

A photograph of a child with long brown hair, seen from the side, drawing on a dark chalkboard. The child is holding a blue piece of chalk and is in the process of drawing a blue figure. The chalkboard is covered with various colorful drawings: a pink flower-like shape, a pink heart, a green figure, and a blue figure. There are also pieces of green and blue chalk lying on the board. The text "Chicago Benchmarking Collaborative" is overlaid on the left side of the image in a large, white, sans-serif font.

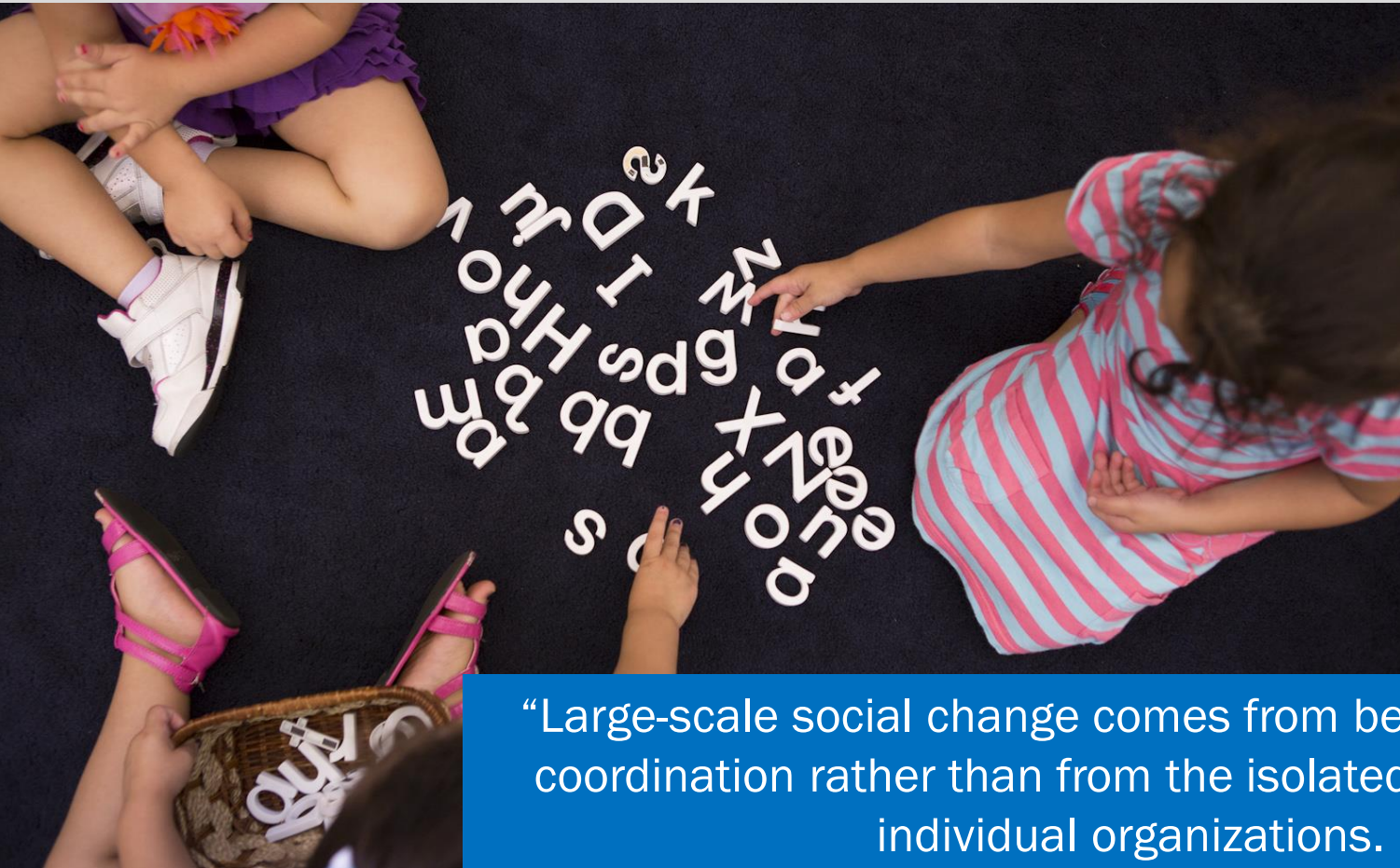
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Agenda

1. Who is the CBC? How did we form?
2. What resources did it take to get us going?
3. What was our process for identifying common outcomes?
4. How are we using data?
5. What were the roadblocks and lessons learned in forming our collaboration?
6. Open discussion

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“Large-scale social change comes from better cross-sector coordination rather than from the isolated intervention of individual organizations.

It doesn't happen often, not because it is impossible, but because it is so rarely attempted.”

-John Kania & Mark Kramer

Stanford Social Innovation Review: Collective Impact

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WHO WE ARE

2009

launched and we began the work of developing common outcomes for comparative insights.

12,000

low-income individuals served through early childhood, afterschool, youth and adult programming.



Research-based outcomes consistent with the overall mission and strategy of each agency.

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Improve quality of services to low-income children and families through **sharing of data and best practices.**

This includes **sharing a replicable model** of collaboration.



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HOW IT WORKS

Staff collect and enter information in database.



Project Manager aggregates and compiles information.



Staff analyze, compare, and target data for improvement and develop strategies.

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Purpose

RESULTS EXPECTED:

The project will be evaluated on the basis of 1) efficiency of data input and accuracy of data 2) use of data for internal program monitoring and 3) use of inter-agency interactions to stimulate program improvements.

Outcome 1: Each agency has a strong data tracking system

Measure 1a: Common indicators are agreed upon and reports designed

Measure 1b: Staff are trained on data collection and system input

Measure 1c: All needed software is installed

Outcome 2: Collaborating agencies begin conversations around service improvement

Measure 2a: Agency data reports are produced and shared

Measure 2b: Cross-agency meetings take place

Outcome 3: Service improvements begin to be made within agencies as determined by data

Measure 3a: Each agency is able to indicate programmatic changes taking place because of lessons-learned from data analysis

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Commitment to Partnership

Establish a Memorandum of Understanding

1. Statement of Purpose
2. Criteria for Membership
3. Agency Capacity
4. Data Entry and Regular Use of the Software
5. Inter-agency Sharing of Information and Confidentiality
6. Publication of Reports
7. Christopher House's Responsibilities

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Collaborative Project Team

Executive Sponsor:

The funder of the project or driver of the vision.

Project Manager:

Main point of contact between consultants and collaboration (responsible for coordinating group meetings a documentation.)

Project Team:

Executive directors or other agency representatives capable of making high-level commitments/change decisions, Program Managers, key staff...

Software Administrator(s):

Those who will be responsible for managing the day to day operations and future training for your database

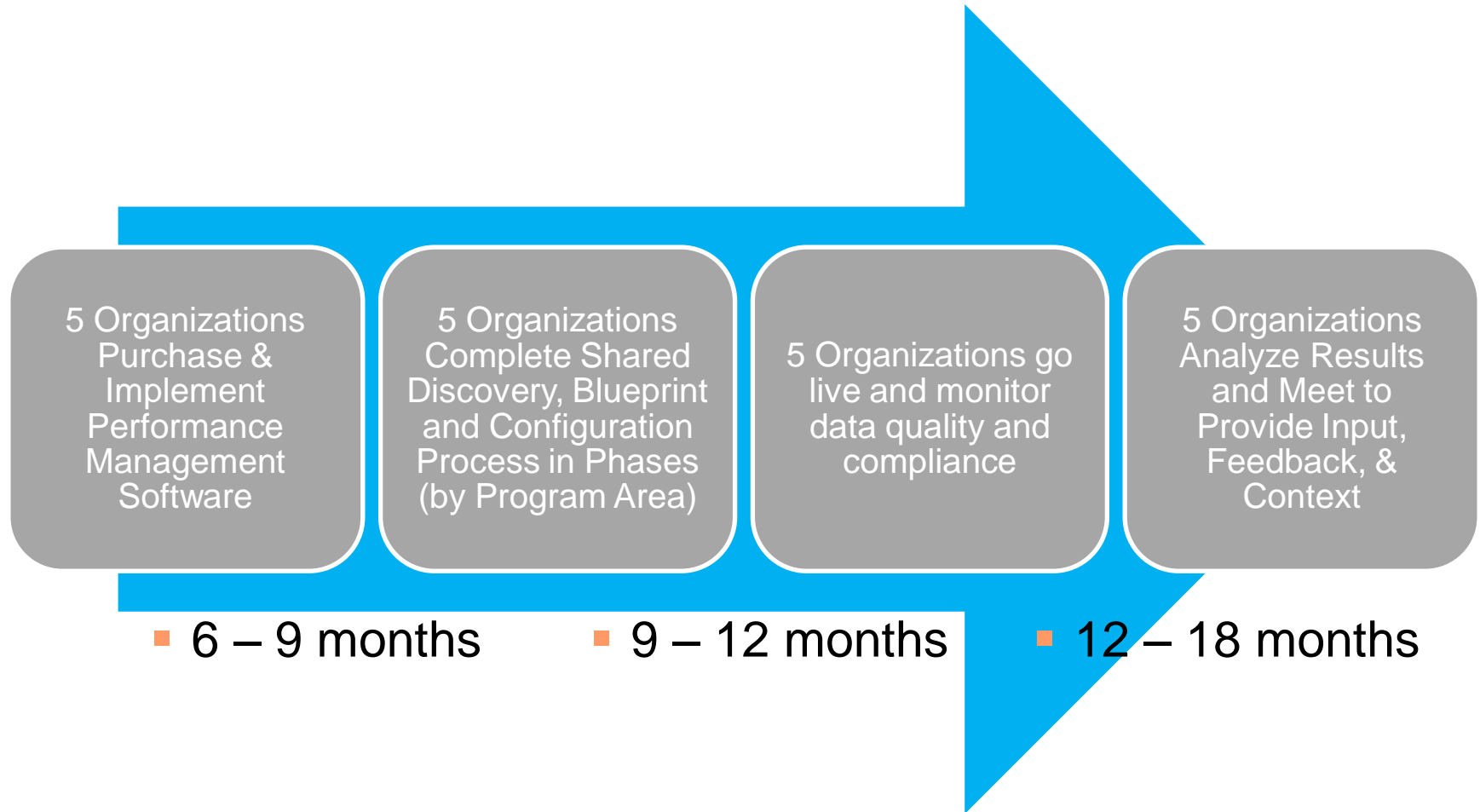
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Financial Investment

- Chicago Community Trust grant
 - Software costs for the community license
 - Consultant fees for developing measures
 - Project administration costs
 - Staff training

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Collaborative Process



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Outcomes Measures

Early Childhood Programs	After School Programs	Adult Educational Programs
Increased school readiness	Students improve school performance	Adult learners will increase their level of education and English literacy
	Students will have improved social skills and interpersonal behavior	
Parents will be more engaged in their children's development and education	Youth graduate from high school	Increased earnings
	Youth enroll in post-secondary education after high school graduation	Increased sustainable employment and retention

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How We Use Data

- Program enhancements for greater impact (tutoring example)
- Identify benchmarks for strategic plan targets
- Communicate results to stakeholders
- Focus staff on shared goals
- Identify effective program practices

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Roadblocks and Lessons Learned

- ✓ Maintain consistent Executive Sponsor involvement (so that the project does not slip from priority)
- ✓ Plan for adequate time and energy into the schedules of the Project Team
 - ✓ Necessary information MUST be gathered/submitted when requested
 - ✓ Bringing different philosophies together takes time
- ✓ Project Team members MUST acknowledge that existing processes will change, be prepared for managing the change, and make pro-active efforts to manage that change.
- ✓ Avoid Scope Creep. Minimize attempts to add/customize while still in implementation. Be clear about what you want up front and prepare yourself to manage changes over time.
- ✓ Offer ongoing training so that staff across partnering organizations have a common understanding of the vision, process, and terminology (outcomes, indicators, and measurement)

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Are you ready to collaborate?

- ✓ Is there a common understanding of why we are doing this?
- ✓ Have we identified all of the appropriate resources needed for this project?
- ✓ Have we identified and gotten a commitment from all appropriate collaborating agencies?
- ✓ In what capacity do the collaborating agencies want to collaborate? Is there documentation (i.e. MOU) to support this?
- ✓ Are each of the parts of the collaboration set-up to meet the needs of the Collaboration? (i.e. common data points, outcomes...)

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OPEN DISCUSSION

