Collaborative Knowledge: The Tri-Level Perspective

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In the Tri-Level perspective, the Gardner Center supports the foundations and their partners as they engage in a cycle of inquiry and expanded ways to address issues of equity, explicitly and intentionally. These strategies paved the way for those leaders, these leaders, these learn local experts while sharing their own knowledge and enhancing regional and college attainment goals at a greater scale.

Collaborative Inquiry

Data collection leads to analysis, which in turn informs learning. Sometimes additional data is gathered at this point. Learning leads to decision making and taking action, after which the cycle continues with data collection, informing the results of the actions and opportunities for collective improvement.

Contextual Knowledge

Resources allocated to promote college readiness and completion, conversations across sectors

High school completion rates, graduation rates, chronic absences

State and regional-level data, community-level data, impact evaluations, knowledge of address capacity improvement

Colleges: Course Completion Indicators

- Academic preparation
- College readiness
- College knowledge

Starting a Cycle of Inquiry

Accomplishing a special question informs the process of strategizing or designing.

Indicators include: research and evaluation, measurable, scalable, actionable and manageable.