

## Developing a Network for Engagement & Collective Impact



### Slide notes

Welcome to the module on developing a network for engagement and collective impact. Developing this network will help you understand the influence that relationships have on daily activities, accomplishing goals, and ultimately changing systems to improve outcomes for young children and their families.

# Objectives



After completing this module, you will have learned how to:

- Identify and map connections
- Work with your connections to collectively impact systems

## Slide notes

In this module, you will learn the importance of identifying and mapping connections that can influence program outcomes. You will also learn how these very same partnerships can collectively impact systems and change the trajectory for systems change.

# Organizing Around a Topic: Early Childhood System Working Group



Source: [Build Initiative](#)

## Slide notes

Imagine yourself organizing around any topic, from being a campaign manager seeking to get a person elected to your local school committee, to changing the way you are financing your Early Intervention system, or even more broadly an early childhood system of services that are consistent with the larger goals of Part C.

Collectively, we want all children to have healthy outcomes. This diagram represents the intersections of early childhood system components and the core elements that support them.

# Organizing Around a Topic: Early Childhood System Working Group

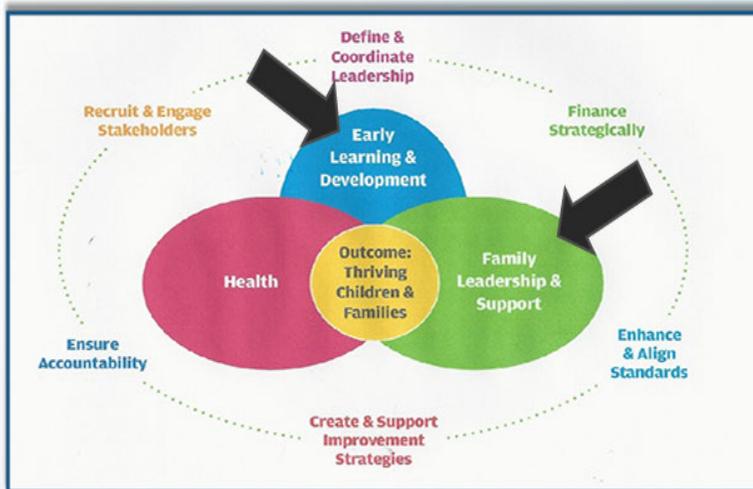


Source: [Build Initiative](#)

## Slide notes

Children thrive when resources and supports wrap around the child and his/her family, including the presence of a consistent source of healthcare,

# Organizing Around a Topic: Early Childhood System Working Group



Source: [Build Initiative](#)

## Slide notes

participation in high quality early learning experiences, and specific resources and supports that address individualized child and family needs.

# Organizing Around a Topic: Early Childhood System Working Group



Source: [Build Initiative](#)

## Slide notes

An informed family, with access to needed information and supports, will be engaged in promoting positive outcomes for their child.

The extent to which those resources and supports effectively wrap around the child depend, in large part, on strong networks of engagement.

# Financing = Building Relationships



## Slide notes

Financing is all about building relationships, as are most tasks we approach in our lives. Some of the first lessons that every child learns include be nice to others, treat others as you wish to be treated, and live and work by that golden rule.

Think about those lessons in your own life. Getting along with others is a great first start, even when there are concerns or disagreement. Reasonable people can have opposing positions, but dialogue and understanding -if not agreement- can occur when a relationship is in place. The fact that you are respectful allows, at a minimum, a conversation to take place, information to be shared, and a better understanding of why each party holds a particular viewpoint.

Always keep in mind that relationships are key, for without listening to and working with others, many wonderful ideas will never bear fruit.

# Scenario



GOAL: More revenue from private insurance to serve more children.



## Slide notes

Here is a scenario where we can use a technique called “Network for Engagement Mapping.”

Let’s say you want to seek access to private insurance to grow your revenue streams, so that you can serve more children and adequately support your state infrastructure. There is a series of questions that you need to answer.

# Scenario

**Goal: More revenue from private insurance to serve more children**

**What?**

Payment across the board for current EI services.

**Slide notes**

1. What specifically are you seeking? In this example, let's say we want payment across the board for the Early Intervention services we are currently supporting.

# Scenario

**Goal: More revenue from private insurance to serve more children**

**What?**

Payment across the board for current EI services.

**Who?**

Who could share information as to how they had success?

**Slide notes**

2. Are other states doing something similar? If so, who do we contact to gather information and other materials as to how they were successful? And...

# Scenario

**Goal: More revenue from private insurance to serve more children**

**What?**

Payment across the board for current EI services.

**Who?**

Who could share information as to how they had success?

**Help?**

What TA is available and how do we reach them?

**Slide notes**

3. Are there OSEP funded technical assistance centers that can help us identify individuals and materials to assist in this process? The answer to this is "YES!" and we will point you to them shortly.

# Developing a Network for Engagement



- How do you develop a network?
- Who do you already know?
  - Internally
  - Externally
- “Six Degrees of Separation”

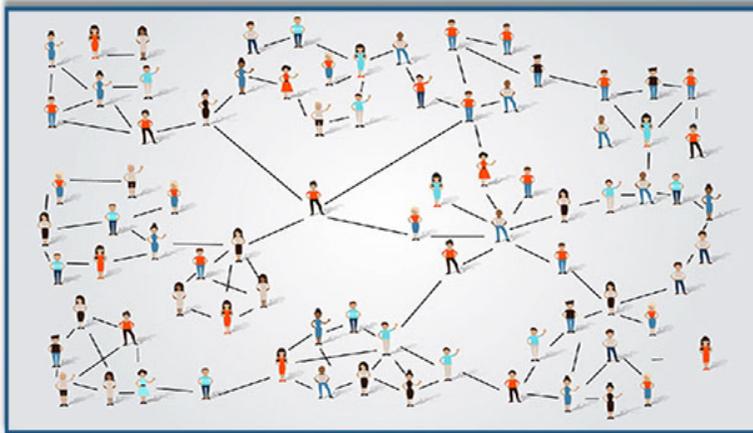
## Slide notes

Let’s get started with the “Network for Engagement Mapping” technique.

Who within your broad array of colleagues and friends knows other individuals who would be inclined to assist you in your efforts? Think about this both within your lead agency and, more importantly, externally. Think of the significant numbers of families your system serves. Who do they know and trust?

What follows will provide you with a framework (and homework) for identifying these individuals and organizations.

# Six Degrees of Separation



[Picture credit](#)

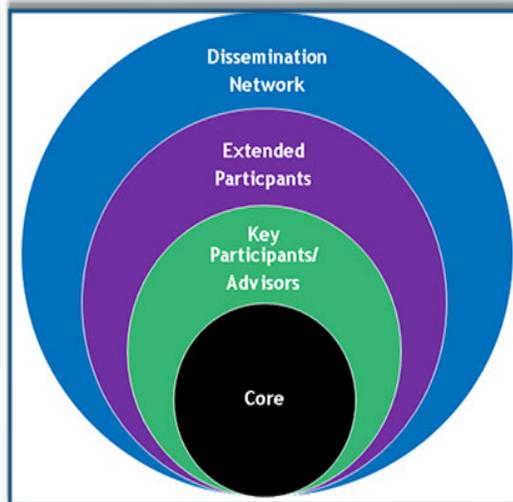
## Slide notes

Think about the movie with Will Smith, Six Degrees of Separation....

Six degrees of separation is the idea that all living things and everything else in the world are six or fewer steps away from each other so that a chain of "a friend of a friend" statements can be made to connect any two people in a maximum of six steps.

It was originally set out by Frigyes Karinthy in 1929 and popularized in the eponymous 1990 play written by John Guare.

# Building the Network



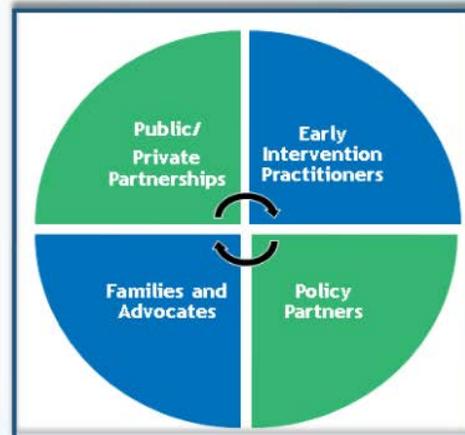
## Slide notes

Using our example of access to private insurance, look at this diagram. Who do you know who should be included within your core group? To whom are they connected? What type of work are they engaged in that connects to your goal of accessing additional resources? Keep asking these types of questions. Despite the serious topic, this can be fun!

Oh! So, someone is a friend of a State Senator, great start! Does she or he have young children? Has she or he supported broad based disability issues in the past?

What about the business community? Same questions. Faith Communities - the Knights of Columbus has been very generous. More importantly, most of those cited voices and much of what you are seeking may require changes through legislation mandating an insurance coverage benefit.

## Using the Network for Influence and Involvement



### Slide notes

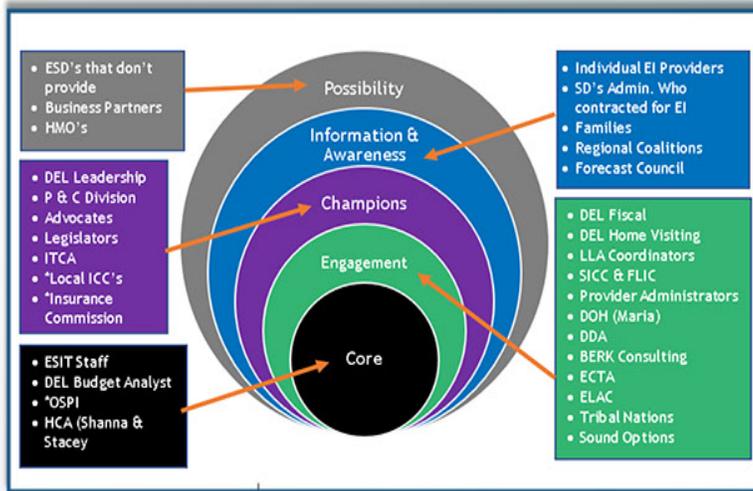
This slightly different representation will allow you, with your Lead Agency leadership, to begin filling out the slices of the pie you are seeking to bake.

You are beginning to develop your strategic plan or a roadmap, if you will. You want to know where you are going before you ask for support.

We will look at several visualizations of state networks from states that have gone through the OSEP supported Infant Toddler Coordinators Association (ITCA) Fiscal Initiative.

ITCA has partnered with two OSEP-funded technical assistance centers to support states in beginning a strategic process of addressing their fiscal issues. These TA centers are the Early Childhood TA Center (ECTA) and the National Center for Systemic Improvement (NCSI). Let's see which partners some of the Fiscal Initiative states identified as part of their networks.

# Washington State Network



Continue

## Slide notes

Washington State focused on both internal and external support, including some individuals by name! This graphic depicts the internal and external partners the Part C system planned to leverage at various levels of engagement.

It is important to note for all states, how important family leadership is in any such effort. The unique characteristics of your state may change specific populations such as tribal nations, Health Maintenance Organizations (HMOs) and regional coalitions.

Take as much time as you need to review Washington's network, and press the "Continue" button to see another state's network.

# Wyoming Network



Continue

## Slide notes

Wyoming identified the following key partners from various sectors within the state to support Part C. I assume you are getting the picture (pun intended).

Take some time to review Wyoming's network. Press "continue" to move ahead when you are ready.

## Program or System?

Do you look at  
Early Intervention  
through a  
PROGRAM lens or  
through a SYSTEM  
lens?



### Slide notes

It is not inherently incorrect to think of Part C early intervention as a program. Certainly, language in statute and regulations support that term. However, Part C is a component of the larger early childhood system.

If you are seeking systemic change, it would be wise to think in a systemic manner, so as to impact as many programs/provider agencies as possible. You are not, in this scenario, creating change for one provider but rather for all.

If you are challenged by this effort, technical assistance is available.

So, who do you know ....?

Identify those key players before making the plan for how best to mobilize them.

# What is Collective Impact?



## Slide notes

Now that you have a better understanding of the power of relationships and the importance of being part of a larger system, I want to share with you a concept called “collective impact.”

Collective impact occurs when individuals and organizations come together and implement a common agenda to solve a specific problem or achieve a common outcome.

# Collective Impact

- Premise: Large-scale social change comes from improved cross-sector coordination, rather than from isolated intervention of individual organizations.
- A systemic approach that focuses on the relationship between organizations and progress toward shared objectives.



Source: Kania, J. & Kramer, M. *Collective Impact*. [Stanford Social Innovation Review](#). Winter 2011.

## Slide notes

The premise of Collective Impact is that large-scale change comes from cross-sector coordination rather than from isolated intervention of individual organizations. John Kania and Mark Kramer described this notion in *Stanford Social Innovation Review* in 2011.

# Collective Impact

- Premise: Large-scale social change comes from improved cross-sector coordination, rather than from isolated intervention of individual organizations.
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## Slide notes

Historically, we have taken the approach of looking programmatically at a problem or issue. State and local problems were examined through the lens of what program should be brought in to address the problem. Agencies and organizations may have come together to see what their individual programs could do.

Collective Impact changes the way we look at change by focusing on the outcome that is desired, using available data and creating a shared outcome that collectively can be addressed.

# Collaboration Vs. Collective Impact

- Programs vs. Outcomes
- Prove vs. Improve
- Do More vs. Work Better
- Importing Ideas vs Engaging the Community



Source: Jeff Edmondson, [Strive Together](#)

## Slide notes

Jeff Edmondson is the founder and executive director of Strive Together - an organization which helps communities identify and scale what works in education. He has identified distinguishing characteristics between collaboration and collective impact in four areas.

# Collaboration Vs. Collective Impact

- Programs vs. Outcomes
- Prove vs. Improve
- Do More vs. Work Better
- Importing Ideas vs. Engaging the Community

Collaboration:  
Organized around programs  
or initiatives

Collective Impact:  
Organized around shared  
measurable outcomes

Source: Jeff Edmondson, [Strive Together](#)

## Slide notes

The first distinction is Programs vs. Outcomes: Collaborations are organized around programs or initiatives. Collective Impact organizes stakeholders around shared measurable outcomes.

# Collaboration Vs. Collective Impact

- Programs vs. Outcomes
- Prove vs. Improve
- Do More vs. Work Better
- Importing Ideas vs. Engaging the Community

Collaboration:  
Use data to prove things

Collective Impact:  
Use data to make  
improvements

Source: Jeff Edmondson, [Strive Together](#)

## Slide notes

Next, we consider Prove vs. Improve: Collaborators often use data to prove things. Collective Impact uses data at both the macro and micro levels to make improvements. This also requires that data be disaggregated, to allow an understanding that is specific to the neighborhood and the population.

# Collaboration Vs. Collective Impact

- Programs vs. Outcomes
- Prove vs. Improve
- **Do More vs. Work Better**
- Importing Ideas vs. Engaging the Community

Collaboration:  
Do more things and find  
more funding

Collective Impact:  
Leverage existing  
resources and engage in  
continuous improvement

Source: Jeff Edmondson, [Strive Together](#)

## Slide notes

The third distinction is Do More vs. Work Better: Collaborators may be asked to take on more tasks and find more funding. Collective Impact uses data to help improve existing practices, leveraging existing resources, and is focused on continuous improvement.

# Collaboration Vs. Collective Impact

- Programs vs. Outcomes
- Prove vs. Improve
- Do More vs. Work Better
- **Importing Ideas vs. Engaging the Community**

Collaboration:  
Introduce ideas from  
elsewhere

Collective Impact:  
Ask for community  
members' expertise

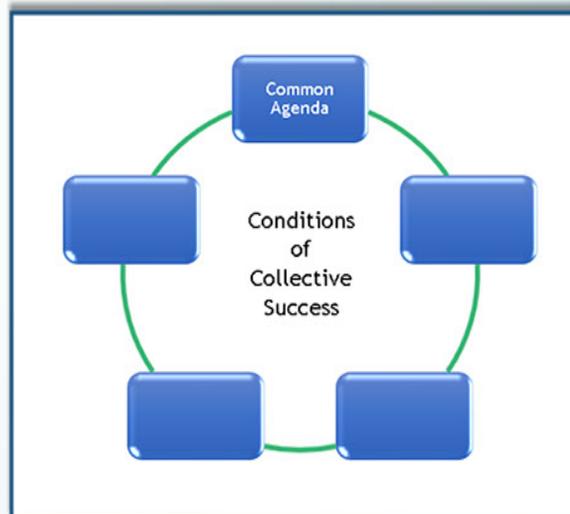
Source: Jeff Edmondson, [Strive Together](#)

## Slide notes

Finally, compare Importing Ideas vs. Engaging Community: Collaborators often introduce ideas from other communities. Collective Impact involves identifying with the community what works in a specific community by engaging community members and their expertise.

Mr. Edmondson believes that "our country is program rich and system poor, not coordinated, and not targeted at getting individuals the resources they need".

# Conditions of Collective Success

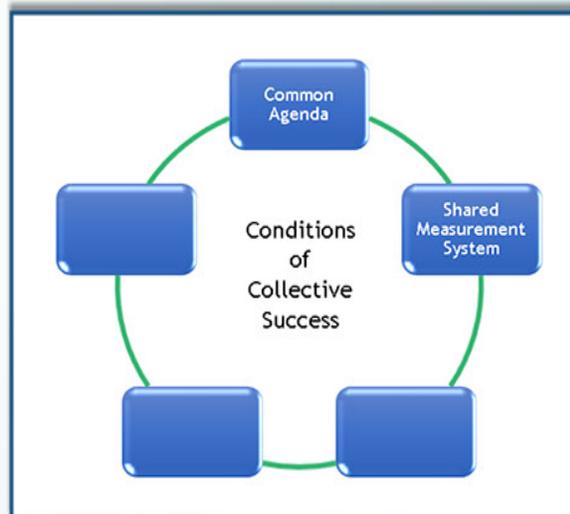


## Slide notes

In their 2011 paper, John Kania and Mark Kramer describe five conditions of collective success. We will look at each of them.

The first condition is Common Agenda: All participants have a shared vision for change, including a common understanding of the problem and a joint approach to solving the problem through a shared agenda.

# Conditions of Collective Success



## Slide notes

Another critical condition for collective success is a Shared Measurement System: Having an agreed upon set of data elements are essential to collective impact. Collecting data and measuring results consistently on those elements ensures alignment of efforts, accountability, and learning from both successes and challenges.

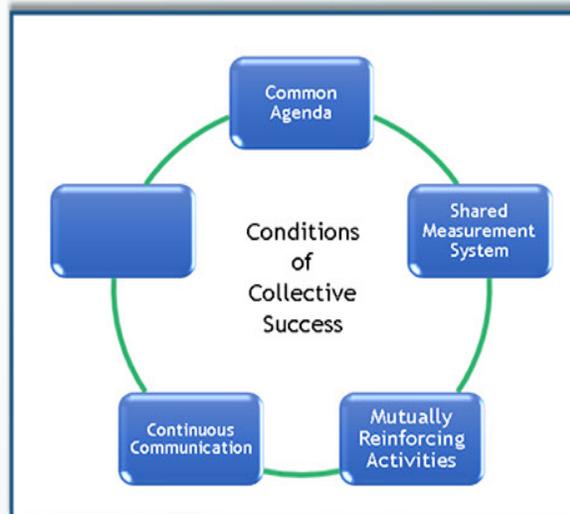
# Conditions of Collective Success



## Slide notes

Mutually Reinforcing Activities are also important. Each participant does not need to do the same thing to achieve the desired outcomes, but rather each participant undertakes specific activities that they excel in and in a way that supports and is coordinated with the actions of others.

# Conditions of Collective Success



## Slide notes

A fourth condition is Continuous Communication: Developing trust across all participants takes time but is critical to achieving outcomes. Creating common vocabulary, understanding motivations, and communication in a variety of formats is critical for long term success.

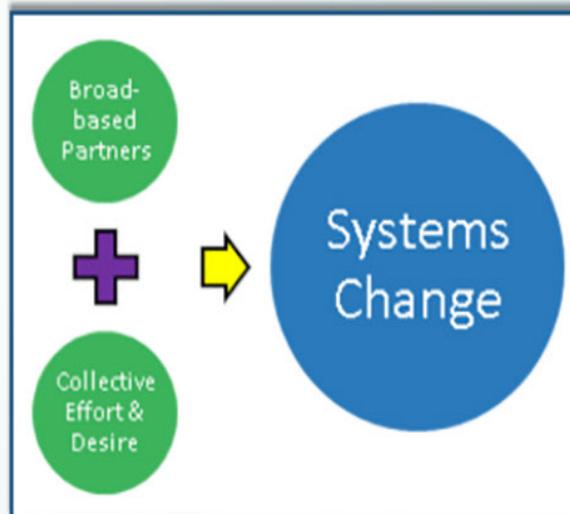
# Conditions of Collective Success



## Slide notes

And finally, Backbone Support Organization: The expectation that collective impact can occur without a supporting infrastructure is one of the most common reasons that it fails. Dedicated staff and structured processes support the ability of participants to be successful and outcomes to be achieved.

# Summary



## Slide notes

Network Engagement and Collective Impact are not easy. This process takes time, dedication, and a willingness to be part of a bigger initiative. It requires that you see yourself as part of a system rather than a program operating in a silo.

Change in any system requires broad-based partnerships and a collective desire and efforts to improve outcomes.

## Resources

- Cashman, J., Linehan, P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014). *Leading by convening: A blueprint for authentic engagement*. Alexandria, VA: National Association of State Directors of Special Education.
- "Creating a Framework of Support and Involvement" originally created by The Canadian Institute of Cultural Affairs. *Technology of Participation (ToP®) • ToP Secrets of Implementation 36* Copyright© 2002-12 The Institute of Cultural Affairs
- Strive Together <https://www.strivetogether.org/>
- Collective Impact Forum <https://collectiveimpactforum.org>
- Collaboration for Impact <http://www.collaborationforimpact.com/collective-impact/>
- Kania, J. & Kramer, M. *Collective Impact*. *Stanford Social Innovation Review*. Winter 2011 [https://ssir.org/images/articles/2011/WI\\_Feature\\_Kania.pdf](https://ssir.org/images/articles/2011/WI_Feature_Kania.pdf)

Continue

### Slide notes

There are a number of resources that provide more detail and examples of building networks, partner engagement, and collective impact in action. A few of them are listed for your exploration. Explore the information and examine how these tools could be a method to expand the role that Part C plays in improving outcomes for infants, toddlers and their families.

# Technical Assistance Partners

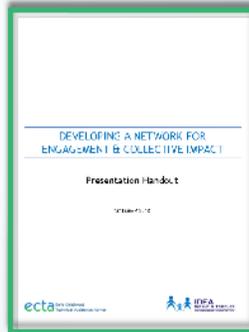


## Slide notes

The websites for ITCA, ECTA, and NCSI can be reached by clicking on the logos.

## Downloadable Resources

Click on the images to download a presentation handout for this module and a list of cited references and helpful resources.



Continue

### Slide notes

Two handouts are available here for you to download and either save or print. The document on the left has the content that you just viewed, along with the annotated text that you heard. The document on the right contains the references cited in this lesson and the resources you just saw. Clicking on the images will open the documents in a new window. Use the Continue button when you are finished.

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Developing a Network

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## Slide notes

You have reached the end of this module. Thank you for participating. You may close your browser or return to the ECTA website to explore additional resources and lessons.