Jefferson County Health Alliance
Collaborative Learning Model Rubric, 2019 and 2020 Results

The Community Learning Model was developed by The Civic Canopy to describe a collective impact process which focuses on results, includes relevant and diverse stakeholders in thoughtful dialogue, and develops action plans and structures for learning from results, all within a culture of trust and collaboration.

The **Community Learning Model** is an evidenced-based process for achieving positive change in communities and puts collaboration at the forefront of solving issues that affect the way society functions. The following are the components of this model.

- **Results** – Clear articulation of the results sought is at the center of the model. The desired results and ongoing re-assessment drive the community learning process.
- **Learn** – Set benchmarks and use indicators to assess the impact and quality of actions; learn from experiences and translate that information into more effective actions.
- **Include** – Ensure the various people, perspectives and systems involved in the work are engaged in the process.
- **Dialogue** – Create a high-quality conversation that clarifies values, surfaces tensions and taps into creativity, leading to concrete plans that achieve results.
- **Act** – Ensure planning leads to action, both within planning processes and at each stage of implementation.
- **Creating Conditions for Collaboration** – Strengthen the capacities that support collaborative work such as facilitative leadership, communication, information sharing and shared accountability. These elements strengthen the ability to move through the stages of the Community Learning Model.

http://www.civiccanopy.org/our-work/

The Steering Committee of the Jefferson County Health Alliance ("Alliance") used the following rubric, also developed by The Civic Canopy, to assess where the Alliance was in its development process in 2019 when it first began its collective impact work. The Steering Committee to responded to the rubric again in 2020 to assess its progress. The following is a comparison of the Alliance's results in 2019 and 2020.

Summary

Between 2019 and 2020, the Jefferson County Health Alliance progressed through the community learning model overall. In 2020, 11 steering committee members out of 14 (79%) responded. The rubric assesses 21 measures across 6 topic areas – Results, Include, Dialogue, Act, Learn and Culture of Collaboration. The Alliance progressed in 13 of the 21 measures. It regressed slightly with one measure (Structures and Routines). The progression was seen in 5 of the 6 topic areas. The median score for the measures in the Results area remained the same in 2020 compared with 2019. The Alliance saw improvement across all 4 measures in the Act area as well as across all three measures in the Learn area. See Table 1.

The majority of the change for each measure was a one-step progression; however, for two measures the Alliance saw more rapid growth. First, when the Alliance began in 2019, it found that roles and responsibilities are not well defined, and in 2020 it found that roles and responsibilities were generally clear. Second, the Alliance found it had no or fragmented use of tools and technology in 2019. In 2020, however, the Alliance was frequently using shared, collaborative tools by many members.

For most measures, the range of responses spanned two to three points. For two measures – Common Vision and Inclusive Processes – respondents' scores varied by 4 points ranging from 1 (Foot in the Door) to 4 (Exceptional). For two measures – Governance Structure and Financial Resources - all respondents scored the measure the same, indicating full agreement.

Table 1: Comparison of median scores for the Community Learning Model Rubric in 2019 and 2020, including the range of responses in 2020, Score range from 4 (Exceptional) to 1(Foot in the Door)

		2019	2020	2020 Median Score Description
Results	**Common Vision**	2	2 **Range: 1 to 4**	"Stop-gap goals and vision (implement a program compared to developing a target for a higher-level state)."
	Use of Shared Measures to Monitor progress	2	2 Range: 1 to 3	"Some data are collected and used to inform progress. Some metrics align with common vision."
Include	**Representation of Relevant Stakeholders**	2	3 Range: 2 to 4	"Stakeholders who are affected by the effort are invited and welcome to take part."
	Inclusive Processes	1	2 **Range: 1 to 4**	"Meetings/processes are created with regard to the learning needs of the dominant culture of the group."
	Welcoming Culture	3	3 Range: 2 to 3	"The effort is perceived as welcoming to most and supports people to participate."
	Clear Roles and Responsibilities	1	3 Range: 2 to 4	"Roles and responsibilities are generally clear."
Dialogue	**Listening and Talking**	3	3 Range: 3 to 4	"Understanding of different positions occurs, with limited generative conversation or change of mind. Exchange may revert to debate or download."
	Depth of Analysis	2	2 Range: 2 to 3	"Discussions identify and begin to explore some patterns of problems."
	Conflict Management	2	3	"Conflict allowed and managed without resulting in elevated levels of polarity and tension."

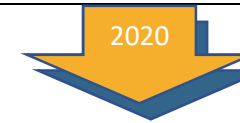|				
			Range: 2 to 4	
Act	**Planning**	2	2.5 Range: 2 to 4	"Actionable plans with alignment to some long-term goals. Some attention is paid to timelines, roles, and accountability."
	Overcoming Barriers	2	3 Range: 2 to 3	When barriers arise, solutions are eventually found through flexibility and strategy adaptation."
	Collective Action	2	3 Range: 2 to 4	Strategies are developed and aligned toward common vision, and most are coordinated among the partners.
	Follow through	2	3 Range: 3 to 4	"Often"
Learn	**Mindset**	3	4 Range: 3 to 4	"Growth mindset: failure is seen as a learning experience in the process of continuous improvement"
	Accessing and Using Effective Practices	2	3 Range: 2 to 3	Diverse forms of effective practices are researched and utilized most of the time."
	Reflection	2	3 Range: 2 to 4	Group frequently stops to reflect on what was tried and what lessons can be learned in order to improve future steps."
Culture of Collaboration	**Structures and Routines**	3	2.5 Range: 2 to 4	"Structures and routines are set in place to support processes, policies, and decision-making guidelines."
	Financial Resources	2	2 Range: 2	Financial resources for the work are aligned and mostly adequate, but only from a singular or short-term source.
	Collaborative Tools, tech, etc	1	3 Range: 2 to 3	Frequent use of shared, collaborative tools by many members.
	Governance Structure	2	3 Range: 3	Governance structure is emerging in response to group needs.
	Relationships	3	3 Range: 2 to 4	Relationships are built, more ease in communication and understanding, assuming best intentions.

Community Learning Model Results, 2019 and 2020

Common Results Orientation (2019 score: 4/8; 2020 score: 4/8)

	4- Exceptional	3-Good Skills, by all accounts can do it	2-Developing	1-Foot in the Door
			2020 ↓	
Common Vision	Intentional direction is clearly defined through desired short-term goals and long-term goals.	Direction clearly defined through desired short-term goals and long-term goals.	Stop-gap goals and vision (Implement a program compared to developing a target for a higher-level state).	Undefined or assumed intentions bring people together (if you ask a group, they would have different perspectives or unknown related to intentionality).
			2020 ↓	
Use of Shared Measures to Monitor Progress	Data used to inform progress towards-goals and identify when goals need to shift. Shared reporting of data monitored amongst all participants, who use common data collection tools or metrics.	Data is collected and mostly used. Majority of participants feel comfortable sharing data. Most metrics align and some common tools are used to collect data.	Some data is collected and used to inform progress. Some metrics align with common vision.	Data is not used to inform action, or if so, most metrics and data collection do not align.

Evidence to Support Ratings for Common Results Orientation, 2020	- More definitive plans and documents are in place. More data gathered from assessments and is shared at a higher level, still need to define dashboard measures. - Vision is not yet consistently articulated by all – need to move on data and ongoing articulation of vision. - We used data initially to help identify/define priorities, but I'm not sure we've established how we'll use data ongoing to monitor progress, but I expect that will be driven by the action teams. - It seems too early to fully understand where the Alliance is with this process. As work begins to unfold a more accurate sense of this will emerge.

	- Some data was collected as part of our initial definition of broad goals, and some data elements were identified for measuring progress, but I'm not sure of the plan to use on an ongoing basis, and if we need to adjust. I think we have a shared vision, but goals are still a bit unclear and less solidified, but hopefully the workgroups will take steps toward this.

Include (2019 score: 7/16; 2020 score: 11/16)

	4- Exceptional	3-Good Skills, by all accounts can do it	2-Developing	1-Foot in the Door
		⬇ 2020	⬇ 2019	
Representation of relevant stakeholders	The effort engages relevant stakeholders, and regularly reevaluates representation through assessment and outreach.	Stakeholders who are affected by the effort are invited and welcome to take part.	Some stakeholders who are affected by the effort are involved, with an intention of reaching out to others.	Only a narrow set of relevant stakeholders take part, with limited awareness for the need to intentionally include others.
			⬇ 2020	⬇ 2019
Inclusive Processes	Meetings/processes are reflexively designed with a wide range of learning needs in mind, including learning style, language, accessibility, and diversity.	Meetings/processes are designed with different learning styles and needs in mind.	Meetings/processes are created with regard to the learning needs of the dominant culture of the group	Meetings/processes are created without regard for different learning styles and needs.
		⬇ 2020		
Welcoming Culture	The effort is perceived as welcoming to all and strong norms equalize the voices of all those involved.	The effort is perceived as welcoming to most and supports people to participate.	The effort is perceived as welcoming to some, and some members are more comfortable participating than others.	The effort is not perceived as welcoming by stakeholders.
		⬇ 2020		⬇ 2019
Clear Roles and Responsibilities	Roles and responsibilities are clear and allow all to meaningfully participate.	Roles and responsibilities are generally clear.	Roles and responsibilities are somewhat clear.	Roles and responsibilities are not well defined.

Evidence to Support Ratings for Include, 2020	- Shifting to a virtual platform has been an adjustment for all. "Clear Roles and Responsibilities" could be a Exceptional or Good skills, by all accounts can do it. I think we need to continue to assess who is participating and at what levels on regular deliberate basis.
	- The group continues to assess different stakeholders who may be missing and has worked to include a variety of stakeholders through the action teams.
	- It seems early to assess where the Alliance is with this process. As work begins to unfold a more accurate ssense of this will emerge. There is a discussion of expanding representation within Action Teams and the Steering Committee but this has not happened yet.
	- I think we still have work to do on expanding the relevant stakeholders who participate but is on the radar. I think meetings and process and generally conducted in a standard way and I'm not sure we have looked at this closely to evaluate whether it is working for everyone.

Dialogue (2019 score: 7/12; 2020 score: 8/12)

	4- Exceptional	3-Good Skills, by all accounts can do it	2-Developing	1-Foot in the Door
		▼ 2020		
Listening and Talking	Exchange of generative ideas where minds can change, resulting in understanding of new positions. Culture of questioning occurs and is productive, resulting in stronger understanding of one's own and others' positions.	Understanding of different positions occurs, with limited generative conversation or change of mind. Exchange may revert to debate or download.	Exchanges function as debates. Ideas are exchanged with goal of winning an argument.	Exchanges are mostly downloads of information and fixed points of view.
			▼ 2020	
Depth of Analysis	Discussions address root causes of patterns. Questioning seeks to understand reasons why patterns exist.	Discussions explore patterns and begin to probe at root causes.	Discussions identify and begin to explore some patterns of problems.	Discussions are relatively superficial, and focused on immediate next steps while patterns remain unexplored.
		▼ 2020	▼ 2019	
Conflict Management	Disagreements and conflicts are viewed as a necessary part of active dialogue. Conflicts are named and discussed, creating deeper understanding and connection between discussants.	Conflict allowed and managed without resulting in elevated levels of polarity and tension.	Conflict sometimes accepted/tolerated, and sometimes avoided. When accepted it is managed somewhat effectively, but can result in tension and polarity.	Conflict is either managed unproductively or avoided completely.

Evidence to Support Ratings for Dialogue, 2020	- Making progress in all areas. - Unfamiliar with all groups; the group in which I participate does not seem to have open dialogue or discussion due to participants involved. - The steering committee has been a forum for members to challenge the process and discuss ideas. The group is accepting of new ideas and ways of thinking. - Alliance Actin Teams seem to be taking a rout cause perspective. - I'm not sure there has been a lot of opportunity for healthy conflict, but I do feel that the group is receptive, good at listening and open to changing opinions and positions. - Making progress in all areas.

Act (2019 score: 8/16; 2020 score: 12/16)

	4- Exceptional	3-Good Skills, by all accounts can do it	2-Developing	1-Foot in the Door
		◆ 2020 / ◆ 2019		
Planning	Steps are sequenced backward from a shared goal. Plans have clear timelines, roles, and accountability.	Actionable plans with alignment to some long-term goals. Some attention is paid to timelines, roles, and accountability.	Brainstorming the beginnings of actionable plans.	Unable to brainstorm actionable plans without support, scattered acts of future-oriented action.
		◆ 2020	◆ 2019	
Overcoming Barriers	When barriers arise, the group perseveres toward goals, continuing with minimal derailment by shifting or adapting strategies to overcome barriers.	When barriers arise, solutions are eventually found through flexibility and strategy adaptation.	Barriers are identified and some flexibility is demonstrated, solutions not always found or may derail focus from goals.	Barriers are not identified, or if identified, are not overcome and focus on goals may be lost.
		◆ 2020	◆ 2019	
Collective Action	Strategies clearly align with a common vision across stakeholders. Strategies are developed and highly collaborative among multiple partners.	Strategies are developed and aligned toward common vision, and most are coordinated among the partners.	Defined strategies exist, with some coordination among partners. Occasionally joint action is inclusive of others' work.	Isolated efforts exist, with most unaware of what others are doing.
		◆ 2020	◆ 2019	
Follow Through	Always	Often	Sometimes	Never

Evidence to Support Ratings for Act, 2020	- Some of the work of the Alliance does not seem to build upon other work happening within the community. Need to focus more on the collective and filling the gap.
	- There is agreement that the County CHNA is one of the guiding documents for this work. Others need to be identified.
	- I think the group has shown flexibility and an aligned vision and that is what pulls us back together when things are feeling unclear. There is still some work to do to clarify the action plan which can lead to difficulty seeing accomplishments, though certainly a lot of progress and follow through has occurred with the Turn the Curve event and the subsequent workgroup development.

2019/2020 Community Learning Model Rubric Comparison
September 25, 2020

Learn (2019 score: 7/12; 2020 score: 10/12)

	4- Exceptional	3-Good Skills, by all accounts can do it	2-Developing	1-Foot in the Door
	[2020]	**[2019]**		
Mindset	Grow mindset: failure is seen as a learning experience in the process of continuous improvement	Open mindset: Opportunities are recognized and failure is seen as a threat but not one that stops progress	Avoidant mindset: Failure is feared but does not limit some exploration and experimentation	Fixed mindset: Beliefs about success and failure are rigid and present obstacles to progress
	[2020]	**[2019]**		
Accessing and Using Effective Practice	Prioritizes, seeks out, and applies to practice a variety of forms of effective practices including academic evidence, practice wisdom, and lived experience	Diverse forms of effective practices are researched and utilized most of the time	Some effective practices are gathered but are not evaluated for relevance, quality, or usefulness	Unlikely to look at effective practices outside their own experiences to inform decisions; Working from assumptions and/or limited sources and experiences
	[2020]	**[2019]**		
Reflection	Group routinely stops to reflect on what was tried and what lessons can be learned in order to improve future steps	Group frequently stops to reflect on what was tried and what lessons can be learned in order to improve future steps	Group sometimes stops to reflect on what was tried and what lessons can be learned in order to improve future steps	Group seldom or never stops to reflect on what was tried and what lessons can be learned in order to improve future steps

Evidence to Support Ratings for Learn, 2020	- Movement that includes collective impact and augmentation of the Live Well model are examples of flexibility of learning.

Culture of Collaboration (2019 score: 11/20; 2020 score: 14/20)

	4- Exceptional	3-Good Skills, by all accounts can do it	2-Developing	1-Foot in the Door
		↓ 2019	↓ 2020	
Structures and Routines	Ongoing structures and routines are set in place to support processes, policies, and decision-making guidelines, and modified promptly to meet changing dynamics of situations.	Structures and routines are set in place to support processes, policies, and decision-making guidelines.	Some structure and routines are in place to support processes, policies, and decision-making guidelines.	Structures, routines, and norms for interaction are not in place or are unclear.
			↓ 2020	
Financial Resources	Financial resources for the work are pooled, sustainable, and received from multiple sources.	Financial resources for the work are shared, generally adequate, and from multiple sources	Financial resources for the work are aligned and mostly adequate, but only from a singular or short-term source	Financial resources for the work are aligned and mostly adequate, but only from a singular or short-term source
		↓ 2020		↓ 2019
Collaborative Tools, Tech and Otherwise	Consistent, shared and regular use of high leverage tools that build efficiency/collaboration/connectedness	Frequent use of shared, collaborative tools by many members	Occasional use of collaborative tools by some members	No use, fragmented
		↓ 2020	↓ 2019	
Governance Structure	Governance structure is well-defined and matches to needs of group, providing guidance and shared decision-making.	Governance structure is emerging in response to group needs.	The need for a governance structure has been identified in the group.	The need for governance is not yet recognized.

Relationships	Members view each other as assets, with mutually reinforcing needs and trust.	Relationships are built, more ease in communication and understanding, assuming best intentions.	Less concerned about others' intentions, Relationships developing and people beginning to share more	Members of the group are skeptical about each other's intentions, lack of transparency, lack of relationships

Evidence to Support Ratings for Culture of Collaboration, 2020	- Same prior comments apply