

---

Dissertations

---

10-25-2015

## Catalyzing Change: Identifying Action to Accelerate Collective Impact Progress in San Bernardino County

Stephanie Houston  
Brandman University, houstonboys4@hotmail.com

Follow this and additional works at: [https://digitalcommons.umassglobal.edu/edd\\_dissertations](https://digitalcommons.umassglobal.edu/edd_dissertations)



Part of the [Educational Leadership Commons](#)

---

### Recommended Citation

Houston, Stephanie, "Catalyzing Change: Identifying Action to Accelerate Collective Impact Progress in San Bernardino County" (2015). *Dissertations*. 86.  
[https://digitalcommons.umassglobal.edu/edd\\_dissertations/86](https://digitalcommons.umassglobal.edu/edd_dissertations/86)

This Dissertation is brought to you for free and open access by UMass Global ScholarWorks. It has been accepted for inclusion in Dissertations by an authorized administrator of UMass Global ScholarWorks. For more information, please contact [christine.bombaro@umassglobal.edu](mailto:christine.bombaro@umassglobal.edu).

Catalyzing Change: Identifying Action to Accelerate Collective Impact Progress in San

Bernardino County

A Dissertation by  
Stephanie M. Houston

Brandman University

Irvine, California

School of Education

Submitted in partial fulfillment of the requirements for the degree of

Doctor of Education in Organizational Leadership

October 2015

Committee in Charge:

Dr. Pendley, Ed.D. Committee Chair

Dr. Jonathan Greenberg, Ed.D.

Dr. Perry Wiseman, Ed.D.

BRANDMAN UNIVERSITY

Chapman University System

Doctor of Education in Organizational Leadership

The dissertation of Stephanie M. Houston is approved.

  
\_\_\_\_\_, Dissertation Chair  
Phil Pendley, Ed.D.

  
\_\_\_\_\_, Committee Member  
Jonathan Greenberg, Ed.D.

  
\_\_\_\_\_, Committee Member  
Perry Wiseman, Ed.D.

  
\_\_\_\_\_, Associate Dean  
Patricia White, Ed.D.

October 25, 2015

Catalyzing Change: Identifying Action to Accelerate Collective Impact Progress in San

Bernardino County

Copyright © 2015

by Stephanie M. Houston

## ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my family, friends, and Brandman University faculty for their support as I navigated the dissertation journey.

Throughout this process, my husband Larry Houston cheered me on, picked me up when I was down, and stood by me. Without his support, I would not have had the emotional and mental stamina to finish.

The Ontario cohort team was supportive, encouraging, and motivating. Sharing this journey with new friends was humbling and enlightening. They are an amazing group of scholars. I am especially grateful that I was able to take this journey with my friend, Carol Tsushima. Together we are fierce and so much more than the sum of our individual parts.

The faculty at Brandman University are passionate educational professionals. Whether they were stretching me to challenge my leadership practice, supporting me in the field with practical issues beyond the textbooks, or patiently corrected my writing, the faculty was there for me every step of the way. Special thanks go to Dr. Pendley, who served as my dissertation chair, and Dr. Greenberg and Dr. Wiseman, who were willing to participate in my final defense committee.

Finally, I would like to dedicate this work to my children and grandchildren. They are my motivation for continuing to strive for improvement. They are the future. They deserve our best. I am committed to give them my best.

## ABSTRACT

Catalyzing Change: Identifying Action to Accelerate Collective Impact Progress in San

Bernardino County

by Stephanie M. Houston

The purpose of this study was to identify the most important actions for the implementation of the San Bernardino County Vision using a Collective Impact approach. Collective Impact is a structured approach to problem solving that includes the five core conditions of, common agenda, continuous improvement, shared measurement system, mutually reinforcing activities, and backbone functions. The Delphi technique was used to gather data, perceptions, and opinions from 16 cross-sector leaders identified as experts responsible for the implementation of the San Bernardino County Vision. Survey participants were identified as experts based upon their responsibility as cross-sector leaders engaged in the San Bernardino County Vision project. Based upon the data collected, the researcher was able to gain a depth of understanding and insight. A total of three rounds of questions were presented to the expert panel group. Given the gap in research on the topic of Collective Impact, the feedback between rounds also widened the knowledge of the experts and stimulated new ideas. The study produced descriptive data that demonstrated convergence of opinion regarding action. The study confirms there are high level influential champions focused on the initiative who are sharing and communicating to draw in more partners. Recommendations for action moving forward are specific to communication, increased cross-sector alignment of goals, addressing the geographic size of the county, and deepening the scope of participation in the vision to all

levels of leadership. These recommendations will ensure clarity on how the work supports and includes all organizations and citizens in the region.

## TABLE OF CONTENTS

CHAPTER I: INTRODUCTION.....	1
Background.....	2
Career Readiness .....	3
Leadership .....	5
Collective Impact.....	6
San Bernardino County Vision.....	7
Statement of the Research Problem .....	10
Purpose Statement.....	11
Research Questions .....	11
Significance of the Problem.....	12
Definitions.....	14
Delimitations.....	16
Organization of the Study .....	16
 CHAPTER II: REVIEW OF THE LITERTURE .....	 18
Synthesis Matrix .....	20
Review of the Research Literature.....	20
Brief History of Career Readiness Skills.....	20
National View of Career Readiness .....	22
California Career Readiness .....	26
Academic Performance Index .....	28
Local Control Funding Formula.....	28
Collective Impact.....	30
Hope and Collective Impact .....	34
Leadership in Change Management .....	36
Leadership Core Competencies.....	37
Leadership Tools .....	38
Leadership Needs of Workforce Development .....	40
Leadership Application to Collective Impact.....	42
San Bernardino County Vision.....	43
Jobs and Economy Element .....	45
Education Element .....	46
Housing Element .....	46
Public Safety Element .....	47
Infrastructure Element.....	47
Quality of Life Element.....	47
Environment Element.....	48
Wellness Element .....	48
Image Element.....	49
Cradle to Career Roadmap .....	49
 CHAPTER III: METHODOLOGY .....	 53
Overview.....	53
Purpose Statement.....	53



Research Questions.....	54
Research Design.....	54
Population and Sample .....	55
Target Population .....	56
Sample.....	58
Sample Selection Process .....	58
Instrumentation .....	59
Round 1 Instrumentation .....	60
Round 2 Instrumentation .....	61
Round 3 Instrumentation .....	62
Data Collection .....	63
Field Test.....	64
Round 1 Data Collection .....	64
Round 2 Data Collection .....	65
Round 3 Data Collection .....	65
Data Analysis .....	66
Round 1 Data Analysis.....	67
Round 2 Data Analysis.....	67
Round 3 Data Analysis.....	68
Limitations .....	68
Summary.....	69
CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS.....	70
Overview.....	70
Purpose Statement.....	70
Research Questions.....	71
Research Methods and Data Collection Procedures .....	72
Population .....	74
Sample.....	74
Presentation and Analysis of Data .....	75
Research Questions One.....	75
Research Question Two.....	77
Research Question Three.....	82
Research Question Four .....	84
Research Question Five.....	85
Research Question Six.....	87
Summary.....	91
CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS .....	93
Major Findings.....	95
Research Question One .....	95
Research Question Two.....	95
Research Question Three.....	97
Research Question Four .....	97
Research Question Five.....	98
Research Question Six.....	98

Conclusions.....	99
Implications for Action.....	101
Communication.....	101
Increased Cross-Sector Alignment of Goals.....	102
Geographic Size of San Bernardino County.....	102
Participation.....	103
Recommendations for further Research.....	103
Concluding Remarks and Reflections.....	104
REFERENCES.....	106
APPENDICIES.....	112

## LIST OF TABLES

Table 1. Public Schools in San Bernardino County .....	13
Table 2. Components for Effective Programs.....	24
Table 3. Collective Impact Phases .....	33
Table 4. Major Federal Funding Streams .....	41
Table 5. United States Census Bureau Data .....	56
Table 6. Framework for Stakeholder Themes in Round 1 .....	76
Table 7. Stakeholder Results from Round 2 Rating .....	77
Table 8. Success Factor Themes in Round 1 .....	78
Table 9. Evolution of Work Themes in Round 1 .....	78
Table 10. Success Factor Results from Round 2 Rating.....	79
Table 11. Evolution of Work Results from Round 2 Rating .....	80
Table 12. Framework for Process and Structure Themes in Round 1 .....	83
Table 13. Process and Structure Results from Round 2 Rating.....	83
Table 14. Challenge Factor Themes in Round 1.....	86
Table 15. Challenge Factor Results from Round 2 Rating .....	87
Table 16. Evolution of Work Themes in Round 1 .....	88
Table 17. Evolution of Work Results from Round 2 Rating .....	89

## LIST OF FIGURES

Figure 1. The Cradle to Career Roadmap .....	50
--	----

## CHAPTER I: INTRODUCTION

The social and economic conditions of the 21<sup>st</sup> century demand that every community is engaged in a conversation to remove obstacles to student success, both in and out of school. The dynamic social change over the last 100 years has increased the community expectations with regard to the outcomes for students in the public school system. The narrative regarding the expectations of schools will dramatically shape the future of the country. When schools were first introduced in the early 1640s, the purpose was to teach youth basic reading, writing and math, and reinforce values to live in a democracy (Vollmer, 2013). Families, churches, and communities were active in, and bore the major responsibility of raising youth. The needs of the industrial age in the 20<sup>th</sup> century resulted in a shift to non-academic responsibilities. According to Vollmer (2013), schools are now responsible for student health, nutrition programs, emergency preparedness, drug and alcohol education, antismoking education, child abuse monitoring, anti-gang activities, service learning, and financial literacy programs to name a few.

In response to the shift in responsibilities, the work of school leaders has dramatically changed. Organizational coherence and communities designed to work in sync with schools is the challenge. Bringing together a broad range of community partners with a common focus to prepare youth for success in school and life is a bold goal. Communities aligning resources and identifying effective practices worth replicating can benefit every person in the community. A framework for action to engage in these community conversations exists, and is called Collective Impact (Kania & Kramer, 2011). Collective Impact brings together individuals from different sectors of

the community to engage in long-term planning that includes a common agenda, common goals and common outcomes. Strategically managing the resources necessary to build a sound, high-performing educational continuum includes a comprehensive evaluation of factors that affect student success (Harvard Graduate School of Education, 2011). Some factors are academic, however, many are non-academic, such as adverse childhood experiences, including emotional abuse, physical abuse, neglect, household substance abuse, and incarcerated household members (Harwood, 2012). Parents, educators, community-based organizations, and systems-based stakeholders are coming together to combine energy and focus on moving the needle toward identification of shared actions necessary to collectively plan and implement change.

### **Background**

Our communities are at a crossroads. Most are facing a dynamic environment characterized by rapid social changes and new policies. Compounded by the globalization of the economy, and a digital revolution that has impacted how information is exchanged, it is clear communities need to be more creative and innovative in order to compete and lead (Clifton, 2011). In this era education is critical. The United States has historically led the world in providing an education students would need for success in careers (Harvard Graduate School of Education, 2011). However, employers now complain that “today’s young adults are not equipped with the skills they need” (Harvard Graduate School of Education, 2011, p. 4) for success in the workplace. Employers suggest a more holistic approach to education and career readiness with a goal of a broader range of skills developed.

Over the next decade, more than half of all jobs will require some education beyond high school (Bridgeland & Mason-Elder, 2012). While the Common Core State Standards (CCSS) should lead to more college-ready students over time, students will still need programmatic supports from community stakeholders, secondary, and postsecondary institutions to better prepare them for the demands of the global workplace. With nearly 60% of college students enrolling in at least one developmental reading, writing, or math course, (Bridgeland & Mason-Elder, 2012) many students are not prepared for the transition to postsecondary education and training.

### **Career Readiness**

In examining career readiness, there is a confusing mix of definitions, frameworks, policies and implementation strategies. Definitions range from specific, entry-level skills and competencies to a broad range of overall workplace skills, to industry sector knowledge and skills, such as health science or marketing (Bridgeland & Mason-Elder, 2012). The career and college tagline has become the hallmark of the education reform rhetoric, and is intended to be the foundation of a comprehensive strategy that bridges the gap between education and workforce preparation. Yet, youth are struggling to complete high school and continue on to college or a career. There are 6.7 million youth ages 16 to 24 that are out of school and out of work, which equates to 17% of all youth in this age group (Bridgeland & Mason-Elder, 2012). These youth have been identified by the federal government as *opportunity* youth, and they specifically are not enrolled in high school or college, are not employed, do not hold a degree, are not disabled, and are not incarcerated. The government has set a goal to reach a minimum of one million of these youth (Bridgeland & Mason-Elder, 2012). With the expectation that

a federal investment will be required, several pilot projects are assessing both costs and savings that could be achieved by serving this population more effectively. In a 2012 report that surveyed disconnected youth titled *Opportunity Road: The Promise and Challenge of America's Forgotten Youth*, it showed that youth were optimistic about their futures, with 53% believing they would graduate from college, and 74% were hopeful they will achieve their goals in life of having a strong family of their own and a good job (as cited in Bridgeland & Mason-Elder, 2012). While 77% of opportunity youth surveyed agreed that getting a job, and an education is their responsibility, they also said they did not know how to go about doing so (Bridgeland & Mason-Elder, 2012). California community college remediation costs total more than half a billion dollars annually (HR Policy Association, 2011). In addition, employers have called for improvement in learning outcomes such as critical thinking, problem solving, written and oral skills, and the ability to apply knowledge to real-world situations (Harvard Graduate School of Education, 2011). Industry stakeholders demand an educational system that focuses on preparing students to enter specific industries. These academic and industry specific skills gaps are hindering students' ability to thrive as they enter the workforce or pursue postsecondary education (HR Policy Association, 2011). The Career Readiness Partner Council (n.d.) defines a career-ready person as someone who "effectively navigates pathways that connect education and employment to achieve a fulfilling, financially-secure and successful career" (p. 2).

With America still recovering from the most difficult economic period since the Great Depression, the magnitude of the jobs lost is still being evaluated. The HR Policy Association (2011) does not believe that America's current economic situation is a simple



business cycle that government stimulus can fix. With the population of the United States growing, and the number of jobs needed expected to rise from 154 million to 163 million by the end of 2015, the need for transformation of workforce preparation programs is critical to address the need for additional jobs (HR Policy Association, 2011). With any transformation, leadership is crucial.

### **Leadership**

Leadership has been defined as "...a process whereby an individual influences a group of individuals to achieve a common goal" (Freeman Long, 2008, p. 2). Hsiao and Chang (2010) define leadership as "providing meaning for those within an institution by defining and espousing the values of the organization" (p. 621). Hsiao and Chang continue by stating that transformational leaders may have a positive impact on the success of innovation. They are better able to mobilize followers beyond organizational boundaries by understanding the needs of the larger market. Leadership expansion to include a deep awareness of external roles has a positive influence on overall organizational innovation (Hsiao & Chang, 2010). Brower and Balch (2005) emphasize the need for leaders with resilient decision making skills allowing them to move through the uncertainty and skepticism that can limit effectiveness to become productive leaders with the savvy to effect positive change. Sustainability of innovation, creativity and success refers to the continuation of goals, principles, and efforts to achieve desired outcomes. Ensuring sustainability is more than funding and resources, it is ensuring that goals continue to be met through activities that are consistent with current conditions (C. Heath & Heath, n.d.). This requires a leader to be prepared for constant change and evolution to achieve collective intervention.

## **Collective Impact**

Individual, isolated interventions have been funded by major foundations such as the Annenberg, Ford and Pew Charitable Trusts for years, with little evidence of impact or progress beyond the term of project (Hanleybrown, Kania & Kramer, 2012). As the results of the status of the U.S. students' achievement in math, science and English continue to lag behind much of the industrialized world, and as the dropout numbers continue to be in excess of one million students each year, system-wide progress seems impossible (Harvard Graduate School of Education, 2011). However, recent exceptions have been emerging in several regions of the country.

According to Kania and Kramer (2011), in Cincinnati and in Northern Kentucky, the Strive project has been receiving national attention for bringing together schools and community partners to impact student achievement. Over 300 leaders representing private and corporate foundations, city government, schools districts, universities, and non-profit advocacy groups agreed to participate. Their focus was not on a single point in the educational continuum, but rather on all of the parts of the continuum at the same time. They set a mission to coordinate improvements at every stage of a student's life, from what they called cradle to career (Kania & Kramer, 2011). In Massachusetts, the Communities That Care project has reduced binge drinking by 31%, and the Global Alliance for Improved Nutrition has helped reduce nutritional deficiencies among 530 million poor people across the globe (Hanleybrown et al., 2012). All of these projects have embarked on the concept of Collective Impact.

Collective Impact projects are highly structured collaborative efforts that share five key conditions that set them apart from other, less successful collaboratives. The

five conditions include: “(a) common agenda, (b) shared measurement systems, (c) mutually reinforcing activities, (d) continuous communication, and (e) backbone support” (Hanleybrown et al., 2012, p. 1).

Organizations of all types are implementing change using a Collective Impact approach, and successfully solving large-scale social problems (Hanleybrown et al., 2012). The creation of this new model hinges on a shared vision for change that includes a common understanding of the problems that exist, and a joint approach to solving them. The goal of this approach is to expanded access for students to programs and experiences that engage them from an early age, and to create a learning continuum that addresses both academic and career success indicators, as well as personal and social success indicators. Stakeholders from every level of the K-16 educational system must be involved in the planning process (Kania & Kramer, 2011). The goal is to inspire and encourage students to begin development of career and college goals as early as elementary school. By providing awareness, exploration, and preparation throughout their educational experience, students will be inspired to pursue educational pathways leading to careers in high-demand, emerging, and technical occupations offering stability and wages to support self-sufficiency (Harvard Graduate School of Education, 2011). The San Bernardino County, CA region has developed a vision for the public to come together and work together to achieve long-term goals.

### **San Bernardino County Vision**

After several nasty and embarrassing scandals regarding inappropriate fiscal oversight, and inappropriate use of power, the San Bernardino County Board of Supervisors selected Mr. Greg Devereaux in January 2010 to help the Board lead San

Bernardino County in a new direction, emphasizing fiscal responsibility and proactive solutions. Since then, Mr. Devereaux has worked with the Board and San Bernardino Associated Governments (SANBAG) to develop a vision for the entire county, seeking input from residents, employers, educators, community and faith-based organizations, and elected leaders. The Countywide Vision Statement was adopted by the County Board and SANBAG on June 30, 2011 (San Bernardino County, 2013). Mr. Devereaux then immediately worked with the Board and County officials to establish the county government's role in the realization of the vision. The new vision of San Bernardino County is:

- We envision a complete county that capitalizes on the diversity of its people, its geography, and its economy to create a broad range of choices for its residents in how they live, work, and play.
- We envision a vibrant economy with a skilled workforce that attracts employers who seize the opportunities presented by the county's unique advantages and provide the jobs that create countywide prosperity.
- We envision a sustainable system of high-quality education, community health, public safety, housing, retail, recreation, arts and culture, and infrastructure, in which development complements our natural resources and environment.
- We envision a model community which is governed in an open and ethical manner, where great ideas are replicated and brought to scale, and all sectors work collaboratively to reach shared goals.

- From our valleys, across our mountains, and into our deserts, we envision a county that is a destination for visitors and a home for anyone seeking a sense of community and the best life has to offer. (San Bernardino Countywide Vision, 2011, Countywide Vision Statement section)

There are 10 element groups that have been identified to coordinate and collaborate to support the San Bernardino County's vision which include:

1. Education
2. Environment
3. Housing
4. Image
5. Infrastructure
6. Jobs/Economy
7. Public Safety
8. Quality of Life
9. Water
10. Wellness (pp. 7-12)

The San Bernardino County Superintendent of Schools (SBCSS) is leading the Education element group. In October, 2013 the SBCSS Governing Board adopted the San Bernardino County Community Cradle to Career Roadmap as a Collective Impact approach to achieving the countywide vision (San Bernardino County Superintendent of Schools [SBCSS], 2013).

The demands of the 21<sup>st</sup> century require a workforce prepared for the ever changing, competitive global economy. The San Bernardino County area has the

potential to become a national leader in workforce preparation and economic development. Using a collaborative model to strengthen the existing educational and workforce systems, San Bernardino County can become a powerhouse in student achievement and a state economic performance leader.

### **Statement of the Research Problem**

A great deal of work is being conducted around the concepts of career and college readiness and the unique circumstances created by the new global economic forces that are transforming the way work is done, where it is done, by whom it is done, and the skills needed to get it done. The challenge of the work includes the complicated formula of addressing impulse and expectations of instant gratification with the need for trust, engagement and human interaction. The global competition from countries whose citizens are seeking the same standard of living and security of the American dream is creating a perfect storm for the need to innovate, invest and transform education and government interventions. The demands of the 21<sup>st</sup> century require a workforce prepared for the ever-changing, competitive global conditions.

San Bernardino County has developed a Cradle to Career Roadmap outlining indicators of success on a continuum of a journey of life-long learning in support of 21<sup>st</sup> century skill development. The creation of the new model hinges on a shared vision for change that includes a common understanding of the problems that exist, and a joint approach to solving them. The goal of the approach is to expand access for students to programs and experiences that engage them from an early age, and to create a learning continuum that addresses both academic and career success indicators, as well as personal and social success indicators. There is little research related to the specific

actions needed to overcome the barriers to implementation for such a collaborative, coordinated plan across multiple operational structures. This study will address the shortage of research in this area.

### **Purpose Statement**

The first purpose of this study was to identify key stakeholders responsible for carrying out the Collective Impact approach for the San Bernardino County vision and the most important actions they need to take for successful implementation of the Collective Impact approach for the San Bernardino County vision.

The second purpose was to identify those factors that will facilitate the implementation of the Collective Impact approach for the San Bernardino County vision and the most important actions that key stakeholders need to take to successfully use facilitating factors to implement a Collective Impact approach to the San Bernardino County vision.

The final purpose of this study was to identify barriers that will impede the implementation of the Collective Impact approach for the San Bernardino County vision and the most important actions that key stakeholders need to take to successfully overcome barriers to a Collective Impact approach to the San Bernardino County vision.

### **Research Questions**

1. Who are the key stakeholders responsible for carrying out the Collective Impact approach for the San Bernardino County vision?
2. What are the most important actions that key stakeholders need to take for successful implementation of a Collective Impact approach to the San Bernardino County vision?

3. What factors will facilitate the implementation of the Collective Impact approach for the San Bernardino County vision?
4. What are the most important actions that key stakeholders need to take to successfully use facilitating factors to implement a Collective Impact approach to the San Bernardino County vision?
5. What barriers will impede the implementation of the Collective Impact approach for the San Bernardino County vision?
6. What are the most important actions that key stakeholders need to take to successfully overcome barriers to a Collective Impact approach to the San Bernardino County vision?

### **Significance of the Problem**

The San Bernardino County systems-based stakeholders hosted a series of community conversations and community surveys to gain a better understanding of the aspirations and concerns about the future. Starting in November 2010, more than two dozen round table discussions and 18 community meetings held throughout the county asked hundreds of residents to envision the ideal community they want to become (San Bernardino Countywide Vision, 2011). While experiences and perspectives shared were unique, every participant held common goals to live in a safe, healthy, diverse, and thriving community that creates opportunity for everyone. The data for San Bernardino County confirms that an opportunity gap exists between high and low income children, children of color and children with special needs (Education Data Partnership [EdData], 2013). Additionally, graduation rates in San Bernardino County are influenced by the opportunity gap, as illustrated in Table 1.



Table 1

*Public Schools in San Bernardino County*

Group	San Bernardino County Rate	California State Rate
English Learners	63.5%	63.1%
Special Education	64.5%	61.9%
Socioeconomically Disadvantaged	74.4%	74.8%
Black or African American	70.6%	68.1%
Hispanic of Latino	76.6%	75.7%
All Students	78.6%	80.4%

*Note.* Adapted from *EdData*, 2013, [Website]. Copyright 2015 by Education Data Partnership.

Policy changes in the education system to support maximizing potential for each child have long been recognized as a priority. Widespread efforts linking educational leadership with business and industry leadership have reinforced the need to accelerate conversations to actions. There is a great deal of work to do until all of San Bernardino County’s youth are able to successfully transition to a meaningful career (San Bernardino Countywide Vision, 2011). To ensure San Bernardino County youth are positioned in this evolving economy, the entire education continuum from cradle to career is critically important. The focus of the research will be on the development of a range of possibilities for the San Bernardino County vision implementation options. By exploring judgments of cross-sector leaders providing strategic oversight and direction to implement best practices and a scalable implementation plan, the research will add to the understanding of what is needed to successfully implement the initiative and, through the initiative, substantially improve the quality of life in San Bernardino County. From different vantage points, each of these stakeholders has perceptions and values related to Collective Impact and the implementation of the elements outlined in the vision. The

differences and similarities of these perceptions and values can have an influence on the extent to which the vision becomes sustainable as a driver of change in San Bernardino County.

### **Definitions**

The following definitions were used for the purpose of the study:

*Collective Impact.* Collective Impact (CI) occurs when a group of actors from different sectors commit to a common agenda for solving a complex social or environmental problems. More than simply a new way of collaborating, CI is a structured approach to problem solving that includes five core conditions of: (a) common agenda, (b) continuous communication, (c) shared measurement system, (d) mutually reinforcing activities, and (e) backbone function (Kania & Kramer, 2011).

*San Bernardino County Cradle to Career Roadmap.* A CI approach to achieve a countywide vision for students to participate in lifelong learning where every child has the mindset and disposition for college and career readiness (SBCSS, 2013).

*Career Technical Education.* Career Technical Education (CTE) is a strategic instructional delivery model which has embedded authentic tasks and assessments aligned with the skilled trades, applied sciences, modern technologies and career preparation (National Career Academy Coalition [NCAC], 2013).

*21<sup>st</sup> Century Skills.* Mastery in core subjects including, English, world languages, arts, mathematics, economics, science, geography, history, government and civics, as well as demonstration of learning and innovation skills including, creativity and innovation, critical thinking and problem solving, communication and collaboration, informational literacy, media literacy, flexibility and adaptability, initiative and self-

direction, social and cross-cultural skills, leadership and responsibility (Framework for 21st Century Skills, 2011).

*San Bernardino Associated Governments.* An association of local San Bernardino County governments charged with the metropolitan planning organization of the county, with policy makers consisting of mayors, councilmembers, and county supervisors (San Bernardino County Countywide Vision, 2011).

*Career and College Readiness.* Career and college ready students: (a) graduate from high school proficient in state adopted content and performance standards that are nationally and internationally benchmarked which includes all core subjects, the arts, English language proficiency, career technical and 21st century workplace skills; (b) demonstrate transferable skills necessary for future career success, including but not limited to communication skills, technical literacy skills, industry certification, work ethic and integrity, leadership and teamwork skills; satisfy eligibility criteria for admission into postsecondary education and training; (c) have a fully developed comprehensive education/career plan that includes high school preparation options, job opportunities, and costs and requirements associated with trade or technical school, community college, four year university or other postsecondary programs of study (Association of California School Administrators, 2008, p. 1).

*Workforce Innovation and Opportunity Act.* The Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014 and is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. It is the first legislative reform in 15 years of the public

workforce system (Georgetown University Center on Education and the Workforce, 2014).

### **Delimitations**

This qualitative study will include data, perceptions and opinions gathered from surveys of cross-sector leaders identified as experts responsible for the implementation of the San Bernardino vision. The Delphi technique will be used to gather data from respondents considered experts in the domain. Surveys will be developed by the researcher and distributed during the timeframe of August 2015 through September 2015, thus representing only a narrow scope in time. Survey participants will be identified as experts by the researcher based upon their responsibility as cross-sector leaders engaged in the San Bernardino County vision project. The group communication process aims to achieve a convergence of opinion on the topic of Collective Impact as implemented through the San Bernardino County vision.

### **Organization of the Study**

This study is organized into five chapters. Chapter I represents an introduction to the study, background information, statement of the problem, purpose of the study, research questions, definition of terms, and delimitations of the study. Chapter II contains a literature review of career readiness, workforce and economic development, leadership, Collective Impact, and the San Bernardino County vision project. Chapter III provides the research questions and identifies and explains the research methodology. A description of the type of data collected and the process used to collect the data is also included in Chapter III. Chapter IV contains the results of the study and Chapter V

presents the conclusion of the study with discussion and recommendations for further research.

## CHAPTER II: REVIEW OF THE LITERATURE

The educational and workforce systems are facing a serious gap in preparing students to be career and college ready (Clifton, 2011). Dropout rates are alarmingly high and research shows that the students who are graduating high school are lacking sufficient skills in English and math (EdData, 2013). Caught in the web of all of the needed change are students, who are discovering that the skills and infrastructure that enabled success for their parents have fundamentally changed. The educational system is not producing sufficient numbers of students skilled to meet the demands of today's highly technical work processes. Specialized intervention program costs are high (Bridgeland & Mason-Elder, 2012). Most importantly, there is little coordinated commitment by all of the various institutions involved in generating economic opportunity: employers, educators, government, and communities. Individual, isolated interventions have been funded by major foundations such as the Annenberg, Ford and Pew Charitable Trusts for years, with little evidence of impact or progress beyond the special project (Hanleybrown et al., 2012). As the results of the status of the U.S. students' achievement in math, science and English continue to lag behind much of the industrialized world, and as the dropout numbers continue to be in excess of one million students each year, system-wide progress seems impossible (EdData, 2013). However, recent exceptions have been emerging in several regions of the country. The focus of the successful projects was not on a single point in the educational continuum, but rather on all of the parts of the continuum at the same time. They set a mission to coordinate improvements at every stage of a student's life, from what they called cradle to career

(Kania & Kramer, 2011). These projects have embarked on the concept of Collective Impact.

Collective Impact projects are highly structured collaborative efforts that share five key conditions that set them apart from other, less successful collaboratives. The five conditions include: “common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and backbone support” (Hanleybrown et al., 2012, p. 1). Such community collaboratives are addressing the needs of students through blending and braiding of resources. The overall benefits of the projects reach beyond the fiscal impact, and also include family, community, peer, and hope for future generations (Harwood, 2012). Although the government has a critical role in funding of programs, other sectors such as business, nonprofits and faith-based communities can play an important role in the assurance of increased opportunities and holistic experiences (Kania & Kramer, 2011).

In October, 2013 the SBCSS Governing Board adopted the San Bernardino County Community Cradle to Career Roadmap as a Collective Impact approach to achieving the larger countywide vision. One step in achieving this vision is to create a regional K-16 educational hub that includes all levels of education from elementary to four-year institutions (San Bernardino Countywide Vision, 2011). As a unified group, a cohesive continuum will be developed that includes career exploration, educational processes, and academic support; ideas will be replicated and brought to scale, with all levels working collaboratively to reach shared goals (San Bernardino Countywide Vision, 2011). The SBCSS Cradle to Career Roadmap, provides a continuum of opportunities incorporating seamless connections between parents and family, educational institutions,

business, and labor, this sustainable model could result in a thriving economy fueled by a pipeline of workers trained to meet employer needs (SBCSS, 2013). This model can support a breadth of effective and innovative curricula, as well as services and programs to attract new businesses in search of a skilled workforce.

The review of the literature begins by presenting a brief history of academic curriculum and CTE as related to the development of the 21<sup>st</sup> century skills and career readiness skills movements designed to meet workforce demands. Next, the current status of career readiness practices at the national and state levels is presented. A framework for all aspects of utilizing Collective Impact to solve today's complex social problems is provided next. Then, research on the relationship of leadership and change management is presented in the context of implementing a Collective Impact project. Finally, a review of the current context of the San Bernardino County vision and the San Bernardino County Cradle to Career Roadmap is presented to frame the conditions associated with the research questions.

### **Synthesis Matrix**

A literature matrix was created to assist in identifying the researches who have contributed to this area of study and further organizes and categorizes the various findings of each researcher (see Appendix A).

### **Review of the Research Literature**

#### **Brief History of Career Readiness Skills**

America's public schools first appeared in the 1640s and were originally designed to teach white boys basic reading, writing, arithmetic, and to reinforce values that served a democratic society (Vollmer, 2013). By the middle of the 19<sup>th</sup> century, the United



States led the world in the number of educated youth, and at the turn of the 20<sup>th</sup> century, the spread of the high school movement helped keep the United States ahead of Europe in terms of educated youth (Harvard Graduate School of Education, 2011). By 1940, the typical 18 year old had earned a high school diploma (Harvard Graduate School of Education, 2011). In the 1960s schools had primarily three tracks: (a) an academic or college-preparatory track, (b) a general education track, and (c) a vocational track (Rose, 2014). Educators and social critics documented that this type of tracking placed working-class and minority students in the vocational courses of study rather than the academic. Additionally, a 1993 report from the National Center for Research in Vocational Education (2014) concluded, “Vocational teachers emphasized job-specific skills to the almost complete exclusion of theoretical content. One result was that the intellectual development of vocational students tended to be limited at a relatively early age” (as cited in Rose, 2014, p. 13). This report reflects the fundamental criticism of vocational education as it had been practiced at that time as diminishing the intellectual elements of the vocational subject matter. This history of how vocational programs were delivered has contributed to the bias against programs designed to support the world of work (Rose, 2014).

Within the U.S. economy there is growing evidence that a skills gap exists in which many youth and adults lack the skills needed for a career and economic self-sufficiency. In their report, the Harvard Graduate School of Education (2011) identified the percentage of teens and young adults who have jobs is at the lowest level since World War II. The report goes on to state that “in 1988, the William T. Grant Foundation

published a report that called the then 20 million non-college bound youth the forgotten half” (Harvard Graduate School of Education, 2011, p. 2).

### **National View of Career Readiness**

Educating all students in a rapidly changing world demands a collective knowledge delivered with a depth of understanding. The United States Department of Education’s mission is to promote student achievement and prepare students for global competitiveness (U.S. Office of Education, 2015). Data from the Office of Civil Rights (2015) depicts limited access to college and career readiness programs and courses for students: nationwide, only 50% of high schools offer calculus courses, and only 63% offer physics courses. Additionally, up to 25% of high schools do not offer courses in a typical sequence of high school math and science such as Algebra I and II, geometry, biology, and chemistry. Over the next 10 years, more than half of all jobs will require some education beyond high school. With the majority of students who enter college leaving without a certification or credential that would give them access to jobs, the career readiness gap between possessing the skills needed for postsecondary studies is growing (HR Policy Association, 2011). Nearly 60% of students who transition to college enroll in at least one developmental reading, writing or math course (MDRC, 2013). California (CA) community college remediation costs total more than half a billion dollars annually (HR Policy Association, 2011). In addition, employers have called for improvement in learning outcomes such as critical thinking, problem solving, written and oral skills, and the ability to apply knowledge to real-world situations (Harvard Graduate School of Education, 2011). Industry stakeholders demand an education system that focuses on preparing students to enter specific industries. These

academic and industry specific skills gaps are hindering students' ability to thrive as they enter the workforce or pursue postsecondary education (HR Policy Association, 2011).

According to the Hanover Research (2015) report, the Perkins Career and Technical Education Act of 2006, which allocated funding for CTE to each state on the condition that programs of study were offered to students has driven much of the recent innovation in career readiness and CTE. A program of study is a comprehensive sequence of courses that include both secondary and postsecondary opportunities that lead to a career-oriented outcome such as an industry-based certification, associate's degree or bachelor's degree (Hanover Research, 2015). The 2012 reauthorization of the Perkins Act seeks to further enhance CTE programs across the country by providing a framework hinged on four core principles designed to ensure rigorous, relevant, and results-driven CTE programs:

- Alignment- CTE programs must align with 21<sup>st</sup> Century skills and prepare for in-demand occupations in high growth industry sectors.
- Collaboration- Essential collaborations among secondary and postsecondary institutions are essential to CTE program success.
- Accountability- Programs must have clear outcomes and clear metrics of student success.
- Innovation-Model programs will demonstrate creating innovative practices in alignment with state policies and practices. (Hanover Research, 2015, pp. 7-8)

To achieve the four core principles the Office of Vocational Adult Education (OVAE) has identified 10 components of effective programs as presented in Table 2.

Table 2

*Components for Effective Programs*

Component of Success	Evidence of Effective Implementation
Local policies supporting CTE development and implementation	Policies that include provisions for professional development and dedicated staff time, along with formal procedures for the design, implementation, and continuous monitoring of the program. Additional policies that include the assurance of CTE programs for any secondary student, and require development of an individual graduation or career plan for secondary students.
Partnerships among education, business, and other community stakeholders	Partnerships based on clearly written agreements outlining the roles and responsibilities of each partner. Ongoing analysis of economic and workforce trends to identify programs of study to be created, expanded, or eliminated. Link existing initiatives that promote workforce and economic development.
Professional development opportunities for teachers, administrators, and faculty	Opportunities to support vertical alignment from high school to postsecondary education and horizontal alignment between CTE and academic curriculum. Professional development should ensure faculty have knowledge to effectively deliver curriculum.
Systems and strategies to gather data on student outcomes and program components	Data should include student outcomes, administrative record matching of student education and employment, and systems to collect real-time data for program effectiveness evaluation.
Implementation of college and career readiness standards	These standards define what students are expected to know and be able to do to enter and advance in college and/or careers. These standards should incorporate essential knowledge and skills such as academic, communication, and problem solving skills.
Course pathways between secondary and postsecondary classes	Pathways should map out the courses in each program of study to ensure that the students may transfer to postsecondary education without duplicating classes or requiring remedial coursework.
Credit transfer agreements	Agreements should allow students to earn postsecondary credit and enable them to seamlessly transfer credits to an institution without completing additional paperwork. There should be a systematic process for student to transfer credits.

*Note.* Adapted from *Regional Career Technical Education Models*, by Hanover Research, 2015, Washington, DC: Hanover Research. Copyright (2014) by the Hanover Research.

(continued)

Table 2

*Components for Effective Programs*

Component of Success	Evidence of Effective Implementation
Guidance counseling and academic advisement services	Counseling systems should offer resources for students to identify strengths and career interests and choose an appropriate course of study. Counseling services should provide tools to help students learn about postsecondary education and career options and assist parents and students with the logistics of applying for college.
Innovative teaching and learning strategies	These strategies aim to integrate CTE and academic material in unique and effective ways. Successful strategies include contextualized work-based learning, project-based, and problem-based learning approaches and are jointly led by interdisciplinary teaching teams of academic and CTE teachers. Team-building, critical thinking, problem-solving, and communications skills should be incorporated through the use of career technical student organization (CTSO) activities.
Technical skills assessments	These assessments evaluate students' technical skills levels and include performance-based assessments to the greatest extent possible.

*Note.* Adapted from *Regional Career Technical Education Models*, by Hanover Research, 2015, Washington, DC: Hanover Research. Copyright (2014) by the Hanover Research.

Often students leave school for reasons that involve more than curriculum and basic skill development. In the United States, there are more than 75 million students enrolled in schools, with nearly 50 million in the fifth through 12th grades (Clifton, 2011). Approximately 30% of those students will drop out or fail to graduate, with approximately 50% of minorities dropping out (Clifton, 2011). Students who may find little interest in the traditional curriculum can be intrigued and engaged by the world of work. Nationwide, many states have made efforts to blend CTE and academic programs to encourage engagement in school (Hanover Research, 2015). Policymakers are embracing college and career readiness as the solution, however there is little evidence of a common understanding of the specific definition of college and career ready. The

Career Readiness Partner Council (n.d.) defines a career-ready person as someone who “effectively navigates pathways that connect education and employment to achieve a fulfilling, financially-secure and successful career” (p. 2). Foundational knowledge that includes base competence in a broad range of academic subjects grounded in rigorous internationally benchmarked state standards as well as technical skill aligned to a chosen career field or pathway and the ability to apply both skill sets require a system of supports that include both classroom and workplace experiences (The Learning Curve, 2014).

### **California Career Readiness**

CA education code includes multiple statutes relevant to CTE and career readiness. The education code discusses regional occupational centers and programs (ROCP) at length. Developed in the late 1960s, ROCPs are the largest system of CTE delivery in CA, serving over 500,000 students per year in 72 regional programs (California Association of Regional Occupational Centers and Programs, 2014).

According to the Hanover Research report (2015), in general terms, ROCPs enable broader curriculum in technical subjects, avoid unnecessary duplication of courses, and provide flexibility in operation to adjust to rapid changes in workforce needs.

Additionally, ROCPs have greater flexibility of planning, scope and operation of programs in a variety of physical facilities. Finally, ROCPs provide CTE instruction related to the attainment of skills so the students are prepared for gainful employment, or achieve upgraded skills preparing them for advance training programs (Hanover Research, 2015).

California Partnership Academies (CPA) are identified as another delivery model for career readiness programs and pathways that have provided students with career

themed programs wrapped with academic coursework, work-based learning opportunities, and supportive services (Hanover Research, 2015). In CPAs a core academic component of college-preparatory instruction includes English, math, science, social studies, foreign language, and visual and performing arts. Technical skills and knowledge are reinforced emphasizing the practical application of academic skills aligned with high-skill, high-wage jobs. Work-based learning offers opportunities to reinforce learning through an array of real-world experiences spanning from job shadow to apprenticeships. Supplemental services, such as counseling and guidance ensure support throughout the CPA experience (Hanover Research, 2015).

The CA legislature has also granted power to the California Department of Education (CDE) to establish CTE standards for public schools. The current CTE model curriculum standards, adopted in 2013 by the California State Board of Education establish learning goals for 15 industry sectors and over 50 career pathways (California Association of Regional Occupational Centers and Programs, 2014). For each industry sector, the CDE has developed a description, knowledge and performance standards, and pathway standards. Additionally, a set of career ready practices is also included the CTE model curriculum standards, and are identified as anchor skills for all students (California State Board of Education, 2015).

During the economic downturn in CA, funding for ROCPs was cut, and in some local areas the funding was diverted to support higher educational priorities (California Association of Regional Occupational Centers and Programs, 2014). The smaller funding apportionment for CPA programs has continued to receive dedicated funding

(Taylor, 2013). With the Local Control Funding Formula, education programs in CA are in a state of transition.

**Academic performance index.** On September 26, 2012 the Governor signed Senate Bill 1458 authored by Senator Steinburg, to authorize the Public Schools Accountability Act (PSAA) advisory committee to augment the existing state accountability system known as the Academic Performance Index (API) (California State Board of Education, 2015). The intent of the legislation was to change the state's system of public school accountability to be more closely aligned with both the public's expectations and the workforce needs of the state's economy. Based on the legislation, the PSAA is charged with changing the API so that no more than 60% of the index is based on assessment results, and the remaining 40% encompass other indicators such as graduation data and student preparedness for collage and career (California State Board of Education, 2015). Information has been gathered by the PSAA advisory committee to align API calculations with LCFF and Local Control Accountability Plan (LCAP) state priorities. Currently, as noted by the PSAA advisory committee at the May 2015 State Board of Education meeting (2015), there is a range of assessments that can be used to measure occupational-specific skills and performance-based assessments that measure the demonstration of skills and application of knowledge to industry tasks. The PSAA committee determined that further exploration on the career readiness measures is necessary to determine if the measures should be state defined or locally determined (California State Board of Education, 2015).

**Local control funding formula.** On July 1, 2013, the Governor signed Assembly Bill 97 to enact the Local Control Funding Formula (LCFF). The adoption of the LCFF



as part of the 2013-2014 CA budget package made major changes to both the way the state allocates funding to school districts and the way the state support and intervenes in underperforming districts (Taylor, 2013). Further, Taylor (2013) asserts that the legislation was based upon over 10 years of research and policy work on the K-12 educational funding system. The main component of the change is the LCFF. The enactment of the LCFF is a fundamental change in the way schools are funded. A key element in the LCFF entitlement is the demographics of a district's student population. Taylor (2013) states, the LCFF replaces most categorical programs with two weighting factors applied via supplemental and concentration grants. The state budget also provided \$1.25 billion statewide in one-time funds for the implementation of CCSS (Taylor, 2013). The LCFF is based on the principles of equity, simplicity, needs-based, local control, and accountability. It represents the merging of academic accountability and fiscal accountability.

With the LCFF and the elimination of restricted categorical funds there was also the adoption of the requirement for a LCAP (California State Board of Education, 2015). CA Education Code (EDC) 52060 and 52066 require the development of a LCAP to set the vision for local school districts to align funding with eight key priorities (California Legislative Information, 2015). The eight priorities fall into one of three broad categories including conditions of learning, pupil outcomes and engagement (California Association of Regional Occupational Centers and Programs, 2014).

Public hearings, parent advisory committees, and comment periods, are all required of each district's LCAP approval and update process (Taylor, 2013). Additionally, after the LCAP is approved, it is reviewed by the district's county office of

education for approval. Approval will be based upon the alignment of the LCAP to the district's budget. The new LCFF and the new LCAP as well as the new systems of collective support and intervention represent major state policy changes (Taylor, 2013).

### **Collective Impact**

Collective Impact occurs “when a group of actors from different sectors commit to a common agenda for solving a complex social or environmental problem” (Preskill, Parkhurst, & Splansky-Juster, 2014, p. 4). According to Kania (2013), launching a Collective Impact initiative has three prerequisites:

An influential champion that commands respect and engages cross-sector leaders, focused on solving a problem; an urgency for change based upon a critical problem in the community, frustration with the existing approaches and multiple stakeholders calling for change; financial resources to pay for infrastructure and planning for at least two to three years. (p. 15)

Collective Impact projects focus on community change efforts specifically to solve a complex issue. According to Kania and Kramer (2011), characteristics of such complex problems include:

- Complex problems are difficult to frame;
- The cause and effect relationships are unclear;
- There are diverse stakeholders;
- Each experience is unique;
- The dynamics of the issue evolve over time;
- There is no obvious right or wrong set of solutions; and
- There is not objective measure of success. [Lecture notes]

Further, Kania and Kramer (2011) state, there are five core conditions of Collective Impact: (a) common agenda, (b) shared measurement system, (c) mutually reinforcing activities, (c) continuous communication, and (d) backbone function. A common agenda is defined by all participants having a shared vision for change that includes a common understanding of the conditions that are creating the problem to be solved and agreed upon actions that ensure a joint approach to solving the problem (Hanleybrown et al., 2012). Absent a mindset of a common understanding of the conditions creating the problem, organizations may believe they are working on the same issue, when, in fact, each organization has a slightly different definition of the problem and goal. The differences can splinter the efforts when organizations work independently. According to Kania and Kramer, using a Collective Impact mindset these types of differences are discussed and resolved, with the understanding that agreement on all dimensions of the problem may not occur; however, the goals for the Collective Impact work must have agreement. Shared measurements consider data to be collected and measured to ensure consistency in results that align the efforts of all stakeholders to hold each other accountable (Hanleybrown et al., 2012). This development of a shared measurement system is essential to Collective Impact (Kania & Kramer, 2011). Further, Kania and Kramer, using a short list of data indicators provides accountability and alignment of efforts. Mutually reinforcing activities are coordinated yet differentiated through a mutually reinforcing plan of action (Hanleybrown et al., 2012). Collective Impact action comes from coordination and efforts that fit activities into a larger plan. All organizations do not do the same thing; rather each organization is encouraged to focus on the specific set of activities at which it excels with an understanding that

activities are coordinated with the reinforcing plan of action (Kania & Kramer, 2011). Continuous communication is consistent and open communication that builds trust between and among the stakeholder participants creating momentum and motivation for sustainability (Hanleybrown et al., 2012). According to Kania and Kramer, developing trust may take several years of regular interaction to allow for each organization to recognize and appreciate the motivation of efforts.

Once these conditions are in place, a Collective Impact project's work is organized through what is termed "cascading levels of collaboration" (Preskill et al., 2014, p. 4). According to Preskill, Parkhurst, and Splansky-Juster (2014), this structure includes an oversight group, working groups, and backbone function. The oversight group is often called a Steering Committee or Executive Committee and includes cross-sector representatives of the individuals impacted by the issue; typically CEO-level individuals from key organizations engaged with the issue are also included (Preskill et al., 2014). The working groups focus on developing plans for action organized on specific shared measures. Working groups share data and report on progress, challenges and opportunities to ensure coordinated action (Preskill et al., 2014). Backbone function is provided by a dedicated staff whose purpose is to coordinate actions of all organizations involved in the Collective Impact project (Kania & Kramer, 2011).

The backbone function also provides periodic and systematic assessments of progress of the workgroups and synthesizes results to ensure the common agenda is supported (Preskill et al., 2014). There are six core backbone functions: "guide vision and strategy, support aligned activities, establish share measurement practices, build public will, advance policy, and mobilize funding" (Kania, 2013, p. 3). The backbone

serves as a neutral, coordinated entity that convenes participants and manages activities, balancing the tension between maintaining accountability, while remaining behind the scenes to allow for collective ownership to be established (Kania, 2013).

Additionally, Hanleybrown et al. (2012) assert that Collective Impact requires components for success and a phase in process as reflected in the Table 3.

Table 3

*Collective Impact Phases*

Component for Success	Phase I	Phase II	Phase III
Governance and Infrastructure	Identify champions and form cross-sector group	Create infrastructure (backbone and processes)	Facilitate and refine
Strategic Planning	Map the landscape and use data to make case	Create common agenda (goals and strategy)	Support implementation (alignment to strategies)
Community Involvement	Facilitate community outreach	Engage community and build public will	Continue engagement and conduct advocacy
Evaluation and Improvement	Analyze baseline data to identify key issues and gaps	Establish shared metrics (indicators, measurements, and approach)	Collect, track, and report progress (process to learn and improve)

*Note.* Adapted from “Channeling Change: Making collective Impact Work,” by F. Hanleybrown, J. Kania, and M. Kramer 2012, *Stanford Social Innovation Review*, pp. 1-8. Copyright 2015 by the Stanford Social Innovation Review.

According to Weaver (2013), Collective Impact governance relies on collaboration, and there is a collaboration spectrum that ranges from competing, to co-existing, to communicating, to cooperating, to coordinating, to collaboration, and finally, to integrating. At the competing end of the spectrum participants compete for turf, clients, resources, partners and public attention. At the integrated end of the spectrum,

participants engage in a tight structure built on trust, a shared mission, goals, and resources (Weaver, 2013). One difference between collaboration and Collective Impact is that Collective Impact is always cross-sector, whereas collaborations often occur within a single sector (Kania, 2013). According to Kania (2013), collaboration convenes around specific programs, rather than working together over the long term to move outcomes; collaboration advocates for ideas, Collective Impact advocates for what works. Collective Impact also relies on intangible elements such as relationship and trust building, leadership development, creating a culture of learning, fostering connections between people, and the power of hope (Kania, 2013).

**Hope and collective impact.** “Listening to Americans, we find that they do not express a desire for political leaders to fix problem for them. More often people see themselves as the critical actors in righting the nation and their lives today” (Harwood, 2012, p. 6). Harwood (2012) continues, that the values people point to in finding a new direction include compassion, importance of children, openness and humility, concern for the common good, and shared interests; the focus is on people creating action by working together collectively. According to Harwood (2012), hope comes from faith in ourselves and in one another, and in a sense of possibility for the future.

In the fall of 2013, Gallup conducted a student poll of more than 600,000 students in grades five through 12 in an attempt to gauge students’ hope for the future, engagement in school and their quality of life, or well-being. Although the results do not represent the entire United States, they do offer an illustrative look at how many youth across the country feel. The results of the Gallup Student Poll indicate that 54% of the students who took the survey felt hopeful, 32% felt stuck and 14% indicated feeling

discouraged about the future (Gallup, Inc., 2014). Results also indicated that 55% of students are engaged in the learning process, while 28% are not engaged, and 17% are feeling negatively about school and likely to spread that negativity (Gallup, Inc., 2014). In 2009, Gallup conducted a study of more than 78,000 students in 160 schools across eight states and found that “a one-point increase in a school’s average student engagement score was associated with a six-point increase in reading achievement and an eight-point increase in math achievement” (Gallup, Inc., 2014, p. 7). Gallup (2014) goes on to state student’s emotional engagement at school is the noncognitive measure most directly related to academic achievement.

The Excelerate Success (2014) project in Spokane, Washington is a Collective Impact project that is a partnership of community partners with a shared vision to prepare all of the region’s children for success in school and life, with a mission “for every child in Spokane County to be cared for, confident and competent- from cradle to career” (p. 1). One of the contextual indicators identified by the Collective Impact that impacts student success is what they term Adverse Childhood Experiences (ACEs), which can include: emotional abuse, physical abuse, sexual abuse, emotional neglect, physical neglect, mother treated violently, household substance abuse, household mental illness, parental separation or divorce, and incarcerated family member (Excelerate Success, 2014). They include an ACE score based upon research from Washington State University that found that children with three or more ACEs were almost three times likely to struggle academically, nearly five times more likely to have severe attendance problems, and six times more likely to have severe school behavior problems. In 2011, Spokane County, WA documented 30% of adults had between three and eight ACEs,

which is considered high. The Spokane County report goes on to state, “there is reason for hope. Resiliency buffers the effects of trauma. With social support and resources children can build resiliency at any age” (Excelerate Success, 2014, p. 10).

### **Leadership in Change Management**

Engaging in Collective Impact requires that leaders have access to timely, high-quality data that supports reflection and meets the needs of various stakeholders (Weaver, 2013). Evidence of progress informs strategic and tactical decision making and funding. Continuous learning and ensuring an evaluation framework to guide decisions and help conceptualize an effective approach to implementation are elements of effective leadership in a Collective Impact structure (Hanleybrown et al., 2012). The leverage points for leaders include: (a) corporate and public sectors working together as essential partners, (b) organizations actively coordinating their actions and share lessons learned, and (c) identification of champions cross-sector collaborations (Weaver, 2013). When leverage points are clear and common themes that support the work and patterns are identified across supposedly unrelated information, organization of details becomes clearer (Harvard Business Press, 2010). During the great recession, school districts in CA needed to navigate through the worst budget cuts in history (Taylor, 2013). In San Bernardino County, the region experienced eight straight years of double digit unemployment rates (United States Department of Labor, Bureau of Labor Statistics, 2015). There is global competition for jobs (Clifton, 2011). Locks, gates, active shooter plans, and metal detectors have been implemented at schools and workplaces. Computers, laptops, tablets, smart phones, and social media ensure 24/7 access to information and people. Education in the information age is a complex problem



(Weaver, 2013). According to Weaver (2013), there is no single recipe or protocols to guarantee success. Outside factors certainly influence outcomes, and experience helps, but the reality is educating children is complex- and takes the collective work of parents, government, businesses, and community organizations for growth and sustained success. Systems leaders must understand the importance of shifting mental models and moving people beyond reactive learning (Senge, Scharmer, Jaworski, & Flowers, 2004). With dropout rates too high, transition rates to postsecondary training too low, and student achievement that is not meeting workforce demands, gradually, these indicators may suddenly result in our education system becoming obsolete (Harvard Graduate School of Education, 2011). The collective community can be recruited to solve the complex problem of leading in education. Many small changes implemented in alignment can add up to large scale progress, allowing for answers to come from within so leaders can collectively see, learn and do, and engage in deep dialogue that leads to clarity (Weaver, 2013). Most change processes do not go deep enough in learning that actually leads to transformative change (Senge et al., 2004). Collective Impact projects and leadership processes allow for inner knowledge to emerge and actions to be swift, yet flow naturally (Weaver, 2013).

**Leadership core competencies.** Senge, Hamilton, and Kania (2015) assert that systems leaders will emerge and situations previously paralyzed by polarization and what was previously viewed as insurmountable problems become perceived as opportunities for innovation. Long-term value creation becomes a higher priority than reactive, short-term problem solving. The social environment created by leaders validate the community as a whole as investors who deserve a return on their investment. They commit to

sustained progress and growth, with an understanding that there will be implementation dips (Fullan, 1999). However, with mutually agreed upon progress milestones and structure to support a shared vision and implementation plan, leaders are able to align a common agenda (Senge et al., 2015).

The three core competencies of systems leaders as identified by Senge et al., (2015) are: (a) the ability to see the larger system, (b) the ability to foster reflection and conversations, and (c) the ability to shift the collective focus from reaction problem solving to building positive visions for the future. In any complex setting, perspective and vantage point influence outcomes. Systems leaders help stakeholders and participants to see the larger systems to help build an understanding of the complexity of problems, rather than focus on parts of a system most visible (Senge et al., 2004). Developing these skills enables collaboration to jointly develop solutions. Leaders who foster reflection provide opportunities to see the “taken-for-granted assumptions” (Senge et al., 2015, p. 4) and how mental models can limit trust and creative collaboration. Since change often starts with challenging conditions, moving beyond reacting to the conditions to building inspiring visions requires leadership willing to face difficult truths about the nature of the conditions. Further, the findings of Senge et al. (2015) suggest, that these leadership ideals of vision, reflection, and purposefulness that create a social environment of an open mind, heart, and will can extend beyond a single organization, school, court, social service agency and community to make change happen in a complex, Collective Impact strategy.

**Leadership tools.** Bringing together diverse groups of participants with different mental models, different perceptions, and potentially different goals requires practice and

learning. The necessary skills, discipline and regular practice can result in leaders prepared to see the larger systems (Senge et al., 2015). When stakeholder participants have little history of collaboration, reaching agreement on causes and outcomes related to the problem attempting to be solved can stretch individuals beyond normal boundaries of work and collaboration. Tools that help teams see the larger system integrate different mental models to help build a better understanding. Senge et al. (2015) assert that systems maps can help all involved to see the entire system better, and for each stakeholder to see all aspects of what might be affecting the issue that may be less evident in their individual work. Such maps can form an illustration that pulls together the science, research, practices, leadership, and community supports that support the issue. These types of maps can especially help professionals to put in perspective overlooked influences such as family, schools, housing, nutrition, and others to see more clearly how actions are linked (Senge et al., 2015).

Tools that foster reflection are aimed at allowing teams to slow down and consider alternate points of view. These types of tools allow for questions, revision, and “release of embedded assumptions” (Senge et al., 2015, p. 10). Tools such as dialogue interviews, peer shadowing, and deeper conversations allow systems leaders to learn to pay better attention to how often unconscious assumptions shape perceptions, providing opportunities to examine facts and how individuals interpret facts (Senge et al., 2015).

Tools to shift leaders from reacting to creating the future build on “relentlessly asking two questions: What do we really want to create? and What exists today?” (Senge et al., 2015, p. 11). Using Paul Born’s (2012) collaborative premise, “if you bring the appropriate people together in constructive ways with good information, they will create

authentic visions and strategies for addressing the shared concerns of your community” (p. 38), teams can be encouraged to collectively imagine the dimensions of a compelling future. The basic idea of shifting from problem solving to creating is not complicated, but the impact can be transformational (Born, 2012).

Prototyping is critical to accelerating Collective Impact learning and action (Weaver, 2013). The qualities of prototyping include, concrete, fast-cycle experiments that “act on the concept before the concept is fully understood” (Senge et al., 2004, p. 147). Further, Senge et al. (2004) assert that modeling or simulating the best understanding of what might work to have a shared set of understandings to enable communication is an important quality of prototyping. Prototyping also allows action before participants have created a plan, which allows participants to break out of past dysfunctional patterns by trying something new without overcommitting (Senge et al., 2004). Many workforce and education programs that have existed for years are primed and ready for collective change.

### **Leadership Needs of Workforce Development**

There are a variety of federal programs funded in support of education and employment for youth. Many of the programs rely on additional state, local and private financial support to augment the impact and program results.

Further, Bridgeland & Mason-Elder (2012) assert, with nearly 450,000 youth currently connected to education and training programs, this number only represents less than ten percent of the 6.7 million youth identified as disconnected. The programs that are engaging in a holistic approach that includes individual counseling, mentoring, and follow-up supports produce longer range success. However, the costs associated with

such programs are higher when compared to less intensive programs. Two of the comprehensive programs include Job Corps, and YouthBuild. Job Corps is a residential program providing education and training for low income youth ages 16 to 24. Longitudinal data on Job Corps finds that compared to control groups, the program significantly increased student attainment of GED and vocational certifications. Additionally, participants had lower rates of involvement in crime. There was, however, little long-term impact on earnings, except for the older youth participants aged 20 to 24. YouthBuild specifically serves low income youth aged 16 to 24 who have left high school without a diploma. It is not a residential program. Research has shown that for every dollar invested in YouthBuild students, there is an estimated social return on investment of at least \$7.80 (Bridgeland & Mason-Elder, 2012). The Community Development Block Grant and the Social Services Block Grant often braid together with other funds to provide comprehensive supports. Data to show the impact of the braided funds is limited due to the broad estimates of the populations served (Bridgeland & Mason-Elder, 2012). Table 4 represents the major federal funding streams, the numbers served and associated costs.

Table 4

*Major Federal Funding Streams*

Program	Number Served	Cost per Number Served	Overall Federal Funding Level in 2011
Job Corps	63,340	\$26,456	\$1,570,000,000
YouthBuild	9,850	\$15,300	\$102,500,000
Service & Conservation Corps	15,000	\$9,900	\$148,500,000

*Note.* Adapted from *A Bridge to Reconnection: A Review of Federal Funding Streams Reconnecting America's Opportunity Youth* [White Paper] by J. Bridgeland and T. Mason-Elder, 2012.

(continued)

Table 4

*Major Federal Funding Streams*

Program	Number Served	Cost per Number Served	Overall Federal Funding Level in 2011
National Guard Challenge Programs	8,900	\$12,300	\$109,525,750
Reintegration of Ex Offenders	6,200	\$10,000	\$62,000,000
AmeriCorps National Civilian Community Corps	200	\$27,936	\$5,587,200
Adult Secondary Education	200,139	\$227	\$44,650,900
Chafee Education and Training Vouchers	16,000	\$3,000	\$45,260,000
WIA Youth	112,100	\$3,455	\$387,305,500
Total	440,229		\$2,576,904,350

*Note.* Adapted from *A Bridge to Reconnection: A Review of Federal Funding Streams Reconnecting America's Opportunity Youth* [White Paper] by J. Bridgeland and T. Mason-Elder, 2012.

### **Leadership Application to Collective Impact**

Leadership that can weave together the priorities of the workforce and change management, as well as respond to social, technological, economic, environmental, and political conditions will catalyze and accelerate the progress of development of the systems need in a Collective Impact approach to problem solving (Kania, 2013).

Although leaders differ in personality and style, the core capabilities of systems leader have very similar impacts. Leaders of Collective Impact are able to focus on the whole and nurture others (Senge et al., 2015). Although position and formal authority matter, systems leaders can contribute from many positions. This new type of leader is not the “myth of the heroic individual leader” (Senge et al., 2015, p. 3), but rather a person who

can build relationships from networks of trust and collaboration and deep listening and openness. In the new world of work, the shift from workplace being a building to check in and out of on a daily basis, to more of a setting in which contribution is made, requires a different type of intelligence and vision (Wiseman, 2014).

### **San Bernardino County Vision**

Starting in November 2010, the County of San Bernardino and San Bernardino Associated Governments set out to identify a vision for the future. The vision is identified as a “destination established by our residents, employers, educators, and community and faith-based organizations” (San Bernardino County Countywide Vision, 2011, p. 1). Community meetings were convened throughout the county and residents were asked to describe the ideal features of a future San Bernardino County in 20 years. Success and failures, challenges and opportunities were identified. Hopes and dreams for grandchildren and friends were revealed. Online surveys provided additional data that was used to develop the vision statement (San Bernardino County Countywide Vision, 2011). The vision developed for San Bernardino County is:

- We envision a complete county that capitalizes on the diversity of its people, its geography, and its economy to create a broad range of choices for its residents in how they live, work, and play.
- We envision a vibrant economy with a skilled workforce that attracts employers who seize the opportunities presented by the county’s unique advantages and provide the jobs that create countywide prosperity.
- We envision a sustainable system of high-quality education, community health, public safety, housing, retail, recreation, arts and culture, and

infrastructure, in which development complements our natural resources and environment.

- We envision a model community which is governed in an open and ethical manner, where great ideas are replicated and brought to scale, and all sectors work collaboratively to reach shared goals.
- From our valleys, across our mountains, and into our deserts, we envision a county that is a destination for visitors and a home for anyone seeking a sense of community and the best life has to offer. (San Bernardino County Countywide Vision, 2011, p. 2)

The San Bernardino County Vision (2011) reports the goal is to build a complete county where all citizens are provided with opportunities for healthy lifestyles, strong public safety, and quality services that will instill a sense of pride in communities. Given the limited and competing resources in San Bernardino County, investments and alignment of priorities across multiple sectors and disciplines can provide the leverage needed for sustainable success. Increasing capacity to provide collaborative services through partnerships is believed to improve private foundation investment in the county. Currently, statewide private grant awards from private foundations total \$119 per capita; in San Bernardino County, the investments from private foundations total \$3 per capita (San Bernardino County Countywide Vision, 2011).

Through the process of developing the vision, essential elements were identified. Jobs and economy, education, housing, public safety, infrastructure, quality of life, environment, wellness, and image were presented as the community systems that interconnect all facets of the regional, statewide, national, and global context in which



San Bernardino County exists (San Bernardino County Countywide Vision, 2011). Additionally, values that reinforce the identity and unique features of San Bernardino County included: “charity, collaboration, commitment, culture, diversity, efficiency, history, honesty, innovation, integrity, natural resources, opportunity, participation, patience, people, responsibility, self-reliance, sense of place, sustainability, transparency, and volunteerism” (San Bernardino County Countywide Vision, 2011, p. 6).

**Jobs and economy element.** At over 20,000 square miles, San Bernardino County is the largest county in the United States. As such, the economy is an integral part of the overall CA economy. The economic base is diverse, varied and broad. The charge of this element group is to produce an educated workforce that leads to job development. Priority industry sectors include: green industries, such as environmental and alternative energy, transportation and logistics, technology, medicine, tourism, and construction (San Bernardino County Countywide Vision, 2011). The San Bernardino County Vision (2011) has set a goal to position San Bernardino County to compete nationally and internationally. In order to support a business-centric culture and foster expansion for business, addressing regulatory challenges are also identified as a priority for this element group.

The County Vision (2011) results found that the tensions to achieving the vision revealed through the jobs and economy element group include:

- Regulations to address other priorities vs. cost of doing business;
- Political influences and bureaucracy vs. timeliness of decisions and approvals;
- Business incentives vs. full-cost fee structure;
- State finances vs. redevelopment areas; and

- Waiting for the right development vs. needing immediate revenue (p. 7).

**Education element.** Education was presented in the vision as more than job training; it was presented as the foundation for all citizens that encourages development of a variety of skills and capabilities, from pre-school through advanced degrees. Real-world application, mentoring, internships and local business on-the-job training are identified as necessary to prepare students and produce skilled employees able to contribute to the local economy (San Bernardino County Countywide Vision, 2011).

The County Vision (2011) results found that the tensions to achieving the vision revealed through the education element group include:

- High-earning jobs vs. education and skill level of existing workforce; and
- Goal to better educate workforce vs. revenue restraints on enrollment (p. 8).

**Housing element.** Affordable housing was identified in the vision as an attraction of new residents to San Bernardino County. However, also presented was the need to expand housing choices to include a complete price range from affordable to luxury (San Bernardino County Countywide Vision, 2011). In planning for growth, the County Vision (2011) recommends a better balance of jobs and housing to protect against degeneration that might occur when housing is vacant or is purchased as rental investment property.

The County Vision (2011) results found that the tensions to achieving the vision revealed through the housing element group include:

- Local control vs. regional allocation and quotas; and
- Enhanced amenities vs. no new taxes and fees (p. 9).

**Public safety element.** The County Vision (2011) reports livability of the county is enhanced when criminal activity is reduced and neighborhoods are safe. Preparation, prevention, intervention, responsiveness, and education are the goals of collaborative relationship with partner agencies of this element group. Such relationships are identified as strengthening community involvement in the promotion of safe communities.

County Vision (2011) results found that the tension to achieving the vision revealed through the public safety element group includes “Unrealistic public expectations vs. revenue reductions” (p. 9).

**Infrastructure element.** The County Vision (2011) recommends the interrelationships of transportation, energy, recreational trails, flood control, water supply, sewer, parks, telecommunications, and solid waste be mapped out to coordinate funding and timing of agency activities and purpose.

County Vision (2011) results found that the tensions to achieving the vision revealed through the infrastructure element group include:

- Goods movement and logistics vs. local traffic; and
- High-speed rail vs. high-speed autonomous vehicles vs. sub 500-mile passenger flights (p. 10).

**Quality of life element.** With such a vast geographic area in San Bernardino County there is a diverse array of lifestyle options such as entertainment, retail, cultural, artistic, and natural geography for citizens to enjoy. For every 1,000 residents, there are six acres of park land, which is twice the CA standard (San Bernardino County Countywide Vision, 2011). Three of every four San Bernardino County residents live

within one mile of a local park, and within five miles of a regional, state, or federal park (San Bernardino County Countywide Vision, 2011). The goal of this element group is to connect and beautify communities through shared open spaces, public art and architecture that create a culture of investment in quality of life resources.

County Vision (2011) results found that the tension to achieving the vision revealed through the quality of life element group includes “More code enforcement vs. less code enforcement” (p. 10).

**Environment element.** The County Vision (2011) identifies location and natural environment as two of the greatest strengths of the region. Protecting and preserving the terrain and natural resources are goals for this element group. Managing habitat preservation, recreation opportunities, resource extraction, alternative energy, water quality, air quality and future growth within the regulatory framework that does not interfere with economic growth is the challenge. If managed well, the natural environment can impact the county’s opportunity to improve self-reliance.

County Vision (2011) results found that the tensions to achieving the vision revealed through the environment element group include:

- Regulation to protect natural environment vs. cost of doing business;
- Housing needs vs. natural resources and wide open spaces; and
- Regional energy efforts vs. energy needs of the county population (p. 11).

**Wellness element.** Superior healthcare services, and prevention programs to reduce chronic disease and socio-economic barriers are the goals of this element group. Health education, promotion of healthy lifestyles, and healthy city initiatives to increase collaboration between and among health care providers and community-based

organizations will be part of a multi-faceted approach to expand capacity to provide quality healthcare services to all citizens. Investments in new facilities, new training programs as well as recruitment of medical professionals to the area are identified strategies to achieve the goals of this element group.

County Vision (2011) results found that the tension to achieving the vision revealed through the wellness element group includes “Preventative healthcare services vs. reimbursable healthcare services” (p. 11).

**Image element.** The County Vision (2011) identifies that the historic character of San Bernardino County has often been overshadowed by the challenges portrayed in the southern CA media market. Sensational stories have compromised the confidence of businesses and other agencies to invest in the county. The goal of this element group is to emphasize inter-agency cooperation and sound governmental practices that best portray the dedication to enhancing the county’s image as one in which businesses and citizens thrive.

County Vision (2011) results found that the tension to achieving the vision revealed through the image element group includes “Preventing future scandals and regaining public trust vs. ongoing investigations” (p. 12).

**Cradle to career roadmap.** In October, 2013 the SBCSS Governing Board adopted the San Bernardino County Community Cradle to Career Roadmap as a Collective Impact approach to achieving the larger countywide vision. One step in achieving this vision is to create a regional K-16 educational hub that includes all levels of education from elementary to four-year institutions (San Bernardino County Countywide Vision, 2011). In January 2015, San Bernardino County leaders engaged in

critical conversations regarding the priority issues related to implementation of the vision. Specifically, the education element group Cradle to Career Roadmap implementation was the topic of discussion. A graphic of the roadmap is presented in Figure 1.

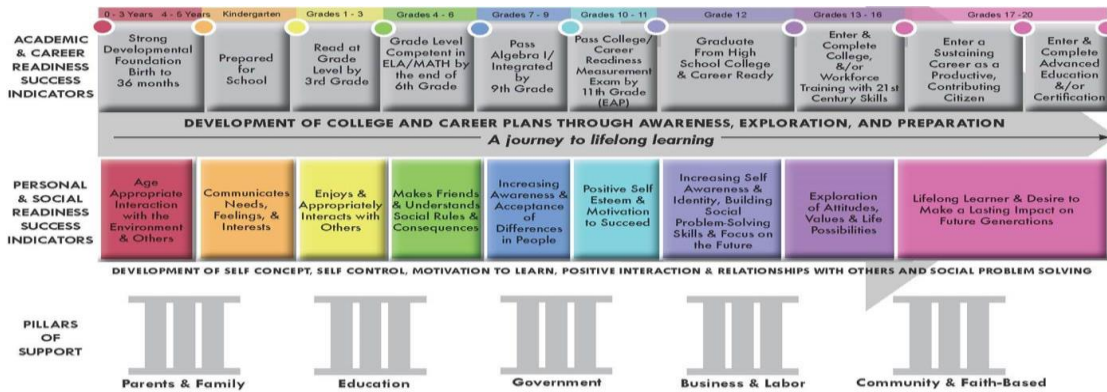


Figure 1. The Cradle to Career Roadmap identifies the learning continuum for students in order to be successful in their social development and educational experience. All elements of the roadmap are intended to be supported by parents, family, educators, government entities, business, labor, community and faith-based organizations. Adapted from *San Bernardino County Community Cradle to Career Roadmap*, by San Bernardino County Countywide Vision, 2013, [Website].

During the meeting, priority issues, challenges and opportunities were identified. The priority issues included the need for a strong partnership between business and education that position business leaders with school administrators and teachers to shape curriculum to meet the needs of industry; the need to engage parents; and, the need to coordinate funding (Pine, 2015). The challenges identified during the conversations included school facility limitations; time demands on business partners; students personal choices that limit opportunities; confidentiality concerns that limit how schools, government, and non-profits can coordinate services to families; and the fact that many large business operations are not headquartered in San Bernardino County (Pine, 2015). Additionally, the meeting dialogue summary reflects that SBCSS departmental unit charged with connecting with business and industry is understaffed and is not providing

adequate services to all 33 districts in the county. The opportunities identified related to the priorities include the new LCAP requirements to engage communities in how to best address the education needs of students; the new CA statute that may provide opportunities to include work readiness indicators in API school performance calculations; the development of parent website resources; and the work of The Funders Alliance to bring more private funders into the region (Pine, 2015). Collective Impact backbone organizations serve as neutral, coordinating agencies that convene stakeholders and manage activities. One role of a backbone organization is to mobilizing funding. Competition for resources among members of the element groups is minimized by strong backbone organization impact (Kania, 2013).

In a press article dated May 15, 2015, an announcement was made to officially launch the San Bernardino County General Plan to go beyond a “traditional general plan to become a comprehensive Countywide Plan that complements and informs the Countywide Vision” (San Bernardino County, 2015, para. 2). The web-based format will provide information on operational, contract, planning, public safety, healthcare service and other regional services provided. This four year project will include the services of PlaceWorks Inc. to assist with assembling a team of subcontractors specializing in economic analysis, transportation and environmental planning, data management, and web design ("News Release," 2015). The priorities of the countywide vision will serve as the guide to development of the content.

The Collective Impact approach is a promising model for facilitating unified action by multiple organizations to achieve improvement within a county at multiple levels. However, to successfully implement such an approach it is important to know the

key stakeholders in the process, the actions those stakeholders must take for success, the facilitators and barriers to successful action, and how to deal with those facilitators and barriers. The literature search on this subject did not produce information on these subjects, leaving a gap in the knowledge base necessary to successfully implement the Collective Impact approach. This study addressed that gap in the literature.



## CHAPTER III: METHODOLOGY

### **Overview**

Chapter III includes a review of the purpose of the study and research questions. An overview of the research design addresses the manner in which this qualitative research study was conducted to answer the research questions. The methodology to best answer the research questions is then described, followed by population and sample, and instruments. Information about the data collection process, explanation of the data analysis, a brief narrative on triangulation in order to improve validity, and the limitations of the study are also described.

### **Purpose Statement**

The first purpose of this study was to identify key stakeholders responsible for carrying out the Collective Impact approach for the San Bernardino County vision and the most important actions they need to take for successful implementation of the Collective Impact approach for the San Bernardino County vision.

The second purpose was to identify those factors that will facilitate the implementation of the Collective Impact approach for the San Bernardino County vision and the most important actions that key stakeholders need to take to successfully use facilitating factors to implement a Collective Impact approach to the San Bernardino County vision.

The final purpose of this study was to identify barriers that will impede the implementation of the Collective Impact approach for the San Bernardino County vision and the most important actions that key stakeholders need to take to successfully overcome barriers to a Collective Impact approach to the San Bernardino County vision.

## **Research Questions**

The following questions were addressed through the research methods:

1. Who are the key stakeholders responsible for carrying out the Collective Impact approach for the San Bernardino County vision?
2. What are the most important actions that key stakeholders need to take for successful implementation of a Collective Impact approach to the San Bernardino County vision?
3. What factors will facilitate the implementation of the Collective Impact approach for the San Bernardino County vision?
4. What are the most important actions that key stakeholders need to take to successfully use facilitating factors to implement a Collective Impact approach to the San Bernardino County vision?
5. What barriers will impede the implementation of the Collective Impact approach for the San Bernardino County vision?
6. What are the most important actions that key stakeholders need to take to successfully overcome barriers to a Collective Impact approach to the San Bernardino County vision?

## **Research Design**

Qualitative and quantitative research data were gathered through the mixed methods Delphi design. The research questions were the basis to inform the appropriate methodology selected. Methodology selection rests primarily on the problem to be investigated, the purpose of the study, and the nature of the data (Roberts, 2010). In selecting the methodology, the researcher must consider the sample design and data that

needs to be collected, and how closely the data aligns with the research question, or problem. The analysis of the data will depend on the quality of the data collected. Based upon the data collected the researcher must be able to gain a depth of understanding and insight to answer the research questions.

The Delphi design methodology is, “in essence a series of sequential questionnaires or rounds, interspersed by controlled feedback that seek to gain the most reliable consensus of opinion” (Powell, 2002, p. 376). The Delphi design methodology is useful for research on topics with an incomplete state of knowledge (Powell, 2002). The research design and methodology chosen by the researcher provided interval data including Likert scale ratings. Using both quantitative data as well as qualitative data the researcher to provide data corroboration. Based upon the data collected the researcher was able to gain a depth of understanding and insight to harness the opinions of a diverse group of experts (Powell, 2002). A total of three rounds of questions were presented to an expert panel group. The panel was heterogeneous in nature in order to produce a higher proportion of high quality (Powell, 2002). Although there are not firm rules on when consensus is reached, the final round will seek to demonstrate convergence of opinion. Given the gap in research on the topic of Collective Impact, the feedback between rounds also widened the knowledge of the experts and stimulated new ideas.

### **Population and Sample**

A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research (McMillan & Schumacher, 2010). The population for this study included all community partners involved in a shared community vision that is strategically linked

to a Collective Impact approach in CA. The characteristics of this population include direct involvement in regional alignment of resources, outcomes, engaging in mutually reinforcing activities that are data-informed and built around the idea “of continuous improvement and be identifying and replicating best practices” (Excelerate Success, 2014, p. 1) in CA.

**Target Population**

The target population for this study is community partners strategically linked to a Collective Impact approach in San Bernardino County, CA. The characteristics of this population include direct involvement in regional alignment of resources, outcomes, engaging in mutually reinforcing activities that are data-informed and built around the idea “of continuous improvement and be identifying and replicating best practices” (Excelerate Success, 2014, p. 1) in CA.

San Bernardino County, CA has demographics similar to the State of CA as a whole. Since the demographics of San Bernardino County and the State of CA are similar, the results of this study may be generalized to CA as a whole. See Table 5 for a demographic comparison.

Table 5

*United States Census Bureau Data*

Data Set	San Bernardino County	California
Population, percent change, April 1, 2010 to July 1, 2013	2.6%	2.9%
Persons under 5 years, percent, 2013	7.4%	6.5%

*Note.* Adapted from *State and County Quick Facts*, by the United State Census Bureau, 2014, [Website], Copyright 2015 U.S. Department of Commerce.

<sup>a</sup>Includes persons reporting only one race. <sup>b</sup>Hispanics may be of any race, so also are included in applicable race categories.

(continued)

Table 5

*United States Census Bureau Data*

Data Set	San Bernardino County	California
Persons under 18 years, percent, 2013	27.7%	23.9%
Persons 65 years and over, percent, 2013	10.0%	12.5%
Female persons, percent, 2013	50.2%	50.3%
White alone, percent, 2013 (a)	77.5%	73.5%
Black or African American alone, percent, 2013 (a)	9.5%	6.6%
American Indian and Alaska Native alone, percent, 2013 (a)	2.0%	1.7%
Asian alone, percent, 2013 (a)	7.1%	14.1%
Native Hawaiian and Other Pacific Islander alone, percent, 2013 (a)	0.5%	0.5%
Two or More Races, percent, 2013	3.4%	3.7%
Hispanic or Latino, percent, 2013 (b)	51.1%	38.4%
White alone, not Hispanic or Latino, percent, 2013	31.4%	39.0%
Living in same house 1 year & over, percent, 2009-2013	82.7%	84.2%
Foreign born persons, percent, 2009-2013	21.1%	27.0%
Language other than English spoken at home, percent of persons age 5+, 2009-2013	41.1%	43.7%
High school graduate or higher, percent of persons age 25+, 2009-2013	78.2%	81.2%
Bachelor's degree or higher, percent of persons age 25+, 2009-2013	18.7%	30.7%
Mean travel time to work (minutes), workers age 16+, 2009-2013	29.9	27.2
Homeownership rate, 2009-2013	61.9%	55.3%
Persons per household, 2009-2013	3.33	2.94
Per capita money income in past 12 months (2013 dollars), 2009-2013	\$21,332	\$29,527
Median household income, 2009-2013	\$54,090	\$61,094
Persons below poverty level, percent, 2009-2013	18.7%	15.9%

*Note.* Adapted from *State and County Quick Facts*, by the United State Census Bureau, 2014, [Website], Copyright 2015 U.S. Department of Commerce.

<sup>a</sup>Includes persons reporting only one race. <sup>b</sup>Hispanics may be of any race, so also are included in applicable race categories.

## **Sample**

A sample is the subset of the population selected for measurement, observation or questioning to provide statistical information about the population (Xavier University Library, 2012). Sampling is the process for choosing the group of people in which to sample from a target population. The stages of the sampling process include: defining the population of interest, identifying the sample frame, determining the sample method and sample size (Patton, 2002).

The sample for this study was selected leaders participating in the Collective Impact process in San Bernardino County, CA. Collective Impact is a structured approach to problem solving that includes the five core conditions of, common agenda, continuous improvement, shared measurement system, mutually reinforcing activities, and backbone functions. In order for Collective Impact initiatives to be successful, “their leaders must understand that collective impact is not a solution, but rather a problem-solving process” (Preskill et al., n.d., p. 5) requiring leaders to remain aware of change in context. San Bernardino County is utilizing a Collective Impact approach to achieving its vision.

### **Sample Selection Process**

Participants for this qualitative study were 16 panel respondents involved in Collective Impact and identified as leaders in San Bernardino County responsible for implementation of the vision. Three rounds of questions were required of all panel respondents.

The criteria for selection as an expert participant in this study were:

1. Must be a recognized leader in Collective Impact initiatives.

2. Must have been involved in the Collective Impact initiatives from their inception.
3. Must be potential users of the study findings.
4. Must reflect current knowledge and perceptions of the key tenants of the Collective Impact approach.
5. Must be able to identify the professional practice and/or changes in work as it related to the goals of Collective Impact.
6. Must be able to identify the progress being made toward the development of aligned community goals and principles.

The sample size was sufficient given the small number of communities involved in Collective Impact initiatives, and the nature of utilizing the Delphi design methodology to make use of expert judgment in planning (Dalkey & Brown, 1971). However, given the small sample size, it is possible that the results may be difficult to generalize despite similar demographic characteristics, of the identified population (McMillan & Schumacher, 2010).

### **Instrumentation**

A series of questions were developed to address the research questions. Questions were forwarded in three rounds. Questions were open ended, free response questions. A digital survey software was utilized to create the electronic survey instrument. An email was sent to participants outlining directions and guidelines for use of the electronic survey instrument. Additionally, an electronic attachment of the survey questions was also attached to the email to allow participants to review the questions prior to entering the digital instrument.

## **Round 1 Instrumentation**

1. List the key stakeholder champions of the San Bernardino County vision that have made a commitment to the work. These may be organizations, job alike groupings of individuals, or individuals.
2. Select the learning processes and structures embedded in the work of the San Bernardino vision in which you have participated. Check all that apply. Additional processes and structures may be added in the comment box.
3. List the challenge factors, i.e. political, cultural, funding, etc. associated with the implementation of the San Bernardino County vision.
4. How is the work of the San Bernardino County vision evolving in response to the challenge factors?
5. List the success factors, i.e. political, cultural, funding, etc. associated with the implementation of the San Bernardino County vision.
6. How is the work of the San Bernardino County vision evolving in response to the success factors?

After round one responses were received via electronic survey, results were aggregated. From the responses, a list of expert panel themes associated with each question was generated. Aggregated responses to Round 1 questions accompanied Round 2 questions. Panel experts were asked to use a Likert scale to rate the Round 2 questions.



## **Round 2 Instrumentation**

1. The top five aggregate responses regarding the key stakeholders responsible for shaping the shared vision for San Bernardino County one are presented below. Rate your level of agreement on how these identified key stakeholder champions have helped shape the shared vision for the San Bernardino County vision.
2. The top five learning processes and structures embedded in the work of the San Bernardino County vision identified in round one are presented. Rate your level of agreement regarding these processes and structures in terms of coordinated support of the vision.
3. The top five success factors related to implementation of the San Bernardino County vision identified from round one are presented. Rate the factors in relation to strength of momentum in implementation of the vision.
4. The top five challenge factors related to implementation of the San Bernardino County vision identified in round one are presented. Rate the factors in relation to the strength of the barriers they create that will impede the implementation of the vision.
5. The top five responses to how the work of the San Bernardino County vision is evolving as a result of the success factors identified in round one are presented. Rate your level of agreement regarding the responses in relation to how they support implementation of the Collective Impact approach for the vision.

6. The top five responses to how the work of the San Bernardino County vision is evolving as a result of the challenge factors identified in round one are presented. Rate the responses in relation to how they create momentum toward implementation of the Collective Impact approach of vision.

Aggregation of responses to Round 2 questions occurred after the responses were received from the expert panel of participants via electronic survey. The information provided to panel experts indicated the dispersion of scores from the previous round. Participants were given indication of where their scores were placed in relation to the overall themes. Aggregated responses to Round 2 questions accompanied Round 3 questions. Additionally, there was opportunity to for participants to revise previous scores in light of the aggregate scores to facilitate movement towards consensus.

### **Round 3 Instrumentation**

1. Considering the aggregate responses from round two (question #2), describe the actions that have been used by the following key stakeholder's champions that can be replicated in support of the San Bernardino County vision.
2. Considering the aggregate responses from round two (question #4), describe the most important actions stakeholders need to take to successfully use the following success factors.
3. Considering the aggregate responses from round two (question #5), describe the most important actions stakeholders need to take to overcome the following barriers to implementation of the San Bernardino County vision.

## **Data Collection**

Following approval by the Brandman University Institutional Review Board (BUIRB), leaders in San Bernardino County were contacted by the researcher via email to participate in the study. Understanding that the success of the Delphi design methodology relies on the combined expertise of the panel, one of the key qualifications was that participants be potential users of the findings. The expert panel was chosen for their work in the area of Collective Impact and credibility with the community.

A list of 39 potential expert panel members was identified. Each potential member of the expert panel received an e-mail from the researcher to identify the purpose of the study and to authorize consent for participation. Information regarding confidentiality and use of responses was included in the informed consent. Once informed consent was received, and confirmation of expert criteria was validated, 16 participants were provided an electronic link to participate in round one of the study. A digital survey software was utilized to create the electronic survey instrument. An email was sent to participants outlining directions and guidelines for use of the electronic survey instrument. Additionally, an electronic attachment of the survey questions was also attached to the email to allow for participants to review the questions prior to entering the digital instrument.

Unlike survey research, the rounds used with the Delphi design methodology provide opportunity for initial feedback, aggregate consolidation of feedback, and distribution of collated feedback to participations for further review.

The electronic link to Round 1 included an introduction to the questionnaire, instructions to complete the questionnaire, a deadline for questionnaire completion, terms

and definitions, and contact information. Similar information was also included on subsequent rounds of electronic questionnaires.

### **Field Test**

Prior to implementation, a field test of the instrumentation was conducted with two to three volunteer participants who possess similar knowledge of the research topics and who were not regular participants of the study. Each field test volunteer was asked to complete the survey questions. After each round of questions, feedback was sought for the purpose of validating the survey processes employed by the researcher. The insight from field test participants was used to determine the need to change instrumentation and/or processes prior to contacting participants.

### **Round 1 Data Collection**

The first round was structured such that the questions were presented to the expert panel to elaborate, or otherwise comment on the topics with their individual concerns, insights, criticisms, or agreement. The first round could be regarded as brainstorming in which a host of ideas were contributed. Detailed steps for data collection in round one included:

1. Selection of panel experts.
2. Construction and distribution of round one questionnaire.
3. Completion and return of round one questionnaire by panel of experts.
4. Collation and categorization of responses.
5. Construction of second questionnaire.

## **Round 2 Data Collection**

In Round 2, participants were asked to provide a rating based on a Likert response. Detailed steps for data collection in round two include:

1. Distribution of round two questionnaire.
2. Completion and return of round two questionnaire by panel of experts.
3. Collation of individual scores for each suggestion.
4. Collation of group scores for each suggestion.
5. Construction of the third questionnaire with individual and group scores for each suggestion from round two incorporated.

## **Round 3 Data Collection**

In Round 3, the researcher requested clarification from experts who scored items outside a particular range during Round 2; for example, plus or minus two points from the group median score. Detailed steps for data collection in round three include:

1. Distribution of third questionnaire.
2. Completion and return of round three questionnaire from panel of experts.
3. Collation of individual scores for each suggestion.
4. Collation of group scores for each suggestion.
5. Possible further rounds of voting and possible request for rationale and comments for more extreme scores.
6. Achievement of group consensus with calculation of summary statistics: maximum, minimum, and range of scores for each suggestion.
7. Distribution and of findings.

## **Data Analysis**

In this mixed methods study, both qualitative and quantitative methods were used to generate the data from surveys. Procedures used to conduct data analysis were executed simultaneous to the data collection process. After each survey was completed, data was aggregated with the purpose of the study in mind. The data was reviewed multiple times, while additional notes, tentative themes, and ideas were noted. Each set of data from each survey was compared with the previous. A system for organizing and managing data involved coding, or assigning a specific symbol to various perspectives for ease of retrieval and sorting. All data collected was organized by major themes found in the data from the surveys. The qualitative data was coded and organized to locate similarities. The quantitative data was gathered from Likert scale responses to Round 2. Median scores and means were developed by the researcher from all expert panel responses. A cut point was selected and used to determine impact. The interval data from the Likert survey questions provided the researcher with data to evaluate the magnitude and impact of the Collective Impact initiative. The factors representing the greatest impact determined from Round 2 questions accompanied Round 3 questions. Responses to Round 3 questions were qualitatively coded. A data analysis matrix was used to identify patterns and themes. The surveys were intended to identify a convergence of opinion to answer the research questions. The goal was to have multiple responses for each theme, and/or idea. Agreement of 85% or better must be documented in order to calculate inter-observer reliability (McMillan & Schumacher, 2010).

## **Round 1 Data Analysis**

In Round 1, all questions were open ended, free response. Data was recorded so that the data bank was readily updated to remain consistent with various responses.

Detailed steps for data analysis included:

1. Organize data collected into themes.
2. Code data for ease of retrieval and sorting.
3. Develop a data analysis matrix to store data.
4. Integrate related themes using the lens of a systems approach to Collective Impact in preparation for development of round two questions.

## **Round 2 Data Analysis**

In Round 2, participants were asked to provide a rating based on a Likert response. Median scores and means were developed by the researcher. Using a rating scale allowed the researcher to weigh the evidence provided in Round 1 questions, and make the intuitive component of opinion less arbitrary. Detailed steps for data analysis in Round 2 included:

1. Calculate median scores and means from Likert responses.
2. Align the scores with the themes identified in round one.
3. Sort related themes.
4. Identify individual participant scores.
5. Identify scores outside of a range of two points of the group median score.
6. Determine data to utilize for round three feedback to determine consensus.

### **Round 3 Data Analysis**

In Round 3, participants were given an indication of where their Round 2 scores were placed in relation to the overall scores. Aggregated responses to Round 2 questions accompanied Round 3 questions. The researcher sought feedback on themes which permitted forecasting techniques to be applied to the recommendations. Detailed steps for data analysis in Round 3 included:

1. Organize data collected into themes.
2. Code data for ease of retrieval and sorting.
3. Calculate common responses.
4. Calculate median for Likert scale questions to determine central tendency.
5. When 60% or more of responses on an item are the same, consensus was achieved.
6. Any Likert scale item with more than a 15% change in mean score from one round to the next was considered unstable for the purpose of consensus.
7. When the feedback attained a point which was definable, then progress on the outcome of establishing a convergence of opinion was considered complete.

### **Limitations**

This mixed methods study included data from surveys presented to cross-sector leaders identified as experts responsible for the implementation of the San Bernardino vision. The Delphi design methodology was used to gather data from respondents considered experts in the domain. The limitations of the study were the number of participants who were available. Due to the use of the Delphi design methodology, the sample selection was not random. Rather, it was the individuals chosen to participate



based upon their involvement in the Collective Impact initiative in San Bernardino County. Because there are only a handful of school districts embracing Collective Impact, and relatively few experts from the other sectors of the San Bernardino County structure, there was less diversity among the participants and they represented only a small portion of not only the county of San Bernardino, but also the state. Due to this limitation, it may be difficult to generalize the results.

### **Summary**

Chapter III included a review of the purpose of the study and research questions. The manner in which this qualitative research study was conducted to answer the research questions was addressed. The research questions were best answered through a Delphi design methodology in data collection and analysis. The methodology to conduct this study was presented including the population and sample, instruments, and field test to validate instruments. Information about the data collection process, explanation of the data analysis, and the limitations of the study were also described.

Chapter IV presents the results of the data collection and analysis and a discussion of the findings of this study. Chapter V contains the summary, findings, conclusions, and recommendations for further research.

## CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

Chapter IV outlines the planning, implementation, and analysis of the research data. This chapter provides a review of the purpose of the study, research questions, research methods, data collection procedures, population, sample, and concludes with a presentation and analysis of data. The focus is on the presentation of the primary data collected in the Delphi study comprised of three rounds of questions completed by 16 experts from San Bernardino County, CA. Each of the three rounds is described in the context of the research questions. Explanations on how the results and analysis from each round informed subsequent rounds are also provided. The questions, together with the data preparation, form the basis of this chapter. The findings are summarized after presenting the relevant research results and explanations.

### **Overview**

This chapter provides the results and analysis of the research and is presented in seven sections. The first section presents a review of the purpose of the study; the next presents the research questions; third, the rationale for the research methods chosen is provided; data collection procedures are provided, followed by population and sample. A presentation of a summary of the findings provides general details of the outcomes and analysis of data. Chapter IV addresses the research questions in order and ends with a summary of the chapter.

### **Purpose Statement**

The first purpose of this study was to identify key stakeholders responsible for carrying out the Collective Impact approach for the San Bernardino County vision and

the most important actions they need to take for successful implementation of the Collective Impact approach for the San Bernardino County vision.

The second purpose was to identify those factors that will facilitate the implementation of the Collective Impact approach for the San Bernardino County vision and the most important actions that key stakeholders need to take to successfully use facilitating factors to implement a Collective Impact approach to the San Bernardino County vision.

The final purpose of this study was to identify barriers that will impede the implementation of the Collective Impact approach for the San Bernardino County vision and the most important actions that key stakeholders need to take to successfully overcome barriers to a Collective Impact approach to the San Bernardino County vision.

### **Research Questions**

1. Who are the key stakeholders responsible for carrying out the Collective Impact approach for the San Bernardino County vision?
2. What are the most important actions that key stakeholders need to take for successful implementation of a Collective Impact approach to the San Bernardino County vision?
3. What factors will facilitate the implementation of the Collective Impact approach for the San Bernardino County vision?
4. What are the most important actions that key stakeholders need to take to successfully use facilitating factors to implement a Collective Impact approach to the San Bernardino County vision?

5. What barriers will impede the implementation of the Collective Impact approach for the San Bernardino County vision?
6. What are the most important actions that key stakeholders need to take to successfully overcome barriers to a Collective Impact approach to the San Bernardino County vision?

### **Research Methods and Data Collection Procedures**

Qualitative and quantitative research was gathered through the mixed methods Delphi design. The research questions were the basis to inform the appropriate methodology selected. The Delphi design methodology used employed a series of three sequential questionnaires.

The first step in planning the data collection was to compile of a list of experts.

The experts were identified using the following criteria:

1. Must be a recognized leader in Collective Impact initiatives.
2. Must have been involved in the Collective Impact initiatives from their inception.
3. Must be potential users of the study findings.
4. Must reflect current knowledge and perceptions of the key tenants of the Collective Impact approach.
5. Must be able to identify the professional practice and/or changes in work as it related to the goals of Collective Impact.
6. Must be able to identify the progress being made toward the development of aligned community goals and principles.

The experts offered different experiences and opinions on the research questions which was essential for gaining a well-rounded perspective. A small number of experts known to the researcher were contacted first and they were asked to nominate more experts. The success of the study was dependent on identifying experts meeting the criteria who were also willing to participate. A list of 39 experts whom the researcher identified as meeting the criteria was compiled. The expertise of the potential experts was reviewed along with their participation in the leadership structures within San Bernardino County to ensure there was a wide knowledge base established. The 39 experts were contacted to participate, in the hope of getting a positive response from a minimum of 12. The survey questionnaires were developed utilizing online digital software, and aligning with the research questions. Email was used as the communication tool for the data gathering processes. An introduction letter, along with a copy of the questions was emailed to all potential expert participants. The link to the digital survey was contained in both the email message and in the content of the letter sent to participants.

Communication and context for the study were provided to participants to assist with developing an understanding of why they were identified as experts. Gaining commitment from the experts was achieved by providing information on the required time length of the study, time between rounds, and expected duration of completing the questions. Seventeen of the 39 experts viewed the communicated information including the first round of the study questions. One individual indicated that she did not meet the expert criteria and therefore did not complete the questions in round one, leaving 16 total

participants. Throughout the study, anonymity was maintained to ensure the responses were impartial and without influence of others participating in the study.

Prior to sending out the material for the study, a field-test was conducted on a small sample to allow for the researcher to address potential issues in advance. The survey questions were developed and three experts, outside of the panel, were asked to complete them with a lens toward highlighting issues with regard to ambiguity or interpretations. Feedback from the field-test participants was the basis for modifications in the terminology used, and length of survey questions. In the Round 1 survey, two questions were slightly changed and one question was eliminated, making the completion process easier for respondents.

### **Population**

The population for this study included all community partners involved in a shared community vision that is strategically linked to a Collective Impact approach in CA. The characteristics of this population include direct involvement in regional alignment of resources, outcomes, engaging in mutually reinforcing activities that are data-informed. The target population for this study was community partners strategically linked to a Collective Impact approach in San Bernardino County, CA.

### **Sample**

This study consisted of a purposeful sampling in order to gain insight and understanding to the research questions using criteria to define experts involved in Collective Impact and identified as leaders in San Bernardino County responsible for implementation of the vision. The sample for this study was selected leaders participating in the Collective Impact process in San Bernardino County, CA. Collective

Impact is a structured approach to problem solving that includes the five core conditions of: common agenda, continuous improvement, shared measurement system, mutually reinforcing activities, and backbone functions.

Several leadership structures exist in support of the Collective Impact process in San Bernardino County. The researcher utilized contact information from the leadership structures, along with recommendations from several experts with whom the researcher had a relationship as the basis to identify the sample. The expert panel included representatives from San Bernardino County K-12 public education, the Endangered Habitat League, the San Bernardino Associated Governments, the San Bernardino County Workforce Development Department, San Bernardino County Administrative Office, Inland Empire United Way, and San Bernardino County Department of Public Health.

### **Presentation and Analysis of Data**

The Delphi research design methodology chosen by the researcher yielded both qualitative and quantitative data to allow the researcher to gain a depth of insight and harness the opinions of the diverse group of experts (Powell, 2002). Three rounds of questions, as provided in Appendix B, C and D, were presented to the expert panel. All of the answers to the open-ended questions were gathered and reviewed. Patterns and themes emerged as the data was analyzed and meanings were categorized. Presentation and analysis of the data gathered is presented in alignment with the research questions.

### **Research Question One**

*Who are the key stakeholders responsible for carrying out the Collective Impact approach for the San Bernardino County vision?* The aim of Research Question One was to determine if San Bernardino County meets one of the primary prerequisites for

launching a successful Collective Impact initiative of having stakeholder leaders that command respect and engage cross sector leaders (Kania, 2013). In order to address research question one, the expert panel was asked to directly identify the key stakeholder champions in round one of the Delphi design study. The findings are reported in the form of a summary of the responses of the whole group of participants. Patterns emerged as the data was analyzed and units of meaning were collated into a list of themes. The information in the respondents' answers was then classified, categorized and ordered according to the themes. Table 6 presents a summary of the themes identified by the expert panel along with the number of times the themes were expressed by the panel in descending order.

Table 6

*Framework for Stakeholder Themes in Round 1*

Key Stakeholder Champion Theme	Number of Times Expressed
San Bernardino County Superintendent of Schools (SBCSS)	13
San Bernardino Associated Governments (SANBAG)	12
School District Superintendents	12
Gregory Devereaux	7
California State University San Bernardino	6
San Bernardino County Public Health Department	4
San Bernardino County Board of Supervisors	4
Barbara Alejandre	4

The most commonly shared responses from Round 1 were used for Round 2 surveys. Specifically, the top five aggregate responses regarding the key stakeholders responsible for shaping the shared vision for San Bernardino County were presented in Round 2. Participants were asked to rate their level of agreement on how the key stakeholders helped to shape the shared vision using a Likert scale range of: *strongly agree, agree, disagree, and strongly disagree*.



Table 7 presents the results of Round 2 ratings by category reflected as percentages to allow for panel participants to view their responses in comparison to the overall rated responses. Participants were provided these Round 2 results with the Round 3 questions and were given an opportunity in Round 3 to change their responses from Round 2. No participants chose to change their Round 2 ratings.

Table 7

*Stakeholder Results from Round 2 Rating*

Stakeholder	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses
SBCSS	73.33%	26.67%	0%	0%	15
SANBAG	37.50%	56.25%	6.25%	0%	16
CSUSB	33.33%	60.00%	6.67%	0%	15
School District Superintendents	60.00%	33.33%	6.67%	0%	15
Gregory Devereaux	100%	0%	0%	0%	16

*Note.* SBCSS = San Bernardino County Superintendent of Schools; SANBAG = San Bernardino Associated Governments; CSUSB = California State University of San Bernardino

**Research Question Two**

*What are the most important actions that key stakeholders need to take for successful implementation of a Collective Impact approach to the San Bernardino County vision?* The aim of this research question was to determine the mental models, leadership vision, and purposefulness that create an environment that can extend beyond a single organization (Senge et al., 2015). Rather than starting by asking to specifically identify actions, the participants were first asked to identify success factors associated with the implementation of the San Bernardino County vision, and how the work of implementing the vision is evolving as a result of the success factors. The findings are reported in the form of a summary of the responses of the whole group of participants. Patterns emerged

as the data was analyzed and units of meaning were collated into a list of themes. The information in the respondents' answers was then classified, categorized and ordered according to the themes.

Table 8 presents a summary of the themes identified by the expert panel along with the number of times the themes were expressed by the panel in descending order. The top five themes were used for Round 2 of surveys.

Table 8

*Success Factor Themes in Round 1*

Success Factor Theme	Number of Times Expressed
Stronger collaboration	9
Development of education element Cradle to Career Roadmap	6
Shared expectations	4
Strong leadership	4
Expanded regional economic development	4
Greater understanding of the vision	3
Linked learning expansion	2
James Irvine Foundation support	2

Table 9 presents a summary of the themes identified by the expert panel along with the number of times the themes were expressed by the panel in descending order. The top five themes were used for Round 2 of surveys.

Table 9

*Evolution of Work Themes in Round 1*

Evolution Factor Theme	Number of Times Expressed
Progress in all element groups	6
Development of new partnerships	4
Focused alignment of goals	4
Identified benchmarks and data	3
Increased awareness and interest	3

The most commonly shared responses from Round 1 were included in Round 2 for participants to rate. Specifically, the top five success factors related to the implementation of the San Bernardino County vision were presented in Round 2. Participants were asked to rate the factors in relation to strength of momentum in implementation of the vision using a Likert scale range of: *strong momentum, momentum, same momentum as before the vision, losing momentum*.

Table 10 presents the results of Round 2 ratings by category reflected as percentages to allow for panel participants to view their responses in comparison to the overall rated responses. Participants were provided these Round 2 results with the Round 3 questions and were given an opportunity in Round 3 to change their responses from Round 2. No participants chose to change their Round 2 ratings.

Table 10

*Success Factor Results from Round 2 Rating*

Success Factor	Strong Momentum	Momentum	Same Momentum as Before the Vision	Losing Momentum	Total Responses
Stronger collaboration	62.5%	37.50%	0%	0%	16
Development of the education element Cradle to Career Roadmap	53.33%	46.67%	0%	0%	16
Shared expectations	25.00%	68.75%	6.25%	0%	16
Strong leadership	56.25%	37.50%	6.25%	0%	16
Expanded regional economic development	20.00%	66.67%	13.33%	0%	15

The most commonly shared responses were included in Round 2 for participants to rate. Specifically, the top five responses to how the work has evolved as a result of the success factors identified were presented in Round 2. Participants were asked to rate their level of agreement regarding the responses in relation to how they support the implementation of the Collective Impact approach for the vision using a Likert scale range of: *strongly agree, agree, disagree, strongly disagree*.

Table 11 presents the results of Round 2 ratings by category reflected as percentages to allow for panel participants to view their responses in comparison to the overall rated responses. Participants were provided these Round 2 results with the Round 3 questions and were given an opportunity in Round 3 to change their responses from Round 2. No participants chose to change their Round 2 ratings.

Table 11

*Evolution of Work Results from Round 2 Rating*

Evolution	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses
Progress in all element groups	25.00%	56.25%	18.75%	0%	16
Development of new partnerships	43.75%	56.25%	0%	0%	16
Focused alignment of goals	56.25%	37.50%	6.35%	0%	16
Identified benchmarks and data	25.00%	68.75%	6.25%	0%	16
Increased awareness and interest	25.00%	68.75%	6.25%	0%	16

The Round 3 survey questions asked for participants to identify specific actions needed to effectively use the success factors. The components of Collective Impact success include: governance and infrastructure, strategic planning and community involvement (Hanleybrown, et al., 2012) and are often implemented in phases.

The survey responses from Round 3 regarding the actions to support the success factor of stronger collaboration indicated the need to align resources to work together, communicate, build trust, and engage in collaboration meetings to identify specific, actionable goals. One participant who represented the Workforce Development Department summarized the action needed with the following statement, “*create more opportunities for different organizations...to come together to share their missions to determine how we as a county may better utilize our strengths for change.*”

To harness the momentum of the Cradle to Career Roadmap the participants identified actions in support of communication, public relations, and assurance that all educational institutions are included in the work of the roadmap. The actions identified in Round 3 in support of the Cradle to Career Roadmap, align with Phase II of the community involvement success component of engaging the community and building public will (Hanleybrown et al., 2012).

The actions to support the momentum of shared expectations identified in Round 3 include: communication, outreach, persistent sharing of information and development of clear action plans. Phase I of Collective Impact strategic planning calls for a map of the landscape to use data to make the case for the need for change. The participant answers align with Phase I of strategic planning (Hanleybrown et al., 2012).

The expert participants identified the importance of overtly supportive leaders to build leadership capacity, form partnerships and communicate a united message as the most important actions needed to support the current momentum of strong leadership.

Building on the momentum of regional economic development the expert panel identified the actions of: local decisions aligned with regional priorities, engaging business leaders, and working with city and state elected officials to create business friendly practices to support the continuation of regional economic development.

### **Research Question Three**

*What factors will facilitate the implementation of the Collective Impact approach for the San Bernardino County vision?* The aim of this research question was to determine the learning processes and structures in support of Collective Impact occurring in San Bernardino County. Participants were asked to identify the learning processes and structures embedded in the work of the San Bernardino County vision in which they have participated. The findings are reported in the form of a summary of the responses of the whole group of participants. Patterns emerged as the data was analyzed and units of meaning were collated into a list of themes. The information in the respondents' answers was then classified, categorized and ordered according to the themes.

Table 12 presents a summary of the themes identified by the expert panel along with the number of times the themes were expressed by the panel in descending order. The top five themes were used for Round 2 of surveys.

Table 12

*Framework for Process and Structure Themes in Round 1*

Process and Structure Theme	Number of Times Expressed
Countywide Vision Leadership Dialogues	14
Community Vital Signs Meetings	11
Alliance for Education Meetings	11
Regional Hub of Excellence Meetings	10
Community Panel Discussions	10
City/County Conferences	9
School District Community Cabinet	7
Alignment Nashville	2

The most commonly shared responses were included in Round 2 for participants to rate. Specifically, the top five learning processes and structures embedded in the work of the San Bernardino County vision were presented in Round 2. Participants were asked to rate their level of agreement regarding the processes and structures in terms of coordinated support of the vision using a Likert scale range of: *strongly agree, agree, disagree, and strongly disagree.*

Table 13 presents the results of Round 2 ratings by category reflected as percentages to allow for panel participants to view their responses in comparison to the overall rated responses. Participants were provided these Round 2 results with the Round 3 questions and were given an opportunity in Round 3 to change their responses from Round 2. No participants chose to change their Round 2 ratings.

Table 13

*Processes and Structure Results from Round 2 Rating*

Structure/Process	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses
Countywide Vision Leadership Dialogues	56.25%	43.75%	0%	0%	16

(continue)

Table 13

*Processes and Structure Results from Round 2 Rating*

Structure/Process	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses
Community Vital Signs Meetings	66.67%	33.33%	0%	0%	15
Alliance for Education Meetings	35.71%	64.29%	0%	0%	14
Regional Hub of Excellence Meetings	38.46%	53.85%	0%	7.69%	13
Community Panel Discussions	21.43%	71.43%	0%	7.14%	14

**Research Question Four**

*What are the most important actions that key stakeholders need to take to successfully use facilitating factors to implement a Collective Impact approach to the San Bernardino County vision?* The aim of this research question was to determine how the influential champions of the Collective Impact initiative support the urgency for change based upon multiple stakeholders calling for change due to frustration with the existing approaches (Kania, 2013).

Round 3 surveys asked participants to describe the actions that have been used by the key stakeholder champions that can be replicated in support of the San Bernardino County vision. Participants identified the following actions and characteristics of the key stakeholder champions that can be replicated:

- Perseverance
- Commitment



- Including the vision as the center of talking points
- Alignment of goals
- Promotion of vision
- Research based action
- Shaping the vision
- Ensuring stakeholder voice is present in decisions
- Consistency in implementation

One participant representing San Bernardino County government summarized the most important actions as, “*gathering of support first for the concept of the need for a vision*” then, “*process and development of a shared vision*”, and finally, “*keeping the community involved in its implementation.*”

### **Research Question Five**

*What barriers will impede the implementation of the Collective Impact approach for the San Bernardino County vision?* The aim of this question was to determine how, given the limited and competing resources in San Bernardino County, investments and alignment of priorities across multiple sectors and discipline are addressing the tensions identified in the process of developing the vision (San Bernardino Countywide Vision, 2011). Participants were asked to identify the challenge factors associated with implementation of the San Bernardino County vision. The findings are reported in the form of a summary of the responses of the whole group of participants. Patterns emerged as the data was analyzed and units of meaning were collated into a list of themes. The information in the respondents’ answers was then classified, categorized and ordered according to the themes.

Table 14 presents a summary of the themes identified by the expert panel along with the number of times the themes were expressed by the panel in descending order.

The top five themes were used for Round 2 of surveys.

Table 14

*Challenge Factor Themes in Round 1*

Challenge Factor Theme	Number of Times Expressed
Geographic size of San Bernardino County	6
Local control when priorities compete	6
Lack of awareness of the vision	5
Resistance to change	5
Diversity of San Bernardino County	5
Time	3
Resources	3
Buy in	3

The most commonly shared responses were included in Round 2 for participants to rate. Specifically, the top five challenge factors related to the implementation of the San Bernardino County vision were presented in Round 2. Participants were asked to rate the factors in relation to the strength of the barriers they create that will impede the implementation of the vision using a Likert scale range of: *strong barrier, barrier, minor barrier, not a barrier*.

Table 15 presents the results of Round 2 ratings by category reflected as percentages to allow for panel participants to view their responses in comparison to the overall rated responses. Participants were provided these Round 2 results with the Round 3 questions and were given an opportunity in Round 3 to change their responses from Round 2. No participants chose to change their Round 2 ratings.

Table 15

*Challenge Factor Results from Round 2 Rating*

Challenge Factor	Strong Barrier	Barrier	Minor Barrier	Not a Barrier	Total Responses
Geographic size of San Bernardino County	31.25%	62.50%	6.25%	0%	16
Local control when priorities compete	18.75%	62.50%	12.50%	6.25%	16
Lack of awareness of the vision	6.25%	62.50%	25.00%	6.25%	16
Resistance to change	18.75%	37.50%	18.75%	25.00%	16
Diversity of San Bernardino	0%	37.50%	43.75%	18.75%	16

**Research Question Six**

*What are the most important actions that key stakeholders need to take to successfully overcome barriers to a Collective Impact approach to the San Bernardino County vision?* The aim of this question was to determine the mental models, leadership vision, and purposefulness to solve a complex problem that requires an environment that is extended beyond a single organization (Senge et al., 2015).

Rather than starting by asking to specifically identify actions, the participants were first asked to identify challenge factors associated with the implementation of the San Bernardino County vision and their level of agreement with regard to how those factors impact the work of the vision. The findings are reported in response to Research Question Five. The participants were also asked to identify the evolution of work as a

result of the challenge factors. Patterns emerged as the data was analyzed and units of meaning were collated into a list of themes. The information in the respondents' answers was then classified, categorized and ordered according to the themes.

Table 16 presents a summary of the themes identified by the expert panel along with the number of times the themes were expressed by the panel in descending order. All five themes were used for Round Two of surveys.

Table 16

*Evolution of Work Themes in Round 1*

Evolution of Work Theme	Number of Times Expressed
More focused targeting of resources	5
Collaboration is increasing	4
Awareness is growing	3
Progress is slow	3
Increase of resolve and will to succeed	2

The most commonly shared responses were included in Round Two for participants to rate. Specifically, the top five challenge factors related to the implementation of the San Bernardino County vision were presented in Round 2. Participants were asked to rate the factors in relation to strength of momentum in implementation of the vision using a Likert scale range of: *strongly supports momentum*, *supports momentum*, *does not support momentum*, and *interferes with momentum*.

Table 17 presents the results of Round 2 ratings by category reflected as percentages to allow for panel participants to view their responses in comparison to the overall rated responses. Participants were provided these Round Two results with the Round 3 questions and were given an opportunity in Round 3 to change their responses from Round 2. No participants chose to change their Round Two ratings.

Table 17

*Evolution of Work Results from Round 2 Rating*

Evolution theme	Strongly Supports Momentum	Supports Momentum	Does Not Support Momentum	Interferes With Momentum	Total Responses
Progress is slow	0%	31.25%	50.00%	18.75%	16
Collaboration is increasing	56.25%	37.50%	0%	6.25%	16
Awareness is growing	25.00%	75.00%	0%	0%	16
More focused targeting of resources	50.00%	50.00%	0%	0%	16
Increase of resolve and will to succeed	43.75%	56.25%	0%	0%	16

The Round 3 survey questions asked for participants to identify specific actions needed to effectively overcome the barriers to implementation of the San Bernardino County vision. Engaging in Collective Impact requires a shared vision, build on the focusing people to create action working together. The challenge factors identified in Round One were: geographic size of San Bernardino County, local control when priorities compete, lack of awareness of the vision, resistance to change, and diversity of San Bernardino County.

The survey responses from Round 3 regarding the actions to effectively address the challenge factor of geographic size of San Bernardino County indicated the overwhelming need to identify regions within the county to support an increase of understanding that the geographic size is an advantage. One participant who represented the Workforce Development Department summarized the action needed to include,

*“recognizing the unique and varied areas and populations throughout the county, and ensuring that these areas are represented.”*

The actions identified to address the challenge factor of local control when priorities compete include building a common understanding, finding opportunities to share and leverage resources, and communicating. A participant from the SANBAG stated the need to, *“stress the vision is not prescriptive action, but a set of common measures and goals.”* He went on to state, *“local jurisdictions continue to have freedom to control their local policies and programs.”* Another participant from San Bernardino County government summarized the action needed as, *“always respect the right for local control while looking for opportunities to reconcile the competing interests and create a win-win.”*

The Round 3 surveys revealed that every participant identified the need to communicate in response to the challenge factor of lack of awareness of the vision. Specifically a San Bernardino County Department of Health participant stated, *“stakeholders should continue with the message and acting as champions to the vision, and continuing to encourage and invite others to the collective table.”* A participant from the Workforce Development Department identified the need for, *“educating the public and providing them information on how the vision relates directly to them, their neighborhood, and their larger community.”*

To address the challenge factor of resistance to change, participants identified the actions of: (a) showing small improvements, (b) highlighting the future and emphasizing the benefits, (c) showing how previous isolated approaches did not work, (d) taking time to build understanding, and (e) staying persistent. One superintendent from a K-12

school district summarized the action needed as, “*stay the course, build small to big, then replicate.*” Senge, et al. (2015) assert when stakeholder participants have little history of collaboration, reaching agreement on causes and outcomes related to the problem attempting to be solved can stretch individuals beyond normal boundaries of work and collaboration. The long-term value creation becomes a higher priority when systems leaders perceive problems as opportunities (Senge et al., 2015).

The expert participants identified actions to address the challenge factor of the diversity of San Bernardino County. Actions identified included recognizing the diversity, communicating the diversity and ensuring communication is culturally and linguistically relevant, and focusing on universal elements that all can agree are important such as, healthy children, literacy, and economic development. One participant summarized the action in this quote, “*Solutions, ideas and expertise that comes from multiple perspectives can be more impactful and powerful.*” In any complex setting, perspective and vantage point influence outcomes. Building an understanding that fosters reflection on taken for granted assumptions can build trust and creative collaboration (Senge et al., 2015).

### **Summary**

Chapter IV encompassed detailed descriptions of the data analysis and results of the study. The findings of the first research question addressed identified the key stakeholders responsible for carrying out the Collective Impact approach for the San Bernardino County vision. Overall responses recognized there is a group of dedicated cross-sector leaders committed to the implementation of the vision. The findings of the second research question addressed the most important actions stakeholders need to take

for successful implementation of the Collective Impact approach for the San Bernardino County vision. Overall responses identify specific actions that are aligned with the core conditions of Collective Impact. The findings of the third research question addressed the facilitating factors such as learning processes and structures that will facilitate the implementation of the Collective Impact approach for the San Bernardino County vision. There is overall agreement that the learning processes and structures identified facilitate the implementation of the Collective Impact approach for the San Bernardino County vision. The findings of the fourth research question address the most important actions stakeholders need to take to use the facilitating factors. The specific actions identified by the participants are aligned with research. The findings of the fifth research question addressed the barriers that will impede the implementation of the Collective Impact approach for the San Bernardino County vision. There is overall agreement that three of the five challenge factors identified are barriers, however, results are mixed on two of the five challenge factors with regard to whether or not they are barriers. The findings of the sixth research question addressed the most important actions stakeholders need to take to successfully overcome the barriers to a Collective Impact approach to the San Bernardino County vision. Overall responses identified specific actions that are aligned with research on Collective Impact.



## CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The study explored factors influencing the Collective Impact approach to the implementation of the San Bernardino County vision. The purpose of this study was to identify key stakeholders responsible for carrying out the Collective Impact approach for the San Bernardino County vision and the most important actions they need to take for successful implementation of the Collective Impact approach for the San Bernardino County vision. The study identified factors that will facilitate the implementation of the Collective Impact approach for the San Bernardino County vision and the most important actions that key stakeholders need to take to successfully use facilitating factors to implement a Collective Impact approach to the San Bernardino County vision.

Additionally, barriers that will impede the implementation of the Collective Impact approach for the San Bernardino County vision and the most important actions that key stakeholders need to take to successfully overcome barriers to a Collective Impact approach to the San Bernardino County vision were presented in support of answering the following research questions:

1. Who are the key stakeholders responsible for carrying out the Collective Impact approach for the San Bernardino County vision?
2. What are the most important actions that key stakeholders need to take for successful implementation of a Collective Impact approach to the San Bernardino County vision?
3. What factors will facilitate the implementation of the Collective Impact approach for the San Bernardino County vision?

4. What are the most important actions that key stakeholders need to take to successfully use facilitating factors to implement a Collective Impact approach to the San Bernardino County vision?
5. What barriers will impede the implementation of the Collective Impact approach for the San Bernardino County vision?
6. What are the most important actions that key stakeholders need to take to successfully overcome barriers to a Collective Impact approach to the San Bernardino County vision?

Qualitative and quantitative research was gathered through the mixed methods Delphi design. The research questions were the basis to inform the appropriate methodology selected. The Delphi design methodology employed a series of three sequential questionnaires. The population for this study included all community partners involved in a shared community vision that is strategically linked to a Collective Impact approach in CA. The characteristics of this population include direct involvement in regional alignment of resources, outcomes, engaging in mutually reinforcing activities that are data-informed. This study consisted of a purposeful sampling in order to gain insight and understanding to the research questions using criteria to define experts involved in Collective Impact and identified as leaders in San Bernardino County responsible for implementation of the vision. The sample for this study was selected leaders participating in the Collective Impact process in San Bernardino County, CA. Collective Impact is a structured approach to problem solving that includes the five core conditions of: common agenda, continuous improvement, shared measurement system, mutually reinforcing activities, and backbone functions.

## **Major Findings**

This study explored core conditions of implementing a Collective Impact initiative. The Delphi design was used to gain insight and a depth of understanding and harness the opinions of a diverse group of experts. The findings are presented and organized by research question.

### **Research Question One**

*Who are the key stakeholders responsible for carrying out the Collective Impact approach for the San Bernardino County vision?* Collective Impact success hinges on prerequisites of having influential champions that engage cross-sector leaders to focus on solving problems based on an urgency for change (Kania, 2013). Study findings validated the top five stakeholders as, San Bernardino County Superintendent of Schools, San Bernardino Associated Governments, CSUSB, School District Superintendents and Gregory Devereaux. Additionally the panel further validated agreement that the key stakeholders have helped shape the shared vision with an overall agreement on a Likert scale in excess of 90% for all five key stakeholders.

### **Research Question Two**

*What are the most important actions that key stakeholders need to take for successful implementation of a Collective Impact approach to the San Bernardino County vision?* The components of Collective Impact success include: governance and infrastructure, strategic planning and community involvement (Hanleybrown et al., 2012) and are often implemented in phases. The actions identified by the expert panel are in alignment with the phases supported by the research as identified previously in this study. The major actions to support the success factor of stronger collaboration indicated the

need to align resources to work together, communicate, build trust, and engage in collaboration meetings to identify specific, actionable goals. To effectively implement the Cradle to Career Roadmap the participants identified actions in support of communication, public relations, and assurance that all educational institutions are included in the work of the roadmap. These actions align with Phase II of the community involvement success component of engaging the community and building public will (Hanleybrown et al., 2012). The actions to support shared expectations include: communication, outreach, persistent sharing of information and development of clear action plans, and align with Phase I of Collective Impact strategic planning that calls for mapping of the landscape to use data to make the case for the need for change (Hanleybrown et al., 2012). Strong leaders have access to timely, high-quality data that supports reflection and meets the needs of various stakeholders (Weaver, 2013). The expert participants identified the importance of overtly supporting leaders to build leadership capacity, form partnerships and communicate a united message as the most important actions needed to support the current momentum of strong leadership. According to the Harvard Business Press (2010), when leverage points are clear and common themes that support the work and patterns are identified across supposedly unrelated information, the organization of details becomes clearer. Building regional economic development depends on the competency of leaders to see the larger system, foster reflection and conversations, and shift the focus from reaction problem solving to building vision for the future (Senge et al., 2015). The expert panel identified the actions of, local decisions aligned with regional priorities, engaging business leaders, and

working with city and state elected officials to create business friendly practices to support the continuation of regional economic development.

### **Research Question Three**

*What factors will facilitate the implementation of the Collective Impact approach for the San Bernardino County vision?* Collective Impact relies governance relies cross-sector, integrated participation built on trust, a shared mission, goals, and resources (Weaver, 2013). Study findings validate the top five facilitating factors as identified in response to the learning processes and structures that exist as Countywide Vision Leadership dialogues, Community Vital Signs meetings, Alliance for Education meetings, Regional Hub of Excellence meetings, and community panel discussions. Additionally the panel further validated agreement that the processes and structures facilitate coordinated support of the vision with an overall agreement on a Likert scale in excess of 90% for all five facilitating structures.

### **Research Question Four**

*What are the most important actions that key stakeholders need to take to successfully use facilitating factors to implement a Collective Impact approach to the San Bernardino County vision?* Collective Impact initiatives support the urgency for change based upon multiple stakeholders calling for change due to frustration with the existing approaches (Kania, 2013). According to Senge et al. (2004), most change processes do not go deep enough in learning that actually leads to transformative change. Participants identified the actions and characteristics of the key stakeholder champions as, perseverance, commitment, including the vision as the center of talking points, alignment of goals, promotion of vision, research based action, shaping the vision, ensuring

stakeholder voice is present in decisions, and consistency in implementation. The findings align with research that states Collective Impact is always cross-sector, and advocates for what works, relying on intangible elements such as relationship and trust building, leadership development, creating a culture of learning, fostering connections between people, and the power of hope (Kania, 2013).

### **Research Question Five**

*What barriers will impede the implementation of the Collective Impact approach for the San Bernardino County vision?* Study findings initially identified the top five challenge factors creating barriers to implementation of the vision as, geographic size of San Bernardino County, local control when priorities compete, lack of awareness of the vision, resistance to change, and diversity of San Bernardino County. The findings validated agreement of 93.75% of participants that the geographic size of the county is a barrier. The challenge factor regarding local control was validated as a barrier by 81.25% of the participants, and lack of awareness was validated as a barrier by 68.75% of participants. The challenge factor of resistance to change was considered unstable for the purpose of consensus of the participants as a barrier, with only 56.25% confirming such. Finally, diversity of the county was only confirmed as a barrier by 37.50% of the participants, and therefore is considered unstable for the purpose of consensus.

### **Research Question Six**

*What are the most important actions that key stakeholders need to take to successfully overcome barriers to a Collective Impact approach to the San Bernardino County vision?* Engaging in Collective Impact requires a shared vision, built on the focusing of people to create action, working together. Identifying contextual indicators

impacting the problem trying to be solved, help address that complex problems are difficult to frame, have diverse stakeholders, and have no obvious right or wrong set of solutions (Hanleybrown et al., 2012). The challenge factors identified geographic size of San Bernardino County, local control when priorities compete, lack of awareness of the vision, resistance to change, and diversity of San Bernardino County. The actions to effectively address the challenge factor of geographic size of San Bernardino County indicated the overwhelming need to identify regions within the county to support an increase of understanding that the geographic size is an advantage. Preskill et al. (2014) indicate structure of successful Collective Impact initiatives include an oversight group that includes cross-sector, CEO-level representatives and working groups focusing on plans for specific shared measures. Additionally, backbone function coordinates actions of all organizations and provides systematic progress of the workgroups and synthesizes results to ensure the common agenda is supported (Preskill et al., 2014). The actions identified to address the challenge factor of local control when priorities compete include building a common understanding, finding opportunities to share and leverage resources, and communicating. There are five core conditions of Collective Impact. Continuous communication builds trust between and among the stakeholders creating momentum for stability (Hanleybrown et al., 2012). The findings revealed that every participant identified the need to communicate in response to the challenge factor of lack of awareness of the vision.

## **Conclusions**

Communities are facing dynamic social and economic conditions. Rapid social change, constant policy changes, global economic pressures, and technology advances

have resulted in increased community expectations and increased community responsibilities. When communities align resources and identify effective practices long term benefits can result in high-performance transformation. The San Bernardino County vision strives to transform the entire 20,000 square mile region into a complete county where all citizens are provided opportunities for healthy lifestyles, strong public safety, and quality services that will instill a sense of pride in all communities. The findings of this study validate a commitment to the vision across multiple sectors. Additionally, the study validates the core conditions of common agenda, shared measurement systems, mutually reinforcing activities, continuous communication and backbone function are evolving and momentum is building.

With 100% of expert participants indicating strong agreement that the San Bernardino County Chief Executive Officer, Greg Devereaux, is a stakeholder champion that has helped shape the shared vision for the San Bernardino County vision, as well as agreement levels in excess of 90% for the other key stakeholder groups, it is clear the county's leadership is invested in the vision. Continuous learning and ensuring a framework to guide decisions support the leverage points for leaders to ensure sectors work together to coordinate actions and was validated by the level of support and diversity of participation in this study. The specific actions identified by the expert panel align with effective leadership practice, phases of Collective Impact implementation and support the goals of the vision. The research from this study confirms that San Bernardino County is positioned well to fully realize the bold vision for change.



## **Implications for Action**

The results of the research revealed the practical implication of developing this study into a more comprehensive examination of how the Collective Impact initiative being implemented in San Bernardino is a promising model for facilitating unified action by multiple organizations across a large geographic area. The Collective Impact progress in San Bernardino County is bold, unprecedented, and progressing. The typical Collective Impact initiative is focused on a single element in a single town, or small region. San Bernardino County has engaged 10 element groups across the largest county in the United States. The study confirms there are high level influential champions focused on the initiative who are sharing, communicating and cheerleading to draw in more partners. Recommendations for action moving forward are specific to communication, increased cross-sector alignment of goals, addressing the geographic size of the county, and deepening the scope of participation in the vision to all levels of leadership. These recommendations will ensure clarity on how the work supports and includes all organizations and citizens in the region.

### **Communication**

In all rounds of expert feedback the theme of communication was identified as important. In order to realize success in the implementation of the vision, a robust public relations and media campaign action step must be formalized. Citizens of the county must be participants in the vision and must be able to experience the successes and challenges as they happen. There is some communication occurring at the top levels of county leadership, however, there is not a common knowledge of the vision and/or the

progress being made to achieve the vision. A formalized media and public relations plan will strengthen the potential for buy-in at all levels.

### **Increased Cross-Sector Alignment of Goals**

Because the county has embarked on such a large plan of action to achieve the vision that includes 10 elements, and because each of the 10 elements could be, and should be approached as a separate Collective Impact campaign for transformational change, future action needs to focus on the alignment of the goals from each element group. In order to achieve long-term sustainability, each element group must have a depth of understanding and commitment to the success of the change sought by each other. The alignment of goals will also support the core conditions in successful Collective Impact initiatives of shared measurements and continuous communication.

### **Geographic Size of San Bernardino County**

Given the 20,000 square mile geographic area of San Bernardino County, future action must include a mechanism for recognition of regions within the county. To expect that a single backbone organization will be able to efficiently and effectively serve all regions is unrealistic. Identifying a backbone organization to serve a smaller region, while coordinating with the upper level leadership, will ensure a greater likelihood of sustainable success in the transformational change sought. Past practice in San Bernardino County has indicated the need for a minimum of four regions: high desert, west end, east valley, and mountains. The expert panel identified geographic size as a barrier. With such a bold, overarching vision as the goal, and with past successes of smaller regions working together, continuing to attempt to implement the vision without consideration for the need to address the size could undermine progress. To successfully

implement the vision a regional mechanism would allow for stronger backbone support to align goals, communicate progress and share outcomes.

### **Participation**

The current leadership must realize that their work and participation toward achieving the vision is not the only work that matters. Leadership and participation matters at all levels. Collective Impact relies on top down support, but also relies on grassroots efforts to ensure long term sustainability. The significance of a single individual such as, Greg Devereaux is important, however sustainability will be achieved when participation, passion, and commitment depth occurs absent the influence of a single individual. The action for the future must focus on deepening the participation to include more than the CEO and high level leadership. High level support is a prerequisite for Collective Impact success, however, outcomes and impact occur at all levels. To truly achieve Collective Impact, the San Bernardino County vision must be identifiable in every classroom, playground, church, community center, business, freeway, hospital, doctor's office, and recreational area of the county. True Collective Impact honors, supports and recognizes the efforts of all: grass tops and grassroots.

### **Recommendations for Further Research**

The recommendations for further research include studies broken down by smaller regions within San Bernardino County. San Bernardino County has a large geographic area that thrives on various types of industry, community support and educational structures that are unique and different in each region of the county. Thus, an inquiry into understanding the perceptions of the various regions within the county would

be necessary to further develop the understanding of the implementation of the vision across the various regions.

Research specific to outcomes realized as a result of the Collective Impact approach to the San Bernardino County vision could reveal the effectiveness of the approach in terms of being a driver for positive community change.

A Case Study of smaller Collective Impact efforts could provide a depth of knowledge to the mindset and dispositions developed in successful change initiatives.

Longitudinal research specific to the long term impact, sustainability and commitment to Collective Impact as a driver for change could further validate the practice as effective.

Another recommendation for further research is a comparison of different approaches to Collective Impact initiatives that have been implemented across large geographic areas. Data from such research could reveal practices that could be used to implement change in large, diverse areas.

Further research could be conducted in support of determining whether the concepts and skills associated with Collective Impact can be translated into a tangible tool to evaluate the implementation in all stages of change initiatives.

A final recommendation for extension of the current research study exists with the opportunity to observe how people interpret the core conditions of Collective Impact differently and how the interpretation impacts implementation and outcomes.

### **Concluding Remarks and Reflections**

Collective Impact is a promising practice that can move the needle on how change to solve a problem is implemented to evolve from a collection of individual projects to a

coordinated, co-created, sustainable initiative. After years of reacting to the economic conditions that have rewarded organizations with funding for project specific activities, funders are seeking more sustainable investments. As a leader in San Bernardino, I have been able to expand my knowledge and leadership capacity through this research process to develop a deeper understanding of the conditions that will support the type of change needed: the type of change that Collective Impact provides. I am proud to have been one of the first to research the Collective Impact topic. I am pleased to have experienced the deep level of support from other leaders in San Bernardino County. Although there is still a great deal of work yet to be completed to fully implement the vision, as a result of this research study, I am convinced that the San Bernardino County vision will come to fruition. I am also convinced that the leadership in San Bernardino County is passionate, committed and prepared to course correct as needed. The San Bernardino County vision is progressing and Collective Impact has been embraced as the catalyst to ensure the vision is realized.

## REFERENCES

- Association of California School Administrators. (2008). Retrieved from <http://www.acsa.org/FunctionalMenuCategories/AboutACSA/Councils/CareerTechnicalEducation/Readiness.aspx>
- Born, P. (2012). *Community Conversations* (2nd ed.). New York, NY: BPS Books.
- Bridgeland, J., & Mason-Elder, T. (2012, September). *A bridge to reconnection: A review of federal funding streams reconnecting America's opportunity youth* [White Paper]. Retrieved from [http://www.aspeninstitute.org/sites/default/files/content/docs/resources/A\\_Bridge\\_To\\_Reconnection.pdf](http://www.aspeninstitute.org/sites/default/files/content/docs/resources/A_Bridge_To_Reconnection.pdf)
- Brower, R. E., & Balch, B. V. (2005). *Transformational leadership & decision making in schools*. Thousand Oaks, CA: Corwin Press.
- California Association of Regional Occupational Centers and Programs. (2014). Retrieved from <http://www.rocpinspire.org/>
- California Legislative Information §§ 47-103-52060 and §§ 47-103-52066 (2015). Retrieved from [http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=52060](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=52060)
- California State Board of Education. (2015). *May 2015 agenda* [Lecture notes]. Retrieved from <http://www.cde.ca.gov/be/ag/ag/>
- Career Readiness Partner Council. (n.d.). *Building blocks for change: What it means to be career ready*. Retrieved from [www.careerreadynow.org](http://www.careerreadynow.org)
- Clifton, J. (2011). *The coming jobs war*. New York, NY: Gallup Press.

- Dalkey, N. C., & Brown, B. B. (1971). *Comparison of group judgment techniques with short-range predictions and almanac questions* [Published research]. Retrieved from <http://www.rand.org/content/dam/rand/pubs/reports/2007/R678.pdf>
- Education Data Partnership [Measurement instrument]. (2013). Retrieved from [http://www.ed-data.k12.ca.us/App\\_Resx/EdDataClassic/fsTwoPanel.aspx?#!bottom=/\\_layouts/EdDataClassic/Accountability/PerformanceReports.asp?reportNumber=1&fyr=1213&county=36&district=&school=&level=05&tab=3cohortgraduationrate](http://www.ed-data.k12.ca.us/App_Resx/EdDataClassic/fsTwoPanel.aspx?#!bottom=/_layouts/EdDataClassic/Accountability/PerformanceReports.asp?reportNumber=1&fyr=1213&county=36&district=&school=&level=05&tab=3cohortgraduationrate)
- Excelerate Success. (2014). *Spokane county baseline report* [Baseline Report]. (2014). Retrieved from [http://exceleratesuccess.org/Baseline\\_Report/2014\\_Excelerate%20Success\\_Baseline%20Report.pdf](http://exceleratesuccess.org/Baseline_Report/2014_Excelerate%20Success_Baseline%20Report.pdf)
- Fullan, M. (1999). *Motion leadership: The skinny on becoming change savvy*. Thousand Oaks, CA: Corwin Press.
- Framework for 21st Century Learning. (2011). Retrieved from [http://www.p21.org/storage/documents/1.\\_\\_p21\\_framework\\_2-pager.pdf](http://www.p21.org/storage/documents/1.__p21_framework_2-pager.pdf)
- Freeman Long, C. L. (2008). *Instructional leadership: Perceptions of Mississippi career and technical education administrators and teachers* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3331400)
- Gallup, Inc. (2014). *State of America's schools: The path to winning again in education*. Retrieved from <http://www.gallup.com/services/178709/state-america-schools-report.aspx>
- Georgetown University Center on Education and the Workforce. (2014). *Workforce innovation and opportunity act: Investing in America's competitiveness*

- [Unpublished raw data]. Retrieved from [http://edworkforce.house.gov/uploadedfiles/workforce\\_innovation\\_and\\_opportunity\\_act\\_-\\_one\\_pager.pdf](http://edworkforce.house.gov/uploadedfiles/workforce_innovation_and_opportunity_act_-_one_pager.pdf)
- Hanleybrown, F., Kania, J., & Kramer, M. (2012). Channeling change: Making collective impact work. *Stanford Social Innovation Review*, 1-8. Retrieved from [www.ssireview.org](http://www.ssireview.org)
- Hanover Research. (2015). *Regional career technical education models*. (2015). Washington, DC: Hanover Research.
- Harvard Business Press. (2010) *Thinking strategically spot patterns and trends-think competitively- set goals and priorities*. Boston, MA: Harvard Business Press.
- Harvard Graduate School of Education. (2011). *Pathways to prosperity: Meeting the challenge of preparing young Americans for the 21st century*. Retrieved from [dash.harvard.edu/bitstream/handle/1/4740480/Pathways\\_to\\_Prosperty\\_Feb2011.pdf?sequence=1](http://dash.harvard.edu/bitstream/handle/1/4740480/Pathways_to_Prosperty_Feb2011.pdf?sequence=1)
- Harwood, R. C. (2012). *The work of hope: How individuals and organizations can authentically do good*. Dayton, OH: Kettering Foundation Press.
- Heath, C., & Heath, D. (n.d.). *Switch: How to change things when change is hard*. [Kindle Cloud Reader]. Retrieved from <https://read.amazon.com/>
- HR Policy Association. (2011). *Blueprint for jobs in the 21st century: A vision for a competitive human resource policy for the American workforce*. Washington, D.C.: Author.
- Hsiao, H., & Chang, J. (2010). The role of organizational learning in transformational leadership and organizational innovation. *Asia Pacific Education Review*, 621-631. Retrieved from <http://dx.doi.org/10.007/s12564-011>



- Kania, J. (2013, February). *The nuts and bolts of collective impact and the backbone organization*. Paper presented at the FSG: Social Impact Consultants, San Francisco, CA.
- Kania, J., & Kramer, M. (2011). Collective impact. *Stanford Social Innovational Review*, 36-41. Retrieved from [www.ssireview.org](http://www.ssireview.org)
- McMillan, J., & Schumacher, S. (2010). *Research in education: Evidence based inquiry* (7th ed.). Upper Saddle River, NJ: Pearson Education.
- MDRC. (2013). *Improving college readiness in the age of common core*. Retrieved from <http://mdrc.org>
- National Career Academy Coalition. (2013). *National standards of practice for career academies*. Retrieved from Berkeley website: [http://casn.berkeley.edu/resource\\_files/national\\_standards.pdf](http://casn.berkeley.edu/resource_files/national_standards.pdf)
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Pine, F. (2015, January). *Vision leadership dialogue summary*. Paper presented at the San Bernardino Vision Leadership, San Bernardino, CA.
- Powell, C. (2002, November). The Delphi technique: Myths and realities. *Journal of Advanced Nursing*, 41(4), 376-382. Retrieved from [http://rachel.org/files/document/The\\_Delphi\\_Technique\\_Myths\\_and\\_Realities.pdf](http://rachel.org/files/document/The_Delphi_Technique_Myths_and_Realities.pdf)
- Preskill, H., Parkhurst, M., & Splansky-Juster, J. (2014). *Guide to evaluating collective impact: Learning and evaluation in the collective impact context*. Retrieved from Collective Impact Forum website: <http://www.fsg.org/collective-impact-forum>
- Roberts, C. (2010). *The dissertation journey* (2nd ed.). Thousand Oaks, CA: Corwin.

- Rose, M. (2014). Not your father's shop class: Bridging the academic-vocational divide [Special section]. *American Educator*, 12-17.
- San Bernardino County. (2013). *Countywide vision*. Retrieved from <http://www.sbcounty.gov/cao/main/Pages/Devereaux.aspx>
- San Bernardino County. (2015). *County embarks on first-of-its-kind countywide plan*. Retrieved from <http://wp.sbcounty.gov/cao/countywire/?p=2367>
- San Bernardino County Countywide Vision. (2011). Retrieved from <http://www.sbcounty.gov/Uploads/CAO/Vision/vision.pdf>
- San Bernardino County Superintendent of Schools. (2013). *Cradle to career roadmap*. San Bernardino, CA: SBCSS.
- Senge, P., Hamilton, H., & Kania, J. (2015, Winter). The dawn of system leadership. *Stanford Social Innovation Review*, 26, 1-16. Retrieved from <http://www.ssireview.org>
- Senge, P., Scharmer, C. O., Jaworski, J., & Flowers, B. S. (2004). *Presence: An exploration of profound change in people, organizations, and society*. New York, NY: Doubleday.
- Taylor, M. (2013, July 29). *An overview of the local control funding formula*. Retrieved from the Legislative Analyst Office website: <http://www.lao.ca.gov/reports/2013/edu/lcff/lcff-072913.pdf>
- The Learning Curve. (2014). *Education and skills for life* [Report]. (2014). London, England: Pearson.

- United States Department of Labor, Bureau of Labor Statistics. (2015). Riverside- San Bernardino- Ontario, CA. Retrieved from [http://www.bls.gov/eag/eag.ca\\_riverside\\_msa.htm](http://www.bls.gov/eag/eag.ca_riverside_msa.htm)
- U.S. Department of Education. (2015). *Protecting civil rights, advancing equity: Report to the president and Secretary of Education, under section 203(b) (1) of the Department of Education Organization Act, FY 13-14, Washington, D.C.* [Annual report]. Retrieved from <http://www.ed.gov/ocr>
- Vollmer, J. (2013). The ever increasing burden on America's public schools. Retrieved from [www.jamievollmer.com](http://www.jamievollmer.com)
- Weaver, L. (2013, February). *Champions for change: Collaborative governance*. Paper presented at the Tamarack Institute, San Francisco, CA.
- Wiseman, L. (2014). *Rookie smarts: Why learning beats knowing in the new game of work*. New York, NY: Harper Collins.
- Xavier University Library. (2012). *Qualitative versus quantitative research*. (2012). Retrieved from [www.xavier.edu/library/students/documents/qualitative\\_quantitative.pdf](http://www.xavier.edu/library/students/documents/qualitative_quantitative.pdf)

APPENDICIES

APPENDIX A

Literature Matrix

	Col Impact	Leadership	Work	Car Read	SB County	Other-
(Ed.). (2010). <i>Thinking strategically</i> . Boston, MA: Harvard Business Press.				X		
<i>A global network of teachers and their professional learning systems</i> . (n.d.). Retrieved from <a href="http://www.teachingquality.org/content/global-network-teachers-and-their-professional-learning-systems">http://www.teachingquality.org/content/global-network-teachers-and-their-professional-learning-systems</a>		X				
ACSA CTE council definition of career and college readiness. (n.d.). Retrieved from <a href="http://www.acsa.org/FunctionalMenuCategories/AboutACSA/Councils/CareerTechnicalEducation/Readiness.aspx">http://www.acsa.org/FunctionalMenuCategories/AboutACSA/Councils/CareerTechnicalEducation/Readiness.aspx</a>				X		
Biases in the interpretation and use of research results [Annual review]. (1998). <i>Annual review psychology</i> , 49, 259-287. Retrieved from <a href="http://ist-socrates.berkeley.edu/~maccoun/MacCoun_AnnualReview98.pdf">http://ist-socrates.berkeley.edu/~maccoun/MacCoun_AnnualReview98.pdf</a>						X
Born, P. (2012). <i>Community Conversations</i> (2nd ed.). New York, NY: BPS Books.			X			
Bridgeland, J., & Mason-Elder, T. (2012, September). <i>A bridge to reconnection: A review of federal funding streams reconnecting America's opportunity youth</i> . Jobs for the future.			X			
<i>Building blocks for change: What it means to be career ready</i> . (n.d.). : Career Readiness Partner Council.				X		
CAO Countywide Vision. (n.d.). <a href="http://cms.sbcounty.gov/cao-vision/home.aspx">http://cms.sbcounty.gov/cao-vision/home.aspx</a>						X

Clifton, J. (2011). <i>The coming jobs war</i> . New York, NY: Gallup Press.	X
Coughlan, M., Cronin, P., & Ryan, F. (2007, March). Step-by-step guide to critiquing research part 1: quantitative research. <i>British Journal of Nursing, 16</i> , 658-663. Retrieved from <a href="https://brandman.blackboard.com/bbcswebdav/pid-5896386-dt-content-rid-5928301_2/courses/OL-201421-EDOL-752-SD1/step-by-step-guide-to-criti-research-part-1-quantitative-research.pdf">https://brandman.blackboard.com/bbcswebdav/pid-5896386-dt-content-rid-5928301_2/courses/OL-201421-EDOL-752-SD1/step-by-step-guide-to-criti-research-part-1-quantitative-research.pdf</a>	X
Creswell, J. W. (1998). <i>Qualitative inquiry and research design: Choosing among five traditions</i> . Thousand Oaks, CA: Sage Publications.	X
Dalkey, N. C., & Brown, B. B. (1971). <i>Comparison of group judgment techniques with short-range predictions and almanac questions</i> [Published research]. Retrieved from <a href="http://www.rand.org/content/dam/rand/pubs/reports/2007/R678.pdf">http://www.rand.org/content/dam/rand/pubs/reports/2007/R678.pdf</a>	X
<i>Education Data Partnership</i> [Measurement instrument]. (2013). Retrieved from <a href="http://www.eddata.k12.ca.us/App_Resx/EdDataClassic/fsTwoPanel.aspx?#!bottom=/_layouts/EdDataClassic/Accountability/PerformanceReports.asp?reportNumber=1&amp;fyr=1213&amp;county=36&amp;district=&amp;school=&amp;level=05&amp;tab=3cohortgraduationrate">http://www.eddata.k12.ca.us/App_Resx/EdDataClassic/fsTwoPanel.aspx?#!bottom=/_layouts/EdDataClassic/Accountability/PerformanceReports.asp?reportNumber=1&amp;fyr=1213&amp;county=36&amp;district=&amp;school=&amp;level=05&amp;tab=3cohortgraduationrate</a>	X
Evensen, P. (2014, February). <i>Common measures for partnership accomplishments</i> . Paper presented at the Community Systems Group, San Francisco, CA.	X

<p><i>Accelerate success: Spokane County baseline report</i> [Baseline report]. (2014). Retrieved from <a href="http://www.exceleratesuccess.org/Baseline-Report">http://www.exceleratesuccess.org/Baseline-Report</a></p>	X
<p>Farris, E. (2012). <i>The perception of school board members and their role in improving college and career readiness</i> (Doctoral dissertation). Retrieved from <a href="http://search.proquest.com.libproxy.chapman.edu/docview/1015169934/previewPDF/1421E85680D9922B7D9/11?accountid=10051#">http://search.proquest.com.libproxy.chapman.edu/docview/1015169934/previewPDF/1421E85680D9922B7D9/11?accountid=10051#</a></p>	X
<p>Fawcett, S. B., Sterling, T. D., Schmid, T. L., Paine-Andrews, A., Harris, K. J., Francisco, V. T., ... Lewis, R. K. (1995). <i>Evaluating community efforts to prevent cardiovascular disease</i>. Atlanta, CA: Centers for Disease Control and Prevention.</p>	X
<p>Finlayson, K. (2009). <i>Perceptions of career technical education by middle school and high school counselors and the effect of these perceptions on student choice of career and education planning</i> (Doctoral dissertation). Retrieved from <a href="http://search.proquest.com.libproxy.chapman.edu/docview/305168250/fulltextPDF/1421E85680D9922B7D9/8?accountid=10051#">http://search.proquest.com.libproxy.chapman.edu/docview/305168250/fulltextPDF/1421E85680D9922B7D9/8?accountid=10051#</a></p>	X
<p><i>Framework for 21st century learning</i>. (2011). Retrieved from <a href="http://www.p21.org/storage/documents/1._p21_framework_2-pager.pdf">http://www.p21.org/storage/documents/1._p21_framework_2-pager.pdf</a></p>	X

Freeman Long, C. L. (2008). <i>Instructional leadership: perceptions of Mississippi career and technical education administrators and teachers</i> (Doctoral dissertation). Retrieved from <a href="http://search.proquest.com.libproxy.chapman.edu/docview/304515102/fulltextPDF/1421E85680D9922B7D9/5?accountid=10051#">http://search.proquest.com.libproxy.chapman.edu/docview/304515102/fulltextPDF/1421E85680D9922B7D9/5?accountid=10051#</a>	X
Georgetown University Center on Education and the Workforce. (2014). [Workforce Innovation and Opportunity Act]. Unpublished raw data. Retrieved from <a href="http://edworkforce.house.gov/uploadedfiles/workforce_innovation_and_opportunity_act_-_one_pager.pdf">http://edworkforce.house.gov/uploadedfiles/workforce_innovation_and_opportunity_act_-_one_pager.pdf</a>	X
Gregory C. Devereaux Chief Executive Officer. (n.d). <a href="http://www.sbcounty.gov/cao/main/Pages/Devereaux.aspx">http://www.sbcounty.gov/cao/main/Pages/Devereaux.aspx</a>	X
HR Policy Association. (2011). <i>Blueprint for jobs in the 21st century: A vision for a competitive human resource policy for the American workforce</i> . Washington, D.C.: Author.	X
Hanleybrown, F., Kania, J., & Kramer, M. (2012). Channeling change: Making collective impact work. <i>Stanford Social Innovation Review</i> , 1-8. Retrieved from <a href="http://www.ssireview.org">www.ssireview.org</a>	X

Harvard Graduate School of Education. (2011). <i>Pathways to prosperity: Meeting the challenge of preparing young Americans for the 21st century</i> . Retrieved from Harvard Graduate School of Education: dash.harvard.edu/bitstream/handle/1/4740480/Pathways_to_Prosperty_Feb2011.pdf?sequence=1	X
Heath, C., & Heath, D. (n.d.). <i>Switch: How to change things when change is hard</i> . [Kindle Cloud Reader]. Retrieved from <a href="https://read.amazon.com/">https://read.amazon.com/</a>	X
Hill, S. (2009). <i>Leadership and sustainable change: the relationship between leadership practices of principals and reculturing schools as professional learning communities</i> (Doctoral dissertation, University of North Texas). Retrieved from <a href="http://digital.library.unt.edu/ark:/67531/metadc9846/m2/1/high_res_d/dissertation.pdf">http://digital.library.unt.edu/ark:/67531/metadc9846/m2/1/high_res_d/dissertation.pdf</a>	X
Hsiao, H., & Chang, J. (2010, May 13, 2010). The role of organizational learning in transformational leadership and organizational innovation. <i>Asia Pacific Education Review</i> , 621-631. <a href="http://dx.doi.org/10.007/s12564-011">http://dx.doi.org/10.007/s12564-011</a>	X
Kania, J., & Kramer, M. (2011). Collective impact. <i>Stanford Social Innovation Review</i> , 36-41. Retrieved from <a href="http://www.ssireview.org">www.ssireview.org</a>	X
Kania, J., & Kramer, M. (2011, Winter). Collective impact. <i>Stanford Social Innovation Review</i> , 36-41. Retrieved from <a href="http://www.ssireview.org">www.ssireview.org</a>	X



Kegan, R., & Lahey, L. L. (2001). <i>How the way we talk can change the way we work</i> . San Francisco, CA: Jossey-Bass.	X
Legas, M., & Sims, C. (2011). Leveraging generational diversity in today's workplace. <i>Online journal for workforce education and development</i> , <i>V</i> (3), 1-9. Retrieved from <a href="http://opensiuc.lib.siu.edu/cgi/viewcontent.cgi?article=1100&amp;context=ojewed">http://opensiuc.lib.siu.edu/cgi/viewcontent.cgi?article=1100&amp;context=ojewed</a>	X
McMillan, J., & Schumacher, S. (2010). <i>Research in education: Evidence based inquiry</i> (7th ed.). Upper Saddle River, NJ: Pearson Education.	X
Mehra, B. (2002). <i>Bias in qualitative research: voices from an online classroom</i> [Report]. Retrieved from <a href="http://www.nova.edu/ssss/QR/QR7-1/mehra.html">http://www.nova.edu/ssss/QR/QR7-1/mehra.html</a>	X
Mele, C., Pels, J., & Polese, F. (2010, April 10). A brief review of systems theories and their managerial applications []. <i>Service Science</i> , <i>2</i> (1/2), 126-135. Retrieved from <a href="http://pubsonline.informs.org/doi/abs/10.1287/serv.2.1_2.126">http://pubsonline.informs.org/doi/abs/10.1287/serv.2.1_2.126</a>	X
National Career Academy Coalition. (2013). <i>National standards of practice for career academies</i> . Retrieved from Berkeley website: <a href="http://casn.berkeley.edu/resource_files/national_standards.pdf">http://casn.berkeley.edu/resource_files/national_standards.pdf</a>	X
November, A. (2013-14). Best practices in school technology use [Article]. <i>eSchool News</i> , 10-11.	X

Pace, L., & Edmondson, J. (2014). <i>Improving student outcomes through collective impact</i> [Guide for Federal policymakers]. Retrieved from KnowledgeWorks website: <a href="http://knowledgeworks.org/improving-student-outcomes-through-collective-impact-guide-federal-policymakers">http://knowledgeworks.org/improving-student-outcomes-through-collective-impact-guide-federal-policymakers</a>	X
Patton, M. Q. (2002). <i>Qualitative research and evaluation methods</i> (3 ed.). Thousand Oaks, CA: Sage.	X
Powell, C. (2002, November). The Delphi technique: myths and realities. <i>Journal of Advanced Nursing</i> , 41(4), 376-382. Retrieved from <a href="http://rachel.org/files/document/The_Delphi_Technique_Myths_and_Realities.pdf">http://rachel.org/files/document/The_Delphi_Technique_Myths_and_Realities.pdf</a>	X
Preskill, H., Parkhurst, M., & Splansky-Juster, J. (n.d.). <i>Guide to evaluating collective impact</i> . Retrieved from Collective Impact Forum website: <a href="http://www.fsg.org/tabid/191/ArticleId/1098/Default.aspx?srpush=true">http://www.fsg.org/tabid/191/ArticleId/1098/Default.aspx?srpush=true</a>	X
Qualitative versus quantitative research. (2012). Retrieved from <a href="http://www.xavier.edu/library/students/documents/qualitative_quantitative.pdf">www.xavier.edu/library/students/documents/qualitative_quantitative.pdf</a>	X
<i>Research on bias and assumptions</i> [White paper]. (n.d.). Retrieved from WISELI at the University of Wisconsin, Madison: <a href="http://paid.uci.edu/chairs%20retreat%20files/F.%20Implicit%20Bias.pdf">http://paid.uci.edu/chairs%20retreat%20files/F.%20Implicit%20Bias.pdf</a>	X
Roberts, C. (2010). <i>The dissertation journey</i> (2nd ed.). Thousand Oaks, CA: Corwin.	X

Robinson, K. (2009). <i>The element: How finding you passion changes everything</i> . New York, NY: Penguin Group.	X
<i>San Bernardino County Countywide Vision</i> . (2011). Retrieved from San Bernardino County Government: <a href="http://www.sbcounty.gov/Uploads/CAO/Vision/vision.pdf">http://www.sbcounty.gov/Uploads/CAO/Vision/vision.pdf</a>	X
San Bernardino County Superintendent of Schools. (Cartographer). (2013). Cradle to career roadmap [Cradle to career continuum]. San Bernardino, CA: SBCSS.	X
Shanklin, S. L. (2014). <i>Educators' perceptions and value of career and technical education programs</i> (Doctoral dissertation). Retrieved from <a href="http://search.proquest.com/">http://search.proquest.com/</a>	X
<i>Shared vision, strong systems</i> [Pathway framework]. (2014). Alliance for quality career pathways: CLASP.	X
Shelton, G., & Gordon, K. (2014, June). <i>Budget perspective workshop 2014-2015</i> . Paper presented at the Capitol Advisors, Rancho Cucamonga, CA.	X
<i>State and county quick facts</i> [Database record]. (2014). <a href="http://quickfacts.census.gov">quickfacts.census.gov</a>	X
Stone, III, J. R. (2014, Fall). More than one way: The case for high-quality CTE. <i>American Educator</i> , 4-11. Retrieved from <a href="http://www.aft.org/ae/fall2014/stone">http://www.aft.org/ae/fall2014/stone</a>	X
Taylor, M. (2013, July 29). <i>An overview of the local control funding formula</i> . . Legislative Analyst Office, Sacramento, CA.	X

## APPENDIX B

### Round One Survey Questions

#### Informed Consent

Your participation in this study is strictly voluntary. San Bernardino County leaders meeting the following criteria have been invited to participate:

1. Recognized leader in San Bernardino County collective impact vision initiative(s)
2. Involved in the San Bernardino County collective impact vision from its inception
3. Potential user of the study findings
4. Reflect current knowledge and perceptions of the key tenants of the collective impact approach
5. Able to identify the professional practice and/or changes in work as it relates to the goals of the San Bernardino County vision
6. Able to identify the progress being made toward the development of aligned community goals and principles

The following is a description of what your study participation entails. Please read this information carefully before deciding whether or not you wish to participate.

**TOTAL QUESTIONS:** If you should decide to participate in the study, you will be asked to respond to three rounds of questions. It should take approximately 10-20 minutes to complete the survey in each round. Each survey round will need to be completed in a single session and will be delivered to you via a digital survey instrument. You may refuse to participate in or you may withdraw from this study at any time without any negative consequences. Also, the researcher may stop the study at any time. No information that identifies you will be released without your separate consent and that all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed you will be so informed and my consent obtained. If you have any questions, comments, or concerns about the study or the informed consent process, you may write or call the Office of the Vice Chancellor Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA 92618 Telephone (949) 341-7641.

Your responses will be confidential. The survey questions will pertain to your perceptions regarding the implementation of the San Bernardino County vision. Each participant will use a three digit code for identification purposes. The researcher will keep the identifying codes

safe-guarded in a locked file drawer to which the researcher will have sole access. The results of this study will be used for scholarly purposes only.

POTENTIAL BENEFITS: The potential benefits to you for participating in the study are you may be interested in the results of this study in light of the goal of the San Bernardino County vision, and how it might implicate the future of the implementation of the vision. You may also be interested in learning how other leaders in San Bernardino County are creating, promoting, and sustaining a culture that support Collective Impact.

If you have any questions regarding the information that I have provided above, please do not hesitate to contact me at the email address and phone number provided below. If you have further questions or do not feel I have adequately addressed your concerns, please contact my dissertation chairperson, Dr. Philip Pendley at [pendley@brandman.edu](mailto:pendley@brandman.edu) .

Thank you for taking the time to read this information, and I hope you decide to participate in the study and complete the survey rounds. You are welcome to a brief summary of the study findings in about one year. If you decide you are interested in receiving the summary, there will be an opportunity to indicate such at the end of the final round of survey questions.

Sincerely,

Stephanie Houston

Doctoral Candidate Brandman University  
[shouston@mail.brandman.edu](mailto:shouston@mail.brandman.edu)  
[stephanie\\_houston@cry-rop.org](mailto:stephanie_houston@cry-rop.org)

- \* 1. ELECTRONIC CONSENT: Please select your choice below. Clicking on the “AGREE” button indicates that you have read the informed consent form and the information in this document and that you voluntarily agree to participate. If you do not wish to participate in this electronic survey, you may decline participation by clicking on the “DISAGREE” button. The survey will not open for responses unless you agree to participate.

AGREE: I acknowledge receipt of the complete Informed Consent packet and “Bill of Rights.” I have read the materials and give my consent to participate in the study.

DISAGREE: I do not wish to participate in this electronic survey.

\* 2. SAN BERNARDINO COUNTY LEADER: Please select your choice below. Clicking on the "AGREE" button indicates that you meet the participant criteria. Clicking on the "DISAGREE" button indicates you do not meet the participant criteria. The survey will not open for responses unless you agree you meet the participant criteria.

AGREE: I meet the participant criteria.

DISAGREE: I do not meet the participant criteria.

### Background Questions

Please provide the following contact information to be used to assign a three digit code for tracking purposes only.

\* 3. Contact Information

Name

Company

Email Address

### Round One Questions

*The first round is structured such that the questions are presented to you as a participant to elaborate, or otherwise comment on with your individual concerns, insights, criticisms, or agreement. The first round could be regarded as brainstorming in which a host of ideas are contributed. Questions allow for open ended, free response.*

\* 4. List the key stakeholder champions of the San Bernardino County vision that have made a commitment to the work. These may be organizations, job alike groupings of individuals, or individuals.

\* 5. Select the learning processes and structures embedded in the work of the San Bernardino vision in which you have participated. Check all that apply. Additional processes and structures may be added in the comment box.

- School District Community Cabinet Meetings
- City/County Conferences
- Alliance for Education Meetings
- Community Panel Discussions
- Community Vital Signs Meetings
- Regional Hub of Excellence Meetings
- Countywide Vision Leadership Dialogues

Additional processes and structures (may be formal or informal):

\* 6. List the challenge factors, i.e. political, cultural, funding, etc. associated with the implementation of the San Bernardino County vision.

\* 7. How is the work of the San Bernardino County vision evolving in response to the challenge factors?

\* 8. List the success factors, i.e. political, cultural, funding, etc. associated with the implementation of the San Bernardino County vision.

\* 9. How is the work of the San Bernardino County vision evolving in response to the success factors?

APPENDIX C

Round Two Survey

Round Two Explanation
-----------------------

**In this round, you are asked to provide a rating based on a Likert response. Median scores, means and standard deviations will then be calculated. Using a rating scale will allow me to weigh the evidence provided in Round One questions, and make the intuitive component of opinion less arbitrary.**

\* 1. Contact Information

Name

\* 2. The top five aggregate responses regarding the key stakeholders responsible for shaping the shared vision for San Bernardino County one are presented below. Rate your level of agreement on how these identified key stakeholder champions have helped shape the shared vision for the San Bernardino County vision.

	Strongly Agree	Agree	Disagree	Strongly Disagree
San Bernardino County Superintendent of Schools (SBCSS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
San Bernardino Associated Governments (SANBAG)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
California State University San Bernardino	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School District Superintendents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gregory Devereaux	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Comments:



3. The top five learning processes and structures embedded in the work of the San Bernardino County vision identified in round one are presented. Rate your level of agreement regarding these processes and structures in terms of coordinated support of the vision.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Countywide Vision Leadership Dialogues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Vital Signs Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alliance for Education Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional Hub of Excellence Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Panel Discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Comments:

\* 4. The top five success factors related to implementation of the San Bernardino County vision identified from round one are presented. Rate the factors in relation to strength of momentum in implementation of the vision.

	Strong momentum	Momentum	Same momentum as before the vision	Losing momentum
Stronger collaboration	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Development of education element Cradle to Career Roadmap	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Shared expectations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Strong leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expanded regional economic development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Optional Comments:

5. The top five challenge factors related to implementation of the San Bernardino County vision identified in round one are presented. Rate the factors in relation to the strength of the barriers they create that will impede the implementation of the vision.

	Strong barrier	Barrier	Minor barrier	Not a barrier
Geographic size of San Bernardino County	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local control when priorities compete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of awareness of the vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resistance to change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity of San Bernardino County	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Comments:

\* 6. The top five responses to how the work of the San Bernardino County vision is evolving as a result of the success factors identified in round one are presented. Rate your level of agreement regarding the responses in relation to how they support implementation of the collective impact approach for the vision.

	Strongly agree	Agree	Disagree	Strongly disagree
Progress in all element groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of new partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focused alignment of goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified benchmarks and data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased awareness and interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Comments:

7. The top five responses to how the work of the San Bernardino County vision is evolving as a result of the challenge factors identified in round one are presented. Rate the responses in relation to how they create momentum toward implementation of the collective impact approach of vision.

	Strongly supports momentum	Supports momentum	Does not support momentum	Interferes with momentum
Progress is slow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration is increasing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness is growing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More focused targeting of resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase of resolve and will to succeed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Comments:

APPENDIX D

Round Three Survey

Round Three Explanation

**Aggregation of responses, as well as your individual responses to round two questions are provided as separate attachments. The information provided to you indicates the dispersion of scores from round two. All scores are provided to you to give an indication of where your scores were placed in relation to the overall themes. There is an opportunity at the end of this survey for you to revise previous scores in light of the aggregate scores to facilitate movement towards consensus.**

\* 1. Contact Information

Name

\* 2. Considering the aggregate responses from round two (question #2), describe the actions that have been used by the following key stakeholders champions that can be replicated in support of the San Bernardino County vision.

Gregory Devereaux

San Bernardino County  
Superintendent of Schools  
(SBCSS)

School District  
Superintendents

San Bernardino  
Associated Governments  
(SANBAG )

California State University  
San Bernardino (CSUSB)

\* 3. Considering the aggregate responses from round two (question #4), describe the most Important actions stakeholders need to take to successfully use the following success factors:

What actions can stakeholders take to use the momentum of **stronger collaboration**?

What actions can stakeholders take to use the momentum of the **Cradle to Career Roadmap**?

What actions can stakeholders take to use the momentum of **strong Leadership**?

What actions can stakeholders take to use the momentum of **Expectations**?

What actions can stakeholders take to use the momentum of **expanded regional economic development**?

\* 4. Considering the aggregate responses from round two (question #5), describe the most Important actions stakeholders need to take to overcome the following barriers to Implementation of the San Bernardino County vision:

Geographic size of San Bernardino County

Local control when priorities compete

Lack of awareness of the vision

Resistance to change

Diversity of San Bernardino County

5. Considering the all of the information provided to you through all of the surveys, is there anything else you would like to add related to the successful implementation of the San Bernardino County Vision?

6. I would like to revise my previous answers to round two ratings as follows:

7. I would like a copy of the overall research results.

YES

NO