Evaluating Systems Change

Civic Canopy Summit

Denver, Colorado

1:30-3:00

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The Promise of Systems Change

Programmatic interventions help people beat the odds.

Systemic interventions can help change their odds.

Karen Pittman

CEO, Forum on Youth Investment

Keynote at Tamarack Community Change Institute

Vancouver, 2015

What does system change mean?

I was asked to work with innovators in the national health program of an African country. When I started working with the group, they said, 'We aim to shift the health system.' After listening for a few hours, I said, 'Honestly, I have no idea what you are doing, or what you are trying to achieve … and I haven't a clue how to measure it. I don't understand what it means to "shift the health system."' And they looked at each other and burst out laughing and said, 'We have no idea either.'

Donna Podems

Experienced Evaluator in South Africa

Developmental Evaluation Exemplars: Principles in Practice. 2018. Patton et al. p. 293).
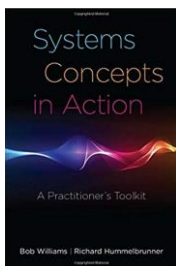
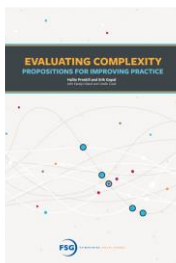# IN TRIADS

What does systems change mean for you?

There are some excellent resources out there.

DESCRIBING. Systems Concepts in Action by Williams& Hummelbrunner.
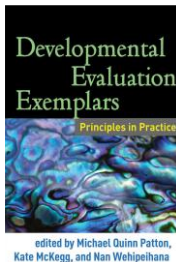

PLANNING. Planning Systems Change Evaluation by Meg Hargreaves.

PRINCIPLES. Principles for Evaluating Complexity. Preskill & Gopal et al.

METHODS. Center for Evaluation Innovation, by Coffman & Beer

OVERALL ORIENTATION. Developmental Evaluation Exemplars by Patton, McKegg, Wehipeihana

CASE STUDIES. Regularly added to Better Evaluation website and journals of evaluation.

…. and some very interesting domain specific results frameworks emerging

Health Systems

Food Security

Workforce Development

Climate Change

Child Welfare System
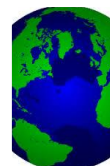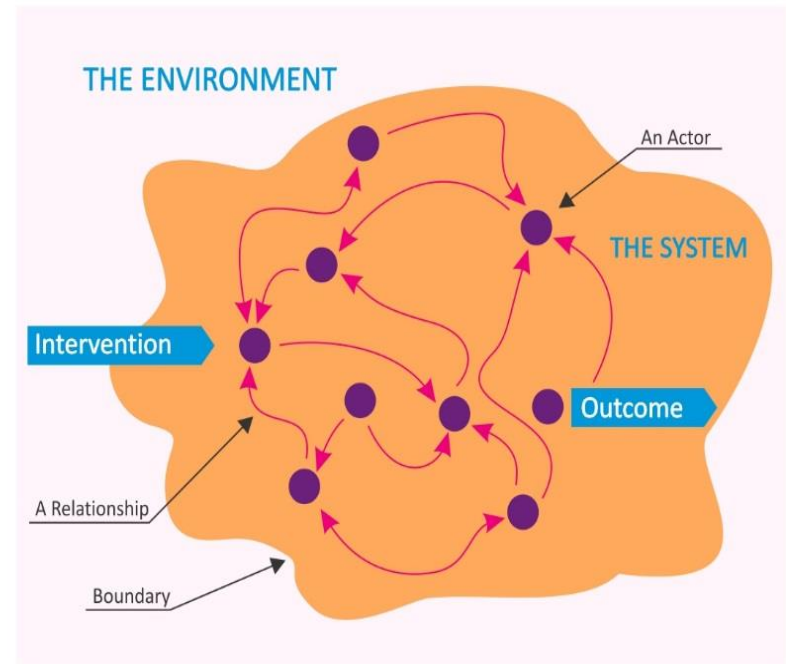
Education System

Justice System

Housing

And many more …

An Example of a Resource

A (Not The) Results Framework

A Reminder: we intervene into a system, it may lead to outcomes, the system adapts, and we adjust our approach...

Multiple Results

A framework that provides social innovators, evaluators and funders to consider three types of results they need to inform their ongoing efforts to change systems underlying tough challenges.

SYSTEMS CHANGE

The extent to which efforts change the systems underlying complex issues.

1. Changes in drivers of system behaviors
2. Changes in behaviors of system actors
3. Changes in overall system behavior(s)

MISSION OUTCOMES

The extent to which our efforts help to make lives better.

1. Outcomes for individuals
2. Outcomes for targeted geography/groups
3. Outcomes for populations

STRATEGIC LEARNING

The extent to which efforts uncover insights key to future progress.

1. Learning about what we are doing
2. Learning about how we are thinking
3. Learning about how we are being

... all frameworks are imperfect, but they can be useful.

There are more things in heaven and earth, Horatio, than are dreamt of in your philosophy.

All models are wrong.
Some are useful.

Hamlet (1.5.167-8),
Hamlet to Horatio

George Box,
Mathematician

Questions To Consider Today

- What does this framework reveal to you about systems change results?

- What does the framework miss, minimize or distort? Why?

- How would you adapt it for your own work? Why?

- What questions emerge?

… lets get into it…

Multiple Results

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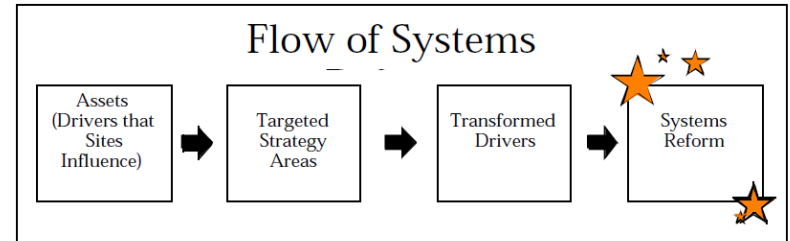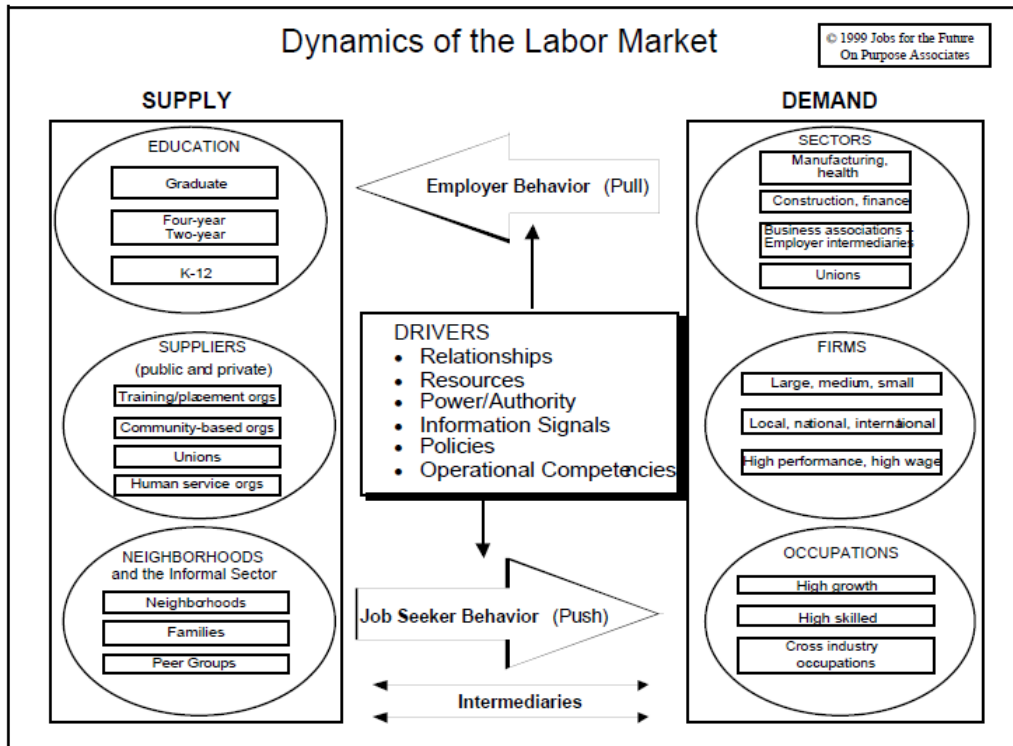3. Outcomes for populations

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Case Study #1:
The Annie E. Casey Foundation's Jobs Initiative

Dynamics of the Labor Market

© 1999 Jobs for the Future
On Purpose Associates

SUPPLY

EDUCATION
- Graduate
- Four-year Two-year
- K-12

SUPPLIERS (public and private)
- Training/placement orgs
- Community-based orgs
- Unions
- Human service orgs

NEIGHBORHOODS and the Informal Sector
- Neighborhoods
- Families
- Peer Groups

Employer Behavior (Pull)

DRIVERS
- Relationships
- Resources
- Power/Authority
- Information Signals
- Policies
- Operational Competencies

Job Seeker Behavior (Push)

Intermediaries

DEMAND

SECTORS
- Manufacturing, health
- Construction, finance
- Business associations - Employer intermediaries
- Unions

FIRMS
- Large, medium, small
- Local, national, international
- High performance, high wage

OCCUPATIONS
- High growth
- High skilled
- Cross industry occupations

Flow of Systems

Assets (Drivers that Sites Influence) → Targeted Strategy Areas → Transformed Drivers → Systems Reform

1. To get population level job outcomes for hard to employ youth, we need to move beyond pilots, and reform labour market systems.
2. Labour markets have many moving, interconnected, and dynamic elements.
3. Labour markets are shaped by 'drivers'.
4. We can develop strategy areas, organized around different sets of drivers, that are high leverage, and can change systems.
5. We anticipate larger, deeper and durable outcomes for hard to employ youth.

Zooming in On One in New Orleans During the Capacity Building Phase (1996-2000)

Creating Change:
Pushing Workforce Systems to Help Participants
Achieve Economic Stability and Mobility

Prepared for the
Annie E. Casey Foundation
Jobs Initiative Evaluation

Abt Associates Inc.
New School University

Principal Authors
Elizabeth Mueller
Alex Schwartz

July 2002

* Language used in reports

New Orleans: Upgrading Machinist Training at Delgado Community College
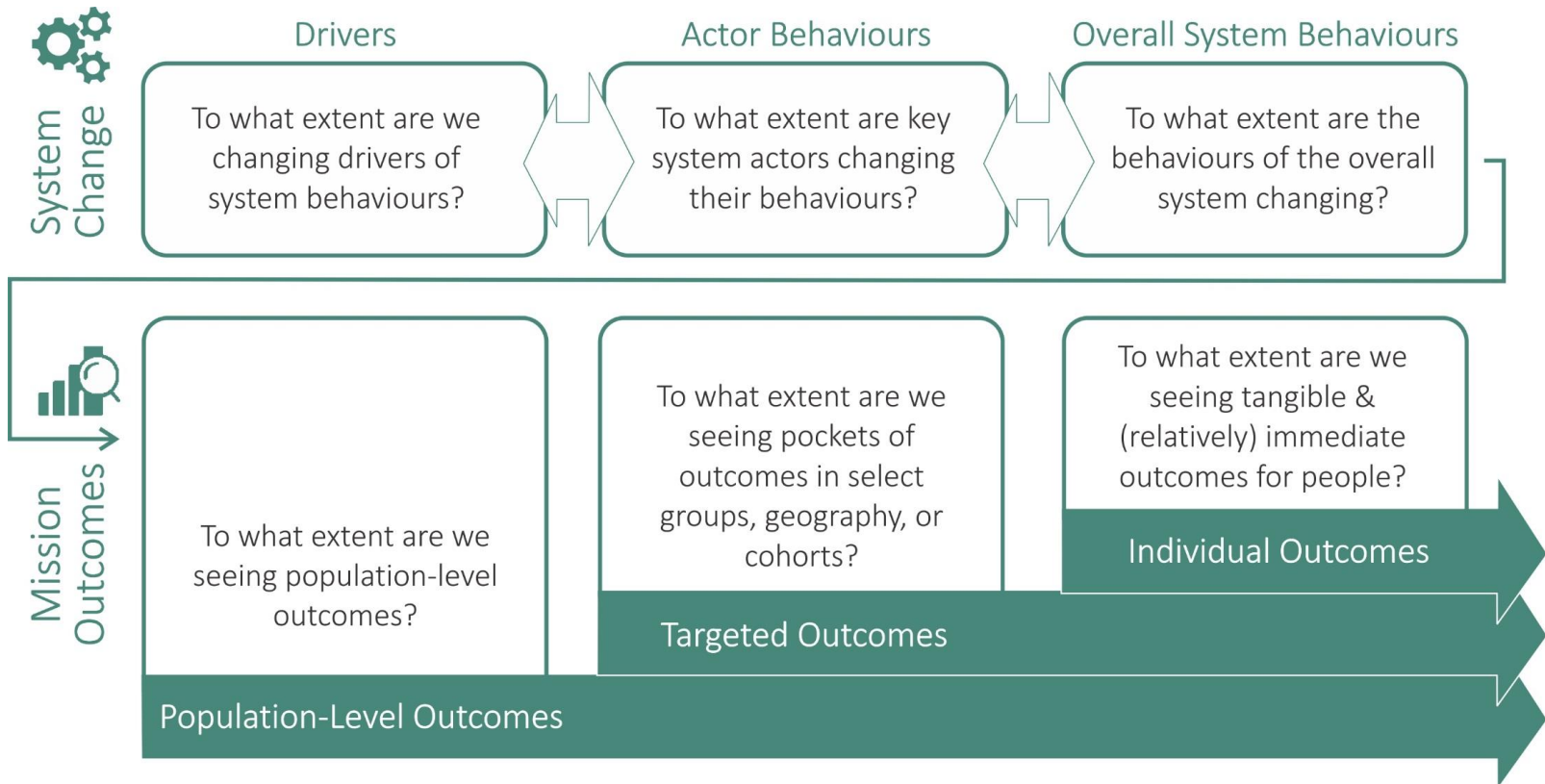

Challenge: Shortage of Skilled Workers, Outdated Training, Racial Exclusion

Delgado Community College (DCC), as the region's largest public training institution, faces a tremendous challenge in addressing the educational needs of adult learners and of local employers. Like many community colleges, it struggles internally with its dual mission of serving college bound youth who are not yet ready to enter a four-year higher educational institution, and serving adult youth in need of help mastering basic English and math skills and preparing for a job in the local economy.

- Large number of hard to employ youth, particularly in "visible minority" communities*
- Manufacturing employers need trained employees for jobs
- The Delgado Community College training deemed dated and unresponsive
- Manufacturing owners, including machine shop owner, predominantly white, and traditionally unreceptive to workforce development programs, making job prospects for "visible minority" youth more difficult

- Jobs Initiative board supports Delgado Community College (DCC) to mobilize congregational faith network & 3 machine-shop employers to push for community-college-business partnership

- DCC adjusts practice of relying on student fees; seeks grants & donations: nearly $12 million from State & equipment donations by industry leading manufacturer (Haas)
- DCC upgrades customized training curriculum to meet national standards

- New training facility, equipment, & curriculum, and student-training-hiring pipeline of region's largest college
- Other employers write letters of support for program; no data if more employers & communities get involved

System Change

Drivers

To what extent are we changing drivers of system behaviours?

Actor Behaviours

To what extent are key system actors changing their behaviours?

Overall System Behaviours

To what extent are the behaviours of the overall system changing?

Mission Outcomes

To what extent are we seeing population-level outcomes?

To what extent are we seeing pockets of outcomes in select groups, geography, or cohorts?

To what extent are we seeing tangible & (relatively) immediate outcomes for people?

Individual Outcomes

Targeted Outcomes

Population-Level Outcomes

- Did changes in largest regional College translate into population level outcomes?

- Did youth from Jeremiah Congregational network increase training and jobs?

- What are the educational and job results for people participating in the program, particularly "visible minorities"?

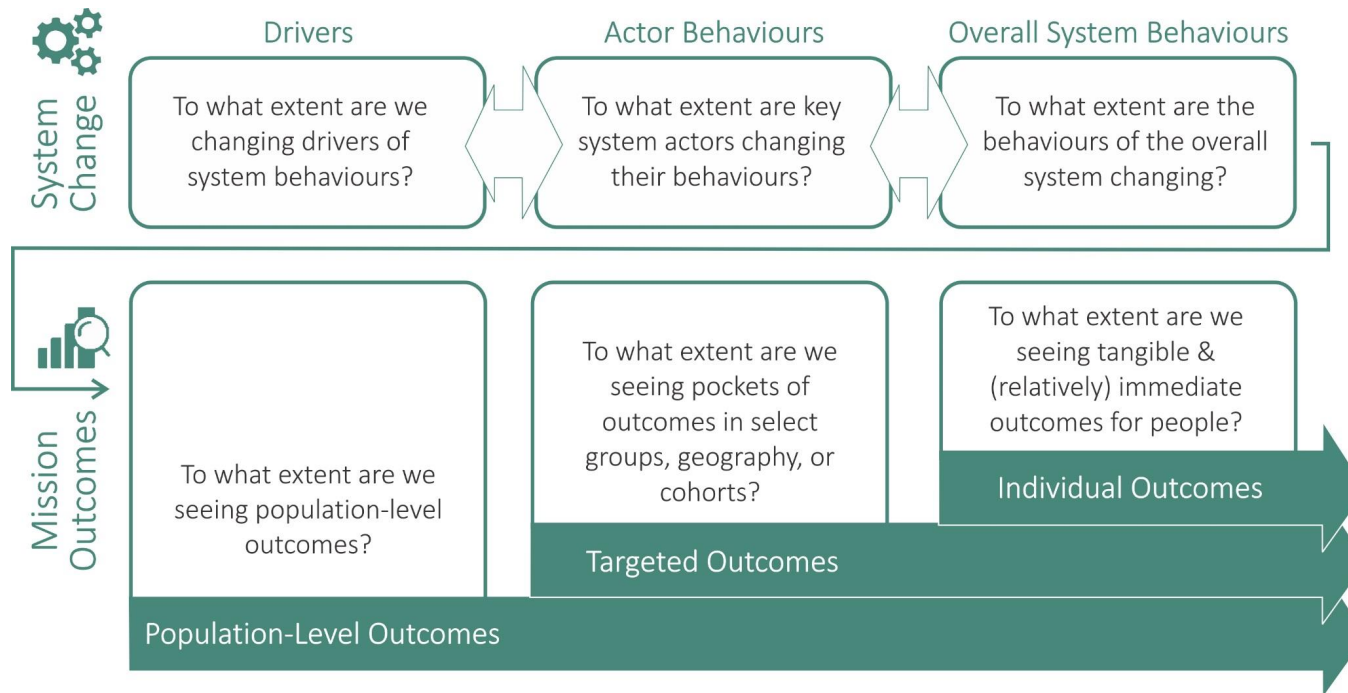# Case Study #2: Payday Lending Reform in Alberta

A collaborative response led by Momentum (Calgary), one of Canada's most sophisticated Community Economic Development organizations, in partnership with many, many others.

- Increase in awareness with civic leaders
- Large influence 2 municipal bylaws on license/location
- Large influence on 'Act on Predatory Lending', re: lower rates, consumer education, installment model
- Pilot alternatives with progressive financial institutions

- Lenders reduce rate $23 to $15/$100 loan
- Four progressive financial institutions in Calgary now offering cash crunch loans
- Future fringe lenders in Calgary regulated re: their location and concentration

- # of payday stores in Alberta drops from 260 to 165
- Remaining fringe lenders promote larger loans, line of credit, installment loans
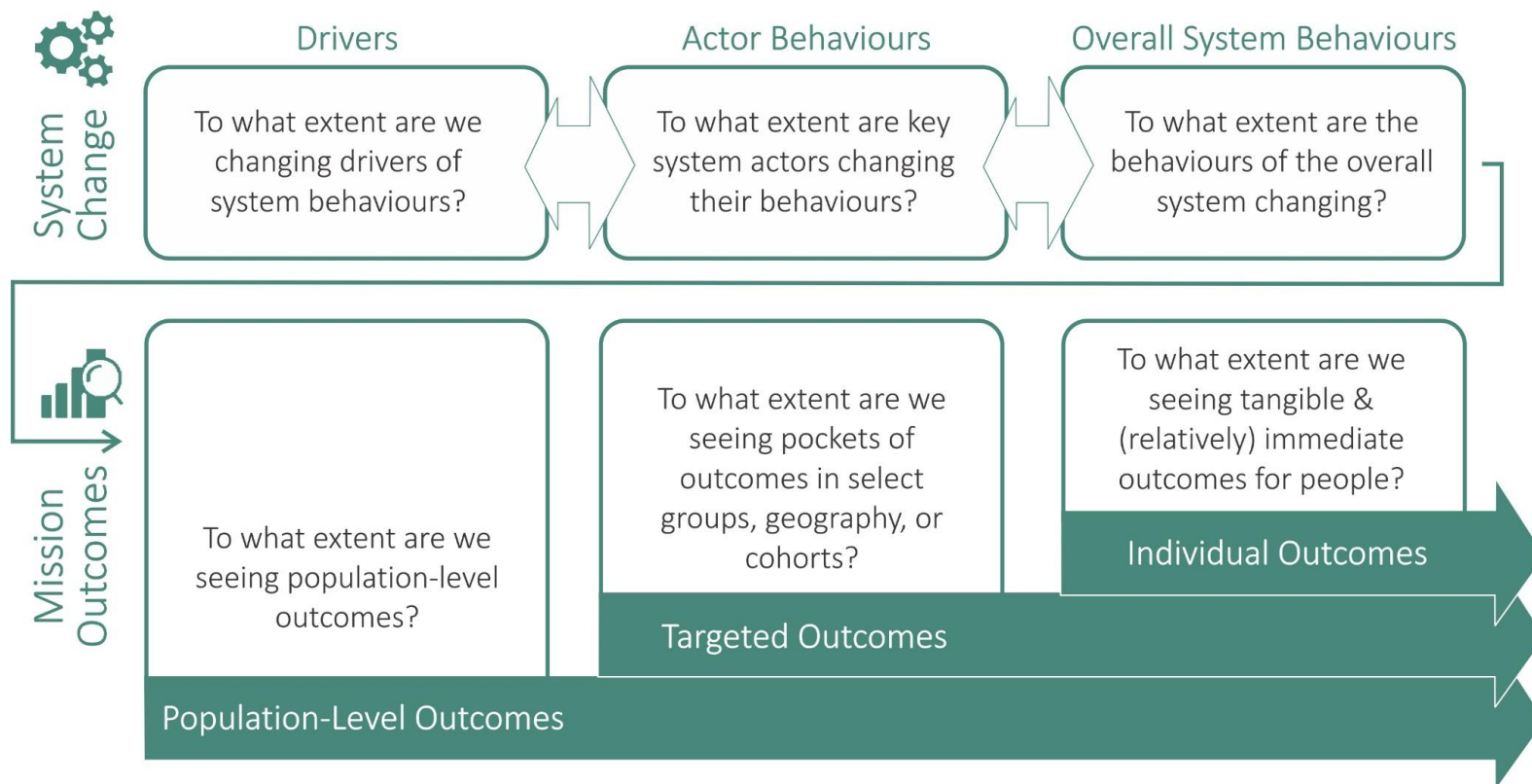- Unknown growth in cash crunch loans

System Change

Drivers		Actor Behaviours		Overall System Behaviours
To what extent are we changing drivers of system behaviours?		To what extent are key system actors changing their behaviours?		To what extent are the behaviours of the overall system changing?

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Targeted Outcomes

Population-Level Outcomes

- Government reports that Payday lending in Alberta drops from $500 mln in 2014/15 to $285 million in 2017; estimates $10 million in saved fees last year; Calgary group of philanthropists estimate much higher savings.

- Number of payday lenders on International Ave. drops from 11 to 8, most (if not all) no longer offering payday loans

- Participants in pilot programs obtain lower cost loans
- Borrowers report liking installment model
- No reported increase in on-line borrowing

What are your results?

Multiple Results

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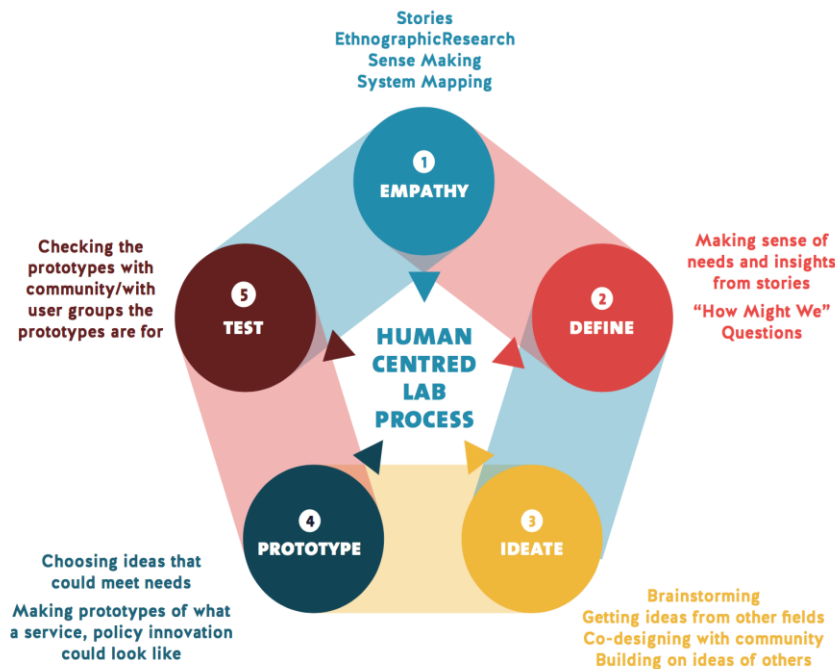
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Case Study: Edmonton's Shift Lab -
Human Centered Design to Address Racism & Poverty in the Domain of Housing
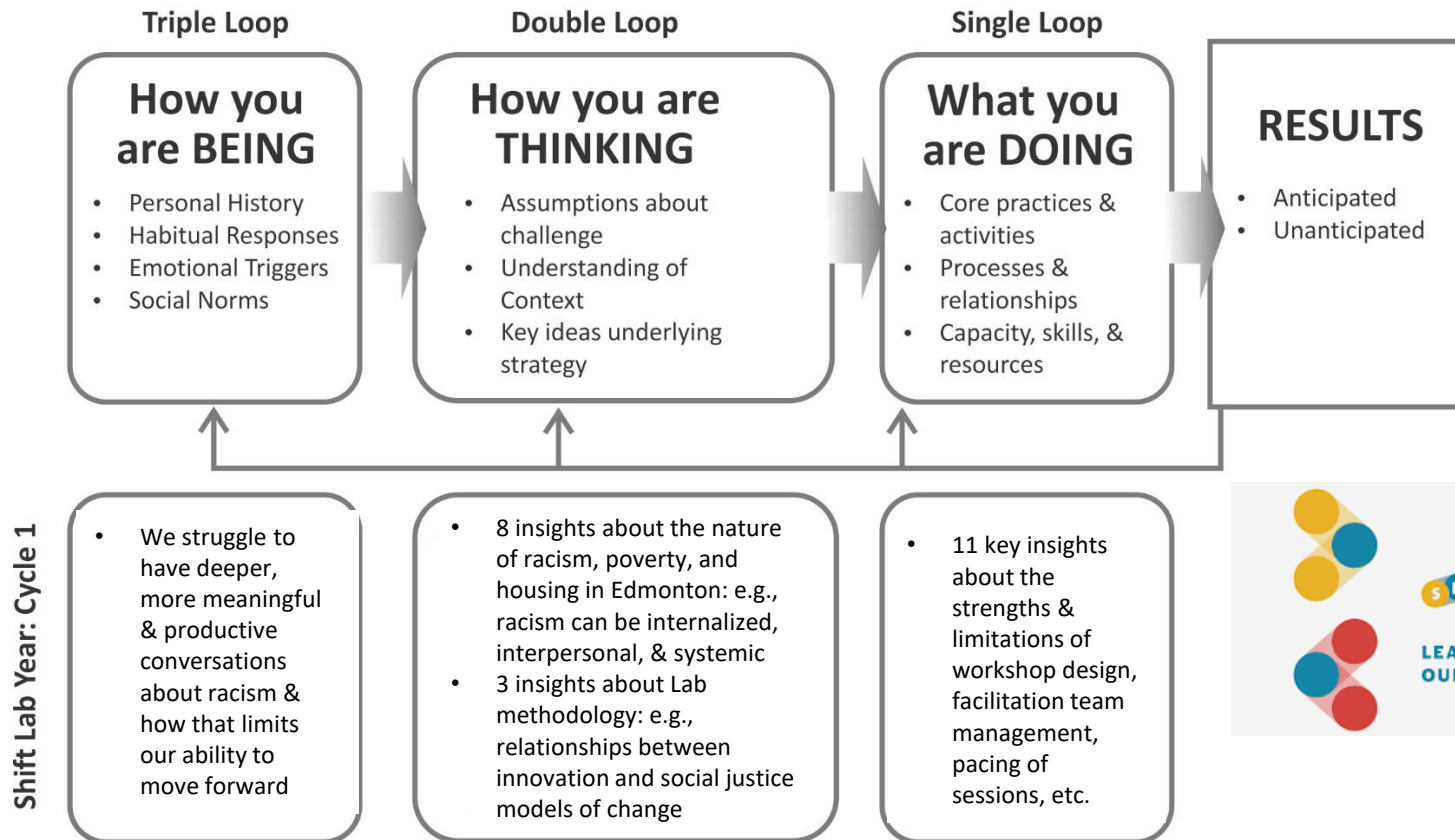
THE APPROACH

THE PROTOTYPES

Stories
Ethnographic Research
Sense Making
System Mapping

① EMPATHY

Checking the prototypes with community/with user groups the prototypes are for

⑤ TEST

② DEFINE

Making sense of needs and insights from stories
"How Might We" Questions

HUMAN CENTRED LAB PROCESS

④ PROTOTYPE

③ IDEATE

Choosing ideas that could meet needs

Making prototypes of what a service, policy innovation could look like

Brainstorming
Getting ideas from other fields
Co-designing with community
Building on ideas of others

Mobile Legal Aid for

Diversity Certification Program for Housing Suppliers

Journey to YIMBY (yes in my back yard)

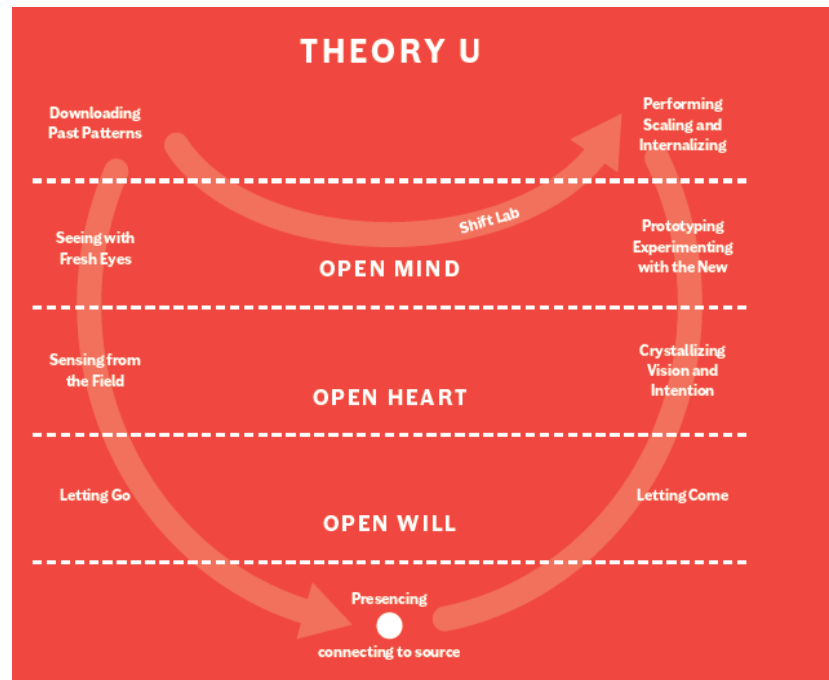**Triple Loop**   **Double Loop**   **Single Loop**

How you are BEING	How you are THINKING	What you are DOING	RESULTS
• Personal History • Habitual Responses • Emotional Triggers • Social Norms	• Assumptions about challenge • Understanding of Context • Key ideas underlying strategy	• Core practices & activities • Processes & relationships • Capacity, skills, & resources	• Anticipated • Unanticipated

Shift Lab Year: Cycle 1

• We struggle to have deeper, more meaningful & productive conversations about racism & how that limits our ability to move forward	• 8 insights about the nature of racism, poverty, and housing in Edmonton: e.g., racism can be internalized, interpersonal, & systemic • 3 insights about Lab methodology: e.g., relationships between innovation and social justice models of change	• 11 key insights about the strengths & limitations of workshop design, facilitation team management, pacing of sessions, etc.

SHIFT LAB

LEARNING FROM OUR FIRST YEAR

For a Comprehensive Report: http://www.edmontonshiftlab.ca/learning-from-our-first-year/

Mission Critical Triple Loop Learning

4 Types of Conversations

Generative Dialogue	Reflexive Dialogue
• presencing, flow	• inquiry
• time: slowing down	• I can change my view
• space: boundaries collapse	• empathic listening (from within the other self)
• listening from one's Future Self	• other = you
• rule-generating	• rule-reflecting

Talking Nice	Talking Tough
• downloading	• debate, clash
• polite, cautious	• I am my point of view
• listening = projecting	• listening = reloading
• rule-reenacting	• other = target
	• rule-revealing

We mostly stayed here

and therefore did not go deep enough with our thinking or interventions

THEORY U

Downloading Past Patterns

Performing Scaling and Internalizing

Seeing with Fresh Eyes

Shift Lab

Prototyping Experimenting with the New

OPEN MIND

Sensing from the Field

Crystallizing Vision and Intention

OPEN HEART

Letting Go

Letting Come

OPEN WILL

Presencing

connecting to source

Shift Lab 2.0: Adaptation

- supporting the evolution of the original three prototypes

- includes a strong emphasis on developing capacity for tough and important conversations about racism in Edmonton

- seeks to prototype behavioral change interventions to encourage the 'sleepy middle' of Edmonton to see, understand and respond to racism

What are your learnings from your effort?

Three Types of Strategic Learning[*]

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How you are BEING	**How you are THINKING**	**What you are DOING**	**RESULTS**
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Shift Lab Year: Cycle 1

[*]Adapted from Argyris, C., & Schön, D. (1978). *Organizational learning: A theory of action perspective*. Reading, Mass: Addison Wesley.

15 Principles … if we have time.

Cluster 1: Framing Principles

1. Map the system that social innovators want to change with 'user friendly' technique.

2. Conceptualize 'strategies' using whatever method innovators find useful and fits the state of their efforts (e.g., umbrella strategy).
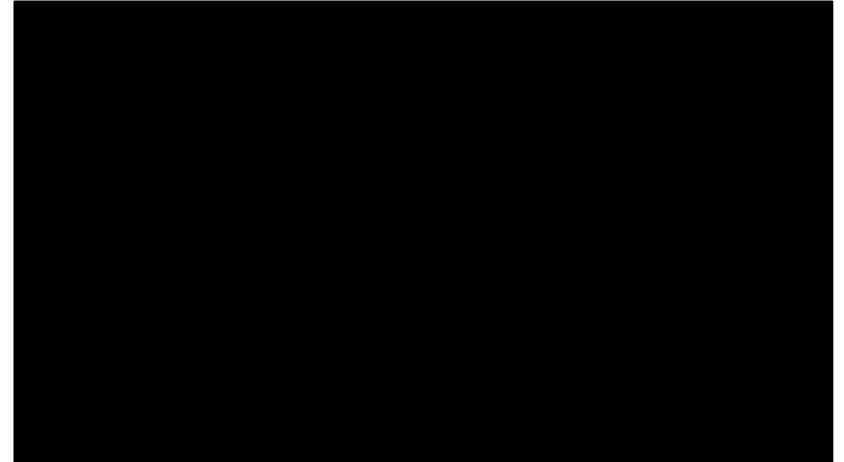
Cluster #2: Design

3. Employ a design approach, organizing around users' questions and needs.

4. Prioritize 'mission critical' evaluation questions and users.

5. Apply methodological rigour that matches the purpose and questions of evaluation and available resources and expertise.

6. Design the design to match to co-evolve with the innovators strategy, expectations and questions.

7. Employ participatory approaches to ensure culturally diverse perspectives and address power imbalances.
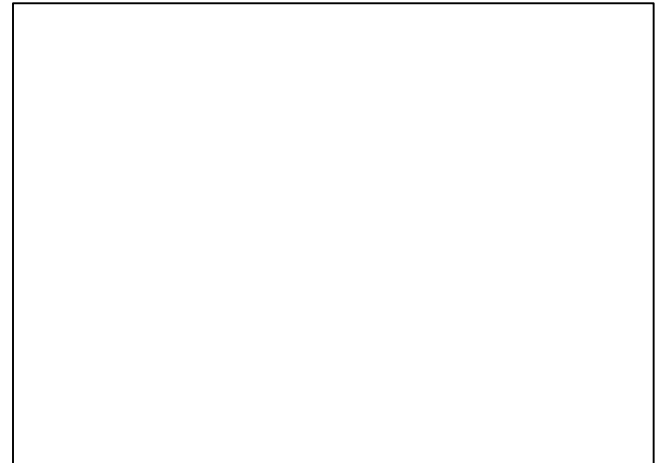
Cluster #3: Capturing Outcomes

8. Provide real time feedback on intermediate outcomes.

9. No numbers with out narratives and no narratives without numbers.

10. Seek out all outcomes – anticipated and unanticipated.

11. Focus on 'contribution' – rather than attribution' to change.

12. Employ 360 degree processes for judging results.

13. Be vigilant in monitoring systems changes (and snap back) over time.

CK

Cluster #4: Learning

14. Approach 'strategic learning' – the gathering, making sense of and data-informed adaptation of strategy – as seriously as measuring progress.

15. Embrace failures as inevitable, and treat them as opportunities for learning and adaptation.
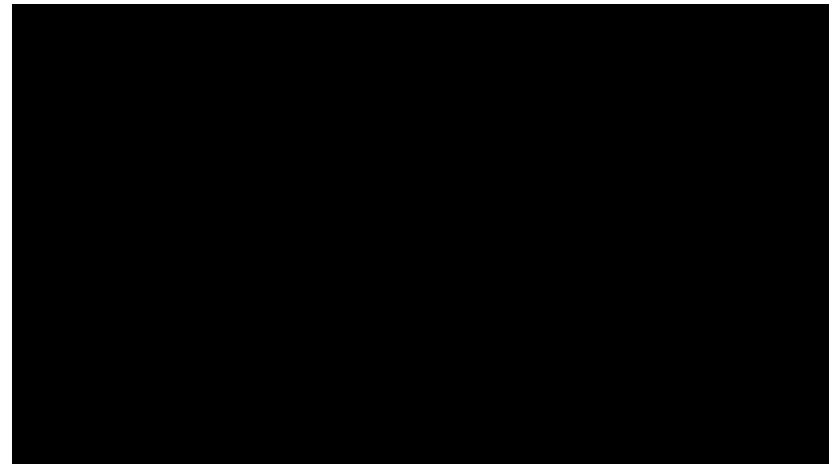
Summary & Questions…

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