

Exploring the potential of collective impact in the youth sector

A framing paper from NPC and the Centre for Youth Impact¹

Section 1: What is the relevance of collective impact to services for young people in England?

Collective impact is a concept that has caught the imagination of the social sector, funding community and governments alike, across multiple countries. It is seen as an antidote to the status quo in attempts to create social change, and suggests new possibilities for achieving progress at scale through a common language and consistent approach to comprehensive community-level transformation.

Collective impact builds from a belief that the urgent challenges faced by our society mean that we can no longer depend on the 'isolated' efforts of individual organisations or interventions. Collective impact proposes instead that we must invest in building the capacity, aligning the efforts, and tracking the performance of whole sectors, as they work together to achieve common goals in social change.

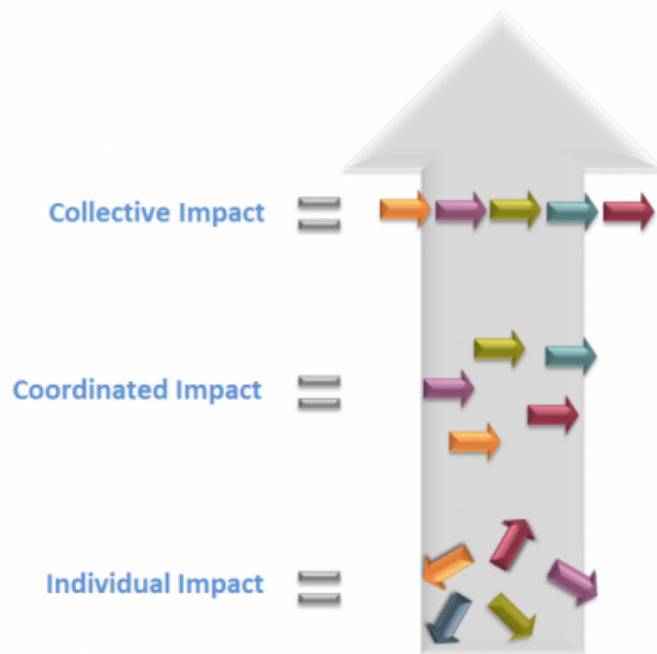
Collective impact is equally a response to impact measurement practice that is driven by attempts to demonstrate individual impact, by organisation or programme, but also by funder. In many cases, impact measurement has become expensive, resource-intensive and disconnected from practice, with the emphasis being on individual organisations seeking unique or 'bespoke' solutions. This profoundly limits both the sector and funders' ability to compare and to learn across different approaches, and to improve. It has also constrained delivery organisations' ability to adapt to emerging learning, and has driven a focus on outcomes, often pre-determined, to the detriment of process.

However, from a collective impact perspective, the greatest limitation of working in isolation is the social sector's inability to address complex problems. The prioritisation of individual effort has obscured the importance of strengthening the effectiveness of the system as a whole, through promoting learning and alignment across the ecosystem of existing organisations that can influence a problem and potential solution.

Collective impact, then, is the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem.

¹ This paper was written by Rosie McLeod, Bethia McNeil and Tris Lumley, who were commissioned by NCVYS in February 2016 to scope a potential collective impact initiative in the youth sector in England.

Critically, collective impact goes beyond collaboration. It involves a centralised infrastructure with dedicated staff and a structured process that leads to a common agenda, shared measurement, continuous communication, and mutually reinforcing activities among all participants. It is collective, rather than individual or even aligned, action²:



The goal is not to create a new system or design new programmes, but rather to find a new way of working within the existing system to achieve a desired social change. This must be accompanied by an understanding that intentions and actions will be influenced and sometimes constrained by context, capability, and the other constituent parts of the system. As such, it is also not the case that collective impact is simply about rearranging the furniture – aligning existing programmes and actors to (hopefully) better effect.

As John Kania and Mark Kramer of FSG write:

The power of collective impact lies in the heightened vigilance that comes from multiple organisations looking for resources and innovations through the same lens, the rapid learning that comes from continuous feedback loops, and the immediacy of action that comes from a unified and simultaneous response among all participants.... The rules of interaction that govern collective impact lead to changes in individual and organisational behaviour that create an ongoing progression of alignment, discovery, learning, and emergence. In many instances, this progression greatly accelerates social change without requiring breakthrough innovations or vastly increased funding. Previously unnoticed solutions and resources from inside or outside the community are identified and adopted.

² Image courtesy of Collaboration for Impact

Existing organisations find new ways of working together that produce better outcomes. (SSIR, January 2013)

In a traditional approach, a delivery organisation or commissioner identifies an area of need, creates or commissions a service for that need, looks for information that suggests the service is addressing the need, and then looks for resources to sustain or even scale the service in hopes of reaching more beneficiaries. This is referred to as 'isolated impact'. Collective impact instead begins by setting a goal to change the experience of a whole community (young people, in this case), and then builds an ecosystem that creates common strategies and coordinates integrated activities to achieve the goal. Instead of each organisation's success being measured on the outcomes for their beneficiaries, everyone's success is measured based on how they help move the overall community result.

The primary benefit of a collective impact approach is increased impact via improved *performance* – again, it is beyond cooperation, collaboration or alignment. Collective impact has at its heart closed feedback loops, learning and adaptation, as described by Mark Kramer and colleagues in a paper for the Hewlett Foundation:

[These] Adaptive Learning Systems engage a large number of organisations working on different aspects of a single complex issue in an ongoing, facilitated process that establishes comparative performance metrics, coordinates their efforts, and enables them to learn from each other. Benefits include improved alignment of goals among the different organisations, more collaborative problem solving, and the formation of an ongoing learning community that gradually increases all participants' effectiveness. (Breakthroughs in Shared Measurement and Social Impact, 2009)

Collective impact is thus a response to:

- Individual or isolated attempts to address social challenges
- Individual or isolated attempts to demonstrate impact on social challenges
- Limited potential to address complex or adaptive social challenges
- Change in individual outcomes but not at community-level
- Weak alignment of efforts across or within sectors
- Lack of consensus about both challenges and potential solutions
- No common language
- Little tracking or management of impact
- Limited ability to compare and learn across programmes or approaches
- An absence of sector-wide approach to practice improvement

But how relevant is collective impact to services for young people in England? Kania and Kramer noted in 2013 that part of the appeal and momentum of collective impact was undoubtedly due to the economic recession and shortage of government funding that has forced the social sector to find new ways to do more with less, alongside a broad disillusionment in the ability of governments

around the world to solve society's deepening problems, causing people to look more closely at alternative models of change.

Collective impact could thus be one response to the fragmentation of the youth sector, driven by devastating cuts to local authority budgets and unprecedented pressure on voluntary and community youth organisations. One might hope that it could re-align actors and practice within a disparate 'sector' where infrastructure has been stripped away, build trust in a time of endemic competition, and provide a strong narrative for the role of informal and non-formal learning in young people's lives.

Collective impact is not an appropriate response to all social challenges. Some are best addressed by individual organisations. Such challenges have been defined as 'technical': the issue is well-defined, the solution known in advance, and specific organisations have an ability to implement this solution. There will be challenges faced by young people to which this 'technical' definition applies.

However, many more challenges faced by young people are adaptive or complex. The solution is not known, and even if it were, no single organisation has the influence, resources or responsibility to effect the necessary change. Responding to complex challenges requires learning, behaviour change and collective action. This perspective understands that social challenges arise from the interplay of multiple actors. As a result, complex problems can be addressed only by collective action.

Most organisations working with and for young people in England are, by necessity, working to address complex challenges. The vast majority will be collaborating in their efforts. Although there are some areas where it is recognised that collaboration is weaker (between schools and youth work providers, for example), in general it is the norm.

And this collaboration has created positive change. Over the last two decades in particular, there have been changes in specific outcomes (educational attainment, participation in learning, teenage pregnancy, drug and alcohol misuse, for example) but, critically, there has been no 'moving of the needle' for young people more widely. The fragmentation of practice does not reflect how young people live their lives. Collective impact must be driven by the desire to create transformation in life chances for young people, rather than improvements within particular cohorts, areas or 'disadvantaged groups'. It is recognition of the need to improve all aspects of an ecosystem at the same time, rather than attempting to 'fix' one point in isolation. And no one organisation alone can achieve change across the ecosystem.

Section 2: How could the principles of collective impact be applied to the youth sector?

A collective impact approach refers to the commitment of a group of actors from different sectors to a common agenda for solving specific social problems, using a structured form of collaboration. In recent years pioneers of collective impact have codified the principles and practices that underpin successful initiatives, and flagged common pitfalls to avoid. This has given rise to a growing body of guidance, commentary and analysis on how to plan and initiate an initiative, to varying degrees of prescription. Across this literature, the five principles or 'conditions' of collective impact, originally proposed by the consultancy FSG, are broadly agreed:

A common agenda: Collaborating organisations share an agreed analysis of the key problem, plus a solution or goal and are all committed to working towards specific outcomes. This depends on the group being willing to collaborate, with sufficient common ground and shared values to achieve consensus on the key points, and a degree of trust. It also depends on a dedicated infrastructure of 'backbone leadership' and coordination to manage the process of collective working and reflection.

How to arrive at a 'good problem'? Defining the boundaries of the system in question is part of identifying the social issue to be addressed, as the scope of the issue needs to match the assembled group's combined power to influence it. Research, community involvement and convening a cross-sector mix of collaborators are all critical in a strong analysis of a problem, and one which the assembled group have a chance of solving.

Who should be part of that grouping? Kania (2013) recommends the inclusion of a variety of players who may bring radically different perspectives - government, corporates, community organisations and people with lived experience can together generate stronger knowledge and a sense of mutual accountability. Some of the most powerful youth-focused examples from the US hinged on the commitment of state institutions like the justice department, police, or schools, to play their part. Whether collaboration between state, corporate and third sector actors is appropriate here may be a contested question. Youth organisations may set a high bar for a goal that would make that level of collaboration worthwhile. But grappling with very different viewpoints to forge a shared vision of reform is at the crux of a collective impact initiative, and can be what makes the potential gains through better alignment so great.

Constructive challenge, grounded in good evidence and involving youth voices, can build greater understanding. That common understanding enables organisations to align themselves to a higher level purpose and goal.

Shared measurement: the group must all be committed to using measurable data both to set the agenda, and to drive improvements. Common indicators and reporting are necessary counterparts to collective action, as organisations need to share approaches to measurement in order to monitor and track outcomes

collectively. This depends on infrastructure that supports the creation and collation of data. A strong infrastructure for monitoring and analysis is critical because progress depends upon sharing information and approaches, to problem-solve and learn together. The value is in the gains realised through that pooling of energy and insight. Organisations must also be prepared to take shared credit for results, not seek credit for a sole contribution. That requires a mindset and incentives shift for many commissioners and service deliverers.

The youth sector has no shortage of outcomes frameworks and potential shared measures – the problem is under-use, a lack of coordinated infrastructure to support implementation, and a splintering in agendas and approaches. The challenge is therefore to identify what is needed to make existing resources function better, while avoiding duplication. The infrastructure for shared analytics and measurement is particularly underdeveloped, however, and collaborators would need some data management capacity to facilitate the sharing and use of monitoring and outcomes data.

Mutually reinforcing activities: based on a shared plan of action, stakeholders' different activities contribute to the common goal and are continually coordinated and aligned to do so. The collective can identify how strong individual interventions or policies fit together and reinforce each other to solve the problem, but the key won't be any one intervention. These require agreement, communication, and continued review and re-balance. The process of collective impact therefore depends both on dedicated use of evidence to inform and revise action, and continued efforts to strengthen relationships around that. This places demands on collaborating organisations' commitment and capability to adjust performance management and incentives. Being ready to alter activities that benefit the organisation but do not optimise the collective may require a re-working of institutional incentives. This can mean fundamental cultural change and re-wiring of staff and teams, or collective efforts are undermined. Commentators agree culture can be more important than strategy in achieving change. How people are working together matters as much as the plan and content of activities. But cultural change takes time, and occurs through action. Therefore, the structures in place to facilitate co-working and shared problem solving are as important as the strategy for what will be done.

Continuous communication: trust and coordination are fundamental to collective impact, and are built and maintained through communication. As the efforts to solve a complex problem entail continuous learning and adaptation, mutually agreed objectives will need to evolve in response to changes and developments. Adaptive performance and leadership are integral to collective impact, and depend on strong feedback loops communicating progress against goals and actions. Again, this depends on the structures in place, such as sub-committees or other groupings to support collaborative governance. This potentially complicated collective impact bureaucracy needs to be held in check, as initiatives can fall into the trap of simply creating extra layers or duplications of existing bureaucracies.

Building trust, shared values and common ground is a continual effort, not a starting point. Geoff Mulgan, in a recent paper, suggests it is easier to start with actions, as the act of working together can build shared values. This is pertinent for the youth sector, where live debates about how best to influence, support and empower young people can arouse strong passions and reveal quite different philosophies – so the act of working in common cause can in itself be considered an intervention, and a route towards realising shared values. This helps change happen through the course of the initiative, echoing Stephen Covey's insight that 'change happens at the speed of trust' – all changes hinge on the relational dimension.

Backbone support: an independent, funded staff dedicated to the initiative is generally accepted to be necessary as a resource. Whether local, regional or national in scale, any initiative would depend on a neutral organisation to support the actions of the collective, acting as mediator and external stakeholder. This calls for funding the role within a sector that's struggling to demonstrate the value of infrastructure. Yet demonstrating the gains of an infrastructure, piloted at a smaller scale, may help in making that case, and demonstrating its value is part of the work itself.

The backbone organisation takes a convening role, and inviting particular stakeholders to the table involves making some initial assumptions about scope and scale. Successful international examples of initiatives can be found across the spectrum of scale, from hyper-local to national, depending on the ambition behind the initiative, and which stakeholders wish to be involved. But it may be wise to start at a level where activity and learning can progress rapidly, and gradually scale up the initiative once a foundation of success has been established that will attract others.

Table 1: Conditions for collective impact – an assessment of implications for a youth sector context

Condition	What might this look like?	Questions and implications for the youth sector
Common agenda	<ul style="list-style-type: none"> • A core group bonded by a common agenda • A shared vision for change • A detailed, data-driven analysis of the present situation • A shared mission statement that sets out a goal for change in young people’s lives, the associated outcomes to be monitored/measured, and the actions for the collective that will drive this change 	<ul style="list-style-type: none"> • Whose ‘problem’ is it? Young people’s or the sector’s? Who decides? • Is there sufficient consensus and goodwill within the sector to agree on a shared vision? • How can other initiatives be aligned with a collective impact approach? • Is the ‘problem’ a local, regional or national one? • Is it a national issue that will be addressed locally? • To what extent is there a shared understanding of challenges experienced by young people, and where are the limitations to this understanding? • What is the system that influences this problem and potential solutions? How can all parts of the system be involved in setting the common agenda? • How best to ensure young people’s voices are central to the development of a common agenda? • Who will convene and facilitate the process of setting the common agenda? • Where does the data sit, and how can it be mobilised?
Shared measurement	<ul style="list-style-type: none"> • A set of common indicators for measuring and monitoring progress • One or more common tools • Agreed approach to data gathering, reporting and 	<ul style="list-style-type: none"> • Is there an existing outcomes framework that could be put into use? • To what extent is there agreement on indicators of progress? • How best to secure agreement on a common approach to measurement? • What data is currently collected and where is it held?

	<p>analysis</p> <ul style="list-style-type: none"> • Agreed approach to performance management and accountability • Infrastructure for recording, monitoring, analysing and reporting on data 	<ul style="list-style-type: none"> • What more needs to be collected? • How to align other approaches to shared measurement within the youth sector? • What is the most appropriate infrastructure for collation, analysis and reflection back of the emerging learning? Is something new required? • How best to manage performance without constraining learning? • Are there quality assurance or improvement models that could be brought into play?
<p>Mutually reinforcing activities</p>	<ul style="list-style-type: none"> • A detailed mapping of existing provision within the defined community/system • A detailed understanding of a prototypical journey of a young person • An agreement on the complementary strategies/activities that are needed in order to affect change, and who is best placed to deliver them • An organisational structure that allows for activities to be refined and adapted in response to emerging learning • An understanding of and approach to securing the 	<ul style="list-style-type: none"> • How to determine what provision is in and out of scope? • Where does the provision focus: young people, organisations, communities or all three? • What is the optimum approach to understanding what is already in place? • What evidence will most effectively inform action, both initially and on an ongoing basis? • How much should the approach draw on realigning existing direct delivery, or focus as strategic level 'support' or capacity building? • What's the implication of ongoing responsiveness and adaptation for delivery organisations? • What if delivery organisations need to stop certain activities as part of the initiative? • How much can be achieved via redirected resources as opposed to new resources?

	resource necessary to deliver said activities	
Continuous communication	<ul style="list-style-type: none"> • Regular meetings with the 'right' actors present • Fully operational feedback loops that meaningfully direct and inform action • A balance of decision making structures against action • Meaningful data that allows for real time decision making 	<ul style="list-style-type: none"> • Does sufficient trust exist within the sector to support continuous open communication? • Where are there examples of effective feedback loops that can be adapted and replicated? • What's the best approach to a lean but effective organisational structure and approach? • How best to organise interest groups and governance to support trust, communication and responsiveness? • How best to balance discussion with action? What comes first?
Backbone support	<ul style="list-style-type: none"> • An neutral, funded staff team brought together for the purposes of the collective impact initiative • Individual team members are skilled in facilitation, mediation and creating the conditions for shared learning 	<ul style="list-style-type: none"> • Does a potential organisation already exist for the backbone role or is a new structure required? • Who will resource the backbone role? • What constitutes neutrality? • What skills are required within the backbone, and how much capacity building will be needed to secure these skills?

Section 3: what might a collective impact approach in the youth sector look like?

Reviewing existing collective impact approaches from across the globe suggests three potential models for a collective impact initiative within the youth sector in England. Decisions regarding models will be strongly connected to the conceptualisation of the 'problem' and potential solution, alongside the scale of ambition and available resource.

Model A

Small scale place-based initiative, including all young people within a certain age range. Focus is on supporting young people's journey through out of school provision by aligning existing services to better complement each other and fill gaps.

Example: [West London Zone](#), London

Vision: a community where every child, from any background, lands in adulthood safe, happy and healthy

Approach: a partnership of organisations and individuals working together to support children and young people in three square miles of West London, cutting across four boroughs. Link workers employed by the backbone organisation (West London Zone) help children and young people aged 0 to 25 to find and access the most appropriate opportunities in the area. The initiative will work with 10,000 children and young people over its ten year operation. The backbone and delivery will be funded by a collective impact bond.

Model B

Place-based initiative working at county or regional level, including all young people within a certain age range. Focus is on better outcomes for young people at transition through 'working groups' of relevant actors developing better/more effective approaches to supporting young people, and these approaches being implemented more widely within the chosen geographical area (initially; could be adapted elsewhere).

Example: [Tackling Youth Substance Abuse](#), Staten Island, NY

Vision: Staten Island youth decrease their use of alcohol; Staten Island youth decrease their use of prescription drugs; Staten Island youth make healthy choices

Approach: a partnership of private and third sector organisations, city and state government agencies, philanthropists, parents, teachers and young people, coordinated by a backbone organisation (Partnership for Community Wellness). The emphasis is on aligning existing provision, rather than creating new programmes, and using closed learning loops to identify opportunities to share,

grow and develop the most effective strategies. Working groups, aligned to the intended outcomes of the initiative, and made up of members of the partnership and other local actors, manage the day to day implementation of the initiative. Some philanthropic grants are available to support delivery, but it is in large part covered by the reallocation of existing resources. Longer term, the backbone organisation also has an aspiration to secure new resources to support action in support of the collective vision.

Model C

National initiative focused on coordinating all parts of a system to effect change for all young people.

Example: [Ready by 21](#), United States

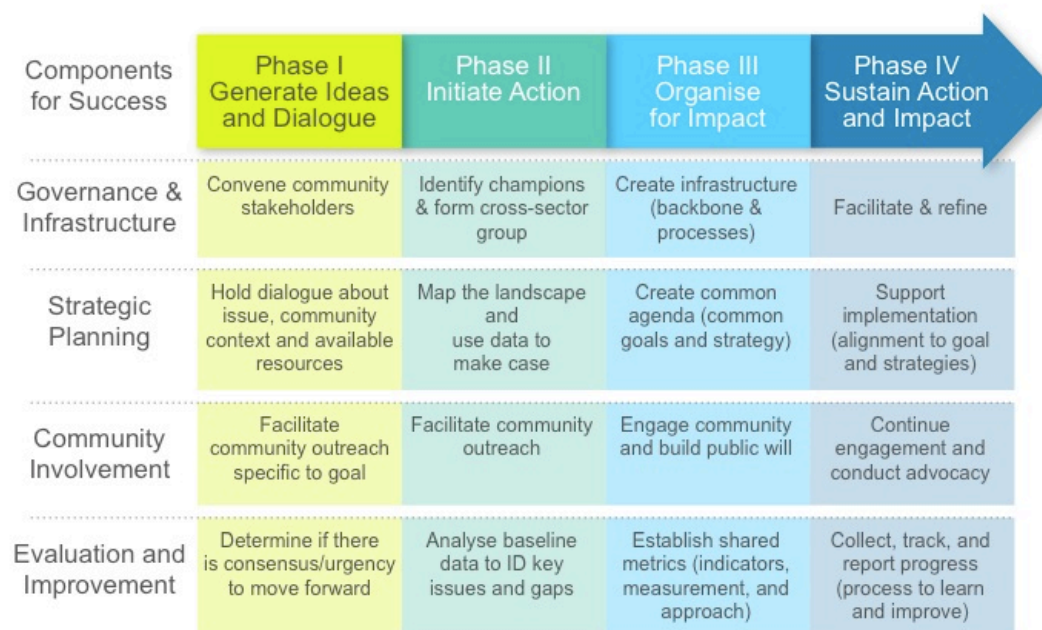
Vision: helping state and community leaders improve the family, school and community supports available to young people, in order to help all children and youth get fully ready for college, work and life.

Approach: national partners from the fields of education, government, non profit, business, research and philanthropy are coordinated by a backbone organisation (Forum for Youth Investment) to help communities implement strategies - tools, training and technical assistance - to achieve the goal. 'Places' sign up to be members of the Ready by 21 initiative, and to access the support available – this is often through the establishment of individual collective impact initiatives. The backbone is funded through philanthropy, as is individual partners' support provided to places through the initiative.

Application to the youth sector in England

To date, only children and youth-oriented initiatives that would be examples of model A are in development in England. A smaller geographical area of focus should not be confused with a lesser degree of complexity or effort, but the current context for the youth sector suggests that a broader coalition of national partners needs to be mobilised in any collective impact initiative. As such, the recommendation of this paper is to explore model B. This would allow for a national level stakeholder group, with corresponding working groups in place locally. It also emphasises both the reallocation of existing resources to better effect, and in the longer term creating structures to increase the level and efficiency of resource drawn into the sector.

Section 4: How can we plan for action?



Collaboration for Impact describes the development of collective impact initiatives as evolving over four stages. Although care is taken not to assume that this development is linear, it is possible to use these phases to scope a process for initiating a collective impact initiative within the youth sector in England.

Phase one is focused on testing and building the case for change with key stakeholders and the broader community. It is the phase in which a core group of collaborators comes together to ask what pressing issue or opportunity is driving them, and the potential it has to galvanise the involvement or commitment of other actors.

Initial mapping needs to take place to explore existing initiatives that are similar in scope or nature, and to develop an understanding of 'community' context – that is, the reality and experience of those the initiative is seeking both to engage and to benefit, and the best approaches to building meaningful partnerships.

This phase also includes a dedicated process of community engagement and consultation.

This phase starts to identify influential champions for the initiative, alongside the necessary resource, and above all, builds a sense of urgency – and this is the point at which the initiative moves into phase two.

Phase two initiates action, through agreeing the core group of collaborators (usually as a steering group for the initiative), the existing knowledge about the

challenge and potential solution, and the “trusted, neutral and influential” organisation – whether new or existing - that will lead the initiative.

The core group must comprise of those who are able to influence both the issue at hand, and more widely engagement and action within their own organisations and sector. For this reason, the core group is likely to comprise of chief executives or similar. It is also critical to have funders involved in this group.

Finally, phase two establishes community partnerships to inform and guide the initiative.

Phase three focuses on organising for impact. It concentrates on agreeing the approach to achieving the goal and associated activities, developing the measurement framework and tools, and building the appropriate staffing structure. It agrees what data will be tracked and how, and engages with potential funders to support implementation.

This phase should also include an honest assessment of the strength of the collaborative, before moving ahead. This phase builds the governance structure and formally establishes the backbone organisation and necessary infrastructure.

During this phase, the vision is agreed, and the theory of change for the initiative developed. Alongside, the approach to tracking outcomes and managing accountability and performance is developed.

This is usually the point at which there is a public launch and associated communications campaign for the initiative.

The experience of existing initiatives would suggest that phases one to three could be undertaken within 12 to 18 months, with dedicated funding. A core group of collaborators and nominated lead (signalling available resource rather than power or influence) is sufficient to initiate the first phase.

Phase four is the point at which a collective impact initiative moves into a period of sustained action. Given that collective impact initiatives frequently involve the re-alignment of existing resource and activities, this is less a case of new delivery starting or being rolled out, and more a case of the five conditions for collective impact being in place and highly functioning.

This is usually the point at which additional or alternative funding mechanisms are required, either to resource delivery or specific support, or to realign existing resources to support collective action.

Phase four continues for as long as the intended duration of the collective impact initiative. In most cases, this is years, up to and over a decade.

Conclusion: What is the potential of a collective impact initiative for services for young people in England?

Initial exploration would suggest a good alignment between the current context in the youth sector in England, what is known about trends in outcomes and the experience of young people, and collective impact as both a concept and technical approach.

Collective impact is no panacea, but is worthy of exploration in a time of worsening overall outcomes for children and young people, and a radically changing ecosystem and infrastructure for support and delivery.

It also offers the potential to give young people the space to move into the driving seat in setting the common agenda, and influencing an adaptive learning approach within the sector.

Collective impact is a relatively young approach, but there are sufficient initiatives in development or operation globally to suggest a number of potentially relevant models. Careful consideration will need to be given to the scale of aspiration, and for whom this aspiration is most real, but the recommendation of this paper is a place based approach, that affords the potential to model tools and processes with national relevance and application.

Finally, enough is known about collective impact as an approach that enables a modelling of phases, and an estimation of time and potential resource. This suggests that the initial phases of generating ideas, initiating action and organising for impact could be completed within 12-18 months, provided there is sufficient appetite, a source of funding, and an emergent core group of committed actors.

The next step is an honest assessment of the potential for these conditions within the youth sector in England, and a call to action for those that might be the early pioneers and champions of such an approach.

Annex: Overview of discussions at a sector roundtable, March 2016

On 24 March, nearly 20 organisations and agencies came together at a roundtable, in response to a 'call for collaborative action' from NCVYS. The event was an opportunity to take stock and commit to collective action, and to present an overview of this paper exploring the potential for a collective impact initiative in the youth sector in England.

Attendees at the roundtable agreed that collaboration is vital, though not always easy, and without one clear 'lead' in the sector holding the agenda and the resources, there is an even greater need for a collective sense of responsibility. The consensus was that next steps needed to be practical, and to take a systemic approach.

Responses to an introduction to the concept of collective impact were broadly positive. Four key points emerged from the initial discussion:

1. The 'question', issue or 'problem' needs very clear and careful definition
2. There needs to be a careful consideration of existing activity and who else should be part of future discussions
3. Progress needs to be swift, with a focus on fast gains alongside planning for the long-term
4. Any collective impact initiative needs a 'powerful convenor' involved

The second part of the discussion focused on the models presented in the paper, and their applicability to the youth sector in England. There was widespread agreement that any approach should have both a national and local focus. At a national level, a strong and visible collective is needed to make change happen and engage other actors. However, this needs to be matched with action at a regional level to respond to local context and develop 'proof of concept'.

The roundtable concluded with next steps. There was clear commitment in the room to continuing the conversation. In effect, the group acknowledged that it had moved into phase one of a collective impact initiative: a core group of collaborators had come together to ask what pressing issue or opportunity is driving them, and the potential it has to galvanise the involvement or commitment of other actors. There was agreement that the next step had to be deeper discussion on the focus for a collective impact initiative, and several participants committed to being part of and supporting these discussions. A next meeting will be held in late May 2016.