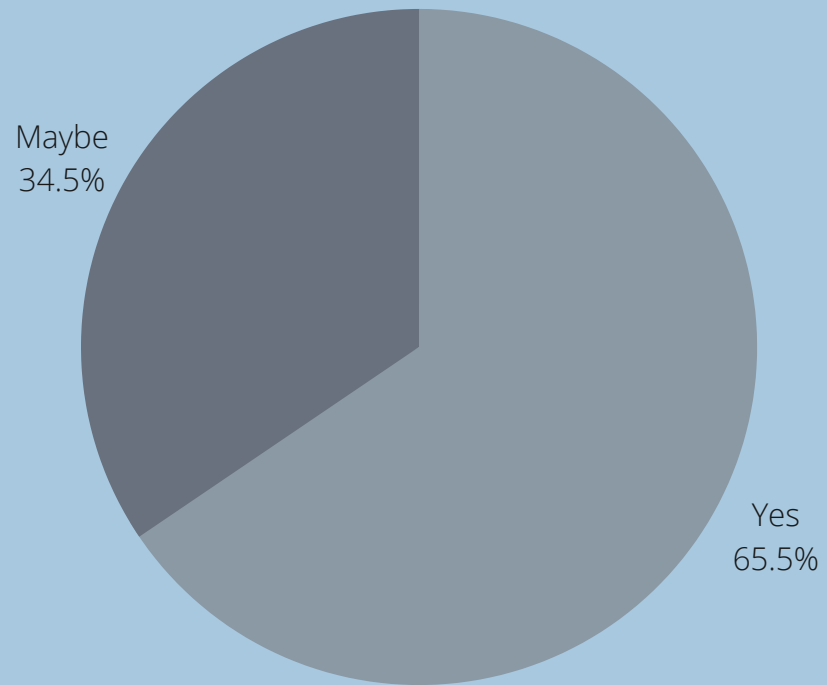
I understand that defining the appropriate unit of analysis is essential for our collaborative's work.



I understand that well-defined team structures will help our collaborative achieve our goals.



The upcoming
schedule and
general approach
for site coaching
visits is clear to me.



Post-Forum 3

Reporting

UNC School of Government

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Participation & Post-Forum Survey Participation

64

Attendees

30

Avg. Respondent Attendees per Session

Day 1: 67% of respondents

Day 2: 79% of respondents

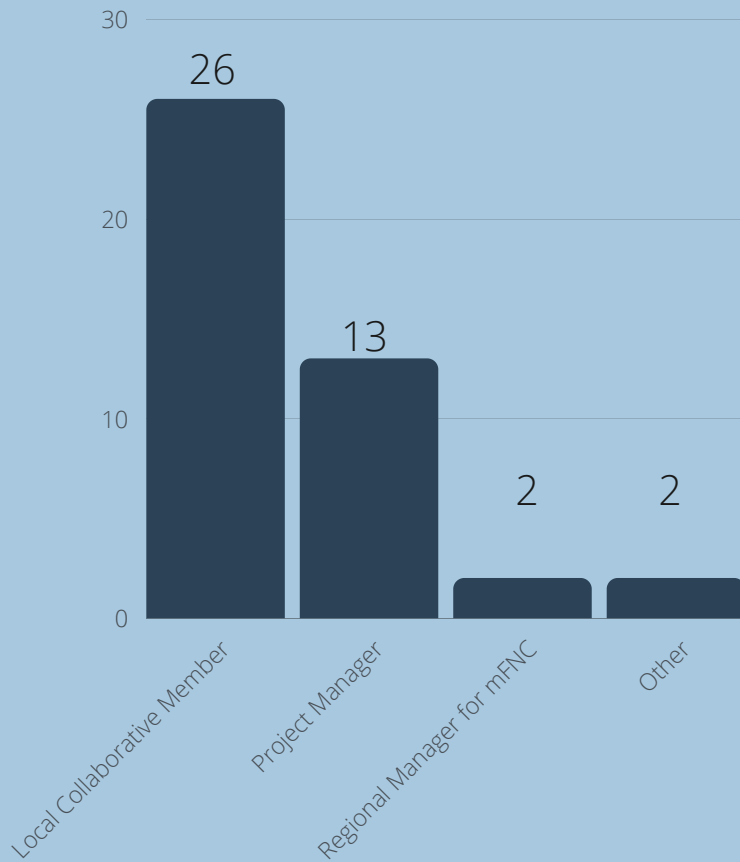
70%

Survey Response Rate

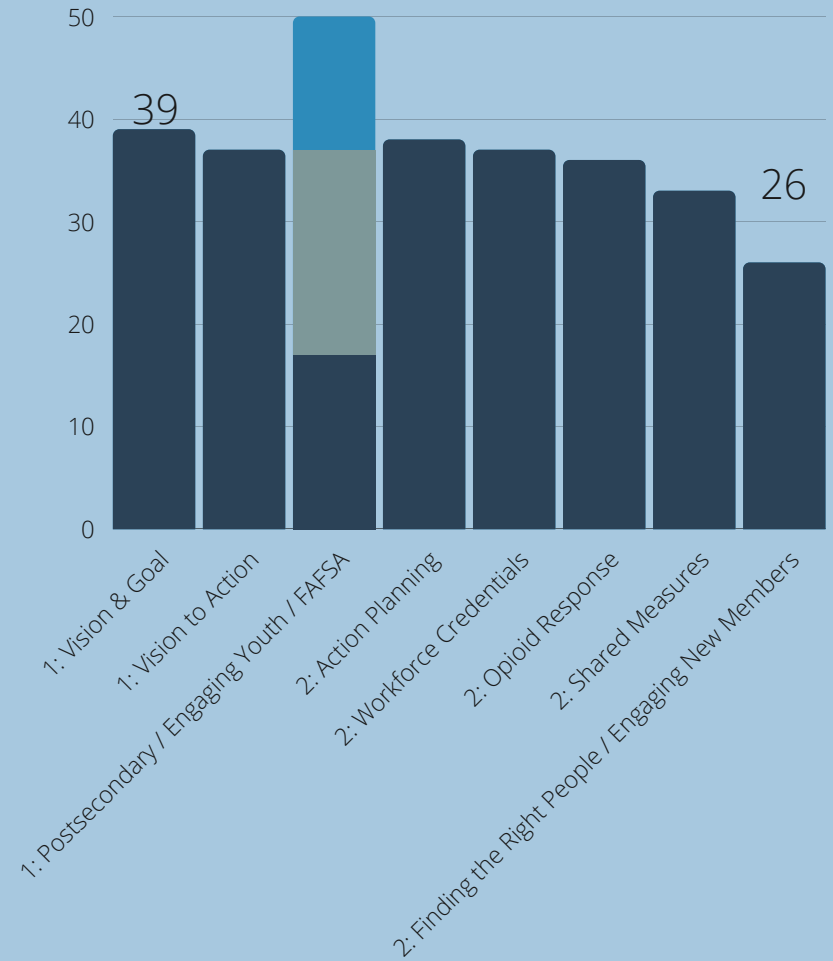
39 avg. responses per Q

Participant Information

Participant Role



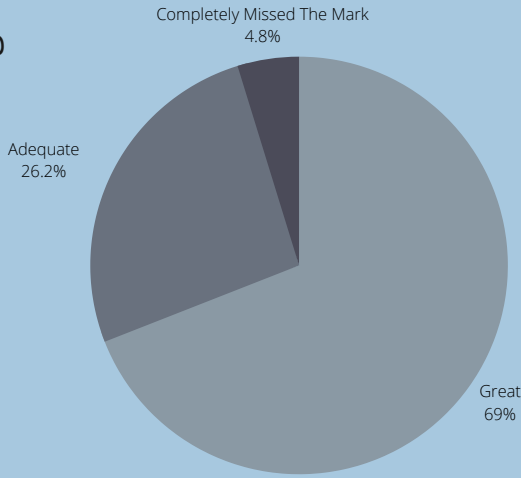
Session Attendance



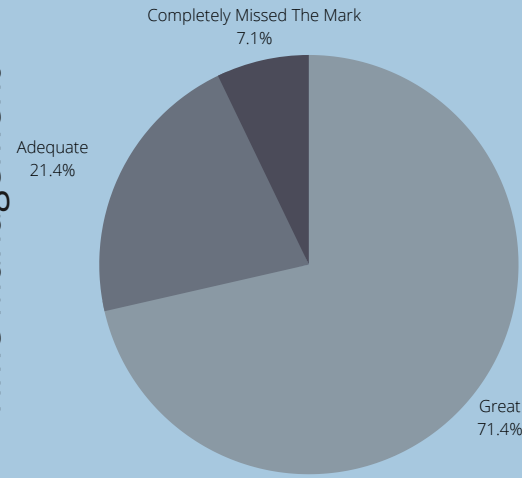
Total Responses: 43

Overall Forum Satisfaction

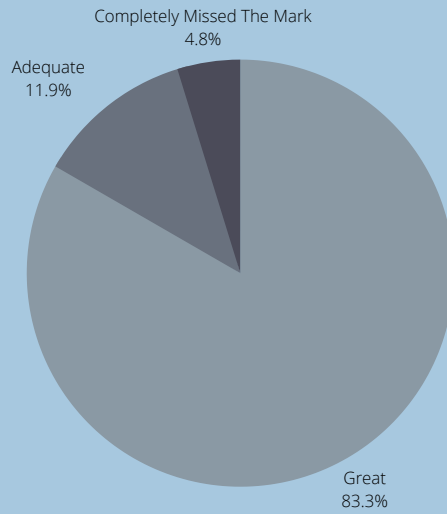
Content for Collaborative Learning



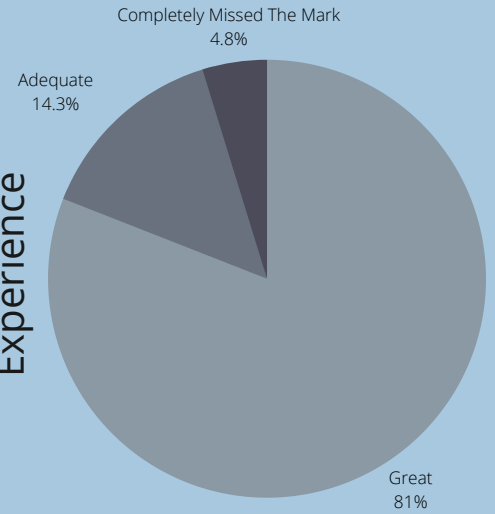
Organization & Time Management



Selection of Guest Speakers & Facilitators

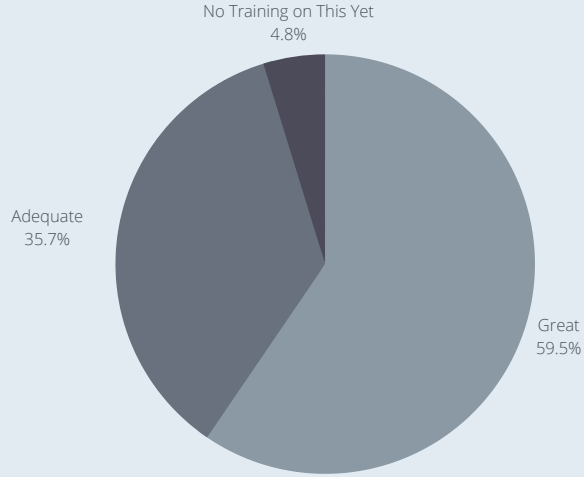


In-person Experience

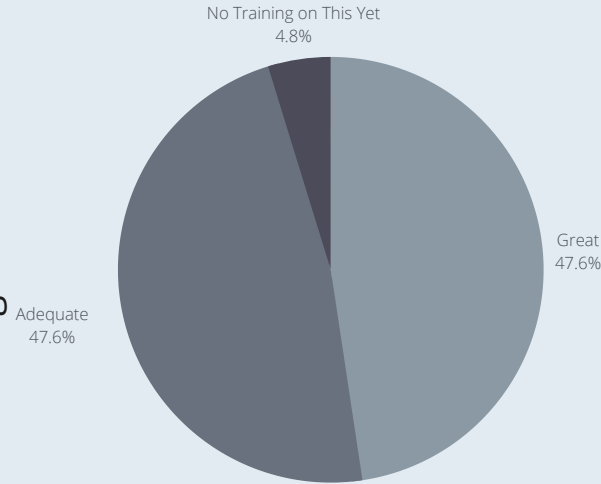


Strategic Doing Learning Objectives

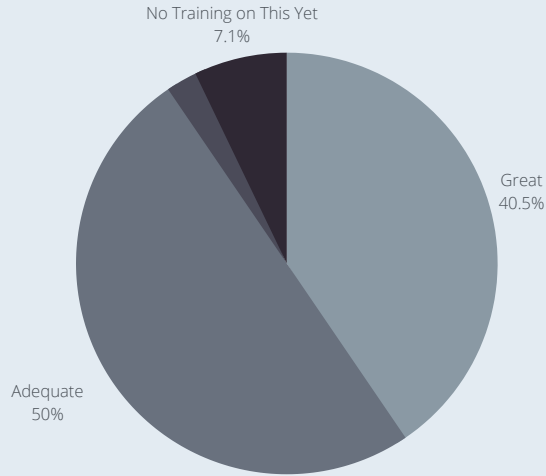
Understanding the Power of Networks



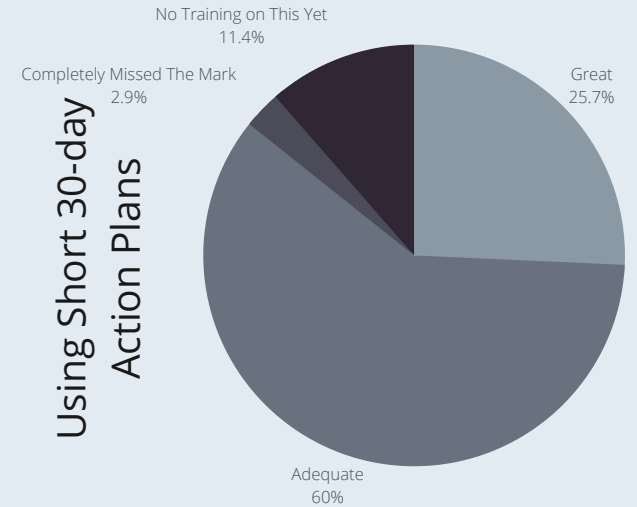
Understanding the Value of Developing Measurable Strategic Outcomes



Using Pathfinder Projects to Get Collaborations Started

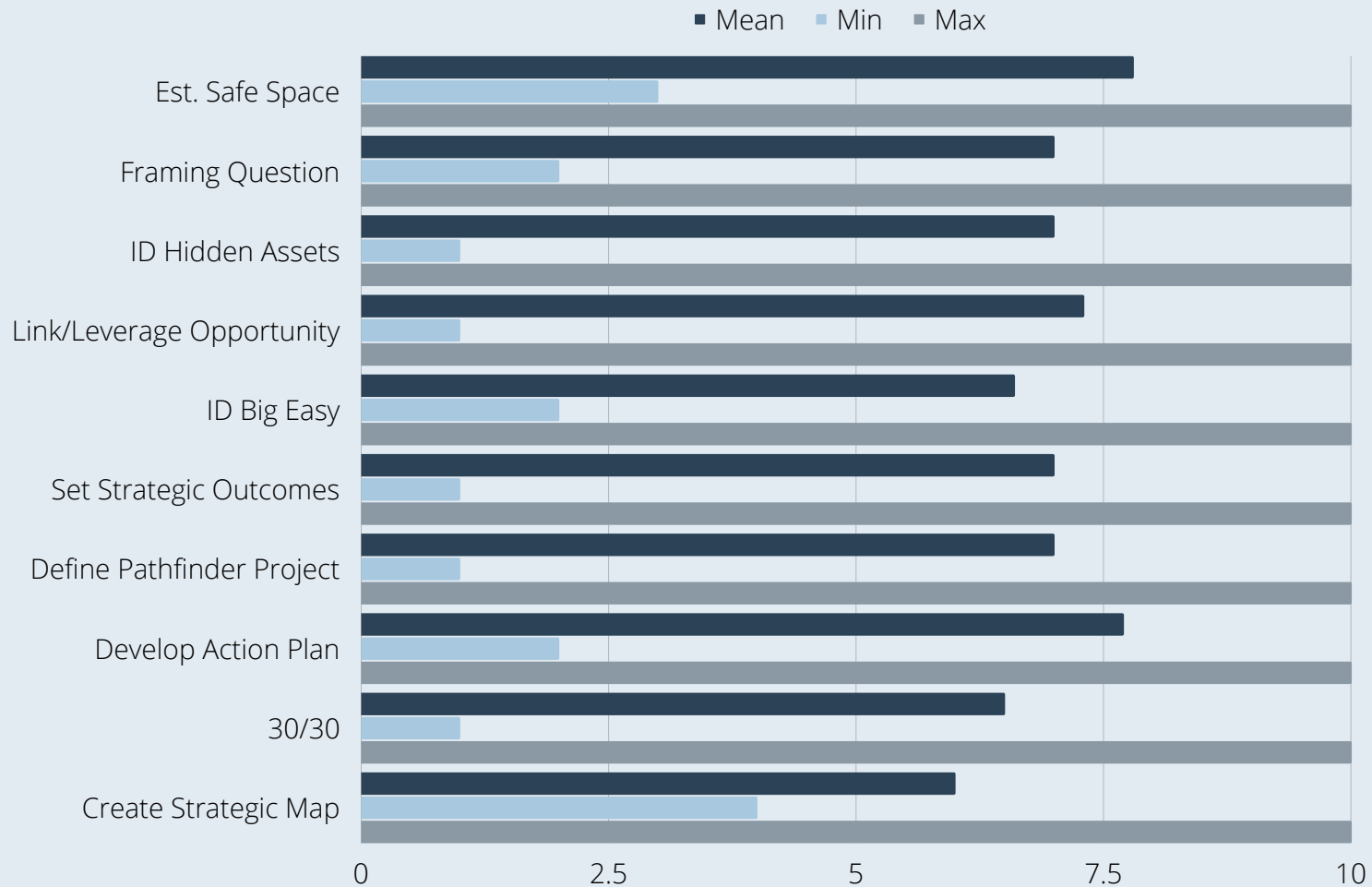


Using Short 30-day Action Plans



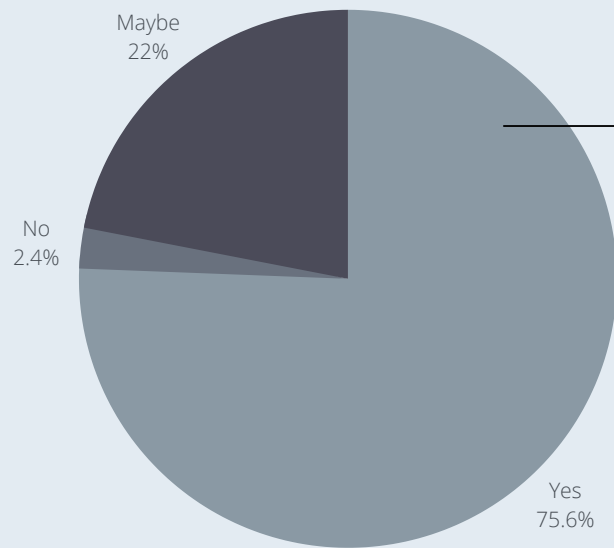
Strategic Doing | Application

Confidence in Applying the Strategic Doing 10-step Guide

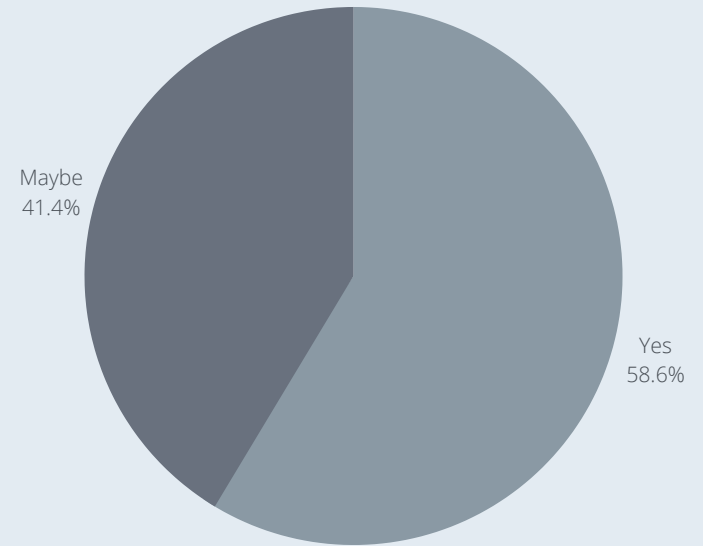


Strategic Doing | Application

Has your team applied Strategic Doing in their work?

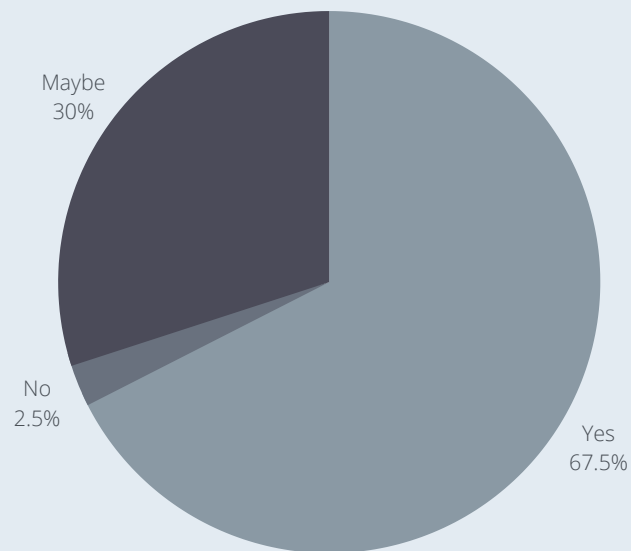


Has your team's application of Strategic Doing been successful?



Strategic Doing | Application

Do you think the Strategic Doing information and tools will have an impact on achieving your team's overall goals?



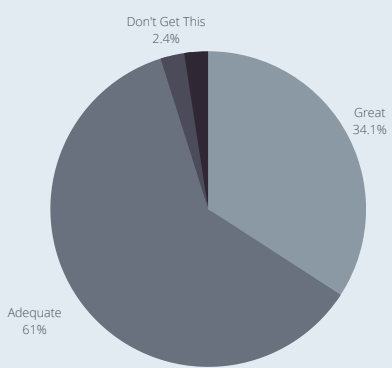
Please explain.

- Unsure how to move forward
- Lots of time spent just trying to understand the language, esp. with high team turnover or sporadic attendance
- Process does not seem energy efficient when compared to result
- Disconnect between concept and reality

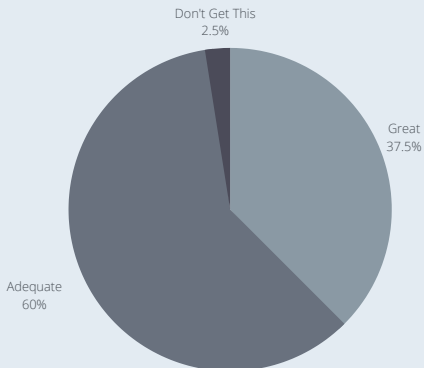
- Helped to clarify the "Why" and the "How"
- Feels like we are headed towards measurable outcomes

At this point in the project (including additional learning gained by attending the Forum), how well do you understand the components of the Collective Impact Model?

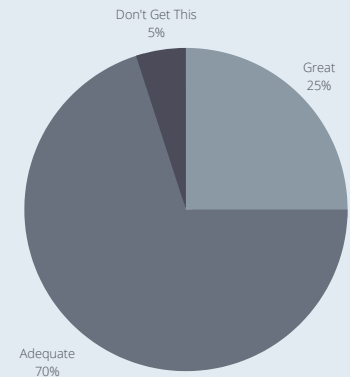
Describing the Role of Backbone Organizational Support for Collaboratives



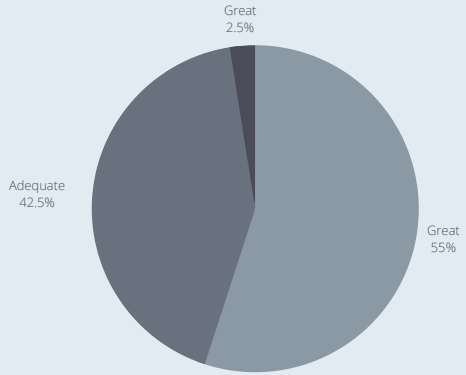
Casting a Common Agenda for Achieving Local Education Attainment Goals



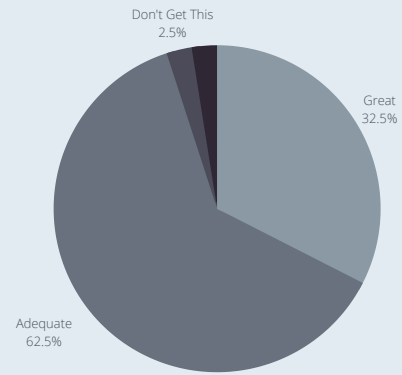
Establishing the Need for Mutually Reinforcing Activities



Emphasizing the Importance of Continuous Communication Plans

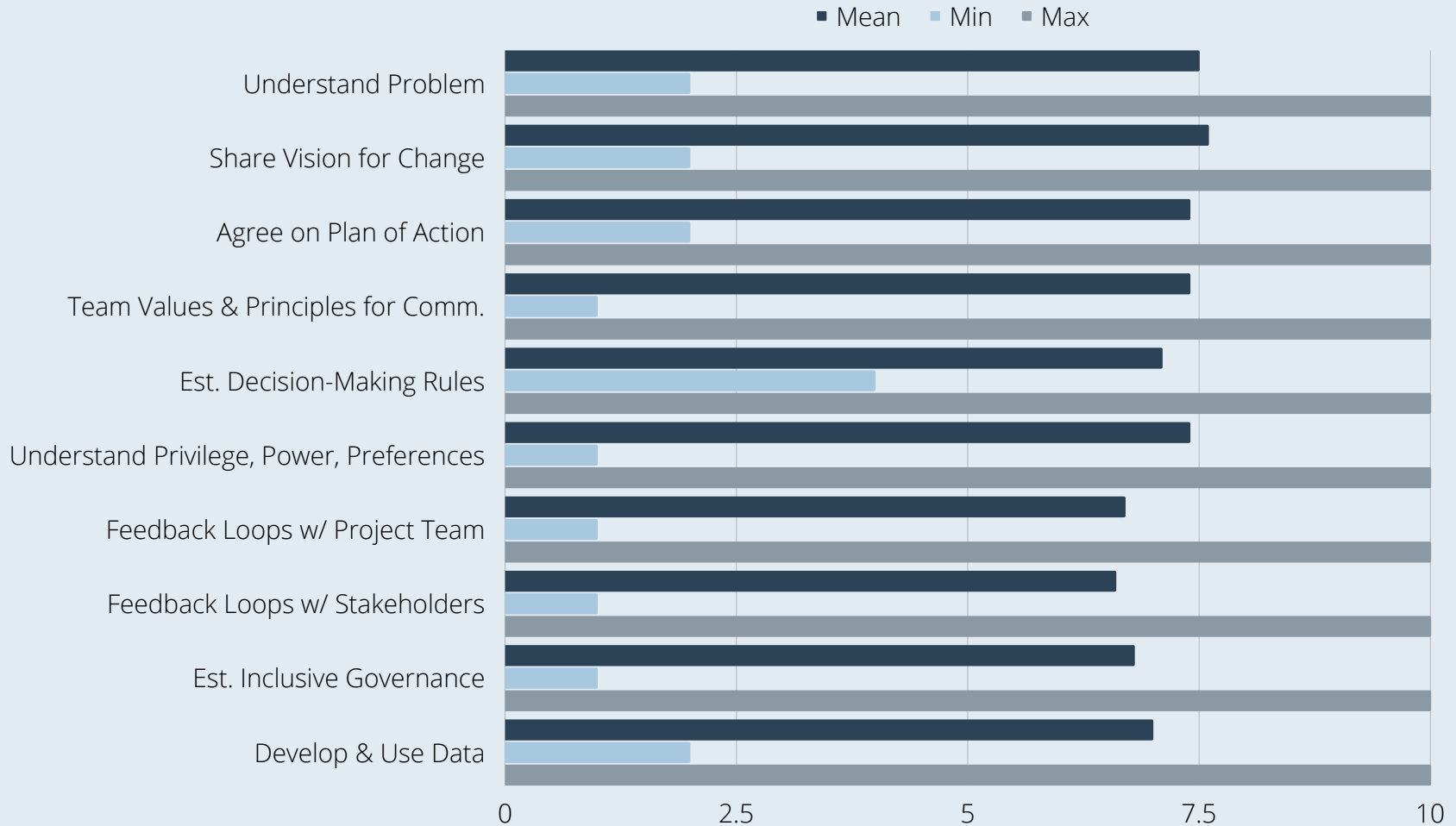


Encouraging the use of Shared Measures



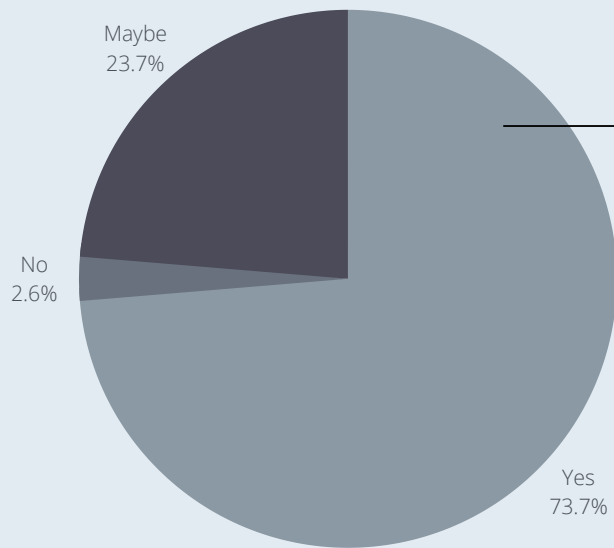
Collective Impact | Application

Confidence in Applying the Collective Impact Model

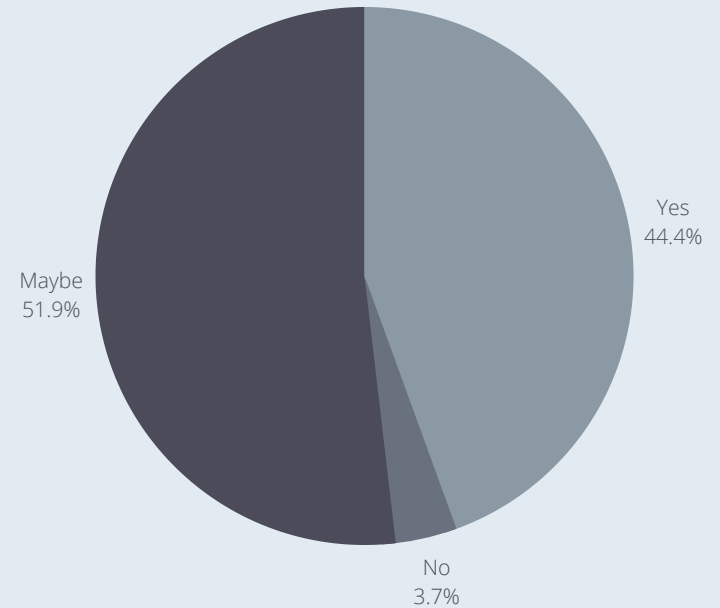


Collective Impact | Application

Has your team applied
Collective Impact in their work?

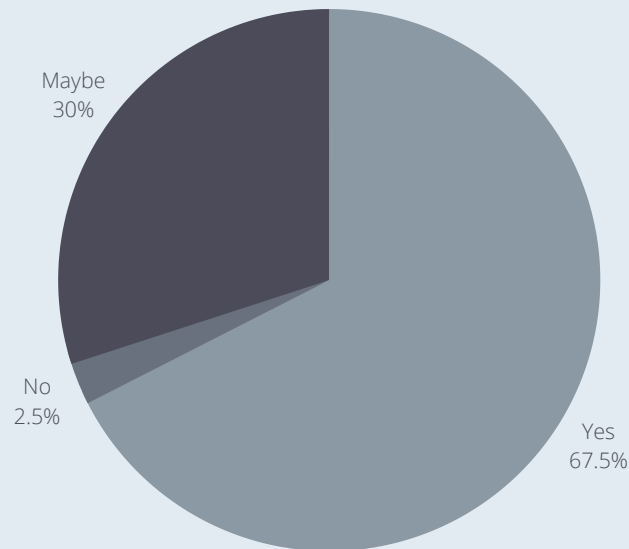


Has your team's application of
Collective Impact been successful?



Collective Impact | Application

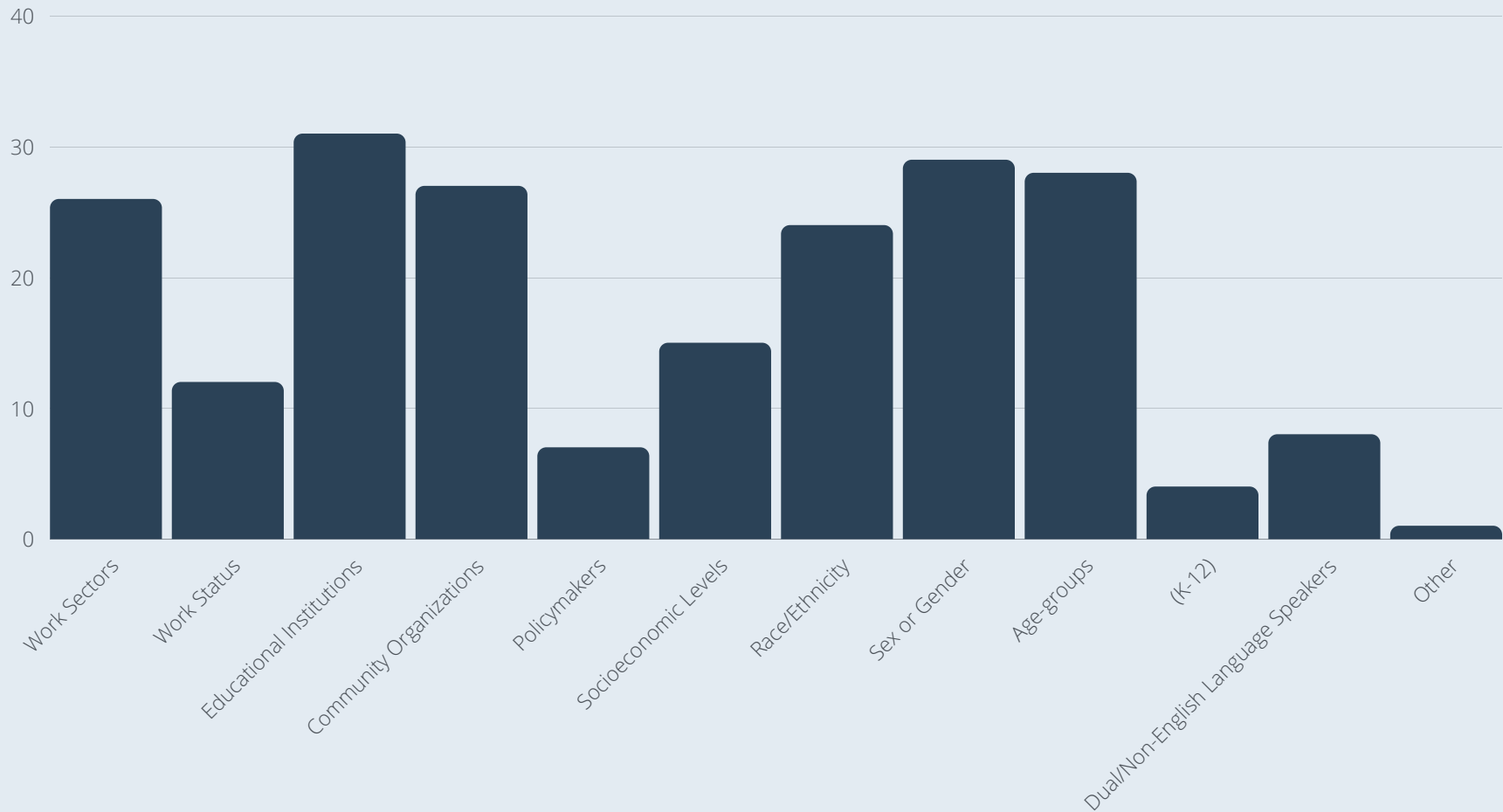
Do you think the Collective Impact information and tools will have an impact on achieving your team's overall goals?



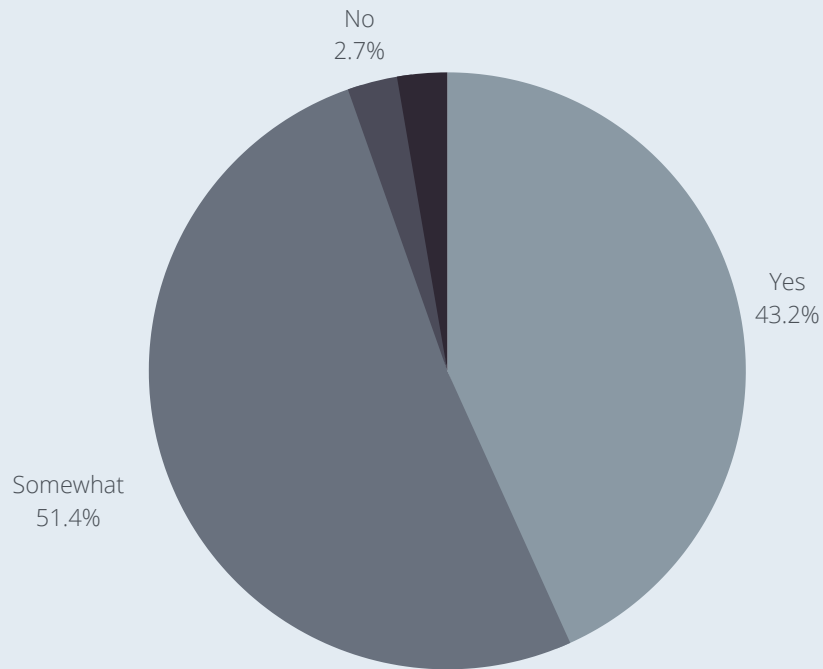
Please explain.

- Too early in the process to tell
- Need more clarification on the connection between the model and the work; don't always see the work as part of the Collective Impact model.
- Lots of member turnover and lack of attendance
- Increased confidence: the method appears to be transferrable and successful when applied;

Our collaborative has a diverse representation from our community according to:



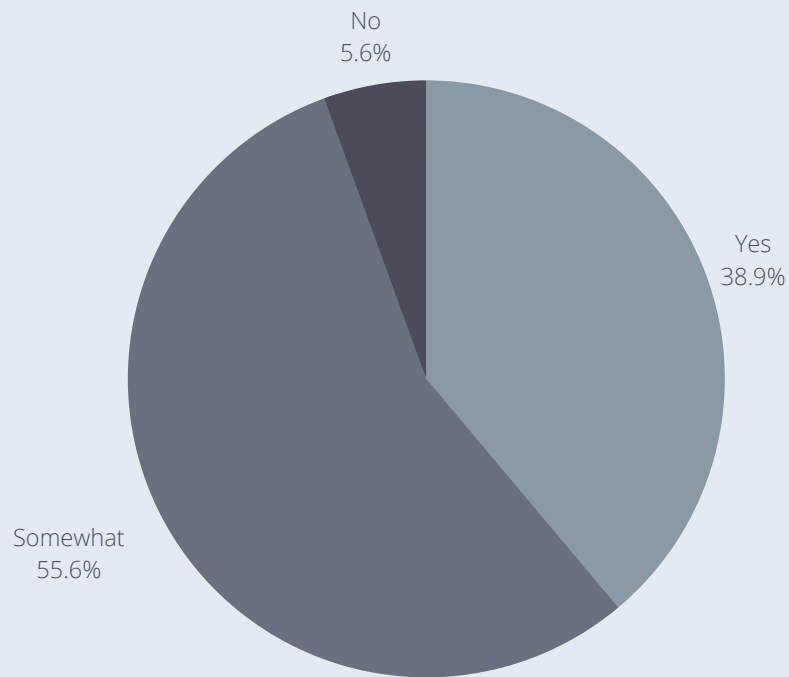
Did the session "Moving from Vision to Action Planning" help you learn how to identify root causes to inform action planning?



Please explain.

- Could have used more time to get a better understanding of what we were doing and why
- Helped to concretize our understanding of how to approach the work and what kind of impact it will make

Did the session "Developing Shared Measures" help you learn how to identify shared measures?



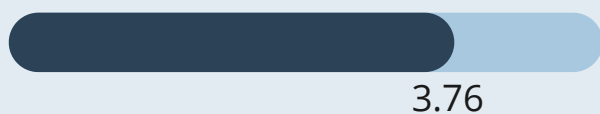
Please explain.

- No one had reached this step; session was only helpful in theory
- Needed more time in this session
- Helpful for beginning to think about what shared measures would look like
- Brought out the simplicity of measurement
- Very helpful; would appreciate more opportunities to pair with PMs to work with Robin and Sherika

How helpful did you find the sessions?

(1 = Completely unhelpful, 5 = Very helpful)

Transition to Postsecondary



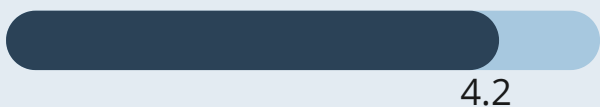
50% of participants did not attend

Engaging Opportunity Youth



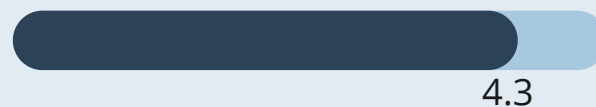
47% of participants did not attend

FAFSA Completion



47% of participants did not attend

NC Workforce Credentials



18% of participants did not attend

How helpful did you find the sessions? | Constructive Feedback

- Too soon in the project for these sessions
- FAFSA session seemed to only address traditional students with supportive families
- Talked about county data and the County Commissioners Pathways report, but did not actually give ideas for engaging
- Wanted to hear more about what was working in a broader range of areas
- Would have been helpful to have actual postsecondary advisors who work on the campuses in the state

Meeting Format

(1 = Not at all helpful, 10 = Extremely helpful)

Overall, how helpful was it to meet in person?



Overall, how helpful was it to engage with other collaboratives?



Is there anything you would like to share about Forum 3 or about your collaborative work to date?

What People Liked:

- Meeting in-person was much more helpful than Zoom
- Left the Forum feeling excited and energized
- Talking to other collaboratives helped us feel less alone in our struggle with the whole process
- Opioid speaker was excellent & encouraging
- Excellent networking opportunities
- More impactful in-person
- Helped to change perspective on work and feel more empowered

What People Didn't Like:

- Needed more time on shared measures and developing strategies
- Too much information thrown at us in 2 days
- Conversations with others felt rushed because of time restrictions

Suggestions:

- Would like suggestions for getting the word out, e.g. message templates for outreach and future engagement
- Would be helpful to revisit Collective Impact and Strategic Doing with a focus on execution of the steps
- Consider ending Forum at 1pm for those with travel concerns
- Pair collaboratives with a facilitator to take a deep dive into collecting data
- Make Forum 4 a 3-day event to space out sessions
- Add a networking opportunity the evening of the first night so we can talk with others without feeling rushed

COLLABORATIVE ADAPTED SCALES ON READINESS, SOCIAL CAPITAL, AND GROUP DYNAMICS

Please complete the survey below.

Thank you!

LEAC Survey 1

This survey asks questions about readiness, social capital, and group dynamics, which are key attributes of collaborative teams related to high satisfaction or performance. The survey takes 15-25 minutes to complete.

Please indicate your PRIMARY team role:

- Project Manager
- Leadership/Steering Committee/Key Stakeholders Group
- Core/Implementation/Oversight Group
- Taskforce/Sub-Committee/Working Group Member
- Community Team Member

COLLABORATIVE READINESS [10 questions; 5 minutes]

READINESS INSTRUCTIONS: Consider your team’s commitment and ability (efficacy) to collectively work on the shared initiative to achieve local educational attainment goals.

	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree
1. People on our team are committed to implementing the initiative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. People on our team feel confident that the collaborative can keep track of progress in implementing the initiative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. People on our team will do whatever it takes to implement the initiative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. People on our team feel confident that there will be support from the backbone organization and other sources to help as the collaborative adjusts to the initiative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. People on our team want to implement the initiative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. People on our team feel confident that the collaborative can handle the challenges that might arise in implementing the initiative.

7. People on our team are determined to implement the initiative.

8. People on our team feel confident that the collaborative can coordinate tasks so that implementation goes smoothly.

9. People on our team are motivated to implement the initiative.

10. People on our team feel confident that the collaborative can manage the politics of implementing the initiative.

SOCIAL CAPITAL
[15 QUESTIONS; 7 MINUTES]

Please answer questions about your personal networks, collaborative team, and community.

Personal Network

1. In addition to your collaborative team, how many other formal or informal groups, organizations, or associations are you a member of that meet regularly to do an activity or talk with each other? None One A Few (less than 5) Many (5 or more)

2. Of these groups, which one is the most important to your collaborative team's work? [Name of group] _____

3. Thinking about the members of this important group, are most of them of the same....

	No	Yes
A. Religion	<input type="radio"/>	<input type="radio"/>
B. Gender	<input type="radio"/>	<input type="radio"/>
C. Race	<input type="radio"/>	<input type="radio"/>
D. Ethnicity/tribe/caste	<input type="radio"/>	<input type="radio"/>
E. Occupation	<input type="radio"/>	<input type="radio"/>
F. Educational background level	<input type="radio"/>	<input type="radio"/>
G. Age	<input type="radio"/>	<input type="radio"/>

4. Does this important group work with or interact with formal or informal groups other than your team's collaborative ?

- No, or don't know
- Yes, occasionally
- Yes, frequently
- Unknown

5. About how many close friends do you have? These are people you feel at ease with, can talk to about private matters, or call on for help.

- None
- One
- A Few (less than 5)
- Many (5 or more)

6. If you suddenly needed to borrow a small amount of money [one week's wages], are there people beyond your immediate household and close relatives who would be likely to provide this money?

- Very unlikely
- Somewhat unlikely
- Neither unlikely/likely
- Somewhat likely
- Very likely

Community Trust and Solidarity

7. Generally speaking, would you say that you can't be too careful in dealing with people or that most people can be trusted?

- You can't be too careful
- Most people can be trusted

8. In general, how likely are people in the community to...

	Very unlikely	Somewhat unlikely	Neither unlikely/likely	Somewhat likely	Very likely
A. Be willing to help if you need it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Take advantage of you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How likely are you to trust

	Very unlikely	Somewhat unlikely	Neither unlikely/likely	Somewhat likely	Very likely
A. Local government officials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. State government officials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Federal government officials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. If a community project does not directly benefit you but has benefits for many others in the community, would you contribute time and/or money to the project?

	No	Yes
A. Time	<input type="radio"/>	<input type="radio"/>
B. Money	<input type="radio"/>	<input type="radio"/>

Collective Action and Political Power

11. In the past year, did you participate in any community activities where people came together in person or virtually to benefit the community? [If NO, then skip to question 13.]
- No
 Yes
-
12. How many times in the past year?
- One
 A Few (less than 5)
 Many (5 or more)
-
13. If there was a water supply problem (e.g., availability or quality) in your community, how likely is it that people will cooperate to try to solve the problem?
- Very unlikely
 Somewhat unlikely
 Neither unlikely/likely
 Somewhat likely
 Very likely
-
14. In the past year, how often have people in your community jointly petitioned government officials or political leaders for something benefiting the community?
- None, or don't know
 One
 A Few (less than 5)
 Many (5 or more)
 Unknown
-
15. Did you participate with a group or in an activity to promote voting during the last local, state, or national election?
- No
 Yes

GROUP DYNAMICS

[20 QUESTIONS; 10 MINUTES]

Please answer questions about your collaboratives group dynamics by ranking how much you agree with the statements and assigning a priority for its importance for positive interactions.

Clarity of Mission - Do you agree?

	Highly Disagree	Somewhat Disagree	Neither Disagree/Agree	Somewhat Agree	Highly Agree
1a. All collaborative members have a clear understanding of the collaborative's mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2a. The collaborative bases its actions on a focused mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3a. Our mission is comprehensive and looks at the big picture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Clarity of Mission - Priority for its importance for positive interactions

	Low	Medium	High
1b. All collaborative members have a clear understanding of the collaborative's mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 2b. The collaborative bases its actions on a focused mission.
- 3b. Our mission is comprehensive and looks at the big picture.

Collaborative Connections - Do you agree?

	Highly Disagree	Somewhat Disagree	Neither Disagree/Agree	Somewhat Agree	Highly Agree
4a. The collaborative's work is effectively integrated with the community, including meaningful participation by the residents we serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5a. The collaborative influences key decision makers, government agencies, and other organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6a. The collaborative has successfully maintained or increased its credibility since forming the team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collaborative Connections - Priority for its importance for positive interactions

	Low	Medium	High
4b. The collaborative's work is effectively integrated with the community, including meaningful participation by the residents we serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5b. The collaborative influences key decision makers, government agencies, and other organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6b. The collaborative has successfully maintained or increased its credibility since forming the team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collaborative Environment - Do you agree?

	Highly Disagree	Somewhat Disagree	Neither Disagree/Agree	Somewhat Agree	Highly Agree
7a. Members of the collaborative are motivated and inspired.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 8a. The collaborative has an honest and inclusive environment, and lines of communication are always open.
- 9a. The collaborative effectively addresses and resolves conflict.

Collaborative Environment - Priority for its importance for positive interactions

- | | Low | Medium | High |
|--|-----------------------|-----------------------|-----------------------|
| 7b. Members of the collaborative are motivated and inspired. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8b. The collaborative has an honest and inclusive environment, and lines of communication are always open. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9b. The collaborative effectively addresses and resolves conflict. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Collaborative Team Building - Do you agree?

- | | Highly Disagree | Somewhat Disagree | Neither Disagree/Agree | Somewhat Agree | Highly Agree |
|--|-----------------------|-----------------------|------------------------|-----------------------|-----------------------|
| 10a. Members are recruited based on the goals of the collaborative. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11a. The collaborative encourages inclusion and participation by all members by working to empower them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12a. New members are welcomed and effectively oriented to the group. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13a. The collaborative develops specific roles and responsibilities for members based on their resources and skills. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Collaborative Team Building - Priority for its importance for positive interactions

- | | Low | Medium | High |
|--|-----------------------|-----------------------|-----------------------|
| 10b. Members are recruited based on the goals of the collaborative. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11b. The collaborative encourages inclusion and participation by all members by working to empower them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

12b. New members are welcomed and effectively oriented to the group.

13b. The collaborative develops specific roles and responsibilities for members based on their resources and skills.

Collaborative Governance - Do you agree?

	Highly Disagree	Somewhat Disagree	Neither Disagree/Agree	Somewhat Agree	Highly Agree
14a. The collaborative maintains clear roles, responsibilities, and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15a. Activities, staffing, and deadlines are effectively coordinated to meet goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16a. Meetings have clear objectives that meet the group's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collaborative Governance - Priority for its importance for positive interactions

	Low	Medium	High
14b. The collaborative maintains clear roles, responsibilities, and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15b. Activities, staffing, and deadlines are effectively coordinated to meet goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16b. Meetings have clear objectives that meet the group's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collaborative Equity Practices - Do you agree?

	Highly Disagree	Somewhat Disagree	Neither Disagree/Agree	Somewhat Agree	Highly Agree
17a. The collaborative values lived experience from diverse members in setting our goals, engaging in activities, and helping to understand each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18a. Our collaborative has documented practices that specifically identify equity and inclusion as core values/principles for our work.

19a. The collaborative provides resources to support attendance and participation of members representing diverse communities.

20a. Our collaborative has representation at all levels of the organization that mirrors the diversity found in the communities that we serve.

Collaborative Equity Practices - Priority for its importance for positive interactions

	Low	Medium	High
17b. The collaborative values lived experience from diverse members in setting our goals, engaging in activities, and helping to understand each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18b. Our collaborative has documented practices that specifically identify equity and inclusion as core values/principles for our work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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19b. The collaborative provides resources to support attendance and participation of members representing diverse communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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20b. Our collaborative has representation at all levels of the organization that mirrors the diversity found in the communities that we serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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HOW TO INTERPRET TEAM SNAPSHOT SCORES AND WORK TOWARDS IMPROVEMENT

Collaborative Readiness

There are 2 main characteristics of readiness: an individual's opinion of the team's *'commitment'* to do the work and his or her *'confidence'* in the team's ability (competence) to do the work. The percentages for commitment and confidence-competence represent the proportion of team members who selected the value of 'Disagree', 'Somewhat Disagree', 'Neither Agree or Disagree', 'Somewhat Agree', or 'Agree' for the survey questions that align with each of these themes. As percentages increase, colors darken from yellow to green.

GOAL

Aim to have darker green colors in the last two columns for 'Somewhat Agree' and 'Agree' and ideally no green colors in the first two columns for 'Disagree' and 'Somewhat Agree'.

Social Capital

There are 7 measures of social capital. *'Social networks'* represent whether or not team members are part of other formal or informal volunteer groups, organizations, or associations that meet regularly. *'Trust'* is the responder's personal trust for people and government in their local community. *'Time'* and *'Money'* represent how likely an individual in the community is willing to contribute to a project that does not directly benefit him/herself. *'Collective action'* represents the number of times in the past year that the respondent has participated in a volunteer project. *'Willingness to cooperate and participate'* is how much an individual believes others (people or government) in their community are willing to work together.

GOAL

Aim to have each measure greater than 0.50 and closer to 1.

Group Dynamics

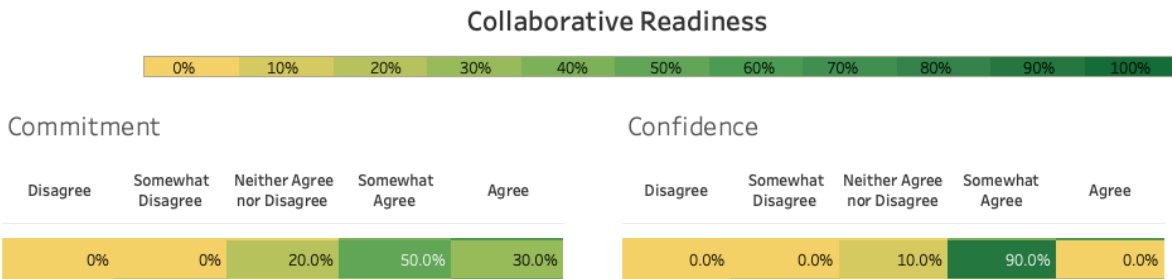
There are 6 items scored on the perceived agreement (green colors) and disagreement (yellow colors) among team members. Agreement includes "Somewhat Agree" and "Agree" and disagreement includes "Somewhat Disagree" and "Disagree". The middle option of "Neither Disagree/Agree" is omitted.

'Collaborative Connections' reflect the collaborative's work in effectively integrating with the community and successfully maintaining or increasing its credibility since forming the team. The collaboration influences key decision makers, government agencies, and other organizations. *'Collaborative Equity'* means the collaborative values lived experience from diverse members in setting goals, engaging in activities, and helping to understand each other. There are documented practices that specifically identify equity and inclusion as core values and principles for the work. There are also resources to support diverse representation. *'Collaborative Governance'* indicates that the collaborative maintains clear roles, responsibilities, and procedures. The activities, staffing, and deadlines are effectively coordinated to meet goals and meetings have clear objectives that meet the group's needs. *'Clarity of Mission'* signifies that members understand the collaborative's mission clearly. The goal is comprehensive, and the action is based on a focused mission. *'Collaborative Environment'* states that the environment is inclusive and honest, and conflict is effectively addressed and resolved. Members of the collaborative are motivated and inspired. *'Collaborative Team Building'* reflects that members are recruited based on the goals of the collaborative. New members are welcomed and effectively oriented to the group. The collaborative develops specific roles and responsibilities for members based on their resources and skills.

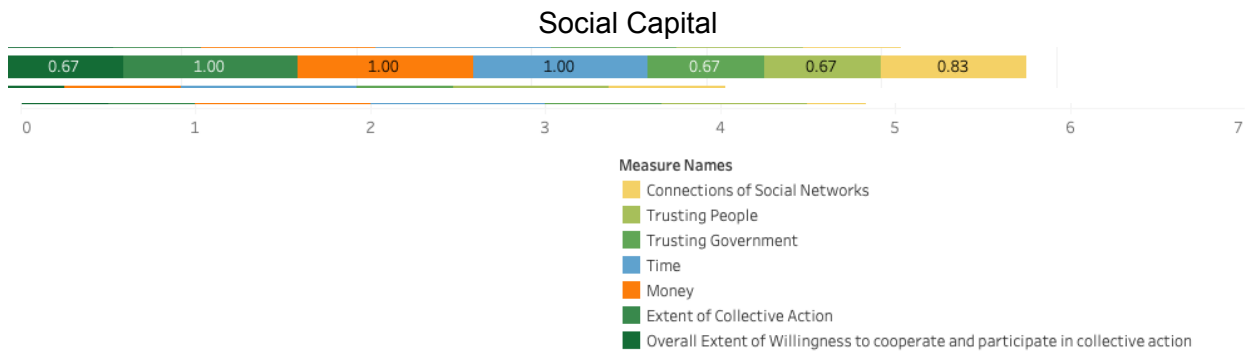
GOAL

Aim to have NO yellow colors.

**REPRESENTATIVENESS:
64% survey completion (based on first request).**

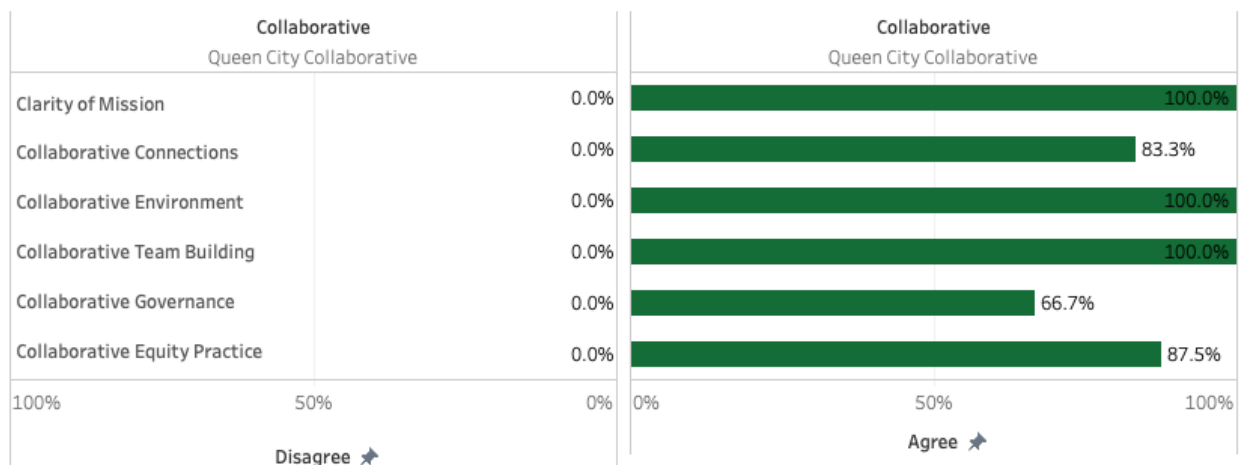


READINESS: Team should better understand why 20% “Neither Agree nor Disagree” for the team’s commitment and 10% “Neither Agree nor Disagree” for the team’s confidence in their competence.



SOCIAL CAPITAL: Team should better understand how to increase scores towards 1 for Extent of Willingness to Cooperate, Trusting Government, and Trusting People.

Group Dynamics



GROUP DYNAMICS: Team should better understand how to improve agreement for Collaborative Governance.

**REPRESENTATIVENESS:
67% survey completion.**

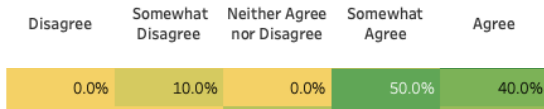
Collaborative Readiness



Commitment

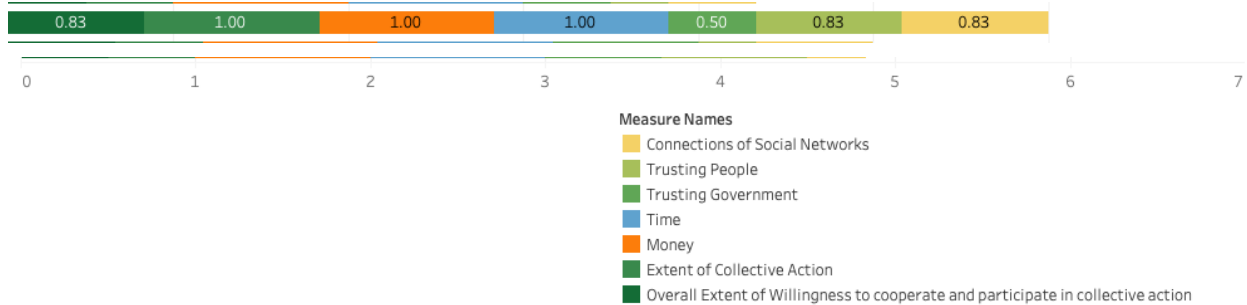


Confidence



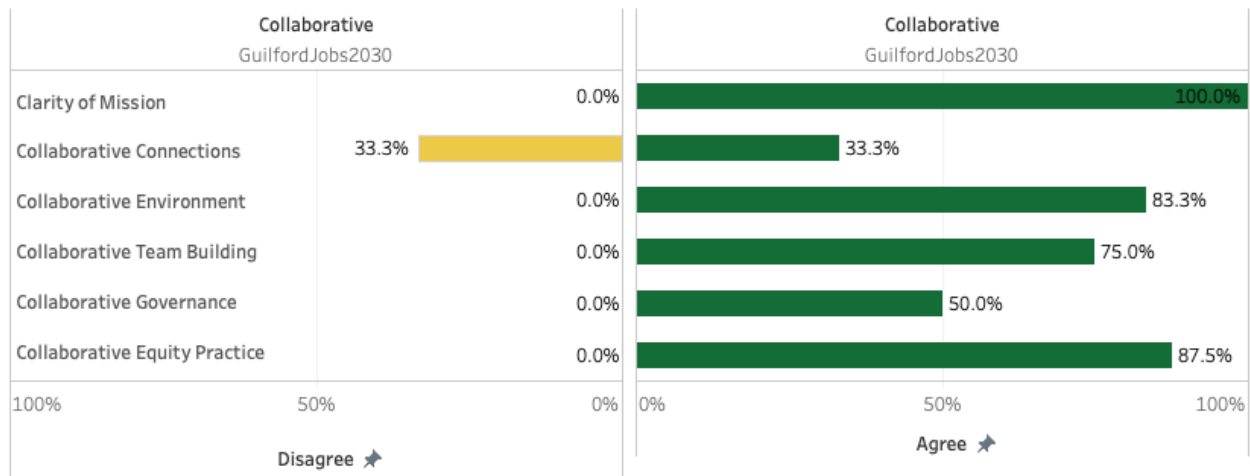
READINESS: Team should better understand why 10% “Somewhat Disagree” for the team's confidence in their competence.

Social Capital



SOCIAL CAPITAL: Team should better understand scores at 0.50 for Trusting Government.

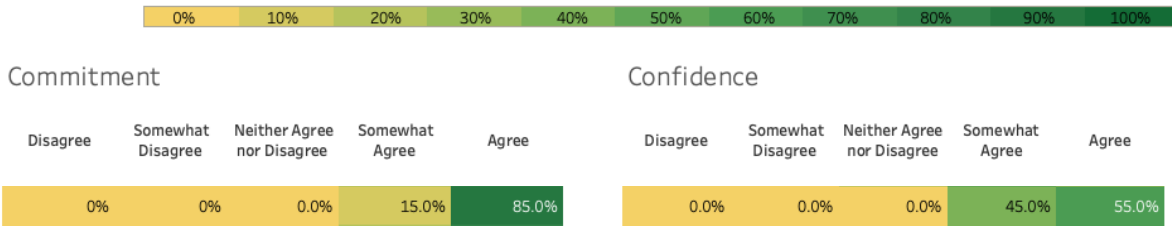
Group Dynamics



GROUP DYNAMICS: Team should better understand disagreement for Collaborative Connections.

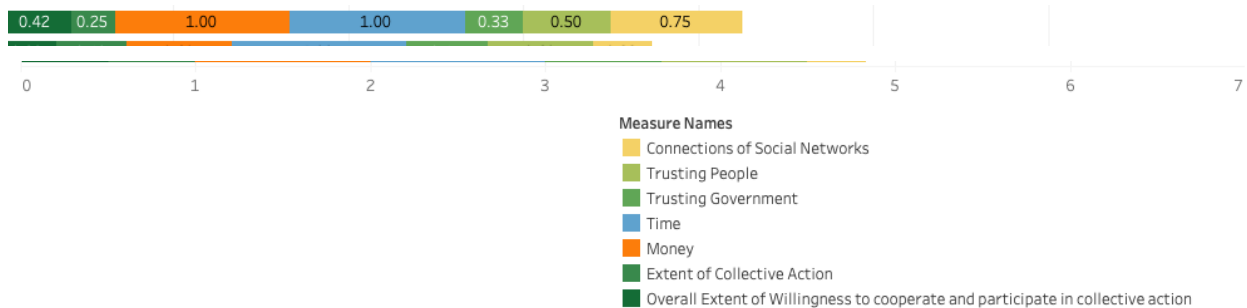
**REPRESENTATIVENESS:
75% survey completion.**

Collaborative Readiness



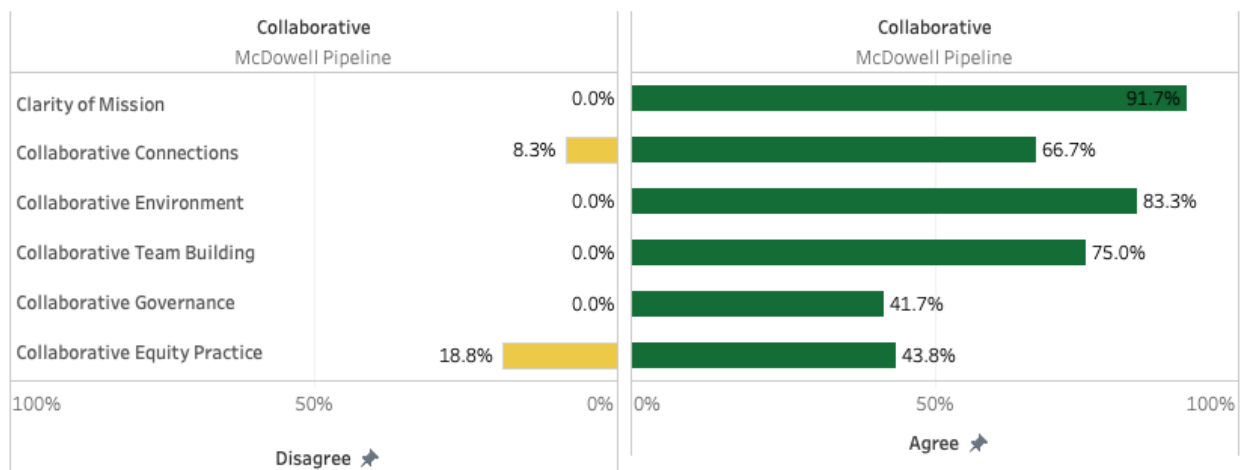
READINESS: Team should better understand why 45% only mildly agree “Somewhat Agree” for the team's confidence in their competence.

Social Capital



SOCIAL CAPITAL: Team should better understand scores at 0.50 or below for Extent of Willingness to Cooperate, Extent of Collective Action, and Trusting Government.

Group Dynamics



GROUP DYNAMICS: Team should better understand disagreement for Collaborative Connections and Collaborative Equity Practice.

**REPRESENTATIVENESS:
71% survey completion.**

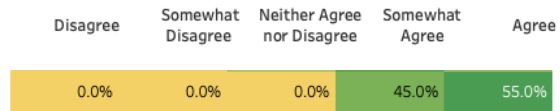
Collaborative Readiness



Commitment

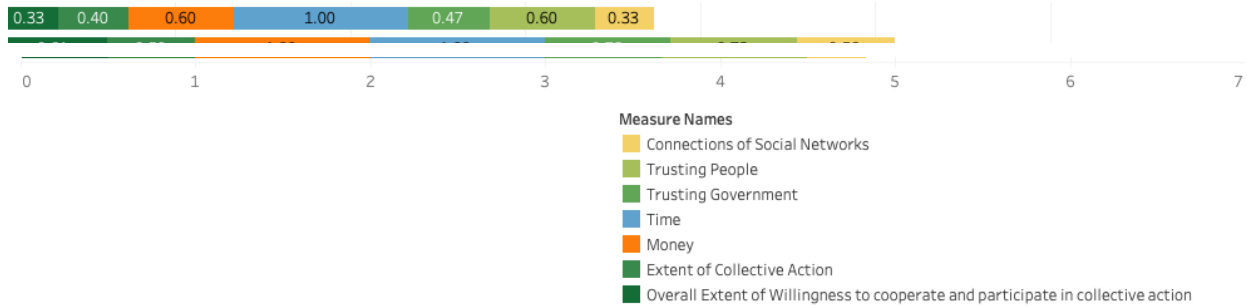


Confidence



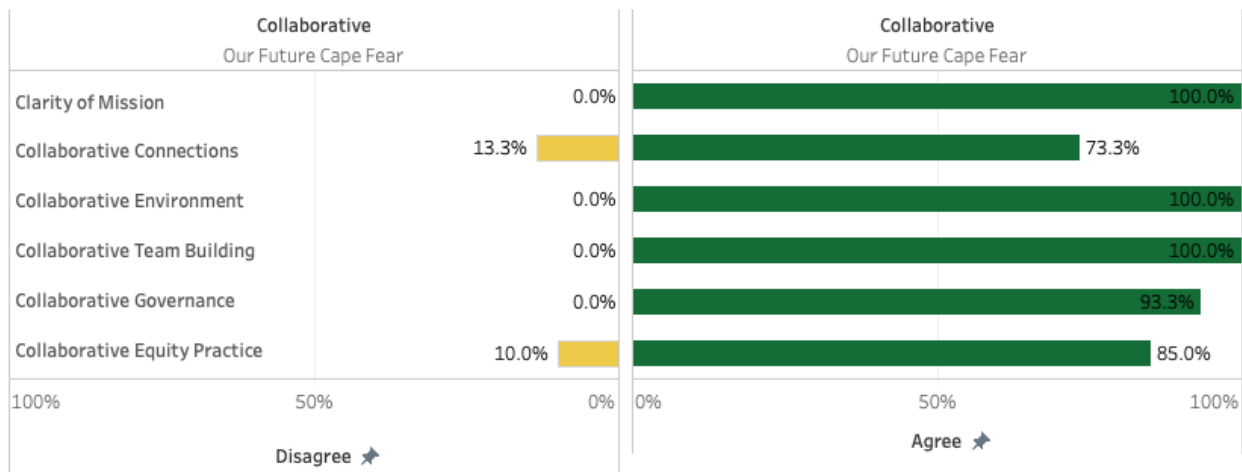
READINESS: Team should better understand why 45% have mild agreement “Somewhat Agree” for the team's confidence in their competence.

Social Capital



SOCIAL CAPITAL: Team should better understand scores at 0.50 or below for Extent of Willingness to Cooperate, Extent of Collective Action, Willingness to Give Money, Trusting Government, and Connections of Social Networks.

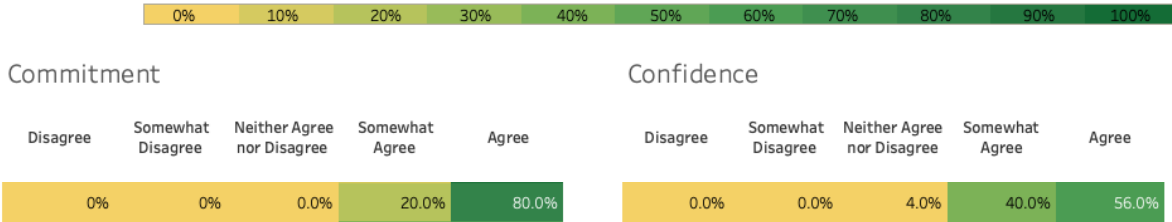
Group Dynamics



GROUP DYNAMICS: Team should better understand disagreement for Collaborative Connections and Collaborative Equity Practice.

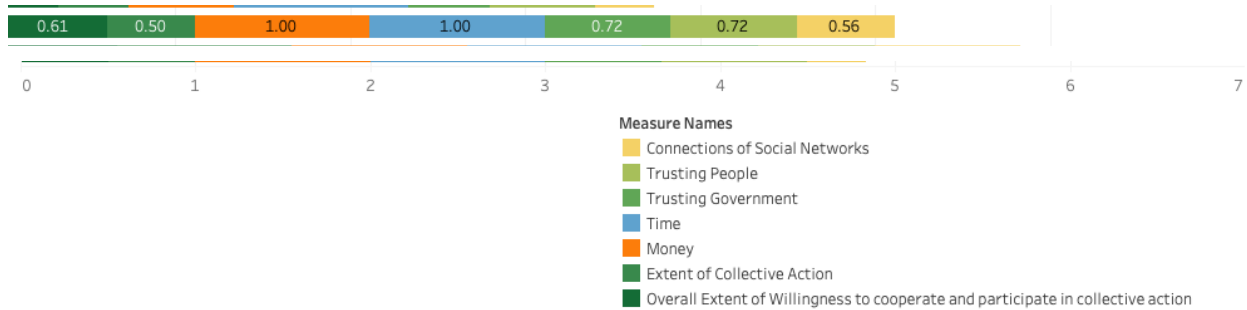
**REPRESENTATIVENESS:
85% survey completion.**

Collaborative Readiness



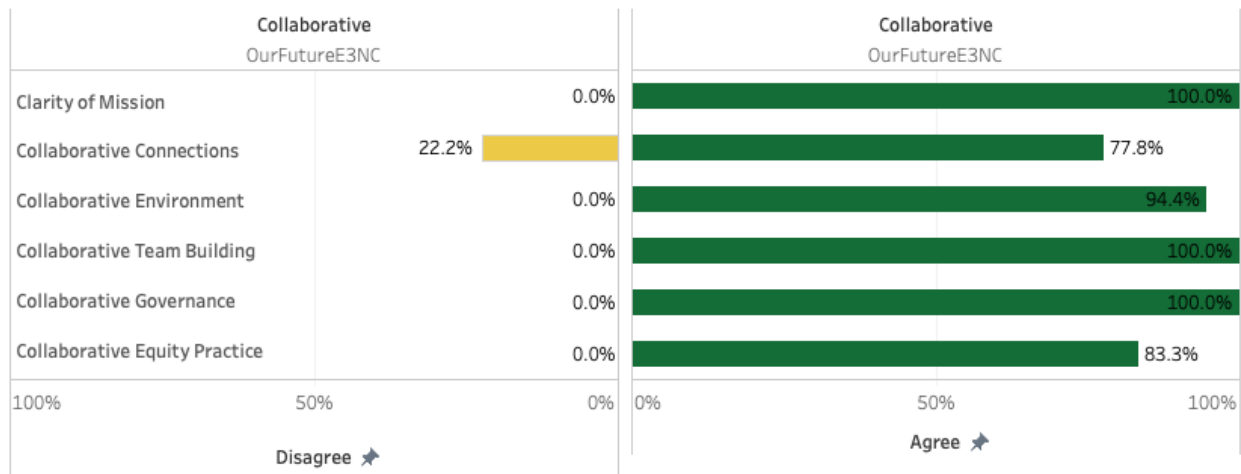
READINESS: Team should better understand why 4% “Neither Agree nor Disagree” for the team’s confidence in their competence.

Social Capital



SOCIAL CAPITAL: Team should better understand scores at 0.50 or below for Extent of Collective Action.

Group Dynamics



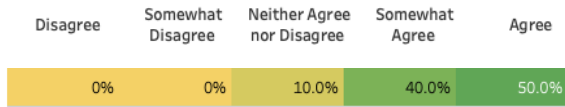
GROUP DYNAMICS: Team should better understand disagreement for Collaborative Connections.

**REPRESENTATIVENESS:
100% survey completion.**

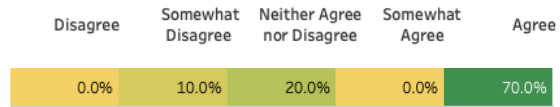
Collaborative Readiness



Commitment

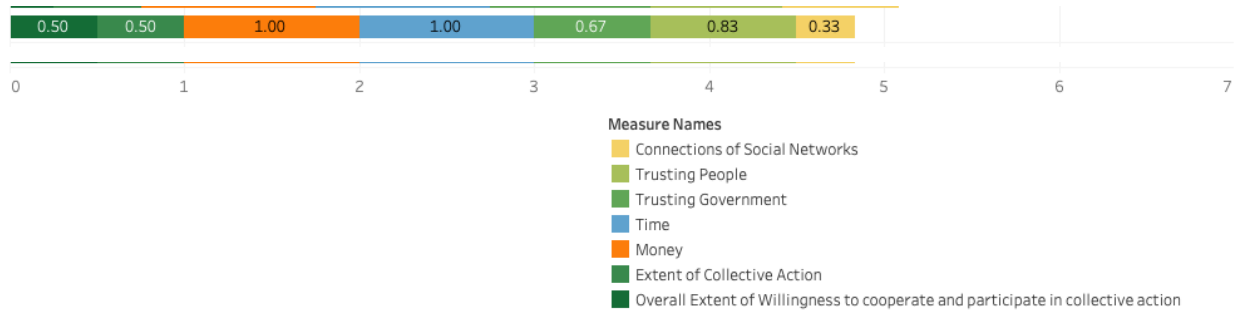


Confidence



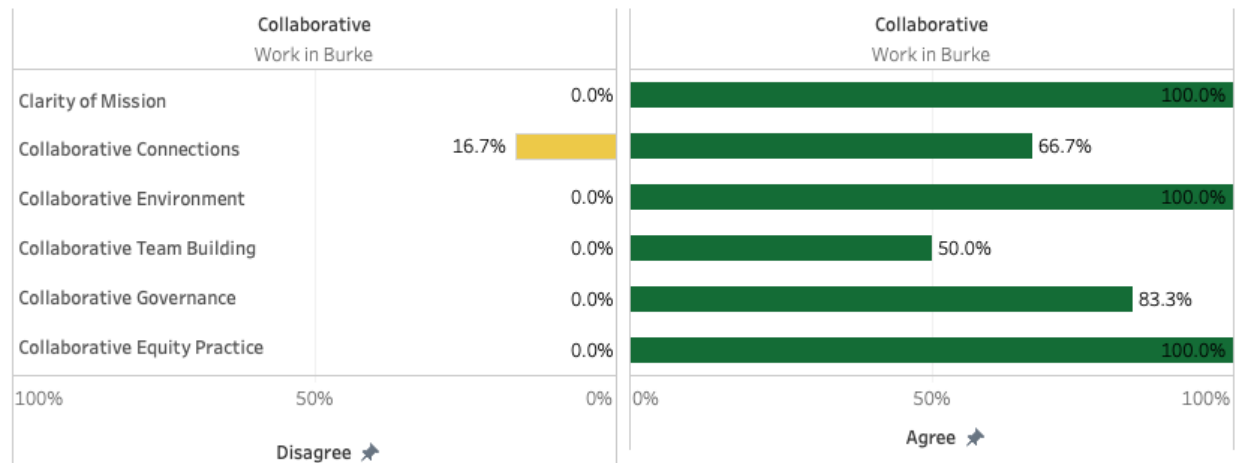
READINESS: Team should better understand why there is 10% “Somewhat Disagree” for the team’s confidence in their competence.

Social Capital



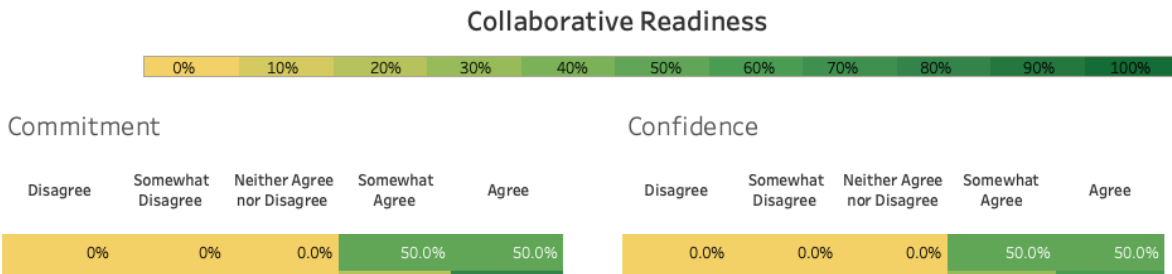
SOCIAL CAPITAL: Team should better understand scores at 0.50 or below for Extent of Willingness to Cooperate, Extent of Collective Action, and Connections of Social Networks.

Group Dynamics

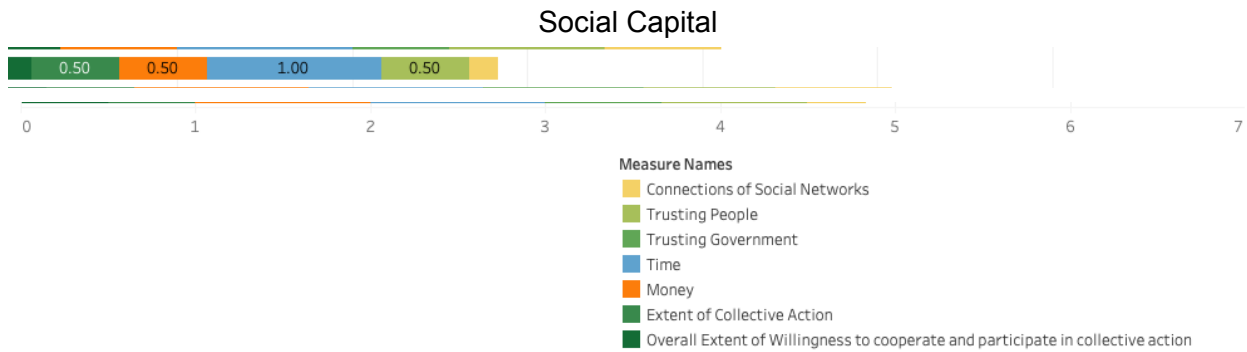


GROUP DYNAMICS: Team should better understand disagreement for Collaborative Connections.

**REPRESENTATIVENESS:
67% survey completion.**

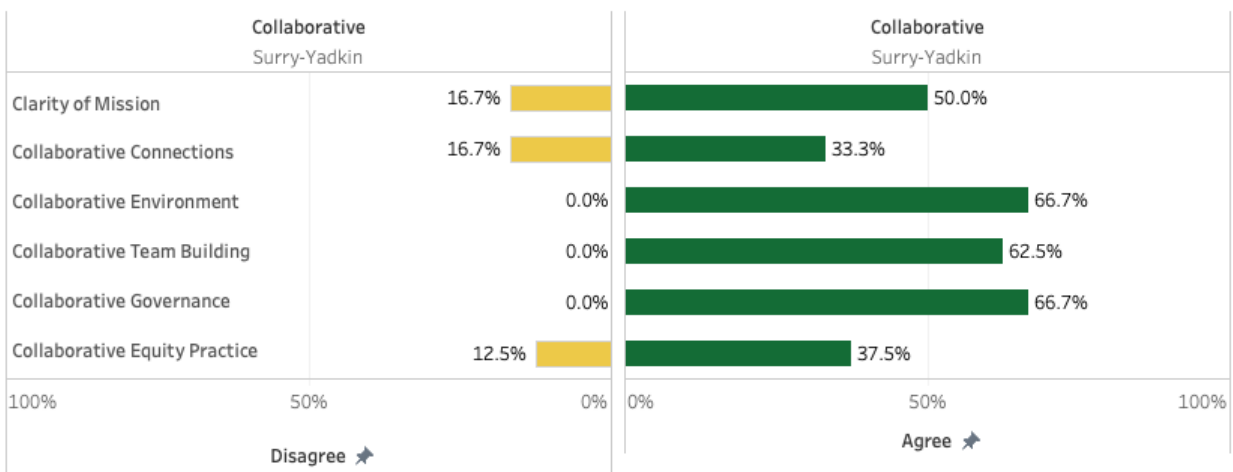


READINESS: Team should better understand why there is an even split from strong agreement and mild agreement for both Commitment and Confidence in Competence.



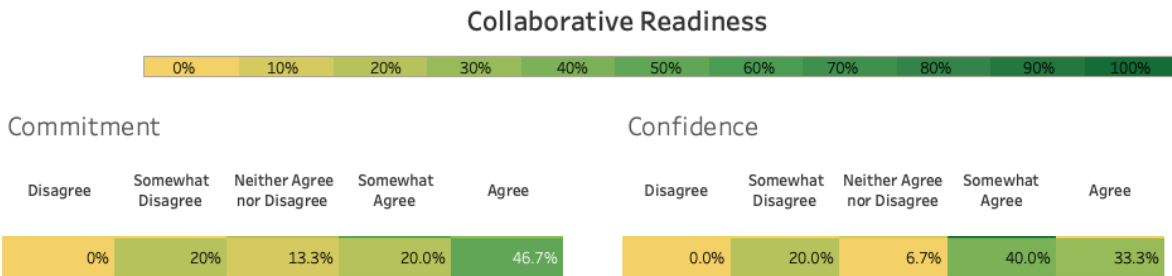
SOCIAL CAPITAL: Team should better understand scores at 0.50 or below for Extent of Willingness to Cooperate, Extent of Collective Action, Trusting Government, and Connections of Social Networks.

Group Dynamics

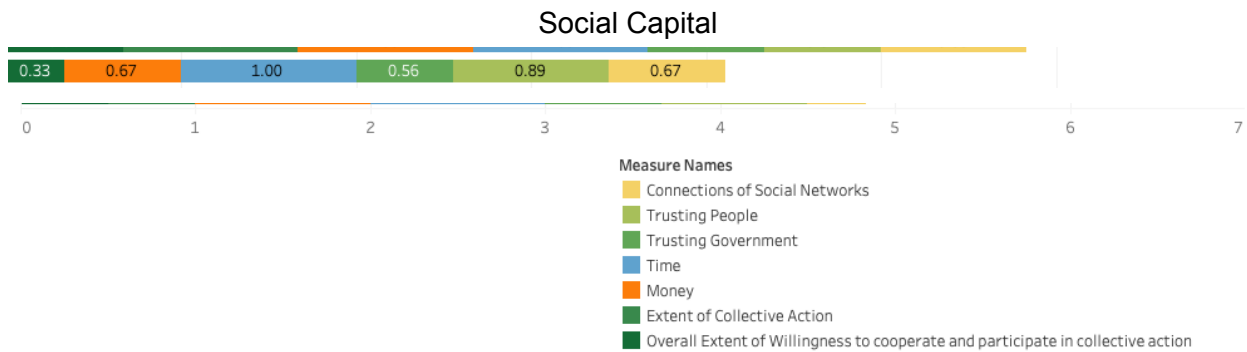


GROUP DYNAMICS: Team should better understand disagreement for Clarity of Mission, Collaborative Connections, and Collaborative Equity Practice.

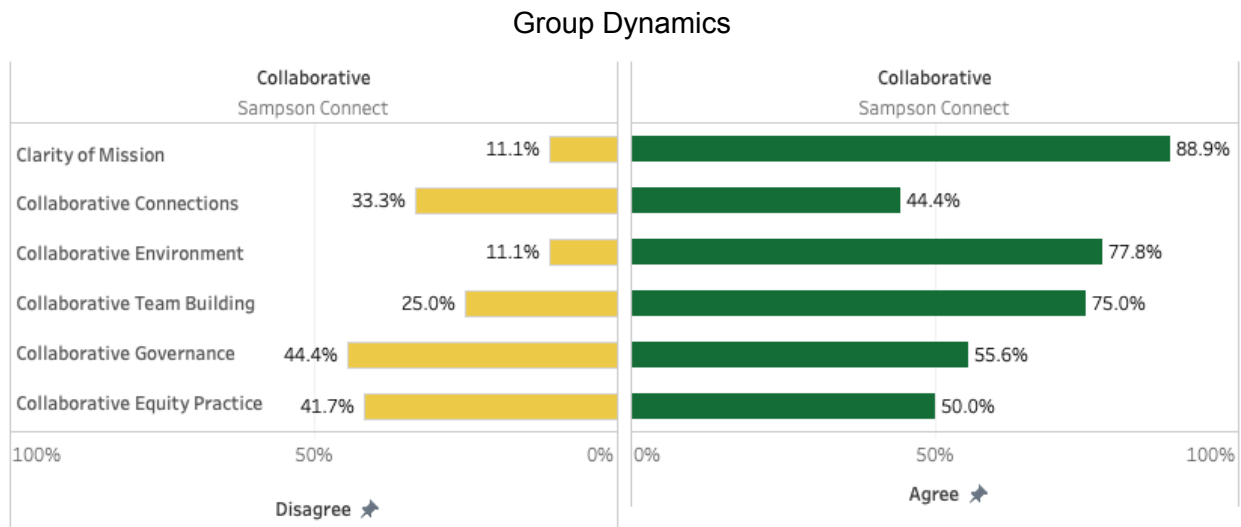
**REPRESENTATIVENESS:
100% survey completion (among project steering team).**



READINESS: Team should better understand why 20% “Somewhat Disagree” for both the team's Commitment and Confidence in their competence.



SOCIAL CAPITAL: Team should better understand scores at 0.50 or below for Extent of Willingness to Cooperate and Extent of Collective Action.

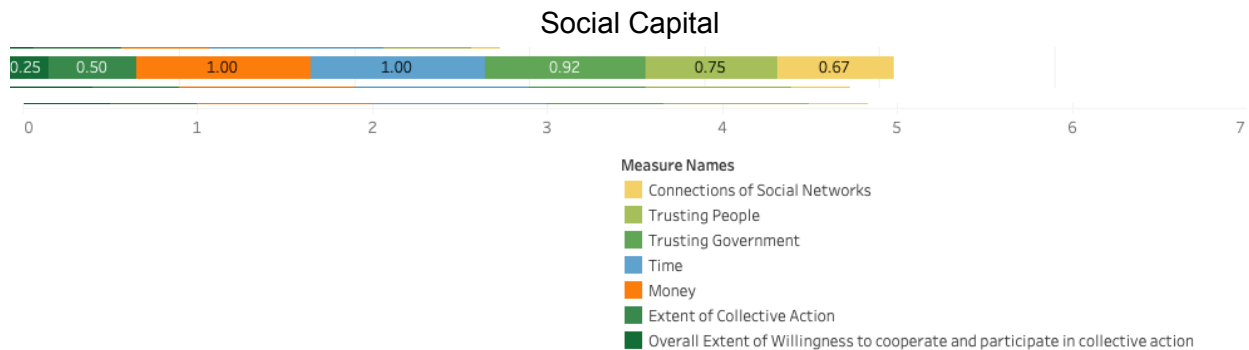


GROUP DYNAMICS: Team should better understand disagreement for Clarity of Mission, Collaborative Connections, Collaborative Environment, Collaborative Team Building, Collaborative Governance, and Collaborative Equity Practice.

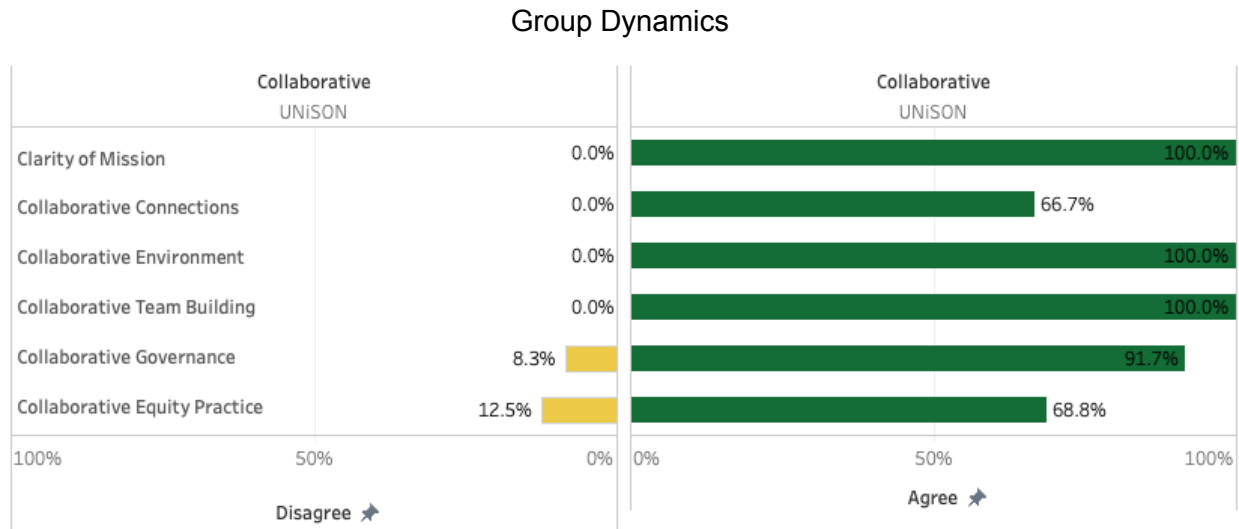
**REPRESENTATIVENESS:
100% survey completion.**



READINESS: Team should better understand why 5% “Neither Agree nor Disagree” for the team's confidence in their competence.



SOCIAL CAPITAL: Team should better understand scores at 0.50 or below for Extent of Willingness to Cooperate and Extent of Collective Action.



GROUP DYNAMICS: Team should better understand disagreement for Collaborative Governance and Collaborative Equity Practice.

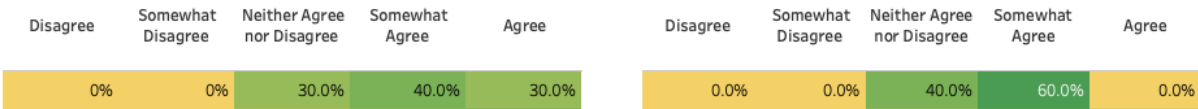
**REPRESENTATIVENESS:
67% survey completion.**

Collaborative Readiness



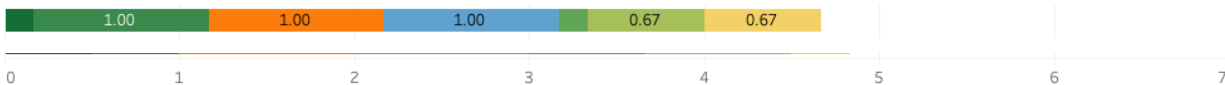
Commitment

Confidence



READINESS: Team should better understand why 30% “Neither Agree nor Disagree” for the team's commitment and 40% “Neither Agree nor Disagree” for the team's confidence in their competence.

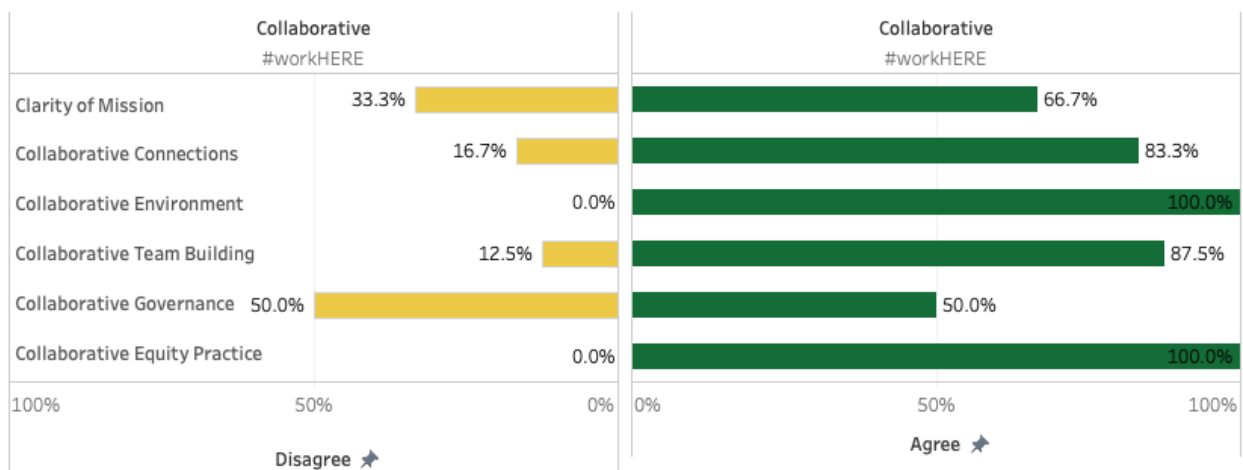
Social Capital



- Measure Names
- Connections of Social Networks
 - Trusting People
 - Trusting Government
 - Time
 - Money
 - Extent of Collective Action
 - Overall Extent of Willingness to cooperate and participate in collective action

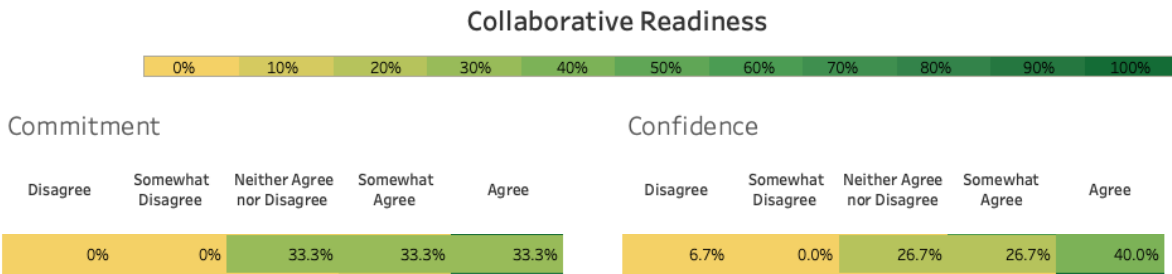
SOCIAL CAPITAL: Team should better understand scores at 0.50 or below for Extent of Willingness to Cooperate and Trusting Government.

Group Dynamics

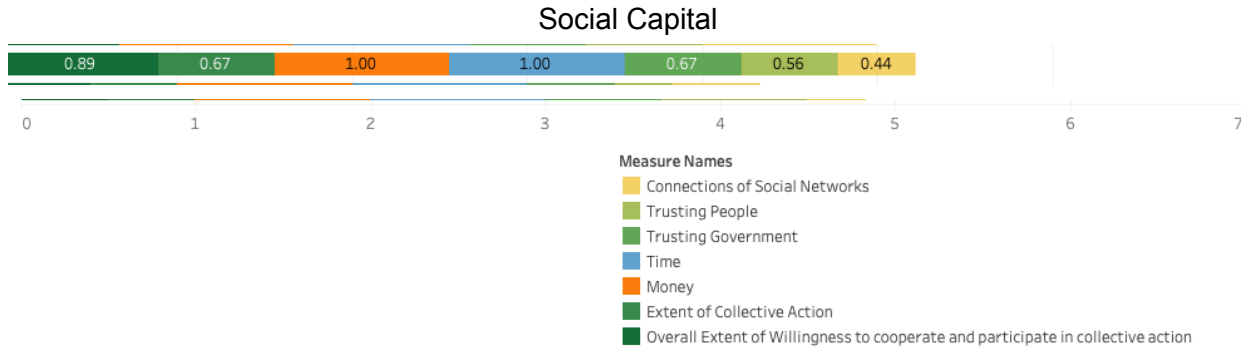


GROUP DYNAMICS: Team should better understand disagreement for Clarity of Mission, Collaborative Governance, Collaborative Team Building, and Collaborative Connections.

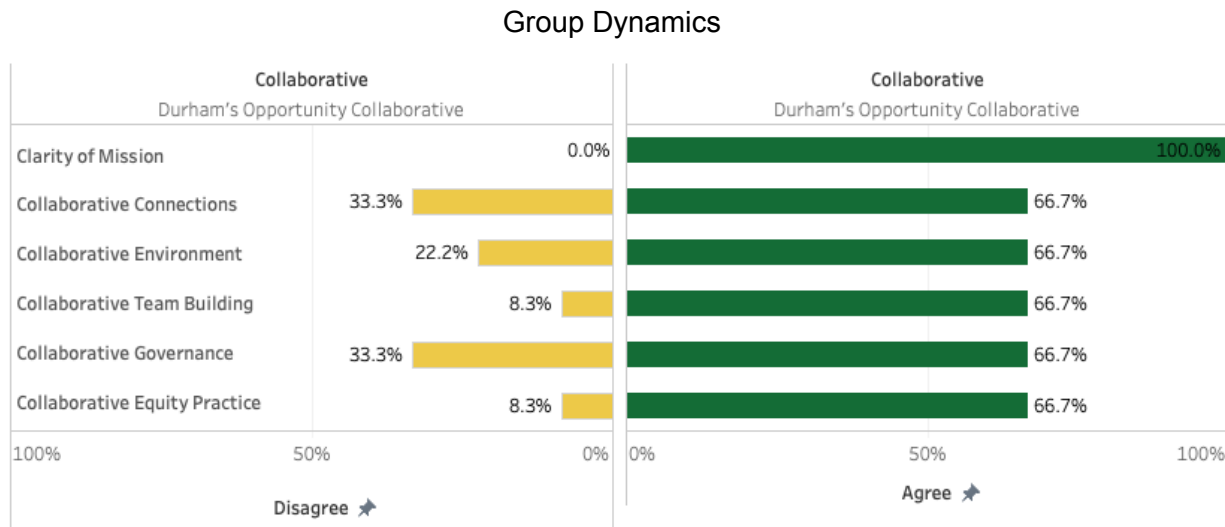
**REPRESENTATIVENESS:
71% survey completion.**



READINESS: Team should better understand why 33% “Neither Agree nor Disagree” for the team’s commitment and 27% “Neither Agree nor Disagree” for the team’s confidence in their competence.

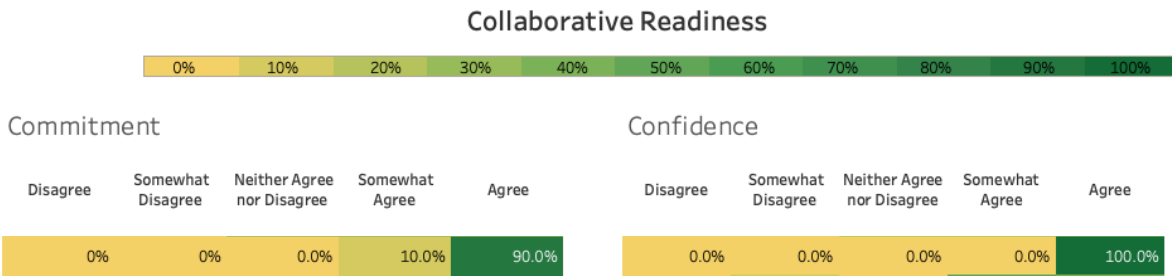


SOCIAL CAPITAL: Team should better understand scores at 0.50 or below for Connections of Social Networks.

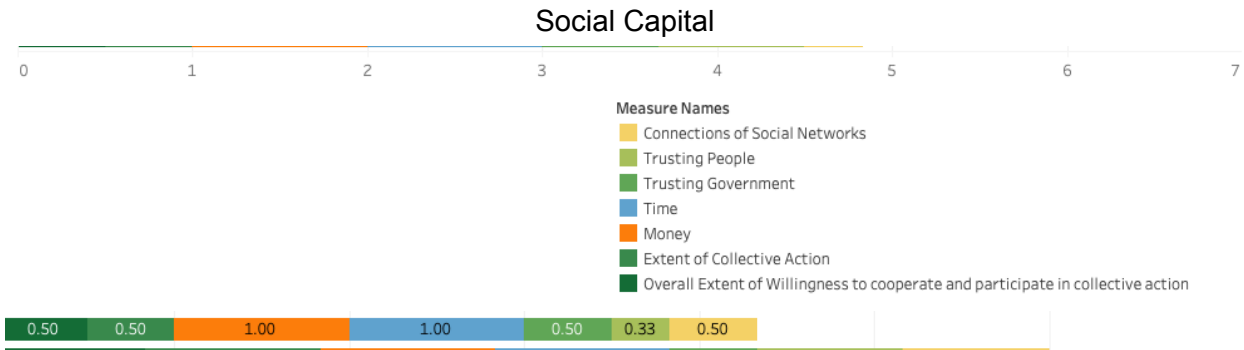


GROUP DYNAMICS: Team should better understand disagreement for Collaborative Connections, Collaborative Environment, Collaborative Team Building, Collaborative Governance, and Collaborative Equity Practice.

**REPRESENTATIVENESS:
42% survey completion.**

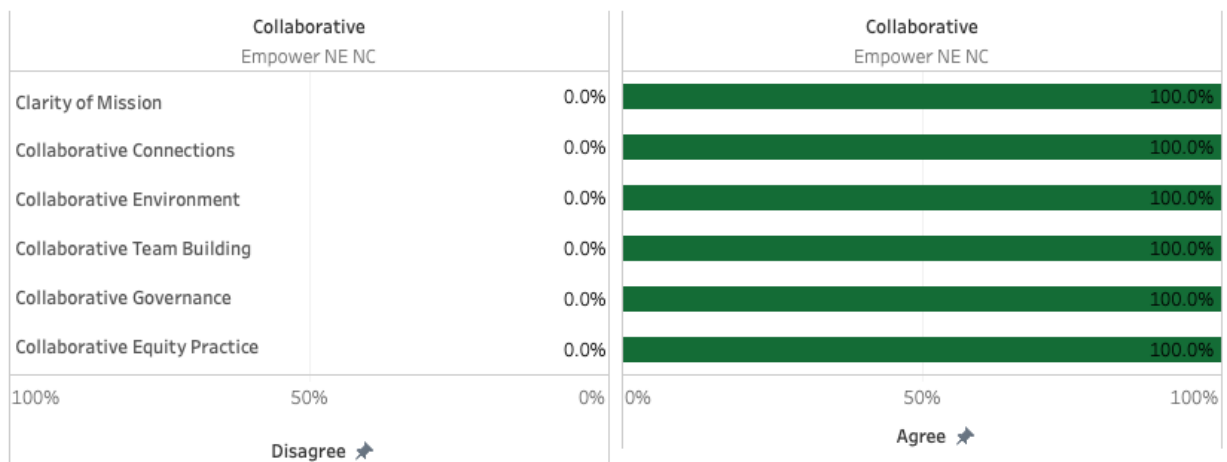


READINESS: Team should better understand why there is little to no variation across Commitment and Confidence in Competence. Are members answering the survey honestly?



SOCIAL CAPITAL: Team should better understand scores at 0.50 or below for Extent of Willingness to Cooperate, Extent of Collective Action, Trusting Government, Trusting People, and Connections of Social Networks.

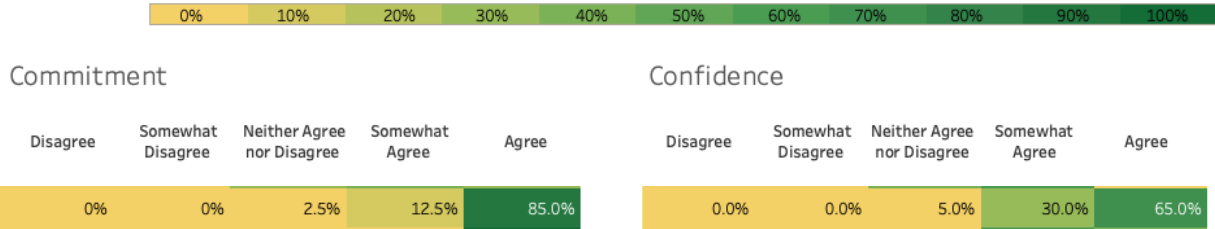
Group Dynamics



GROUP DYNAMICS: Team should better understand why there is no variation across the 6 dimensions. Are members honestly answering questions?

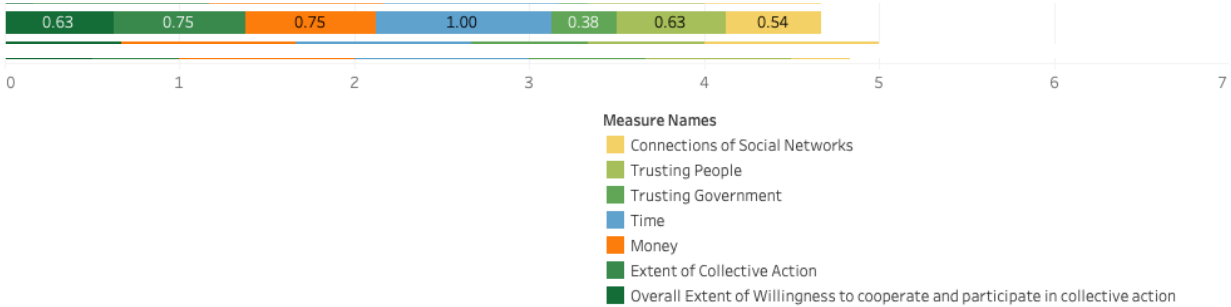
**REPRESENTATIVENESS:
91% survey completion (based on first response).**

Collaborative Readiness



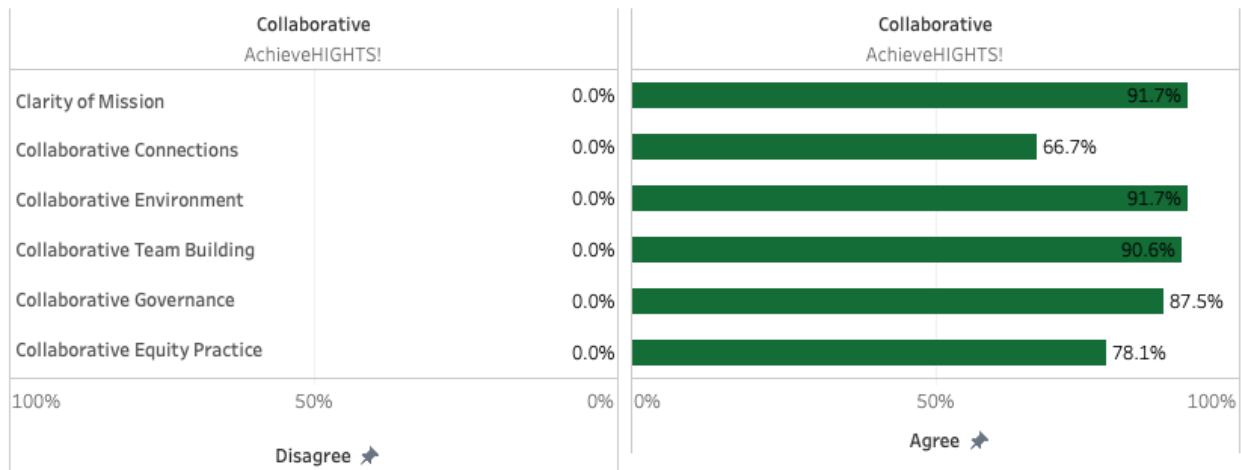
READINESS: Team should better understand why 2.5% “Neither Agree nor Disagree” for the team’s commitment and why 5% “Neither Agree nor Disagree” for the team’s confidence in their competence.

Social Capital



SOCIAL CAPITAL: Team should better understand scores at 0.50 or below for Trusting Government.

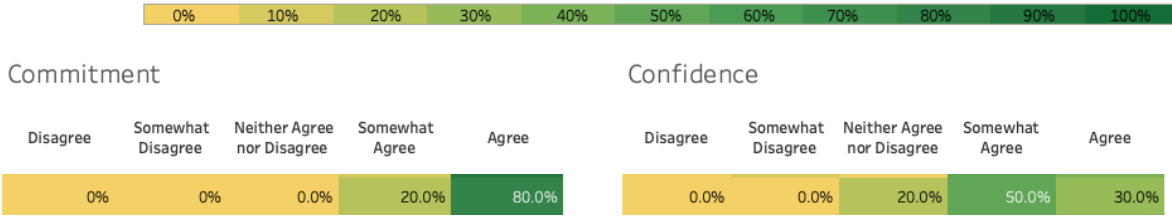
Group Dynamics



GROUP DYNAMICS: Team should better understand how to improve agreement for Collaborative Connections.

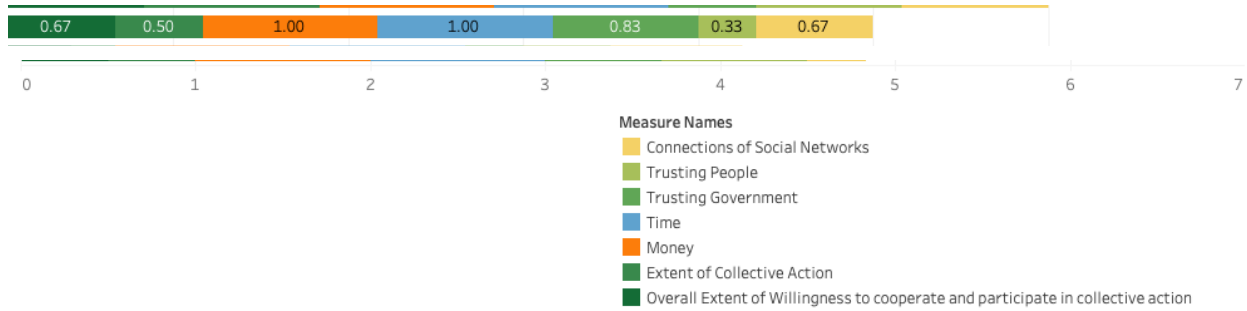
**REPRESENTATIVENESS:
100% survey completion.**

Collaborative Readiness



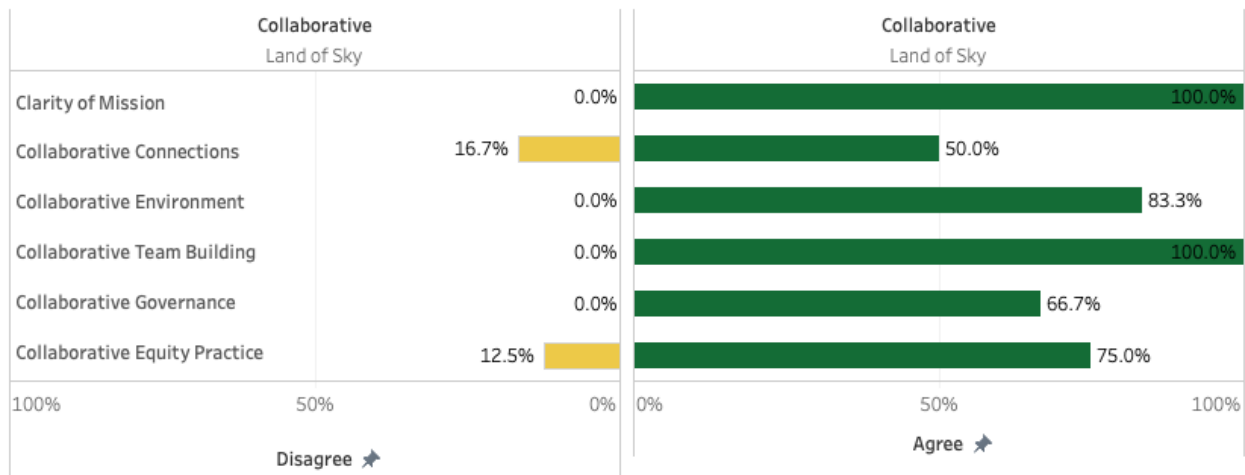
READINESS: Team should better understand why 20% “Neither Agree nor Disagree” for the team’s confidence in their competence.

Social Capital



SOCIAL CAPITAL: Team should better understand scores at 0.50 or below for Extent of Collective Action and Trusting People.

Group Dynamics



GROUP DYNAMICS: Team should better understand disagreement for Collaborative Connections and Collaborative Equity Practice.

