

Intermediary Organizations and Education Innovation

Frameworks and Tools for Understanding and Evaluating Intermediary Organizations and Their Role in K-12 Education Innovation



The **Center for Public Research and Leadership** (CPRL) is a partnership of top U.S. graduate and professional schools. CPRL brings together business, education, law, and policy students to study and provide high-quality research, strategic planning, and evaluation support to public- and social-sector organizations seeking transformational change in K-12 education.



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In 2014, the Bill & Melinda Gates Foundation began investing in personalized learning—a model of instructions that is highly learner-centered—as a strategy for achieving systemic change in K-12 education. Since that time the Foundation has invested in a variety of projects ranging from school and district redesigns to technology development to research and evaluation all aimed at diffusing, or spreading, innovative personalized learning practices and, in turn, improving student outcomes across the nation. These investments include funding several regional intermediary organizations to act as local hubs for innovation and system transformation through the Next Generation Learning Challenges (NGLC) Regional Funds for Breakthrough Schools initiative.

NGLC, a non-profit association that works to catalyze and accelerate the broad adoption of effective and innovative education practices, launched the Regional Funds for Breakthrough Schools initiative with additional funding from the Eli and Edythe Broad Foundation and the Michael and Susan Dell Foundation. The Regional Fund investments are meant to support education entrepreneurs, ignite innovation, encourage cooperation and alignment within regions, and expand interest in personalized, learner-centered instructional models. In 2014, NGLC invested in six Regional Partners:

- CityBridge Education (Washington, D.C.)
- Colorado Education Initiative
- LEAP Innovations (Chicago)
- New England Secondary School Consortium
- New Schools for New Orleans
- Rogers Family Foundation (Oakland)

BMGF's investment in NGLC and the Regional Partners offers a number of strategic benefits to the Foundation. The network has the potential to accelerate the speed and reach of the Foundation's grantmaking; it can offer enhanced local expertise and deep, stable support to partners; and it provides BMGF, NGLC, and the Regional Partners with an opportunity to pool learning from across a diverse set of contexts. However, working in networked intermediary structures also poses challenges, one of which is establishing monitoring and evaluation mechanisms that are responsive to the complexity of an intermediary's role. This complexity stems from the fact that intermediaries work at multiple, interrelated levels to impact change and an intermediary's strategy must continually adjust to changes in any one of these layers.

The Center for Public Research Leadership (CPRL) sought to address this challenge by engaging a subset of the NGLC Regional Partners in the development of frameworks to describe and evaluate the various strategies they employ as they work to spread innovative instructional practices across their regions and, in the long run, improve student outcomes.



ACKNOWLEDGEMENTS

Through generous support provided by the **Bill & Melinda Gates Foundation**, CPRL spent the last year researching the role intermediary organizations play in the diffusion of innovative ideas and practices. Along the way, we collaborated with inspiring and forward-thinking organizations that are working to provide students with rigorous, personalized learning experiences. These organization included **Next Generation Learning Challenges** (NLGC) and four of NLGC's Regional Fund Partners—**CityBridge Education**, **Colorado Education Initiative**, **New England Secondary School Consortium**, and **New Schools for New Orleans**. We are deeply appreciative of their engagement in this project.

In total, we spoke with over 30 individuals from across these five organizations, and we are thankful to each person for the insights shared. In particular, we are grateful for the time and energy devoted by Margret Angell, Caroline Hill, and Arthur McKee from **CityBridge Foundation**; Heather Chikoore, Christina Jean, Emily Love, and Sam Olson from **Colorado Education Initiative**; Lauren Hinthorne and Mark Kostin from **New England Secondary School Consortium**; Indrina Kanth from **New Schools for New Orleans**; and Andy Calkins and Sarah Luchs from **NGLC**. These individuals spent hours with CPRL both in person and on the phone describing their visions for education, the strategies that guide their day-to-day operations, and the lessons they have learned along the way.

We also want to thank Ledyard McFadden from **SchoolWorks** and Amy Nowell from **LEAP Innovations** for sharing their expertise during our November 2016 convening at Columbia University.

In the end, the work would not have been possible without the knowledge we gleaned from each of these individuals.



INTRODUCTION

“Intermediaries are organizations that occupy the space in between at least two other parties... Intermediary organizations operate independently of these two parties and provide distinct value beyond what the parties alone would be able to develop or to amass by themselves. At the same time, intermediary organizations depend on those parties to perform their essential functions.”

—Meredith Honig, “The New Middle Management: Intermediary Organizations in Education Policy Implementation”

“Intermediaries come into being to help achieve more efficient, effective relationships between layers...Mature intermediaries essentially take on many of the functions of systems—standards setting, quality assurance, training, advocacy, fund development, data collection.”

—Karen Pittman, “The Importance of Intermediary Organizations to Implementing Community Initiatives”

Intermediary Organizations

At the most basic level, an intermediary organization is a go-between or mediator. However, the specific roles played by intermediaries are diverse (Blank et al., 2003; Szanton, 2003; Wynn, 2000). Some intermediaries act as oversight organizations that set standards and monitor progress. Others provide services and resources much like an external consultant or technical assistance provider. Still others focus on fostering connections between individuals or organizations in order to facilitate communication and collaboration like a network hub or backbone organization typically does. Finally, many intermediaries play the role of a grantmaking institution and provide individuals and organizations with funding for specific initiatives. To ensure a common language, this report defines intermediary organizations as *independently operating entities that work between multiple actors to facilitate communication and collaboration; build capacity and knowledge; and over time bring about change in the actors, their activities, and the results they achieve.*

Intermediary organizations are often partially or completely supported by larger philanthropic foundations or government grantmaking agencies. Such structures offer benefits to both the larger funder and to the individual or organizational actors supported by the intermediary. These benefits are listed below (Szanton, 2003; GEO 2013, GEO 2014). In general, intermediary organizations allow funders to remain agile and lean while still ensuring their intended beneficiaries received high-quality, support tailored to their unique contexts and needs.

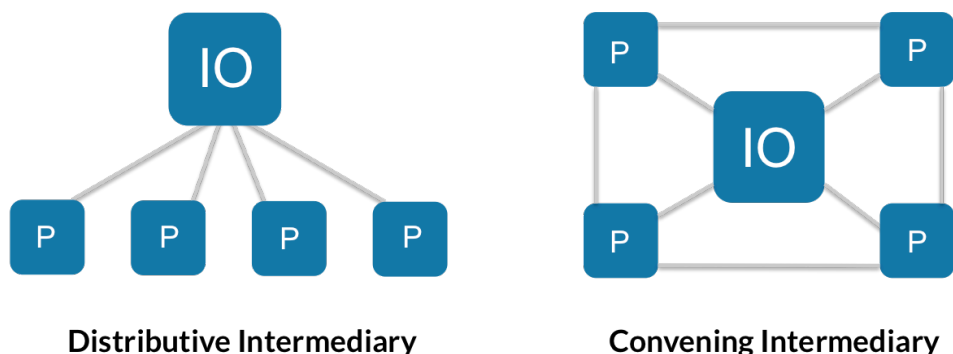
Benefits to Funders

- Increased speed and reach of grantmaking
- Reduced overhead
- Political protections
- Ease of program exit
- Increased oversight and support for beneficiaries
- Increased credibility with practitioners
- Increased diversification and more opportunities for learning

Benefits to Partners

- Fresh perspectives
- Specialized skills and knowledge
- Contextual experience and expertise
- Durability of support
- Increased access to resources and technical assistance providers
- Increased access to professional learning communities

Another benefit of working through intermediary organizations is the network structure they create. This structure develops as intermediaries build connections with multiple partners. A report from the U.S. Department of Health and Human Services describes two types of intermediaries that result from different decisions about how to engage with partners—distributive and convening (2008). A distributive intermediary disseminates services and resources to a partner through a one-to-one relationship. The result is a highly centralized, hub-and-spoke network structure. A convening intermediary disseminates services and resources to partners directly as well, but also works to connect partners to one another forming a more decentralized network.



The network structure allows intermediaries to operate at multiple levels simultaneously. At the partner level an intermediary may engage in direct funding, technical assistance, coaching, or other capacity-building activities. At the network level, intermediaries recruit new partners, facilitate collaboration, and host convenings. In addition to these two levels intermediaries may also work at a third level—the system level. At this level an intermediary targets the political, economic, or social conditions surrounding and impacting its network.

It is an intermediary's ability to successfully work at each of these levels that makes it well suited to scaling new ideas and practices. In *Diffusion of Innovation*, Everett Rogers defines diffusion as the process by which an innovation is communicated through certain channels over time among members of a social system (1962). This definition highlights the three layers at which an intermediary operates: members, communications channels, and the social system. By strengthen and aligning these layers, an intermediary can directly support diffusion. A fourth piece in Everett's definition—the innovation—is also an element that intermediaries can impact through knowledge-management activities. However, this report combines knowledge-management activities with partner capacity building.

Report Overview

This report seeks to clarify the role of intermediary organizations in the diffusion of innovative education practices as well as build the capacity to monitor and evaluate this role. In order to achieve these goals the report presents two interrelated frameworks—the *Diffusion Levers* and the *Diffusion Intermediary Evaluation Framework*. The former is a descriptive framework to assist in understanding and differentiating between intermediaries' strategies. The latter is a monitoring and evaluation framework for assessing an intermediary's readiness for and success at implementing its strategy, as well as the impact this strategy has. The report is organized into two primary sections to correspond with these frameworks.

Part 1: Describing the Role of an Intermediary in Diffusing Education Innovation

Part 1 focuses on the Diffusion Levers, which provide a common language for describing the strategies of intermediary organizations. The section discusses three Levers—*Capacity Building*, *Network Weaving*, and

System Cultivating—each of which is commonly employed by an intermediary in an effort to spread new ideas and practices.

Part 2: Assessing the Role of an Intermediary in Diffusing Education Innovation

Part 2 presents the Diffusion Intermediary Evaluation Framework. This framework outlines a three-phase approach to evaluating intermediary organizations over time. Each phase consists of dimensions for evaluation as well as specific criteria, guiding questions, and sample indicators. The Diffusion Levers are incorporated into the Evaluation Framework to ensure that it reflects the specific roles intermediaries typically play and the short-term outcomes they can be expected to achieve.

Additional Resources

In addition to the primary report sections outlined above, this report provides additional resources to further support users in understanding and evaluating intermediary organizations. These include:

- Toolkits for each of the three Diffusion Levers that contain the criteria, guiding questions, and sample indicators for evaluation as well as a small selection of data collection tools.
- Evaluation rubrics aligned to the phases of the Diffusion Intermediary Evaluation Framework.

Intended Users

CPRL hopes that this report will be useful to a number of different users including:

- ❖ Funders currently working with, or looking to work with, intermediary organizations and seeking further insight into the roles such organizations can play, as well as how to evaluate the organizations' potential for influence, interim progress, and long-term impact.
- ❖ Existing intermediary organizations already working with a network of partners to catalyze and accelerate innovation in education, and who are looking for clarity around how to evaluate their role.
- ❖ Non-profits, consortia, foundations, or other groups considering becoming intermediaries and searching for additional insight into the development of their vision and strategy for diffusion.
- ❖ Individuals and organizations considering a partnership with an intermediary organization and looking to understand the experiences and benefits they can expect.

Research Methods

A broad range of existing literature on the diverse strategies and goals of intermediary organizations, as well as the work of a sample of current NGLC Regional Partners, informed this project.

Collaboration with NGLC Regional Partners

Four of NGLC's current Regional Partners—CityBridge Foundation, Colorado Education Initiative, New England Secondary School Consortium, and New Schools for New Orleans—participated in this project along with NGLC itself. Their unique and highly developed strategies provided the backbone for this report. Prior to working with the Regional Partners, CPRL reviewed documents discussing the work of each intermediary. CPRL then conducted interviews with multiple staff members from each Regional Partner and with NGLC program staff. Following this preliminary research, CPRL engaged the Regional Partners and NGLC in a one-day convening at Columbia University focused on documenting the organizations' unique strategies. Finally, the group convened again late in the project to discuss two high-priority areas for evaluation—network evaluation and evaluating changes in instructional practice. This second event was further supported by LEAP Innovations and SchoolWorks.

Review of Related Literature

In addition to collaborating with the Regional Partners, CPRL reviewed various strands of existing research. Topics reviewed include systems, networks, and diffusion theory; network evaluation; collective impact; scaling; and prior research on the use of intermediary organizations to support improved social outcomes. In total, CPRL consulted over 100 books, articles, and webpages throughout the course of the project.

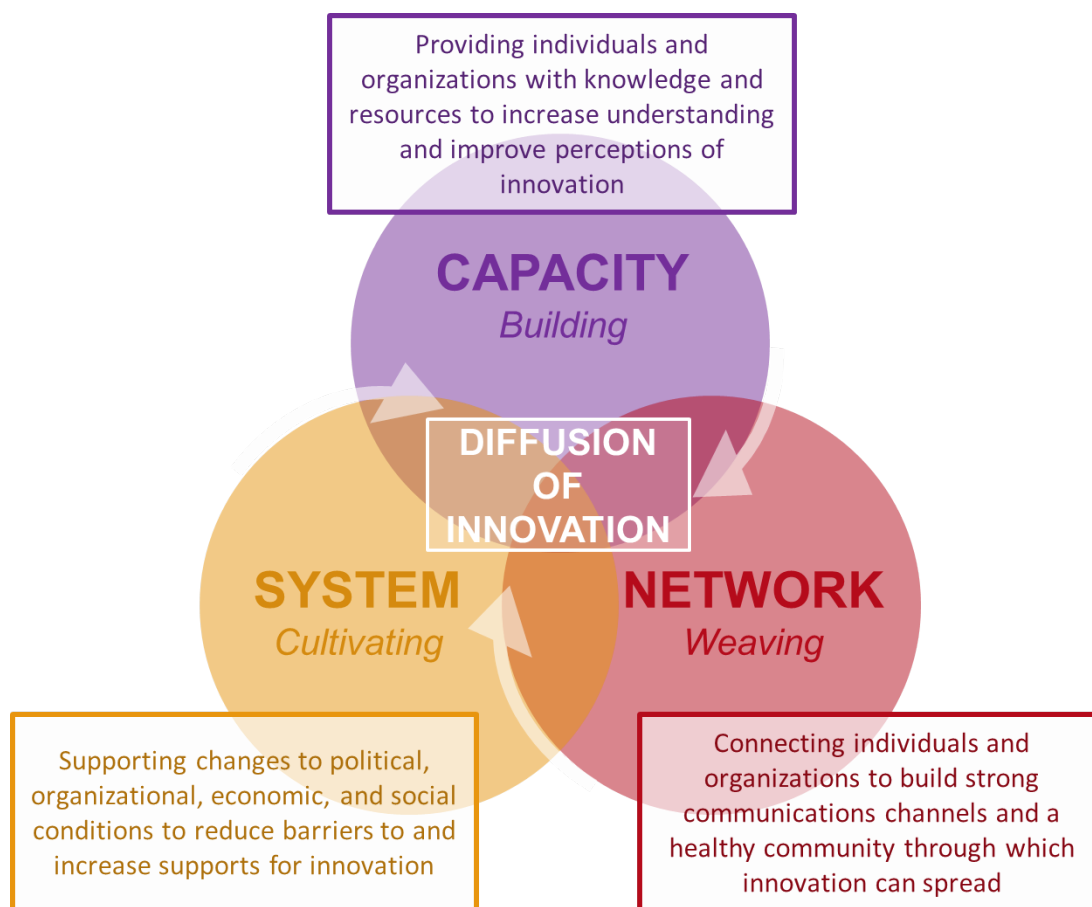
PART

1

DESCRIBING THE ROLE OF AN INTERMEDIARY IN DIFFUSING EDUCATION INNOVATION

Introduction to the Diffusion Levers

The Diffusion Levers provide a simple set of language and concepts for describing the mechanisms intermediary organizations use to spread new ideas and practices. The three Levers— Capacity Building, Network Weaving, and System Cultivating—highlight the three levels at which an intermediary can work. The Capacity Building Lever focuses on the individual partners and their knowledge and resources. These partners may be people or organizations. The Network Weaving Lever focuses on all partners together as a network and the communication and collaboration occurring between them. The System Cultivating Lever focuses on the larger ecosystem in which the network operates including the supportive or restrictive social, economic, and political conditions present in the ecosystem.

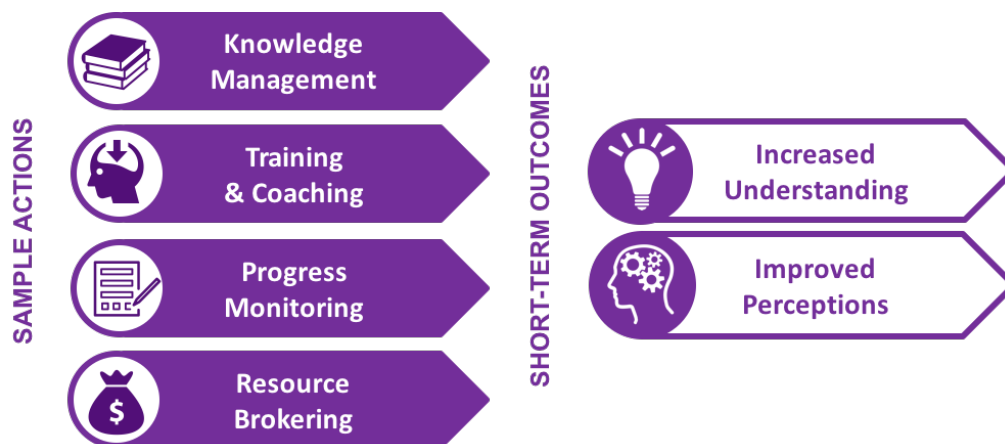


Each lever can be further specified into actions that intermediary organizations takes to apply the lever as well as short-term outcomes that result from its use. However, the levers themselves are not mutually exclusive, and the application of one often further enables the application of the others. For example, the development of an extensive network of closely connected partners is likely to facilitate the generation and sharing of new knowledge while also increasing the visibility of the intermediary's mission and its campaigning capacity. Finally,

while intermediaries often employ all three levers simultaneously, the degree to which each is used and the specific actions taken are likely to differ based on an intermediary’s vision and strategy, local context, and organizational capacity. Together, the three Levers drive toward the spread of new ideas and practices at both the individual and organizational level, and, over time, these changes in practice drive toward improved social outcomes. Each lever is described in more detail in the pages that follow.

Capacity Building

Capacity Building entails providing individuals and organizations with the knowledge and resources needed to increase understanding and improve perceptions of innovation.

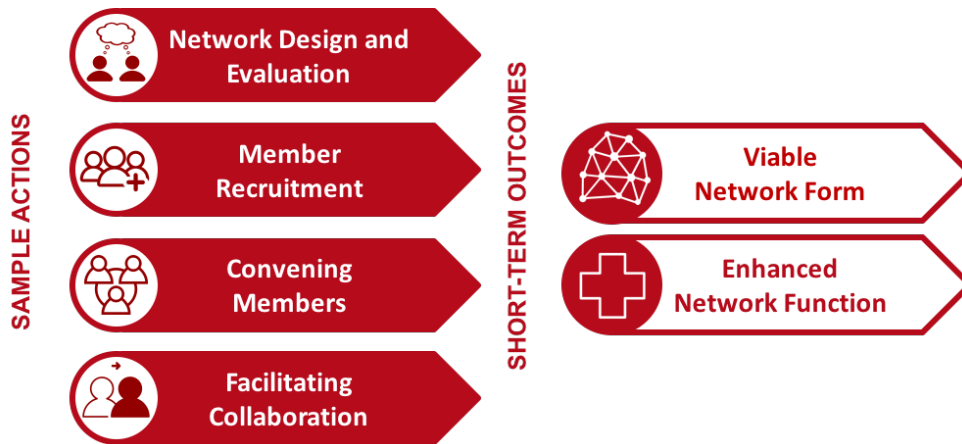


Individuals and organizations partner with intermediary organizations in order to achieve more than they could achieve on their own. These partners recognize that intermediary organizations offer added capacity in the form of increased financial resources, knowledge of effective practices, tools for and support in implementing these practices, and more. Common actions taken by intermediary organization to build partner capacity include knowledge management—the process of capturing, synthesizing, organizing, and disseminating knowledge—training partners through group workshops or individual coaching, monitoring partner processes, and brokering resources such as funding and technical assistance support.

These actions result in partners’ increased readiness to change their behaviors and practices. The idea of “readiness” is informed by capacity building and change management literature, as well as the innovation-decision process, which all describe various stages individuals and organizations go through when determining whether they will change (Connolly and York, 2002; Rogers, 2003; Kirkpatrick and Kirkpatrick, 2005). Taken together, this body of research describes that a partner must (1) build understanding of the new behaviors or practices, (2) develop a positive perception of them, (3) establish the intention to change, (4) implement the change, and (5) internalize or institutionalize the change. The short-term outcomes of the Capacity Building Lever are the first two stages of this process—increased understanding and improved perceptions. Over time, these outcomes will drive toward changes in practice and ideally toward improved social outcomes. A positive relationship between changes in practice and improved outcomes creates a virtuous cycle driving further adoption of the new practices across the field at large (Meadows, 2008).

Network Weaving

Connecting individuals and organizations to build strong communications channels and a healthy community through which innovation can spread.



An intermediary organization cannot be separated from its network of partners, and, as a result, approaching the design and facilitation of this network with intentionality is a key part of an intermediary's role. In their book *Connecting to Change the World*, Peter Plastrik, Madeline Taylor, and John Cleveland identify eight design issues pertaining to networks:

1. *Purpose*: Network's reason for being.
2. *Membership*: Eligibility and participation requirements for members as well as desired size and composition of membership.
3. *Value Proposition*: Benefits members will receive.
4. *Coordination, Facilitation, and Communication*: How network members work with each other.
5. *Resources*: Network's funding model.
6. *Governance*: Decision-making participants and processes.
7. *Assessment*: Monitoring and evaluation strategy.
8. *Operating Principles*: Rules that guide culture.

Making these design decisions is a key part of an intermediary's Network Weaving role. Additionally, Network Weaving actions include recruiting members into the network, facilitating ongoing communication and collaboration between these members, and convening the network face-to-face or virtually.

Key short-term outcomes that result from Network Weaving actions include measures of network form such as the size and composition of the network, the number of connections that exist, and strength or purpose of these connections, as well as measures of network functions such as the stability of the network's infrastructure and operations and the degree to which certain conditions are in place, such as trust and accountability (Bonbright & Khangram, 2010; Plastrik, Taylor, & Cleveland, 2014; Taylor, Whatley, & Coffman, 2015). While research indicates that decentralized and open networks typically support innovation more effectively than centralized, closed networks, there is no one best design (Plastrik, Taylor, & Cleveland, 2014). As a result, the specific targets for these outcomes should align to the intermediary's initial network design.

System Cultivating

Supporting changes to political, organizational, economic, and social conditions to reduce barriers to and increase supports for innovation.



In order to support the spread of new ideas and practices, it is also crucial for an intermediary organization to ensure the social, economic, and political conditions surrounding its network are aligned and supportive. An intermediary may do this through a variety of actions, such as policy analysis and political advocacy, campaigning and coalition building, and reforming organizational systems and structures. In addition, because the specific actions an intermediary takes will be contingent upon the current and evolving conditions in place within the local context where it operates, it is crucial for an intermediary to assess these conditions on a regular basis through activities like system mapping.

Short-term outcomes related to System Cultivating include increased alignment of policies and practices to the innovation as well as expanded public engagement. More specifically, System Cultivating efforts are likely to lead to the replacement of formal legislation or informal organizational practices that prevent innovation with policies and practices that enable or require innovation. In addition, these efforts are likely to lead to the elimination of public misconceptions about or protests to new practices, and the removal of funding obstacles that hinder implementation.

ASSESSING THE ROLE OF AN INTERMEDIARY IN DIFFUSING EDUCATION INNOVATION

Introduction

While the previous section of this report outlined a *descriptive* framework for understanding the types of strategies, or *Diffusion Levers*, used by intermediary organizations working to diffuse education innovation, this section outlines an *evaluative* framework for assessing an intermediary's readiness for and success at employing these strategies. As described in further detail to the right, the *Diffusion Intermediary's Monitoring and Evaluation Framework* ("Framework") addresses the complexity of evaluating the roles of an intermediary that are caused by the diversity of strategies used and the tendency for these strategies to change over time. To maintain alignment with the Diffusion Levers, this framework was informed by literature on the evaluation of capacity building, networks, and system change. Additional research related to organizational capacity, readiness assessments, and scaling education reform also contributed to the development of this framework and ensures that it is inclusive of all stages of an intermediary's work. A full list of references is in Appendix A.

Framework Organization

The *Framework* (Figure 1) is organized into three suggested assessment phases:

Phase I: Potential for Influence - Assessing the likelihood of an intermediary impacting the diffusion of innovation within its local education context.

Phase II: Interim Progress - Assessing an intermediary's strategy implementation and short-term outcomes.

Phase III: Impacts on the Field - Assessing an intermediary's interim impact on the diffusion of innovative as well as the long-term impact on social outcomes.

Each phase consists of two or three dimensions, and each dimension is further specified into a number of criteria with guiding questions and sample indicators.

Responding to Diversity and Change

The diversity of intermediary organizations' roles across various contexts and changes to these roles over time requires an approach to monitoring and evaluation that is flexible and focuses on process as well as outcomes. The evaluation framework and process laid out in this report seeks to directly respond to these needs as outlined below.

The Challenges

The Solutions

Diversity of Strategy

Intermediary organizations are diverse. They engage in a variety of types of activities in response to their unique contexts and strategies.

A Flexible Framework

- Alignment to Diffusion Levers framework increases applicability across diverse intermediaries.
- Guiding questions are generalizable to different contexts and intermediaries.
- Sample indicators can be customized.

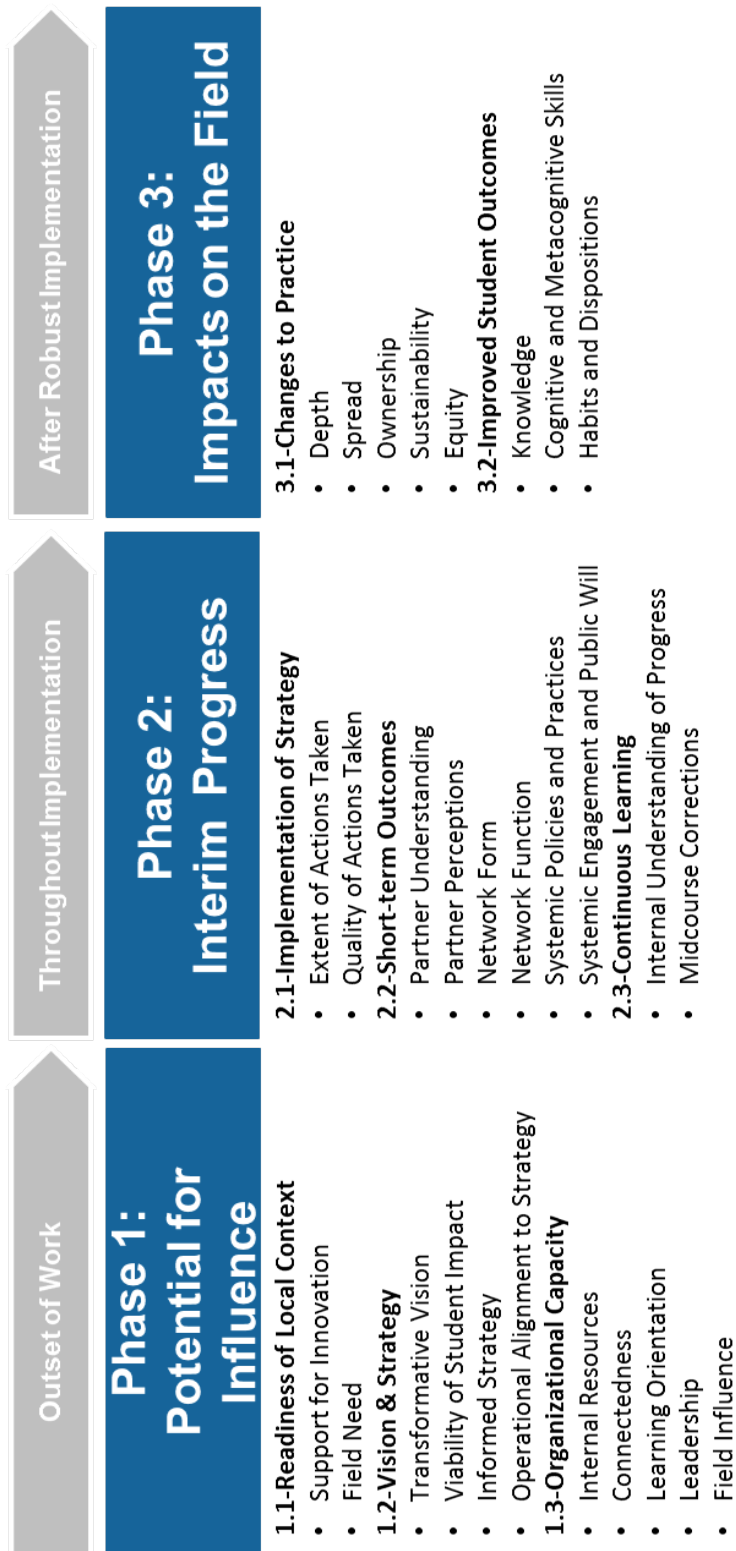
Changes in Strategy

Intermediary organizations are engaged in changing complex systems, and their strategies change in response to shifts in context and interim results.

A Focus on Process

- Three phases assess intermediary's initial potential, interim progress, and impact.
- Includes process criteria as well as outcome criteria.
- Includes continuous learning criteria to assess documentation of lessons learned and midcourse corrections.

Diffusion Intermediary Monitoring and Evaluating

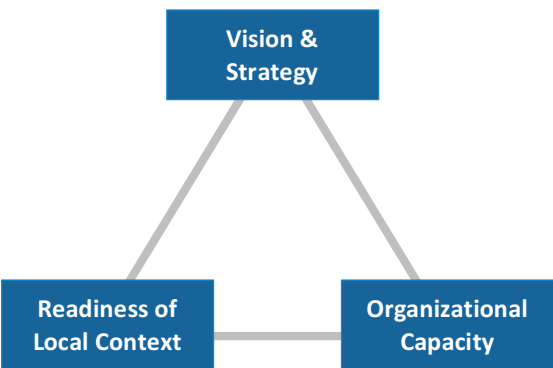


Phase I: Potential for Influence

Potential for Influence assesses the likelihood of an intermediary impacting the diffusion of new ideas and practices across its context. This likelihood should be assessed at the outset of an intermediary’s work. It could be done as part of an internal self-assessment before a new intermediary decides to form or when an existing intermediary considers moving into a new region. It could also be part of an external assessment completed by a potential funder. The phase consists of three dimensions for evaluation:

- **Readiness of Local Context** - The region’s support and need for innovative education reform ideas and practices, as indicated by the political, social, and economic conditions.
- **Vision & Strategy** - The intermediary organization’s theory of action—the innovative ideas or practices it seeks to spread and the strategy it will use to do so.
- **Organizational Capacity** - The resources and infrastructure the intermediary brings to bear in implementing its strategy.

These three dimensions were informed by Professor Mark Moore’s theories pertaining to strategy in the public sector and specifically the *strategic triangle* (Moore, 1995). This simple conceptual framework draws attention to three issues that public sector organizations, including the types of intermediary organizations discussed here, must consider when planning. These include *public value* or what the organization seeks to impact within the sector, *legitimacy and support* or the external resources, structures, and conditions the organization will rely on, and *operational capabilities* or the internal resources, structures, and conditions the organization can employ. Moore views these three issues as highly interdependent, with changes in one directly impacting the other two. As with Moore’s triangle, the three dimensions of Potential for Influence are interdependent. As a result, each should be considered in relation to the others during both planning and evaluation. In other words, an intermediary’s potential should be viewed in relation to the current condition in the region where it operates and the degree to which the intermediary has the infrastructure and operations it will need given its long-term vision and the strategy it proposes for achieving this vision within the region.



The follow tables outline the three dimensions in more detail. Each dimension is further specified in criteria for evaluation as well as guiding questions and sample indicators.

1.1 Readiness of Local Context

To what extent does the local context demonstrate both a need for and openness to the intermediary’s vision?

Criteria	Guiding Questions	Sample Indicators
Support for Innovation	To what extent is the local context supportive of the changes and work proposed by the intermediary?	<ul style="list-style-type: none">• School-based decision-making policies• Policies, or policy waivers, that support non-traditional use of time, talents, and space within schools• Availability of innovation-focused funding from state or local government or from private philanthropies• Education innovation non-profits and incubators• Education conferences or professional gatherings focused on innovative ideas and practices• Presence of practitioners, researchers, funders, and

		<ul style="list-style-type: none"> technical assistance providers who are interested in working with the intermediary Media coverage that demonstrates positive attitudes towards education reform and innovation generally or the new ideas and practices that the intermediary seeks to diffuse
Field Need	<p><i>To what extent is the local education system demonstrating a need for improvement?</i></p> <p><i>To what extent does the local education system need additional support of the kind an intermediary provides?</i></p>	<ul style="list-style-type: none"> Presence of individuals or organizations likely to participate Presence of persistent or growing racial and/or economic achievement gaps Persistently low achievement compared to the national average Local achievement has stagnated or declined over the past five years Dearth of support organizations working toward education reform or innovation Lack of diversity in types of supports provided by school support organizations

1.2 Vision and Strategy

To what extent does the intermediary have a logical and viable vision and strategy that is likely to transform instructional practice and improve student outcomes?

Description	Guiding Questions	Sample Indicators
Transformative Vision	<i>To what extent does the intermediary's vision for change break from traditional educational practices and systems?</i>	<ul style="list-style-type: none"> Vision includes new and unique uses of time and space Vision includes the creative integration of technology Vision includes atypical staffing allocations and role definitions Vision redefines core social interactions between teachers and students that are currently in place in the local context Vision is based on underlying assumptions about how students learn and what good instruction means that break from the norm for the local context
Viability of Student Impact	<i>How robust is the organization's basis (in evidence or in logic) for predicting that its vision will positively impact students?</i>	<ul style="list-style-type: none"> Links between the ideas and practices the intermediary seeks to spread and positive student outcomes are documented and supported by rigorous academic research Relationships between the ideas and practices the intermediary seeks to spread and positive student outcomes are based on a logical, detailed hypothesis Evidence of an intermediary's past work positively impacting student outcomes that cannot be easily discredited or explained by other changes in the local context

Informed Strategy	<i>To what extent does the intermediary's strategy incorporate the key Diffusion Levers of capacity building, network weaving, and system cultivating?</i>	<ul style="list-style-type: none"> • Strategy includes activities aimed at increasing partner knowledge, skills, and resources, such as grantmaking, 1:1 coaching, knowledge dissemination, etc. • Strategy includes activities intended to build and continually strengthen connections between partners, such as convening partners, managing communications systems, facilitating collaborative project, etc. • Strategy includes activities intended to decrease systemic barriers and/or increase systemic supports, such as drafting legislature, identifying and building champions for the work, rigorous system mapping, etc.
Operational Alignment to Strategy	<i>To what extent are the intermediary's day-to-day actions and programs linked to its strategy?</i>	<ul style="list-style-type: none"> • Intermediary can map all elements of programming back to the various prongs of its strategy • Staff can articulate how day-to-day tasks align to specific programmatic elements

1.3 Organizational Capacity

To what extent does the intermediary have the resources and infrastructure required to enact its strategy?

Description	Guiding Questions	Sample Indicators
Internal Resources	<i>To what extent does the intermediary have sufficient financial and human resources to support its strategy?</i>	<ul style="list-style-type: none"> • Sufficient funds available to complete work outlined in strategy • Staff expertise in key strategic areas such as K-12 pedagogy, adult learning, change management, knowledge management, research and evaluation, etc. • Sufficient number of staff • Suitable technology infrastructure to support goals, especially around partner communication and knowledge management • Sufficient access to space
Connectedness	<i>To what extent does the intermediary have relationships with field (e.g., K-12 education) and system partners (e.g., policy makers, funders, technical assistance providers) across the local context?</i>	<ul style="list-style-type: none"> • Regular communication with funders, technical assistance providers, policy makers, practitioners, researchers, etc. • Instances of prior collaboration with funders, technical assistance providers, policy makers, practitioners, researchers, etc.

Learning Orientation	<i>To what extent does the intermediary regularly review and reflect on its successes and failures, changes in internal organizational capacity, and external contextual conditions in order to learn and make midcourse corrections?</i>	<ul style="list-style-type: none"> • Staff is open and honest about successes and failures • Staff have articulated goals for their own improvement • Comprehensive and integrated performance management system is used that considers both process and outcomes • Benchmarking (internal or external) is integrated and used regularly • Qualitative and quantitative data aligned to both leading and lagging indicators are reviewed at regular intervals • Demonstrated practice of making adjustments and improvements based on qualitative and quantitative data • Third-party experts brought in to assist in reviewing progress, assessing need, and defining a path forward
Leadership	<i>To what extent does the intermediary's leader/leadership team demonstrate characteristics that allow them to effectively and efficiently manage the organization?</i>	<ul style="list-style-type: none"> • Leadership articulates a clear vision for what is possible in the future and how the intermediary's strategy will achieve this vision • Leadership takes steps to motivate, inspire, and rally others behind the intermediary's vision • Leadership promotes the importance of learning and improvement through words and actions • Leadership promotes creativity and risk taking through words and actions • Staff articulate feelings of support and empowerment by leadership • Staff articulate confidence in leadership knowledge, skills, and dispositions
Field Influence	<i>To what extent is the organization considered an influential leader in the K-12 education field?</i>	<ul style="list-style-type: none"> • Reports, tools, or other resources created by the intermediary are widely used across the field • Intermediary has positive and wide name recognition within the local context it seeks to impact • Intermediary has positive and wide name recognition within the K-12 education sector • Intermediary is present at key sector-specific conferences or other professional events

Phase II: Interim Progress

Interim Progress assesses an intermediary's implementation of its strategy and the results that stem from it. The phase includes three dimensions for evaluation:

- **Implementation of Strategy** - The extent and quality of an intermediary's activities and the degree to which these meet the intermediary's targets.
- **Short-term Outcomes** - The early changes to partner, network, and system capacities and conditions stemming from activities completed.

- **Continuous Learning** - An intermediary's own internal learning and improvement processes and outcomes.

The Interim Progress dimensions and criteria should be used to assess an intermediary as soon as it begins recruiting and providing resources and support to partners and at regular intervals after that time. The six criteria in the Short-Term Outcomes dimension below are directly aligned to the Diffusion Levers discussed in the previous section of this report—Capacity Building, Network Weaving, and System Cultivating. While it is likely that most intermediary organizations will employ all three of the Diffusion Levers, and as a result should evaluate for all six outcomes, a small number of intermediaries may only employ select Levers. They would then only expect to see select criteria.

Each dimension is further specified in criteria for evaluation as well as guiding questions and sample indicators.

2.1 Implementation of Strategy

To what extent and with what level of quality is the intermediary implementing its strategy?

Criteria	Guiding Questions	Sample Indicators
Extent of Implementation	<i>How many resources and/or how much support did the intermediary provide over the period?</i>	<ul style="list-style-type: none"> • Number of reports written • Hours of training provided • Number of coaching sessions completed • Number of email communications sent • Number times partners were convened • Number of collaborative projects engaged in by partners
Quality of Implementation	<i>To what extent were the resources and supports of high quality?</i>	<ul style="list-style-type: none"> • Satisfaction rates gathered from partners or field actors • Statements of satisfaction gathered from partners or field actors • Participant return rates across multi-day workshops or events • Click rates for resources disseminated through email or website • Share rates for resources disseminated through email or website • Alignment between internal or external quality criteria and actual resource or supports provided (e.g., between quality criteria for policy brief and actual policy briefs drafted)

2.2 Short-term Outcomes

To what extent has the intermediary achieved desired short-term outcomes expected of a Diffusion Intermediary, such as increased partner capacity, a strong network, and improved system conditions?

Criteria	Guiding Questions	Sample Indicators
Partner Understanding	<i>To what extent are individual partners expanding their understanding of innovation?</i>	<ul style="list-style-type: none"> • Number/percent of partners who report attaining new knowledge or skills • Number/percent of partners who report having existing

		<ul style="list-style-type: none"> knowledge or skills reinforced or challenged • Extent to which partners can correctly recall knowledge or demonstrate skills • Extent to which partners can specify similarities and differences between prior and new knowledge and skills
Partner Perceptions	<i>To what extent are individual partners developing positive views toward the innovation?</i>	<ul style="list-style-type: none"> • Number/percent of partners who are confident in their ability to use new knowledge and skills • Number/percent of partners who report new knowledge and skills changed or reinforced their views, opinions, and beliefs about education • Extent to which partners have formed positive perceptions of the new knowledge and skills • Number/percent of partners who intend to use information and knowledge gained from KM output
Network Form	<p><i>What individuals or organizations make up the network?</i></p> <p><i>How can the connections between network members be characterized?</i></p>	<ul style="list-style-type: none"> • Number of members • Geographic distribution of members • Sectors represented across membership • Types of members represented (i.e., individuals versus organizations) • Number of connections for a given member (degree) • Distance between one member and another (closeness) • Number of times a member occupies the shortest path between two other elements or clusters (betweenness) • Density of connections around central hubs (network core) • Density of connection around the outside of the network (periphery) • Extent of centralization around a single hub • Amount of information flowing through connections • Type of information flowing through connections
Network Function	<i>To what extent does the network have the resources, structures, and conditions in place needed to operate effectively and efficiently?</i>	<ul style="list-style-type: none"> • Amount of financial and material resources available for network operations • Efficiency of communication structures • Effectiveness of decision-making structures • Presence of supportive conditions (e.g., trust, accountability, alignment) • Quality of products created by the network (research, tools, etc.)
System Policies and Practices	<i>To what extent are the formal and informal policies and practices that impact partners enabling or demanding innovation?</i>	<ul style="list-style-type: none"> • Legislation that demands innovation • Human resources systems and structures that enable innovation • Accountability systems and structures that enable innovation • Professional standards that align to innovation • Organization-wide standard operating procedures that

		align to innovation
System Engagement and Public Will	<i>To what extent is the public demanding and supporting change?</i>	<ul style="list-style-type: none"> • Frequency of positive media coverage • Size and frequency of public gatherings to demonstrate support for innovation • Dollars of public and private funding distributed to the region for innovation • Funding and infrastructure conditions that enable innovation

2.3 Continuous Learning

To what extent is the intermediary gathering insights from its successes and failures and proactively responding to these insights?

Criteria	Guiding Questions	Sample Indicators
Understanding of Progress	<p><i>To what extent has the intermediary identified areas of success and failure?</i></p> <p><i>What lessons learned has the intermediary pulled from its successes and failures that could benefit its own work or the larger field?</i></p>	<ul style="list-style-type: none"> • Qualitative and/or quantitative process data that reveal the extent to which the intermediary implemented its strategy as intended • Qualitative and/or quantitative outcomes data that reveal the extent to which this intermediary achieved desired outcomes • Documented successes and failures revealed by process and outcome data • Department- or program-wide familiarity with these successes and failures • Documented lessons learned that link back to successes and failures • Department- or program-wide familiarity with lessons learned
Midcourse Corrections	<i>To what extent is the intermediary adjusting its strategy or organizational capacity as a result of lessons learned?</i>	<ul style="list-style-type: none"> • Identifiable changes to articulated strategy based on lessons learned • Observable changes to enacted strategy based on lessons learned • Identifiable changes to intermediary's infrastructure or operations based on lessons learned • Department- or program-wide understanding of changes and how they connect to lessons learned

Phase III: Impacts on the Field

Impacts on the Field assesses an intermediary's ultimate goals—the diffusion of innovation across its region and improvements to social outcomes resulting from diffusion. As this framework is specific to an intermediary in the K-12 education field, the dimensions, criteria, and indicators listed contain field specific language. However, they can be easily modified to align with other fields, such as health care or juvenile justice. Phase III contains two dimensions:

- **Diffusion of Innovation** - The degree to which changes to new and innovative practices are scaled across the region.
- **Improved Student Outcomes** - The increased knowledge and skills of students resulting from changes to practice.

The criteria used to assess the Diffusion dimension were informed by research pertaining to both the diffusion of innovation and the scaling of education reform. More specifically, the dimensions of Spread, Depth, Ownership, and Sustainability were informed by Professor Cynthia Coburn's multifaceted definition of the concept of scale (Coburn, 2003). This definition looks beyond quantitative measures of growth to richer qualitative measures of the quality and embeddedness of change.

Finally, the dimensions of Improved Student Outcomes described here were informed by the current best thinking regarding the knowledge and skills students need to be successful in college, career, and life. In doing so, the dimensions seek to establish a holistic student outcomes definition. However, the language used is generic and so will likely need to be customized to specific regional and educational contexts. Each dimension is further specified in criteria for evaluation as well as guiding questions and sample indicators.

Diffusion of Innovation

To what extent has the intermediary been able to diffuse the innovative practices it has championed broadly throughout the region?

Criteria	Guiding Questions	Sample Indicators
Depth	<i>To what extent are changes to instructional practice deep and consequential, thus reflecting new values and beliefs?</i>	<ul style="list-style-type: none"> • Extent of changes to teachers' underlying beliefs about how students learn • Extent of changes to teachers' underlying beliefs about the nature of content • Extent of changes to teachers' underlying beliefs about the definition of high-quality instruction • Extent of changes to student and teacher roles in the classroom • Extent of changes to patterns of teacher and student talks • Extent of changes to how teachers and students treat one another
Spread	<p><i>To what extent are changes to instructional practice expanding outwards to more and more classrooms, schools, and/or districts?</i></p> <p><i>To what extent are changes to instructional practice expanding inwards and influencing classroom, school, and district policies and operating procedures?</i></p>	<ul style="list-style-type: none"> • Number/percent of individuals or organizations changing practices • Degree to which new practices are influencing decision-making at the individual or organizational level • Specific changes to operating policies and procedures not initially required by completed to better support innovation • Degree to which teachers draw on new pedagogical knowledge, values, and beliefs in spaces not initially targeted by reform • Degree to which pedagogical principles of the reform are embedded in district policy and procedures

Ownership	<i>To what extent is authority for the reform being taken on by the districts, schools, and teachers?</i>	<ul style="list-style-type: none"> • Presence of structures and mechanisms for ongoing teacher learning about innovation • Presence of established strategies for continuing to fund innovation activities • Degree to which leadership has taken responsibility for continuing to spread innovation • Use of reform-centered ideas of structures in school or district decision-making
Sustainability	<i>To what extent do changes to practice remain in place after external supports are no longer present?</i>	<ul style="list-style-type: none"> • Number/percent of teachers who continue using innovative practices after external supports are removed • Number/percent of teachers who begin using innovative practices after external supports are removed
Equity	<i>To what extent are changes to practice occurring equally across different socioeconomic groups?</i>	<ul style="list-style-type: none"> • Gap in depth of diffusion across different geographic areas and socioeconomic groups • Gap in spread of diffusion across different geographic areas and socioeconomic groups • Gap in ownership of diffusion across different geographic areas and socioeconomic groups • Gap in equity of diffusion across different geographic areas and socioeconomic groups

Improved Student Outcomes

To what extent are social outcomes improving in parallel with the changes in individual and organizational practice?

Criteria	Guiding Questions	Sample Indicators
Knowledge	<i>To what extent are students developing increased understanding of important content knowledge?</i>	<ul style="list-style-type: none"> • Rate of mastery on content knowledge assessments • Percent growth in mastery on content knowledge assessments • Extent of content knowledge understanding demonstrated through performance tasks
Cognitive and Metacognitive Skills	<i>To what extent are students developing key mental processing skills as well as the ability to monitor and assess the use of these skills?</i>	<ul style="list-style-type: none"> • Regularity with which key skills are demonstrated • Number/percent of students demonstrating key skills • Extent to which key skills are demonstrated through performance tasks, behaviors, or discussions
Habits and Dispositions	<i>To what extent are students developing the qualities and mindsets needed to be successful in college, career, and life?</i>	<ul style="list-style-type: none"> • Regularity with which key habits and dispositions are demonstrated • Number/percent of students demonstrating key habits and dispositions • Extent to which habits and dispositions are demonstrated through performance tasks, behaviors, or discussions



CLOSING

The successful diffusion of new practices is a persistent challenge within our nation's schools and school systems. Educational underachievement and inequity are wicked problems that are deeply embedded in the ways institutions and society operate preventing easy solutions. However, practitioners, funders, researchers, and others eager to see meaningful change in student opportunities and outcomes are turning to new organizational structures and strategies to move the needle. One of these strategies is the use of networked intermediary structures like the NGLC Regional Funds for Breakthrough Schools initiative.

These structures have the potential to provide customized support across a diverse range of unique local contexts, while also facilitating cross-context sharing and learning. To capitalize on this potential, the intermediary organizations that operate as crucial hubs within the network must often work at multiple levels simultaneously. They support and build the capacity of individual and organizational partners, facilitate communication and collaboration across their partner networks as a whole, and foster the economic, social, and political conditions the network needs to innovate.

CPRL began its work with a recognition of the important role intermediary organizations play in transforming education and with the desire to clarify this role and build greater capacity to monitor and evaluate it. This report, and the accompanying tools, reflect what we have come to understand about how intermediaries impact change with the hope that it will support current and future intermediaries, funders, and partner organization in building successful networked intermediary structures.



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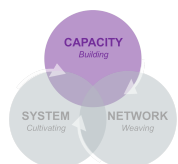
ADDITIONAL RESOURCES

Measurement Toolkit for Intermediary Organizations

*Appendix to Intermediary Organizations and Education
Innovation*



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Diffusion Levers Evaluation Toolkit: Capacity Building

The Diffusion Intermediary Evaluation Framework includes two criteria for assessing short-term Capacity Building outcomes: *Partner Understanding* and *Partner Perceptions*. These criteria are based on a review of the literature listed at the end of this section. This review identified a common set of steps individuals move through as they decide whether or not to adopt a new practice including building awareness and understanding, forming positive perceptions, implementing, and finally internalizing the new practices. The first two steps informed the criteria listed here. Latter steps are part of Phase 3 in the Framework.

Evaluative Criteria, Questions, and Sample Indicators

Criteria	Guiding Questions	Sample Indicators
Partner Understanding	<i>To what extent are individual partners expanding their understanding of innovation?</i>	<ul style="list-style-type: none"> • Number/percent of partners who report attaining new knowledge or skills • Number/percent of partners who report having existing knowledge or skills reinforced or challenged • Extent to which partners can correctly recall knowledge or demonstrate skills • Extent to which partners can specify similarities and differences between prior and new knowledge and skills
Partner Perceptions	<i>To what extent are individual partners developing positive views toward the innovation?</i>	<ul style="list-style-type: none"> • Number/percent of partners who are confident in their ability to use new knowledge and skills • Number/percent of partners who report new knowledge and skills changed or reinforced their views, opinions, and beliefs about education • Extent to which partners have formed positive perceptions of the new knowledge and skills • Number/percent of partners who intend to use information and knowledge gained from KM output

Tools

Sample Survey Questions to Assess Perceptions of New Instructional Practices

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These sample questions can be customized to create a survey instrument for assessing partner perceptions before or after a capacity-building event. The questions were informed by diffusion theory, specifically the Perceived Attributes of Innovation framework (Rogers, 1962).

Partner
Understanding

✓ Partner Perception

Sample Survey Questions to Assess Understanding and Intention to Act

Center for Public Research and Leadership

These sample questions can inform the creation of a survey instrument to assess partner learning and intention to act following a capacity-building event.

- ✓ Partner Understanding
- ✓ Partner Perception

Resources

- Connolly, P. & York, P. (2002). Evaluating capacity-building efforts for nonprofit organizations. *OD Practitioner*. 34(4): 33-39.
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PERCEPTIONS OF NEW INSTRUCTIONAL PRACTICES

Informed by *Diffusion of Innovation*, Everett Roger's (1962)

The survey items below can be customized and used to assess the extent to which individuals are developing positive perceptions of a new practice or set of practices. The items are organized into five categories:

- *Relative Advantage* - The degree to which an innovation is perceived as being better than the idea it supersedes.
- *Compatibility* - The degree to which an innovation is perceived as consistent with the values, past experiences, and needs of potential adopters.
- *Complexity* - The degree to which an innovation is perceived as relatively difficult to understand and use.
- *Trialability* - The degree to which an innovation may be experimented with on a limited basis.
- *Observability* - The degree to which the results of an innovation are visible to others.

<i>Relative Advantage</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<i>Relative Advantage</i>				
1. [The new instructional practices] will make my job easier.				
2. I will be more effective as a teacher if I implement [the new instructional practices].				
3. My existing instructional practices build student knowledge and skills just as well as [the new instructional practices] will.				
4. I don't think [the new instructional practices] will transform my students' learning enough to be worth trying.				
<i>Compatibility</i>				
5. [The new instructional practices] align well with the way my school system operates.				
6. [The new instructional practices] do not fit well with the way I teach.				
7. I believe that [the new instructional practices] are the right way to teacher students.				
8. My peers will not support [the new instructional practices].				

<i>Relative Advantage</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
Complexity				
9. I have trouble imaging how I could possibly implement [the new instructional practices].				
10. Overall, I believe [the new instructional practices] would be easy for my colleagues to implement.				
11. I would struggle to explain [the new instructional practices] to other people in my school system.				
12. Getting the resources and supports needed for [the new instructional practices] would be complicated and time consuming.				
Trialability				
13. I could go back to my classroom tomorrow and easily try some of [the new instructional practices].				
14. Experimenting with [the new instructional practices] in small ways wouldn't really be possible. It's all or nothing.				
15. It would be challenging to test out [the new instructional practices] without getting additional support from my school system.				
16. I see pieces of [the new instructional practices] that I could demonstrate for my peers when I get back to work.				
Observability				
17. I have trouble visualizing [the new instructional practices].				
18. When I go into classrooms where teachers are implementing [the new instructional practices] I have trouble identifying what is different.				
19. Classrooms using [the new instructional practices] look very different from most other classrooms I've seen.				
20. I wish I could see [the new instructional practices] in action but it's hard to find high-quality examples.				

Response Key

Questions 1, 2, 5, 7, 10, 13, 16, 19

Strongly agree=0 Agree=1 Disagree=2 Strongly Disagree=3

Questions 3, 4, 6, 8, 9, 11, 12, 14, 15, 17, 18, 20

Strongly agree=3 Agree=2 Disagree=1 Strongly Disagree=0

SAMPLE PARTNER CAPACITY-BUILDING QUESTIONS

The survey items below can be customized and used to assess the extent to which partners developed new understandings and positive perceptions because of capacity-building activities.

Learning

To what degree do you feel you have improved knowledge or skills in the following areas? Please check one box to the right of each area.	No Improvement	Minimal Improvement	Moderate Improvement	Large Improvement
1. [Knowledge or skill category]				
2. [Knowledge or skill category]				
3. [Knowledge or skill category]				
4. [Knowledge or skill category]				
5. [Knowledge or skill category]				

6. How would you characterize the overall improvement in your knowledge/skills as a result of this event?

- ☐ No Improvement
- ☐ Minimal Improvement
- ☐ Moderate Improvement
- ☐ Large Improvement

7. How likely is it that you will be able to apply the knowledge/skills learned in this event without support when you return to your school?

- ☐ Very Unlikely
- ☐ Somewhat Unlikely
- ☐ Somewhat Likely
- ☐ Very Likely

8. Please describe any factors that may interfere with your applying the knowledge and skills from the event when you return to your school.

Perception and Intention

For the following statements indicate possible actions you might take after this event. Indicate the extent to which each statement is true or false for you.

9. I have identified 1-2 specific strategies as a result of this event that I will focus on integrating into my practice within the next month.

- ☐ Definitely False
- ☐ Probably False
- ☐ Probably True
- ☐ Definitely True

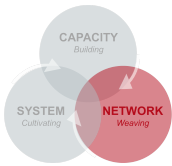
10. In the next month, I will share at least some of what I learned in this event with a colleague.

- ☐ Definitely False
- ☐ Probably False
- ☐ Probably True
- ☐ Definitely True

11. In the next month, I will seek out more information related to what I learned today.

- ☐ Definitely False
- ☐ Probably False
- ☐ Probably True
- ☐ Definitely True

12. What aspects of the event were most useful to you?



Diffusion Levers Evaluation Toolkit: Network Weaving

The Diffusion Intermediary Evaluation Framework includes two criteria for assessing short-term Network Weaving outcomes: *Network Form* and *Network Function*. These criteria are based on a scan of the network evaluation literature listed at the end of this section. The scan identified three primary areas for evaluation specific to networks. These include the two areas listed here—form (i.e. structure, shape, connectivity) and function (i.e. health, vibrancy, operations) —as well as network impacts. The third area was incorporated into Phase 3 of the Framework because it results from a combination of all three Diffusion Levers.

Evaluative Criteria, Questions, and Sample Indicators

Criteria	Guiding Questions	Sample Indicators
Network Form	<p><i>What individuals or organizations make up the network?</i></p> <p><i>How can the connections between network members be characterized?</i></p>	<ul style="list-style-type: none"> • Total number of members • Geographic distribution of members • Sectors represented by members • Types of members (i.e. individuals versus organizations) • Number of connections for a given member (degree) • Distance between one member and another (closeness) • Frequency with which a member occupies shortest path between two other members (betweenness) • Density of connections around network core • Density of connections around periphery • Extent of centralization around a single hub • Amount of information flowing through connections • Type of information flowing through connections
Network Function	<p><i>To what extent does the network have resources, structures, and conditions needed to operate effectively and efficiently?</i></p>	<ul style="list-style-type: none"> • Financial resource available for network operations • Material resource available for network operations • Efficiency of communication structures • Effectiveness of decision-making structures • Peer accountability across the network • Trust between members • Balance of participation across members • Extent of alignment between members • Work produced as a result of collaboration

Tools

Kumu <i>Kumu Inc.</i>	
A web-based network- and system-mapping platform with a social network analysis option that allows for network data to be manually entered or uploaded through Excel or Google Sheets. Kumu allows a user to calculate various network metrics (degree, closeness, betweenness, etc.) as well as code the resulting map using different colors, gradations, and line types.	<div>✓</div> <div>Network Form</div> <div>Network Function</div>
Map Your Network by Hand <i>Network Weaver Handbook</i>	
Basic directions for mapping networks by hand. This process is suitable for small networks and can be engaged in collaboratively as a network weaving activity.	<div>✓</div> <div>Network Form</div> <div>Network Function</div>
Network Design and Assessment Scales <i>The Center for Public Research and Leadership</i>	
A planning and reflection tool that identifies ten characteristics networks may vary in relation to along with scales and guiding questions for self-assessment. This tool was inspired by the Monitor Institute's research on network design.	<div>✓</div> <div>Network Form</div> <div>Network Function</div>
Network Effectiveness Diagnostic and Development Tool <i>Monitor Institute</i>	
A flexible tool for assessing and strengthening a network's function. It identifies various characteristics and aligned attributes that are desirable for a network to have. The tool also provides different characteristics for networks with clear boundaries and members ("bounded networks") and networks with ambiguous boundaries and members ("unbounded networks").	Network Form
	<div>✓</div> <div>Network Function</div>
Network Health Score Card <i>Network Impact and Cause Communications</i>	
A 22-question survey that assesses network health, or function, in four areas (1) network purpose, (2) network performance, (3) network operations, and (4) network capacity. Each question asks the respondent to rate the degree to which they agree with a question on a 5-point scale.	Network Form
	<div>✓</div> <div>Network Function</div>
Partner Self-Assessment Tool <i>Center for Advancement of Collaborative Strategies in Health</i>	
A validated survey containing 67 questions pertaining to collaboration spread across eleven topics: synergy, leadership, efficiency, administration and management, non-financial resources, financial and other capital resources, decision making, benefits of participation, drawbacks of participation, benefits and drawbacks of participating in the partnership, and satisfaction with participation.	Network Form
	<div>✓</div> <div>Network Function</div>

Sample Network Form Questions

The Center for Public Research and Leadership

Sample questions to customize and use in gathering information on the form of a network. The data collected can be visualized through a social network analysis or be compiled and reported out through more traditional tables and graphs.

✓ Network Form
Network Function

Sample Interview Questions for Network Members

The Center for Public Research and Leadership

Questions that can be customized and used in interviews or focus groups with Network Members. These questions were informed by various sources and cover both the form and the function of the network.

✓ Network Form
✓ Network Function

Resources

- Center for Advancement of Collaborative Strategies in Health. (N.d.) *Partnership self-assessment tool*. Retrieved from http://www.imgforhealth.org/sites/default/files/Center_for_the_Advancement_of_Collaborative_Strategies_in_Health_%28CACSH%29_Partnership_Self-Assessments.pdf.
- Creech, H. & Ramji, A., (2004) *Knowledge networks: Guidelines for assessment*. Winnipeg, Manitoba: International Institute for Sustainable Development.
- Creech, H. (2001). *Measuring while you manage: Planning, monitoring and evaluating knowledge networks*. Winnipeg, Manitoba: International Institute for Sustainable Development.
- Creech, H. (2001). *Form follows function*. Winnipeg, Manitoba: International Institute for Sustainable Development.
- Holley, J. (2012). *Network weaver handbook*. Athens, OH: Network Weavers Publishing.
- Malinsky, E., & Lubelsky, Chad. (2011) *Network evaluation: Cultivating healthy networks for social change*. Retrieved from: <http://socialinnovation.ca/networkevaluation>.
- Innovations for Scaling Impact and Keystone Accountability: Next Generation Network Evaluation (David Bonbright & Sanjeev Khagram, 2010)
- Monitor Institute. *Engage: How Funders Can Support and Leverage Network for Social Impact*. Retrieved from <http://engage.rockefellerfoundation.org/what-could-a-network-help-me-achieve/what-network-design-would-be-the-most-useful/>
- Network Impact & Center for Evaluation Innovation. (2014). *The state of network evaluation: A guide*. Retrieved from <http://www.networkimpact.org/the-state-of-network-evaluation-a-guide/>.
- Network Impact & Center for Evaluation Innovation. (2009). *Network health scorecard*. Retrieved from https://www.networkimpact.org/downloads/NH_Scorecard.pdf.
- Plastik, P., Taylor, M., & Cleveland, J. (2014). *Connecting to change the world: Harnessing the power of networks for social impact*. Washington, DC: Island Press.
- Plastrik, P. & Taylor, M. (2006). *Net gains: A handbook for network builders seeking social change*. Retrieved from <https://networkimpact.org/downloads/NetGainsHandbookVersion1.pdf>.
- Scearce, D. (N.d.). *Network effectiveness diagnostic and development tool*. Retrieved from http://www.workingwikily.net/network_diagnostic.pdf.
- Taylor, M., Whatley, A., & Coffman, J. (2015). Network evaluation in practice: Approaches and applications. *The Foundation Review*, 7(2).

MAP YOUR NETWORK BY HAND

Source: *Network Weaver Handbook*, June Holley, 2012

In small networks, it is feasible to map the network by hand on a large poster, a wall, or an online mind-mapping platform like MindMeister. To do this successfully, it is helpful to have all or most network members present.

Steps

1. Have everyone in the group draw a circle or add a movable sticker to represent a node for oneself and label it. Then draw nodes for others in the network you are working with **closely**.
2. Draw lines between you and the others using the key bellow. Then draw lines between any of the people in the network who know each other. This is the *Core*.
3. Next draw nodes for other individuals and organizations that you are working with on the project, but **less frequently**, and draw lines to the individuals in your project network who have a relationship with that individual. This is the *Periphery*.
4. Add other individuals or groups **they are connected to** (who might add value to your network) and draw lines connecting them. This in your *Potential Network*.
5. Around the outside edge, put nodes for individuals or groups you are **not working with** in this project, but who could add value to the project if they were involved. These might be people with expertise, people from other communities who have been innovating in ways that would be of value to your network, or people who are often left out of projects. This is also you *Potential Network*.

Relationship Key

- Have collaborated on a project (color 1)
- ←————— Go to them for or offer advice, information, resources, and expertise
—————→ (color 2)
- - - - - Know the person but haven't collaborated or exchanges resources yet
(color 3)

NETWORK DESIGN SCALES AND QUESTIONS

Informed by [*What Network Design Would be the Most Useful?*](#), The Monitor Institute and *Network Evaluation: Cultivating Healthy Networks for Social Change*, Eli Malinsky and Chad Lubelsky, 2011


Networks can take various forms. Use the scales and aligned questions in Part A of this survey to clarify and document network design choices. Use the scales and aligned questions in Part B to assess progress.

PART A: NETWORK DESIGN

Complete the scales and questions below based on the ***vision for the network 6 months from today***.

Size

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐




Hundreds
Handful

How many members do we aspire to have?

What is our reason for this design choice?

Sector Representation

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐




Same Sector
Mixed Sector

What sectors do we hope are represented?

What is our reason for this design choice?

Geography

☐☐☐☐☐☐☐☐☐




City-BasedGlobal

What geographic area do we intend to cover?

What is our reason for this design choice?

Member Type

☐☐☐☐☐☐☐☐☐




SystemsIndividuals

What type of members do we seek to have?

What is our reason for this design choice?

Orientation

☐☐☐☐☐☐☐☐☐




ActionLearning

What orientation do we plan to take?

What is our reason for this design choice?

Centralization

☐☐☐☐☐☐☐☐☐




CentralizedDecentralized

What degree of centralization do we plan to establish?

What is our reason for this design choice?

Goal Alignment

☐☐☐☐☐☐☐☐☐




MaximumMinimum

What level of goal alignment should we seek across members?

What is our reason for this design choice?

Entry

☐☐☐☐☐☐☐☐☐




Entirely ClosedEntirely Open

What level of openness will we have to new members?

What is our reason for this design choice?

Leadership

☐☐☐☐☐☐☐☐☐




DistributedTop-down

What will our approach to leadership be?

What is our reason for this design choice?

Focus

☐☐☐☐☐☐☐☐☐




EstablishedEvolving

What constancy of focus do we aspire to have?

What is our reason for this design choice?

Value Proposition

☐☐☐☐☐☐☐☐☐



IndividualCollective

What degree of difference in member value propositions do we want?

What is our reason for this design choice?

NETWORK PROGRESS SCALES AND QUESTIONS


PART B: NETWORK PROGRESS

Complete the scales and questions below based on the networks **current status**.

Networks can take various forms. Use the scales and aligned questions in Part A of this survey to clarify and document network design choices. Use the scales and aligned questions in Part B to assess progress against initial goals.

Size

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐




Hundreds
Handful

How many members do we have?

How do we know this? What evidence do we have?

Sector Representation

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐




Same Sector
Mixed Sector

What sectors are represented?

How do we know this? What evidence do we have?


Geography

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							
City-Based							Global

What geographic area do we cover?

How do we know this? What evidence do we have?


Member Type

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							
Systems							Individuals

What type of members do we have?

How do we know this? What evidence do we have?

Orientation


<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							
Action							Learning

What orientation do we take?

How do we know this? What evidence do we have?

Centralization

☐☐☐☐☐☐☐☐




CentralizedDecentralized

What degree of centralization was established?

How do we know this? What evidence do we have?

Goal Alignment

☐☐☐☐☐☐☐☐




MaximumMinimum

What level of goal alignment exists across members?

How do we know this? What evidence do we have?

Entry

☐☐☐☐☐☐☐☐




Entirely ClosedEntirely Open

What level of openness do we have to new members?

How do we know this? What evidence do we have?


Leadership

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
									
Distributed									Top-down

What has our approach to leadership been?

How do we know this? What evidence do we have?


Focus

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
									
Established									Evolving

What constancy of focus did we have?

How do we know this? What evidence do we have?

Value Proposition

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
									
Individual									Collective

What degree of difference in member value propositions do we have?

How do we know this? What evidence do we have?

NETWORK EFFECTIVENESS

Diagnostic and Development Tool

OVERVIEW

This is a tool for assessing the health of your network, and exploring actions to take to develop or strengthen it. This tool is intended for use by individuals working within or through social change networks.

Instructions:

1. Begin by identifying your network as either:

BOUNDED

*BOUNDED: a network with clear boundaries.
The participants are known.*

UNBOUNDED

*UNBOUNDED: a network with fuzzy boundaries.
The participants are not all known.*

2. Rate your network (high, medium, low) against attributes within eight areas of network health
3. Step back and jot down notes on your network's performance in each area of health. Note whether or not this is a priority area for strengthening. Depending on where your network is at in its lifecycle, different attributes may be at different levels of priority
4. Elicit multiple perspectives on your network's health. Ask leaders from across your network to take the diagnostic. Compare and aggregate results
5. Next, link your priority areas with actions for strengthening networks. The actions are by no means prescriptive and do not correlate directly to the attributes within each area of network health. They are meant to spur your thinking about the range of specific steps you might take to strengthen your network

Sources: This tool was created with inputs from multiple sources – most significantly research done by Monitor Institute for Packard Foundation grantees in 2008-09, and the work of the following network experts: Beth Kanter, June Holley, Marty Kearns, Pete Plastrik and Madeleine Taylor, Clay Shirky, and Jane Wei-Skillern.

MONITOR INSTITUTE A Member of Monitor Group

Created by the Monitor Institute, www.monitorinstitute.com

Please direct queries about this tool to Diana_Scearce@monitor.com

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Characteristic	Desired Attributes	HIGH	MED	LOW	Notes on Overall Performance	Potential Actions to Strengthen the Network
Value	Clearly articulated give and get for participants					<ul style="list-style-type: none"> Engage network participants in framing network purpose and goals Clearly articulate value the network aspires to deliver to participants Regularly test the network value with participants and refine / update as needed Ensure that the network is accountable to the community it seeks to serve
	Delivers value/outcomes to participants					
	Network value propositions are aligned and evolve with participant demand					
Participation	Participation includes the necessary diversity knowledge, skills and capacity to achieve purpose					<ul style="list-style-type: none"> Map the network --to determine who is in the network and how connected they are, and identify new participants and strategies for engaging them Determine network boundaries – who is in and who is out. Determine how porous these boundaries should be Welcome and orient new participants, develop a standard process for doing so Hire a network weaver to bring the right participants into the mix and increase connectivity throughout the network Create workspaces that invite community building and participation—online and in-person Identify ‘open triangles’ and close them – identify two people who you know and who would benefit from knowing each other and introduce them Encourage small collaborative projects among just two or three network participants Codify a code of conduct, share it broadly, and live by it
	New participants can quickly become productive within the network					
	High voluntary engagement in the network					
	Participants have a formal or informal code of conduct and high level of trust with one another					
	Participants regularly interact and collaborate with one another without going through a central hub					
Form	Network has a concept of its structure, how it suits its purpose, and how it might evolve (e.g. from hub and spoke to multi-hub structure)					<ul style="list-style-type: none"> Map the network in order to visualize structure, diagnose strengths and weaknesses, and identify strategies for growing the network Facilitate an open strategic conversation that encourages participation from across the network; solicit the ‘wisdom of the crowd’ Grow the number of people on the periphery of the network and create opportunities for their fresh ideas to flow into the network Create an innovation fund – a dedicated resource for cutting edge work that creates a mandate for risk-taking
	Balance of top-down and bottom-up strategies for doing the work of the network					
	Network spaces invite self-organized action					

Characteristic	Desired Attributes	HIGH	MED	LOW	Notes on Overall Performance	Potential Actions to Strengthen the Network
Leadership	Leaders inspire and help participants recognize and work towards common goals					<ul style="list-style-type: none"> Identify individuals with strong group process skills and aptitude for IT-enabled collaboration to take on more responsibility Develop a system for diversifying and refreshing leadership Get out of the way – target opportunities for network participants to connect and collaborate directly Bridge difference. Connect people and ideas that normally don't go together
	Leaders seek out opportunities to highlight and bridge difference in service of network goals					
	Leadership is shared. Responsibility and control is spread throughout the network					
	Leadership is refreshed and renewed to reflect the network as it evolves					
Governance	Governance is reflective of diverse constituencies in the network and transparent					<ul style="list-style-type: none"> Formalize governance system with an eye to identifying opportunities to share decision-making power Create mechanisms for voices from the periphery to influence decision-making
	Governance is formalized in a group, committee or board (not a single person)					
	Governing body rotates its members over time					
Connection	Network is resilient. If some highly connected participants leave, the network remains strong					<ul style="list-style-type: none"> Align communication tools with what members are comfortable using or can be trained to use. Don't assume the network should adopt the latest advances Follow the 1/10/100 rule :1% create content, 10% comment on it, and 100% view content Allocate time and budget for designing, facilitating and maintaining online network communications Look to young people to guide your use of social media Design shared spaces –online forums and in-person common spaces that encourage interactions Seek out lower cost opportunities for connecting network participants in-person – e.g. host a reception at a commonly attended conference
	Ample shared space, online and in-person, allowing participants to easily connect					
	Network use of social media tools and strategies are appropriate given participant skills and habits					
	Network use of social media tools and strategies are a good fit for types of interactions needed to meet the purpose					

Characteristic	Desired Attributes	HIGH	MED	LOW	Notes on Overall Performance	Potential Actions to Strengthen the Network
Capacity	Participants know where resources are in the network—knowledge , skills, and capacity					<ul style="list-style-type: none"> • Create systems to help participants find and share relevant expertise • Broadcast basic needs to the network and tap excess capacity to fill them • Surface the talent in the network. Don't assume external expertise needs to be brought in to address network needs
	Network can identify and prioritize filling knowledge, skills and capacity gaps					
	Effective model for financial sustainability in place					
Learning & Adaptation	Network gathers feedback, and captures learning as stories					<ul style="list-style-type: none"> • Create mechanisms for regular gathering of feedback from network participants • Invite key network participants to develop a shared set of metrics • Create a network map that will serve as a baseline measurement. Map the network again in 1-2 years, or once there has been enough time for change in the network. Compare the two maps to assess change in the system • Create a mechanism – with dedicated resources – for ongoing capture of learning and stories throughout the network
	Network has an agreed upon desired impact and a common set of metrics to measure that impact					
	Network regularly measures, evaluates, and reflects on its impact to refine its goals and activities					

Characteristic	Desired Attributes	HIGH	MED	LOW	Notes on Overall Performance	Potential Actions to Strengthen the Network
Value	Clearly articulated give and get for participants					<ul style="list-style-type: none"> Engage network participants in framing network purpose and goals Clearly articulate value the network aspires to deliver to participants Regularly test the network value with participants and refine / update as needed Ensure that the network is accountable to the community it seeks to serve
	Delivers value/outcomes to participants					
	Network value propositions are aligned and evolve with participant demand					
Participation	Participation includes the necessary diversity knowledge, skills and capacity to achieve purpose					<ul style="list-style-type: none"> Map the network --to determine who is in the network and how connected they are, and identify new members and strategies for engaging them Determine network boundaries – who is in and who is out. Determine how porous these boundaries should be Welcome and orient new participants; develop a standard process for doing so Hire a network weaver to bring the right participants into the mix and increase connectivity throughout the network Create workspaces that invite community building and participation—online and in-person Identify ‘open triangles’ and close them – identify two people who you know and who would benefit from knowing each other and introduce them Encourage small collaborative projects among just two or three network participants Codify a code of conduct, share it broadly, and live by it
	High voluntary engagement in the network by participants					
	High voluntary engagement in the network					
	Participants have a formal or informal code of conduct and trust one another					
	Participants regularly interact and collaborate with one another without going through a central hub					
Form	Network has a concept of its structure, how it suits its purpose, and how it might evolve					<ul style="list-style-type: none"> Map the network in order to visualize structure, diagnose strengths and weaknesses, and identify strategies for growing the network Facilitate an open strategic conversation that encourages participation from across the network; solicit the ‘wisdom of the crowd’ Grow the number of people on the periphery of the network and create opportunities for their fresh ideas to flow into the network Create an innovation fund – a dedicated resource for cutting edge work that creates a mandate for risk-taking
	Balance of top-down and bottom-up strategies for doing the work of the network					
	Network spaces invite self-organized action					

Characteristic	Desired Attributes	HIGH	MED	LOW	Notes on Overall Performance	Potential Actions to Strengthen the Network
Leadership	Leaders inspire and help participants recognize and work towards common goals					<ul style="list-style-type: none"> Identify individuals with strong group process skills and aptitude for IT-enabled collaboration to take on more responsibility Develop a system for diversifying and refreshing leadership Get out of the way – target opportunities for network participants to connect and collaborate directly Bridge difference. Connect people and ideas that normally don't go together
	Leaders seek out opportunities to highlight and bridge difference in service of network goals					
	Leadership is shared. Responsibility and control are pushed out to the network					
	Leadership is refreshed and renewed to reflect the network as it evolves					
Governance	Governance is reflective of diverse constituencies within the network and transparent					<ul style="list-style-type: none"> Formalize governance system with an eye to identifying opportunities to share decision-making power Create mechanisms for voices from the periphery to influence decision-making
Connection	Network is resilient. Connectivity is strong enough throughout that if some highly connected participants leave, the network remains strong					<ul style="list-style-type: none"> Align communication tools with what participants are comfortable using or can be trained to use. Don't assume the network should adopt the latest advances Follow the 1/10/100 rule :1% create content, 10% comment on it, and 100% view content Allocate time and budget for designing, facilitating and maintaining online network communications Look to young people to guide your use of social media Design shared spaces –online forums and in-person common spaces that encourage interactions Seek out lower cost opportunities for connecting network participants in-person – e.g. host a reception at a commonly attended conference
	Ample well-designed space, online and/or in-person, allowing participants to easily connect					
	Network use of social media supports objectives in external communications plan					
	Network use of social media is embraced and understood by network leaders and participants					

Characteristic	Desired Attributes	HIGH	MED	LOW	Notes on Overall Performance	Potential Actions to Strengthen the Network
Capacity	Network can identify and prioritize filling knowledge, skills and capacity gaps					<ul style="list-style-type: none"> • Create systems to help participants find and share relevant expertise • Broadcast basic needs to the network and tap excess capacity to fill them • Surface the talent in the network. Don't assume external expertise needs to be brought in to address network needs
	Effective model for financial sustainability in place					
Learning & Adaptation	Network gathers feedback, and captures learning as stories					<ul style="list-style-type: none"> • Create mechanisms for regular gathering of feedback from network participants • Invite key network participants to develop a shared set of metrics • Create a network map that will serve as a baseline measurement. Map the network again in 1-2 years, or once there has been enough time for change in the network. Compare the two maps to assess change in the system • Create a mechanism – with dedicated resources – for ongoing capture of learning and stories throughout the network
	Network has a clearly articulated desired impact and a set of metrics to measure that impact					
	Network regularly measures, evaluates, and reflects on its impact to refine its goals and activities					



network health scorecard

Looking for a way to assess
the health of your Network?

Answer these questions for a basic network diagnosis of strengths and areas of growth. Refer back regularly and you can use your score to identify and track progress in key areas of network development. (We suggest quarterly.)

How to use this scorecard:

- Ask each network member to fill out an individual scorecard.
- Enter individual scores in a collective table, indicating the number of members selecting particular scores to tabulate network results.
- Together consider the results. What patterns do you see ?
What results need further discussion? Over time, what has improved?
What hasn't? Why?

NETWORK PURPOSE

	Not so much			Totally!	
	1	2	3	4	5
1. All members share a common purpose for the network.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Together, members have identified strategic goals and objectives for the network.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Network plans reflect network goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NETWORK PERFORMANCE

4. Members are working jointly to advance network goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Members are adding value to each other's work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Members are creating new knowledge or insights together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The way the network communicates with stakeholders builds support for the network.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The network is creating value for the constituents it serves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The network is able to attract additional network funds, as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Developed by:

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 10. Members honor their commitments to the network. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. The network is meeting its strategic goals and objectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Members are achieving more together than they could alone. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

NETWORK OPERATIONS

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 13. Decision making processes encourage members to contribute and collaborate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. The network anticipates, surfaces, and addresses conflict when it arises. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. The network's internal communications systems are serving it well. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. All members are contributing time and resources to the network. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. The work of the network is attuned to the comfort and energy levels of members. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Members reflect on network experience and adjust network practice accordingly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. The network has mechanisms in place to promote accountability among members (e.g., agreements, understandings). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

NETWORK CAPACITY

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 20. As a network, members have the material resources needed to advance network goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. As a network, members have the skills they need to advance network goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. As a network, members have the connections they needed to advance goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

YOUR ADDITIONAL CHECK-UP QUESTIONS HERE

PARTNERSHIP SELF-ASSESSMENT TOOL

Questionnaire

Instructions

This questionnaire asks questions about different aspects of your partnership. It will take about 15 minutes to complete.

The questionnaire allows you to express your opinions and provide information about your experiences anonymously. **DO NOT WRITE YOUR NAME ANYWHERE ON THE QUESTIONNAIRE** and your name will not be attached in any way to the responses you give.

By answering the questions, you will help your partnership learn about its strengths and weaknesses and about steps that your partnership can take in order to improve the collaboration process. The answers that people in your partnership give will be used to generate a report for your partnership. Only the people in your partnership will have access to this report.

There are no right or wrong answers to the questions. Thoughtful and honest responses will give your partnership the most valuable information. **Please answer every question, and please check only one answer per question.**

To complete the questionnaire:

- Please use a BLUE or BLACK ink pen.
- Be sure to read all the answer choices before marking your answer.
- Answer each question by placing a legible check mark or "X" in the box to the left of your answer, like this:

[√] Extremely well

OR

[X] Extremely well

- Please return the completed questionnaire in a manner that protects your anonymity, as instructed by your coordinator.

Synergy

Please think about the people and organizations that are participants in your partnership.

- a. By working together, how well are these partners able to identify new and creative ways to solve problems?

☐ Extremely well
☐ Very well
☐ Somewhat well
☐ Not so well
☐ Not well at all

- b. By working together, how well are these partners able to include the views and priorities of the people affected by the partnership's work?

☐ Extremely well
☐ Very well
☐ Somewhat well
☐ Not so well
☐ Not well at all

- c. By working together, how well are these partners able to develop goals that are widely understood and supported among partners?

☐ Extremely well
☐ Very well
☐ Somewhat well
☐ Not so well
☐ Not well at all

- d. By working together, how well are these partners able to identify how different services and programs in the community relate to the problems the partnership is trying to address?

☐ Extremely well
☐ Very well
☐ Somewhat well
☐ Not so well
☐ Not well at all

- e. By working together, how well are these partners able to respond to the needs and problems of the community?

☐ Extremely well
☐ Very well
☐ Somewhat well
☐ Not so well
☐ Not well at all

- f. By working together, how well are these partners able to implement strategies that are most likely to work in the community?
- ☐ Extremely well
 - ☐ Very well
 - ☐ Somewhat well
 - ☐ Not so well
 - ☐ Not well at all
- g. By working together, how well are these partners able to obtain support from individuals and organizations in the community that can either block the partnership's plans or help move them forward?
- ☐ Extremely well
 - ☐ Very well
 - ☐ Somewhat well
 - ☐ Not so well
 - ☐ Not well at all
- h. By working together, how well are these partners able to carry out comprehensive activities that connect multiple services, programs, or systems?
- ☐ Extremely well
 - ☐ Very well
 - ☐ Somewhat well
 - ☐ Not so well
 - ☐ Not well at all
- i. By working together, how well are these partners able to clearly communicate to people in the community how the partnership's actions will address problems that are important to them?
- ☐ Extremely well
 - ☐ Very well
 - ☐ Somewhat well
 - ☐ Not so well
 - ☐ Not well at all

Leadership

Please think about all of the people who provide either formal or informal leadership in this partnership. Please rate the total effectiveness of your partnership's leadership in each of the following areas:

a. Taking responsibility for the partnership

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Don't know

b. Inspiring or motivating people involved in the partnership

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Don't know

c. Empowering people involved in the partnership

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Don't know

d. Communicating the vision of the partnership

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Don't know

e. Working to develop a common language within the partnership

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Don't know

Please rate the total effectiveness of your partnership's leadership in:

f. Fostering respect, trust, inclusiveness, and openness in the partnership

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Don't know

g. Creating an environment where differences of opinion can be voiced

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Don't know

h. Resolving conflict among partners

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Don't know

i. Combining the perspectives, resources, and skills of partners

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Don't know

j. Helping the partnership be creative and look at things differently

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Don't know

Please rate the total effectiveness of your partnership's leadership in:

k. Recruiting diverse people and organizations into the partnership

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Don't know

Efficiency

1. Please choose the statement that best describes how well your partnership uses the partners' financial resources.

- ☐ The partnership makes excellent use of partners' financial resources.
- ☐ The partnership makes very good use of partners' financial resources.
- ☐ The partnership makes good use of partners' financial resources.
- ☐ The partnership makes fair use of partners' financial resources.
- ☐ The partnership makes poor use of partners' financial resources.

2. Please choose the statement that best describes how well your partnership uses the partners' in-kind resources (e.g., skills, expertise, information, data, connections, influence, space, equipment, goods).

- ☐ The partnership makes excellent use of partners' in-kind resources.
- ☐ The partnership makes very good use of partners' in-kind resources.
- ☐ The partnership makes good use of partners' in-kind resources.
- ☐ The partnership makes fair use of partners' in-kind resources.
- ☐ The partnership makes poor use of partners' in-kind resources.

3. Please choose the statement that best describes how well your partnership uses the partners' time.

- ☐ The partnership makes excellent use of partners' time.
- ☐ The partnership makes very good use of partners' time.
- ☐ The partnership makes good use of partners' time.
- ☐ The partnership makes fair use of partners' time.
- ☐ The partnership makes poor use of partners' time.

Administration and Management

We would like you to think about the administrative and management activities in your partnership. Please rate the effectiveness of your partnership in carrying out each of the following activities:

a. Coordinating communication among partners

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Don't know

b. Coordinating communication with people and organizations outside the partnership

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Don't know

c. Organizing partnership activities, including meetings and projects

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Don't know

d. Applying for and managing grants and funds

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Don't know

e. Preparing materials that inform partners and help them make timely decisions

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Don't know

Please rate the effectiveness of your partnership in:

f. Performing secretarial duties

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Don't know

g. Providing orientation to new partners as they join the partnership

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Don't know

h. Evaluating the progress and impact of the partnership

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Don't know

i. Minimizing the barriers to participation in the partnership's meetings and activities (e.g., by holding them at convenient places and times, and by providing transportation and childcare)

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Don't know

Non-financial Resources

A partnership needs non-financial resources in order to work effectively and achieve its goals. For each of the following types of resources, to what extent does your partnership have what it needs to work effectively?

- a. Skills and expertise (e.g., leadership, administration, evaluation, law, public policy, cultural competency, training, community organizing)
 - ☐ All of what it needs
 - ☐ Most of what it needs
 - ☐ Some of what it needs
 - ☐ Almost none of what it needs
 - ☐ None of what it needs
 - ☐ Don't know

- b. Data and information (e.g., statistical data, information about community perceptions, values, resources, and politics)
 - ☐ All of what it needs
 - ☐ Most of what it needs
 - ☐ Some of what it needs
 - ☐ Almost none of what it needs
 - ☐ None of what it needs
 - ☐ Don't know

- c. Connections to target populations
 - ☐ All of what it needs
 - ☐ Most of what it needs
 - ☐ Some of what it needs
 - ☐ Almost none of what it needs
 - ☐ None of what it needs
 - ☐ Don't know

- d. Connections to political decision-makers, government agencies, other organizations/groups
 - ☐ All of what it needs
 - ☐ Most of what it needs
 - ☐ Some of what it needs
 - ☐ Almost none of what it needs
 - ☐ None of what it needs
 - ☐ Don't know

For each of the following types of resources, to what extent does your partnership have what it needs to work effectively?

e. Legitimacy and credibility

- ☐ All of what it needs
- ☐ Most of what it needs
- ☐ Some of what it needs
- ☐ Almost none of what it needs
- ☐ None of what it needs
- ☐ Don't know

f. Influence and ability to bring people together for meetings and activities

- ☐ All of what it needs
- ☐ Most of what it needs
- ☐ Some of what it needs
- ☐ Almost none of what it needs
- ☐ None of what it needs
- ☐ Don't know

Financial and Other Capital Resources

A partnership also needs financial and other capital resources in order to work effectively and achieve its goals. For each of the following types of resources, to what extent does your partnership have what it needs to work effectively?

a. Money

- ☐ All of what it needs
- ☐ Most of what it needs
- ☐ Some of what it needs
- ☐ Almost none of what it needs
- ☐ None of what it needs
- ☐ Don't know

b. Space

- ☐ All of what it needs
- ☐ Most of what it needs
- ☐ Some of what it needs
- ☐ Almost none of what it needs
- ☐ None of what it needs
- ☐ Don't know

For the following type of resources, to what extent does your partnership have what it needs to work effectively?

c. Equipment and goods

- ☐ All of what it needs
- ☐ Most of what it needs
- ☐ Some of what it needs
- ☐ Almost none of what it needs
- ☐ None of what it needs
- ☐ Don't know

Decision Making

a. How comfortable are you with the way decisions are made in the partnership?

- ☐ Extremely comfortable
- ☐ Very comfortable
- ☐ Somewhat comfortable
- ☐ A little comfortable
- ☐ Not at all comfortable

b. How often do you support the decisions made by the partnership?

- ☐ All of the time
- ☐ Most of the time
- ☐ Some of the time
- ☐ Almost none of the time
- ☐ None of the time

c. How often do you feel that you have been left out of the decision making process?

- ☐ All of the time
- ☐ Most of the time
- ☐ Some of the time
- ☐ Almost none of the time
- ☐ None of the time

Benefits of Participation

For each of the following benefits, please indicate whether you have or have not received the benefit as a result of participating in the partnership.

- a. Enhanced ability to address an important issue

☐ Yes
☐ No

- b. Development of new skills

☐ Yes
☐ No

- c. Heightened public profile

☐ Yes
☐ No

- d. Increased utilization of my expertise or services

☐ Yes
☐ No

- e. Acquisition of useful knowledge about services, programs, or people in the community

☐ Yes
☐ No

- f. Enhanced ability to affect public policy

☐ Yes
☐ No

- g. Development of valuable relationships

☐ Yes
☐ No

- h. Enhanced ability to meet the needs of my constituency or clients

☐ Yes
☐ No

- i. Ability to have a greater impact than I could have on my own

☐ Yes
☐ No

As a result of your participation in the partnership, have you experienced the following benefits:

j. Ability to make a contribution to the community

☐ Yes

☐ No

k. Acquisition of additional financial support

☐ Yes

☐ No

Drawbacks of Participation

For each of the following drawbacks, please indicate whether or not you have or have not experienced the drawback as a result of participating in this partnership.

a. Diversion of time and resources away from other priorities or obligations

☐ Yes

☐ No

b. Insufficient influence in partnership activities

☐ Yes

☐ No

c. Viewed negatively due to association with other partners or the partnership

☐ Yes

☐ No

d. Frustration or aggravation

☐ Yes

☐ No

e. Insufficient credit given to me for contributing to the accomplishments of the partnership

☐ Yes

☐ No

f. Conflict between my job and the partnership's work

☐ Yes

☐ No

Comparing Benefits and Drawbacks

So far, how have the benefits of participating in this partnership compared to the drawbacks?

- ☐ Benefits greatly exceed the drawbacks
- ☐ Benefits exceed the drawbacks
- ☐ Benefits and drawbacks are about equal
- ☐ Drawbacks exceed the benefits
- ☐ Drawbacks greatly exceed the benefits

Satisfaction with Participation

- a. How satisfied are you with the way the people and organizations in the partnership work together?

- ☐ Completely satisfied
- ☐ Mostly satisfied
- ☐ Somewhat satisfied
- ☐ A little satisfied
- ☐ Not at all satisfied

- b. How satisfied are you with your influence in the partnership?

- ☐ Completely satisfied
- ☐ Mostly satisfied
- ☐ Somewhat satisfied
- ☐ A little satisfied
- ☐ Not at all satisfied

- c. How satisfied are you with your role in the partnership?

- ☐ Completely satisfied
- ☐ Mostly satisfied
- ☐ Somewhat satisfied
- ☐ A little satisfied
- ☐ Not at all satisfied

- d. How satisfied are you with the partnership's plans for achieving its goals?

- ☐ Completely satisfied
- ☐ Mostly satisfied
- ☐ Somewhat satisfied
- ☐ A little satisfied
- ☐ Not at all satisfied

e. How satisfied are you with the way the partnership is implementing its plans?

- ☐ Completely satisfied
- ☐ Mostly satisfied
- ☐ Somewhat satisfied
- ☐ A little satisfied
- ☐ Not at all satisfied

Additional Resources: Measurement Toolkit for Intermediary Organizations.

SAMPLE NETWORK FORM QUESTIONS

Use the following questions as a starting point for designing a network survey to assess the membership and structure (i.e. form, structure, or connectivity) of your network.

Who You Are

Your Name _____

Your Organization or School (if applicable) _____

Today’s Date (MM/DD/YY): _____

When did you join the network (MM/YY)? _____

Which of the following groups do you primarily represent? Please choose only **one**.

- ☐ Individual School
- ☐ Regional Education Service Agency
- ☐ School District
- ☐ Technical Assistance Provider
- ☐ Charter Management Organization
- ☐ Funder
- ☐ State Level Agency
- ☐ Researcher

Who You Communicate With

For each person, **check the box that best describes how often you communicated in the last six months** (e.g. in writing, over the phone, face-to-face, or in meetings). If you don’t know the person, check the box marked “Don’t Know Person.” If it is you check the box labeled “It’s me.”

Person	Not in Last 6 Months	Once in Last 6 Months	Multiple Time in Last 6 Months	Monthly	Multiple Times a Months	Weekly	Multiple Times a Week	Don't Know Person	It's me
Person A	_____	_____	_____	_____	_____	_____	_____	_____	_____
Person B	_____	_____	_____	_____	_____	_____	_____	_____	_____
...	_____	_____	_____	_____	_____	_____	_____	_____	_____

Who You Learn From

For each person, **check the box that best describes how often they have provided you with information you used to do your work in the last six months** (e.g. new idea, a report, contact

information, etc.). If you don't know the person, check the box marked "Don't Know Person." If it is you check the box labeled "It's me."

Person	Not in Last 6 Month	Once in Last 6 Month	Multiple Time in Last 6 Months	Monthly	Multiple Times a Month	Weekly	Multiple Times a Week	Don't Know Person	It's me
Person A	—	—	—	—	—	—	—	—	—
Person B	—	—	—	—	—	—	—	—	—
...	—	—	—	—	—	—	—	—	—

Who You Collaborate With

For each person, **check the box that best describes how often you have worked together to do work in the last six months** (e.g. plan an event, write a report, conduct an observation). If you don't know the person, check the box marked "Don't Know Person." If it is you check the box labeled "It's me."^{*}

Person	Not in Last 6 Month	Once in Last 6 Month	Multiple Time in Last 6 Months	Monthly	Multiple Times a Month	Weekly	Multiple Times a Week	Don't Know Person	It's me
Person A	—	—	—	—	—	—	—	—	—
Person B	—	—	—	—	—	—	—	—	—
...	—	—	—	—	—	—	—	—	—

Who You Seek Out

For each person, *indicate the primary benefit you currently receive* from their membership in the network. If you don't know the person, check the box marked "Don't Know Person." If it is you check the box labeled "It's me."

Person	Information that helps me act and capitalize on opportunities	Access to funding or material resources	Access to key decision makers	Problem-solving interactions that push me thinking	Personal support including the ability to brag or vent	Motivation and a reminder of the importance of out work
Person A	—	—	—	—	—	—
Person B	—	—	—	—	—	—
...	—	—	—	—	—	—

Who is Missing

In the cells below, *list up to 12 people you feel are missing* from the above lists.

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.

THANK YOU!

SAMPLE QUESTIONS FOR NETWORK MEMBERS

The following questions can be used in interviews and focus groups with network members to assess network outcomes. Questions are organized according to the evaluative criteria of membership, structure, operations, and benefits. Questions should be selected and modified to fit a network's context, design, and purpose.

Membership

1. Approximately how many individuals or organizations are in the network?
2. Who makes up the network? What sectors or roles are represented?
 - Practitioners?
 - Policy makers?
 - Funders?
 - Researchers
3. In your view, is this membership size and diversity sufficient to accomplish network goals?
 - Why or why not?

Structure

4. Who do you interact with most within the network?
 - What types of interactions do you have?
 - Information or resources sharing?
 - Problem-solving support or thought partnering?
 - Collaboration on projects?
5. Who do you interact with least within the network?
 - Why are your interactions with these individuals or groups limited?
6. Do you interact directly with other network members or are interactions typically facilitated and overseen by network leadership?
 - How do you interact and communicate?
 - How do leaders facilitate interactions and communications?
7. Which, if any, network members stand out because of their abundance of connections with other members?
 - Who are these members connected with?
 - What interactions do these members have with others?
8. What, if any, connections across the network could be improved?
 - Are there any members who seem disengaged?
 - Are there connections that are fading?

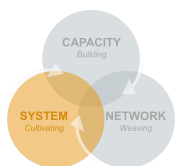
Operations

9. What is working well about the network's operations?
 - Communication systems?
 - Meetings and events?
 - Resource sharing?
 - Leadership?
 - Collaboration?
10. What is not work well about the network's operations and should be improved or ended?
 - Communication systems?
 - Meetings and events?
 - Resource sharing?
 - Leadership?
 - Collaboration?
11. Do you believe your participation in this network is positively impacting your day-to-day work? Why or why not?
 - Is there timely and sufficient alignment between your work and topics explored in the network?
 - Have there been any times when your participation in the network has felt burdensome or disconnected from your interests and needs?
12. Does the network seem to have sufficient resources?
 - To your knowledge, does the network seem to be financial stable?
 - Does the network have access to facilities?
 - Does the network have technology resources and sharing platforms to support its work?
 - Is the allocation of staff or network members sufficient enough to support network activities?
13. How effectively is the network led?
 - Are leaders organized?
 - Do leaders communicate proactively and transparently?
 - Are leaders knowledgeable and credible?

Benefits

14. When you first joined, what did you hope to gain by participating in the network?
 - Knowledge?
 - Resources?
 - Connections?
 - Support?
15. Is there anyone or anything you hoped to influence through participating in the network?
 - Policies?
 - Organizational structures?
 - Public perceptions?
 - Mindsets?
 - Behaviors?

16. When you first joined, what did you want to contribute to the network?
 - Knowledge?
 - Resources?
 - Thought-partnership?
17. In your view what has the network accomplished or produced that stands out?
 - Has the network had any breakthrough moments?
 - Has the network developed new knowledge, resources, or tools?
 - Has the network effectively addressed barriers to its work or developed new supports for its work?
18. What do you think has changed about your work as a result of your participation in the network?
 - Changes to your knowledge, mindsets, or behaviors?
19. To what extent have you been able to influence the people and things you *hoped* to influence?
 - Policies? Structures? Public perceptions? Mindsets? Behaviors?
20. How have you been able to contribute to the network?
 - Knowledge? Resources? Thought-partnership?
21. Do your contributions meet your expectation?
 - Why do you think this is?
22. Do the network's results meet your expectations?
 - a. Why do you think this is?



Diffusion Levers Evaluation Toolkit: System Cultivating

The Diffusion Intermediary Evaluation Framework includes two criteria for assessing short-term outcomes stemming from System Cultivating activities: *System Policies & Practices* and *System Engagement & Public Will*. These criteria are based on a scan of the system thinking and system change literature listed at the end of this section.

Evaluative Criteria, Questions, and Sample Indicators

Criteria	Guiding Questions	Sample Indicators
System Policies & Practices	<i>To what extent are the formal and informal policies and practices that impact partners enabling or demanding innovation?</i>	<ul style="list-style-type: none"> • Legislation that demands innovation • Human resources systems and structures that enable innovation • Accountability systems and structures that enable innovation • Professional standards that align to innovation • Organization-wide standard operating procedures that align to innovation
System Engagement & Public Will	<i>To what extent is the public demanding and supporting change?</i>	<ul style="list-style-type: none"> • Frequency of positive media coverage • Size and frequency of public gatherings to demonstrate support for innovation • Dollars of public and private funding distributed to the region for innovation • Funding and infrastructure conditions that enable innovation

Tools

Bellwether Survey

Spark Policy Institute

A bellwether survey is a common method for tracking political will. It entails talking with a “bellwether”—an influential and politically informed individual—to determine how likely it is that a political issue will be acted on based on how key decision makers are thinking and talking about the issue and where it sits in the political agenda. A similar process can be used to assess will within the public, funders, researchers, or other key system actors.

- ✓ System Policies & Practices
- ✓ System Engagement & Public Will

Coalition Building Self-Assessment

A Guide to Measuring Advocacy and Policy

This self-assessment can be customized to an intermediary’s targeted system-level stakeholder groups. It allows an intermediary organization to determine the extent to which it met its goals around building champions, or individuals who vocally support the intermediary’s vision and strategy and devote time and resources to engaging others in it.

- System Policies & Practices
- ✓ System Engagement & Public Will

Media Tracking and Analysis Overview

Center for Public Research and Leadership

This document provides a brief overview of media tracking. Media tracking

- System Policies & Practices

monitors how media coverage related to a key topic evolves over time. The process involves using a news-tracking service like LexisNexis to systematically gather content and then reviewing this content for patterns in framing, frequency, lengths, etc.



System Engagement & Public Will

Policymaker Rating Template

Spark Policy Institute

Policymaker rating is a systematic process of gauging policymaker support for specific issues. It involves policy advocates rating (1) a policymaker's level of support for an issue, (2) the policymaker level of influences on the policy, and (3) advocates level of confidence in the accuracy of the first two rating.



System Policies & Practices

System Engagement & Public Will

Resources

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BELLWETHER SURVEY QUESTIONS

Sources: Spark Policy Institute

A bellwether survey is a common method for tracking political will. It entails talking with a “bellwether”—an influential and politically informed individual—about the political environment and the standing of specific policies. The following questions can be customized and used to complete bellwether surveys.

Introduction

Thank you for taking the time to talk to me. Let me start by giving you a brief overview of why I wanted to talk to you today. I am gathering information from key people of influence about the policy landscape and priorities in our state. Today I’m going to ask you about our state’s policy landscape in general, and then some more detailed questions about specific policies. We are interested in your opinions and reactions to our questions; of course there are no right or wrong answers.

Questions

1. Currently, what three issues do you think are at the top of the [state/federal/local] policy agenda?
2. How familiar are you with [the policy of interest]?
3. What individuals, constituencies, or groups do you see as the main advocates for [the policy]? Who do you see as the main opponents?
4. Considering the current educational, social, and political context, do you think [the policy] should be adopted now or in the near future?
5. Looking ahead, how likely do you think it is that [the policy] will be adopted in the next 5 years?
6. Currently, what individuals, constituencies, or groups do you see at the main advocates for (your policy issue)? Who do you see as the main opponents?
7. If [the policy] is adopted, what issues do you think the state needs to be most concerned about related to its implementation?

Closing

Thank you for taking time to answer my questions on policy issues and healthcare policy specifically. Your answers will be summarized with responses from other leaders in our state. Your individual responses will not be shared with anyone outside our evaluation team.

COALITION BUILDING SELF-ASSESSMENT

Modified from *A Guide to Measuring Advocacy and Policy*, The Annie E. Casey Foundation (2007)

This self-assessment can be customized to an intermediary's targeted system-level stakeholder groups. For each of the stakeholder groups, mark a number from 1-5 to indicate the extent to which powerful connections have been established with individuals or groups making up the category of stakeholders. If desired, also check those areas where the intermediary has made substantial progress in the last six months.

*Powerful friends
abound and are
willing and frequent
spokespersons for our
mission using
political, social, or
economic capital to
gain support from
others*

*Some new champions
have been identified
and are taking some
public steps to
support our mission,
but it is not generally
at the top of their
agendas*

*Limited champions
with others not
seeing any relevance
of our mission to their
work or viewing us as
a possible competing
demand on resources*

*Substantial progress
has been made in
the last 6 months
(check for yes)*

[Stakeholder Group-E.g. school superintendents, policymakers, funders]

1

2

3

4

5

☐

Evidence:

[Stakeholder Group-E.g. school superintendents, policymakers, funders]

1

2

3

4

5

☐

Evidence:

[Stakeholder Group-E.g. school superintendents, policymakers, funders]

1	2	3	4	5	<input type="checkbox"/>
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Evidence:

[Stakeholder Group-E.g. school superintendents, policymakers, funders]					
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1	2	3	4	5	<input type="checkbox"/>
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Evidence:

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MEDIA TRACKING AND ANALYSIS OVERVIEW

This document provides a brief overview of media tracking. Media tracking monitors how media coverage related to a key topic evolves over time. The process involves using a news-tracking service like LexisNexis to systematically gather content and then reviewing this content for patterns in framing, frequency, lengths, etc.

Tracking

Use a news-tracking service like LexisNexus or Google News Alerts systematically gather content. Carefully select the key words to use in the search as well as the types of publications the search will pull from. These should remain consistent throughout the processes.

Title	Author	Source	Date	Length	Topic	Is the message one we wanted to convey?	Is the information accurate?	Who is mentioned in the article?

Analysis

At regular intervals review the database using the questions below as sample prompts.

- What changes in the frequency of relevant media covered have we seen over the last 6 months?
 - Is covered increasing? Decreasing? Stable?
 - Where is frequency changing? Where is it stable?
- What changes in the content of relevant media covered have we seen over the last 6 months?
 - To what extent is coverage aligned with our organizational vision and strategy?
 - To what extent is coverage gaining nuance and credibility?
 - To what extent is coverage highlighting key players in the field?
- What relationship between frequency and content have we seen over the last 6 months?
- Why are we seeing these patterns?
- What steps can we take to disrupt or accelerate these patterns?

POLICYMAKER RATING TEMPLATE

Source: Spark Policy Institute

This sample version can be easily adapted for many topics. Primarily, you will want to update it to match your setting in the following ways:

1. Define your issue and put it in the first row.
2. Make sure that the definitions of support are appropriate to the settings of your policymakers (e.g. if they are not legislators, you may not want to keep legislation as evidence of their support);
3. Update the criteria for influence to match your policymakers' setting.

Issue	(One sentence or short phrase that clearly articulates your issue)	
Policymaker Name		
Rater Name		
Scale	Rating	Definition
Support (<i>Support for the issue</i>)	① Not at all supportive or in opposition.	No evidence this person has taken action, spoken about, or otherwise directly supported this policy issue. OR, evidence this person opposes the issue.
	② Not very supportive	This person has verbally expressed some support, but primarily in one-on-one conversations and small group meetings.
	③ Supportive	This person demonstrates support through actions such as: voting, speaking in public, quoted in the media, encouraging others to support the issue, helping negotiation/support bills.
	④ Extremely supportive	This person is known as a champion for the issue, plays a leadership role in advancing the issue, and consistently makes the issue a priority on their agenda.
Influence (<i>extent to which policymaker meets the following criteria</i>) <ul style="list-style-type: none"> • Majority party member • Relevant content expertise • Seniority/experience • Reputation/respect • Key committee member • Formal leadership position 	① Not at all influential	Meets no criteria or one criteria.
	② Somewhat influential	Meets at least two criteria.
	③ Influential	Meets three or four criteria.
	④ Extremely influential	Meets five or six criteria.
Confidence (<i>your confidence level in your rating</i>)	① Not very confident	Ratings based on third hand information. Not verifiable.
	② Somewhat confident	Ratings based on consistent information from one or more source, but not 100% verifiable.
	③ Confident	Ratings based on direct contact with the policymaker or information from a highly trusted, verifiable source.

ADDITIONAL RESOURCES

Phrased Rubrics for Assessing Intermediary Organizations

*Appendix to Intermediary Organizations and Education
Innovation*



Phase I: Potential for Influence

Readiness of Local Context				
CRITERIA	WEAK EVIDENCE	DEVELOPING EVIDENCE	SUFFICIENT EVIDENCE	EXTENSIVE EVIDENCE
<p>Support for Innovation</p> <p><i>To what extent is the local context open to and supportive of the changes and work proposed by the intermediary?</i></p>	<ul style="list-style-type: none"> The existing policy environment is prohibitive of the ideas and practices the intermediary seeks to achieve, and few, if any, explicit avenues to alter these policies exist. The locality has no financial, informational, or peer support available for experimentation or entrepreneurialism within the education sector. The public is risk-averse, has deep misconceptions or protests to the new educational ideas and practices being proposed, and/or has a history of protesting educational reform and innovation. 	<ul style="list-style-type: none"> The existing policy environment is permissive of the ideas and practices the intermediary seeks to achieve and some isolated political avenues exist to support innovation. The locality has some formal or informal support for experimentation or entrepreneurialism within the education sector available in the form of some funding, peer to peer collaboration structures, and/or informational resources. The public is largely disengaged from discussions of education innovation and demonstrate neither protest nor support. 	<ul style="list-style-type: none"> The existing policy environment promotes the ideas and practices the intermediary seeks to achieve and political avenues exist to support innovation. The locality has various formal or informal supports for experimentation or entrepreneurialism available within the education sector in the form of funding, peer to peer collaboration structures, and/or informational resources. The public demonstrates some engagement with and support for education innovation. 	<ul style="list-style-type: none"> The existing policy environment already requires the ideas and practices the intermediary seeks to achieve in part or in total. The locality has extensive formal or informal support for experimentation or entrepreneurialism within the education sector available in the form of funding, peer to peer collaboration structures, and/or informational resources. The public demonstrates deep engagement with and a demand for education innovation.

<p>Field Need <i>To what extent is the local education system demonstrating a need for improvement?</i></p> <p><i>To what extent does the local education system need additional support of the kind an intermediary can provide?</i></p>	<ul style="list-style-type: none"> The education system demonstrates no current need for improvement—student achievement rates are well above the national average and equal across different racial, ethnic, and socioeconomic groups. 	<ul style="list-style-type: none"> The education system demonstrates a slight need for improvement—student achievement rates are average at best and/or gaps exist across different racial, ethnic, and socioeconomic groups similar to those seen nationally. 	<ul style="list-style-type: none"> The education system demonstrates a moderate need for improvement—student achievement rates are below national averages and/or gaps exist across different racial, ethnic, and socioeconomic groups that are higher than to those seen nationally. 	<ul style="list-style-type: none"> The education system demonstrates an urgent need for improvement—student achievement rates trail far behind national averages and/or gaps exist across different racial, ethnic, and socioeconomic groups that are among the highest in the nation.
	<ul style="list-style-type: none"> The education sector within the local context has no need for further support of the kind the intermediary provides. 	<ul style="list-style-type: none"> The education sector within the local context already has extensive supports similar to those offered by the intermediary. 	<ul style="list-style-type: none"> The education sector within the local context has few supports similar to those offered by the intermediary. 	<ul style="list-style-type: none"> The education sector within the local context has no supports similar to those offered by the intermediary.
Vision & Strategy				
CRITERIA	WEAK EVIDENCE	DEVELOPING EVIDENCE	SUFFICIENT EVIDENCE	EXTENSIVE EVIDENCE
<p>Transformative Vision <i>To what extent does the intermediary's vision for change break from traditional educational practices and systems?</i></p>	<ul style="list-style-type: none"> The intermediary's desired impact is unstated, incoherent, and/or does not include meaningfully defining instruction or the interactions that occur between student and teacher. 	<ul style="list-style-type: none"> The intermediary's desired impact is slightly unclear and/or only minimally redefines instruction or the interactions that occur between student and teacher. 	<ul style="list-style-type: none"> The intermediary's desired impact is for the most part clear and redefines instruction or the interactions that occur between student and teacher in notable ways. 	<ul style="list-style-type: none"> The intermediary's desired impact is clear and substantially redefines instruction or the interactions that occur between student and teacher.
<p>Viability of Student Impact <i>How robust is the organization's basis (in evidence and/or logic) for predicting that its vision will positively impact students?</i></p>	<ul style="list-style-type: none"> There is no evidence of or logical explanation for a relationship between the new practices proposed by the intermediary and improved levels of student success. 	<ul style="list-style-type: none"> There is early or scattered evidence of a relationship between the new practices proposed by the intermediary and improved levels of student success or there is an early hypothesis for why improved outcomes can be expected. 	<ul style="list-style-type: none"> There is substantial, though not conclusive, evidence of a relationship between the new practices proposed by the intermediary and improved levels of student success or there is a credible research-based hypothesis for why improved outcomes can be expected. 	<ul style="list-style-type: none"> There is conclusive evidence of a relationship between the new practices proposed by the intermediary and improved levels of student success or there is a research-backed hypothesis for why improved outcomes can be expected.

Informed Strategy <i>To what extent does the intermediary's strategy incorporate the key Diffusion Levers of Capacity Building, Network Weaving, and System Cultivating?</i>	<ul style="list-style-type: none"> The strategy does not include activities that employ the key Diffusion Levers (i.e., Capacity Building, Network Weaving, and System Cultivating). 	<ul style="list-style-type: none"> The strategy includes few activities that employ the key Diffusion Levers (i.e., Capacity Building, Network Weaving, and System Cultivating) or activities to demonstrate little planning regarding which Levers to employ and to what degree. 	<ul style="list-style-type: none"> The strategy includes several activities that employ the key Diffusion Levers (i.e., Capacity Building, Network Weaving, and System Cultivating) and reflects some consideration of the how the Levers will intersect. 	<ul style="list-style-type: none"> The strategy includes an array of activities that employ all the key Diffusion Levers (i.e., Capacity Building, Network Weaving, and System Cultivating) and reflects careful consideration of how the Levers will intersect.
Operational Alignment to Strategy <i>To what extent are the intermediary's day-to-day actions and programs linked to its strategy?</i>	<ul style="list-style-type: none"> Core programs and services lack alignment to the intermediary's articulated strategy and/or staff member's day-to-day tasks do not support core programs and services. 	<ul style="list-style-type: none"> Some programs and services map back to the intermediary's articulated strategy while others do not, and/or some day-to-day staff tasks align to these programs and services while others do not. 	<ul style="list-style-type: none"> Most programs and services map back to the organization's articulated strategy, and day-to-day staff tasks largely align to these programs and services, minimizing wasted time and resources. 	<ul style="list-style-type: none"> There is tight alignment between programs and services, and the organization's articulated strategy and day-to-day staff tasks align to these programs and services, eliminating wasted time and resources.
Organizational Capacity				
CRITERIA	WEAK EVIDENCE	DEVELOPING EVIDENCE	SUFFICIENT EVIDENCE	EXTENSIVE EVIDENCE
Internal Resources <i>To what extent does the intermediary have sufficient financial and human resources to support its strategy?</i>	<ul style="list-style-type: none"> The intermediary currently does not have sufficient resources to implement the activities that make up its articulated strategy and has no plan for attaining these resources. 	<ul style="list-style-type: none"> The intermediary is approaching sufficient resources to implement the activities that make up its articulated strategy or has a coherent plan for attaining these resources. 	<ul style="list-style-type: none"> The intermediary currently has sufficient resources to implement the activities that make up its articulated strategy. 	<ul style="list-style-type: none"> The intermediary currently has more than sufficient resources to implement the activities that make up its articulated strategy.
Connectedness <i>To what extent does the intermediary have relationships with field (e.g., K-12 education) and system partners (e.g., policy makers, funders, technical assistance providers) across the local context?</i>	<ul style="list-style-type: none"> The intermediary has not built relationships with key field or system partners and is isolated. 	<ul style="list-style-type: none"> The intermediary has built relationships with some key field and/or system partners and is becoming part of a network of like-minded organizations. 	<ul style="list-style-type: none"> The intermediary has built relationships with many key field and/or system partners and is part of a network of like-minded organizations. 	<ul style="list-style-type: none"> The intermediary has built relationships with an extensive number of key field and/or system partners and is a well know player in a network of like-minded organizations.

Learning Orientation <i>To what extent does the intermediary regularly review and reflect on its successes and failures, changes in internal organizational capacity, and external contextual conditions in order to learn and make midcourse corrections?</i>	<ul style="list-style-type: none"> The intermediary is not prepared to collect and adapt to evidence of its own successes or failures, or adapt to changes in organizational capacity or contextual conditions. 	<ul style="list-style-type: none"> The intermediary is somewhat prepared to collect and adapt to evidence of its own successes or failures, or adapt to changes in organizational capacity or contextual conditions. 	<ul style="list-style-type: none"> The intermediary is mostly prepared to collect and adapt to evidence of its own successes or failures, or adapt to changes in organizational capacity or contextual conditions. 	<ul style="list-style-type: none"> The intermediary is fully prepared to collect and adapt to evidence of its own successes or failures, or adapt to changes in organizational capacity or contextual conditions.
Leadership <i>To what extent does the intermediary's leadership exhibit characteristics (e.g., vision, strategic planning, inspiration, creativity, support of staff, a learning stance) that allow them to effectively and efficiently manage the organization?</i>	<ul style="list-style-type: none"> There is no evidence of the intermediary's leadership having the characteristics needed to efficiently and effectively manage the organization. 	<ul style="list-style-type: none"> There is some evidence of the intermediary's leadership having the characteristics needed to efficiently and effectively manage the organization. 	<ul style="list-style-type: none"> There is some evidence of the intermediary's leadership having the characteristics needed to efficiently and effectively manage the organization. 	<ul style="list-style-type: none"> There is extensive evidence of the intermediary's leadership having the characteristics needed to efficiently and effectively manage the organization.
Field Influence <i>To what extent is the organization considered an influential leader in the K-12 education field?</i>	<ul style="list-style-type: none"> The intermediary is not yet well regarded in the K-12 education field, and its work does not yet serve as a model for the field. 	<ul style="list-style-type: none"> The intermediary is somewhat well regarded in the K-12 education field, and its work serves as a model for some in the field. 	<ul style="list-style-type: none"> The intermediary is well regarded in the K-12 education field, and its work serves as a model for many in the field. 	<ul style="list-style-type: none"> The intermediary is extremely well regarded in the K-12 education field, and its work consistently serves as a model for the field.

Phase II: Interim Progress

2.1 Implementation of Strategy				
CRITERIA	WEAK EVIDENCE	DEVELOPING EVIDENCE	SUFFICIENT EVIDENCE	EXTENSIVE EVIDENCE
Extent of Actions Taken <i>How many resources and/or how much support did the intermediary provide over the period?</i>	<ul style="list-style-type: none"> The intermediary has not met its targets for the amount of resources and supports it intended to provide over the period. 	<ul style="list-style-type: none"> The intermediary is approaching its targets for the amount of resources and supports it intended to provide over the period. 	<ul style="list-style-type: none"> The intermediary achieved its targets for the amount of resources and supports it intended to provide over the period. 	<ul style="list-style-type: none"> The intermediary exceeded targets for the amount of resources and supports it intended to provide over the period.
Quality of Actions Taken <i>To what extent were the resources and supports of high quality?</i>	<ul style="list-style-type: none"> The intermediary's resources and supports did not meet standards of quality. 	<ul style="list-style-type: none"> The intermediary's resources and supports are approaching standards of quality. 	<ul style="list-style-type: none"> The intermediary's resources and supports met standards of quality. 	<ul style="list-style-type: none"> The intermediary's resources and supports exceeded standards of quality.
2.2 Short-term Outcomes				
CRITERIA	WEAK EVIDENCE	DEVELOPING EVIDENCE	SUFFICIENT EVIDENCE	EXTENSIVE EVIDENCE
Partner Understanding <i>To what extent are individual partners expanding their understanding of innovation?</i>	<ul style="list-style-type: none"> The intermediary's individual partners have not yet increased their understanding of key knowledge and skills related to the innovation. 	<ul style="list-style-type: none"> The intermediary's individual partners have begun to increase their understanding of key knowledge and skills related to the innovation. 	<ul style="list-style-type: none"> The intermediary's individual partners have substantially increased their understanding of key knowledge and skills related to the innovation. 	<ul style="list-style-type: none"> The intermediary's individual partners have gained extensive expertise in key knowledge and skills related to the innovation.
Partner Perceptions <i>To what extent are individual partners developing positive views toward the innovation?</i>	<ul style="list-style-type: none"> The intermediary's individual partners have not yet improved their views toward the innovation. 	<ul style="list-style-type: none"> The intermediary's individual partners have begun to improve their views toward the innovation. 	<ul style="list-style-type: none"> The intermediary's individual partners have substantially improved their views toward the innovation. 	<ul style="list-style-type: none"> The intermediary's individual partners have become engaged and active proponents of the innovation.

<p>Network Form <i>What individuals or organizations make up the network?</i></p> <p><i>How can the connections between network members be characterized?</i></p>	<ul style="list-style-type: none"> The network has not reached its targets pertaining to membership size and composition. There are few if any connections between network members so far and connections that do exist are not producing added value for members or for the field at large. 	<ul style="list-style-type: none"> The network has nearly reached its targets pertaining to membership size and composition. There are some connections between network members and these connections are beginning to produce added value for members or for the field at large. 	<ul style="list-style-type: none"> The network has reached its targets pertaining to membership size and composition. There are substantial connections between network members and these connections are producing added value for many network members or for the field at large. 	<ul style="list-style-type: none"> The network has surpassed its targets pertaining to membership size and composition. There are substantial connections between network members and these connections are producing added value for all or nearly all network members as well as for the field at large.
<p>Network Function <i>To what extent does the network have the resources, structures, and conditions in place needed to operate effectively and efficiently?</i></p>	<ul style="list-style-type: none"> The network does not yet have the infrastructure, operational systems, or conditions needed to function effectively and efficiently. 	<ul style="list-style-type: none"> The network has some of the infrastructure, operational systems, and conditions needed to function effectively and efficiently. 	<ul style="list-style-type: none"> The network has most of the infrastructure, operational systems, and conditions needed to function effectively and efficiently. 	<ul style="list-style-type: none"> The network has the infrastructure, operational systems, and conditions needed to function effectively and efficiently.
<p>System Policies and Practices <i>To what extent are the formal and informal policies and practices that impact partners enabling or demanding innovation?</i></p>	<ul style="list-style-type: none"> Formal and informal policies and practices that impact partners are prohibitive of innovation. 	<ul style="list-style-type: none"> Formal and informal policies and practices that impact partners allow for but do not promote innovation. 	<ul style="list-style-type: none"> Formal and informal policies and practices that impact partners promote innovation. 	<ul style="list-style-type: none"> Formal and informal policies and practices that impact partners require innovation.
<p>System Engagement and Public Will <i>To what extent is the public demanding and supporting change?</i></p>	<ul style="list-style-type: none"> The public is risk-averse and actively protests innovation. 	<ul style="list-style-type: none"> The public is largely disengaged from innovation, but does not pose an added barrier to the work. 	<ul style="list-style-type: none"> The public is beginning to call for and support, either verbally or financially, innovation. 	<ul style="list-style-type: none"> The public is demanding innovation and is actively supporting it verbally or financially.

2.3 Continuous Learning				
CRITERIA	WEAK EVIDENCE	DEVELOPING EVIDENCE	SUFFICIENT EVIDENCE	EXTENSIVE EVIDENCE
Understanding of Progress <i>To what extent has the intermediary identified areas of success and failure?</i> <i>What lessons learned has the intermediary pulled from its successes and failures that could benefit its own work or the larger field?</i>	<ul style="list-style-type: none"> The intermediary is not collecting evidence of its own success or failure. The grantee has not pulled helpful lessons learned from its progress that it can respond to internally or that actors in the field can learn from. 	<ul style="list-style-type: none"> The intermediary is collecting limited evidence of its own success or failure. The grantee has pulled some helpful lessons learned from its progress that it can respond to internally or that actors in the field can learn from. 	<ul style="list-style-type: none"> The intermediary is collecting a variety of evidence of its own success or failure. The grantee has pulled various helpful lessons learned from its progress that it can respond to internally or that actors in the field can learn from. 	<ul style="list-style-type: none"> The intermediary is collecting comprehensive evidence of its own success or failure. The grantee has pulled an extensive number of helpful lessons learned from its progress that it can respond to internally or that actors in the field can learn from.
Midcourse Corrections <i>To what extent is the intermediary adjusting its strategy or organizational capacity as a result of lessons learned?</i>	<ul style="list-style-type: none"> The intermediary has not adapted its vision and strategy or organizational capacity as a result of lessons learned. 	<ul style="list-style-type: none"> The intermediary has made some initial changes to its vision and strategy or organizational capacity as a result of lessons learned but has not fully responded to these lessons. 	<ul style="list-style-type: none"> The intermediary has made substantial changes to its vision and strategy or organizational capacity as a result of lessons learned but has not fully responded to these lessons. 	<ul style="list-style-type: none"> The intermediary has made substantial changes to its vision and strategy or organizational capacity as a result of lessons learned demonstrating a full and complete response to these lessons.

Phase III: Impacts on the Field

3.1 Diffusion of Innovation

CRITERIA	WEAK EVIDENCE	DEVELOPING EVIDENCE	SUFFICIENT EVIDENCE	EXTENSIVE EVIDENCE
Depths <i>To what extent are changes to practice deep and consequential, thus reflecting new values and beliefs?</i>	<ul style="list-style-type: none"> Changes to instruction reflect no shifts in educators' views and beliefs about how students learn, the role of teacher and student, and subject content. 	<ul style="list-style-type: none"> Changes to instruction are beginning to reflect some fundamental shifts in educators' views and beliefs about how students learn, the role of teacher and student, and subject content that somewhat aligns to innovation. 	<ul style="list-style-type: none"> Changes to instruction reflect substantial shifts in educators' views and beliefs about how students learn, the role of teacher and student, and subject content that mostly aligns to innovation. 	<ul style="list-style-type: none"> Changes to instruction reflect a complete shift in educators' views and beliefs about how students learn, the role of teacher and student, and subject content that aligns to innovation.
Spread <i>To what extent are changes to instructional practice expanding outwards to more and more classrooms, schools, and/or districts?</i> <i>To what extent are changes to instructional practice expanding inwards and influencing classroom, school, and policies and operating procedures?</i>	<ul style="list-style-type: none"> Innovation has not yet spread outward to even a small number of classrooms, schools, and/or districts in the targeted region. Innovation has not yet spread inwards to change classroom, school, or district standard operating procedures or areas not originally targeted for change. 	<ul style="list-style-type: none"> Innovation is beginning to spread outward to a number of classrooms, schools, and/or districts in the targeted region. Innovation is beginning to spread inwards to change classroom, school, or district standard operating procedures or areas not originally targeted for change. 	<ul style="list-style-type: none"> Innovation has spread outward to a substantial number of classrooms, schools, and/or districts in the targeted region. Innovation has spread inwards to substantially change classroom, school, or district standard operating procedures or areas not originally targeted for change. 	<ul style="list-style-type: none"> Innovation has spread outward to the vast majority of classrooms, schools, and/or districts in the targeted region. Innovation has spread inwards and completely changed classroom, school, or district standard operating procedures or areas not originally targeted for change.
Ownership <i>To what extent is authority for the reform being taken on by the districts, schools, and teachers?</i>	<ul style="list-style-type: none"> Teachers, schools, or districts have not yet taken on authority for managing and expanding innovation and external parties remain the driving force. 	<ul style="list-style-type: none"> Teachers, schools, or districts are beginning to take on authority for managing and expanding innovation but external parties remain a driving force. 	<ul style="list-style-type: none"> Teachers, schools, or districts have taken on substantial authority for managing and expanding innovation and external parties are no longer the driving force. 	<ul style="list-style-type: none"> Teachers, schools, or districts have taken on complete authority for managing and expanding innovation and external parties are no longer a driving force.

Sustainability <i>To what extent do changes to practice remain in place after external supports are no longer present?</i>	<ul style="list-style-type: none"> Innovation has not remained in place since departure of external supports; instructional model and standard operating procedures are shifting back to their previous state. 	<ul style="list-style-type: none"> Innovation has remained somewhat in place since departure of external supports; instructional model and standard operating procedures have not completely shifted back to their previous state. 	<ul style="list-style-type: none"> Innovation has mostly remained in place since departure of external supports; instructional model and standard operating procedures have only slightly shifted back to their previous state. 	<ul style="list-style-type: none"> Innovation has remained fully in place since departure of external supports; instructional models and standard operating procedures have not shifted back to their previous state.
Equity <i>To what extent are changes to practice occurring equally across different socioeconomic groups?</i>	<ul style="list-style-type: none"> Innovation is isolated to small pockets of the region, resulting in unequal opportunities for students aligned to socioeconomic status. 	<ul style="list-style-type: none"> Innovation is mostly isolated to small pockets of the region, resulting in unequal opportunities for students aligned to socioeconomic status. 	<ul style="list-style-type: none"> Innovation is mostly balanced across the region, resulting in largely equal opportunities for students aligned to socioeconomic status. 	<ul style="list-style-type: none"> Innovation is balanced across the region, resulting in equal opportunities for students aligned to socioeconomic status.

3.2 Improved Student Outcomes

CRITERIA	WEAK EVIDENCE	DEVELOPING EVIDENCE	SUFFICIENT EVIDENCE	EXTENSIVE EVIDENCE
Knowledge <i>To what extent are students developing increased understanding of important content knowledge?</i>	<ul style="list-style-type: none"> Few if any students have increased their mastery of content knowledge. 	<ul style="list-style-type: none"> Some students have increased their mastery of content knowledge. 	<ul style="list-style-type: none"> Most students have increased their mastery of content knowledge. 	<ul style="list-style-type: none"> All, or nearly all, students have increased their mastery of content knowledge.
Cognitive and Metacognitive Skills <i>To what extent are students developing key mental processing skills as well as the ability to monitor and assess the use of these skills?</i>	<ul style="list-style-type: none"> Few if any students have exhibiting increased cognitive and metacognitive skills. 	<ul style="list-style-type: none"> Some students have exhibiting increased cognitive and metacognitive skills. 	<ul style="list-style-type: none"> Most students have exhibiting increased cognitive and metacognitive skills. 	<ul style="list-style-type: none"> All, or nearly all, students have exhibiting increased cognitive and metacognitive skills.
Mindsets and Dispositions <i>To what extent are students developing the qualities and mindsets needed to be successful in college, career, and life?</i>	<ul style="list-style-type: none"> Few if any students have exhibiting improved mindsets and dispositions needed to be successful in college, career, and life. 	<ul style="list-style-type: none"> Some students have exhibiting improved mindsets and dispositions needed to be successful in college, career, and life. 	<ul style="list-style-type: none"> Most students have exhibiting improved mindsets and dispositions needed to be successful in college, career, and life. 	<ul style="list-style-type: none"> All, or nearly all, students have exhibiting improved mindsets and dispositions needed to be successful in college, career, and life.