

THE NETWORKS THAT
PARTICIPATED
IN THIS RESEARCH

APPENDIX
Networks for Social Impact
in Education Series



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ABOUT THE NETWORKS

Although we set out to compare the collective impact and matched networks, we quickly realized that communities interpreted and appropriated the collective impact model differently. Networks had more meaningful differences based on which types of organizations participated and how they made decisions. This section describes these differences and then uses these distinctions to paint a picture of the diverse networks participating in this research.

In Winter 2020, we introduced the Community Systems Solution Framework in Stanford Social Innovation Review. The framework describes networks based on what types of organizations participate and how they made decisions. Networks differ based on whether multiple sectors of organizations were members of the network (e.g., businesses, government agencies, local nonprofits, schools districts). Network governance ranges from fully centralized decision-making and leadership to distributed leadership and group decision-making. The Community Systems Solution Framework describes four types of networks based on these two factors.

HOLISTIC COALITIONS

In holistic coalitions, partners have a long history of working together around a shared vision. They tend to make programmatic decisions based on data. They have more diverse partners, and in our study, more typically include school districts. The lead organization or independent backbone organization sets the agenda for the network. These networks are larger than multi-stakeholder coalitions (see below) and conduct less direct community engagement than the other types. Indeed, holistic coalitions, according to surveys of participants, have fewer opportunities to participate than other kinds of networks. Organizational members have more informal, personal ties across organizations than in any other type of coalition. Holistic coalitions cover a more significant number of policy areas with their programs than the other types, including: (1) the transition to K-12 schools, (2) maintaining grade-level performance, (3) college affordability, transition, and persistence, (4) instructional quality, (5) work exposure, and (6) advocacy for higher education standards.

LOW-OVERHEAD COALITIONS

Low-overhead Coalitions, like holistic coalitions, have a clearly defined agenda that aligns partners' efforts. However, unlike both holistic and multi-stakeholder coalitions, they lack substantial sector diversity in terms of participation. In particular, they, like multi-stakeholder coalitions, are less likely to have school district representation. Low-overhead coalitions have fewer resources and are less likely to support a backbone organization to

coordinate their effort. Instead, a government organization or foundation generally serves as the lead organization and plays a significant role in determining the network's direction. These networks try to take advantage of existing collaborations among partners and build upon them. They also have fewer programs related to school transitions and standards than holistic coalitions, perhaps due to a lack of school district representation.

COMMUNITY-LED COALITIONS

Community-led coalitions tend to emphasize community-organizing approaches and citizen volunteers more than other models. They balance multiple agendas and respond to community changes. However, they determine those needs through conversations with community members rather than any systematic consideration of data. Meetings can be sporadic and support their efforts to create events and raise awareness. They are often self-governing networks, meaning that no one organization acts as a lead or network administrative organization. Community-led coalitions and holistic coalitions are the least centralized of the four types. They maintain a wide variety of programming efforts on par with the other coalition types. However, they have fewer programs related to college affordability than holistic coalitions.

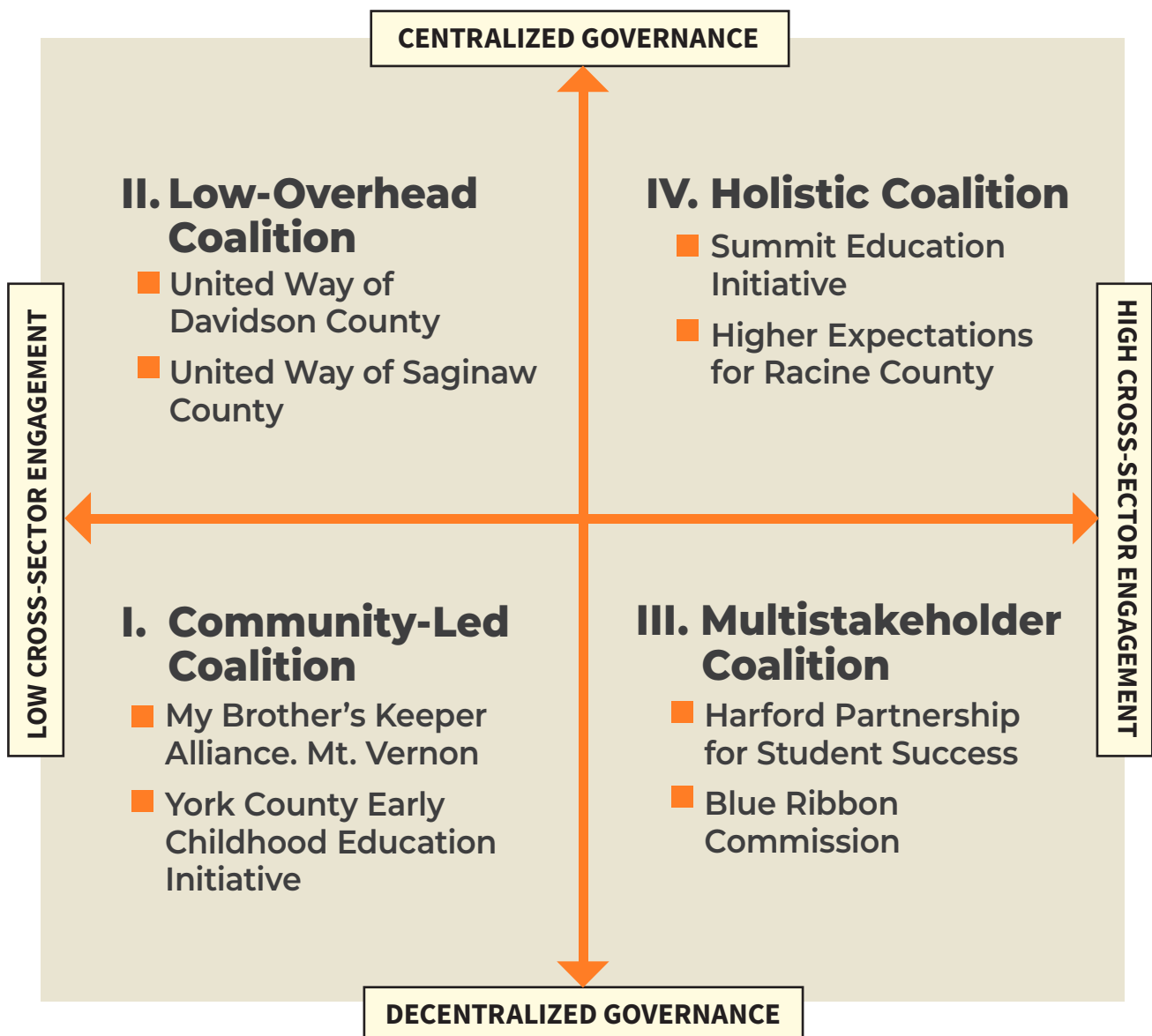
MULTI-STAKEHOLDER COALITIONS

Multi-stakeholder Coalitions tend to have multiple agendas to accommodate various partner goals and have the resources available to collect data that informs their decision-making. They have diverse partners, including representatives from government, business, and nonprofit sectors. However, they are less likely to include school districts than holistic coalitions. In multi-stakeholder coalitions, partners are typically grouped into teams, each working on a different agenda. These working groups may explain why survey results suggest that organizational leaders have more significant opportunities to participate in multi-stakeholder coalitions than holistic coalitions. The lead agency or backbone works as a facilitator but not the network's agenda-setter. Multi-stakeholder coalitions have more centralized joint training opportunities than holistic coalitions. They have more centralized budgeting than community-led coalitions. They have programs that address fewer policy areas than holistic coalitions. Multi-stakeholder coalitions lack programs that focus on transition across the education pipeline (e.g., transition to K-12, transition to college) and focus on the quality of instruction in schools (e.g., maintaining grade-level standards, improving instruction quality, work exposure). These differences may be explained, in part, because these networks have less school district representation than holistic coalitions.

Drawing on these distinctions, we introduce each of the networks that participated in this study.

Four Types of Community System Solutions

We classify approaches based on the style of governance they use and the amount of cross-sector participation they achieve.



THE HOLISTIC COALITIONS

FAMILY SUCCESS ALLIANCE

Founded in 2014 and located in Orange County, North Carolina, Family Success Alliance (FSA) aims to reduce the number of children living in poverty. The 37 organizations that comprise FSA serve nearly 20,000 students in their county. FSA is a data powerhouse; they implemented the Wilder Collaboration Factors Inventory, an evidence-based survey measuring collaborative work's perceived effectiveness. The growing collective impact network uses data to improve funding and identify new interventions. FSA continues to work towards increasing the accessibility of resources for the families in their community.

SUMMIT EDUCATION INITIATIVE

The Summit Education Initiative (SEI) was founded in 1996 by leaders of the community surrounding Akron, Ohio. The 101 organizations in SEI are committed to supporting the success of over 42,000 children in Summit County. The First 45 Days Program is one of SEI's successful interventions based on empirical proof that students typically keep the same GPA as their GPA after the first 45 days, or first quarter, of high school. SEI collaborates with the 30 Million Word Institute at The University of Chicago, where they use educational video interventions and other tools developed by the institute. Their data-intensive initiative allows them to exploit systems-alignment theories of change to make a social impact. On the horizon, SEI

plans to create culturally sensitive and relevant programming for students and inspire community members to get involved with their educational missions.

HIGHER EXPECTATIONS FOR RACINE COUNTY

While Higher Expectations for Racine County (WI) was founded in 2007, it underwent structural revisions in 2014 when executive director Jeff Neubauer came together with the Strive Together organization's national director, Jeff Edmondson, to outline a new vision for the coalition. Edmondson sought to inspire the community and the network by identifying core and measurable areas for Higher Expectations to focus on, including kindergarten-readiness, elementary reading, middle school math, high school graduation, post-secondary completion, and ultimately, employment. Higher Expectations for Racine County Youth coordinates 37 organizations and serves nearly 1,000 children in their county. Strong and broad data usage is one of Higher Expectations' most significant successes, allowing them to customize their programs to serve their community best and incorporate many issues into their mission. Recently, Higher Expectations began collaborating with the government of the city of Racine, Wisconsin, which they hope will expand programs around high school equivalency and workforce training and develop a sustainable and racially aware plan for housing in Racine County.

FLINT & GENESEE LITERACY NETWORK

Containing 51 organizations and serves nearly 8,000 students, the Flint & Genesee Literacy Network (FGLN) was founded in 2013 and focuses on improving literacy levels for the children and families of Genesee County, Michigan. This project-based coalition is incredibly collaborative when it comes to working with their community members. For example, the local youth coalition reached out to FGLN and expressed their interest in replicating the network's initiative, showing that the community values FGLN's work and refers to it when developing solutions. FGLN recently developed a new strategic plan, which included a reevaluation of the network's future goals, modes of progress assessment, and increased collaboration amongst funders, partners, and the network's steering committee.

ACHIEVE BROWN COUNTY

In the early 2000s, the University of Wisconsin-Green Bay, in partnership with Brown County United Way, the Greater Green Bay Community Foundation, and the Greater Green Bay Chamber, came together to establish areas of strength and improvement areas in their community. Partnering with StriveTogether, Achieve Brown County developed a State Ability Plan. Achieve Brown County serves nearly 45,000 students. It is a collaborative partnership with 27 organizations. Achieve Brown County successfully aligned three major healthcare systems around one tool and a standardized developmental screening system. These efforts aim to increase the number of children ages birth to five who receive cognitive, social emotional, and physical development screening through their pediatrician. The Wisconsin Department of Public Instruction recently

provided Achieve Brown County access to student record level data from all eight Brown County public school districts. This access has allowed them to advance collective action in their partnership and create systems change to improve outcomes from cradle to career.

LEARN TO EARN DAYTON

In 2007, EDvention was formed as a collaborative aimed at improving science, technology, engineering, and math (STEM) opportunities for youth in Dayton, Ohio. In 2011, EDvention's focus grew to include options beyond STEM, becoming what is now Learn to Earn Dayton—a cradle-to-career initiative in Montgomery County with 55 organizations. Thus far, Learn to Earn serves 66,000 students in their area. By 2025, Learn to Earn Dayton intends for 60% of Montgomery County's workforce to have a college degree or credential. More broadly, the matched network aims to promote equity and degree and certificate completion. In terms of primary and secondary schools, Learn to Earn focuses specifically on closing gaps between students. For example, Learn to Earn identified a reading proficiency gap between Black and white students, then worked with individual school districts to mobilize and close the gap one student at a time. Similarly, Learn to Earn is dedicated to engaging in difficult conversations with community members, explicitly surrounding issues like race, equity, and interventions to make a difference. Learn to Earn runs a campaign to encourage greater FAFSA completion has seen considerable growth in completion rates, rising from 45% to 66%. This progressive network hopes to continue striving for more significant educational equity, opportunity, and attainment within their community.

THE LOW-OVERHEAD COALITIONS

MID-IOWA COMMUNITY ACTION

Located in Marshalltown, Iowa, the Marshalltown Campaign for Grade-Level Reading works to have 90% of third-graders reading proficiently. This multi-stakeholder network includes eight organizations, began in 2012. It serves about 1,800 students. Because the network's initial champions were politicians in the state legislature, the Marshalltown Campaign has always been a strong advocate for policy change. Marshalltown Campaign for Grade-Level Reading is heavily involved in policy work; the network's leadership regularly participates in Iowa's "Days on the Hill," where groups present key issues and information, such as summer learning and increased resources, to the Iowa state senate. A significant strength of the Marshalltown Campaign has been their resilience and determination. When an EF-3 tornado struck Marshalltown in 2018, the network adapted and turned to rebuild community members' homes and lives. Another major strength is community outreach and engagement. They have commissioned billboards, created yard signs, partnered with local restaurants, written newspaper articles, and have gone door-to-door to ensure direct communication with families.

UNITED WAY OF DAVIDSON COUNTY'S EDUCATION NETWORK

Since the United Way of Davidson County was established in 1993, they serve more than 24,000 children in Davidson County,

North Carolina, by working to bring together community members and resources. With ten organizations, this low-overhead coalition is always looking to have the most significant impact. They conducted a needs assessment a few years ago using interviews, focus groups, and other community members' conversations. The community indicated that the network's allocation of funds was too widespread for any impact to occur. In response to this, the United Way decided to restructure their funding away from their historical approach to granting the same amount of money to many groups and towards a zero-based funding model, aiming to re-evaluate funding funneling money into its current application. This new funding model is just one way that the United Way of Davidson County improved its structure to account for their community's needs and desires. Beyond funding, the United Way plans to continue aligning its partner organizations' resources to ensure maximum educational improvement for Davidson County's youth.

UNITED WAY OF MIAMI-DADE'S EDUCATION NETWORK

United Way of Miami-Dade, located in Miami, Florida, recently celebrated its 95th birthday. The network serves over 350,000 students in their area. They are a multi-stakeholder coalition. As a lead agency and funder for about eleven education organizations and programs in their county, United Way of Miami-Dade takes a holistic yet in-depth approach to empower and strengthen the

people they serve. While they are a funder, United Way of Miami-Dade intentionally establishes personal relationships with their partners and frequently attends their partners' events and programs. Similarly, representatives from the United Way of Miami-Dade often attend community meetings to understand the needs, desires, and current ongoings in their community, which leads to best practices for addressing community issues.

UNITED WAY OF SAGINAW COUNTY'S EDUCATION NETWORK

The United Way of Saginaw County (Michigan) traces its history back to 1919 when the Saginaw Welfare League formed to coordinate financial support from various charitable organizations in the area. With

23 organizations, the education network supports over 30,000 students as of 2016 and has recently narrowed its focus to promoting financial stability. In addition to funding organizations within their network, United Way of Saginaw has programs that fall under the umbrella of addressing financial stability, such as their Vita Program, which offers community members the knowledge and skills to manage their taxes properly. United Way of Saginaw has also received federal funding under the Emergency Food and Shelter National Board Program to give direct relief to families in immediate need. The network has set the goal of lifting 5,000 people out of the at-risk population in 10 years, which they will strive towards using holistic and progressive practices.

THE COMMUNITY-LED COALITIONS

COMMUNITIES THAT CARE COALITION OF FRANKLIN COUNTY/ NORTH QUABBIN

The Communities That Care Coalition (CTC) was founded in 2002 in Franklin County, Massachusetts, in response to vital community concern for youth substance use, which had surpassed national averages. Since its creation, CTC has been functioning as a community-led coalition. Serving nearly 8,000 students, the Coalition consists of 30 towns in Franklin County and the North Quabbin region, elected officials, and roughly 55 organizations, all of which function under a common agenda, shared measurements, and a backbone structure. CTC takes a root-cause approach; since their beginning, they have extended their scope to include less direct substance use factors, such as racial inequities, healthy eating, and academic success. In 2011, with a grant from the Department of Public Health, CTC incorporated Healthy Eating and Active Living into the Coalition. They also increased their emphasis on health equity. The network is heavily structured and motivated by data. It allows them to identify risk and protective factors in their community, alter or implement programs, obtain funding, understand the needs and hopes of their community members, educate the community, and track changes within their community over time. CTC is a large and powerful collaboration with many hopes and plans for the future, including identifying and dismantling the white dominant power structures and culture within their community.

CAMPAIGN FOR GRADE-LEVEL READING, DELRAY BEACH

In 1990, a real estate broker of Delray Beach, Florida, claimed they could not sell a single-family home site because of their school's condition, so they created a master plan called Sharing for Excellence in School. They established an educational advisory board. Since then, 15 organizations in Delray Beach have been working closely with Palm Beach County School District to improve their city's educational issues. After winning the All-American City award from the National Civic League in 2017, the Delray Beach network's roles changed - the government stepped back from the project, and nonprofits have stepped forward to take a more significant role in their community. Serving the 11th largest school district in the country, with nearly 190,000 students, Delray Beach is continually looking for ways to improve its programs, partner agencies, data usage, and scope.

UNITED WAY OF YORK COUNTY'S YOUTH PARTNERSHIP

Founded in 2007, the United Way of York County's youth partnership is a network with 50 organizations located in the second-most densely populated county in Maine: York County. Since its inception, the United Way of York County's partnership has engaged with its community and serves nearly 2,500 local students. Toward the network's beginning, their strongest

partners were local school districts, YMCAs, and the local Boy Scouts and Girl Scouts. However, more recently, the United Way of York County has become close partners with local municipalities, which has led to increased advocacy and policy change efforts. In recent years, the refugee population in York County has increased significantly. With that, many new families with school-age children are low-income and qualify for the programs that the United Way runs with the schools.

PITTSFIELD PROMISE COMMUNITY IMPACT INVESTMENT

Pittsfield Promise has involved over 100 organizations and has helped the lives of nearly 8,000 children. In 2009, the Berkshire United Way, the network convener, adapted the Community Impact Investment Model, which relies on community conversations with local organizations and partners to identify and determine community issues and where the network should invest. Additionally, during this transformation, the network defined three key community issues: early childhood literacy, positive youth development, and economic prosperity. After a transformational year in 2019, Pittsfield Promise utilized data to find intersections between their three focus areas. It began coordinating their resources and focusing on their investments. Pittsfield Promise has increased collaboration and connections between partner agencies to ensure productive conversations, data, and resource sharing. The network plans to reassess its short-term and long-term goals and focus on increasing third-grade reading proficiency and high school graduation rates.

MY BROTHER'S KEEPER ALLIANCE- MT. VERNON

Stemming from the national program, My Brother's Keeper Alliance (MBKA) in Mount Vernon, New York, was founded in 2016 with the hopes of preparing local children for school by focusing on reading readiness, high school graduation, entering the workforce, and living violence-free. MBKA consists of 15 organizations and has already supported over 8,000 students. In addition to full-day pre-k programs, they also developed a parent university program, an eight-day program to help prepare parents for their children's education. MBKA at Mt. Vernon strives to increase collaboration in their community, challenging for them and an obstacle for progress. Recently MBKA has been working with their school district to provide safe and educational opportunities for young men of color.

HOWARD COUNTY LOCAL CHILDREN'S BOARD

The Howard County Local Children's Board (LCB) was established in 2017 to provide funding, planning, technical assistance, and program development and implementation to programs looking to improve Howard County youth's outcomes. The network serves nearly 60,000 students in Howard County, Maryland. The network's board is made up of 28 organizations - both public and private - all of whom aim to increase equitable access to education, health care, basic needs, and enrichment. In 2019, the LCB released a report titled, "Access to Opportunity in Howard County: Making a case for Equity," which utilized qualitative and quantitative data

to illustrate the imbalance of opportunity and access based on race, ethnicity, and income levels in Howard County. This report intended to spread a racial equity lens into the county and call the community to action. The LCB advocates for public policy changes that increase access and opportunities for Howard County's youth. Their assistance in passing legislation for SNAP benefits increased food access for families during the summer months. The LCB leverages its position as a government agency to reduce inequity from all angles. The LCB has plans to fill gaps of representation within its board and continue improving relationships and collaboration with community members.

WESTBROOK CHILDREN'S PROJECT

Made up of 22 organizations and serving nearly 2500 students, the Westbrook Children's

Project was formed in 2009 in Westbrook, Maine, right outside Portland. The multi-stakeholder network's founding goals and vision were mainly around high school graduation rates, specifically to have every student in Westbrook graduate high school prepared for their next steps, whether post-secondary education or the workforce or military service. The Westbrook Children's Project's primary strength is their open and constant communication, both within their network and with their community, ensuring accountability and transparency throughout their network. Recently, the Westbrook Children's Project has been re-evaluating and reflecting on their goals and vision, which is a testament to a growing and forward-thinking network dedicated to having the most significant impact on their community possible.

THE MULTI-STAKEHOLDER COALITIONS

ANNE ARUNDEL COUNTY PARTNERSHIP FOR CHILDREN, YOUTH, AND FAMILIES

Maryland Governor's Office for Children created the Anne Arundel County Partnership for Children, Youth, and Families in 1993. The multi-stakeholder coalition consists of 32 organizations and serving over 83,000 students in their county. The Anne Arundel County Partnership adopted a collective impact model in 2015 and worked directly with partner organizations to understand and apply the model in their community work. In 2016, the Partnership created a 3-year community plan that focused on building on preexisting community-wide resources, established critical systemic and structural changes, and recognized the importance of every agency and every sector of their county in creating change. The plan was heavily structured around data and collaboration and continued informing partners on collective impact strategies to move children and families to self-sufficiency. Recently, the partnership has increased its formal inclusion of community members in conversations and decision-making. As a government agency, the Partnership does a lot of powerful policy work and advocacy.

COALITION FOR NEW BRITAIN'S YOUTH

The Coalition for New Britain's Youth models a cradle to career approach by implementing programming and initiatives

that start at birth and continue as the child ages to ensure gainful employment in adulthood. Located in New Britain, Connecticut, the multi-stakeholder network of 30+ organizations serves a city with over 10,000 students. Due to deep involvement from the City of New Britain and the Consolidated School District of New Britain, this city coalition has earned many recognitions for its efforts. In 2016 and in 2017, the city was named an All-American City in recognition of the community's efforts to boost school attendance, stem summer learning loss and increase grade level reading skills—particularly among low income families. The Coalition has also received Grade Level Reading Campaign Pacesetter Awards for many robust efforts targeting chronic absenteeism, summer learning loss and extensive efforts to combat childhood obesity. As a data-driven and ever-changing network, the Coalition for New Britain's Youth has begun to alter its organizational structure and hone its mission as the result of an extensive strategic planning process in 2019.

HARTFORD PARTNERSHIP FOR STUDENT SUCCESS

The Hartford Partnership for Student Success (HPSS) was founded in 2008, with the original initiative name being "School Community Partnership." The multi-stakeholder initiative of 20 organizations serves nearly 20,000 children in the city of Hartford. The HPSS initiative adopted

the Community School model to tackle low student achievement in Hartford, CT. HPSS was built on an already existing plethora of community resources, nonprofits, and community-based organizations collaborating with local school districts to provide support and services to local families. Besides these partners, Hartford Financial Services Group and AETNA Insurance Company joined HPSS. They both work beyond their role as funders and assist in program implementation. While Hartford has seen many successes, namely in raising math and reading scores for students in their afterschool programs, there are challenges that they continue to face, including lack of funding, a high poverty rate, and teacher and superintendent turnover. Despite these obstacles, HPSS is increasing its use of data and evaluation and policy lobbying and advocacy.

ROC THE FUTURE

Founded in 2011, with 35 direct partner organizations and over 28,000 students impacted, ROC the Future has a shared vision of improving every child's academic achievement in their city of Rochester, New York. Responding to their community members' desires, ROC the Future incorporated new ways to connect with their community, using social media, monthly newsletters, and a recently launched website. In 2018, ROC the Future brought on a director of research and analytics, which has made their meetings more data-focused, has increased interorganizational data sharing, and has allowed them to measure their impact more effectively.

SPARKS!

Founded in 2015, SPARKS is a multi-stakeholder coalition of 14 organizations in La Crosse County, located in western Wisconsin. SPARKS serves nearly 45,000 students, and broadly, aims to bring everyone from the community together and start conversations regarding early childhood. While the sources and amount of funding for SPARKS have varied since its inception, its original missions have not changed significantly. They are still mainly focused on early childhood, especially early literacy. SPARKS does a great job engaging with various organizations within their community by tailoring their initiatives to each partner's strengths. For instance, SPARKS distributed activity cards to local restaurants and childcare centers that include topics or "sparks" to help parents engage their kids in literacy games. SPARKS partners with local businesses and organizations and existing collective impact initiatives in the La Crosse area - the variety of partnerships is undoubtedly a strength of this network. SPARKS faces funding uncertainty, which affects their ability to reach their full potential of community engagement and awareness efforts. Despite this, SPARKS has done incredible work and advocacy within their community and beyond.

THE GRINNELL CAMPAIGN FOR GRADE-LEVEL READING

The Grinnell Campaign for Grade-Level Reading (CGLR) was founded in August 2014 as a backbone organization to ensure that all children are reading at grade-level by third grade. The 18 organizations in CGLR serve nearly 2,000 students in Grinnell, Iowa. In February 2020, CGLR compiled district-level

data for summer learning, third-grade reading, school attendance, and school readiness; they saw improvements in every one of those areas since the project launched in 2015. Additionally, the most significant increase in third-grade reading scores in the county was among the children in free and reduced lunch programs, proving that improvement was among their targeted population. These community-level successes have not gone unnoticed; CGLR has received a Pacesetter Award, a Presidential Excellence Award from the International Town and Gown Association, as well as the Iowa Nonprofit Collaboration Award. CGLR focuses on their partner organizations' strengths and encourages their volunteer task force groups and other partner organizations to determine their work to better their community. CGLR is continually moving forward; the network hosts annual meetings to coordinate community challenges and success and to reevaluate priority areas.

VOYAGE

Voyage (formerly Blue Ribbon Commission to End Youth Violence) was formed in 2008 by several elected officials and community leaders in response to a rise in community crime and gang activity in 2007-2008. Voyage serves over 160,000 students in Wilmington, North Carolina. They are a multi-stakeholder coalition. Composed of 36 organizations, Voyage serves an area known as the Youth Enrichment Zone. Over time, the network has shifted its focus towards education and addresses poverty in their community.

Voyage played a prominent role in providing programs and services for their school district, which led to a region-wide implementation of community school interventions. Additionally, the network brings together these community schools with organizational partners to share data and engage in impactful conversations regarding best practices and next steps. Within the past year, partners have implemented new district and programmatic level interventions to address low attendance and chronic absenteeism in the community. As Voyage continues to change the educational landscape in their region, they hope to work more closely with the district and city by aligning efforts and goals.

YOUTH THRIVE

Mayor Doctor West founded Youth Thrive, a multi-stakeholder coalition, in 2011 in Wake County, North Carolina. Its 37 organizations serve over 160,000 students. The network has made significant progress regarding its collection and use of data. Up until recently, Youth Thrive relied heavily on public data. However, they have changed their approach and implemented an annual capacity survey to collect data directly from the community and make this data useful and accessible to the community. Youth Thrive focuses on equity issues related to their community's structural inequities. As they grow, they hope to increase and transform their engagement with partner organizations and community members.