

# Advanced: Measuring the Impact of a Backbone

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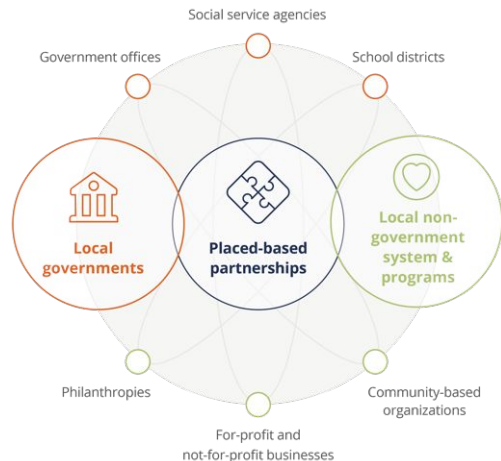
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**EdRedesign**  
OPPORTUNITY FOR ALL



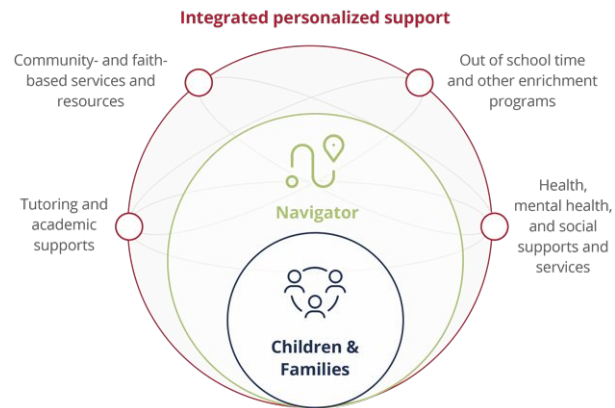
**#PowerofPlace**



## Place-based cross-sector collaboration

Communities need to work together, across sectors, to create coordinated systems of support and opportunity for children and youth through **Children's Cabinets** and other models for cross-sector collaboration, including community **backbone organizations** and **place-based partnerships**.

**Cradle-to-career place-based partnerships** among governmental agencies, school systems, health care systems and providers, community- and faith-based organizations, philanthropies, and for-profit and not-for-profit businesses drive transformational, systems-level change.



## Personalized, relationship-based supports

Supports and opportunities need to be personalized to meet the needs of each individual child and youth. Our approach is called **Success Planning**, a relationship-based, whole-child approach that connects each child or youth to an adult **Navigator**.

Each child's or youth's Navigator co-creates a personalized plan for action in partnership with their families and other caring adults, ensuring that every child is known, seen and heard, has a positive connection to a caring adult, and an **EdRedesign** agency over their roadmap to success.

Housed at a world-class research university, we are well-positioned to serve as a field catalyst and trusted thought partner across our key areas, leading to long-term positive change in practice, policy, and systems to deliver equitable opportunity for all children and youth to thrive in school and in life.



## Talent and Leadership Development

Developing **community leaders and teams** who can manage complex, cross-sector, place-based partnerships that yield positive outcomes for children and youth at scale



## Actionable Research

Meeting the demand for case studies, toolkits, and other **resources** driven by the growing momentum in our field and expanding the **evidence base** for collaborative action and personalized supports



## Movement Building

**Convening** practitioners, community leaders, thought leaders, policymakers, and funders from around the country to enable **peer learning**  
**Showcasing** promising practices  
**Accelerating** impact through narrative, policy, and systems change





## Roles of the Backbone Organization

- Developing a shared vision and strategy
- Facilitating collaboration and coordinating action
- Creating a system of shared measurement, learning, and accountability
- Raising and coordinating resources
- Providing data infrastructure
- Advancing policy

# Place-Based Partnerships Data and Evaluation Working Group



# Strategies for Measuring and Articulating the Impact and Value of Backbone Organizations

12/6/13

Measuring Backbone Contributions to Collective Impact | Stanford Social Innovation Review



## Measuring Backbone Contributions to Collective Impact

Part two in a series on how backbone organizations shape the work of collective impact without formal authority.

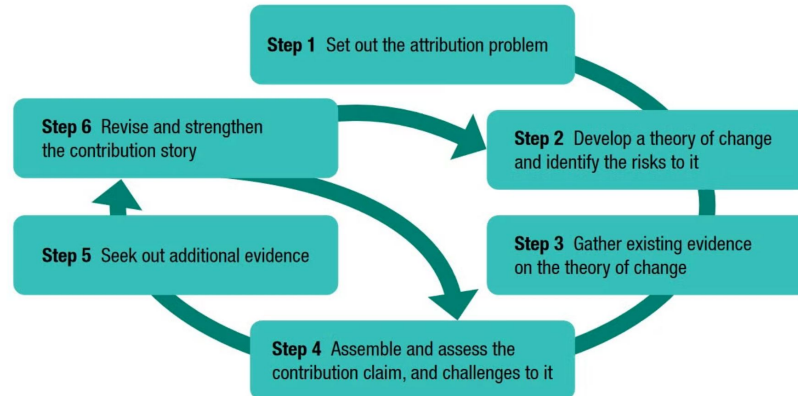
By Shiloh Turner, Katherine Errecart, & Anjali Bhatt | Dec. 3, 2013

- Leveraged funding
- Indicators of initiative progress
- Evidence of systems change
- Stakeholder perceptions of backbone value

# Strategies for Measuring and Articulating the Impact and Value of Backbone Organizations

## Contribution analysis

A methodology developed by Canadian researcher John Mayne to identify the contribution an intervention has made. The aim is to produce a credible, evidence-based narrative of contribution that a reasonable person would be likely to agree with, rather than to produce conclusive proof. ([Intrac.org](https://www.intrac.org/))



Source: Apgar et al. 2017

## Case studies and storytelling





# Our Guiding Principles for Measuring and Communicating Value of Backbone

1. Measurement for continuous improvement first and foremost
2. Used (or not used) savvily based on context
3. No either/or data and storytelling
4. Use of analogies
5. Clarifying the "we"
6. Promise Partner co-design



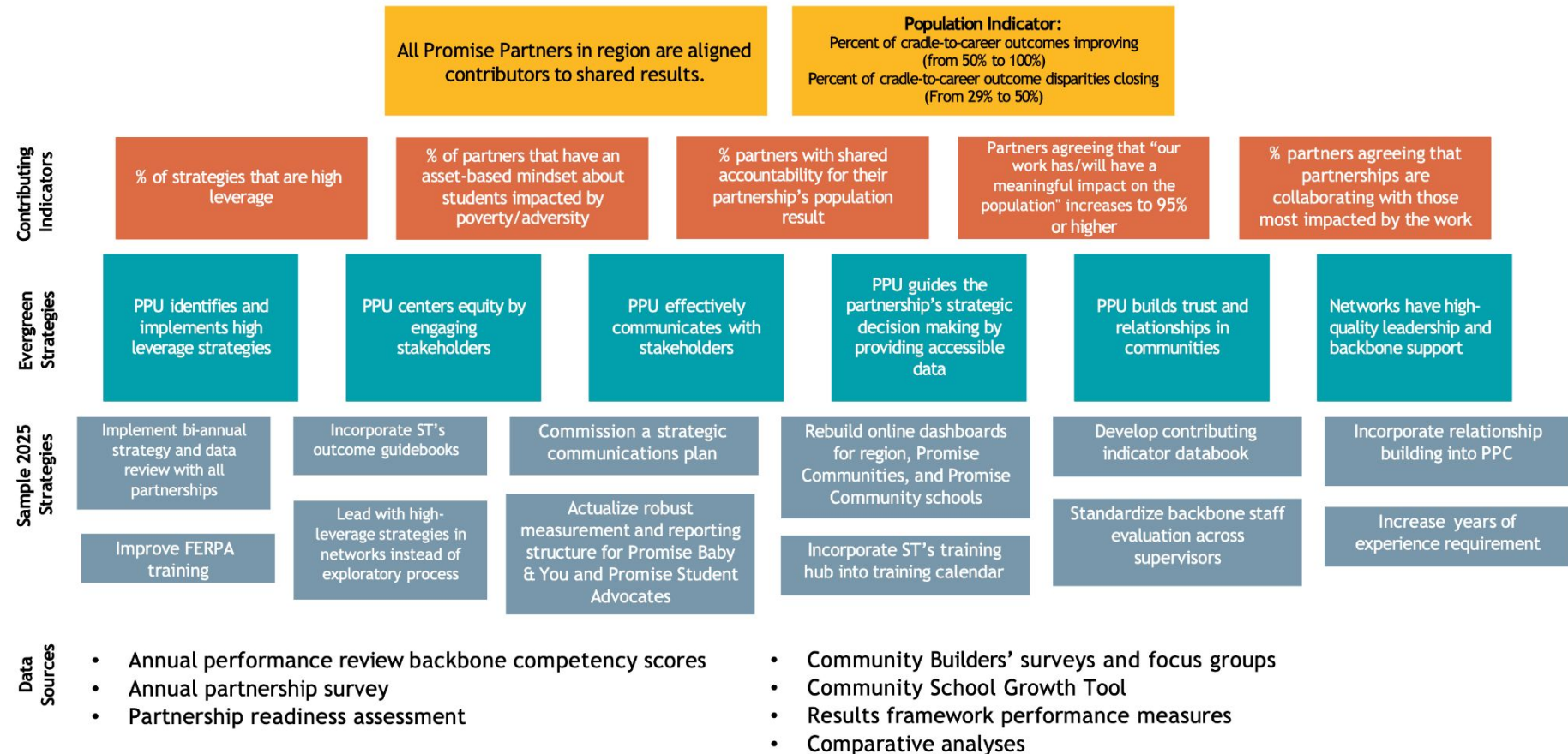


# Continuous Improvement

Element of Collective Impact 3.0	ST Theory of Action Systems Transformation	Promise Partnership Evergreen Strategies
<b>Community Aspiration:</b> ambitious vision that cannot be realized by the status quo	5.1 Multiple organizations, sectors and community members demonstrate commitment and ongoing accountability to the vision and the community	PPU effectively communicates with stakeholders
<b>Strategic Learning:</b> shared measurement as one component; "data-light & learning- heavy"	5.2 A culture of data use drives action and is sustained and spreads across the community	PPU guides the partnership's strategic decision making by providing accessible data
<b>High Leverage Activities:</b> changes that impact many at once versus one at a time; address root cause	5.3 Institutional and public policies, practices and resources that advance improved outcomes are spread and sustained.	PPU identifies and implement high leverage strategies, linked to multiple root causes
<b>Inclusive Community Engagement:</b> center those most impacted; navigate differences in values, interests & power	5.1 Multiple organizations, sectors and community members demonstrate commitment and ongoing accountability to the vision and the community	PPU centers equity by engaging stakeholders and PPU builds trust and relationships in communities
<b>Containers for Change:</b> intentional movement-building; engaging whole community	5.4. The partnership maintains operational sustainability and multiple years of revenue from a variety of sources amid changing local contexts.	Networks have high-quality leadership and backbone support



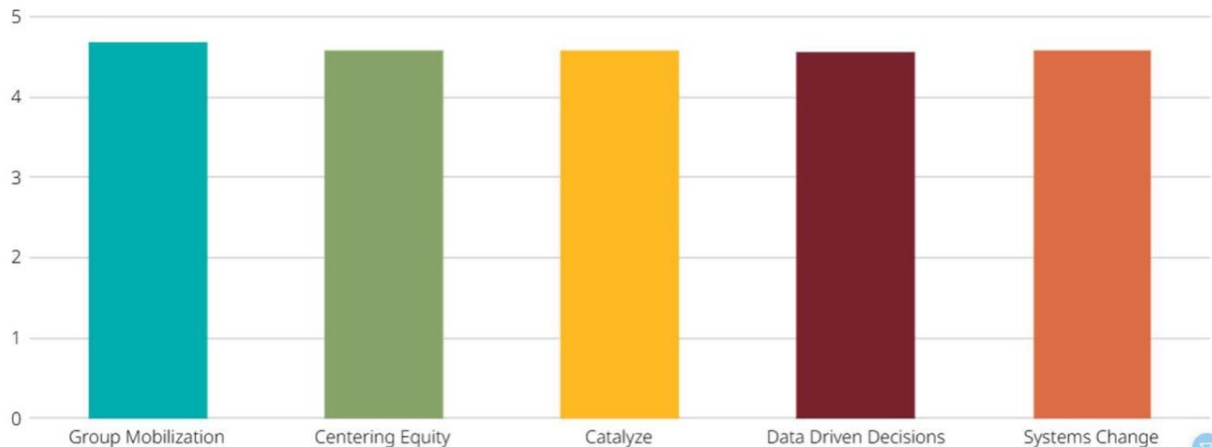
# Promise Partnership Backbone Results Framework



# Example Data Points

## Average Partnership Director Evaluation Scores | All Partnerships

Q: Please indicate the degree to which you agree with the following statements about your partnership directors.



The partnership director mobilizes their knowledge, credibility, and influence in their partnership contribution

The partnership director centers racial equity in leading our partnership

The partnership director catalyzes partnership members to meaningful action

The partnership director facilitates data driven decision making

The partnership director helps us focus on systems-level change

Select year(s) to display

Show selected

☐ 2022

☐ 2024

☒ 2025

## Example Data Points

Our partnership is essential to the work I do in the [REDACTED] department. If the partnership was not there it would be detrimental to my stakeholders and my work. The partnership helps us to create institutional history, align and create systems and create action items to keep going in our work around CCR for all students.

It's been years, and I don't know that I've seen much direct benefit to the community. Lots of good ideas, less implementation.

We deeply value our collaboration with Promise Partnership and the incredible support they have helped us access within our community. Their dedication to connecting our school with essential resources has been instrumental in strengthening our family engagement efforts. Thanks to their support, our family events have been hugely successful, fostering a sense of belonging and support for our students and their families. We couldn't ask for a better partner—they have thoughtfully and intentionally addressed the needs of our school community.

I feel that the partnership has good goals, but the communication is infrequent.



# Example Data Points

8. To what degree does the school partner believe a partnership is critical for them to achieving their primary outcomes?

- ☐ 0 - Partner sees the partnership as a hassle or a waste of time. They are hostile to the idea of collaborating with others and think they are capable of moving their primary outcomes on their own.
- ☐ 1 -
- ☐ 2 - Partner is neutral about working with others. They may not be hostile, but do not take seriously the notion that a partnership will help them in their own work.
- ☐ 3 -
- ☐ 4 - Partner is strongly partnership driven. They see working with other organizations as paramount to achieving their own goals/outcomes. They are proactive collaborators and seek out ways to better partner.

12. To what degree is there clarity on the primary outcomes for a partnership?

- ☐ 0 - Partner (or partnership) has not clearly defined measurable, population level outcomes. This could be the result of resistance, lack of clarity / process to get there, or other reason. But, there is no clarity on what is being sought or how progress will be measured.
- ☐ 1 -
- ☐ 2 - Partner (or partnership) has a loose sense of what they are trying to achieve together. This can be general such as, "academic outcomes" or "social-emotional well-being." However the specific indicators have not been defined.
- ☐ 3 -
- ☐ 4 - Partner (or partnership) is very clear on the outcomes / indicators they will be using to measure partnership success. They have been defined and all partners are bought in.

11. To what degree does the school partner support the role of a backbone organization in the partnership?

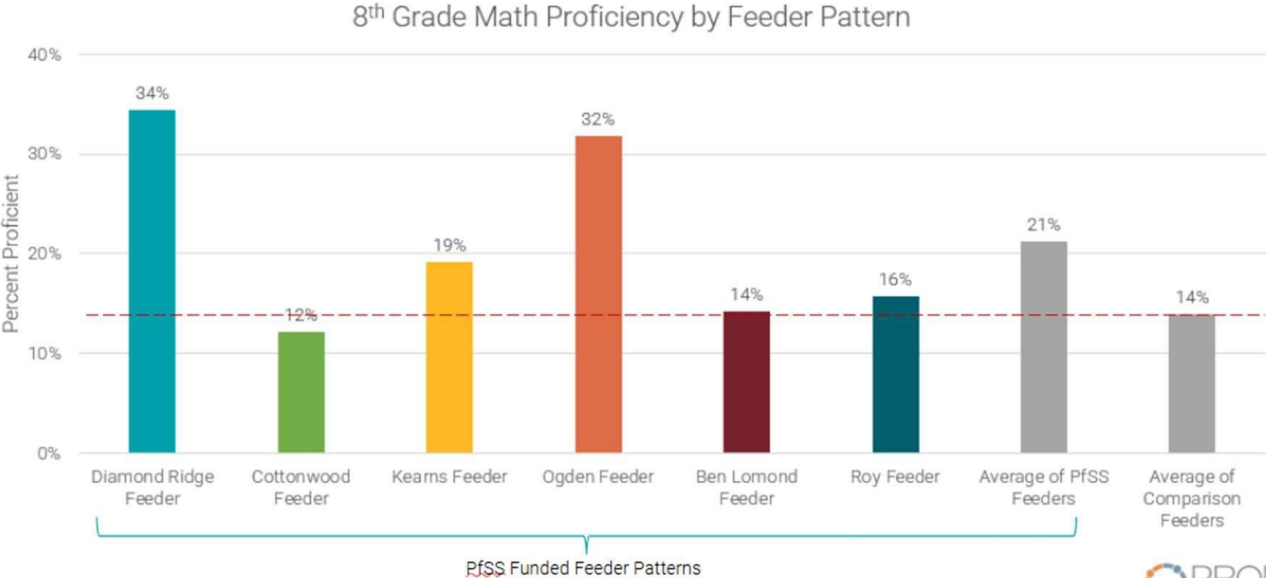
- ☐ 0 - Partner is hostile to the notion of having a backbone function in the work.
- ☐ 1 -
- ☐ 2 - Partner is "on the fence" regarding the backbone function. This could be the result of not understanding the role, not seeing the value, not wanting to take the time to convene, etc. Partner is not openly against the idea, but does not display excitement either.
- ☐ 3 -
- ☐ 4 - Partner is visibly excited by the potential or actual contribution(s) made by the backbone team. This could be anything from excitement at collaborative meetings, appreciating the access to data and analysis, recognizing the multifaceted function of backbone staff, wanting support / coaching from others, etc. It is easy to sense the support of the partner.



# Example Data Points

## 21-22 Eighth Grade Math Proficiency

8th grade math numbers are based on the RISE Math proficiency by the end of 8th grade. A student is proficient if they have a 3 or 4 on the RISE test.



Note: Proficiency percentages reported above are for the 2021-22 school year. Previous years data available upon request.



## In South Salt Lake, partnerships bolster the hard work of educators, youth, and families.

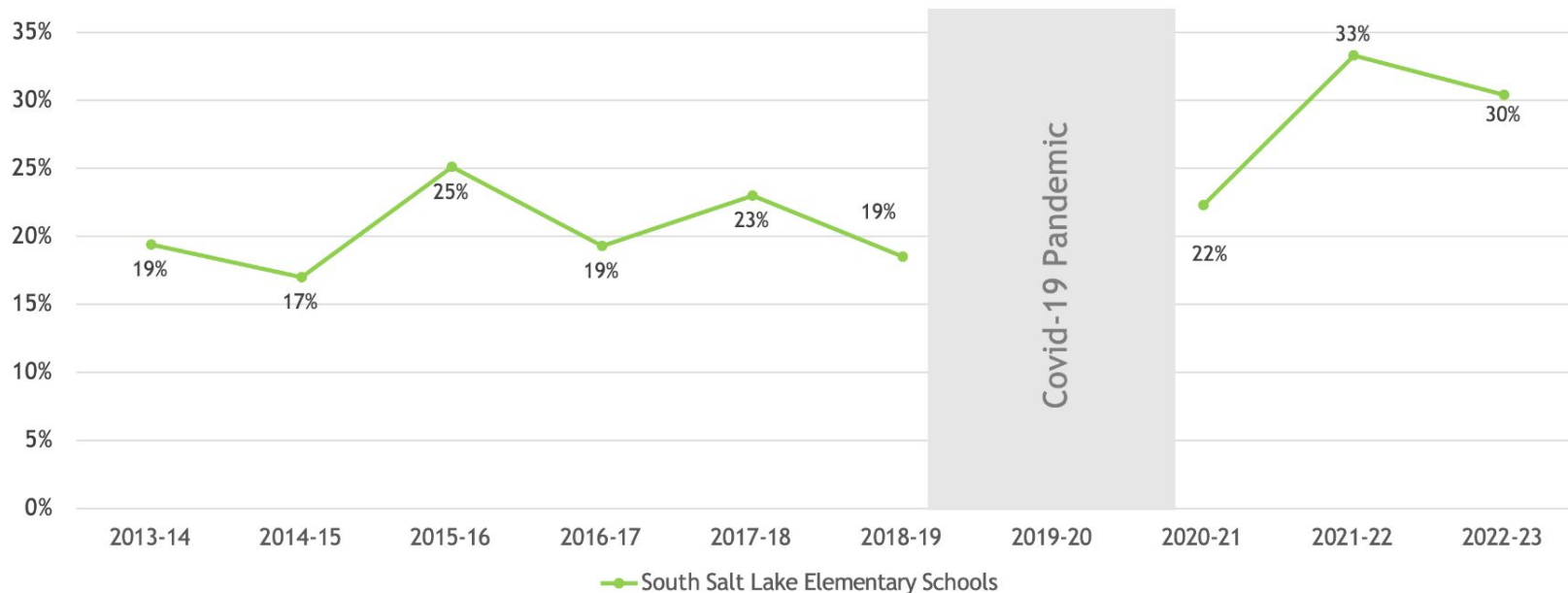




# Third Grade ELA Proficiency

ROAD to 100%

PROMISE  
PARTNERSHIP UTAH



## Infrastructure:

Educators at Walker, Wilson, Lincoln, Moss, Granite SD  
Promise South Salt Lake afterschool  
Promise South Salt Lake community programming  
Millcreek Promise community programming  
University of Utah Reading Clinic  
Miller Subaru tutoring

Midtown Health benefits enrollment and clinics  
AmeriCorps members  
Utah Community Action housing  
Utah Partners for Health mobile health and vision  
Junior Achievement career exploration  
Latinos in Action leadership training

IRC refugee case management  
Catholic Community Services refugee case mgmt.  
Community Nursing Services immunizations  
211 Utah basic needs service navigation  
English Skills Learning Center for parents  
Promise Partnership Utah backbone

*“We want to express appreciation for our enduring partnership and highlight recent successes at our school which are a direct result of our partnership.”*

- Principal Lindsay Adams, Moss Elementary

In School Year 2023-24, Moss had:

- The **top growth** scores for **math** and **science** among all Title I schools in Granite.
- The **5<sup>th</sup> highest math growth** and the **7<sup>th</sup> highest science growth** of the 57 elementary schools in the District.
- The **top growth** for the **bottom quartile** of students among Title I schools and **9<sup>th</sup> highest** among all elementary schools in the district.

# SSL Juvenile Arrests in Afterschool Hours



85%  
since 2012

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## Infrastructure:

Promise South Salt Lake afterschool  
Promise South Salt Lake community programming  
Educators at Walker, Wilson, Lincoln, Moss, Granite SD  
Best Buy Tech Center sponsorship  
Miller Subaru tutoring  
Refugee Soccer for sports  
The Clubhouse Network  
Dry Creek

Comcast Lift Zones  
South Salt Lake Police Department programming  
SSL Recreation for space  
Youthlinc programming  
Utah Food Bank for meals and snacks  
University of Utah Bennion Center for work study students  
Utah Afterschool Network model and database support  
Promise Partnership Utah backbone

Westminster University,  
VOA Prevention Services  
HawkWatch  
DWS OCC  
USBE 21st Century  
Utah Board of Juvenile Justice  
SLCO Youth Services  
SLCO Prevention  
Pushing Ahead

# Table Discussion

1. What strategies are you using to measure and communicate the impact of your backbone work?
2. What are the “sticky points” or hardest parts of trying to demonstrate your value—whether it’s to funders, partners, or policymakers?
3. If you could put 1–2 questions in front of legislators to show them what they should be able to know—but can’t because the data doesn’t exist—what would those questions be? Please write them on the index cards.