

Leveraging Internal Resources and Working Across Systems to Achieve SIMRs





SSIP Interactive Institutes

Albuquerque, NM; April 20-30, 2015

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Chicago, IL; May 27-28, 2015
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Purpose of Session

- Identify different initiatives within your state that affect your work
- Think about how those initiatives can help achieve the State Identified Measureable Result (SIMR)
- Share tools to support alignment in your systems
- Provide a forum for states to share experiences and provide suggestions to colleagues related to coordination to achieve SIMRs

How to Leverage Resources

- Coordination
 - Internal (your program)
 - External (with other initiatives)
- Collaboration
 - Internal (your program)
 - External (with other initiatives)
- Communication
 - Internal (your program)
 - External (with other initiatives)

Coordination

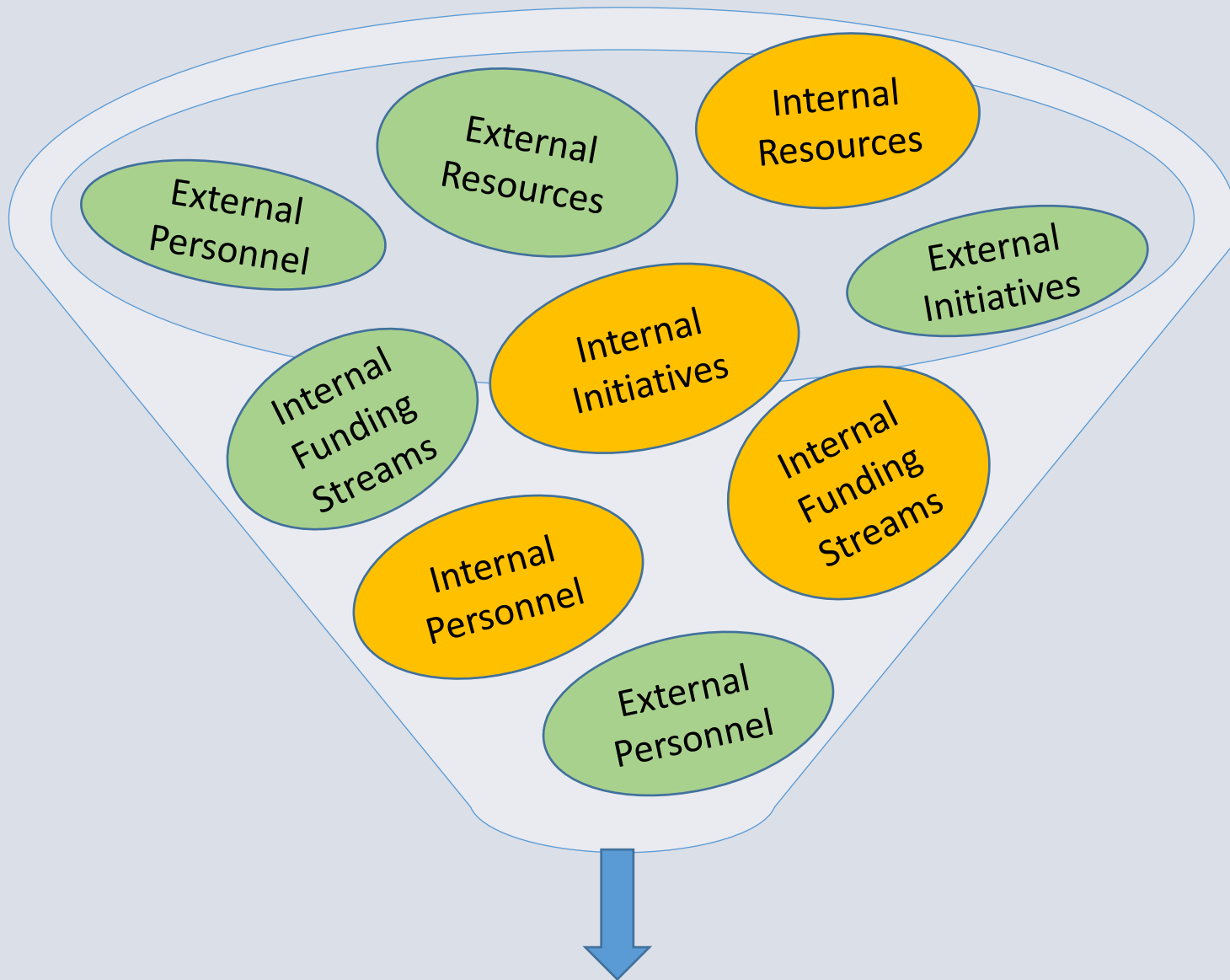
Informal relationships that exist without any commonly defined mission, structure, or planning effort

Information shared as needed, and authority is retained by each organization so there is virtually no risk

Resources and rewards are separate

Examples: Comprehensive Improvement Planning; State Personnel Development Grants (SPDG); Continuous Early Intervening Services (CEIS)

*Examples adapted from **Coordination, Cooperation & Collaboration**, NC Department of Health & Human Services, adapted from: Forest, C. (2003). Empowerment skills for family workers: A worker handbook. Cornell University.*



State-Identified Measurable Results (SIMR)

Discussion: Coordination

- How are you coordinating resources across programs?
- What are the barriers to coordinating?

Collaboration

Bring previously separated organizations into new structure with full commitment to common mission

Requires comprehensive planning and well-defined communication channels operating on many levels

Risk is greater because each member contributes its own resources and reputation

Resources are pooled or jointly secured, and the products are shared

Examples: Across departments (e.g., general ed; career and technical ed; assessment and accountability); across systems (e.g., Social Services (Child Welfare), Mental Health, Health, parent groups)

*Examples adapted from **Coordination, Cooperation & Collaboration**, NC Department of Health & Human Services, adapted from: Forest, C. (2003). Empowerment skills for family workers: A worker handbook. Cornell University*

Initiatives That May Affect Our Work: Part C

- Maternal Infant and Early Childhood Home Visiting (MIECHV) and other home visiting programs in states
- Early Childhood Comprehensive Systems (ECCS)
- Linking Actions for Unmet Needs in Children's Health (LAUNCH)
- Parent Training & Information centers (PTIs) and other family/parent groups
- Race to the Top-Early Learning Challenge (RTT-ELC) grants
- State Health and Mental Health Departments
- *Elementary and Secondary Education Act (ESEA)* reauthorization

Initiatives That May Affect Our Work: Part B

- *Elementary and Secondary Education Act (ESEA)* reauthorization
- *Work Force Investment Opportunities Act (WIOA)* reauthorization
- Title I
- Comprehensive Improvement Planning
- College and Career Readiness initiatives
- State Personnel Development Grants (SPDG)
- Continuous Early Intervening Services (CEIS)

Discussion: Collaboration

- With whom are you collaborating as you are moving into Phase II SSIP planning?
- What other concurrent initiatives in your state have the potential to affect your SiMR (Education or Part C lead agency)?
 - Internal & external
- How can these collaborations help the other initiatives/agencies achieve the results they want?

Cooperative Communication

Determining who needs to know what

Utilizing techniques that encourage people to work together or cooperate

Sharing information to gain input and feedback (not “this is what we’re doing, just wanted to let you know”)

Blending ideas to gain better outcomes

Examples: Stakeholder meetings, representatives from other agencies have a place at the table

Tools to Support Development of Coherent and Aligned System*

- Terms of Reference (TOR)
 - Vision
 - Goals and Objectives
 - Scope and Boundaries
 - Roles and Responsibilities
 - Communications Protocols and Pathways
 - Resources Available to the Project
 - Deliverables
- Communication Protocol Worksheet

*Adapted by The State Implementation & Scaling-up of Evidence-based Practices Center (SISEP); based on the work of the National Implementation Research Network (NIRN).

<http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/NIRN-Education-ToolsToSupportTheDevelopmentOfACoherentAndAlignedSystem.pdf>

Communication Protocols

- Intentionally linking communication protocols helps to:
 - Communicate progress & celebrate successes
 - Report systematic barriers hindering implementation
 - Report actions needed to resolve issues
 - Periodically revisit past decisions: are solutions still functional?
- Communication Protocol Worksheet

*Adapted by SISEP; based on the work of NIRN.

<http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/NIRN-Education-ToolsToSupportTheDevelopmentOfACoherentAndAlignedSystem.pdf>

Discussion: Communication

- Do you have communication protocols in place that are supporting your SSIP well? What do those look like?
- How can communication be improved?
- Are there other collaborators with whom you need communication protocols?

“No one can do it alone. Improving the quality of life and the education of children with disabilities and their families requires the collective knowledge, skills, experience and expertise of all family members and professionals.

It requires that the community and all service systems work together to achieve the goals of the child and family.”

Mattessich, P., and Money, B. (1992). *Collaboration: What Makes It Work. A Review of Research Literature on Factors Influencing Successful Collaboration.* (p. 7). Amherst H. Wilder Foundation, St. Paul, MN.

Next Steps

- What are the next steps in your state?
- What are your needs for resources around leveraging resources?

For More Information

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