Promise Neighborhoods is a cradle-to-career initiative dedicated to building supports in local neighborhoods for families and their children that can help ensure educational and career success for all neighborhood youth. One of the program’s goals is to make sure high school graduates obtain a postsecondary degree, certificate, or credential. In support of this, Promise Neighborhood grantees are required to track and report on the following two key Government Performance and Results Act (GPRA) indicators related to postsecondary and career success:

- number and share of Promise Neighborhood students who enroll in a two-year or four-year college or university within 16 months after graduation
- number and share of Promise Neighborhood students who graduate from a two-year or four-year college or university or vocational certificate program

In addition, to support parental and family engagement, grantees are also required to track the following GPRA indicator:

- number and share of households with students in grades 9–12 who report talking with their children about the importance of college and career

This result reinforces the reality that increasing the number of students who achieve postsecondary and career success requires neighborhood partnership beyond the educational and professional system. It requires families and neighborhood residents to be engaged as part of the effort. Collective impact can provide the framework and tools Promise Neighborhood grantees need to build the neighborhood support system necessary for postsecondary and career success.
This brief will discuss how collective impact can be used by Promise Neighborhood grantees to help ensure greater postsecondary and career success for the youth in their Promise Neighborhoods.

Collective Impact and Postsecondary Success

The term "collective impact" has received a lot of attention, including in the educational sector, since the term was introduced in 2011 by John Kania and Mark Kramer of FSG in their seminal *Stanford Social Innovation Review* article. The conditions for effective action and the framework the authors introduced were not new, but they provided an opportunity for dialogue and additional groundbreaking thoughts about what it takes to improve the lives of families in communities and neighborhoods across the world. The five conditions the authors outlined were:

- A common agenda,
- A shared measurement system,
- Multiple reinforcing activities,
- Continuous communication, and
- A backbone support organization.

Since the Kania and Kramer article appeared, there has been a groundswell of collective impact efforts launched around the world to address community issues.

One of the lessons learned from the early adopters of collective impact is that to achieve greater results, including postsecondary results, it is not only about new or better services or even better coordination. It is critical that the assets of the families, youth, and neighbors be identified and engaged as equal partners in the collective impact effort. You cannot do it without neighborhood residents serving as coproducers in the effort. This realization led several organizations to build on the initial collective impact foundation to ensure effective community engagement.

The Tamarack Institute in Toronto, Canada, a leading collective impact think tank, developed Collective Impact 3.0 in 2016 in response to some of the limitations of the original collective impact framework. These limitations include "insufficient attention to the role of community in the change effort; an excessive focus on short-term data; an understatement of the role of policy and systems change; and an over-investment in backbone support" (Cabaj and Weaver 2016, 2). To address these issues, the authors proposed Collective Impact 3.0 (figure 1).
Collective Impact 3.0 brings a heightened understanding and commitment to the importance of engaging community members, not just institutions, to help set the agenda and become part of the solution.

In addition, one of the most important evolutions, which has significant relevance to Promise Neighborhoods, is the transformation of the backbone leadership paradigm from a management role to a movement-building role. In a movement-building approach, the emphasis is on reforming or transforming systems where improvements alone will not make a difference. Movement-building leaders bring together diverse stakeholders, including those not in traditional institutions or seats of power, to build a vision of the future based on common values and narratives. Movements "open up peoples' hearts and minds to new possibilities," "create the receptive climate for new ideas to take hold," and "embolden policymakers" and system leaders (Cabaj and Weaver 2016, 4). Movements change the ground on which everyday political life and management occur. This is the true essence of Promise Neighborhoods.

In July 2019, the Helios Education Foundation, an educational support organization embracing the paradigm shift to collective impact, published Collective Impact That Advances Postsecondary Degree Attainment in Florida. In the paper, Boehm, Maseda, and Perrault (2019) highlighted the importance of
collective impact and how it is being used in Florida as part of a statewide network of local college access networks focused on college and career readiness. The networks use collective impact to focus on systems change—changing the conditions that hold a problem in place—by focusing on the underlying conditions (i.e., systemic barriers caused by outdated policies, procedures, assumptions, and bias that inhibit student success). They focus on building the relationships and trust that are critical for success. They also create space for the community constituencies that are often left out of the conversation.

#DegreesNYC is another initiative that has adopted the Collective Impact 3.0 framework to help drive postsecondary and career success in New York City. Its common vision is that "by 2025, at least 60 percent of each racial, ethnic, and income group in NYC will have a quality postsecondary credential. We envision a New York City where all young people have the necessary supports and the real opportunity to earn a postsecondary credential that equips them with the skills and networks needed to succeed in and enrich our economy, our communities and our city as whole" (Siaca Curry et al. 2019, 4).

To accomplish this vision, the organization's members "believe [the] city urgently needs movement-building work. To that end, #DegreesNYC has embraced the approach of Collective Impact 3.0, developed by the Tamarack Institute, with the hopes of introducing a paradigm shift that will transform systems. 'Movement-building leaders bring together a diverse group of stakeholders, including those not in traditional institutions or seats of power, to build a vision of the future based on common values and narratives.' Movements 'open hearts and minds' and 'create the receptive climate for new ideas to take hold'" (Siaca Curry et al. 2019, 6).

Further, the organization "recognize[s] that the work cannot move forward effectively without engaging those most affected. Accessing and understanding student voices and experiences provides critical insights regarding what is equitable, effective, and lasting. In addition, their voices provide important evidence for planning and prioritizing policies, holistic programs and wrap around services that promote student success to and through their postsecondary journey and into the workforce" (Siaca Curry et al. 2019, 6).

Achieving Collective Impact 3.0 in Promise Neighborhoods

Promise Neighborhood grantees can use the Collective Impact 3.0 framework to help drive greater postsecondary results by building stronger neighborhood engagement and developing new strategies by focusing on these five steps:

1. Focus on building a movement in the neighborhood for postsecondary and career success, not just a better service system.
2. Develop a common purpose for action around postsecondary and career success that is based on the experiences of the youth and families in the neighborhood and their hopes and dreams.
3. Build the relationships and trust necessary to achieve greater postsecondary results.

4. Ensure that families, neighbors, and youth are engaged as coproducers of postsecondary results and not just the objects of the work.

5. Build a commitment to data and accountability and use those data to learn and evolve at the neighborhood level to drive greater postsecondary impact and results.

BOX 1
A Conversation with Bill Stanfield

This story from a conversation with Bill Stanfield (the CEO of Metanoia, a neighborhood-based organization in North Charleston that is using a collective impact approach) highlights the importance of building the neighborhood-based supports that are critical for postsecondary and career success and why a long-term commitment is necessary:

"Metanoia is a community development organization in North Charleston, South Carolina, that offers year-round growth opportunities for students grades 1–12 identified by local schools for showing leadership potential. Metanoia employs a longitudinal approach to student development that requires participation from parents and maintains students’ integration within their own neighborhoods through local service-learning opportunities. Princess and Jocelyn were two cousins that graduated the same year from high school after attending Metanoia programming since the third grade. Both young women were admitted to good colleges, and both had saved $1,000 of their own money, which Metanoia had agreed to match three to one if they spent the funds on college. Though cousins, however, Princess had significantly more vulnerabilities. She was being raised by her grandmother as her mom was struggling with her own issues of substance abuse and instability. Meanwhile, Jocelyn's mother had earned her degree from night school and had a good job at another nonprofit. Within a year, Princess was home from the prestigious college of art and design where she had gained admission on a fashion design track, while Jocelyn was able to go on to complete her degree and later earn a master of social work degree. Metanoia worked with Princess to find her a job with a local manufacturer that would allow her to still possibly get her education at the local technical college. However, this story shows how students can achieve similar outcomes (high school graduation and entry into a good college) when given the right community-based supports but also how quickly students can struggle the moment those supports are not so present."

1. Focus on Building a Movement in the Neighborhood for Postsecondary and Career Success, Not Just a Better Service System

To achieve effective strategies to increase postsecondary and career success, local Promise Neighborhood grantees should build on the lessons learned from the Harlem Children's Zone and create a neighborhood-wide movement to bring all neighborhood resources to the table to ensure every student has a chance to succeed in college or a career. Creating only better postsecondary programs and services, though important, will not achieve the results we are seeking without engaging neighborhood residents, parents, and students as part of the solution. It will take a movement of commitment and action at the neighborhood level to achieve the results they seek.
To build a neighborhood movement committed to postsecondary success, look for residents who already care about the issue. Start with people who have a passion for postsecondary and career success and are interested in working collectively on the issue. Community engagement is not about convincing neighborhood residents to care about and join your effort. It is about unlocking the power of residents who already care about the issue and want to become coproducers of their own and their community’s success. Take the time to have neighborhood conversations to identify the residents who have a passion for postsecondary and career success, and they will have the time and something to contribute.

When you have engaged passionate neighborhood residents as leaders and coproducers of the effort, a neighborhood movement can begin.

As part of building its neighborhood movement for postsecondary success, the West Philadelphia Promise Neighborhood began academic interventions that encourage and support high school graduation and college enrollment in the fifth grade and continues through high school.

2. Develop a Common Purpose for Action around Postsecondary and Career Success That Is Based on the Experiences of the Youth and Families in the Neighborhood and Their Hopes and Dreams

Effective collective impact starts with a clear, common purpose based on community aspirations. This shared vision for change, or common purpose, must go beyond the interests or needs of individual partners or organizations, who may try to prioritize incremental goals such as providing better services or raising more funds. The common purpose is the “North Star” of a collective impact effort, and it should relate to the hopes and aspirations of the people whom the effort seeks to serve. You cannot develop a common purpose without engaging the people served in the discussion and the ultimate adoption of that purpose. Therefore, a collective impact effort should ensure there is an initiative-wide agreement on the common purpose and that all the required participants have been engaged in planning and implementation, starting with neighborhood residents.
BOX 2

What Is Postsecondary Success?

An organization in Jacksonville, Florida, that is developing a collective impact effort with a result statement “We want Jacksonville youth and young adults age 16–24 to obtain the necessary life skills for career and educational postsecondary success” recently conducted focus groups with community youth. The organization’s members learned that the term “postsecondary success” meant nothing to many of the youth; they had no understanding or aspiration around “postsecondary success.” This realization underscored that the stated results of a collective impact effort must be based on students' hopes and dreams and needs to be stated in a common language students understand and embrace. In response to the feedback, the initiative's goal is now to “build the talent pipeline for our local economy by connecting young adults with education and employment career pathways that prepare them to meet the skill demands of employers while leading them to workforce success,” a goal everyone can understand and embrace.

Furthermore, members of a collective impact effort must recognize and value that the people they serve are experts in their own lives and they bring skills, knowledge, and abilities to the table. As members of a collective impact effort, everyone must be inclusive of everyone's experiences. You must engage with the people served to identify the intersections of your work with their hopes and dreams. Understanding these intersections is crucial to collectively determining a clear, common purpose for a collective impact effort.

BOX 3

Asset-Based Community Development

One of the most effective frameworks for increasing authentic community engagement and coproduction is asset-based community development (ABCD). ABCD is a place-based framework pioneered by John McKnight and Jody Kretzmann, founders of the ABCD Institute at DePaul University (previously at Northwestern University). ABCD builds on the gifts (skills, experiences, knowledge, and passions) of residents, the power of local associations, and the supportive functions of local institutions to build more sustainable communities. One of the key principles of ABCD is that those affected by decisions should have a role and input into the making of the decisions (captured by the phrase “Nothing about us without us”). This should be adopted as a guiding principle of the collective impact effort to help guide the work.

Engaging the community is more than adding a few community members to the existing collective impact table. This method of engaging the community tends to create an unequal power dynamic. The community representatives are often viewed by professional participants as being less powerful or knowledgeable. The community representatives also often perceive this power imbalance and have trouble understanding the professionals who frequently speak in the language of acronyms and jargon.
Additionally, it is faulty thinking to expect the few community representatives invited to the table to represent the entire community. It is inappropriate to expect a single Hispanic woman community representative to represent all the Hispanic women in her neighborhood. Very little true dialogue and understanding can occur with this approach.

To be effective, space must be created for residents to come together to discuss their hopes and dreams. The residents around the table should include students, parents, and other residents who have an interest and passion for helping students succeed. The professionals need to “lead by stepping back” away from the table to create a safe, caring space and use the community's input as the foundation for a clear, common purpose embraced by all.

BOX 4

Visions for the Future

One exercise to help collective impact efforts develop a common purpose based on residents' hopes and dreams is to bring together the community representatives and ask them to close their eyes and envision their neighborhood 15 to 20 years in the future after the collective impact effort has been successful. Then ask them what they see when they walk, drive, or bike through their neighborhood. People will say things like improved housing, people working, kids playing together in the yards outside of school hours, people talking together and working together, and less crime. This is the vision for the neighborhood, their hopes and dreams, and it is clear to everyone this vision does not occur only because of new programs or services; it takes the residents to play a role if they want to achieve their hopes and dreams.

3. Build the Relationships and Trust Necessary to Achieve Greater Postsecondary Results

To achieve the results of the collective impact effort, it takes building the trust and relationships necessary for funders, organizations, and the people served to work together. It is the intersection of the collective actions of funders, participating organizations, and the people served that is the locus for true effective collective impact (figure 2).
Strong collaborations are based on the trust that comes from building authentic relationships. These relationships cannot be legislated or mandated from the top. To build relationships, it must be clear that organizations do not collaborate; people collaborate based on common purpose and trust. Therefore, one of the primary roles of a collective impact leadership organization such as Promise Neighborhoods is to ensure there is an initiative-wide agreement on the effort’s common purpose that all partners embrace. Additionally, a backbone organization must provide opportunities for the participating organizations’ staff members, volunteers, and neighborhood residents to interact at every level. To build relationships and trust, these opportunities must include virtual and person-to-person interactions.

Also, relationship building is not needed only during the early formation phase of a new collective impact initiative. It is something that needs to be integrated and supported throughout the entire process to ensure organizations maintain trust, especially through periods of turnover. Ongoing trust building needs to be a priority, not only between the institutional partners but with the neighborhood residents.
One Promise Neighborhood grantee, Supporting Transition and Educational Promise Southeast Alaska, realized early on that the tribes and other Native organizations were perceived by parents and students as more trusted messengers than schools and other institutions. When a tribe shares something in a newsletter or posts on Facebook, they experienced better responses and engagement of Alaska Native families. Therefore, they had to enhance their engagement strategies to build the trust necessary for true engagement, including providing training to school personnel about the need to include trust building in all their activities.

Another grantee, the Chula Vista Promise Neighborhood, uses the promotora model to build trust. Promotoras are bilingual trained parents from the neighborhood who serve as an important link between programs and the Promise community. Promotoras are visible throughout the neighborhood and at parent centers and literacy cafés, informing, sharing, and engaging families and students about Promise programs that meet their needs.

4. Ensure That Families, Neighbors, and Youth Are Engaged as Coproducers for Postsecondary Results and Not Just the Objects of the Work

Many organizations believe community engagement is the process of engaging the people served as advisers to improve their programs and services (figure 3). For example, if a person has knowledge about her neighborhood and its residents, she may advise an agency about ways to serve the neighborhood and define what services the neighborhood wants or needs. Or the organization might create a resident advisory board to advise institutional action.

FIGURE 3
Residents’ Roles

Source: Adapted from Clear Impact.

But community engagement frequently stops here. Professionals often believe they have achieved community engagement when they ask people, “What do you need, and how would you like it delivered?” Then, they change their service model based on the input they receive. But you can make an even greater difference when you help the people you serve move beyond their roles as clients and advisers to become coproducers of their own and their community's well-being. To make a lasting difference, residents must be coproducers. You cannot do it without them.
In addition to asking people what they need, you need to ask, “What can you contribute?” and “How can we help you share your skills and experiences?” As coproducers, community members become part of the solution.

One of the roles of the Promise Neighborhoods grantees is to identify and remove barriers for resident engagement and coproduction. One of the tools the Chula Vista Promise Neighborhood uses to increase resident engagement is the Resident Leadership Academy. The academy is an 18-week community workshop to empower the community. During these workshops, participants learn that health is the key to a thriving community, how to work in groups, and how to communicate with their neighbors and potential professional partners. Resident leaders also learn about the importance of civic engagement and their role in policy change. Most importantly, they learn to believe in themselves and that their voices matter. At the end of the academy, workshop participants work together to select a particular need in their area and develop and implement a program improvement plan for addressing the issue.

In *Postsecondary Success in Promise Neighborhoods*, the Center for the Study Social Policy (2016, 11) highlighted that “involving families as a key strategy for improving college and career readiness is central to the work of Promise Neighborhoods. At this developmental stage, young people need supports from family, peers, schools, and other partners. Family engagement, in this context, is asset-based, valuing the ways families support and influence the aspirations of their young people, rather than viewing the work as a way to compensate for perceived deficits in low-income families and communities.”

For example, we know one of the factors affecting postsecondary and career success is knowing how to navigate the complexities of the college admissions processes. Therefore, a Promise Neighborhood might want to recruit neighborhood residents who have successfully navigated the college system to be mentors or coaches for students who are just starting their postsecondary journey.

When this approach is adopted as part of a collective impact effort, agencies and professionals can remove barriers so community members can share their skills and experiences and do what they can to improve their lives and their community. You need everyone's skills to create the change desired for families, children, and the community.

5. Build a Commitment to Data and Accountability, and Use Those Data to Learn and Evolve at the Neighborhood Level to Drive Greater Postsecondary Impact and Results

The participants in a collective impact effort must be willing to be held accountable for improving the lives and the communities they serve. To accomplish this, it is critical to have two things in place: (1) processes to collect and share information to track outcomes and results at both the neighborhood level and the program level, and (2) a culture that facilitates learning and adapting in a complex world.
Collective impact efforts must embrace a learning orientation. They must be willing to collect information relative to their effectiveness and to use the data to continuously improve, share, and learn based on what is working and what is not. For many nonprofit organizations, the fear of losing funding has precluded a robust discussion about what is not working. Agency staff members often say, “If we admit our strategy may not be working to our funder, they may pull our funding.” Therefore, for effective collective impact, it is critical that funders create a safe place to discuss what is working and what is not. Collective impact partners must be willing to enter that space and learn.

BOX 5
A Conversation with Byron White

Byron White is the associate provost for urban research and community engagement at the University of North Carolina at Charlotte. Before joining the university, he was the executive director of the StrivePartnership in Cincinnati, a cradle-to-career collective impact effort. One of the issues he identified was the drop-off from high school graduation to college attendance for those college-bound students. In one study, the drop-off rate was about 25 percent. When the researchers looked at the data and identified the factors affecting students’ ability to attend or not attend the institution of higher education to which they were admitted, the first thing they noted is that there was a real gap in the data and the data systems. The K–12 space had one data system, the postsecondary institutions had another data system, and the workforce preparation system had a different database, but none of the systems were connected. Therefore, they could not effectively track students from high school graduation to college or workforce training. They worked to bring together the three systems so they could more effectively track and respond to students’ needs. This effort also led to the creation of student navigators to help students transition from high school to postsecondary institutions.

To help develop a learning culture and use data to develop action plans for continuous improvement, many Promise Neighborhoods use the Results-Based Accountability™ (RBA) framework. RBA is an effective data-driven ends-to-means framework for using data to develop strategies and actions for continuous improvement. This provides collective impact efforts the ability to collect and share the data needed to learn and improve.

RBA is an ends-to-means approach. First, identify the quality-of-life conditions (population results) you want for children, families, adults, and communities. Then, assign corresponding measures (e.g., GPRA indicators) that help track whether you are achieving these quality-of-life conditions and help you identify the strategies to help achieve your results. Once you develop the appropriate strategies, you can then establish performance measures to track and improve the performance of your individual programs and strategies.
By incorporating a Results-Based Accountability framework into partners’ work, we have seen higher levels of commitment from partners, improved understanding of individual contributions to results, and decreases in time between moving from talk to action.
—Delta Health Alliance

RBA introduces the concept of viewing data as a trend line, determining whether the trend is good or bad, and then working to “turn the curve,” accelerating a positive data trend or reversing a negative one. Rather than focusing on rapidly achieving targets or goals, RBA emphasizes improving quality-of-life indicators. Shifting to turn-the-curve thinking can foster long-term action and highlights incremental success.

More importantly, a focus on overarching community results and turning the curve recognizes that creating measurable, community-level change requires strategies beyond service delivery. Strategies must include community engagement and coproduction, public policy changes, media engagement, and service enhancement to create sustainable long-term change. The concept of turning the curve makes it clear that for a collective impact effort to be successful, it must engage many partners and implement several strategies. No single institution or program can turn the curve alone.
These five questions can help you identify new strategies or action steps to improve the trend or turn the curve:

1. **How are we doing?** What is the current trend line?
2. **What is the story behind the curve?** What are the factors pushing up and pushing down on the trend line?
3. **Who are our partners that have a role in improving the trend line?** These include both current and new partners.
4. **What would improve the trend line?** What strategies or actions can we implement to improve the trend line?
5. **What is our action plan?** What strategies are we going to implement, or what actions are we going to take to help turn the curve?

This tool can be applied to Promise Neighborhoods’ postsecondary and career success measures to help develop new collective impact strategies and partners.

As an example of this process, two groups (urban and rural) of Promise Neighborhood grantees were convened to conduct a turn-the-curve exercise on postsecondary and career success. Here is a summary.

**Postsecondary and Career Success: Turn the Curve**

1. **HOW ARE WE DOING?**
   On average, all the postsecondary-related GPRA trends are trending down and are below the targets the local grantees set. Therefore, the discussions aimed to identify the strategies that could be implemented to turn the curve and increase postsecondary and career success.

2. **WHAT IS THE STORY BEHIND THE CURVE?**
   Below are the factors limiting success and supporting success. Grantees also discussed factors creating racial and ethnic disparities.

   **Key limiting factors (factors pushing the trend down)**
   - the cost of postsecondary education
   - families and students cannot maintain the funding required for all years of education
   - families and students do not understand the total cost of a postsecondary education
   - competing priorities between enrolling in college, especially full time, and working to financially support a student’s family
   - students’ and their families’ limited understanding of the value of a postsecondary education (e.g., no history of attending college in the primary or extended family)
limited parental support in planning for college

family trauma

difficulty navigating the postsecondary system (the system is too complex with multiple steps)
lack of mentors or coaches to support the student’s transition
students do not believe they belong in college
students do not understand the value of college for their future success
students do not have a career vision
postsecondary education is not a priority in many high schools
limited number of high school guidance counselors and limited time to focus on postsecondary and career success

Key positive factors (factors pushing the trend up)

access to supportive services after high school to assist with students’ transition
connections to postsecondary mentors or coaches
students attend college visits and tours
students are exposed to stories of postsecondary and career success
high schools with a culture of postsecondary transition
significant number of dual enrollment courses in high school so students can start college better prepared and with credit hours
state and local scholarships available with simplified access
significant ACT preparation opportunities
significant number of two-year and four-year postsecondary opportunities

Factors creating racial and ethnic disparities

citizenship documentation issues and fear
limited access to certain classes needed for postsecondary preparation because of school limitations, funding, and biases
historically Black college and university (HBCU) cost and distance barriers and inadequate funding of HBCUs
transportation issues, especially in rural areas with no public transportation

3. WHO ARE OUR PARTNERS THAT HAVE A ROLE IN IMPROVING THE TREND LINE?

families
students
neighbors
guidance counselors
school districts and schools
local businesses
faith organizations
local postsecondary institutions
local governmental entities
institutions with the data and funding related to postsecondary and career success
local workforce development organizations
US Department of Labor
test preparation organizations such as MasteryPrep
local community-based organizations engaged with postsecondary and career success programming and others that are not currently engaged but could be, especially those trusted by the families in the neighborhood

4. WHAT WOULD IMPROVE THE TREND LINE?

Evidence-based and promising practices and strategies

- local postsecondary institutions and businesses partnering with schools and students for postsecondary and career success
- paid student internships and job-shadowing opportunities to help students identify what they want for their future and help them raise money for college
- programs to build relationships and trust with students and their families in the neighborhood to support postsecondary and career success
- test preparation programs such as the MasteryPrep curriculum and boot camps (increased funding)
- mentoring programs that are neighborhood based with mentors from the neighborhood who have experienced postsecondary and career success
- school engagement to ensure all schools have a postsecondary and career success culture
- communication strategies to communicate the value of a postsecondary education

No-cost and low-cost community engagement strategies
- support and build a college-going culture in the neighborhood (create a neighborhood-wide movement)
- parent engagement and support that is culturally sensitive and competent
- neighborhood resident coaches and mentors to support students
- neighborhood scholarship programs

**Public policy changes**
- legislation and funding to support college and career counselors at each high school
- modify the Pell scholarship program to reduce barriers and provide more funding
- modify student scholarship cost-of-living loan policies to reduce barriers for families and students from high-cost-of-living communities that need financial support

**Transforming system solutions**
- merge education and business community supports
- increase focus and support for developing the soft skills required for career success
- broaden scholarship awareness (not a role for guidance counselors alone)

**Off-the-wall ideas**
- expand remote internships
- make college free and affordable for all

Based on the turn-the-curve exercises, the two groups identified several strategies that could be implemented as part of a Collective Impact 3.0 effort and build a neighborhood movement for postsecondary and career success for the students in Promise Neighborhoods.

**In Closing**

As you develop or enhance your collective impact efforts, focusing on the five steps in this brief will provide a framework to create a postsecondary and career success movement for your neighborhood.

1. Focus on building a movement in the neighborhood for postsecondary and career success, not just a better service system.
2. Develop a common purpose for action around postsecondary and career success that is based on the experiences of the youth and families in the neighborhood and their hopes and dreams.
3. Build the relationships and trust necessary to achieve greater postsecondary results.
4. Ensure that families, neighbors, and youth are engaged as coproducers of postsecondary results and not just the objects of the work.
5. Build a commitment to data and accountability, and use those data to learn and evolve at the neighborhood level to drive greater postsecondary impact and results

For Promise Neighborhood grantees interested in adopting the Collective Impact 3.0 framework to enhance postsecondary and career success, table 1 provides a checklist of initial steps.

**TABLE 1**
Initial Action Steps Checklist

<table>
<thead>
<tr>
<th>Step</th>
<th>Tips</th>
<th>Completed</th>
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<tbody>
<tr>
<td><strong>Leadership commitment</strong></td>
<td></td>
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</tr>
<tr>
<td>Commit to adopt the Collective Impact 3.0 framework and movement-building paradigm</td>
<td>Identify key staff who are &quot;early adopters&quot; and willing to try new things and engage neighborhood residents as co-producers in the effort.</td>
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<tr>
<td>Identify the key staff who will lead this postsecondary effort</td>
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<tr>
<td>Provide training so that they understand the key conditions of Collective Impact 3.0 and the steps necessary to implement the key conditions</td>
<td>Leaders must encourage staff to try new innovative ideas and ensure that no one will be punished for trying new, innovative ideas or for their performance as long as they are using the data collected to improve.</td>
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<tr>
<td>Create a safe space for the staff to innovate and try new things as they implement Collective Impact 3.0</td>
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<tr>
<td><strong>Create the collective impact</strong></td>
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<tr>
<td>Identify the initial partners to bring around the table. Partners should include the following organizational or neighborhood groups interested in increasing postsecondary and career success:</td>
<td>Institutional Representatives: Look for the early adopters. Those organizations, leadership, and staff who understand that a significant paradigm shift is required in the way institutions have been addressing the issue in the past and are willing to try new approaches, policy changes, and are willing to lead by stepping back and create space for neighborhood residents to serve as equal partners and coproducers for greater postsecondary and career success. Those that truly want to create a movement.</td>
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<tr>
<td>- Current schools serving students in the neighborhood</td>
<td>Neighborhood Residents: Look for residents that already have a passion for postsecondary and career success for the students in the neighborhood and are interested in working collectively on the issue. Take the time to have neighborhood conversations to identify the residents who already have a passion about postsecondary and career success, and they will have time and something to contribute.</td>
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<tr>
<td>- Local 2-year and 4-year higher education institutions interested in partnering to increase postsecondary and career success for students in the neighborhood</td>
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<tr>
<td>- Employers interested in participating in the effort</td>
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<tr>
<td>- Nonprofits providing services to families and students in the neighborhood</td>
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<td></td>
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<tr>
<td>- Local funders interested in supporting the effort</td>
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<td></td>
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<tr>
<td>- Neighborhood residents, families, and students interested in increasing postsecondary and career success for the students in the neighborhood</td>
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</tbody>
</table>

**Institutional Representatives:** Look for the early adopters. Those organizations, leadership, and staff who understand that a significant paradigm shift is required in the way institutions have been addressing the issue in the past and are willing to try new approaches, policy changes, and are willing to lead by stepping back and create space for neighborhood residents to serve as equal partners and coproducers for greater postsecondary and career success. Those that truly want to create a movement.

**Neighborhood Residents:** Look for residents that already have a passion for postsecondary and career success for the students in the neighborhood and are interested in working collectively on the issue. Take the time to have neighborhood conversations to identify the residents who already have a passion about postsecondary and career success, and they will have time and something to contribute.
### TABLE 2

**Example of Collective Impact 3.0 Guiding Principles**

<table>
<thead>
<tr>
<th>Principle</th>
<th>To carry out this principle, Promise Neighborhoods and its place-based partners will</th>
</tr>
</thead>
</table>
| **Build Capacity:** Build on the assets that are already present in the neighborhood | - Build on the strengths of individuals, associations, and institutions.  
- Identify and develop leadership potential of people at a grassroots level and provide them with opportunities to lead.  
- Support the development of solutions that will effectively build upon the capabilities and assets of the neighborhood. |
| **Encourage participation and inclusion:** Directly involve people affected to decide, develop and implement solutions in their neighborhood | - Actively identify and address resident needs through resident involvement to provide effective services to our community with efficiency, accountability, and a caring attitude.  
- Directly involve people affected by issues to decide, develop, and implement solutions in their neighborhood.  
- Recognize and celebrate the differences, uniqueness, and cultural traditions of residents in neighborhoods and communities by encouraging and supporting inclusiveness.  
- Create an environment that welcomes and supports the participation of all people who want and value opportunities to work together. |
| **Remain place-based:** Mobilize residents for collective action in their own neighborhood | - Ask residents to become involved and share their “gifts” with their fellow neighbors.  
- Promote the concept of collective neighborhood leadership and responsibility. |
| **Encourage collaboration and partnerships:** Initiatives undertaken increase the number of involved partners working together | - Encourage activities that respond to the uniqueness of each neighborhood by bringing together the strengths of local individuals, associations, businesses, faith-based entities, and other organizations.  
- Promote honest, open communication and easy access to information.  
- Promote active listening and trust building. |
| **Be comprehensive:** Effective interventions and approaches cross organizational boundaries to address neighborhood issues | - Strive to improve the quality and efficiency of services through creative approaches and new, innovative, and cost-effective ideas and technologies.  
- Support freedom to actively pursue suggestions, ideas, and creative approaches, leading to continuous improvement in everything we do.  
- Create opportunities for engagement that cut across program boundaries whenever and wherever possible (e.g., education, employment, housing, health, and human services).  
- Balance priorities that focus on solving individual problems with actions that strategically target the development of neighborhoods and communities.  
- Support the integration of community economic development, human services, and civic responsibility as a comprehensive approach to community impact. |
Principle
To carry out this principle, Promise Neighborhoods and its place-based partners will

**Foster learning:** Successes and failures are used as learning opportunities for the neighborhood and organizations.
- Make decisions based on data, which includes the input and experience of residents, agency partners, families, and other stakeholders.
- Promote a learning environment.
- Support a responsible risk-taking environment that allows communities or organizations to continually learn.
- Set goals for performance and measures progress toward those goals.
- Encourage a system that works collectively to gather, analyze, and track and share information that makes a difference in people’s lives.
- Use data strategically to create a safe culture of continuous improvement: no one should be punished for their performance as long as they are using the data to improve.
- Acknowledge that to be successful this work requires a long-term commitment.

**Focus on Results:** Demonstrate genuine accountability for outcomes to residents.
- Set goals for performance and measures progress toward those goals.
- Encourage a system that works collectively to gather, analyze, and track and share information that makes a difference in people’s lives.
- Use data strategically to create a safe culture of continuous improvement: no one should be punished for their performance as long as they are using the data to improve.
- Acknowledge that to be successful this work requires a long-term commitment.

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**Note**


**References**


**About the Author**

Dan Duncan is a senior consultant at Clear Impact. He has a wealth of Results-Based Accountability™, asset-based community development, and collective impact experience. He helps clients and communities both nationally and internationally achieve greater community-level results. Duncan has authored several publications on these topics. In addition to his consulting practice, he has been a faculty member of the Asset-Based Community Development Institute at DePaul University for more than 26 years. Duncan previously served as a United Way professional for more than 28 years, where he initiated several collective impact efforts. After receiving an MSW from Arizona State University, he started his professional career as one of the founders and the initial executive director of the Community Food Bank and executive director of Information and Referral Services, both in Tucson.
Arizona. He has also served as an adjunct faculty member for more than 15 years at Arizona State University, the University of Texas, and St. Edward’s University.

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