Developing a Big Picture Action Planning Process

Laura Hansen  
*Director of Info Mgmt & System Support, Metro Nashville Public Schools*

Paul Evensen  
*President, Community Systems Group*

Merita Irby  
*Co-Founder, The Forum*
Connecting Action to Outcomes

From Idea

Take Shape

Take Aim

Take Stock

Take Action

Track Progress

To Implementation
Change Management System – *Recurring Steps*

- **Take Shape**
  - Engage
  - Form

- **Take Aim**
  - Listen
  - Frame

- **Target Action**
  - Map
  - Act

- **Take Stock**
  - Analyze
  - Visualize

How have you organized yourselves for this work?
Today’s discussion: 2 doors in

Laura

Big Picture Master Plan

Paul

Targeted Issue  A Big Picture Approach
Change Management System – *Recurring Steps*

- **Take Shape**
  - Engage
  - Form

- **Track Progress**
  - Track
  - Improve

- **Take Aim**
  - Listen
  - Frame

- **Target Action**
  - Map
  - Act

- **Take Stock**
  - Analyze
  - Visualize
There can be no keener revelation of a society’s soul than the way in which it treats its children. - Nelson Mandela

Child & Youth Master Plan

It is easier to build strong children than to repair broken men. - Frederick Douglass

For Metropolitan Nashville & Davidson County

The solution to adult problems tomorrow depends on large measure upon how our children grow up today. - Margaret Mead

Children are remarkable for their intelligence and ardor, for their curiosity, their intolerance of shams, the clarity and ruthlessness of their vision. - Aldous Huxley

Children are likely to live up to what you believe of them. - Lady Bird Johnson

Taskforce Report to Mayor Karl Dean July 2010
Ready Leaders:
Building the infrastructure for collective impact

- Overarching Leadership Council
- Age Group Partnerships
- Issue/Neighborhood Coalitions
- Individual Orgs & Systems
Change Management System – *Recurring Steps*

- **Take Shape**
  - Engage
  - Form

- **Take Aim**
  - Listen
  - Frame

- **Take Stock**
  - Analyze
  - Visualize

- **Target Action**
  - Map
  - Act

- **Track Progress**
  - Track
  - Improve

How have you organized yourselves for this work?
Change Management System – *Recurring Steps*

- **Take Shape**
  - Engage
  - Form

- **Take Aim**
  - Listen
  - Frame

- **Target Action**
  - Map
  - Act

- **Take Stock**
  - Analyze
  - Visualize

**How have you framed the conversation?**
At its best, school only fills a portion of developmental space.

Thinking Outside the Box

School

After School

Morning . . . Night

Ages

0

21+

Times of Day

Outcome Areas

Civic

Social

Emotional

Physical

Vocational

Cognitive

Thinking Outside the Box

At its best, school only fills a portion of developmental space.
Child and Youth Master Plan Taskforce

Child and Youth Well-Being

- Health
- Safety
- Education Lifecycle
- Mobility and Stability
- Out of School Time
Community Voice
Community Listening Sessions
Key Themes

**Out of School Time**
- Leadership opportunities
- Transportation
- More quality programs
- Activities near home
- Employment

**Education**
- College readiness and access
- Student engagement
- School climate
- Parent/Teacher communication
- Opportunity to learn life skills
- Quality pre-K
- Ensure social/emotional well-being
- Productive discipline

**Safety**
- Sidewalks
- Gang Activity
- Bullying
- Perception of Police

**Mobility and Stability**
- Transportation options
- Stable housing
- Employment
- Family support
- School stability

**Health**
- Healthy eating
- Physical activity
Community Survey

Key Topics Addressed:

 ✓ Safety

 ✓ Current Community Supports for Children and Youth

 ✓ Community Perception of Youth

 ✓ Youth as Community Problem Solvers
Change Management System – Recurring Steps

Take Shape
- Engage
- Form

How have you framed the conversation?

Take Aim
- Listen
- Frame

Track Progress
- Track
- Improve

Target Action
- Map
- Act

Take Stock
- Analyze
- Visualize
Youth Engagement – essential to getting it right

- **Take Shape**
  - Engage
  - Form

- **Take Aim**
  - Listen
  - Frame

- **Target Action**
  - Map
  - Act

- **Take Stock**
  - Analyze
  - Visualize

- **Track Progress**
  - Track
  - Improve
Youth Voice in the Planning Process

- Youth as co-chair for taskforce
- Youth membership on all taskforce committees
- Youth Survey
- Youth Summit
Youth Survey

Key Issues:

1. College and Career Access
2. Transportation
3. Health
4. Safety and Violence
Summit Focus Areas:

1. Health
2. Safety
3. Education
Youth Summit

What does being healthy mean to you?

How effective are current health programs in Nashville?

What are the indicators of good health?

What do you personally get from being healthy?

How do we fix these problems?

How important is health or how often do you think about health?

I think about health: (complete the sentence)

What are your top two health concerns?
Youth Engagement – essential to getting it right

Take Shape
- Engage
- Form

Take Aim
- Listen
- Frame

Target Action
- Map
- Act

Take Stock
- Analyze
- Visualize

How are you engaging young people in this work?

Youth Engagement – essential to getting it right

Take Shape
- Engage
- Form

Take Aim
- Listen
- Frame

Target Action
- Map
- Act

Take Stock
- Analyze
- Visualize

How are you engaging young people in this work?
Change Management System – *Recurring Steps*

- **Take Shape**
  - Engage
  - Form

- **Take Aim**
  - Listen
  - Frame

- **Target Action**
  - Map
  - Act

- **Take Stock**
  - Analyze
  - Visualize

- **Track Progress**
  - Track
  - Improve
<table>
<thead>
<tr>
<th></th>
<th>Pre-K 0–5</th>
<th>School-Age 6–10</th>
<th>Middle School 11–14</th>
<th>High School 15–18</th>
<th>Young Adults 19–21+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ready for College</strong></td>
<td>LEARNING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ready for Work</strong></td>
<td>WORKING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ready for Life</strong></td>
<td>THRIVING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Connecting</strong></td>
<td>CONNECTING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leading</strong></td>
<td>LEADING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Investigative Phase – Indicator Selection and Research

**Key Indicators of Child and Youth Well Being**
(Areas of Focus for Nashville)

<table>
<thead>
<tr>
<th></th>
<th>0-5</th>
<th>6-10</th>
<th>11-13</th>
<th>14-18</th>
<th>19-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Neighborhood Activities</td>
<td>Laura</td>
<td>Laura</td>
<td>Laura</td>
<td>Laura</td>
</tr>
<tr>
<td>2</td>
<td>Service to others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Time at home</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Reading for Pleasure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Home Computer and Internet Access/Use</td>
<td></td>
<td>Candy</td>
<td></td>
<td>Ronnie</td>
</tr>
<tr>
<td>6</td>
<td>Youth as Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Other Adult Relationships</td>
<td></td>
<td></td>
<td></td>
<td>Ronnie</td>
</tr>
<tr>
<td>8</td>
<td>Youth Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Positive Peer Influence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Community Values Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RB21 Dashboard for Youth**

### Key Findings for an Outcome – Example from Mobility and Stability Committee

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>0-5</th>
<th>6-10</th>
<th>11-13</th>
<th>14-18</th>
<th>19-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>All children and youth will live in a safe community where they are welcomed and supported by positive adult relationships</td>
<td>A growing bonding attachment with at least one to two particular adults is critical to an infant’s welfare and social-emotional development</td>
<td>Caring adults are the cornerstone of a child’s development</td>
<td>Studies have proven that relationships with positive mentors had the greatest impact in the area of alcohol and substance abuse prevention, particularly among minority children who are 70 percent less likely than their peers to initiate drug use if they have a mentor</td>
<td>According to the National Promises Study, 1/3 of teens do not have quality relationships with their parents</td>
<td></td>
</tr>
<tr>
<td><strong>Relationships with Positive Adults</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Community and School Connectedness</strong></td>
<td>Small group size, low staff-child ratios, and low staff turnover are three of the main indicators of high quality early childhood programs</td>
<td>Young people actively want this resource; More than 40% of children participating in Voices Study program said they wanted more adults in their life to turn to</td>
<td>Just 8% of young people have access to a mentor in this country</td>
<td>1/3 of students responding to the 2006 Nashville school culture/climate survey reported not having an adult they could talk to about their problems</td>
<td></td>
</tr>
<tr>
<td>Chronic absenteeism (missing 10% +of school) in KG is the strongest predictor of low level educational achievement at end of 5th grade</td>
<td>Head Start identified mobility as one of the 5 factors that significantly impacts low-income success students at the 3rd grade level</td>
<td>Highly mobile students find it difficult to form new friendships, with younger students hampered in socialization skills and other ones having trouble breaking into cliques</td>
<td>By high school, studies have shown as many as 40-60% of students become disengaged from school. Simultaneously, school connectedness is an important protective factor against emotional distress, violence, and academic apathy</td>
<td>Each year 600+ youth exit foster care at age 18 from Nashville and its surrounding counties</td>
<td></td>
</tr>
<tr>
<td>Repeated changes in life refocus a child’s attention to matters other than curricular</td>
<td>64% of our elementary schools are considered high mobility schools (30% +)</td>
<td>50% of our middle schools have mobility rates exceeding 30% annually</td>
<td>Only 23% of 15 year olds in America participate in high-quality activities in their community</td>
<td>It is estimated that 25% of youth exiting foster care will experience homelessness in the first year</td>
<td></td>
</tr>
</tbody>
</table>
Indicators of Child and Youth Well-Being

40 Developmental Assets
http://www.search-institute.org/developmental-assets/lists

Key National Indicators of Well Being

Kids Count Well Being Indicators

ChildTrends Databank
http://www.childtrendsdatabank.org/

2009 Foundation for Child Development – Child and Youth Well-Being Index Report

California Index of Child Well Being
http://www.kidsdata.org/index/whatis.html
14 For Our Future

All Children and Youth Will:

1. Have a safe and stable home and a supportive, engaged family
2. Have safe places in the community, where they are welcomed and supported by positive adult relationships
3. Develop valuable life skills, social competencies, positive values and become law abiding, productive citizens
4. Have confidence in themselves and in their future
5. Have opportunities to have their voice heard and positively impact their community
6. Experience social equity regarding access to opportunities, resources and information that are critical to their success in the 21st century
7. Experience a safe and caring school environment that supports social, emotional, and academic development
8. Achieve academically through high quality, engaging educational opportunities that address the strengths and needs of the individual
9. Be physically healthy
10. Learn and practice healthy habits, and have access to the resources that support these habits
11. Will be mentally healthy and emotionally well
12. Have access to and participate in quality programs during out-of-school time
13. Have safe outdoor spaces in their neighborhood that provide opportunities for play and recreational activities
14. Have safe transportation options that allow them to engage in activities and access services and supports that the community has to offer
Change Management System – *Recurring Steps*

- **Take Shape**
  - Engage
  - Form

- **Take Aim**
  - Listen
  - Frame

- **Take Stock**
  - Analyze
  - Visualize

- **Target Action**
  - Map
  - Act

- **Track Progress**
  - Track
  - Improve

How do you visualize & understand?
Change Management System – *Recurring Steps*

**Take Shape**
- Engage
- Form

**Take Aim**
- Listen
- Frame

**Track Progress**
- Track
- Improve

**Target Action**
- Map
- Act

**Take Stock**
- Analyze
- Visualize
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>0-5</th>
<th>6-10</th>
<th>11-13</th>
<th>14-18</th>
<th>19-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>All children and youth will be provided a safe and stable home and a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Increase the number of children</td>
</tr>
<tr>
<td>supportive, engaged family.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>who exit the DCS system with a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>formal connection to a family and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>stable housing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>INCREASE number of Children/Youth</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>who have oversight by a caring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>adult during OST</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>INCREASE number of parents who</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>are actively and positively</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>engaged in the development of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Children/Youth during OST</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>INCREASE number of Children/Youth</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>who experience positive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>communication and emotional</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>support from their families</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Increase the number of children</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>living in a safe, stable and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>positive environment with</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>consistent parenting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Increase the number of children</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>in the DCS system who find</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>positive parental substitutes and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>maintain these relationships after</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>exiting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Decrease number of children and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>youth exposed to violence and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>illegal drug use in their homes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Decrease number of children and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>youth who sustain preventable</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>injuries and death in their homes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Decrease the number of homeless</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>children and youth who live in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Nashville</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Decrease the number of children</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>and youth who live in structurally</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>and/or environmentally unsafe</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>homes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Decrease the number of children</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>and youth who enter foster care</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>due to dependency, neglect and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>abuse</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reduce the number of children and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>youth exposed to family violence</td>
</tr>
<tr>
<td>Committee:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strategic Objective:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Recommended Action Steps:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What is the time frame for this strategy to be implemented?</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Are there currently known costs associated with this strategy?</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What organizations will lead and carry out this strategy?</th>
<th></th>
</tr>
</thead>
</table>

| How is this strategy related to ongoing initiatives? |  |
Change Management System – *Recurring Steps*

**Take Shape**
- Engage
- Form

**Take Aim**
- Listen
- Frame

**Track Progress**
- Track
- Improve

**Target Action**
- Map
- Act

**Take Stock**
- Analyze
- Visualize
Change Management System – Recurring Steps

- Take Shape
  - Engage
  - Form

- Target Action
  - Map
  - Act

- Take Aim
  - Listen
  - Frame

- Take Stock
  - Analyze
  - Visualize

- Track Progress
  - Track
  - Improve
THERE CAN BE NO KEENER REVELATION OF A SOCIETY’S SOUL THAN THE WAY IN WHICH IT TREATS ITS CHILDREN. -NELSON MANDELA

CHILD & YOUTH MASTER PLAN
IT IS EASIER TO BUILD STRONG CHILDREN THAN TO REPAIR BROKEN MEN. -FREDERICK DOUGLASS
FOR METROPOLITAN NASHVILLE & DAVIDSON COUNTY THE SOLUTION TO ADULT PROBLEMS TOMORROW DEPENDS ON LARGE MEASURE UPON HOW OUR CHILDREN GROW UP TODAY. -MARGARET MEAD
HERESY IS NOT DANGEROUS TO THE ARTIST, THEIR INTELLIGENCE AND ARDOR, FOR THEIR CURIOSITY, THEIR INTOLERANCE OF SHAMS, THE CLARITY AND RUTHLESSNESS OF THEIR VISION. -ALDOUS HUXLEY
CHILDREN ARE LIKELY TO LIVE UP TO WHAT YOU BELIEVE OF THEM. -LADY BIRD JOHNSON

TASKFORCE REPORT TO MAYOR KARL DEAN JULY 2010

http://www.nashville.gov/mocy/masterplan.asp
Cumulative Number of Community Changes
Safe Streets: January 1996 to March 2002

1996 = 83
1997 = 89
1998 = 116
1999 = 88
2000 = 77
2001 = 43
Total to Date = 502
Relationship Between Community Changes and Perceptions of Neighborhood Safety for Residents of ZIP Code 66605

- % Reported Feeling Unsafe
- Community Changes


- 1995:
  - % Reported Feeling Unsafe: 10%
  - Community Changes: 10%

- 1996:
  - % Reported Feeling Unsafe: 20%
  - Community Changes: 20%

- 1997:
  - % Reported Feeling Unsafe: 30%
  - Community Changes: 30%

- 1998:
  - % Reported Feeling Unsafe: 40%
  - Community Changes: 40%

- 1999:
  - % Reported Feeling Unsafe: 50%
  - Community Changes: 50%
Change Management System – Recurring Steps

- **Take Shape**
  - Engage
  - Form

- **Take Aim**
  - Listen
  - Frame

- **Target Action**
  - Map
  - Act

- **Take Stock**
  - Analyze
  - Visualize

How are you tracking progress?
Ready Leaders:
Building the infrastructure for collective impact

- Overarching Leadership Council
- Age Group Partnerships
- Issue/Neighborhood Coalitions
- Individual Orgs & Systems
“Big Picture” Change Management System

integrated planning & action at all levels

- **Overarching Leadership Council**
- **Age Group Partnerships**
- **Issue Coalitions**
- **Neighborhood Coalitions**
How can we help?

3-day Institute

- Big Picture Master Plan
- Targeted Issue

2-day Institute

- Planning for Action: Case Study
- Ready by 21 Tools & Strategies
- Taking Ready by 21 Home

A Big Picture Approach