



Developing a Big Picture Action Planning Process

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all youth ready for college work & life



#readyby21



Ready by 21

**Developmentally On
Track Productive
Connected
Healthy & Safe**



**LEADERS
ACCOUNTABILITY**

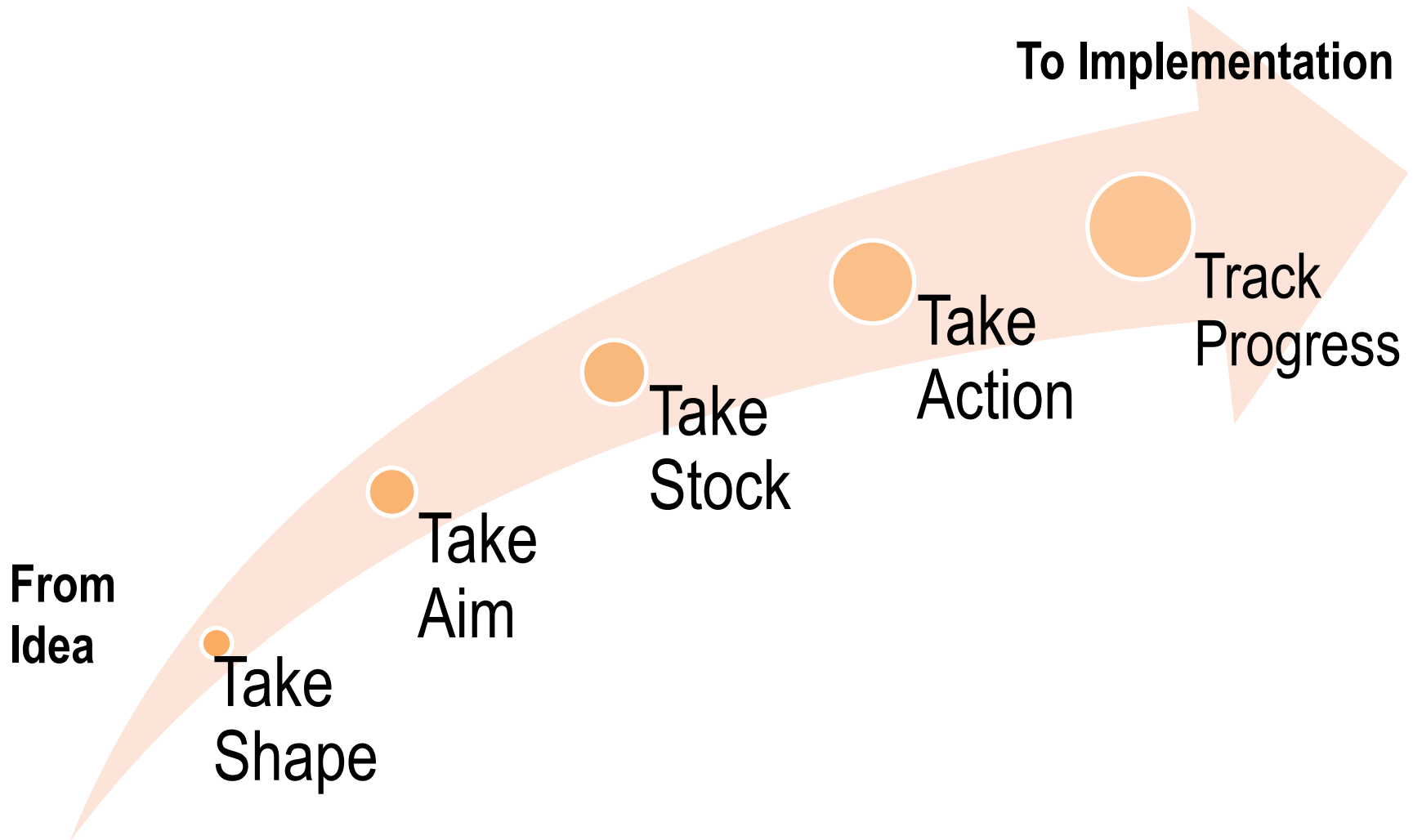
**FAMILY,
COMMUNITY
& SCHOOL
SUPPORTS**

**CHILDREN
& YOUTH
OUTCOMES**

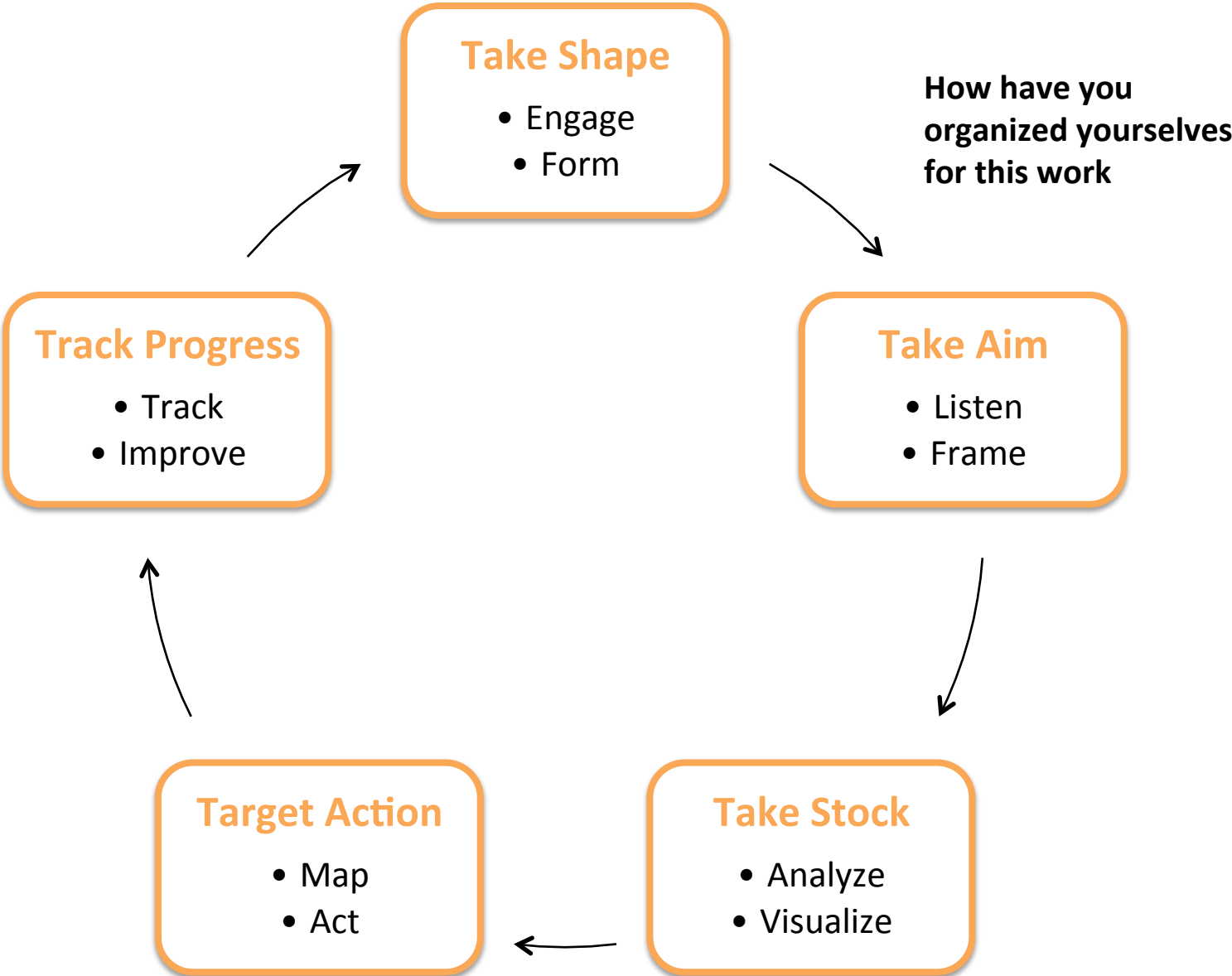
**Partnerships
Goals
Data
Actions**

**Coordinated
Accessible
Well-Attended
High Quality**

Connecting Action to Outcomes



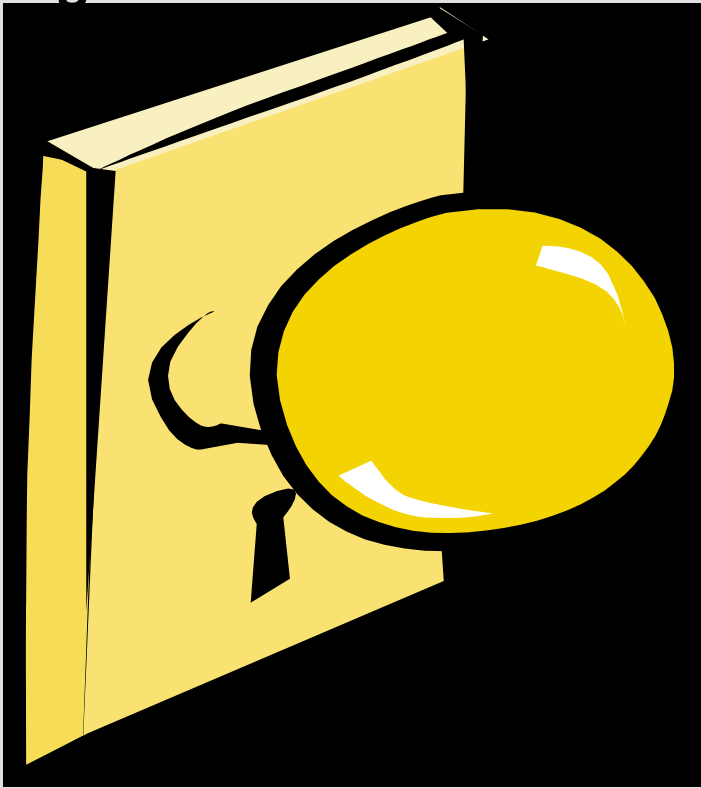
Change Management System – *Recurring Steps*



Today's discussion: 2 doors in

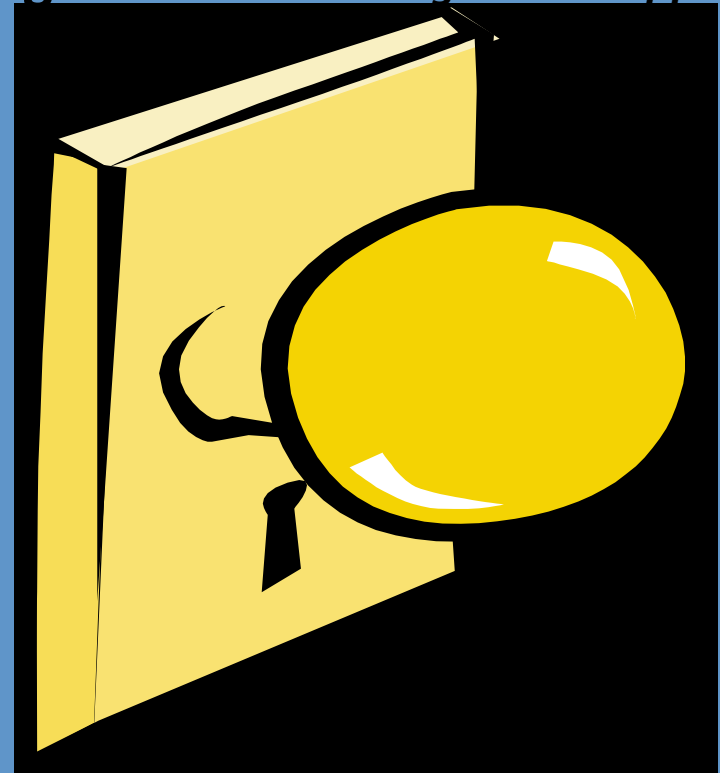
Laura

Big Picture Master Plan

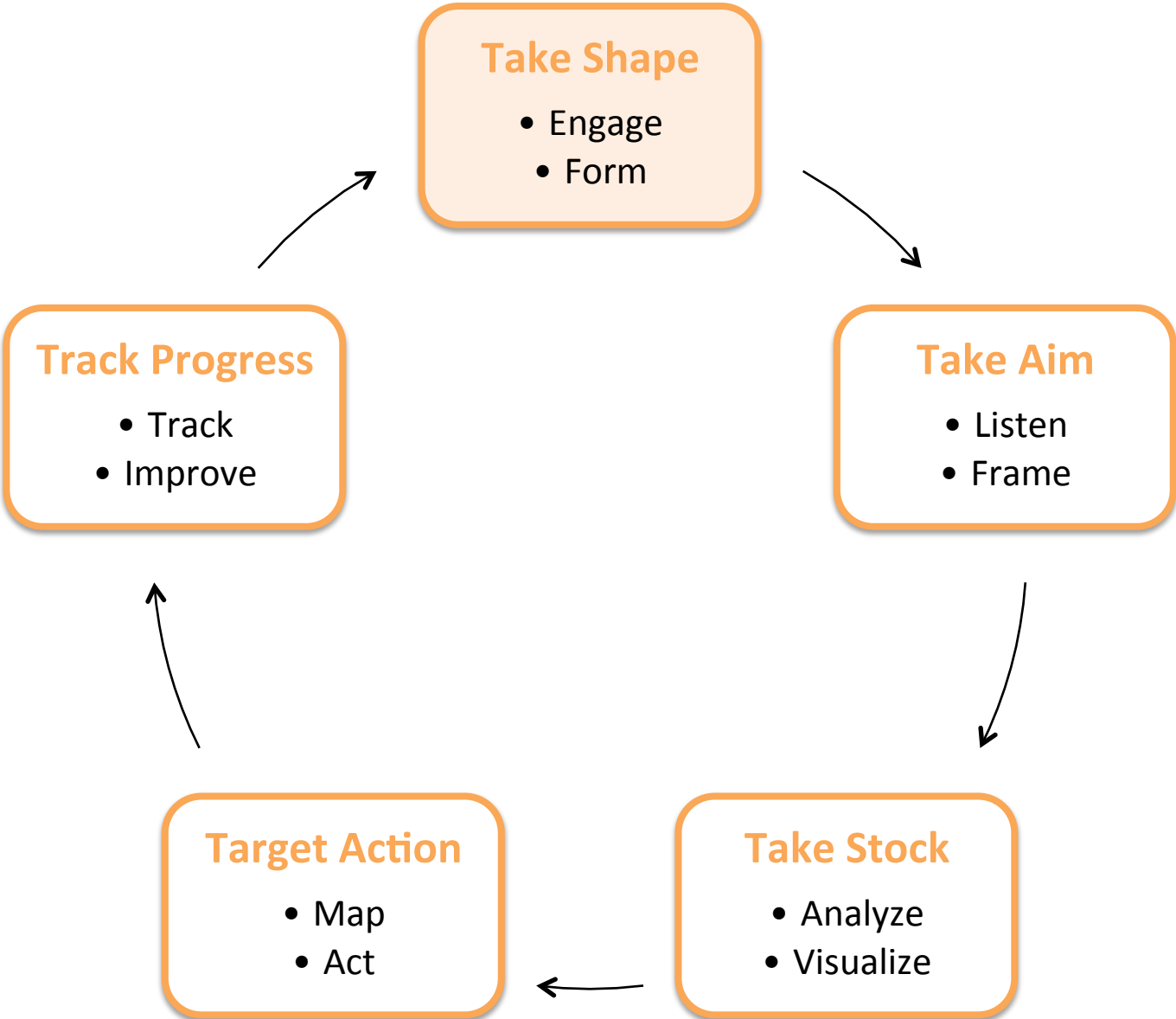


Paul

Targeted Issue *A Big Picture Approach*



Change Management System – *Recurring Steps*





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

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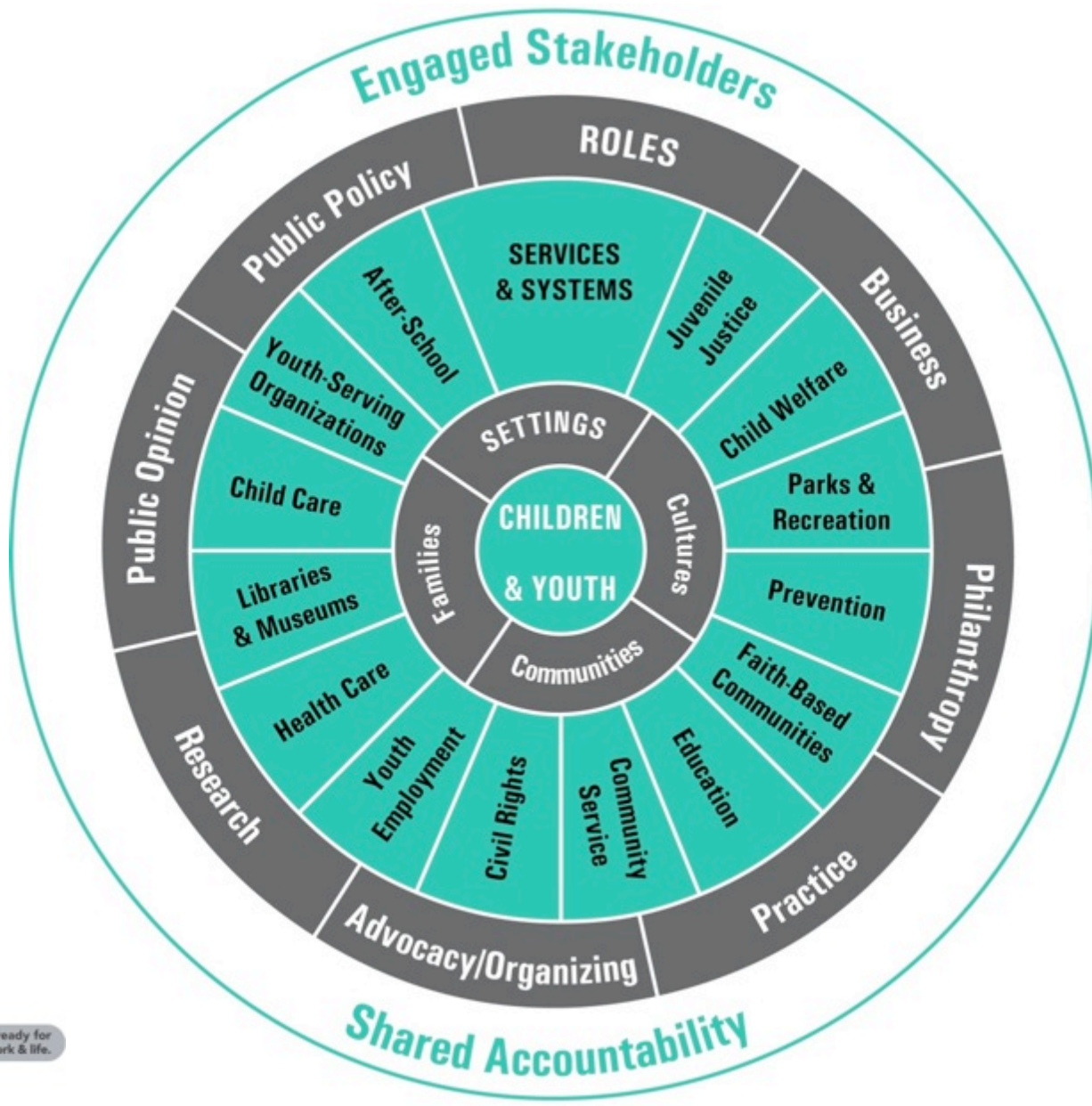
FOR METROPOLITAN NASHVILLE & DAVIDSON COUNTY

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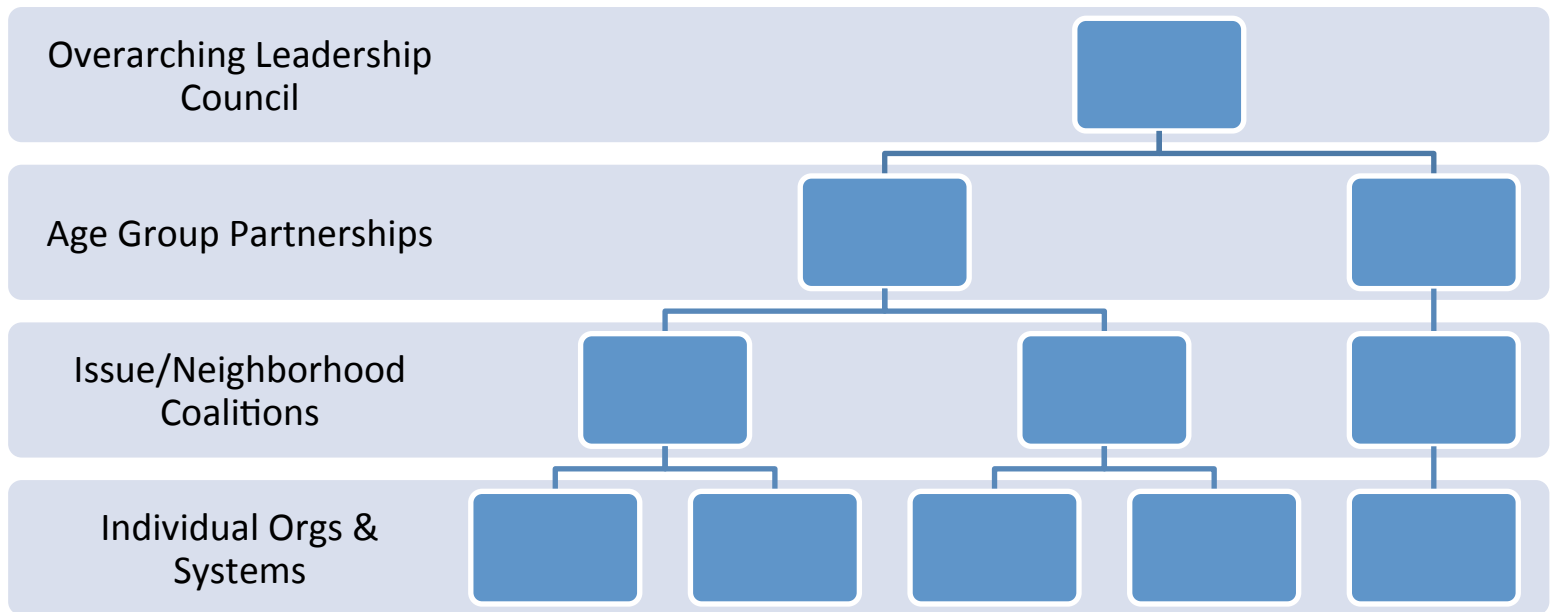
TASKFORCE REPORT TO MAYOR KARL DEAN JULY 2010



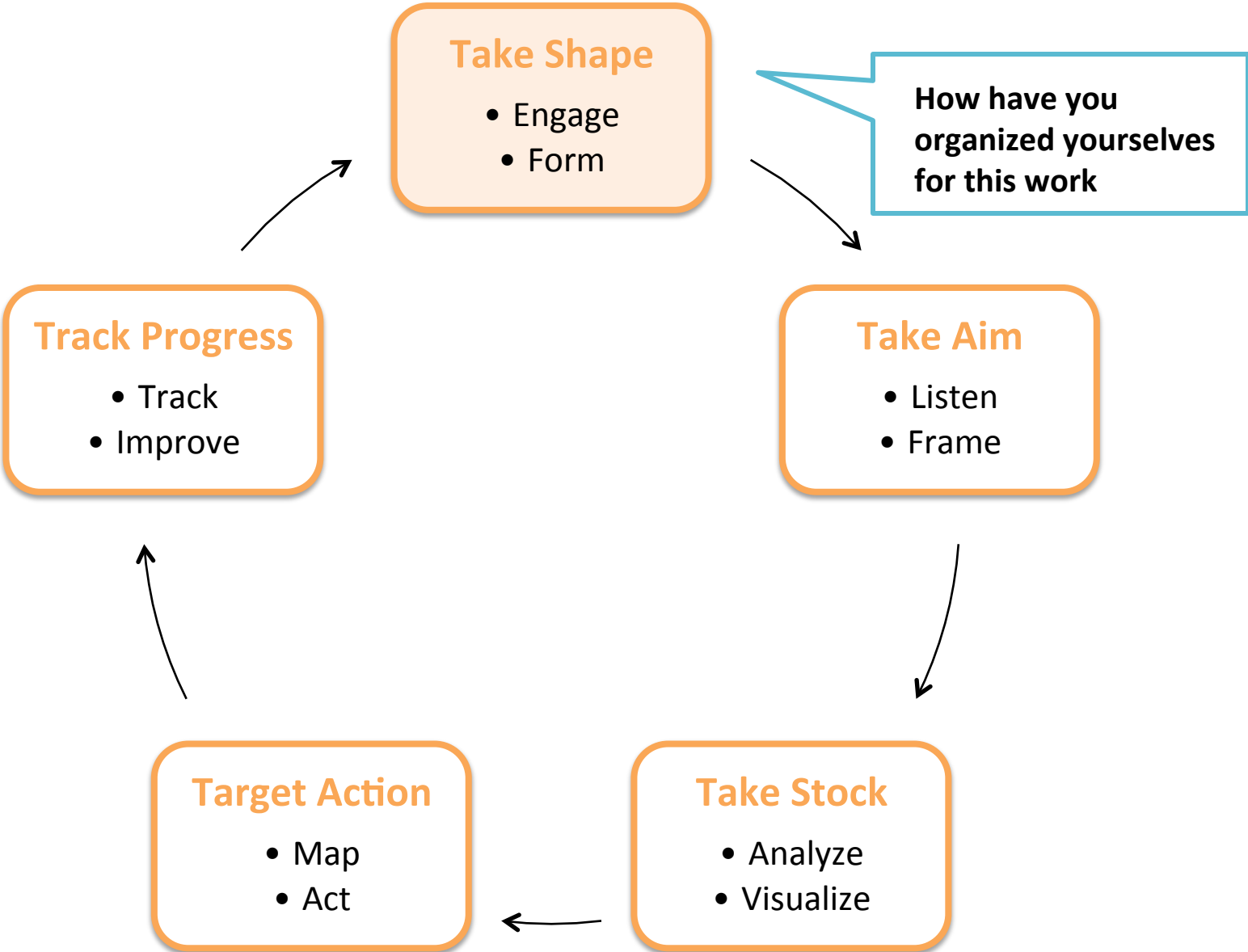
All youth ready for college, work & life.

Ready Leaders:

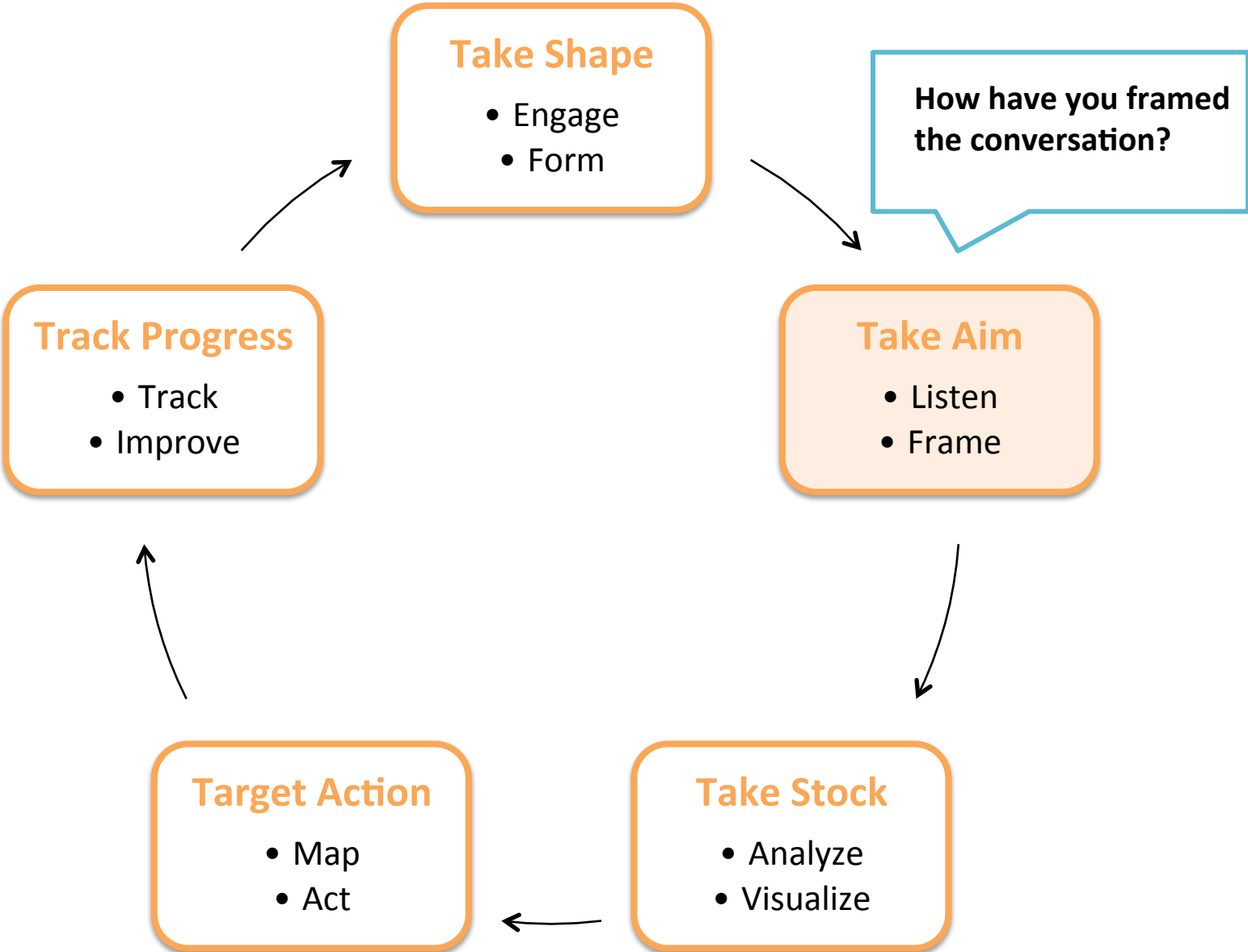
Building the infrastructure for collective impact



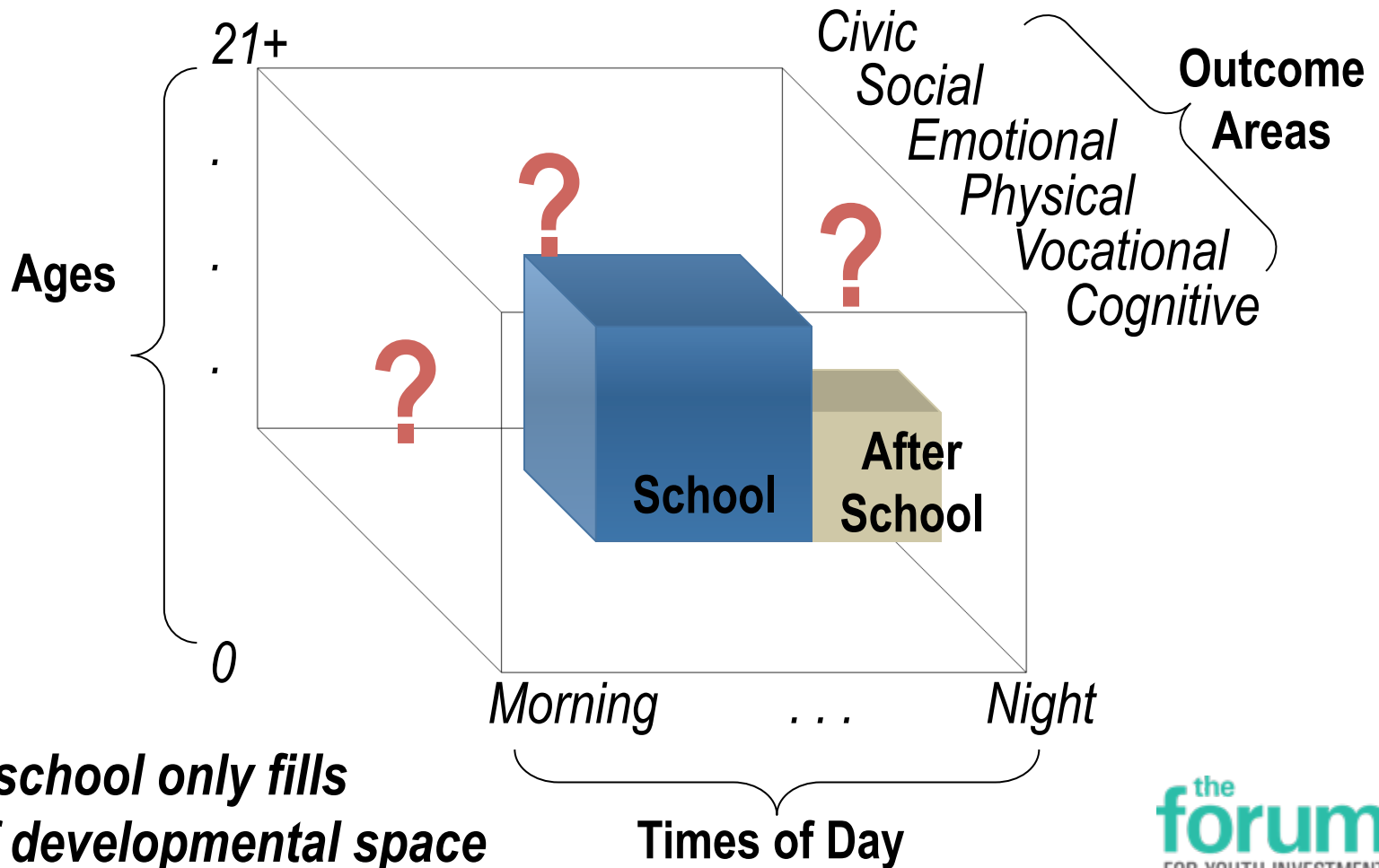
Change Management System – *Recurring Steps*



Change Management System – *Recurring Steps*

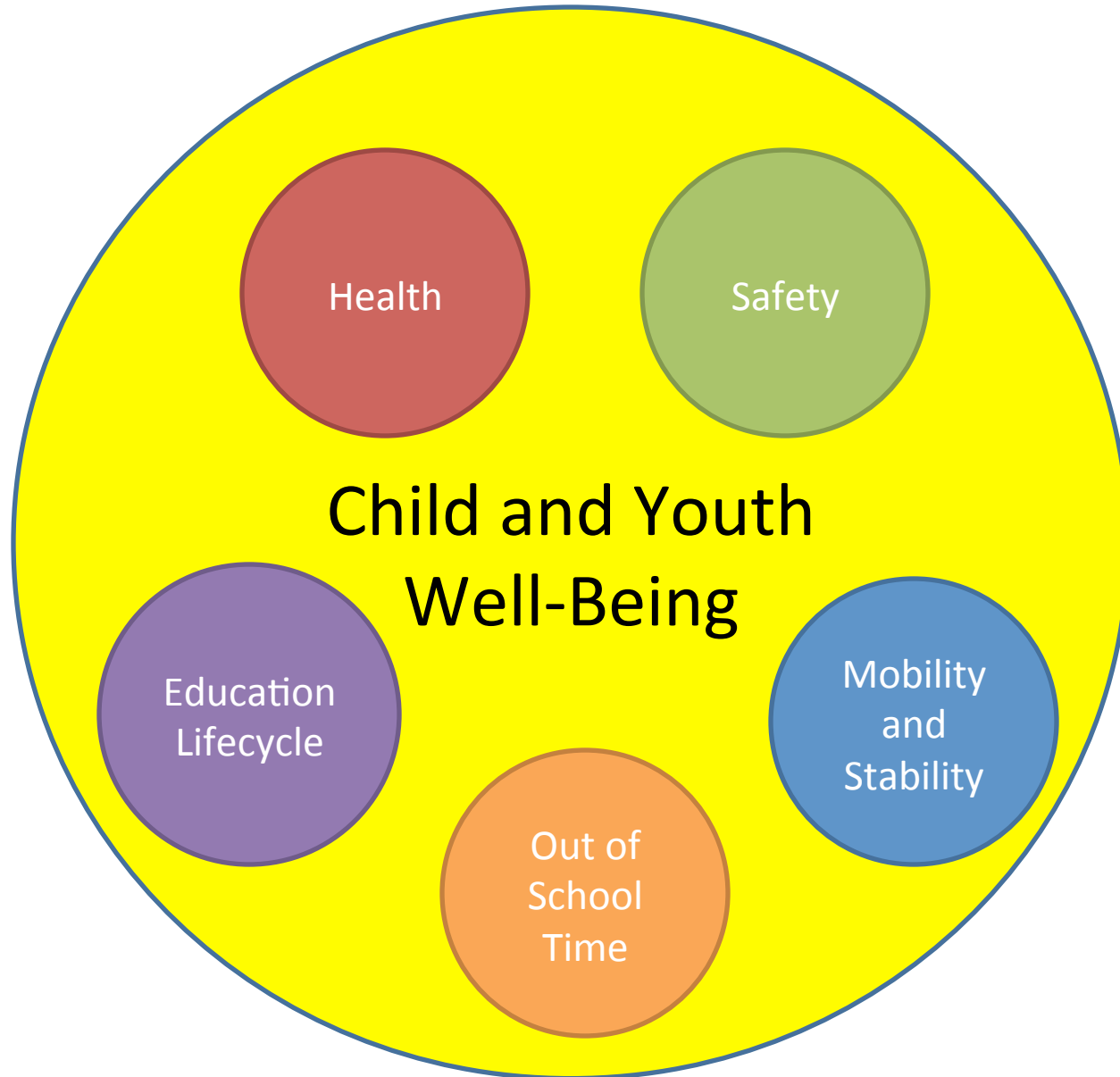


Thinking Outside the Box



At its best, school only fills a portion of developmental space

Child and Youth Master Plan Taskforce



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

Mobility and Stability

Transportation options
Stable housing
Employment
Family support
School stability

Safety

Sidewalks
Gang Activity
Bullying
Perception of Police

Health

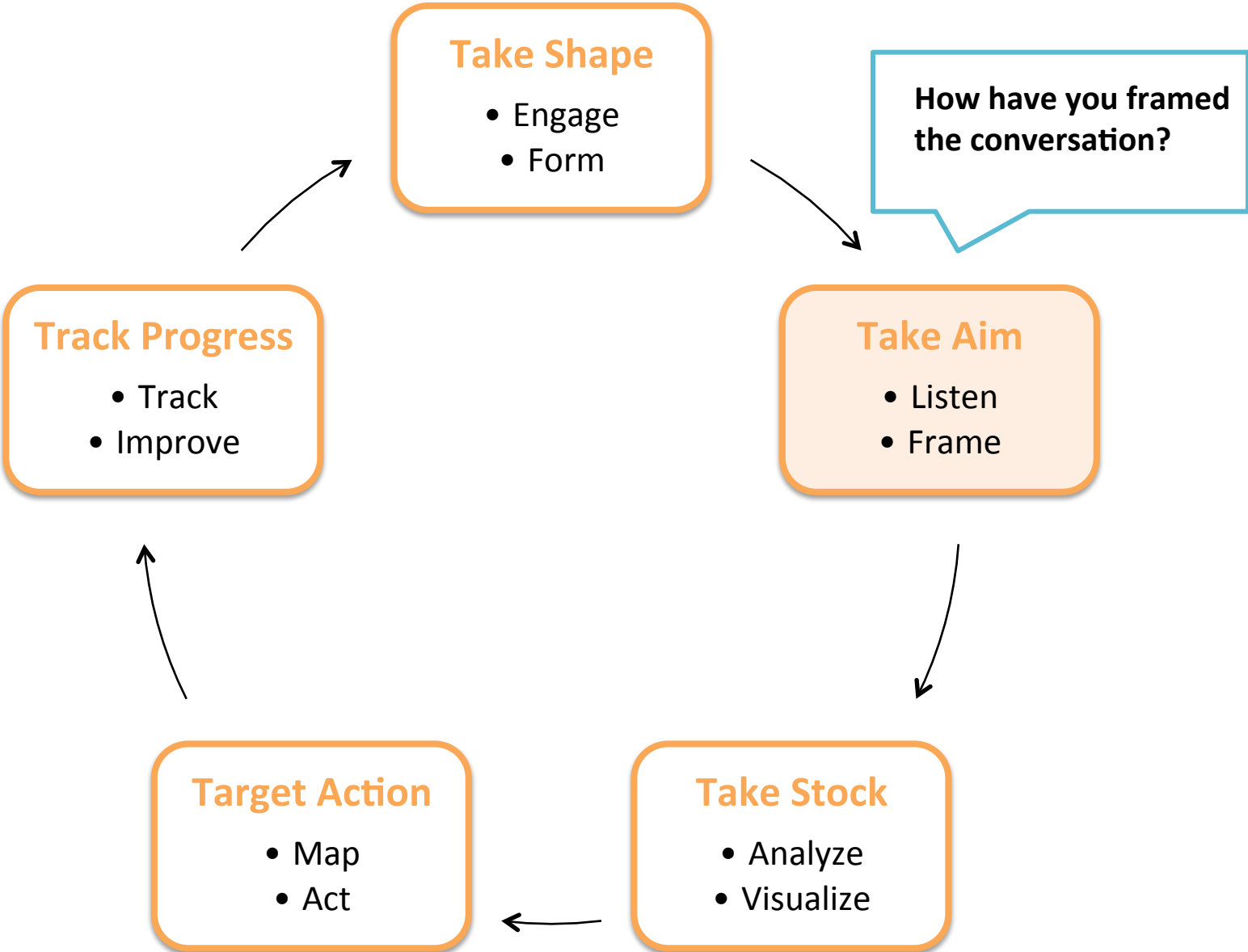
Healthy eating
Physical activity

Community Survey

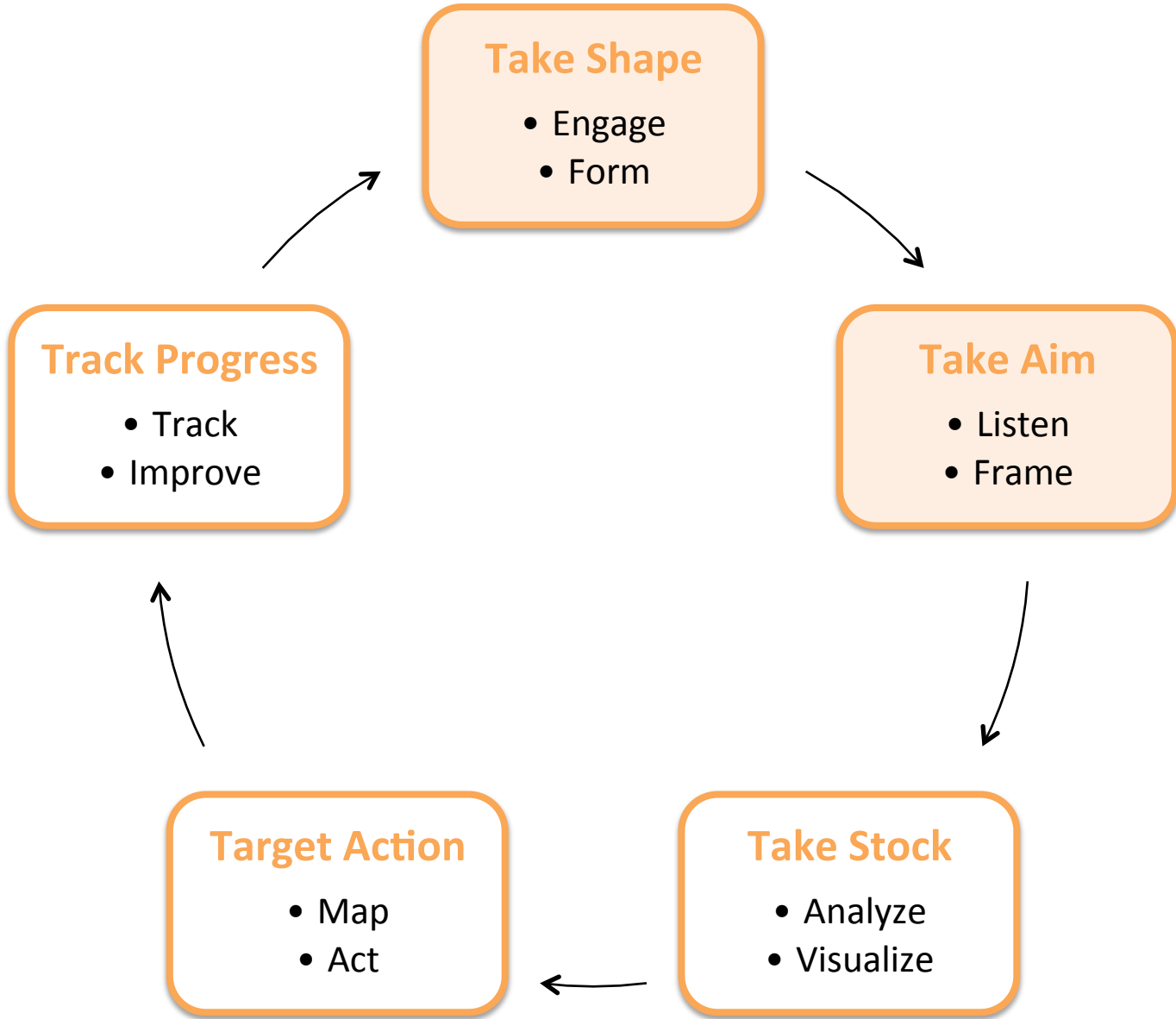
Key Topics Addressed:

- ✓ Safety
- ✓ Current Community Supports for Children and Youth
- ✓ Community Perception of Youth
- ✓ Youth as Community Problem Solvers

Change Management System – *Recurring Steps*



Youth Engagement – essential to getting it right



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:

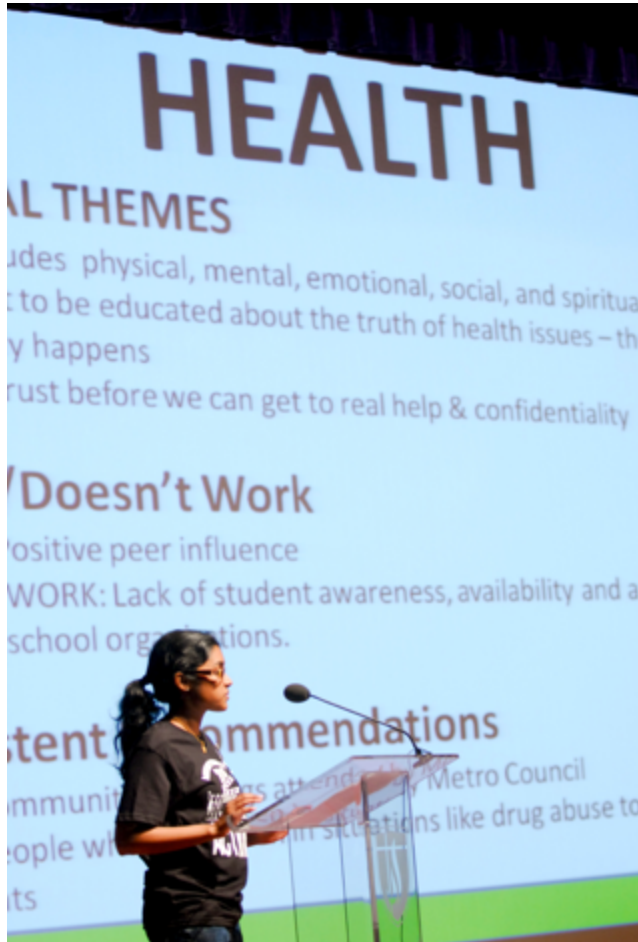
1. College and Career Access
2. Transportation
3. Health
4. Safety and Violence

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?

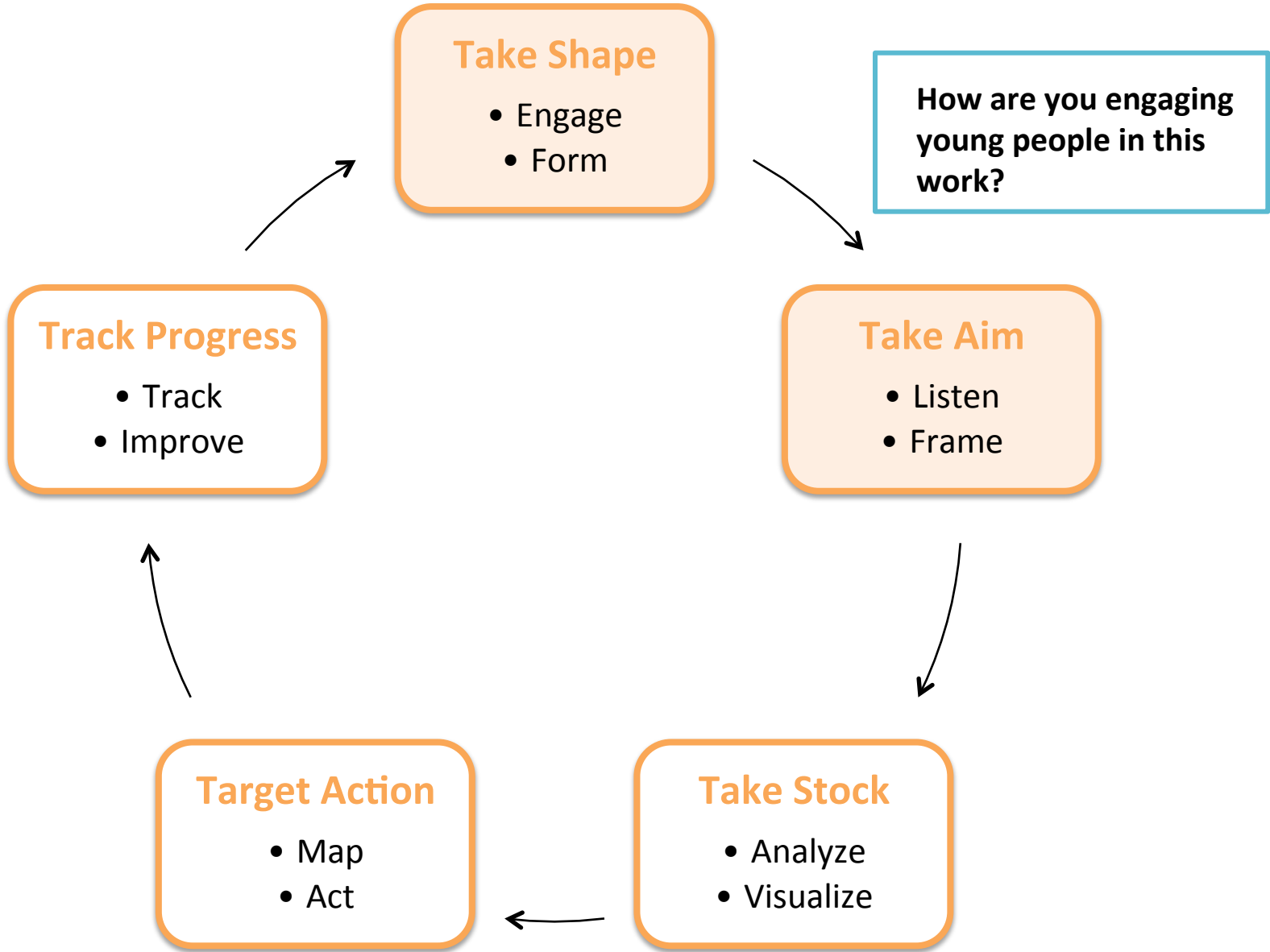
How do we fix these problems?

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

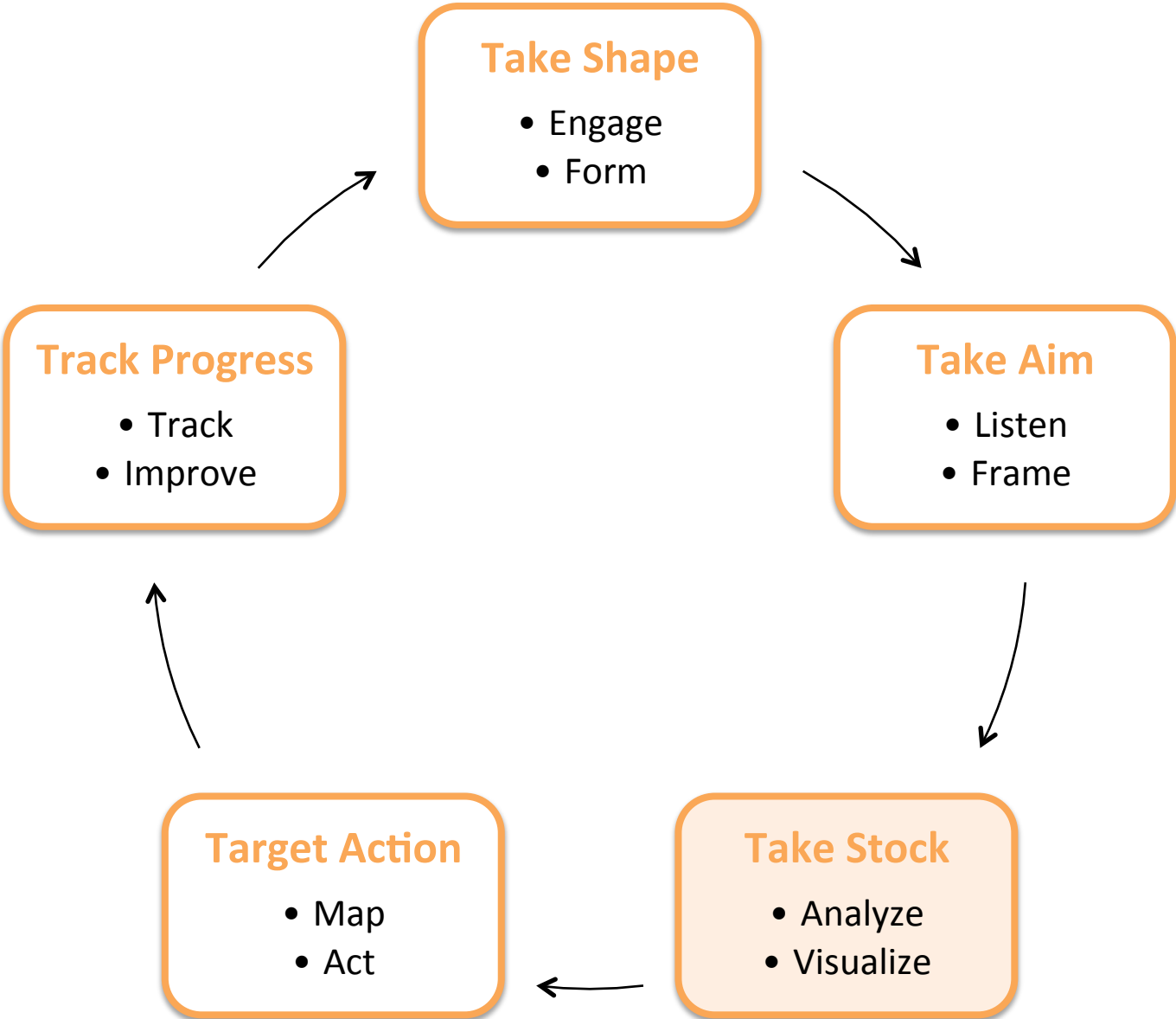
I think about health: (complete the sentence)

What are your top two health concerns?

Youth Engagement – essential to getting it right



Change Management System – *Recurring Steps*



Take Aim on the Big Picture

How are Young People Doing?



		Pre-K 0-5	School- Age 6-10	Middle School 11-14	High School 15-18	Young Adults 19-21+
<i>Ready for College</i>	LEARNING					
<i>Ready for Work</i>	WORKING					
<i>Ready for Life</i>	THRIVING					
	CONNECTING					
	LEADING					

Investigative Phase – Indicator Selection and Research

	Key Indicators of Child and Youth Well Being (Areas of Focus for Nashville)	0-5	6-10	11-13	14-18	19-21
1	Neighborhood Activities	Laura	Laura	Laura	Laura	Laura
2	Service to others			Candy		
3	Time at home			Candy		
4	Reading for Pleasure			Candy		
5	Home Computer and Internet Access/Use			Candy	Ronnie	
6	Youth as Resources			Candy		
7	Other Adult Relationships			Candy	Ronnie	
8	Youth Programs			Candy		
9	Positive Peer Influence			Candy		
10	Community Values Youth			Candy	Ronnie	

RB21 Dashboard for Youth

http://forumforyouthinvestment.net/files/Dashboards_for_Youth.pdf

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

Outcomes	0-5	6-10	11-13	14-18	19-21
<p>All children and youth will live in a safe community where they are welcomed and supported by positive adult relationships</p> <p><i>Relationships with Positive Adults</i></p> <p><i>Community and School Connectedness</i></p>	<p>A growing bonding attachment with at least one to two particular adults is critical to an infant's welfare and social-emotional development</p>	<p>Caring adults are the cornerstone of a child's development</p>	<p>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</p>	<p>According to the National Promises Study, 1/2 of teens do not have quality relationships with their parents</p>	
	<p>Small group size, low staff-child ratios, and low staff turnover are three of the main indicators of high quality early childhood programs</p>	<p>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</p>	<p>Just 8% of young people have access to a mentor in this country</p>	<p>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</p>	
	<p>Chronic absenteeism (missing 10% + of school) in KG is the strongest predictor of low level educational achievement at end of 5th grade</p>	<p>Head Start identified mobility as one of the 5 factors that significantly impacts low-income success students at the 3rd grade level</p>	<p>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</p>	<p>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</p>	<p>Each year 600+ youth exit foster care at age 18 from Nashville and its surrounding counties</p>
	<p>Repeated changes in life refocus a child's attention to matters other than curricular</p>	<p>64% of our elementary schools are considered high mobility schools (30% +)</p>	<p>50% of our middle schools have mobility rates exceeding 30% annually</p>	<p>Only 23% of 15 year olds in America participate in high-quality activities in their community</p>	<p>It is estimated that 25% of youth exiting foster care will experience homelessness in the first year</p>
				<p>58% of our high schools have mobility rates exceeding 30% annually</p>	

Indicators of Child and Youth Well-Being

40 Developmental Assets

<http://www.search-institute.org/developmental-assets/lists>

Key National Indicators of Well Being

http://www.childstats.gov/pdf/ac2009/ac_09.pdf

Kids Count Well Being Indicators

<http://datacenter.kidscount.org/databook/2009/IndicatorBriefs.aspx>

ChildTrends Databank

<http://www.childtrends.databank.org/>

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

http://www.fcd-us.org/usr_doc/Final-2009CWIRreport.pdf

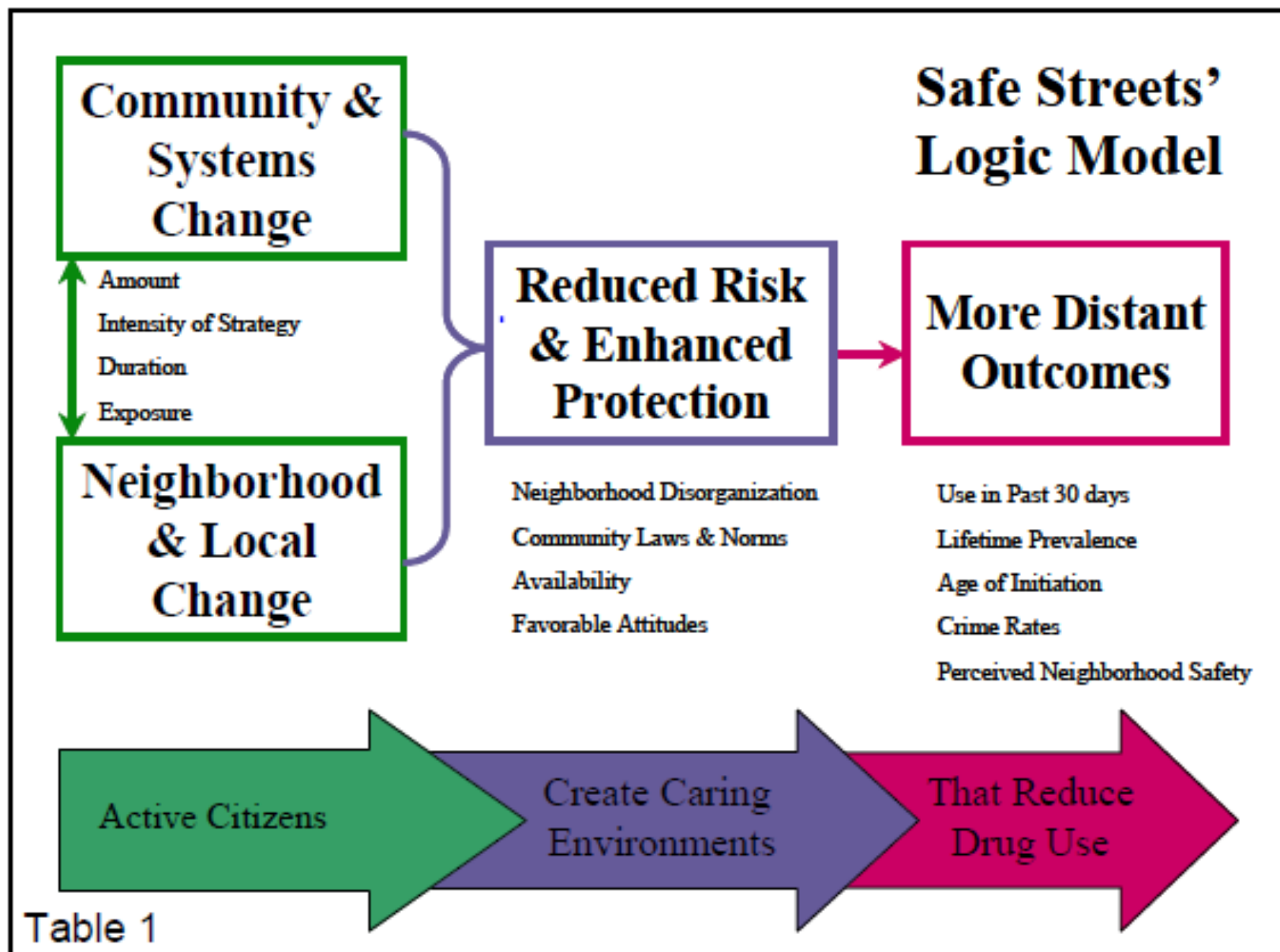
California Index of Child Well Being

<http://www.kidsdata.org/index/whatis.html>

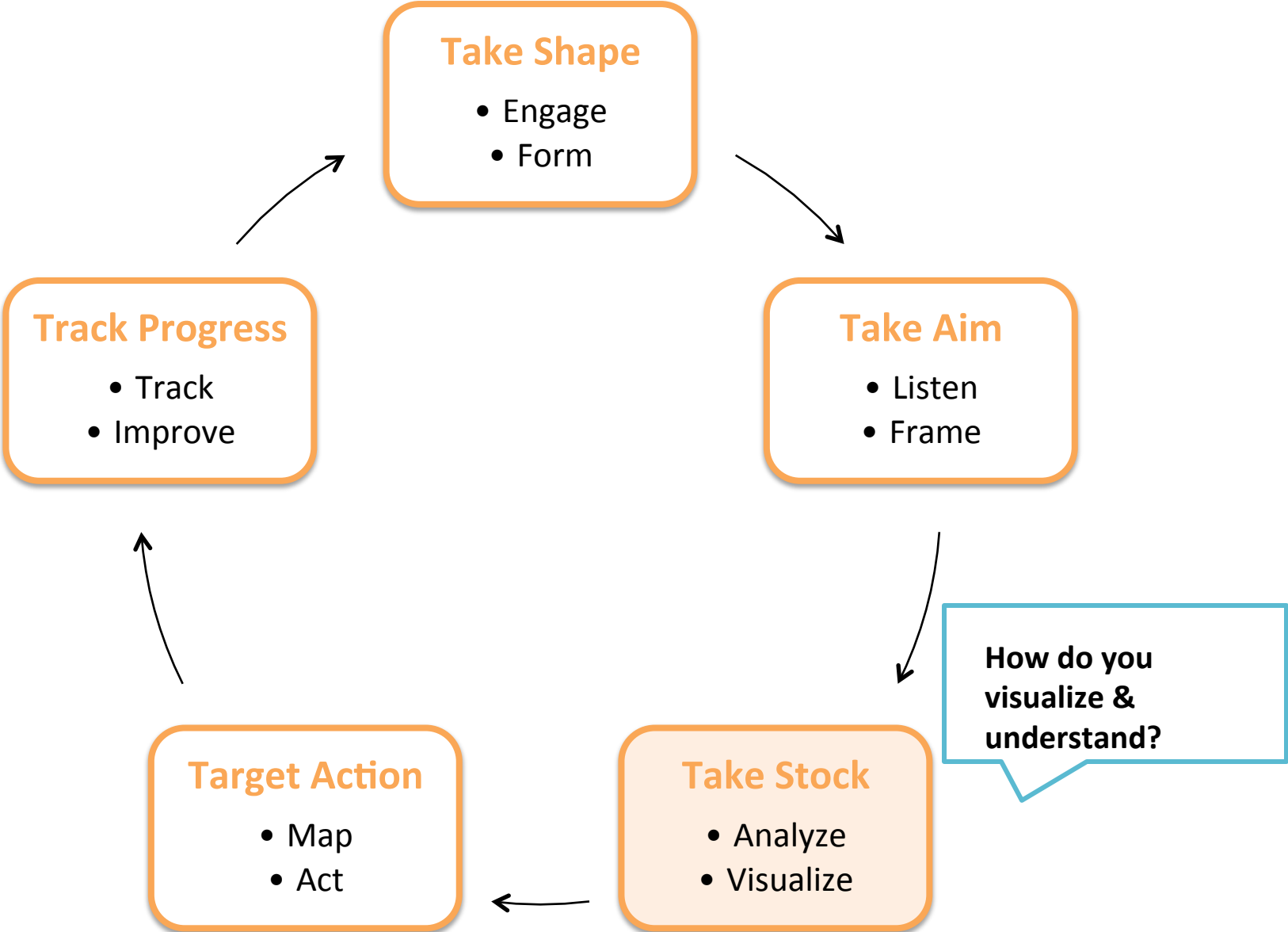
14 For Our Future

All Children and Youth Will:

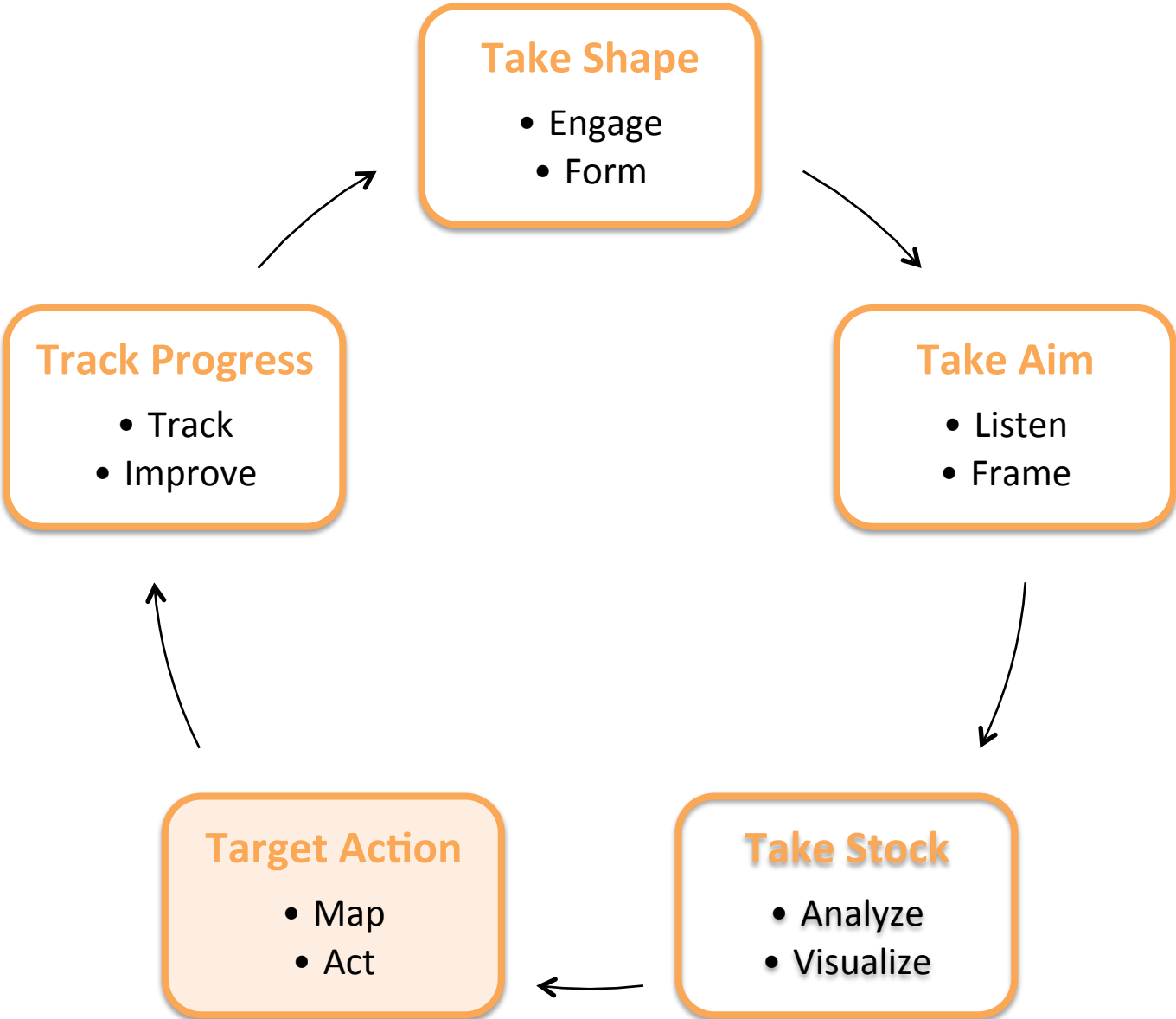
1. Have a safe and stable home and a supportive, engaged family
2. Have safe places in the community, where they are welcomed and supported by positive adult relationships
3. Develop valuable life skills, social competencies, positive values and become law abiding, productive citizens
4. Have confidence 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*



Change Management System – *Recurring Steps*



Consolidated Objectives – From Issues and Opportunities Phase

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

Example of Strategy Development Worksheet

Committee:

Outcome:

Strategic Objective:

Strategy:

Recommended Action Steps:

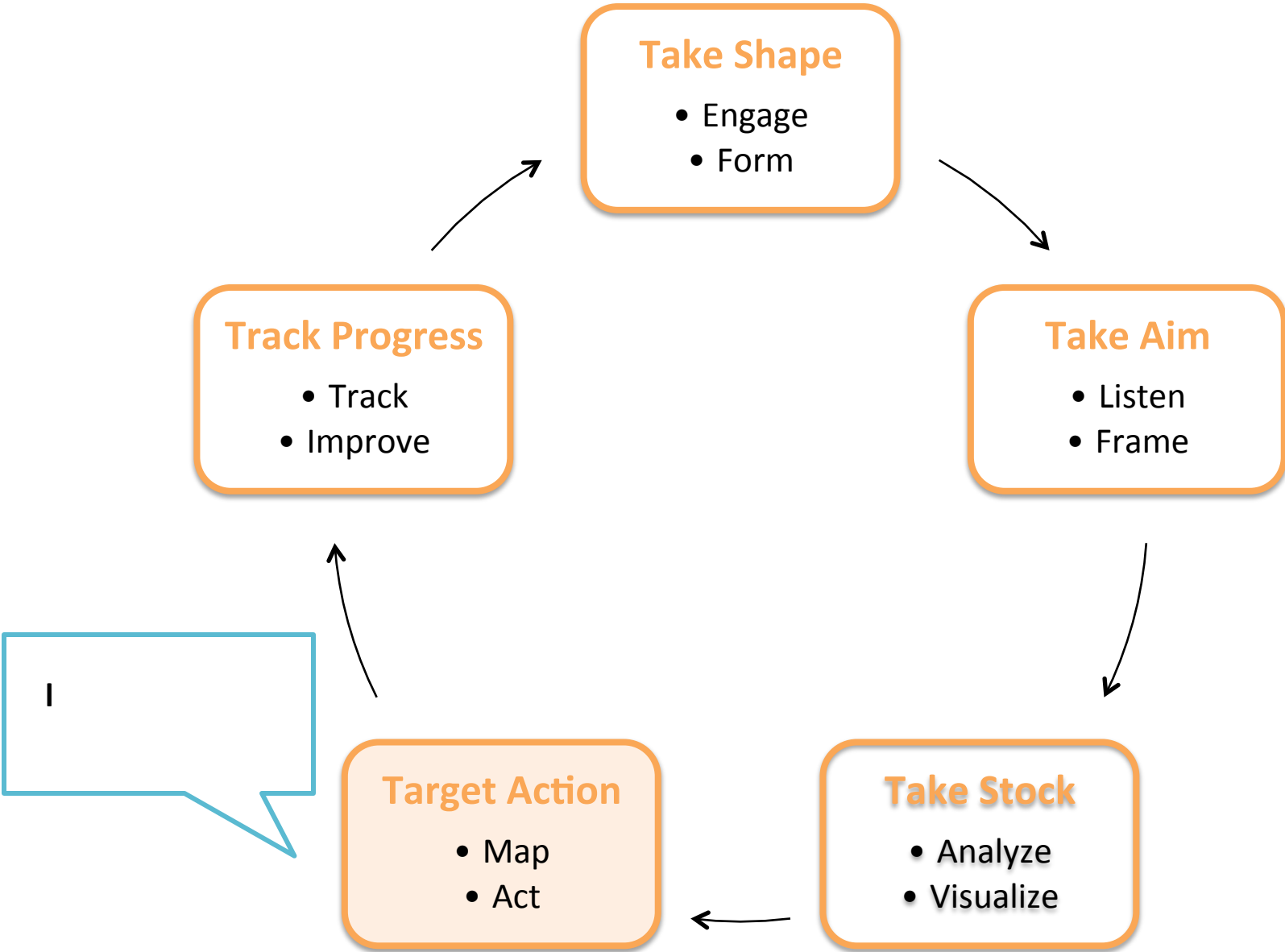
What is the time frame for this strategy to be implemented?

Are there currently known costs associated with this strategy?

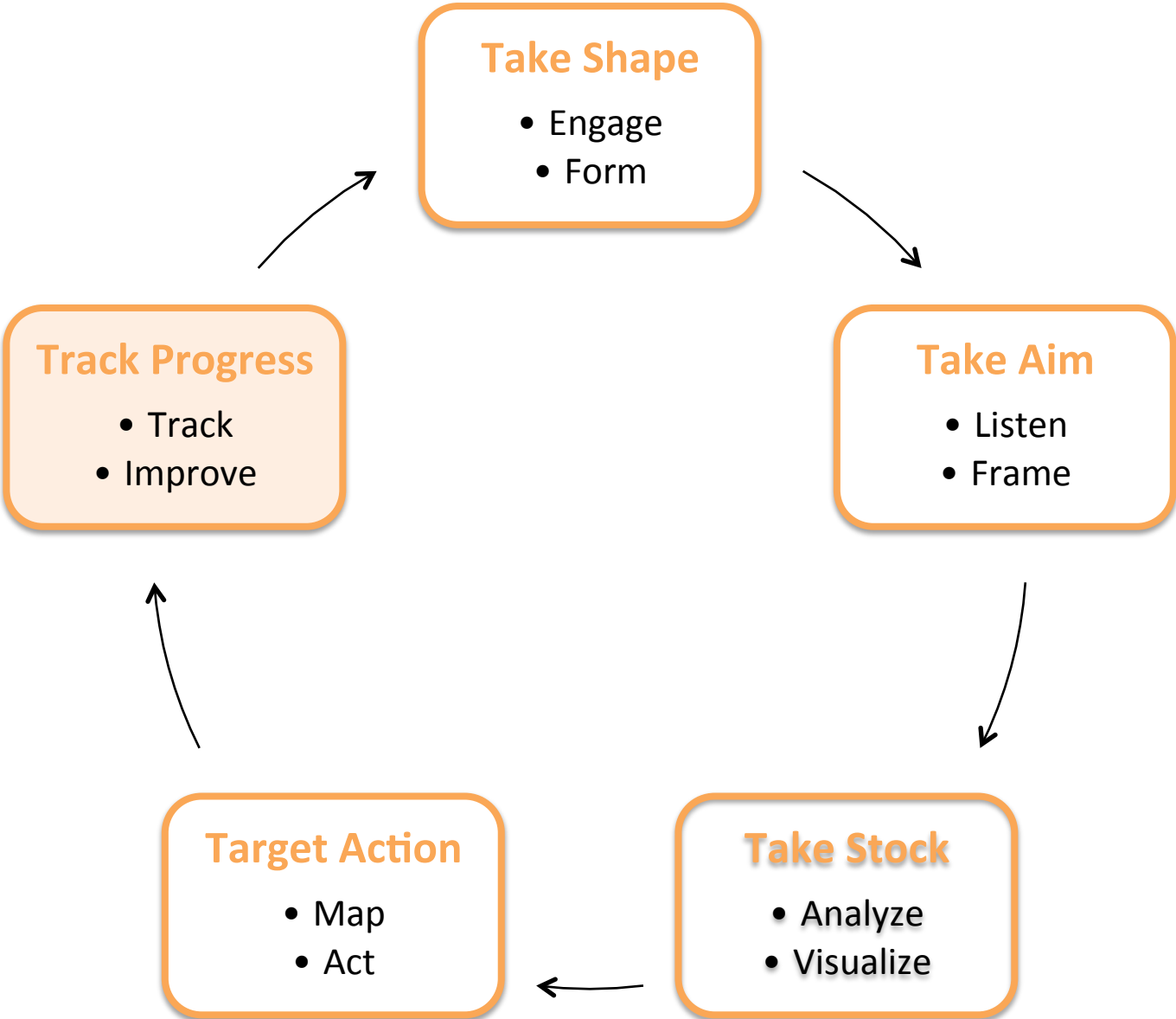
What organizations will lead and carry out this strategy?

How is this strategy related to ongoing initiatives?

Change Management System – *Recurring Steps*



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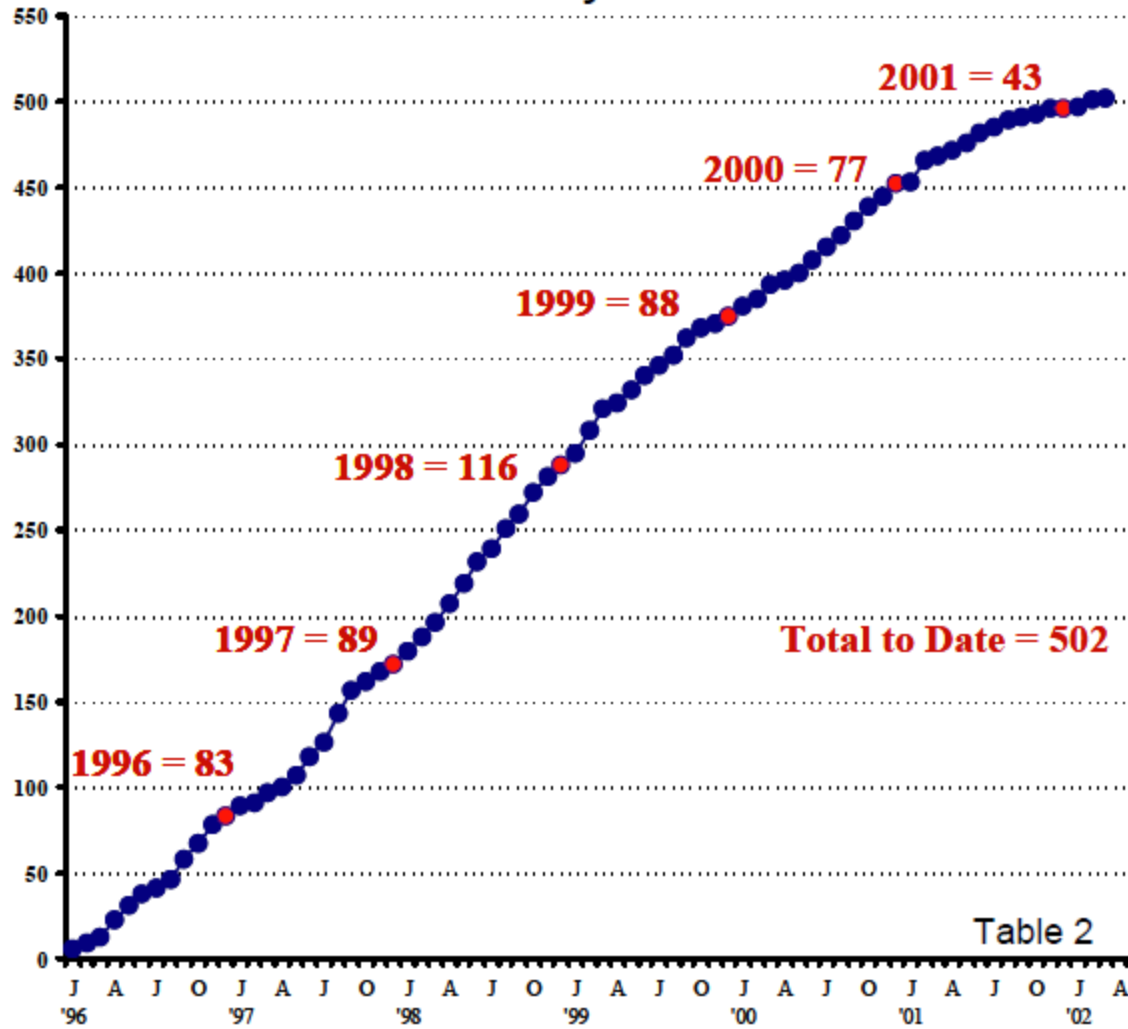
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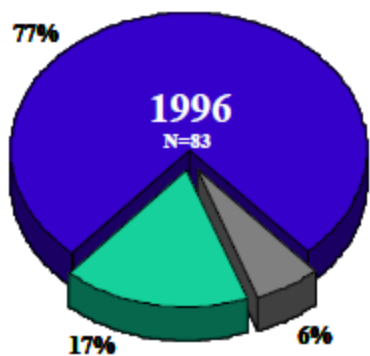
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<http://www.nashville.gov/mocymasterplan.asp>

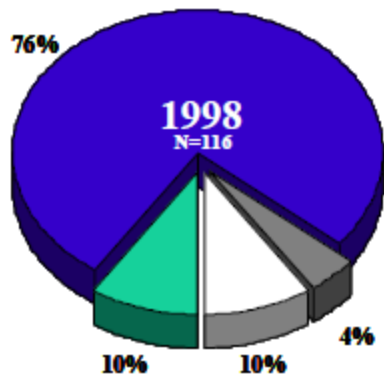
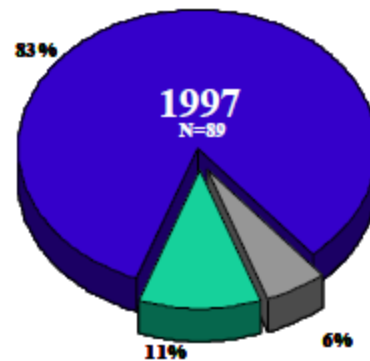
Cumulative Number of Community Changes Safe Streets: January 1996 to March 2002



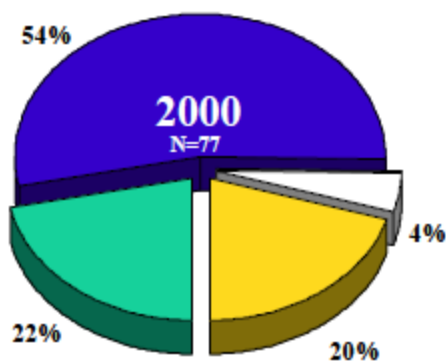
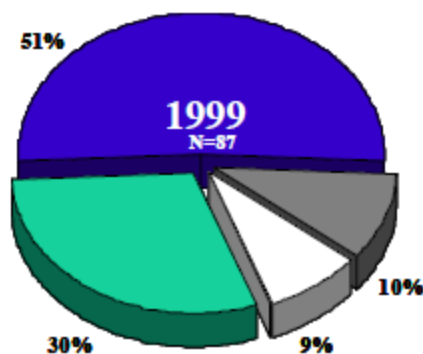
Community Changes Distributed by Risk Factor: 1996 - 2001



- Community Laws & Norms
- Neighborhood Disorganization
- Other



- Community Laws & Norms
- Neighborhood Disorganization
- Other
- Favorable Attitudes



- Community Laws & Norms
- Neighborhood Disorganization
- Other
- Favorable Attitudes
- Availability

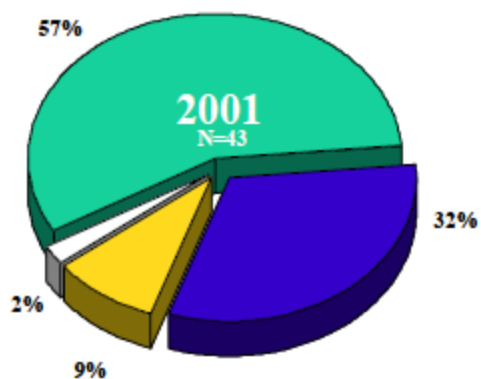


Table 3

Community Changes Distributed by Strategy: 1996 - 2001

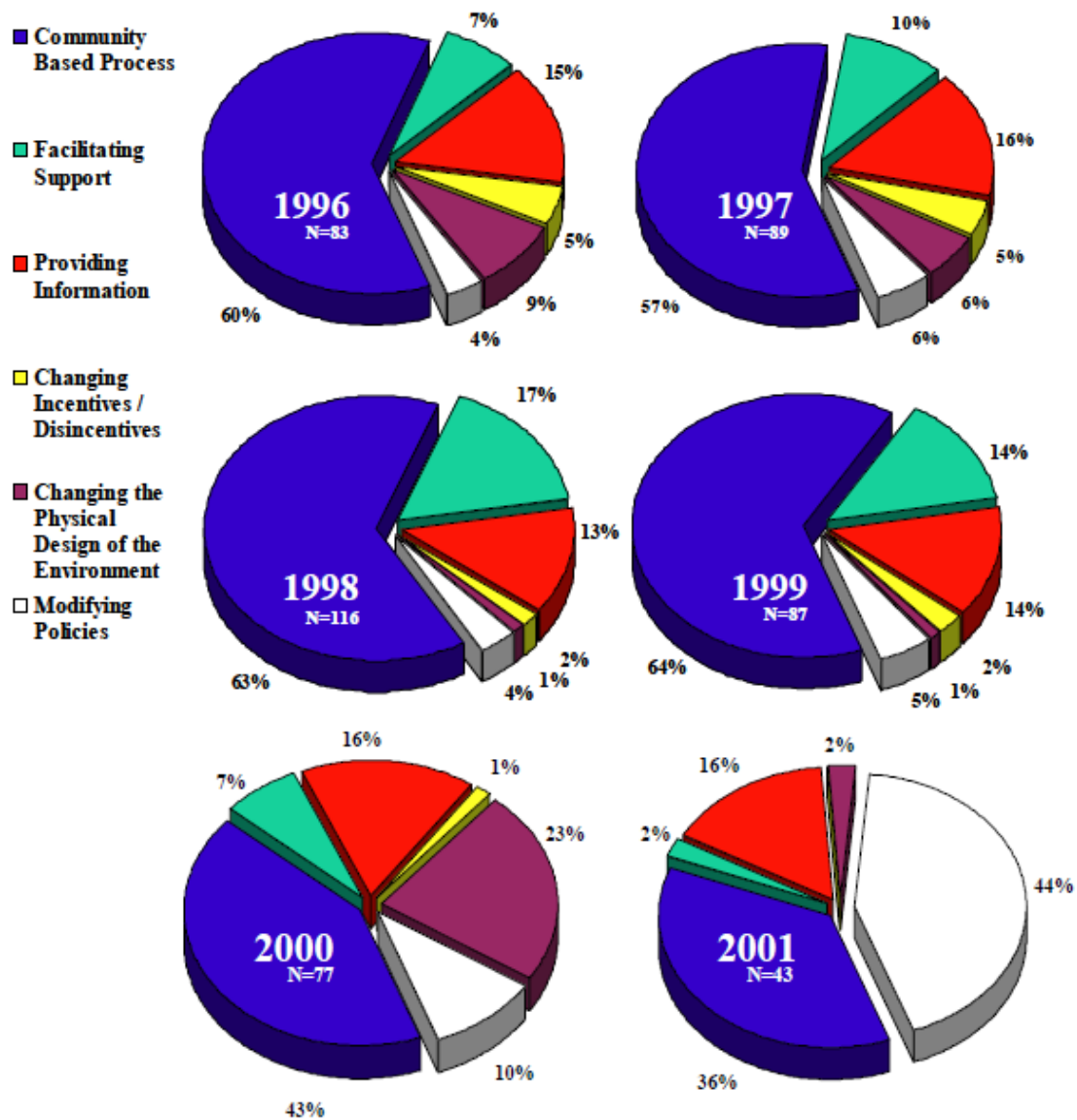
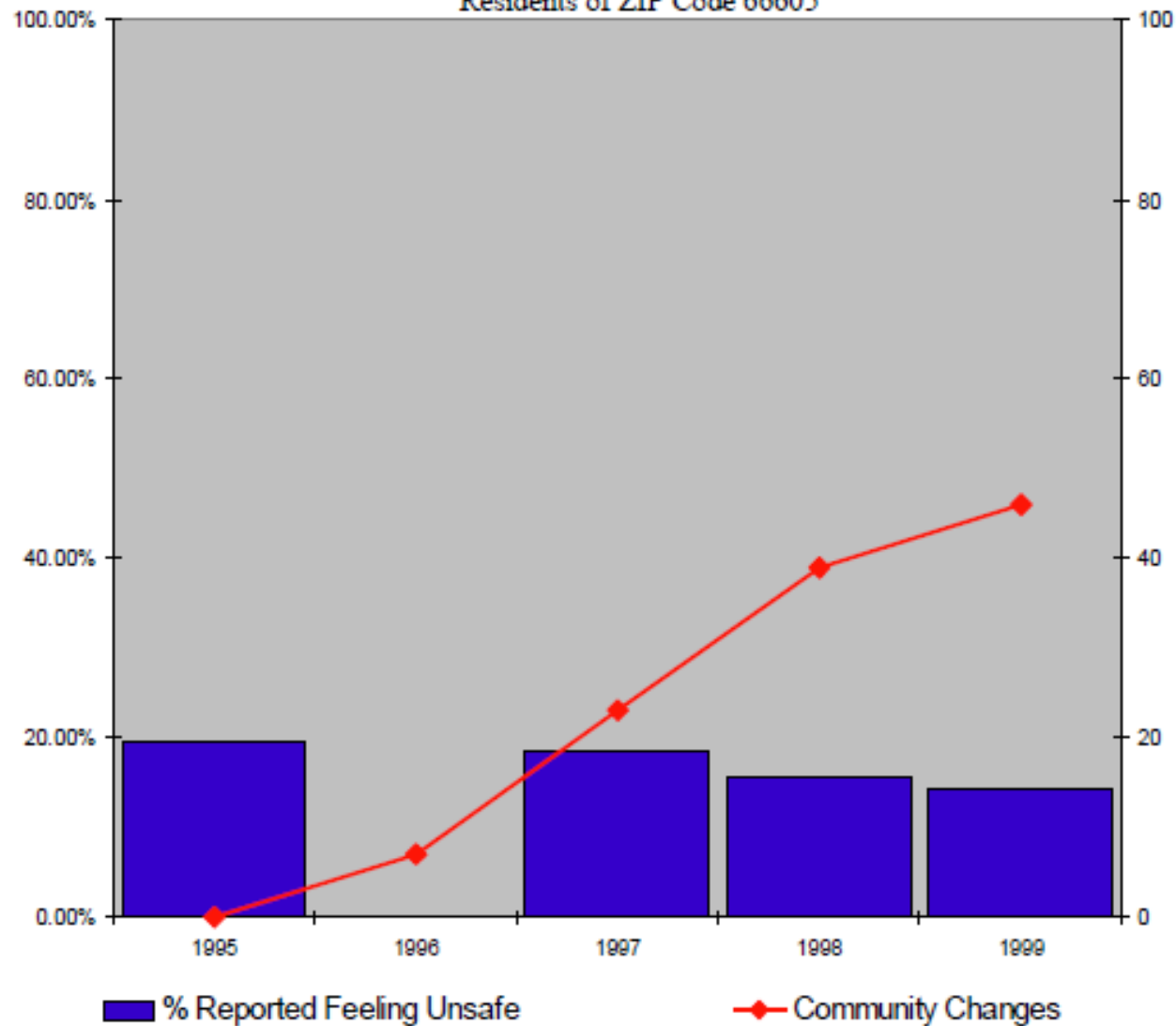


Table 4

Relationship Between Community Changes and Perceptions of Neighborhood Safety
Residents of ZIP Code 66605



Change Management System – Recurring Steps

How are you tracking progress?

Take Shape

- Engage
- Form

Track Progress

- Track
- Improve

Take Aim

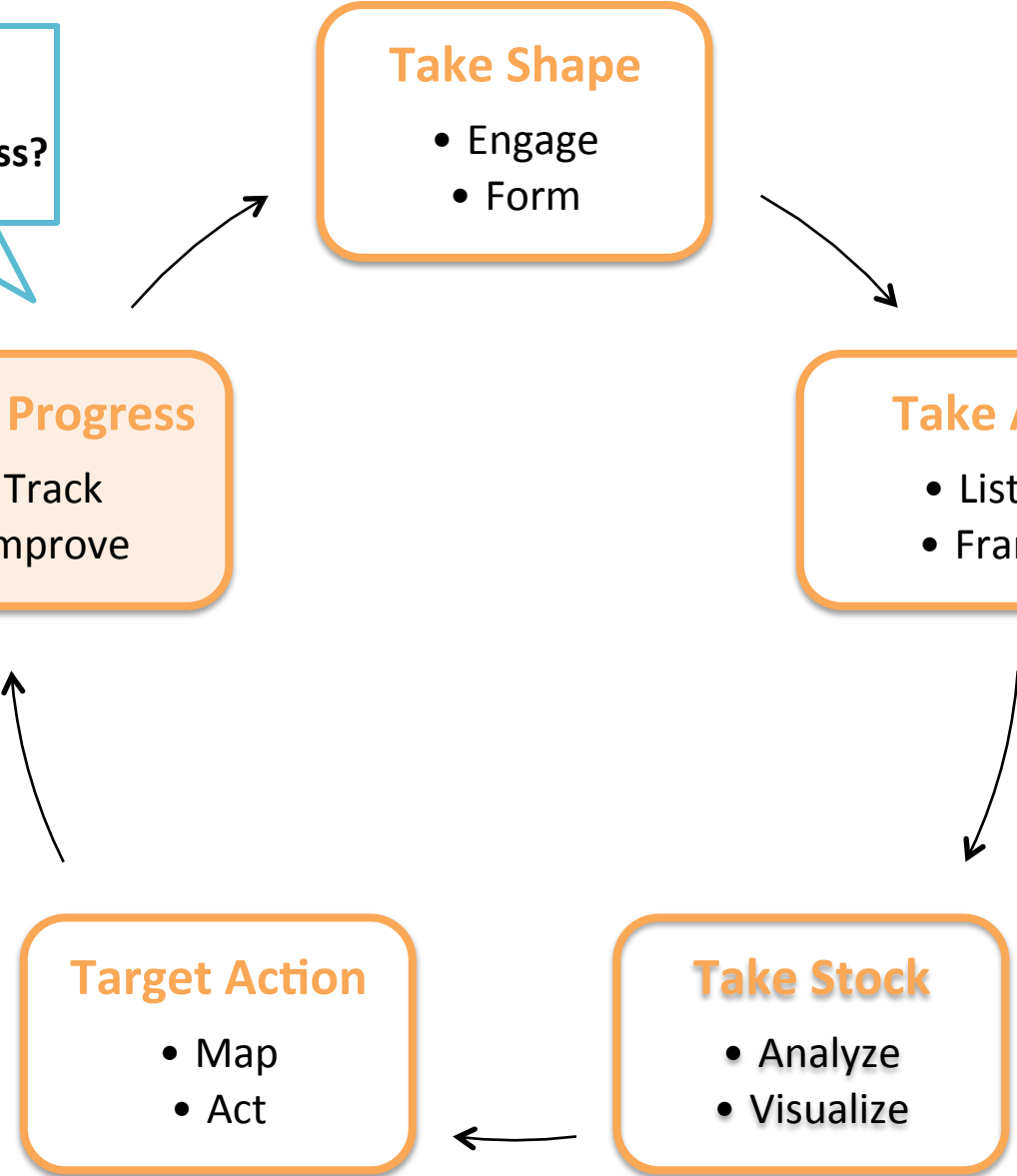
- Listen
- Frame

Target Action

- Map
- Act

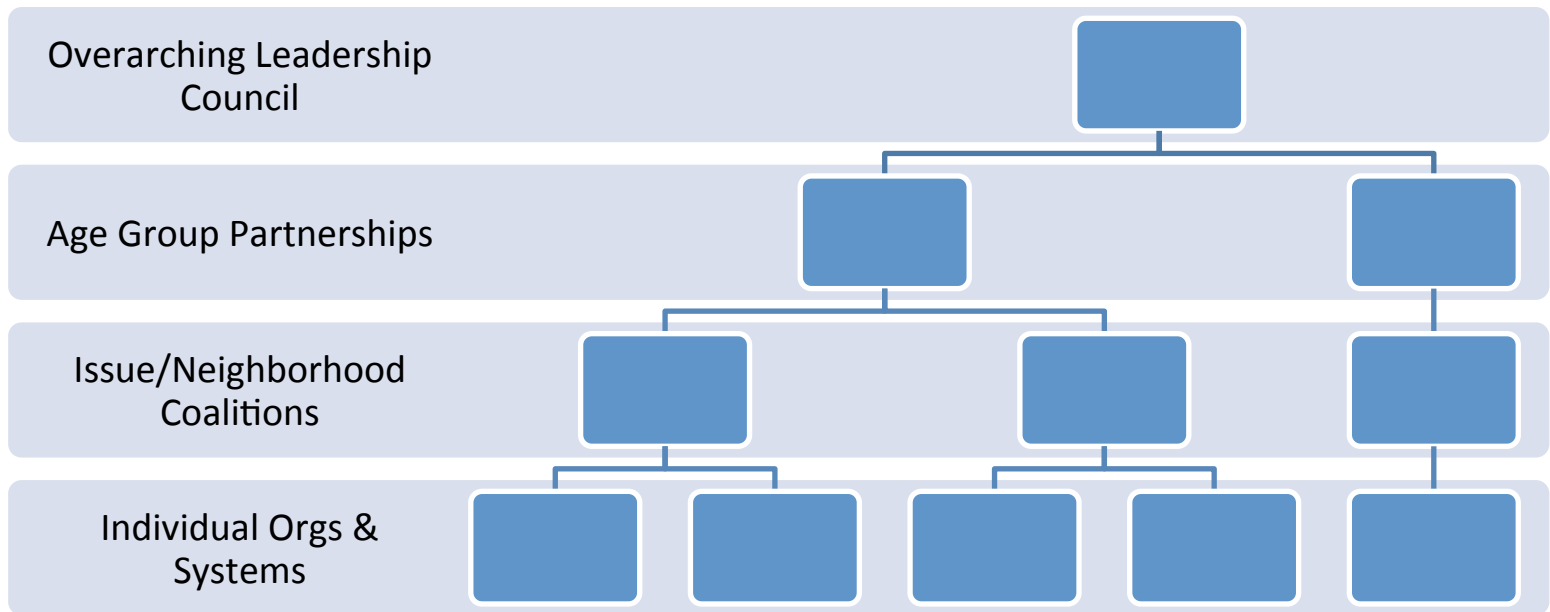
Take Stock

- Analyze
- Visualize



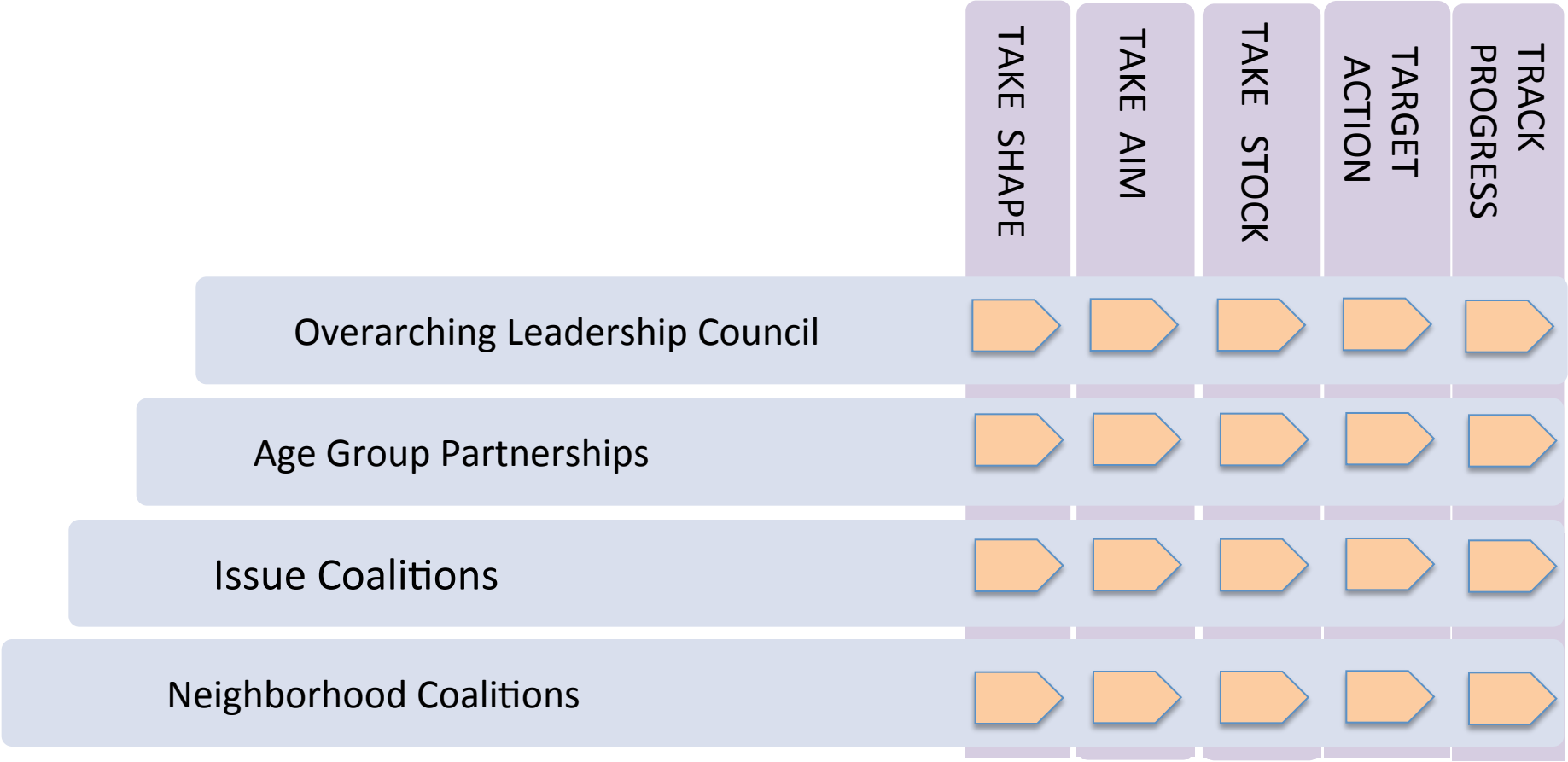
Ready Leaders:

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“Big Picture” Change Management System

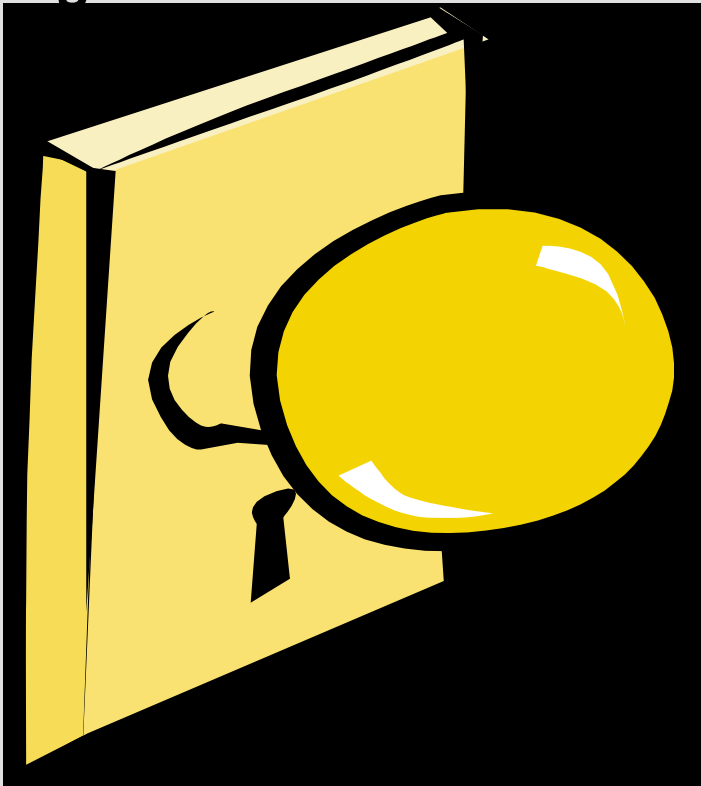
integrated planning & action at all levels



How can we help?

3-day Institute

Big Picture Master Plan



2-day Institute

Targeted Issue *A Big Picture Approach*

