Colorado Multi-Tiered System of Supports (CO-MTSS)
Initiative Inventory
Activity Plan

Purpose: The Initiative Inventory was created by the Colorado Department of Education (CDE) Office of Learning Supports (OLS) to help stakeholders analyze the status of current initiatives and streamline the relationships between ongoing commitments. The Initiative Inventory can facilitate the prioritization of initiatives and the blending and braiding of resources. The tool also provides opportunities to create common language, identify common goals, share resources, and build collective capacity.

Formats Available: Word, Google Doc, or Google Form.

Procedure: The CO-MTSS Initiative Inventory Tool should be completed in teams. It involves the consideration of areas for potential collaboration and the identification of actionable items that can facilitate prioritization, collaboration, and integration of work. This can be best-achieved through dialogue and strategic discussions.

*The following outlines a **possible set of activities** that can be completed with a leadership team to over the course of several meetings. Based on the district size and relative number of initiatives, the activities may be abbreviated or extended depending on contextual needs. The main objective of each step is* <u>highlighted</u>.

Step 1: Introduce the Initiative Inventory (plan on at least 30 minutes)

Preview the tool. Possible topics include (a) the objective of the tool, (b) its value/importance to systems change, (c) how follow-up and next steps will occur, and (d) the process of increasing levels of collaboration (e.g., it's not about everyone integrating or converging everything, it's about moving the needle of collaboration from contact, to cooperation, coordination, collaboration, and convergence).

Define important terms.
   o *Initiative* - How an initiative is defined can be determined by the Leadership Team, however it may help to understand that an initiative should be a specified implementation effort that involves training or technical assistance. A federal, state, district, school, or local initiative can be mandated, funded, or unfunded. For example, The READ act is an initiative, but DIBELS is not. MTSS is not an initiative, but rather a framework for best practices. However, the scale-up of MTSS through the SPDG grant is an initiative.
   o *Technical Assistance* – The provision of specialized knowledge, follow-up, and support to address identified needs with customized solutions. Technical assistance includes mentoring, coaching, and consultation.
   o *Education and Training* – Adult learning opportunities such as university courses, online courses, webinars, face-to-face trainings, workshops, or conferences.
   o *Customer* – The person or group that an initiative explicitly works with during implementation. While many education initiatives are aimed at improving student outcomes, many of the actual customers are adults. For example, the goal of an educator evaluation initiative may ultimately be improving student performances, but the customer of the supports of that initiative (e.g., routine evaluation and coaching) are teachers. Make sure to reinforce that the end goal is the *actual* customer – adult vs. student.

As needed provide ***additional learning*** materials related to the importance of the inventory activity. Some possibilities for additional learning include:
   o Reading Initiative Inventory Technical Guide, and/or
   o NIRN's AI Hub Module on the exploration phase (NIRN's initiative inventory is linked to the exploration stage)

Step 2: Complete Inventory and Aggregate Data

o The *Initiative Inventory* form can be completed by individuals, sub groups, or the entire Leadership Team, depending on the size and complexities of the team. It can also be completed in Word, Google Doc, or Google Form formats. If completed in word or google doc format, the responses will have to be aggregated and sorted by the team. If it is completed in the Google Form version, responses can be saved in an Excel file for analysis. Be sure to assign specific due dates for completion to ensure there is enough time for all activities that need to take place between meetings.

o Everyone on the team should *review the completed inventory*. You can prompt people by asking them to look for areas of clarification, areas that warrant further discussion, and/or provide an online discussion board to facilitate asynchronous communication.

o In larger or more complex teams, it may be important to *analyze responses* in a smaller group prior to discussion in the larger team. In person or over the phone, Implementation Consultants, MTSS Specialists, Coaches, and Leadership Team Leads may discuss and analyze the results of the activity including making meaning and discussing how results should be presented to the larger group. The Initiative Inventory protocol follow-up questions can provide support for this discussion.

Step 3: Use Initiative Inventory for Action Planning

o *Review any activities that took place between meetings*.
- ● Thank everyone for completing the inventory.
- ● Highlight important takeaways from additional learning materials.
- ● Clarify questions generated as a result of everyone reviewing the inventory.

o *Highlight findings from analysis*. The follow-up questions in the Initiative Inventory protocol provide some questions that can help facilitate discussion.

o *Discuss areas for action planning*. As a team, indicate items from the activity that are either easily addressed, and/or if addressed can have a powerful impact on systems change. Again, the follow-up questions in the protocol can help facilitate this discussion. Transfer items for action planning over to a Leadership Team action planning form, such as the MLT Action Plan.