

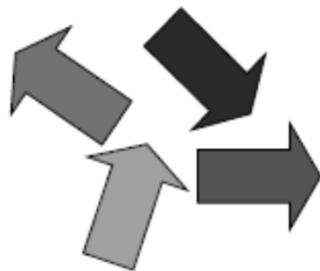
# ESTABLISHING COMMON PRACTICES FOR COS-P IN YOUR COMMUNITY

PEP Webinar Series  
November 19, 2014

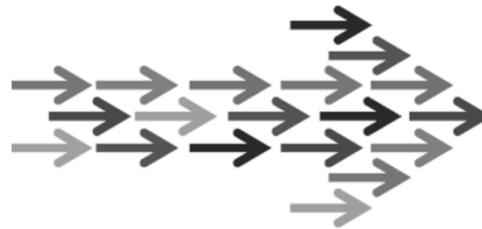
Presenters: Mark Hald & Jen  
Gerdes

## WHAT IS COLLECTIVE IMPACT?

Isolated Impact



Collective Impact



Source: FSG.org

## PRE-REQUISITES TO COLLECTIVE IMPACT



### Influential Champion

- **Commands respect** and engages cross-sector leaders
- **Focused on solving problem** but allows participants to figure out answers for themselves

Source: FSG.org

## PRE-REQUISITES TO COLLECTIVE IMPACT



### Urgency for Change

- **Critical problem** in the community
- **Frustration** with existing approaches
- **Multiple actors** calling for change
- Engaged **funders** and **policy makers**

Source: FSG.org

## PRE-REQUISITES TO COLLECTIVE IMPACT



### Financial Resources

- **Committed** funding partners
- **Sustained funding** for at least 2-3 years
- **Pays for** needed infrastructure and planning

Source: FSG.org

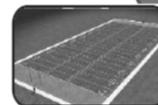
## 5 CONDITIONS FOR COLLECTIVE IMPACT



Common Agenda



Shared  
Measurement



Mutually Reinforcing  
Activities



Continuous  
Communication



Backbone Support

Source: FSG.org



## Common Agenda

## 5 CONDITIONS FOR COLLECTIVE IMPACT

All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.

- Partners accurately describe the common agenda including:
  - Shared vision for change with a common understanding of the problem based on community assessment.
  - Joint approach to solving problems using evidence-based practices and ongoing continuous improvement.
- Partners agency work is increasing aligned with common agenda.
- Partners publicly discuss/advocate for common agenda goals.
- Board members and key leaders increasingly look to collaboration for initiative support, strategic guidance and leadership.
- Ongoing (embedded/braided) assessment is used for planning and implementation.

Source: FSG.org



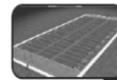
## Shared Measurement

## 5 CONDITIONS FOR COLLECTIVE IMPACT

Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.

- Partners establish a work plan with outcome measures.
- Partners share data across agencies.
- Partners understand the value of shared data.
- Partners make decisions based on data.
- Partners complete comprehensive community assessments (once every three to five years).

Source: FSG.org



## Mutually Reinforcing Activities

# 5 CONDITIONS FOR COLLECTIVE IMPACT

Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.

- Partners implement cross training (e.g., shared costs, evaluation).
- Partners share human resources.
- Partners work to braid and leverage funds.
- Individual efforts are aligned with collaborative work plans.
- Partners work to change local policy and practice.
- Individuals are getting their organizational needs met.

Source: FSG.org



## Continuous Communication

# 5 CONDITIONS FOR COLLECTIVE IMPACT

Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and create common motivation.

- Effective use of emails, list serves, websites are used by the Collaboration.
- There is an openness and acceptance of everyone's contributions.
- There is effective use of communication to the community.
- Efforts are made to have a common language of understanding.
- Partners identify and resolve differences.
- A process and procedures are in place to build trust.

Source: FSG.org



**Backbone Support**

## 5 CONDITIONS FOR COLLECTIVE IMPACT

Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.

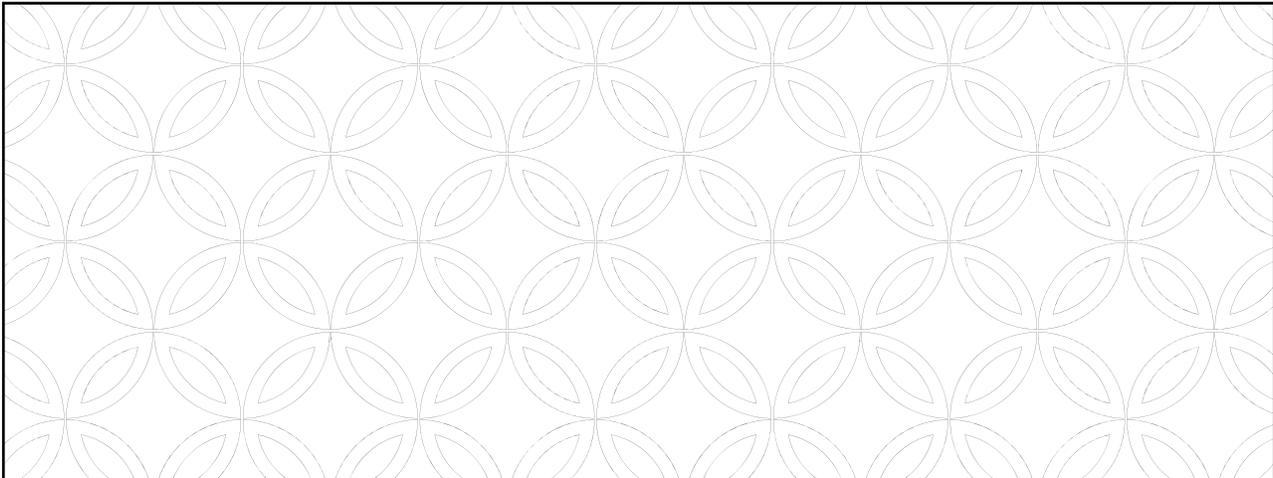
- An effective steering committee responds to the needs of the Collaboration
- Separate organization exists (e.g., Articles of Incorporation, Board or Steering committee policies and procedures).
- Guided by a Code of Ethics and partner expectations.
- Has the ability to leverage project support

Source: FSG.org

## PROGRESSION OF COLLECTIVE IMPACT

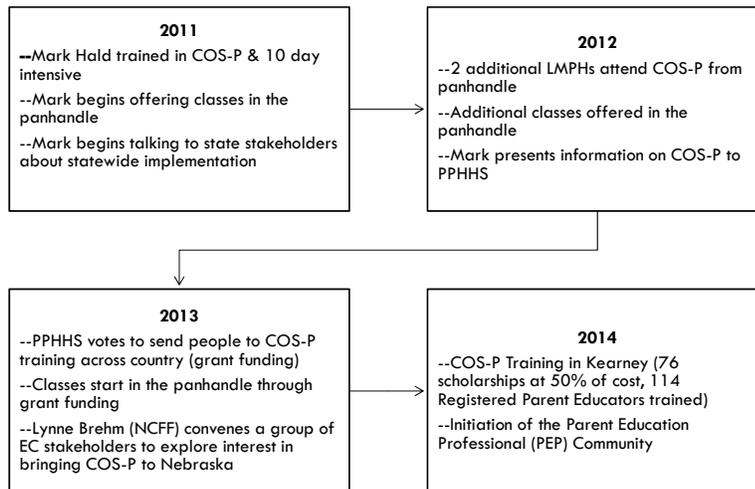
<i>Components for Success</i>	<i>Phase I</i>	<i>Phase II</i>	<i>Phase III</i>	<i>Phase IV</i>
<b>Governance and Infrastructure</b>	Convene stakeholders	Identify champions & form cross-sector group	Create backbone and processes	Facilitate and refine
<b>Strategic Planning</b>	Hold dialogue about issue, context, and resources	Map the landscape and use data to make case	Create common agenda	Support implementation
<b>Community Involvement</b>	Facilitate community outreach	Facilitate community outreach	Engage community and build public will	Continue engagement and conduct advocacy
<b>Evaluation And Improvement</b>	Determine if there is urgency to move forward	Analyze baseline data to ID key issues and gaps	Establish shared metrics	Collect, track, and report progress

Source: FSG.org

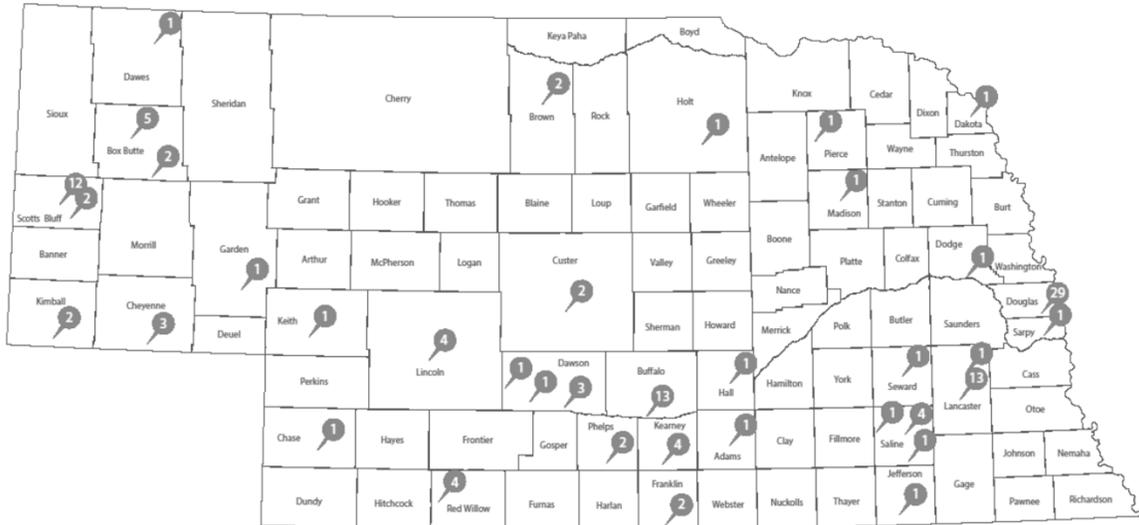


## COLLECTIVE IMPACT IN ACTION

### WHERE HAVE WE BEEN IN NEBRASKA?



## Registered Circle of Security Parent Educators



Updated October 9, 2014

## THE PANHANDLE PARTNERSHIP STORY



Nebraska's Panhandle Counties

- ▶ 14,000 square miles
- ▶ 4 counties have less than 3,000 people
- ▶ Native American population from SD
- ▶ Immigrant and migrant populations
- ▶ Poverty rates double the state rate (24%)

Eleven Counties

88,000 people

## PANHANDLE PARTNERSHIP FOR HEALTH AND HUMAN SERVICES

Membership based not for profit which exists solely for the purpose of assessing, planning and implementing sustainable collaborative prevention efforts for collective impact.

Not for Profit since 1998

- ▶Public Health
- ▶Hospitals
- ▶NE Health and Human Services
- ▶Regional Mental Health
- ▶Disabilities Agency
- ▶Probation
- ▶Not for Profit Agencies
- ▶Companies
- ▶Schools
- ▶Colleges
- ▶Local Governments
- ▶Volunteer Groups
- ▶Faith Based
- ▶Coalitions

47 member agencies and organizations

## THE PANHANDLE PARTNERSHIP STORY: CURRENT SYSTEMS AND PROJECTS

- ▶System of Care for Children 0-8 and their Families
- ▶System of Care for Youth
- ▶System of Care for Older Youth ( 16-24)
- ▶Substance Use Prevention Coalition
- ▶Social Entrepreneurship

Cross Cutting Work Groups

- ▶Training Academy
- ▶Community Response
- ▶Circle of Security-Parenting
- ▶Families and Schools Together (FAST)
- ▶Comprehensive Youth Services Planning
- ▶Community Based Behavioral Health Framework
- ▶Lifespan Respite

Initiatives and Projects

## THE PANHANDLE PARTNERSHIP STORY: CIRCLE OF SECURITY-PARENTING

Create and sustain a  
parenting movement.

By 2017 80% of parents of  
children 0-3 will have taken a  
COS-P class.

GOAL

OUTCOME

## THE PANHANDLE PARTNERSHIP STORY: COMMON INFRASTRUCTURE

- ▶ 13 Parent Educators trained through a variety of funding streams
- ▶ Agency/Staff Commitments
- ▶ Consensus Policies for:
  - Common Registration Form
  - Parent Fees
  - Scholarships and Forms
  - Parent Educators Fees/Mileage
  - Registration Process and coordination of classes and materials through PPHS Training Academy
  - Marketing

## THE PANHANDLE PARTNERSHIP STORY: COMMON INFRASTRUCTURE

- ▶ Agencies/organizations are “sponsoring organizations”
- ▶ Reflective consultation
- ▶ Common evaluation processes

21

## THE PANHANDLE PARTNERSHIP STORY: BRAIDED FUNDING AND SUSTAINABILITY

- Agencies Parent Educators (8 classes)
- Child Well Being Funds (19 classes)
- PPHHS Training Academy (2 classes)
- Panhandle Early Learning Connections Partnership – Child Care Providers (3 classes)
- Planning Region Teams and PELCP (3 classes)
- DHHS Early Childhood Comprehensive Systems (10 classes)

22

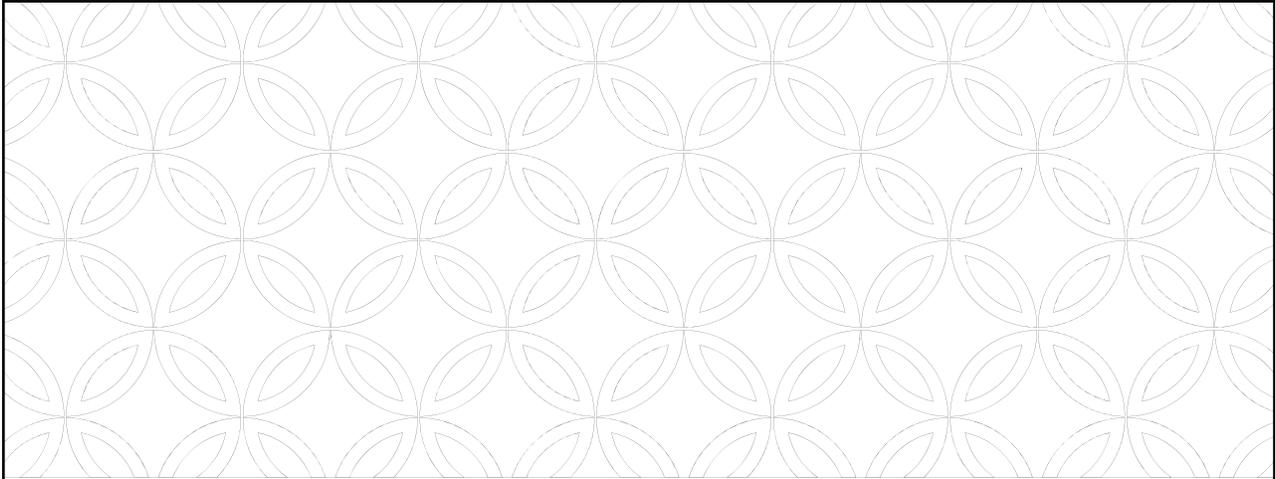
## THE PANHANDLE PARTNERSHIP STORY: LESSONS LEARNED

- **Barriers to Attendance**
  - Child Care
  - Cost (provide scholarships)
  - Most parents don't think they need parenting classes
- **DHHS Referrals**
- **Psychologist/Pediatrician discussions**
- **Expose key players to COS-P**—these are the individuals who will be making referrals to your classes
- **Personal contacts will help fill classes** and parents who have completed the class will be your best source of information.

## TAKING ACTION

- What are the needs in your community that led you to want to offer Circle of Security-Parenting classes?
- Who are the individuals in your community that are doing complementary work?
- Who are your community champions?
- Who in the community is best suited to begin to help coordinate your efforts?

<i>Components for Success</i>	<b>Phase I</b>	<b>Phase II</b>	<b>Phase III</b>	<b>Phase IV</b>
<b>Governance and Infrastructure</b>	Convene stakeholders	Identify champions & form cross-sector group	Create backbone and processes	Facilitate and refine
<b>Strategic Planning</b>	Hold dialogue about issue, context, and resources	Map the landscape and use data to make case	Create common agenda	Support implementation
<b>Community Involvement</b>	Facilitate community outreach	Facilitate community outreach	Engage community and build public will	Continue engagement and conduct advocacy
<b>Evaluation And Improvement</b>	Determine if there is urgency to move forward	Analyze baseline data to ID key issues and gaps	Establish shared metrics	Collect, track, and report progress



**QUESTIONS?** |