TAKE AIM

Step Three: FRAME

It is important to state grounding principles about: (a) the desired outcomes for children, youth and families; (b) the quality and reach of supports (family, community, school and other systems); and (c) the accountability of local leaders. Partnerships should agree on a set of concise, public-ready statements that have communications value for their key audiences. Common statements help break down barriers and build bridges, giving actors focused on different outcomes and representing different institutions (e.g. schools, health, business, etc.) a reason to work together. All of this helps establish a common framework and common terms so groups can talk across traditional "silos." Articulating the "bigger picture" helps keep the full range of stakeholders at the table.

Materials:

1. Outcomes Dashboard
2. From Core Principles to Common Language
3. Example: Translating Parallel Frameworks
4. Example: Outcomes Dashboard
5. Example: Indicators Dashboard – Top Picks

Step Four: ENGAGE

Engagement of a broad set of stakeholders that have the capacity and commitment to guide change is one of the hallmarks of effective collective impact work. A range of individuals that represent multiple perspectives, including the diverse populations in your community, can come together around a common focus on improving outcomes. Direct inclusion of young people, families and community members is one of the most instrumental ways to make a big picture planning process not only cross-system but "person-centered." This requires explicit strategies for including community members and focus populations in not just problem identification, but in problem-solving and solutions design.

The variety of perspectives, data and information made possible by a diverse coalition membership base enables a more complete understanding of community problems and solutions. Effective assessments include a definition of community, identification of needs and concerns, identification of resources and strengths, and an understanding of relevant community history.

Materials:

1. Community Map
2. Assessment
   a. Worksheet: Needs Assessment Questions
   b. What Kind of Needs Assessment Data should Coalitions Collect?
   c. Worksheet: Resource Asset Questions
   d. What Kind of Resource / Asset Data should Coalitions Collect?
   e. Assessment Summary
3. Engagement Strategy

FRAME: Outcomes

INSTRUCTIONS

For your focus population, what are the major outcomes that you hope to see?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

TAKE AIM

the BIG PICTURE APPROACH

FRAME: Outcomes Dashboard

INSTRUCTIONS

1. For your population focus, note major categories of **subpopulations** across the top of the dashboard.
2. Keeping in mind a whole child or whole person approach, what are the major **outcome areas** for your population? If useful, edit the terminology in the first column of the dashboard.
3. For each subpopulation, what are the **major outcomes** that are the focus of your work? Map these into the relevant cells.

WHO?   WHO?

subpopulations (e.g., age groups, household types) / outcome areas				
Academic/ Cognitive				
Vocational/ Employment				
Physical Health				
Mental/ Emotional Health				
Social Connection				
Civic Engagement				
Spiritual				

WHY?

WHY?

TAKE AIM

Discuss: Are there areas that are not your primary focus that need to be taken in consideration in order to meet your primary focus. Put an "x" in these areas.

Frame: From Core Principles to Common Language

Research, practice and public opinion offer a set of principles that can help us think more broadly about what it takes to improve outcomes. But are we really compelled to act on this knowledge?

These principles are not just suggestions about ways to improve our efforts. They are the instructions for doing business differently. Moving these principles consistently into practice requires establishing a new system of checks and balances to counter learned habits that keep us doing the same things even when they aren't working just because they are safe.

The Big Picture Approach encourages leaders to start with developing common terms that can be translated not only into vision and goal statements, but also into planning frameworks that provide a new people-centered way of looking at information. Once you have learned this new way of thinking, you are able to take it into the subsequent steps of action planning – taking stock, targeting action and tracking progress – but in a big picture way.
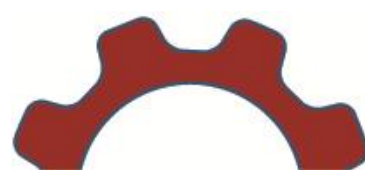
FROM CORE PRINCIPLES

About Focus Populations

Invest early &
sustain investments over time.

Support the whole person
or household

Focus attention
on those most in need.

Build on strengths, don't just
focus on problem-reduction

About Community Context

People live in families and communities,
not programs

To reduce problems & promote development,
both personal & environmental factors
must be addressed

Community ecology matters –
across times, places & systems

The quality of supports matters as much as
their reach & coordination

About Leaders

See people as change
agents, not clients.

Engage all sectors & stakeholders

Coordinate efforts, align resources

Inspire & inform the public

TO COMMON LANGUAGE – *Fill in your terms.*

Expect adequate progress across OUTCOME AREAS:	Support all AGE GROUPS & POPULATIONS:	Address range of GOALS using range of APPROACHES:	Ensure adequate SUPPORTS:	Across TIMES:	Enlist full range of SETTINGS:	Implement all CHANGE STRATEGIES:	Engage all STAKEHOLDERS:

(See sample on back)

Example

Please note that the detailed lists below are provided as examples of commonly used language (e.g., America's Promise Alliance 5 Promises). A Big Picture Approach doesn't prescribe the specific language in each list but rather challenges leaders to be intentional in addressing all of the categories.

FROM CORE PRINCIPLES

About Focus Populations

Invest early & sustain investments over time.

Support the whole person or household

Focus attention on those most in need.

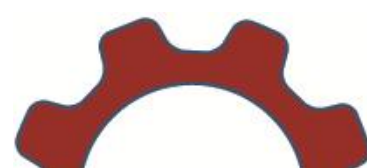Build on strengths, don't just focus on problem-reduction

About Community Context

People live in families and communities, not programs

To reduce problems & promote development, both personal & environmental factors must be addressed

Community ecology matters – across times, places & systems

The quality of supports matters as much as their reach & coordination

About Leaders

See people as change agents, not clients.

Engage all sectors & stakeholders

Coordinate efforts, align resources

Inspire & inform the public

TO COMMON LANGUAGE: *A child & youth-focused example**

Expect adequate progress across OUTCOME AREAS:	Support all AGE GROUPS & POPULATIONS:	Address range of GOALS using range of APPROACHES:	Ensure adequate SUPPORTS:	Across TIMES:	Enlist full range of SETTINGS:	Implement all CHANGE STRATEGIES:	Engage all STAKEHOLDERS:
Learning	Early Childhood	Problem-Reduction/ Protection	Caring Adults	During School	Families	Increase Demand	Educators
Working	School Age	Prevention	Safe/ Structured Places	Weekends	Schools	Align Policies & Resources	Funders & Catalysts
Thriving	Middle School	Preparation/ Development	Healthy Start & Supports	Before/ After School	Community Organizations	Engage Youth/Families	Advocates
Connecting	High School	Leadership/ Engagement	Effective Education	Summers	Parks & Rec	Improve Systems, Services & Programs	Providers
Leading/ Contributing	Young Adult		Opportunities to Make a Difference	Evenings	Faith		Faith
	such as			Holidays	Juvenile Justice		Business
	Low Income				Child Welfare		Policy Makers
	Disabled				Work/Business		Public Agencies
	Rural				Neighborhoods		Parents
	Minority				Other		Youth

*Ready by 21© example.

TRANSLATING PARALLEL FRAMEWORKS

WHAT ASSETS DO YOUTH NEED TO BE READY FOR COLLEGE, WORK AND LIFE?

THE FORUM FOR YOUTH INVESTMENT'S READY BY 21 OUTCOME AREAS	NATIONAL RESEARCH COUNCIL'S PERSONAL & SOCIAL ASSETS THAT SUPPORT DEVELOPMENT	SEARCH INSTITUTE'S INTERNAL ASSETS
Learning	Intellectual Development	Achievement Motivation
		School Engagement
		Homework
		Bonding to School
		Reading for Pleasure
Working		Planning & Decision Making
Thriving	Physical Development	Restraint
		Resistance Skills
Connecting	Psychological & Emotional Development	Integrity
		Honesty
		Responsibility
		Peaceful Conflict Resolution
		Personal Power
		Self-Esteem
		Sense of Purpose
		Positive View of Personal Future
Leading	Social Development	Caring
		Equality & Social Justice
		Interpersonal Competence
		Cultural Competence

WHAT SUPPORTS DO YOUTH NEED TO BE READY FOR COLLEGE, WORK AND LIFE?

AMERICA'S PROMISE ALLIANCE'S FIVE PROMISES	NATIONAL RESEARCH COUNCIL'S FEATURES OF POSITIVE DEVELOPMENTAL SETTINGS	SEARCH INSTITUTE'S EXTERNAL ASSETS
Safe Places	Physical & Psychological Safety	Safety
	Appropriate Structure	Family Boundaries
		School Boundaries
		Neighborhood Boundaries
		Time at Home
	Opportunities to Belong	Caring Neighborhood
		Caring School Climate
Caring Adults	Supportive Relationships	Family Support
		Positive Family Communication
		Other Adult Relationships
		Adult Role Models
	Positive Social Norms	Positive Peer Influence
Opportunities to Help Others	Support for Efficacy & Mattering	Youth as Resources
		Service to Others
Effective Education	Opportunities for Skill Building	Creative Activities
		Youth Programs
		Religious Community
	Integration of Family, School & Community Efforts	Parent Involvement in Schooling
Healthy Start	Basic Services (Implied)	

EXAMPLE 4

theBIGPICTURE APPROACH

INDICATORS DASHBOARD (based on one state's starter list)

1. Highlight in green things you want to promote or increase.
2. Highlight in red problems you want to reduce or decrease.
3. Discuss: What do you think of this picture? What's missing? What do you want to add?

	Early Childhood (0-5)	Elementary Age (6-10)	Middle School (11-14)	High School (15-18)	Young Adults (19-24)
Learning	• Readiness to learn	• Readiness to learn • 3rd grade reading • 3rd grade math skills	• 8th grade reading • 8th grade math skills	• High school dropout rate	
Working				• High school dropout rate	
Thriving *(Physical Health)*	• Child maltreatment • Immunizations	• Child maltreatment	• Child maltreatment • Teen alcohol use • Teen drug use • Teen tobacco use • Teen pregnancy • Youth suicide	• Child maltreatment • Teen alcohol use • Teen drug use • Teen tobacco use • Teen pregnancy • Youth suicide	
Connecting *(Social/Emotional Well-Being)*			• Juvenile arrests • Youth suicide • Juvenile recidivism rate	• Juvenile arrests • Youth suicide • Juvenile recidivism rate	
Leading *(Civic and Community Engagement)*			• Juvenile recidivism rate	• Juvenile recidivism rate	

Example using Ready by 21© Developmental Dashboard
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the BIG PICTURE APPROACH

Table Excerpted from Indicators Guide developed by Forum and Child Trends (forthcoming)

Ready by 21 Top Picks

Stages/Ages	Early Childhood (0 – 5 yrs)	Elementary Age (6 – 10 yrs)	Middle School (11 – 13 yrs)	High School (14 – 18 yrs)	Young Adults

Learning: Children & Youth Succeed in School

	Early Childhood (0–5 yrs)	Elementary Age (6–10 yrs)	Middle School (11–13 yrs)	High School (14–18 yrs)	Young Adults
Indicator	*% children ages 0-5 read to by a family member 6 or 7 times in the past week*	*% third/fourth-graders with proficient reading*	*% of students with high levels of "school connectedness"*	*High school graduation rate*	*% 18-24-year-olds enrolled in college, or completed college*
Data Power	M	M	L	M	H
Communication Power	H	H	M	H	H
Proxy Power	H	H	H	H	
Data source(s)	NSCH, NSAF	NAEP	Communities That Care; Profiles of Student Life: Attitudes & Behaviors; Add Health	NCES CCD, local administrative data	ACS

Working: Youth & Young Adults Are Ready for Work

	Early Childhood (0–5 yrs)	Elementary Age (6–10 yrs)	Middle School (11–13 yrs)	High School (14–18 yrs)	Young Adults
Indicator	*% children (0-5) with at least one employed parent*	*% students who participate in career awareness activities*	*% students who participate in career awareness activities*	*% students with job internship/apprenticeship experience*	*% 18-24-year-olds employed*
Data Power	H	L	L	H	H
Communication Power	H	H	M	H	H
Proxy Power	H	M	M	H	M
Data source(s)	21	Profiles of Student Life: Attitudes & Behaviors (Search Inst.)	Local school district data	local administrative data	ACS

Thriving: Children & Youth Make Healthy Choices

	Early Childhood (0–5 yrs)	Elementary Age (6–10 yrs)	Middle School (11–13 yrs)	High School (14–18 yrs)	Young Adults
Indicator	*% low birth weight*	*% children with a medical home*	*% youth who drank alcohol before age 13*	*% youth who drank alcohol in the past 30 days*	*% young adults overweight or obese*
Data Power	H	M	M	M	H
Communication Power	H	H	H	H	H
Proxy Power	M	M	H	H	M
Data source(s)	NVSS	NSCH	YRBS	YRBS	NSCH

Connecting: Children & Youth Have Positive Relationships with Peers and Adults

	Early Childhood (0–5 yrs)	Elementary Age (6–10 yrs)	Middle School (11–13 yrs)	High School (14–18 yrs)	Young Adults
Indicator	*% of children whose parent describes the parent-child relationship as "very warm and close"*	*% of children who eat a meal with their family 6 or 7 days per week*	*% of children who "receive support from three or more nonparent adults"*	*% of students with high levels of "school connectedness"*	*% parents where parents are 20 or older, married, have at least 12 years' education, and at least one is employed*
Data Power	L	M	L	L	H
Communication Power	H	H	M	M	H
Proxy Power	M	M	M	H	H
Data source(s)	Profiles of Student Life: Attitudes & Behaviors (Search Inst.)	NSCH, NSAF	Communities That Care; Profiles of Student Life: Attitudes & Behaviors; Add Health	Communities That Care; Profiles of Student Life: Attitudes & Behaviors; Add Health	ACS

Leading: Youth Contribute to Their Community

	Early Childhood (0–5 yrs)	Elementary Age (6–10 yrs)	Middle School (11–13 yrs)	High School (14–18 yrs)	Young Adults
Indicator	*% of children ages 0-5 taken by family members on outings in the community one or more times within the past week*	*% of children ages 6-17 who participated in sports teams, clubs, organizations, or other organized after-school activities in the past 12 mos.*	*% of children who participate in school decision-making*	*% youth volunteering in their community*	*% of 18-24-year-olds who voted in the previous general election*
Data Power	M	M	L	M	M
Communication Power	M	H	M	H	H
Proxy Power	M	H	H	H	M
Data source(s)	NSCH, NSAF	NSCH, NSAF	Profiles of Student Life: Attitudes & Behaviors (Search Inst.)	NSCH	CPS; local administrative data