Planning Decision Points

- Child & Youth Outcomes & Indicators
  - Refine the “dashboard” – especially in 2020/2021
  - Hear what people are experiencing/needing - what our some of our partners doing right now that help to fill in the current picture.
  - Recommendation re: further community listening that this needs to host (e.g., town hall, survey, etc.)
  - What national data should we be reviewing that helps with the real-time picture?

- Populations of Focus within Pierce County

Task Team: Beverly (Lead Facilitator), Lauren (Lead Documenter) Tanya, SharonH, SharonS, Priscilla, Dylan, Kyle

- Outcomes-focused Planning Approach
- Engagement Strategy for “Communities Within” Pierce County
- Links to Existing Networks, Initiatives, etc.

Task Team: George (Lead Facilitator), Priscilla (Lead Documenter), Kyle
Pierce County Birth to 25 Advisory Board
January 4, 2021
Today’s Work Session

• Outcomes Focused Planning for Children & Youth

• Community Engagement Strategy
A Big Picture Approach
to Action Planning & Community Change

The recurring steps of Community Change Management:

- Take Shape
  - Structural Alignment
- Take Stock
  - Shared Diagnosis
- Take Aim
  - Goal Alignment
- Target Action
  - Mutually Reinforcing Activities
- Track Progress
  - Shared Measurement

The BIG PICTURE APPROACH
Birth to 25 Advisory Board
Pierce Co. Human Services Staff

Plan for leveraging existing coalitions, networks & initiatives

Plan for engaging communities within Pierce County
Whole Child Framing & Goals

Data Scan
Interpreting Data & Identifying Solutions with Community Input

Setting Priorities & Tracking Action
Planning Decision Points

• Child & Youth Outcomes & Indicators
• Populations of Focus within Pierce County
• Outcomes-focused Planning Approach
• Engagement Strategy for “Communities Within” Pierce County
• Links to Existing Networks, Initiatives, etc.
Start with our goals for young people

Get specific about our community context

Then ask: What can we do as leaders?
How do we know if we are making a difference?

Leadership  Actions  Outputs  Local  Root  Skills, Behaviors
Capacity     Conditions  Causes  Identity, Agency

Including:
- existing efforts
- communities within
- specific populations

Leaders
Accountability
Change the way we do business

Family, Community & School Supports
Change the landscape of communities

Children & Youth Outcomes
Change the odds for children and youth
Who have we engaged? (coalitions? providers? youth? broader community?)

Where are our efforts focused? (specific geographies, age groups, issues?)

How well are we managing the community change process? Taking actions that:
- Align with our goals?
- Implement a powerful set of strategies?
- Address priority populations & communities?


Where are the supports located?

How well are these supports being provided?
- How accessible?
- How coordinated?
- How well-used?
- What is the quality of these supports?

Who are the youth in our community?
(what descriptors? age? family status? special needs?)

Where do these young people and their families live, learn, work?

How well are the youth in our community doing:
- Academically & Vocationally?
- Emotionally & Physically?
- Socially & Civically?

How do we know if we are making a difference?
Outcomes

IN LARGE GROUP

How well are our children and youth doing? What does “success” look like?

What skills, behaviors, attitudes, sense of identity, sense of agency would we see?
Goal for Our Children and Youth

To support the healthy growth, development and education of our children and youth prenatal through young adulthood so that they graduate from high school and succeed in life.
Steps to Success – Birth to 22

Healthy births

Secure attachment to caregivers
- Late or no Prenatal care

Effective parenting

Safe & nurturing families & communities
- Toxic Stress
  - Depression
  - Substance Abuse
  - Exposure to violence

Ready for school

Meeting educational standards
- Poor school attendance
- Non-proficient readers
- Discipline referrals/suspensions
- Not connected

Connectedness

Prosocial adolescent behaviors
- DJJ Referrals
- Teen pregnancy
- Adolescents substance use
- Idle youth (not working and not in school)

Career readiness

Graduation & successful entry to adulthood

Birth to 22
Steps to Success – Birth to 22

KEYS TO SUCCESS:
Effective Parenting
Safe & Nurturing Families & Communities

Born Healthy

Attached to Caregivers

Developmentally on Track

Ready for School

Healthy & Active

Meeting Educational Standards

Connected & Contributing

Behaving Prosocially

Career Ready

Graduating & entering adulthood successfully

- Poor school attendance
- Non-proficient readers
- Discipline referrals/suspensions
- Not connected

• DJJ Referrals
• Teen pregnancy
• Adolescents substance use
• Idle youth (not working and not in school)

- Late or no Prenatal care
- Toxic Stress
  ➢ Depression
  ➢ Substance Abuse
  ➢ Exposure to violence

United For Brighter Futures

the BIG PICTURE APPROACH
Steps to Success – Birth to 22

KEYS TO SUCCESS:
Effective Parenting
Safe & Nurturing Families & Communities

Born Healthy
Attached to Caregivers
Developmentally on Track
Ready for School
Healthy & Active
Meeting Educational Standards
Connected & Contributing
Behaving Prosocially
Career Ready

Graduating & entering adulthood successfully

On-time graduation
Post-secondary credentials
Involved in school & community life
Reading on grade level
Height/weight appropriate
Physically active
Demonstrating good health habits
Poorest school attendance
Non-proficient readers
Discipline referrals/suspensions
Not connected
Idle youth (not working and not in school)
DJJ Referrals
Teen pregnancy
Adolescents substance use

Low Birthweight
Toxic Stress (in home/community?)
Depression
Substance Abuse
Exposure to violence

United For Brighter Futures
Birth to 22 Steps to Success

Steps to Success

The Steps to Success represent 6 domains of child and youth development—physical health, behavioral health, academic readiness, social/emotional well-being, career readiness and connection and contribution to community and society. These steps represent key markers of success that allow us to access developmental outcomes. As children and youth make their way up these stairs, we are able to track their progress or lack thereof. The indicators, or measures, for these different areas are shown above the stair steps in the green text (for things we are trying to promote) and orange text (for things we are trying to prevent).

Steps to Success & Supports for Success

STEPS TO SUCCESS:
Child & Youth Outcomes & Indicators

- Low Birth Weight
- Prematurity
- Abuse/Neglect
- Toxic Stress
- Exposure to violence
- Developmental Delays
- Developmentally on Track

- Weight appropriate
- Physically active
- Demonstrating good nutrition & health habits
- Reading on grade level (3rd & 10th)
- Poor school attendance
- Non-proficient readers
- Discipline referrals/suspensions
- Not connected
- DJJ Referrals
- Teen pregnancy
- Adolescents substance use

SUPPORTS FOR SUCCESS:
Effective Parenting | Safe & Nurturing Families & Communities

ECONOMIC ACCESS: Percentage of Families in Poverty | Access to Housing | Workforce and Job Development Opportunities | Number and Percentage of Households receiving Food Stamps | Access to Transportation
PARENTING & ROLE MODELS: Parenting stress (situational & chronic) | Knowledge of Parenting and Child Development | Support Services for Parents

BEHAVING PROSOCIALLY
CONNNECTED & CONTRIBUTING
MEETING EDUCATIONAL STANDARDS
HEALTHY & ACTIVE
READY FOR SCHOOL
DEVELOPMENTALLY ON TRACK
ATTACHED TO CAREGIVERS
BORN HEALTHY
CAREER READY
Graduating & entering adulthood successfully
On-time graduation
Post-secondary credential
Educational attainment
Idle youth (not working & not in school)
Unemployment
### B. SAMPLING OF INDICATORS

<table>
<thead>
<tr>
<th></th>
<th>Early Childhood (0-5)</th>
<th>Grade School Age (6-10)</th>
<th>Middle School Age (11-14)</th>
<th>High School Age (15-18)</th>
<th>Young Adults (19-24)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocational</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Idle Youth – not in work or in school</strong></td>
</tr>
<tr>
<td><strong>Civic Connection</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>DJI referrals</strong></td>
</tr>
<tr>
<td><strong>Behavioral/Mental Health</strong></td>
<td></td>
<td></td>
<td><strong>Avoiding Risky Behaviors</strong></td>
<td></td>
<td><strong>Depression</strong></td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td></td>
<td><strong>3rd Grade Reading Proficiency</strong></td>
<td></td>
<td><strong>H.S. seniors graduating with FCAT Reading Proficiency Increase High School</strong></td>
<td><strong>Idle Youth – not in work or in school</strong></td>
</tr>
<tr>
<td><strong>Social Emotional Connection</strong></td>
<td><strong>Verified abuse &amp; neglect</strong></td>
<td></td>
<td><strong>Improving Social/Developmental Health</strong></td>
<td><strong>Connectedness</strong></td>
<td><strong>Teen Pregnancy</strong></td>
</tr>
<tr>
<td><strong>Physical Health</strong></td>
<td><strong>Healthy birthweight</strong></td>
<td><strong>Avoiding Risky Behaviors</strong></td>
<td><strong>Healthy Growth &amp; Development</strong></td>
<td><strong>Substance Abuse</strong></td>
<td><strong>Obesity / Overweight</strong></td>
</tr>
</tbody>
</table>

**KEY:**
- Developmental Indicators
- Risk Indicators
<table>
<thead>
<tr>
<th>OUTCOMES: Pierce County Developmental Dashboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Vocationally, Culturally &amp; Civically Contributing</td>
</tr>
<tr>
<td>Learning</td>
</tr>
<tr>
<td>Socially/ Emotionally Connected</td>
</tr>
<tr>
<td>Behaviorally Healthy</td>
</tr>
<tr>
<td>Physically Healthy</td>
</tr>
<tr>
<td>Safe &amp; Basic Needs Met</td>
</tr>
</tbody>
</table>
# Community GOALS

<table>
<thead>
<tr>
<th>Older Youth</th>
<th>Educated</th>
<th>Employed</th>
<th>Contributing to Community</th>
<th>Physically Healthy</th>
<th>Mentally/Emotionally Healthy</th>
<th>Socially Connected</th>
<th>Life Skills</th>
</tr>
</thead>
</table>
| - Gets good grades  
- Attained high school degree or GED  
- Engaged in or completed college or workforce training  
- Sets and completes goals  
- Is prepared for the next step | - Engaged in workforce or career  
- Has soft skills/social skills for interviews, work, and meetings  
- Thinks about long-term career | - Volunteer  
- Votes | - Committed to exercise or sports participation | - Connected to family  
- Able to manage emotions | - Participates in afterschool clubs  
- Has good social skills | - Financially literate with money management skills  
- Pays bills responsibly |

<table>
<thead>
<tr>
<th>High School Youth</th>
<th>Educated</th>
<th>Employed</th>
<th>Contributing to Community</th>
<th>Physically Healthy</th>
<th>Mentally/Emotionally Healthy</th>
<th>Socially Connected</th>
<th>Life Skills</th>
</tr>
</thead>
</table>
| - Graduates high school  
- Attends school regularly  
- Identifies his/her strengths (academically or vocationally) | - Has a job*  
- Participates in internship or workforce development | - Volunteers/involved in community service*  
- Is a good role model  
- Has good manners | - Makes healthy food choices  
- Is active, exercises regularly  
- Stresses the importance of good health | - Has self confidence  
- Is self-aware  
- Knows self  
- Knows family  
- Is resilient to ACES | - Attends out of school time activities and/or extracurriculars  
- Has social skills  
- Can establish and maintain boundaries | - Maintains self-sufficiency  
- Can manage a bank account  
- Is learning life skills |

<table>
<thead>
<tr>
<th>Middle School Youth</th>
<th>Educated</th>
<th>Employed</th>
<th>Contributing to Community</th>
<th>Physically Healthy</th>
<th>Mentally/Emotionally Healthy</th>
<th>Socially Connected</th>
<th>Life Skills</th>
</tr>
</thead>
</table>
| - Attends school regularly  
- Has good study skills  
- Has good behavior  
- Has good grades  
- Asks for help when needed  
- Reads | - Is exposed to rising opportunities  
- Participates in Mayor's Youth Program | - Volunteers  
- Completes chores  
- Regular exercise  
- Participates in sports  
- Eats healthy food  
- Participates in extracurricular and afterschool activities | - Has a positive attitude  
- Expresses feelings  
- Selects positive peers  
- Communicates with friends  
- Is a leader not a follower | - Sets goals  
- Is learning financial management  
- Prays | - |
Planning Decision Points

• Child & Youth Outcomes & Indicators
  – Refine the “dashboard” – especially in 2020/2021
  – Hear what people are experiencing/needing - what our some of our partners doing right now that help to fill in the current picture.
  – Recommendation re: further community listening that this needs to host (e.g., town hall, survey, etc.)

• Populations of Focus within Pierce County

  Task Team: Beverly (Lead Facilitator), Lauren (Lead Documenter)
  Tanya, SharonH, SharonS, Priscilla, Dylan, Kyle

• Outcomes-focused Planning Approach
• Engagement Strategy for “Communities Within” Pierce County
• Links to Existing Networks, Initiatives, etc.

  Task Team: George (Lead Facilitator), Priscilla (Lead Documenter), Kyle
Populations of Focus

IN SMALL GROUPS:

What are particular populations of children and youth that you need to make sure are understood, engaged and visible?
How do we know if we are making a difference?

Leadership     Actions     Outputs     Local Conditions     Root Causes     Skills, Behaviors Identity, Agency

Including:
existing efforts     communities within     specific populations
Sample Data

Kindergarteners demonstrating school readiness in 6 of 6 areas

- 38.9% (Clover Park)
- 55% (Tacoma)

According to the Washington State Healthy Youth Survey, about 60% of 8th, 10th, and 12th graders report participating in afterschool activities, slightly lower than the state average.

The number of disconnected young adults, ages 16 to 24, who are neither working or in school was 15,300 in 2017.

1 in 4 Pierce County middle school youth report depressive symptoms. Pierce County high school students reported depression a rate of 36.9%.

Suicidal ideation (21.6% of youth reporting) is more common among Multiracial youth (29.3%), American Indian or Alaska Native and Native Hawaiian or Pacific Islander (25.3%) youth, and higher in girls (28.6%).
FOR YOUR SPECIFIC OUTCOME

BRAINSTORM 8-10 WHYs?

YOUR SPECIFIC OUTCOME

WHY is it happening

WHY is it happening

WHY is it happening
YOUR SPECIFIC OUTCOME

WHY is it happening?

WHY is it happening?

WHY is it happening?

. . . and WHY HERE?

. . . and WHY HERE?

WHY?

WHY?

WHY?

WHY?

WHY?

WHY?

PICK ONE

GO DEEP

REPEAT
YOUR SPECIFIC OUTCOME

WHY is it happening?

WHY is it happening?

WHY is it happening?

. . . and WHY HERE?

. . . and WHY HERE?

. . . and WHY HERE?

. . . and WHY HERE?

#1 WHY?

#2 WHY?

#3 WHY?

TOP 3

C.
Root Cause to Common Cause
Birth to 25 Outcomes – A Balanced Slate Example

Every child is supported and grows into a successful adult

Community Goal

Every baby is born healthy

All children enter kindergarten ready to succeed

All children achieve at or above grade level

Every youth completes post-secondary education

All capable young adults gain and retain employment that provides self-sufficiency

Priority Outcomes

% children ready to enter kindergarten

IREAD Passing Rates for 3rd grade

% of population 25 years and over with a 2-yr Degree or Certificate

% youth not in school working

PRODUCTIVE

Education

Employment

CONNECTED

Social

Civic

HEALTHY & SAFE

% babies born weighing more than 5 lbs 5 oz

immunization rates

6th graders consuming alcohol in past month

% participating in positive activities

trucany or attendance rates

8th grade language/math/science scores

High school graduation rates

% starting/ not completing post-secondary

Revisit the education and employment indicators selected

Add a new row to acknowledge the importance of these contributing outcomes to educational success

Add a goal with one that speaks to gainful employment

Consider adding “babies born healthy” as a priority outcome

Begin with population-level indicators and then help programs identify their contribution

Risky behaviors

% starting/ not completing post-secondary

% of youth not in school or working (16-25)
LOCAL EXAMPLE: How we identified some INITIAL areas for common action

1. Started with Outcomes & Indicators
   * balanced out the picture (e.g., social/emotional health)
   * “voted with dots” to identify high interest starting points

2. Identified Root Causes & Local Conditions for each indicator

3. Identified “Common Causes” through clustering the underlying causes/conditions

4. Grouped these “Common Causes” into action areas and then worked to identify specific actions to address them.
Common Cause Analysis:
Are there any causes or conditions in common?

- Lack of Trained Counselors

TARGET ACTION

- Local Condition
- Root Cause
- Local Condition
- Issue
- Local Condition
Lack of trained counselors

Education & training opportunities don't connect to available careers

Transportation options are insufficient
LOCAL EXAMPLE: How we identified some INITIAL areas for common action

1. Started with Outcomes & Indicators
   
   *balanced out the picture (e.g., social/emotional health)*
   *“voted with dots” to identify high interest starting points*

2. Identified Root Causes & Local Conditions for each indicator

3. Identified “Common Causes” through clustering the underlying causes/conditions

4. Grouped these “Common Causes” into action areas

5. Identified starting points for joint action
Bartholomew County
Common Cause Clusters

PARENT & FAMILY SUPPORTS
- Parent support/knowledge – behavior modification/management needs
- Lack of structured environment & supportive
- Educate parents on benefits
- Parental role
- Lack of parental/mentor support
- Lack of family support
- Lack of support system
- Lack of adult/parent support
- Lots of shift work
- Parental involvement difficult due to shift work employment
- Lack of individualized support
- Parent awareness & value of education
- Lack of parent experience

ACCESS AWARENESS
- Access to enrichment times
- Transportation
- Knowledge of Existence
- Availability/Access
- Cost
- Awareness of financial/opportunities
- Lack of documentation

TRANSPORTATION
- Transportation when bus missed (no car / don’t want to walk / city bus)
- Transportation
- Transportation
- Transportation
- Transportation

HOUSING / MOBILITY
- Lack stable home / move parent to parent / move nightly place to place
- Student housing
- High mobility between schools
- Transient population

theBIGPICTURE APPROACH
Start with our goals for young people

Get specific about our community context

Then ask: What can we do as leaders?
Take Action

1. What is the “common cause” condition that we can tackle together?

Brainstorm Solutions!!

2. What needs to happen to make a real difference?

Once you get a range of ideas, ask: “Who Could Do This”??

3. WHO?

Are there key community partners? Name them!

Can young people & families work on this?

Does BGCMR have a part to play?

- Off the Wall Solution == OTW
- Lowest Cost Solution == $ decrease
- Most Impactful Solution == Impact increase
- A solution I could do today == TODAY!
How do we know if we are making a difference?

Leadership | Actions | Outputs | Local Conditions | Root Causes | Skills, Behaviors | Identity, Agency
---|---|---|---|---|---|---
Capacity | | | | | | 

Including:
- existing efforts
- communities within
- specific populations
Communities Within

IN SMALL GROUPS:

What are the “communities within” Pierce County that must be engaged and visible in your planning and action?

Communities of geography? of experience? of interest
Coalitions & Networks

IN SMALL GROUPS:

What are the existing coalitions, networks, initiatives – moving trains and standing bodies – that help you connect to these communities? to systems and settings? to decision-makers, practitioners, families, young people?
Collective Impact is the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem at scale.

Big Picture planning is undertaken by groups at many levels.

<table>
<thead>
<tr>
<th>Category</th>
<th>Areas of Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overarching Leadership</td>
<td>FILL IN HERE</td>
</tr>
<tr>
<td>Population Focused</td>
<td>Success By 6 * Thriving Seniors</td>
</tr>
<tr>
<td>Provider Network</td>
<td>Out-of-school Time (OST) Network</td>
</tr>
<tr>
<td>Issue Coalition</td>
<td>Substance Abuse Coalition * Teen Pregnancy * Intimate Partner Violence * Child Abuse &amp; Neglect</td>
</tr>
<tr>
<td>Neighborhood</td>
<td>Promise Neighborhoods * Neighborhood Association</td>
</tr>
</tbody>
</table>

Where is your work?