



## Introduction to Scale up for Collective Impact in Atlantic Canada

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**August 19, 2015**



## Background

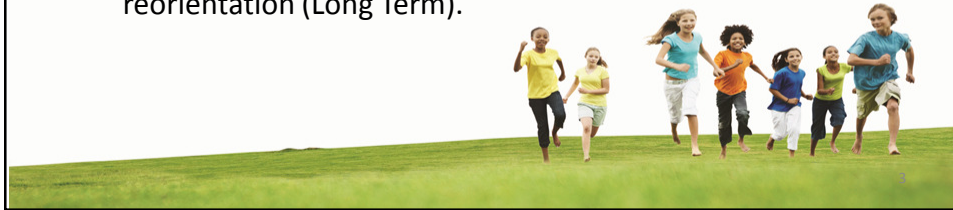
- January 2011, Canadian Mental Health Association - Nova Scotia Division (CMHA NS) in partnership with Dalhousie University secured 4 year funding from the Innovation Strategy, Public Health Agency of Canada (PHAC) for the **SEAK Project** (Socially and Emotionally Aware Kids) to test a **proven program** in a Canadian context
- February 2012, additional funding awarded to investigate the potential of scaling up social and emotional learning (SEL) in Atlantic Canada





Two anticipated outcomes of the SEAK project:

1. The SEAK initiative is taking the lead in disseminating information and advocating for policy and service change at local, regional and national levels (Intermediate).
2. Social Emotional Learning (SEL) is appreciated by policy and decision makers and has led to policy change & service reorientation (Long Term).



## Scale up Activities



- Literature review on scaling up mental health promotion; ways to influencing policy
- Interviews with national and international researchers
- Interviews with decision-makers in Atlantic Canada





## So what did we learn?


- The WHO ExpandNet Model of scale up fits best
- Language and approach need relevance to local context
- Need to pilot to provide evidence




## Definition of Scaling Up

*“deliberate efforts to increase the impact of successfully tested health innovations so as to benefit more people and to foster policy and programme development on a **lasting** basis.”*


WHO ExpandNet, 2010





the

- Plan to scale up SEL is built on Expand Net and direction from local interviews.
- Funding approved by Innovation Strategy, PHAC (2013)
- Deliverables included:
  - Environmental scan
  - Public opinion poll
  - Communications plan
  - Think Tank
  - Primer
  - Business case




Planning for Scale up:  
Rationale

*WHO stresses that an **investment in strategic planning and facilitating change management** are essential for successful scale up. (ExpandNet, 2009)*

*Types of Scale up*

- *Vertical scaling up—institutionalization through policy, political, legal, budgetary or other systems change*
- *Horizontal scaling up—expansion/replication*





## Creating the Vision

- Based on a recommendation of a Think Tank held in White Point, February 2013, ***Scaling up Mental Health Promotion in Atlantic Canada***, the Atlantic SEL Scale up Advisory Committee was established in September 2013.
- Advisory Committee representative of four provinces in Atlantic Canada, i.e., provincial Departments of Health & Education, CMHAs, researchers, one private sector company and SEAK Project Team.



*The Think Tank opened the door to the critical dialogue involved in moving mental health promotion to a higher level of program and policy priority in many sectors and to a discussion on the importance of SEL (Vision Document, 2014)*





## Vision Document: Inter-provincial Collaboration on Scaling Up Social and Emotional Learning Programs in Atlantic Canada (September 2014)

Created by Atlantic SEL Scale up Advisory Committee



## Document Review

**Proposal:** That the four Atlantic provinces build a strong partnership to collaborate on scaling up SEL in Atlantic Canada by implementing and evaluating an effective evidence-based program that will enhance social and emotional learning skills among Atlantic Canadian primary/elementary school students.

***First step was to collaborate on writing a proposal for Phase 3 funding Innovation Strategy PHAC.***





## Shared Vision

In five years, at the completion of a successful scale up of SEL in selected school communities in Atlantic Canada, school community members will demonstrate effective social and emotional skills, and schools will have positive, engaging, safe and caring learning environments.

A strong partnership of the four Atlantic provinces will sustain momentum for scale-up implementation and evaluation.



## Plan for Scale-up

Scale-up will include:

- a) selecting an evidence based program that meets defined criteria and best suits the needs and culture of the community and;
- b) integrating the innovation in policy and practice in existing systems, which by definition in some cases is fundamentally policy change.**





## Time Frame

Program Timeframe – 3 years

- Implementing a selected evidence-based SEL intervention in a pilot project – **PATHS selected**
- Building capacity for delivering and supporting the intervention
- Engaging in knowledge mobilization
- Providing leadership for **scale up and policy change**
- Research and evaluation



## Partnership Development

**Partnership Development** – government, civic society and private sector partners have signed on and additional partners will be recruited to participate in project promotion, delivery, and sustainability; an Atlantic Research Network will be formed to guide the research.







## Program Evaluation

### Program Evaluation –

- a common core evaluation framework that includes measures of processes and outcomes of the selected SEL program (PATHS)
- impact, feasibility and cost of the various strategies employed across provinces will be compared
- the social and emotional skills gained by students can be measured within each province and for all four provinces as a whole.



## Project Evaluation

In order to build on health and education collaboration already underway in the Atlantic provinces, we have framed the anticipated outcomes by the pillars of the Comprehensive School Health Framework:

- Policy
- Teaching and Learning
- Physical and social environments
- Partnerships





## Project Evaluation

The project evaluation will monitor:

- the scale-up process,
- the collaboration between the Atlantic Provinces and the distinct enhancement of the programs as they are integrated in each province.

The **goal** is that this will contribute to **sustainability of SEL** and further efforts to expand such programs in similar jurisdictions in Canada.



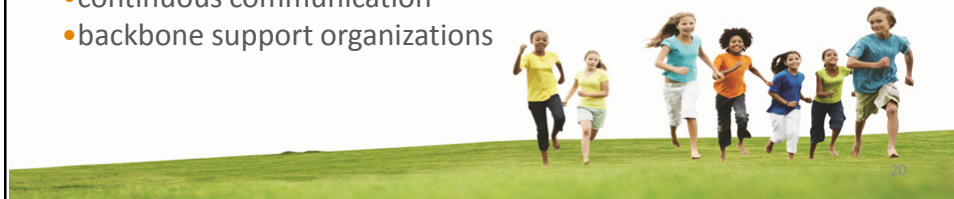
## Summary

Proposed is a collaborative project amongst the four Atlantic provinces that will scale up evidence on social and emotional learning to create **collective impact**.

**Five conditions for collective success:**

- common agenda (shared vision)
- shared measurement systems
- mutually reinforcing activities
- continuous communication
- backbone support organizations

(Karnia & Kramer, 2011)

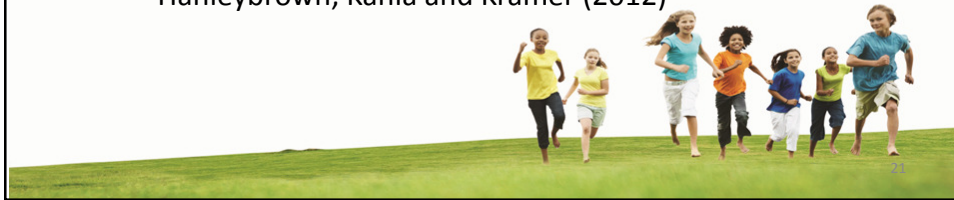




## Collective Impact

- Three conditions must be in place before launching a collective impact initiative: an *influential champion*, *adequate financial resources*, and a sense of *urgency for change*.
- Together, these preconditions create opportunity and motivation necessary to bring people who have never before worked together and hold them in place until the initiative's own momentum takes over.


Hanleybrown, Kania and Kramer (2012)




## Reflection

1. *What are your ideas on how we can collaborate achieve collective impact to improve mental health for Atlantic Canada? Write your thoughts on each presentation using coloured paper provided. (We will have students gather comments and digest the themes).*
2. *Think ahead to the Open Space session this afternoon – how do we develop a strategy for Atlantic Canada?*





Scaling up –  
A work in progress!  
A collective effort....



## Welcome Policy Panel

- Mental health plays a large role in overall health and well-being and there is evidence that with an investment in promoting mental health there is potential to reduce health care costs, and increase social and economic prosperity.
- ***We need policy to guide this direction – but what is policy and what influences policy?***





## Questions for the Panel

- What is involved in creating supportive policies across departments and governments (including municipal, provincial, federal and indigenous governments)?
- So what impact can policy have on creating programs that benefit kids?
- Now what is needed to expand the reach of proven programs and sustain them?
- How can we collaborate on an integrative strategy for Atlantic Canada?

