

The Alignment Index

September 12, 2014 – Getting to Impact Convening

What is the Alignment Index?

Strengthened alignment is one of four catalytic outcomes that the Education Pathways team expects to be a key driver for creating opportunities for all children to succeed in Washington State. ORS Impact, Juan Sanchez and the Education Pathways team created an evaluation tool for measuring alignment across a wide variety of collaborative efforts. This tool is referred to as the Alignment Index and is administered as part of an online survey.

How was it developed?

The Alignment Index was created through a participatory process involving three stages: index development, pilot implementation, and full implementation. The development stage (September 2012–August 2013), consisting of work-group meetings and reviews, allowed determination of face validity of the model. The pilot implementation stage (September–November 2013) consisted of administering the survey to four collaborative efforts in order to enhance the validity and reliability of the index.

The full implementation (March–May 2014) provided an opportunity to do extended analysis that further enhanced the statistical robustness of the Alignment Index. This third stage also created baseline data from which the foundation can gauge progress in subsequent administrations of the survey containing the Alignment Index.

The final version of this index includes five sub-indices: *common language*, *common understanding of readiness terms*, *collaborative frameworks and practices*, *data sharing and changes in culture*. Statistical testing ensures that each of these sub-indices are valid and reliable, and can be looked upon independently or combined together to serve as an overall index.

How can it be used?

This Alignment Index informs the Education Pathways team as they consider the degree to which alignment exists, areas in which alignment is particularly strong, and areas in which alignment is more warranted. Individual data provided to the foundation's grantees also provides clarity around lessons learned, that help guide the direction of their strategies and actions.

The Education Pathways team intends to administer this survey annually to provide data in real-time which can be used by both the foundation team and its grantees.



What are the benefits?

The Alignment Index is intended to be a valuable learning tool that has many potential benefits, including the following:

- Calling attention to specific areas where collaborative efforts have particular traction in strengthening alignment
- Shedding light on varied perspectives of involved actors
- Tracking, in a consistent manner, the pace of progress or lack thereof
- Providing lessons from examples of progress that can be practically applied elsewhere,
- Providing critical data about a catalytic outcome, which informs the Education Pathways team about the strength of its theory of change
- Adding to the field of civic engagement and collaboration work by providing a statistical tool that can be applied in a variety of settings
- Informing Education Pathways' current and future investments

For further questions contact ORS Impact developers Jane Reisman jreisman@orsimpact.com and Jenn Beyers jbeyers@orsimpact.com. The handbook for implementing, analyzing, and reporting the Alignment Index is downloadable on our website.

Appendices:

See Appendix A to view the descriptive statistics report from the Alignment Index Survey.

See Appendix B to view the statistical significance report from the Alignment Index Survey.

Measurement Index for Strengthened Alignments

Survey Introduction

ORS Impact has been commissioned by the Bill & Melinda Gates Foundation to administer a survey about strengthening alignment in P-16 education. You are being asked to complete this survey because you have an active engagement in a relevant effort to The Pacific Northwest Team's Education Pathway work at the foundation (e.g. promoting high quality early learning, high quality K-12 education, and the Road Map Project).

Please respond to these questions based on your body of work so that we can see the extent of agreement that exists among a variety of collaborators. We have provided space for brief comment to explain your ratings if you desire. This will help the Gates Foundation guide decisions and actions that promote strengthened alignment in the education pathway across P-16.

Your individual responses will be not be linked to any personal identifiers in resulting reports. The summary results will be made available to all survey participants and other partners. Please be candid in your responses.

Measurement Index for Strengthened Alignments

Basic Information

***1. Select the response that best matches your body of work within your organization.**

Please select only one response

- ☐ Statewide focus: programs, practices and policies for the entire state.
- ☐ Local or regional focus: programs, practices and policies relevant to my community or region
- ☐ BOTH statewide and local focus

***2. Is education your organization's PRIMARY FOCUS?**

- ☐ Yes
- ☐ No

***3. Please indicate the description that best illustrates your ORGANIZATIONAL ROLE.**

Please select all that apply.

- ☐ Program Manager
- ☐ Data Lead
- ☐ Senior Leader
- ☐ Direct Service Provider
- ☐ Partnership/Coalition Developer
- ☐ Advocate

***4. What part of the P-16 education continuum do you work in? Please select all that apply.**

- ☐ Early Learning
- ☐ P-3
- ☐ K-12
- ☐ Post Secondary
- ☐ Other (please specify)

Measurement Index for Strengthened Alignments

5. Sectors are service or business area that shares common characteristics. For purposes of Education Pathways, sectors refer to the different fields and organizational groupings.

What sector do you PRIMARILY work in?

- ☐ K-12
- ☐ Post-Secondary
- ☐ Early Learning
- ☐ Youth Development
- ☐ Public Health
- ☐ Housing
- ☐ Private Corporation
- ☐ Philanthropy
- ☐ Local or State Government
- ☐ Advocacy Organization
- ☐ Civic Organization
- ☐ Parent Groups
- ☐ Other (please specify)

Measurement Index for Strengthened Alignments

Common Language

6. I see my partners who advocate for strengthening P-16 education policies using language in the same way.

| | | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree | Don't know |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. My partners in other sectors use language in the same way that I do.

| | | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree | Don't know |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. I see the same language being used across a variety of my partners' communication materials and messages.

| | | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree | Don't know |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9. I think my partners ACROSS sectors share a common understanding of what it means to be "kindergarten ready."

| | | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree | Don't know |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10. I think my partners ACROSS sectors share a common understanding of what it means to be "college ready."

| | | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree | Don't know |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11. Comments about Common Language:

Measurement Index for Strengthened Alignments

Common Frameworks

12. My partners have a clear understanding about their contribution to and responsibility in relationship to other groups supporting P-16 education continuum.

| | | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree | Don't know |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

13. My partners buy in to a common framework about how to support P-16 education continuum.

| | | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree | Don't know |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

14. A framework for collaborative efforts has been adopted by key players engaged in the P-16 education continuum.

| | | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree | Don't know |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. Alignment of frameworks has enabled my partners in the P-16 education continuum to access new and/or increased financial resources.

| | | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree | Don't know |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

16. My partners in the P-16 education continuum ACROSS sectors share responsibility for improving educational outcomes.

| | | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree | Don't know |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

17. Comments on Common Frameworks:

Measurement Index for Strengthened Alignments

Data Sharing

18. Widely shared indicators (data used to measure progress towards a goal) have been developed.

| | | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree | Don't know |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

19. Data managers from different sectors frequently communicate.

| | | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree | Don't know |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

20. My partners in the P-16 education continuum regularly share data with each other.

| | | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree | Don't know |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

21. There is consistency AMONG similar educational entities in a sector in the ways that data are measured.

| | | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree | Don't know |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

22. There is consistency in the ways that data are measured ACROSS sectors.

| | | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree | Don't know |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

23. Data sharing agreements between my partners are in place.

| | | | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree | Not Applicable | Don't know |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

24. Comments on Data Sharing:

Measurement Index for Strengthened Alignments

Changes in Culture

25. In general, my partners believe that all sectors engaged in educating children should prepare them to be ready to attend and complete a post-secondary certificate or degree.

Strongly Disagree

Disagree

Neither Agree or
Disagree

Agree

Strongly Agree

Don't know

☐☐☐☐☐☐

26. In general, there is a mutual respect among different educational entities that my organization partners with.

Strongly Disagree

Disagree

Neither Agree or
Disagree

Agree

Strongly Agree

Don't know

☐☐☐☐☐☐

27. In general, there is a mutual respect among educational entities and community members.

Strongly Disagree

Disagree

Neither Agree or
Disagree

Agree

Strongly Agree

Don't know

☐☐☐☐☐☐

28. In general, parents believe that they are valued partners in P-16 education continuum.

Strongly Disagree

Disagree

Neither Agree or
Disagree

Agree

Strongly Agree

Don't know

☐☐☐☐☐☐

29. In general, there is respect for cultural differences across the P-16 education continuum.

Strongly Disagree

Disagree

Neither Agree or
Disagree

Agree

Strongly Agree

Don't know

☐☐☐☐☐☐

30. Comments on Changes in Culture

Measurement Index for Strengthened Alignments

Shifts in Practices

31. There is regular communication among my partners in the P-16 education continuum.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree Don't know

☐ ☐ ☐ ☐ ☐ ☐

32. My partners share credit when we make progress towards our educational goals.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree Don't know

☐ ☐ ☐ ☐ ☐ ☐

33. Collaboration occurs regularly across sectors for improvement in P-16 education.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree Don't know

☐ ☐ ☐ ☐ ☐ ☐

34. My partners readily share resources to make progress towards our educational goals.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree Don't know

☐ ☐ ☐ ☐ ☐ ☐

35. Comments on Shifts in Practices and Norms

Measurement Index for Strengthened Alignments

Survey Follow-Up

The following questions ask you to reflect on your experience taking this survey. Your answers will be extremely helpful to inform the process of refining of the survey.

36. The questions in this survey were clear.

| | | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree | Don't know |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

37. This felt like a quick survey to take.

| | | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree | Don't know |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

38. I would be interested in the results of this survey.

| | | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree | Don't know |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

39. Other comments on the survey: