

Facilitator: \_\_\_\_\_  
 Timekeeper/Scheduler: \_\_\_\_\_  
 Record keeper: \_\_\_\_\_  
 Revision Date: \_\_\_\_\_ Email: \_\_\_\_\_



# AGE GROUP: \_\_\_\_\_

## Alignment & Action Planning Worksheet

This worksheet is designed to help you make action-oriented recommendations on achieving the outcomes for your age group. You will work through key questions related to each of the pieces of data and information compiled over the past 3 months from the community conversations, work teams, and document review/summaries of related planning efforts.

Each group will need to appoint a Facilitator, Time-keeper/Scheduler, and Recorder. The Recorder will be responsible for capturing the group’s reflections and recommendations. Please ensure that the document that you submit identifies the Recorder’s name, their contact information and includes the latest revision date.

Local Wisdom    Local Data    Rsch & Evidence

### KEY QUESTIONS TO ADDRESS

1	<b>CHILD &amp; YOUTH INDICATORS:</b> “Stairstep Chart” Data PLUS Requests from Community Convos	<b>CHILD &amp; YOUTH DATA:</b> Review child and youth indicator trends and note additional data requests from community conversations. Are there additional indicators for this age group to be added to the ‘stairsteps’ dashboard?	●	●	?
2a	<b>COMMUNITY-WIDE CONTEXT DATA</b> From Data Team Work & Requests from Community Conversations	<b>COMMUNITY-WIDE CONTEXT DATA:</b> What data related to community conditions and community context should be a part of our analysis? From previous data team work and/or identified as “missing” in community conversations?	●	●	?
2b	<b>LOCAL CONDITIONS &amp; COMMON CAUSES:</b> Local conditions related to indicators (from community conversations)  For older age groups, also see Youth Survey	<b>LOCAL CONDITIONS:</b> Are there concerns that stand out? (Common themes? Any surprises? Where does this align with previous diagnostic / community issue identification work?) What are top priorities to be addressed? Are the issues identified different across the Community Conversations vs. Special Population Conversations? Does Youth Survey reinforce or vary from community conversations?	●	●	
3a	<b>SOLUTIONS::</b> Generated from Community Conversations  Recommendations from related strategic planning efforts (see document review)	<b>SOLUTIONS:</b> Once you’ve identified high priority Action Areas, review the community solutions brainstorm for those areas. Also review recommendations already identified in document review (e.g., Symposium recommendations, Superintendent’s Strategic Plan ) <ul style="list-style-type: none"> <li>Where is strategic action occurring that we need to affirm and align with?</li> <li>Where do you see possible gaps that need to be addressed?</li> </ul>	●	●	●
3b	<b>PROGRAMS:</b> From Program Landscape Map	<b>PROGRAMS &amp; PARTNERSHIPS</b> As you identify solutions & gaps . . . What does the programmatic landscape look like for this age group? Are there areas for alignment or possible gaps to be addressed?		●	●
3c	<b>PARTNERSHIPS:</b> From Mapping Moving Trains Survey	What does the partnership landscape look like for this age group? Are there areas for alignment or possible gaps to be addressed?		●	





**Child & Youth Outcome Statements & Indicators:** Review child and youth indicator trends and note additional data requests from community conversations. Are there additional indicators for this age group to be added to the ‘stairsteps’ dashboard?

OUTCOME AREA	CURRENT INDICATORS	RECOMMENDED ADDITIONS
Increase Positive Birth Outcomes		
Improve Physical Health		
Improve Behavioral/Mental Health		
Improve developmental Social/Emotional Health		
Increase School Readiness		
Increase Educational Performance		
Increase Career Readiness		
Increase Pro-Social Behavior (& reduce risky behaviors)		
Increase Connection & Contribution (to community & society)		

Are current measures adequate and sufficient to know whether we are achieving the outcome?

What else should we consider adding?

No more than 3-5 Suggestions

Do they have Data Power, Proxy Power & Communications Power

**INFORMATION RESOURCES:**  
From Community Conversations:

- A. Child & Youth Outcomes Data
- B. What Does Ready Look Like?
- C. What’s Missing? (Part A)

For your recommendations, are you aware of particular data sources that we can tap? If so, please list.



2a

**Community-Wide Context Data:** So far, we've been talking about Child & Youth Outcome Data.

Are there particular measures that we should be tracking related to Community Supports and/or Community Context? (Note: Some of the "What's Missing" data may be more relevant here.)

INFORMATION RESOURCES:

C. What's Missing? (Part B)

2b

**LOCAL CONDITIONS & CHALLENGES TO ADDRESS:**

What local conditions / concerns are most relevant for your age group? Are there concerns that stand out? In reviewing the community conversation "local condition and common cause" themes, are there any themes? Any surprises? What are top priorities to be addressed? Are the issues identified different across the Community Conversations vs. Special Population Conversations? Does the Youth Survey reinforce or vary from community conversations?

**For Local Conditions, are there emerging priorities to address?**

For example, are there local conditions that relate to more than one indicator? Came up in more than one community conversation?

INFORMATION RESOURCES:

From Community Conversations:

- D. Local Condition/Common Cause Themes
- E. Youth Survey

**Are there areas of strength or assets?**



## SOLUTIONS

**Are there consensus “solutions” from the community brainstorming?** Do they vary by community or population-focused conversation?

### INFORMATION RESOURCES:

F. Solutions Brainstorm

#### *Related Strategic Planning*

G. Symposium Recs

H. Superintendent’s Strategic Plan

I. Document Review

#### *Programs & Partnerships*

J. Landscape Map Survey

K. Mapping Moving Trains Survey

**Are there recommendations to affirm or align with from related strategic planning?**

**Are there gaps to be addressed?**

**If you identify key gaps to be addressed, you will take those into a round of detailed action planning. (SEE PLEASE ADD YOUR SUGGESTIONS TO ADDRESS THE GAPS ABOVE )**



Facilitator: Jennifer Schneider  
 Timekeeper/Scheduler: Kim Maxwell  
 Record keeper: Jennifer Schneider  
 Revision Date: 6-15-16 Email: \_\_\_\_\_



# AGE GROUP: Early Childhood

## Alignment & Action Planning Worksheet

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Local LocalRsch&  
Wisdom DataEvidence

### KEY QUESTIONS TO ADDRESS

	CHILD & YOUTH INDICATORS:	CHILD & YOUTH DATA:			
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2a	COMMUNITY-WIDE CONTEXT DATA From Data Team Work & Requests from Community Conversations	COMMUNITY-WIDE CONTEXT DATA: What data related to community conditions and community context should be a part of our analysis? From previous data team work and/or identified as “missing” in community conversations?	<input checked="" type="radio"/>	<input checked="" type="radio"/>	?
2b	LOCAL CONDITIONS & COMMON CAUSES: Local conditions related to indicators (from community conversations)  For older age groups, also see Youth Survey	LOCAL CONDITIONS: Are there concerns that stand out? (Common themes? Any surprises? Where does this align with previous diagnostic / community issue identification work?) What are top priorities to be addressed? Are the issues identified different across the Community Conversations vs. Special Population Conversations? Does Youth Survey reinforce or vary from community conversations?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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3b	PROGRAMS: From Program Landscape Map	PROGRAMS & PARTNERSHIPS As you identify solutions & gaps . . . What does the programmatic landscape look like for this age group? Are there areas for alignment or possible gaps to be addressed?	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
3c	PARTNERSHIPS: From Mapping Moving Trains Survey	What does the partnership landscape look like for this age group? Are there areas for alignment or possible gaps to be addressed?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Teen Pregnancy

- Common Causes
  - Low self-esteem
  - Lack of role models
  - Lack of support systems

## Verified Abuse and Neglect

- Common Causes
  - Lack of role models
  - Lack of support
  - Toxic stress/Trauma
  - Generational/Cultural influences
  - Violence in the neighborhood
  - Social media

## Are there areas of strength or assets?

A community strength is that families are connected to social media and that can be a good way to share information with families.

We found that the high school students appeared to have the most insight into problems and solutions- the teens expressed interest in having awareness campaigns. We may be able to work with teens to get messages out to the rest of community especially since teens are well connected to social media and the use of the new creative technologies. Maybe teens could work on projects and fulfill their community service requirements for high school.

Other areas of strength in community are existing resources mentioned in the community conversations. Specifically mentioned were ELC, CSC, BRIDGES, and schools. The community expressed a willingness to use services and supports but mentioned that community members are not always aware of the resources.

## SOLUTIONS

### Are there consensus “solutions” from the community brainstorming? **Do they vary by community or population-focused conversation?**

**In the area of solutions, the community emphasized parent capacity including building parent skills and increasing their access to knowledge (resources, information on child development, etc.).**

#### INFORMATION RESOURCES:

- Solutions Brainstorm
- Related Strategic Planning*
- Symposium Recs
- Superintendent’s Strategic Plan
- Document review

#### *Programs & Partnerships*

- Landscape Map Survey
- Mapping Moving Trains Survey



Here are some of the community solutions that stood out in the areas we explored for our age group:

### **Economics and Access to Resources**

- Access to employment resources i.e. computers, furthering your education and having childcare while you are furthering your education
- More jobs
- English learning classes

### **Parent Support and Skills Building**

- Parents
  - Post resources in public places for busy parents
  - Build additional quality pre-schools
  - Pay parents for attending classes/trainings
  - Parenting classes
- Teen Pregnancy
  - Sex education
  - Role models
  - Improved caregiver relationships
  - Fatherhood Initiative
  - “self-love”

### **Physical Health**

- Improved caregiver relationships
- Eating healthy and nutritious
- Learning “healthy swaps” i.e. water vs. soda, salad vs. fries
- Offering healthy foods at school
- Green markets in western community
- Local food banks in western community
- “Substance abuse” per student at FHHS
- Campaigns
- “Mandatory drug testing” per student at FHHS
- “Acknowledgement” per student at FHHS

### **Community Support**

- Knowledge of community resources and utilize them
- Information on how to apply for services i.e. WIC, transportation for health education screening, subsidized childcare
- Information sharing through social media/media
- “Home health” for special needs populations
- “Educating the parent” for special needs populations
- “Mentorship/Financial Literacy” per Delray Beach for healthy eating
- “Early education gift baskets for all single moms at the hospital” per Greenacres for early education



## Are there recommendations to affirm or align with from related strategic planning?

Below is a list of related strategic plans currently in the community that connect to the themes and common causes from the community conversations. Efforts of the Youth Master Plan should align with these existing groups/plans and collaborate rather than duplicate:

**Hunger Relief Plan-** Physical health

**Healthier Together Initiatives-** For example, Jupiter’s focus is access to fruits and vegetables and exercise.

**Healthy Start Plan-** teen pregnancy prevention

**School District Strategic Plan-** A School District Strategic Initiative is to expand and enhance pre-k programs and services in collaboration with our community and agency partners.

**Glades Region Master Plan-** building economy and jobs

**PBC Community Needs Assessment on Community Needs and Disability-** Special needs access to respite- home healthcare

**CHIP-** obesity prevention/intervention

## Are there gaps to be addressed? [If you identify key gaps to be addressed, you will take those into a round of detailed action planning.](#)

**GAP 1:** PBC has resources and parents are willing to use resources; however, there is still a gap of parental knowledge about resources.

Possible action plan steps-

- Increase information via social media
- Identify groups that are working on the same issues and combine resources to increase impact of messaging campaigns such as CSC parenting campaign, special needs efforts, etc. Make connections between these initiatives and create a forum(s) for these groups to come together to work collaboratively.

**GAP 2:** In home health there is a lack of qualified people to do in home respite-

Possible action plan steps-

- Connect to existing groups working on healthcare initiatives to address this gap

**GAP 3:** There is a need for business community buy-in, investment and involvement. (i.e. Green markets and food banks in the Glades)

Possible action plan steps-

- Creating campaigns for businesses- why get involved, benefit to their company... here are some talking points from the BRIDGES website soon to go live (we changed BRIDGES to community initiatives or programs and events):





Here's three reasons why supporting community initiatives is beneficial to your company.

1) Tax deductions. One of the most immediate benefits to your business from supporting community initiatives is being able to get a charitable donation tax deduction. Donations that are generally tax-deductible include sponsorships of events, donations of inventory, or services and cash donations.

2) Free publicity. Sponsoring one of community non profit programs and volunteering your employees' time are great ways to raise awareness about your company in the community. Through the programs marketing, your business will be recognized as a community supporter, with your logo appearing on flyers, event posters and other materials. Your company can also get the word out about your involvement by posting on your social media platforms and your website. It's a win-win for everyone!

3) Giving back is good for you. Aside from tax breaks and publicity, perhaps the biggest benefit of having your business support community initiatives is the feeling your employees will get from giving to others. Supporting these programs and events will improve your company's sense of well-being, as well as keep you connected to the local community. The act of helping others, especially children, will create an unmatched inner satisfaction for your staff.

- Develop a program like "Pay for Success" in which businesses pay for outcomes. The basics of the program are a business or bank will fund a program with specific outcomes and then the program will pay back the funder over time based on outcome achievement. If programs achieve all their outcomes then the business might require minimal or no pay back as they feel it was a worthwhile investment in the community. Jeff Goodman saw a presentation on this in Utah.

#### **GAP 4:** Our community needs more investment in emotional and natural supports

Possible action plan steps:

- Creating groups in community that are more like mommy and me, parent/teen clubs, etc. that don't require an identified problem for admission- open to the public, in the community and accessible, and lots of outreach for awareness to grow in community. Have groups facilitated by professionals in child development- nurses, PT, OT, speech to ensure accurate educational components.
- Build up our cadre of lay community educators/leaders. Create (Use some existing) train the trainer models so parents can facilitate support groups along with professionals to build community capacity.
- Developing resident leadership so ordinary community parents and residents can then go out and lead efforts to support other parents in the community (Community Voice, Bridges and WHIN, Circle of Parents (current health department pilot).

#### **GAP 5:** Employment/economic gap

- Increase access to child care for furthering education and employment seeking- full time child care verses part time.
- More jobs that pay a living wage
- Partner with other initiatives already doing this work



**Facilitator:** Randy Palo  
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**Record keeper:** Sara Selznick  
**Revision Date:** 6/9/2016      **Email:** sselznick@delraychild.org



# AGE GROUP:      Elementary Age

## Alignment & Action Planning Worksheet

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### KEY QUESTIONS TO ADDRESS

Local    Local    Rsch &  
Wisdom Data Evidence

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1

**Child & Youth Outcome Statements & Indicators:** Review child and youth indicator trends and note additional data requests from community conversations. Are there additional indicators for this age group to be added to the ‘stairsteps’ dashboard?

OUTCOME AREA	CURRENT INDICATORS	RECOMMENDED ADDITIONS
<p><b>Increase Positive Birth Outcomes</b></p> <p><b>Improve Physical Health</b></p>	<p>Height/Weight BMI</p>	<p>Immunization Rates Health Insurance Medical Home- Primary Care Hearing Dental Vision</p>
<p><b>Improve Behavioral/Mental Health</b></p>	<p>Abuse/Neglect</p>	<p>IEP (Special Designations) Characteristics of a Good Learner (Report Card) Behavioral Infractions Suspension rates School Incident Reports (Specific to BH) ACE’s (trauma) Domestic Violence</p>
<p><b>Improve developmental Social/Emotional Health</b></p>		<p>Engagement in Services</p>
<p><b>Increase School Readiness</b></p> <p><b>Increase Educational Performance</b></p>		<p>Kindergarten Readiness Assessment 3<sup>rd</sup> grade reading Reading Running Records (RRR) Attendance/ Chronic Absenteeism</p>
<p><b>Increase Career Readiness</b></p>		
<p><b>Increase Pro-Social Behavior (&amp; reduce risky behaviors)</b></p> <p><b>Increase Connection &amp; Contribution (to community &amp; society)</b></p>		<p>Characteristics of a Good Learner Discipline Referrals/ Suspensions</p>



## Are current measures adequate and sufficient to know whether we are achieving the outcome?

No

### What else should we consider adding?

No more than 3-5 Suggestions

Do they have Data Power, Proxy Power & Communications Power

Chronic Health Issues  
Chronic Absenteeism  
Health Insurance/ Medical Home  
Incident Reports from Schools  
3<sup>rd</sup> Grade Level Reading

INFORMATION RESOURCES:  
From Community Conversations:

- A. Child & Youth Outcomes Data
- B. What Does Ready Look Like?
- C. What's Missing? (Part A)

### For your recommendations, are you aware of particular data sources that we can tap? If so, please list.

Community Commons  
Health Care District- School Data Agreement (school nurse)  
SE FL Behavioral Health Network  
Palm Health Care Foundation Data/ Healthier Together

2a

### Community-Wide Context Data: So far, we've been talking about Child & Youth Outcome Data.

Are there particular measures that we should be tracking related to Community Supports and/or Community Context? (Note: Some of the "What's Missing" data may be more relevant here.)

Access to Health Care/ Insurance  
Support Services- Awareness, Access, Availability, Engagement  
After-School/ Mentorship/ Recreation- Access, Availability, Engagement  
Toxic Stress  
Support Networks- Peers, Families  
Community/ School Transiency  
Basic Needs- Food Insecurity, Affordable Housing, Employment  
Intervention Services- Tutoring, Mental Health  
Cultural Barriers- Language, Linguistic Isolation  
Parent Engagement in Schools- Academics, Supporting Activities  
Literacy at Home

INFORMATION RESOURCES:  
C. What's Missing? (Part B)

2b

### LOCAL CONDITIONS & CHALLENGES TO ADDRESS:

What local conditions / concerns are most relevant for your age group? Are there concerns that stand out? In reviewing the community conversation "local condition and common cause" themes, are there any themes? Any surprises? What are top priorities to be addressed? Are the issues identified different across the Community Conversations vs. Special Population Conversations? Does the Youth Survey reinforce or vary from community conversations?

INFORMATION RESOURCES:  
From Community Conversations:  
D. Local Condition/Common Cause Themes  
E. Youth Survey



This workgroup focused on indicators most relevant to elementary age: Discipline & Suspension-Elementary Age, Third Grade Level Reading, Talking to at Least One Adult, Attendance, Ready for School, and Eating Nutritiously. Across all indicators several themes emerged. Community conversations pointed to Parenting and Home Environment, Educational supports (for children, parents, and educators), and Lack of Resources as main sources of disparity in outcomes. More specifically, across all indicators, discussion around parents lacking awareness and education/skills needed to promote positive outcomes was prominent and linked to reading skills, good parent/child communication, school attendance, and nutrition. Additionally, community residents spoke about a lack of support for children (who need more parental communication, mentorship, peer support); lack of support for parents (mentorship, peer support, skill building); and lack of support for educators (training, mentorship, peer support). Finally, participants focused on families difficulties accessing needed resources to promote healthy growth and development across all indicators- lack of educational materials at home; lack of access to intervention services including tutoring, mentoring, afterschool programs, mental health services; lack of access to supports for basic needs such as healthy food, housing, clothing, employment, and benefit assistance.

**For Local Conditions, are there emerging priorities to address?** For example, are there local conditions that relate to more than one indicator? Came up in more than one community conversation?

Priorities to be addressed were similar across indicators and data sources and seemed focused on Parent & Home Environment. More specifically, lack of support for families was frequently discussed citing needs for help with access to resources to alleviate stressors related to poverty; help with awareness and skill building supports; and peer supports. While a priority seemed to be intervening at the parent level, there was also discussion about lack of external supports for students or supports that bolster/work in collaboration with the home environment. Community residents talked about a lack of tutoring, recreational activities, after-school programs, and mentoring programs. There was a desire for programs that promoted healthy educational and social-emotional outcomes such as anti-bullying delivered at a community level.

### **Are there areas of strength or assets?**

Strengths and assets identified:

- 1) School district has a comprehensive and well-developed plan
- 2) Support county-wide for mentoring programs
- 3) County has embraced collective impact work/ lots of collaborative work happening
- 4) The community identified the faith-based community as an asset/strength



## SOLUTIONS

**Are there consensus “solutions” from the community brainstorming?** Do they vary by community or population-focused conversation?

- 1) Improving access to resources- resources related to basic needs, child-care/afterschool, mentoring services (for parents and children), peer support (for parents and children), mental health services, nutritious food (better grocery stores), community resources (e.g. the library, community gardens).
- 2) Improving training- training for parents in many areas in the form of community-based workshops (promoting literacy and learning, parent engagement, healthy eating, building communicative relationships with their children, financial literacy, recognizing mental health concerns, importance of school attendance, etc.)
- 3) Improved training for teachers (cultural competency, parent engagement, differentiating educational plans based on student needs, etc.)
- 4) Wide spread campaigns- websites for resources, grassroots efforts utilizing community residents to strengthen awareness around protective factors that promote healthy development.

### INFORMATION RESOURCES:

F. Solutions Brainstorm

#### *Related Strategic Planning*

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H. Superintendent’s Strategic Plan

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#### *Programs & Partnerships*

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**Are there recommendations to affirm or align with from related strategic planning?**

School District- 1) Provide educational equity for all students including minorities, ESE, ELL and other under-served or at risk students; 2) Increase parental, community, and business involvement; 3) Strengthen anti-bullying and student safety initiatives; 4) Increase professional development and training for teachers and staff.

Hunger Relief- 1) All Palm Beach County children will have access to the nutritious food they need to build healthy bodies and strong minds.

Youth Symposium- Launch a community wide public awareness campaign focused on empowering parents and caregivers.

Unicorn Foundation Special Needs Assessment- 1) Increased opportunities for social and recreational activities/ aftercare; 2) Interactions with non-disabled peers; 3) Respite care.



## **Are there gaps to be addressed?**

Parenting Supports and Education on multiple topics including: 1) how to access resources, 2) importance of attendance, 3) promoting 3<sup>rd</sup> grade level reading, and 4) supportive/communicative relationships with children.

Access to Mentoring Programs/ Afterschool Programs for school-aged children

Peer support groups for children, parents, and teachers/educators

Anti-bullying/ socio-emotional health promotion at a community level (not just school)

**If you identify key gaps to be addressed, you will take those into a round of detailed action planning. (SEE PLEASE ADD YOUR SUGGESTIONS TO ADDRESS THE GAPS ABOVE )**



Facilitator: \_\_\_\_\_ James Green \_\_\_\_\_  
 Timekeeper/Scheduler: \_\_\_\_\_ Selena LaMotte \_\_\_\_\_  
 Record keeper: \_\_\_\_\_ Tammy Fields \_\_\_\_\_  
 Revision Date: \_\_\_\_\_ Email: \_\_tfields@pbcgov.org\_\_\_\_\_



# AGE GROUP: \_\_\_\_\_ Middle School (11-14) \_\_\_\_\_

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<b>2a</b> <b>COMMUNITY-WIDE CONTEXT DATA</b> From Data Team Work & Requests from Community Conversations	<b>COMMUNITY-WIDE CONTEXT DATA:</b> What data related to community conditions and community context should be a part of our analysis? From previous data team work and/or identified as “missing” in community conversations?	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>2b</b> <b>LOCAL CONDITIONS &amp; COMMON CAUSES:</b> Local conditions related to indicators (from community conversations)  For older age groups, also see Youth Survey	<b>LOCAL CONDITIONS:</b> Are there concerns that stand out? (Common themes? Any surprises? Where does this align with previous diagnostic / community issue identification work?) What are top priorities to be addressed? Are the issues identified different across the Community Conversations vs. Special Population Conversations? Does Youth Survey reinforce or vary from community conversations?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3a</b> <b>SOLUTIONS::</b> Generated from Community Conversations  Recommendations from related strategic planning efforts (see document review)	<b>SOLUTIONS:</b> Once you’ve identified high priority Action Areas, review the community solutions brainstorm for those areas. Also review recommendations already identified in document review (e.g., Symposium recommendations, Superintendent’s Strategic Plan ) <ul style="list-style-type: none"> <li>Where is strategic action occurring that we need to affirm and align with?</li> <li>Where do you see possible gaps that need to be addressed?</li> </ul>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
<b>3b</b> <b>PROGRAMS:</b> From Program Landscape Map	<b>PROGRAMS &amp; PARTNERSHIPS</b> As you identify solutions & gaps . . . What does the programmatic landscape look like for this age group? Are there areas for alignment or possible gaps to be addressed?	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
<b>3c</b> <b>PARTNERSHIPS:</b> From Mapping Moving Trains Survey	What does the partnership landscape look like for this age group? Are there areas for alignment or possible gaps to be addressed?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>





**Child & Youth Outcome Statements & Indicators:** Review child and youth indicator trends and note additional data requests from community conversations. Are there additional indicators for this age group to be added to the 'stairsteps' dashboard?

OUTCOME AREA	CURRENT INDICATORS	RECOMMENDED ADDITIONS
Increase Positive Birth Outcomes	n/a	n/a
Improve Physical Health	weight appropriate, physically active, demonstrating good nutrition	eye exams, hearing exams, complete physical exams incl. BP, cholesterol, diabetes
Improve Behavioral/Mental Health *	Suicide, Sexual violence, attachment to caregiver	Periodic reassessment of behavioral or mental health diagnosis
Improve developmental Social/Emotional Health *	DJJ Referrals, Drug and alcohol use, depression	ACE evaluations
Increase School Readiness (ready for middle school)	Test scores	Psychological assessment when appropriate
Increase Educational Performance	Attendance, grades/GPA	AVID for all students
Increase Career Readiness		Middle school career assessment, Magnet schools/career academies
Increase Pro-Social Behavior (& reduce risky behaviors) *	Attendance, bullying, teen pregnancy, discipline	PACT screening
Increase Connection & Contribution (to community & society) *		Volunteer Hours

\* these are all interrelated so all indicators and recommendations will apply to each of these outcomes

**Are current measures adequate and sufficient to know whether we are achieving the outcome?**

Not quite - currently there is disparity in application and information availability

**What else should we consider adding? No more than 3-5 Suggestions**  
**Do they have Data Power, Proxy Power & Communications Power**

1. Comprehensive physical exams, 2. ACE Evaluations, 3. Continuous reassessment of mental/behavioral/emotional health and diagnoses, 4. Middle School career assessments; 5. PACT screening

**INFORMATION RESOURCES:**  
 From Community Conversations:

- “What’s Missing?” (flipcharts)
- “What Does Ready Look Like?”

For your recommendations, are you aware of particular data sources that we can tap? If so, please list.

DJJ - PACT

School district - volunteer hours and middle school career assessments



**Community-Wide Context Data:** So far, we've been talking about Child & Youth Outcome Data. Are there particular measures that we should be tracking related to Community Supports and/or Community Context? (Note: Some of the "What's Missing" data may be more relevant here.)

- Parent information on magnet schools and career academies including transportation, deadlines, etc.
- Afterschool opportunities for families with middle school children including transportation
- Family healthy eating education - fresh foods

**LOCAL CONDITIONS & CHALLENGES TO ADDRESS:**

What local conditions / concerns are most relevant for your age group? Are there concerns that stand out? In reviewing the community conversation "local condition and common cause" themes, are there any themes? Any surprises? What are top priorities to be addressed? Are the issues identified different across the Community Conversations vs. Special Population Conversations? Does the Youth Survey reinforce or vary from community conversations?

Need info from the Youth Survey to be broken down by age groups, zip codes, income levels. This information is needed to identify priority areas

Issues that consistently come up in the community conversations and youth survey responses were the need for supports within and for the families, concerns over home environment and bullying. Youth reported that bullying was worst against poor kids, kids with disabilities, and minority children.

**For Local Conditions, are there emerging priorities to address?**

For example, are there local conditions that relate to more than one indicator? Came up in more than one community conversation?

Similar local conditions came up in just about all of the community conversations. Specific priorities relevant to middle school age youth are:

Lack of support within families (parents don't care what their kids are doing and do not supervise or impose rules and do not set expectations)

Lack of support for families (lack of jobs, economic opportunities and knowledge about where assistance can be found for basic food, clothing and shelter needs)

Bullying/Anxiety/Peer Pressure/Self Esteem

Systematic Barriers to/Lack of Access to supports in Schools (disparities)

Hunger/Healthy Food Choices

Stress/Trauma

**INFORMATION RESOURCES:**

From Community Conversations:

- Local Condition / Common Cause Themes
- Youth Survey



## Are there areas of strength or assets? YES

- Community interest amongst agencies and governments to work together for the benefit of youth
- Youth responded they have opportunities to volunteer
- Youth responded they have positive things to do outside of school
- Youth responded that most of their school classes were interesting and relevant to their future

## SOLUTIONS

### Are there consensus “solutions” from the community brainstorming? Do they vary by community or population-focused conversation?

Parent support and skill building: parent education, family therapy, mentoring programs

Economic and Access to Resources: Career days/fairs, job shadowing, community gardens

Physical and Behavioral health: Behavioral health training for school personnel, funded behavioral health specialist in every school, counseling availability, mentoring

Social Emotional Well Being: Mentoring, Group counseling, teambuilding activities, open forums for kids to speak at school, campaigns against bullying

Education: Cultural diversity education, less testing, study time at school, mentoring, parent involvement and training, hiring and retention of teachers that care

Youth engagement in determining community solutions

#### INFORMATION RESOURCES:

➤ Solutions Brainstorm

*Related Strategic Planning*

➤ Symposium Recs

➤ Superintendent’s Strategic Plan

➤ Document review

*Programs & Partnerships*

➤ Landscape Map Survey

➤ Mapping Moving Trains Survey

### Are there recommendations to affirm or align with from related strategic planning?

- School district plan also addresses: cultural competency and equity, behavioral and social/emotional services, bullying prevention, hiring and retention of quality education professionals
- Mental/behavioral health and family supports frequently identified as a need which is in alignment with the efforts to become a trauma sensitive community
- The emerging priority of hunger and healthy food choices is in alignment with the Hunger Initiative led by United Way and including multiple community partners

### Are there gaps to be addressed?

- Parenting education in a manner that reaches the families in need.
- Supports available for middle school in afterschool
- Summer engagement for middle school youth

If you identify key gaps to be addressed, you will take those into a round of detailed action planning.

G:\YSD-Administration\YOUTH MASTER PLAN\AGE GROUP\Recommendations Action Planning Worksheet for Age Groups (Middle School) (2) - June 10, 2016.docx



Facilitator: Geeta Loach-Jacobson  
 Timekeeper/Scheduler: Sharon Alexander  
 Record keeper: Cassandra Burney  
 Members: Chris Koehn, Jennifer Rey, Seth Bernstein, Randi Taylor  
 Revision Date: 6/10/16 Email: cassandra.burney@sefbhn.org



## AGE GROUP: High School

# Alignment & Action Planning Worksheet

This worksheet is designed to help you make action-oriented recommendations on achieving the outcomes for your age group. You will work through key questions related to each of the pieces of data and information compiled over the past 3 months from the community conversations, work teams, and document review/summaries of related planning efforts.

Each group will need to appoint a Facilitator, Time-keeper/Scheduler, and Recorder. The Recorder will be responsible for capturing the group’s reflections and recommendations. Please ensure that the document that you submit identifies the Recorder’s name, their contact information and includes the latest revision date.

Local Wisdom   Local Data   Rsch & Evidence

### KEY QUESTIONS TO ADDRESS

<b>CHILD &amp; YOUTH INDICATORS:</b> “Stairstep Chart” Data PLUS Requests from Community Convos	<b>CHILD &amp; YOUTH DATA:</b> Review child and youth indicator trends and note additional data requests from community conversations. Are there additional indicators for this age group to be added to the ‘stairsteps’ dashboard?	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/> ?
<b>COMMUNITY-WIDE CONTEXT DATA</b> From Data Team Work & Requests from Community Conversations	<b>COMMUNITY-WIDE CONTEXT DATA:</b> What data related to community conditions and community context should be a part of our analysis? From previous data team work and/or identified as “missing” in community conversations?	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/> ?
<b>LOCAL CONDITIONS &amp; COMMON CAUSES:</b> Local conditions related to indicators (from community conversations)  For older age groups, also see Youth Survey	<b>LOCAL CONDITIONS:</b> Are there concerns that stand out? (Common themes? Any surprises? Where does this align with previous diagnostic / community issue identification work?) What are top priorities to be addressed? Are the issues identified different across the Community Conversations vs. Special Population Conversations? Does Youth Survey reinforce or vary from community conversations?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>SOLUTIONS::</b> Generated from Community Conversations  Recommendations from related strategic planning efforts (see document review)	<b>SOLUTIONS:</b> Once you’ve identified high priority Action Areas, review the community solutions brainstorm for those areas. Also review recommendations already identified in document review (e.g., Symposium recommendations, Superintendent’s Strategic Plan ) <ul style="list-style-type: none"> <li>Where is strategic action occurring that we need to affirm and align with?</li> <li>Where do you see possible gaps that need to be addressed?</li> </ul>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
<b>PROGRAMS:</b> From Program Landscape Map	<b>PROGRAMS &amp; PARTNERSHIPS</b> As you identify solutions & gaps . . . What does the programmatic landscape look like for this age group? Are there areas for alignment or possible gaps to be addressed?	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
<b>PARTNERSHIPS:</b> From Mapping Moving Trains Survey	What does the partnership landscape look like for this age group? Are there areas for alignment or possible gaps to be addressed?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>



**Child & Youth Outcome Statements & Indicators:** Review child and youth indicator trends and note additional data requests from community conversations. Are there additional indicators for this age group to be added to the 'stairsteps' dashboard?

OUTCOME AREA	CURRENT INDICATORS	RECOMMENDED ADDITIONS
<p><b>Increase Positive Birth Outcomes</b></p> <p><b>Improve Physical Health</b></p>	Physically Active, Weight Appropriate, Demonstrating good nutrition	<p>N/A</p> <p>Comprehensive medical examinations</p> <p>School Health data</p>
<b>Improve Behavioral/Mental Health</b>	Toxic Stress	<p>Assessment and re-assessment for behavioral and mental health issues</p> <p>ACES Evaluation</p>
<b>Improve developmental Social/Emotional Health</b>	Toxic Stress	<p>**Bullying</p> <p>ACES evaluation-trauma</p>
<p><b>Increase School Readiness (HIGH SCHOOL)</b></p> <p><b>Increase Educational Performance</b></p>	Attendance, Discipline, Reading on Grade Level, Ready for School, On time Graduation, Post-Secondary credential	AVID
<b>Increase Career Readiness</b>	Post-Secondary Education, Idle Youth, Discipline	<p>Assessments, Transitions, Jobs, Trainings, career testing,</p> <p>**Number of Internships</p>
<p><b>Increase Pro-Social Behavior (&amp; reduce risky behaviors)</b></p> <p><b>Increase Connection &amp; Contribution (to community &amp; society)</b></p>	Involved in School & Comm., Toxic Stress, Sense of Connection, DJJ Referrals, Teen Pregnancy, Adolescent Substance Use, Not Connected	<p>Successful Transition, ESL, Disability, IEP, DJJ involvement,</p> <p>**College Testing,</p>



**Are current measures adequate and sufficient to know whether we are achieving the outcome?**

No, more Information sharing/ availability is needed, along with a more uniform mechanism of reporting, storing data to increase cross agency communication and reduce disparity in data.

**What else should we consider adding?**

No more than 3-5 Suggestions

Do they have Data Power, Proxy Power & Communications Power?

INFORMATION RESOURCES:  
From Community Conversations:  
A. Child & Youth Outcomes Data  
B. What Does Ready Look Like?  
C. What’s Missing? (Part A)

- 1) Test Scores >> School data sharing / College board
- 2) Bullying >> Youth Surveys
- 3) Jobs / Internships >> Surveys, Career Source, Schools Strategic Plan
- 4) Toxic Stress >> Reduce Abuse & Neglect
- 5) Career Readiness >> School Assessments
- 6) Comprehensive physical exams
- 7) ACE Evaluations
- 8) Continuous re-assessment of mental/ behavioral/ emotional health and diagnoses
- 9) PACT screening- DJJ

**For your recommendations, are you aware of particular data sources that we can tap? If so, please list.**

- DJJ – PACT, detention count
- Office of the State Attorney- criminal records for misdemeanor, felony arrests and direct file cases
- Juvenile First Offender database
- School district - volunteer hours and HIGH school career assessments

\*CREATE a system of forgiveness for juvenile crimes within an indicated period.

2a

**Community-Wide Context Data:** So far, we’ve been talking about Child & Youth Outcome Data.

Are there particular measures that we should be tracking related to Community Supports and/or

Community Context? (Note: Some of the “What’s Missing” data may be more relevant here.)

- Mentorship, transparency surrounding outcomes, data subsets of who reached and who cannot be reached / served; i.e. DJJ youth.
- Services for disconnected youth and families, starting at the school.
- Changing a culture of non-believers and non-achievers.
- Equitable distribution of funding to serve all youth, esp. those in special populations.
- Residential data in Youth Survey – in home, out of home, homeless, baker acts
- 

INFORMATION RESOURCES:  
C. What’s Missing? (Part B)

**LOCAL CONDITIONS & CHALLENGES TO ADDRESS:**

2b

What local conditions / concerns are most relevant for your age group? Are there concerns that stand out? In reviewing the community conversation “local condition and common cause” themes, are there any themes? Any surprises? What are top priorities to be addressed? Are the issues identified



**different across the Community Conversations vs. Special Population Conversations? Does the Youth Survey reinforce or vary from community conversations?**

**For Local Conditions, are there emerging priorities to address?**

For example, are there local conditions that relate to more than one indicator? Came up in more than one community conversation?

This workgroup focused on indicators most relevant to High School age, this included verified abuse and neglect, eating nutritiously, physically active, overweight and obese, substance use, reading on 10<sup>th</sup> grade level, talking to at least one adult, teen pregnancy, DJJ referrals, graduation rates, idle youth and additional indicators from special groups which included sexual dating violence, bullied on school property and self harm.

**INFORMATION RESOURCES:**  
 From Community Conversations:  
 D. Local Condition/Common Cause Themes  
 E. Youth Survey

Across the indicators and locations, the themes that emerged were economics, parenting, community environment, educational support, physical and behavioral health, systemic barriers and trust, media influence, and self-esteem/ mindset of the youth.

**Local conditions in all communities:**

- Economics – came up in all community conversations
- Parenting skills- came up in all community conversations
- Self esteem/ mindset- came up in 7 community conversation (Delray, Belle Glade, Greenacres, Jupiter, FAU, Forest Hill High School, and Compass)
- Media- came up in 6 community conversation (Riviera Beach, Delray, Belle Glade, Lake Worth YEC, Forest Hill High School and Boynton Beach)
- Community Environment/ stressors- came up in 6 community conversations (Delray, Greenacres, Jupiter, Forest Hill High School, Compass and Boynton Beach)
- Educational support/ gaps- came up in 6 community conversations- Delray, Greenacres, Jupiter, Lake Worth YEC, FAU and Compass)
- Physical and Behavioral- came up in 6 community conversations (Belle Glade, Jupiter, Lake Worth YEC, FAU, Compass and Boynton Beach)
- Systemic barriers and Trust- came up in 4 community conversation (Riviera Beach, Jupiter, Forest Hill High School and Boynton Beach)
- Health- came up in 3 community conversation (Delray Beach, Greenacres and Forest Hill High School)

*Issues that repeatedly came up in the community conversations were supports within and for the families, concerns over home environment and bullying.*

Below is the specific breakdown per conversation for High School Youth, which allows you to see the indicators of interest within specific geographic areas as well as the emerging localized themes:

**Riviera Beach:**

<b>RIVIERA BEACH</b>	<b>Verified Abuse/ Neglect</b>	<b>Eating Nutritiously</b>	<b>Physically Active</b>	<b>Overweight &amp; Obese</b>	<b>Substance Use</b>	<b>Teen Pregnancy</b>	<b>Reading on grade level- 10<sup>th</sup></b>	<b>Talking to at least one adult</b>	<b>DJJ referrals</b>	<b>Graduation rates/ graduating</b>	<b>Idle youth</b>
<b>Economics</b>	X									X	
<b>Parenting Skills</b>	X						X		X	X	X
<b>Systemic Barriers and Trust</b>	X						X		X	X	X
<b>Media</b>	X										X



**Delray Beach:**

DELRAY BEACH	Verified Abuse/Neglect	Eating Nutritiously	Physically Active	Overweight & Obese	Substance Use	Teen Pregnancy	Reading on grade level- 10 <sup>th</sup>	Talking to at least one adult	DJJ referrals	Graduation rates/graduating	Idle youth
Economics	X					X					X
Parenting Skills	X				X	X	X	X	X	X	X
Media	X										
Health	X					X	X				
Community Environment	X										
Self Esteem-Mindset					X	X		X	X	X	X
Educational gaps					X	X	X	X	X	X	X

**Belle Glade:**

BELLE GLADE	Verified Abuse/Neglect	Eating Nutritiously	Physically Active	Overweight & Obese	Substance Use	Teen Pregnancy	Reading on grade level- 10 <sup>th</sup>	Talking to at least one adult	DJJ referrals	Graduation rates/graduating	Idle youth
Economics	X	X	X						X	X	
Parenting Skills	X	X	X						X	X	
Health	X	X									
Self Esteem-Mindset	X								X		
Physical and Behavioral	X								X	X	

**Green Acres:**

GREEN ACRES	Verified Abuse/Neglect	Eating Nutritiously	Physically Active	Overweight & Obese	Substance Use	Teen Pregnancy	Reading on grade level- 10 <sup>th</sup>	Talking to at least one adult	DJJ referrals	Graduation rates/graduating	Idle youth
Economics	X			X			X	X		X	
Parenting Skills	X			X			X	X	X	X	
Health	X			X				X	X		
Self Esteem-Mindset	X			X			X	X	X	X	X
Educational support	X			X			X	X		X	X
Community Stressors	X						X	X	X		X

**Jupiter:**

JUPITER	Verified Abuse/Neglect	Eating Nutritiously	Physically Active	Overweight & Obese	Substance Use	Teen Pregnancy	Reading on grade level- 10 <sup>th</sup>	Talking to at least one adult	DJJ referrals	Graduation rates/graduating	Idle youth
Economics				X	X						X
Parenting Skills				X	X						X
Systemic Barriers and Trust				X							X





Community Environment				X							X
Self Esteem-Mindset					X						X
Educational support				X	X						X
Physical and Behavioral				X	X						

**Lake Worth YEC:**

LAKE WORTH YEC	Verified Abuse/Neglect	Eating Nutritiously	Physically Active	Overweight & Obese	Substance Use	Teen Pregnancy	Reading on grade level- 10 <sup>th</sup>	Talking to at least one adult	DJJ referrals	Graduation rates/graduating	Idle youth
Economics	X		X	X		X	X			X	X
Parenting Skills	X		X	X		X	X			X	X
Media						X	X			X	
Educational support			X	X		X	X			X	X
Physical and Behavioral	X					X	X				X

**FAU:**

FAU	Verified Abuse/Neglect	Eating Nutritiously	Physically Active	Overweight & Obese	Substance Use	Teen Pregnancy	Reading on grade level- 10 <sup>th</sup>	Talking to at least one adult	DJJ referrals	Graduation rates/graduating	Idle youth
Economics										X	
Parenting Skills										X	
Self Esteem-Mindset										X	
Educational support										X	
Physical and Behavioral										X	

**Forest Hill High School:**

FOREST HILL HIGH SCHOOL	Verified Abuse/Neglect	Eating Nutritiously	Physically Active	Overweight & Obese	Substance Use	Teen Pregnancy	Reading on grade level- 10 <sup>th</sup>	Talking to at least one adult	DJJ referrals	Graduation rates/graduating	Idle youth
Economics	X	X	X						X	X	
Parenting Skills	X	X	X					X	X	X	
Systemic Barriers and Trust		X	X							X	
Media	X	X	X					X	X	X	
Health			X					X			
Community Environment	X	X	X						X		
Self Esteem-Mindset	X	X						X	X	X	



**COMPASS:**

COMPASS	Verified Abuse/ Neglect	Graduation rates/ graduating	Idle youth	Sexual dating violence	Bullied on school property	Self harm
Economics	x	x				
Parenting Skills	x	x			x	X
Community Environment	x	x		x	x	X
Self Esteem-Mindset						
Educational support	x	x		x	x	X
Physical and Behavioral	x	x		x	x	X

**Boynton Beach:**

BOYNTON BEACH	Verified Abuse/ Neglect	Eating Nutritiously	Physically Active	Overweight & Obese	Substance Use	Teen Pregnancy	Reading on grade level- 10 <sup>th</sup>	Talking to at least one adult	DJJ referrals	Graduation rates/ graduating	Idle youth
Economics										x	x
Parenting Skills						x				x	x
Systemic Barriers and Trust						x				x	x
Media						x				x	
Educational support						x				x	x
Physical and Behavioral						x				x	x

YOUTH SURVEY- *The team needs information from the Youth Survey to be broken down by age groups, zip codes, income levels to identify priority areas.*

Of the 345 youth survey responses, the **top areas of concern** were education, safety/ violence, lack of family support, lack of emotional support, jobs/ employment and mental health.

Some of the **Social/emotional issues** experienced included dealing with depression, being bullied and thoughts of self harm.

**Health Issues** identified included physical health problems, Negative body image, Mental health issues and Obesity.

**Education** issues included Missing a lot of school/ absenteeism- 31.73% (99), Failing class/ being held back- 30.13% (94), School discipline/ suspension/ expulsion- 29.17% (91), Family obligations distracting from school- 20.83% (65), Difficulty getting into or staying in college- 16.03% (50), Lack of guidance with resume writing and job readiness- 19.55% (61), and Failing to graduate high school- 10.26% (32)

**Employment** related items were: Few opportunities for youth employment- 34.75% (106); Difficulty filling out job application/ resume- 20.98% (64); and No opportunities to get skills or training- 20.66% (63)

**Safety/ Violence** related items were: Arrested- 34.89% (97); Gang related violence- 27.70% (77); Dating violence- 20.86% (58); and Domestic/ family violence- 19.06% (53)

**Are there areas of strength or assets? YES**



According to the **youth survey**, there are **opportunities** for them within the community to serve and volunteer; positive things to do and places to go when not in school and **positive education experiences** where they are involved in sports/ extra-curricular activities; and, known by at least one adult at school.

Through strategic plan activities, the **School District** is focused on the following outcomes long-term:

1. Increase reading on grade level by 3<sup>rd</sup> grade.
2. Ensure high school readiness (as evidenced by academic achievement, behavior, and engagement).
3. Increase the high school graduation rate.
4. Improved post-graduate success (including high school scholars, dual enrollment degrees, industry certifications, college enrollment and persistence, military enlistment).

Its overarching strategic themes are effective and relevant instruction to meet the needs of all; positive and supportive school climate; talent development; and, high performance culture. Plan notes Palm Beach County's higher graduation rates, higher than normal college level enrollment and ACT/SAT testing paid through the school district

From the **Moving Trains- leadership survey** we know that there are numerous community Coalitions focused on supporting youth and families. More information is needed to better understanding of the issues addressed by each of the Coalitions; however, it's clear that the community is interested in leveraging its support collectively. There may be opportunities to better focus that support. The Leadership Data Team recommends:

- 1. Determine Structure Needed and Timeline for Future Coalitions-focused Activities**
- 2. Continue Efforts to Secure Data from the 31 MMT Survey Non-respondents Immediately**
- 3. Future Survey Administration**
  - Update the MMT survey (e.g., to provide more clear definitions of issues addressed by Coalitions, align categories with those found within other assessment instruments administered by Birth to 22)
  - Secure the MMT survey analysis tools for future use
  - Determine frequency of administration (e.g., annually)
- 4. Identify Coalitions, "Map" the Data, and Determine Duplication and/or Gaps among Coalitions**
  - Using detailed MMT survey data, and from a more complete data set of coalitions,
    - determine which coalitions are addressing each of the various issues
    - align the coalitions' information with needs assessment data to determine where there may be duplication and/or gaps among coalitions in addressing the most pressing issues
- 5. Share the Data through the Creation of a Database of Coalitions as well as other information that would be useful for coalitions.**
  - Create a publicly-accessible database of coalition information
- 6. Outreach to, Educate, and Engage Coalitions**
  - Create strategies to continuously outreach to and engage coalitions in the Birth to 22 work (e.g., as members and/or as available resources)
  - Create a calendar of strategies activities
  - Consider providing coalitions with capacity-building opportunities (e.g., best practices for engaging youth and families in coalition work, using data to direct coalition work, etc.)

**Southeast Florida Behavioral Health Network's Mental Health Needs Assessment.** This project will include the:

- a) completion of a needs assessment regarding the system of prevention through deep-end mental health services provided in Palm Beach County,
- b) creation of a strategic plan to address gaps identified in the assessment, and
- c) the creation of a Planning Group that will collaboratively implement the plan going forward

**Trauma sensitive treatment site-** Highridge



Palm Beach County's **Collective Impact for Education** Initiative has worked to engage key community partners from various sectors (e.g., K-12 education, post-secondary education, government, philanthropy, business, nonprofit, faith-based institutions, etc.) to create a collective impact initiative focused on improving the percentage of students who access and complete a post-secondary education. The Initiative is finalizing its strategic plan and is currently working to implement the infrastructure needed to implement the strategic plan activities. Initial activities will focus on post-secondary advising for high school students; parent/ student engagement and support; FAFSA completion; and scholarships, non-financial resources and support services for college students.

**Healthier Together** communities implement community impact strategies to positively change one of three health focus outcomes- diabetes, behavioral health or family care giving. The community leads the efforts.

A **Special Needs Assessment** was completed- the report fosters a good awareness of unmet need for the special needs population.

## 3 SOLUTIONS

**Are there consensus “solutions” from the community brainstorming? Do they vary by community or population-focused conversation?**

1. Fostering community involvement through outreach programs, Youth Empowerment Centers, and pro-social activities (sports, art, music)
2. Improve education and training to parents through provision of free books, parenting classes with cultural inclusivity, use of social media to promote parenting tips, survey to assess parents needs
3. Improve training for school staff- cultural competency, parent and youth engagement, professional development.
4. Open access to resources- mentoring (peer, adult, leadership, employment and lifetime mentors), career preparation (vocational training, career building skills, summer job fair, online training and financial literacy); free internet based resources; free therapy (individual, family, LGBTQ in schools and community); transportation (car pool, bus passes, bike rentals); free morning and aftercare programs.
5. Broaden school opportunities- reduce testing, use experiential learning, academy at every school, free post secondary education, globalized dual enrollment at all schools, teach healthy relationship, integrated sexual education into curriculum, academic competitions, individual tutors, professional development for guidance and school staff, substance abuse education, human growth curriculum in schools, cultural competence for teachers, electives (music, art, home economics, theatre, culinary, gardening, life skills), flip the way we educate- put out more positives, education around pregnancy
6. Address healthy physical and mental health- community exercise challenge, healthy eating habits education, healthy vending machines, whole foods (Glades), in-home assessments for special needs, training
7. Use the media to build awareness, open mic for youth to state their view, campaign for change

### INFORMATION RESOURCES:

- F. Solutions Brainstorm  
*Related Strategic Planning*
- G. Symposium Recs
- H. Superintendent's Strategic Plan
- I. Document Review  
*Programs & Partnerships*
- J. Landscape Map Survey
- K. Mapping Moving Trains Survey
- L. Symposium Recs

According to the Mapping Moving Trains Survey administered by the Leadership Data Team, 23 coalitions responded to the survey, and most of them focused on the multiple issues impacting high school aged youth (within age groups 11-14 and 15-18) (see map below)



Please use the categories below to tell us where your initiative or effort focuses its time by priority area and age group.

Priority Area	Age Group						Total Responses by Priority Area
	PRENATAL	4-6	7-10	11-14	15-18	19-22	
Increase positive birth outcomes	6	5	4	4	4	4	27
Improve physical health	8	8	7	7	7	7	44
Improve behavioral/mental health	8	9	9	12	13	10	61
Improve social/emotional health	7	8	8	10	11	0	44
Increase school readiness	5	7	4	5	4	2	27
Increase educational performance	3	7	9	10	11	7	47
Increase career Readiness	2	2	3	6	10	7	30
Increase (adolescent) pro-social behavior	2	3	5	10	10	7	37
Increase connection & contribution to society	5	8	9	12	13	9	56
<b>Total Responses by Age Group</b>	<b>46</b>	<b>57</b>	<b>58</b>	<b>76</b>	<b>82</b>	<b>53</b>	

**Findings:**

How to understand this data: This is a “heat map”. The more Moving Trains that said they focused on an age and an priority area, the darker the color is. The numbers reflect the actual number of Moving Trains that said this was important to them.

Example: So, if you look at the 15-18 column and the Improve social emotional health row, you will see that 11 respondents (Moving Trains) said that this age group and this issue was important.

**Are there recommendations to affirm or align with from related strategic planning?**

1. School District plan addresses: cultural competency and equity, behavioral and social/emotional services, bullying prevention, hiring and retention of quality education professionals
2. Mental/behavioral health and family supports frequently identified as a need which is in alignment with the efforts to become a trauma sensitive community.
3. The emerging priority of hunger and healthy food choices is in alignment with the Hunger Initiative led by United Way and Palm Beach County and includes multiple community partners.
  - Parenting education in a manner that reaches the families in need.
  - Ensure High School Readiness.
  - Increase High school graduation rate.
  - Foster Post graduate success
4. Collective Impact for education focused on improving the percentage of students who access and complete a post-secondary education. Initial activities will focus on post-secondary advising for high school students; parent/ student engagement and support; FAFSA completion; and scholarships, non-financial resources and support services for college students.
5. Special needs assessment fosters a good awareness of unmet need for the special needs population.
6. Moving trains- coalitions mapping for High School age youth reflect 13 focused on improving behavioral/ mental health; 10 focused on improving career readiness; 10 focused on increasing pro-social behavior and 13 focused on increasing connection and contribution to society.

**Are there gaps to be addressed?**



- Talk to agencies/ initiatives, like Bridges and the Healthier Together communities, to locate programming gaps
- Identify Coalitions, “Mapping” the Data, and Determine Duplication and/or Gaps among coalitions
  - Using detailed MMY survey data and from a more complete data set of coalitions.
    - Determine which coalitions are addressing each of the various issues
    - Align the coalitions information with needs assessment data to determine where there may be duplication and/or gaps among coalitions in addressing the most pressing issues.
- Sharing the Data through the Creation of a Database of Coalitions as well as other information that would be useful for coalitions.
  - Create a publicly-accessible database of coalition information.
  - Data sharing agreements to include School District’s Behavioral Health Cooperative Agreements.
  - Creating a dashboard to track/ monitor impact of global activities of Birth to 22
  - Using a shared language around data and outcomes, its implication and timing.

**If you identify key gaps to be addressed, you will take those into a round of detailed action planning. (SEE PLEASE ADD YOUR SUGGESTIONS TO ADDRESS THE GAPS ABOVE )**



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# AGE GROUP: Older Youth

## Alignment & Action Planning Worksheet

This worksheet is designed to help you make action-oriented recommendations on achieving the outcomes for your age group. You will work through key questions related to each of the pieces of data and information compiled over the past 3 months from the community conversations, work teams, and document review/summaries of related planning efforts.

Each group will need to appoint a Facilitator, Time-keeper/Scheduler, and Recorder. The Recorder will be responsible for capturing the group’s reflections and recommendations. Please ensure that the document that you submit identifies the Recorder’s name, their contact information and includes the latest revision date.

		Local Wisdom   LocalRsch & DataEvidence			
		KEY QUESTIONS TO ADDRESS			
1	<b>CHILD &amp; YOUTH INDICATORS:</b> “Stairstep Chart” Data PLUS Requests from Community Convo	<b>CHILD &amp; YOUTH DATA:</b> Review child and youth indicator trends and note additional data requests from community conversations. Are there additional indicators for this age group to be added to the ‘stairsteps’ dashboard?	<input checked="" type="radio"/>	<input checked="" type="radio"/>	?
2a	<b>COMMUNITY-WIDE CONTEXT DATA</b> From Data Team Work & Requests from Community Conversations	<b>COMMUNITY-WIDE CONTEXT DATA:</b> What data related to community conditions and community context should be a part of our analysis? From previous data team work and/or identified as “missing” in community conversations?	<input checked="" type="radio"/>	<input checked="" type="radio"/>	?
2b	<b>LOCAL CONDITIONS &amp; COMMON CAUSES:</b> Local conditions related to indicators (from community conversations)  For older age groups, also see Youth Survey	<b>LOCAL CONDITIONS:</b> Are there concerns that stand out? (Common themes? Any surprises? Where does this align with previous diagnostic / community issue identification work?) What are top priorities to be addressed? Are the issues identified different across the Community Conversations vs. Special Population Conversations? Does Youth Survey reinforce or vary from community conversations?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3a	<b>SOLUTIONS::</b> Generated from Community Conversations  Recommendations from related strategic planning efforts (see document review)	<b>SOLUTIONS:</b> Once you’ve identified high priority Action Areas, review the community solutions brainstorm for those areas. Also review recommendations already identified in document review (e.g., Symposium recommendations, Superintendent’s Strategic Plan ) • Where is strategic action occurring that we need to affirm and align with? • Where do you see possible gaps that need to be addressed?	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
3b	<b>PROGRAMS:</b> From Program Landscape Map	<b>PROGRAMS &amp; PARTNERSHIPS</b> As you identify solutions & gaps . . . What does the programmatic landscape look like for this age group? Are there areas for alignment or possible gaps to be addressed?	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
3c	<b>PARTNERSHIPS:</b> From Mapping Moving Trains Survey	What does the partnership landscape look like for this age group? Are there areas for alignment or possible gaps to be addressed?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



1

**Child & Youth Outcome Statements & Indicators:** Review child and youth indicator trends and note additional data requests from community conversations. Are there additional indicators for this age group to be added to the ‘stairsteps’ dashboard?

OUTCOME AREA	CURRENT INDICATORS	RECOMMENDED ADDITIONS
Improve developmental Social/Emotional Health		
Increase School Readiness	<ul style="list-style-type: none"> <li>▪ Graduation rates</li> <li>▪ Post-secondary enrollment</li> <li>▪ SAT/ACT</li> <li>▪ AP Credits</li> <li>▪ CET credits</li> <li>▪ ACE</li> <li>▪ IB</li> <li>▪ Dual-enrollment credits</li> <li>▪ FETPIP data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Disaggregated FETPIP data</li> </ul>
Increase Educational Performance	<ul style="list-style-type: none"> <li>▪ Postsecondary Completion (within 6 years of high school graduation) Rates</li> <li>▪ Post-secondary (deleted grades and) GPA</li> <li>▪ FETPIP</li> <li>▪ National Student Clearinghouse data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Disaggregated FETPIP data</li> </ul>
Increase Career Readiness	<ul style="list-style-type: none"> <li>▪ Post-secondary credentials</li> <li>▪ FETPIP job data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mechanism for collecting industry real-time labor market information from local employers</li> <li>▪ Tool to measure 21st Century</li> </ul>





		academic and career skills soft-skills <ul style="list-style-type: none"> <li>Evidence-based County-wide career readiness assessment tool for all students leaving high school</li> </ul>
<b>Increase Pro-Social Behavior (&amp; reduce risky behaviors)</b>  <b>Increase Connection &amp; Contribution (to community &amp; society)</b>	<ul style="list-style-type: none"> <li>Decrease in arrest rate</li> <li>Decrease in unemployment rate</li> <li>Decrease in idle youth data</li> <li>Increase in number of registered voters</li> </ul>	<ul style="list-style-type: none"> <li>Mechanism to capture philanthropic and volunteer engagement among older youth</li> </ul>

**Are current measures adequate and sufficient to know whether we are achieving the outcome?**

There is an abundance of current measures and data, but there remain deficiencies in assessing soft skills among older youth.

**What else should we consider adding?**

**No more than 3-5 Suggestions**

**Do they have Data Power, Proxy Power & Communications Power**

- Mechanism for collecting industry real-time labor market information from local employers
- Tool to measure 21st Century academic and soft-skills
- Evidence-based, county-wide career readiness assessment tool for all students leaving high school
- Mechanism to capture philanthropic and volunteer engagement among older youth

**INFORMATION RESOURCES:**  
 From Community Conversations:

- A. Child & Youth Outcomes Data
- B. What Does Ready Look Like?
- C. What’s Missing? (Part A)

**For your recommendations, are you aware of particular data sources that we can tap? If so, please list.**

FETPIP Data, student clearinghouse data, the Alice Report by the United Way, the Knight Foundation Civic Engagement tool kit.



2a

**Community-Wide Context Data:** So far, we’ve been talking about Child & Youth Outcome Data.

Are there particular measures that we should be tracking related to Community Supports and/or Community Context? (Note: Some of the “What’s Missing” data may be more relevant here.)

- Accessible transportation
- Post-secondary career counseling
- Sustainable Economy
- Affordable Housing

**INFORMATION RESOURCES:**

C. What’s Missing? (Part B)

2b

**LOCAL CONDITIONS & CHALLENGES TO ADDRESS:**

What local conditions / concerns are most relevant for your age group? Are there concerns that stand out? In reviewing the community conversation “local condition and common cause” themes, are there any themes? Any surprises? What are top priorities to be addressed? Are the issues identified different across the Community Conversations vs. Special Population Conversations? Does the Youth Survey reinforce or vary from community conversations?

While we recognize that the goal is to have all youth ready for post-secondary education and training, for those who complete high school, but are not ready to enter post-secondary education and/or training, there is a lack of affordable/free remedial post-secondary courses that will not affect financial aid options.

Additionally, lack of accessible transportation, post-secondary career counseling, sustainable economy options, and affordable housing are challenges for older youth.

**INFORMATION RESOURCES:**

From Community Conversations:

- D. Local Condition/Common Cause Themes
- E. Youth Survey

**For Local Conditions, are there emerging priorities to address?** For example, are there local conditions that relate to more than one indicator? Came up in more than one community conversation?

For the older youth, the priorities to address are education and training, employment, mentors and role models, and community attitudes and environments. These were themes that emerged in multiple conversations and had the most mentions.

**Are there areas of strength or assets?**

Community willingness to collaborate, including existing initiatives (Collective impact work and multiple concurrent initiatives including LCAN, which is particularly relevant for our age group.)

The existence of local institutions for post-secondary education and training.

Strong job market, including a decrease in the unemployment rate among our age group (However, it is important to note that while there are many job opportunities, they often offer lower wages. In other words, few jobs provide livable wages.



## SOLUTIONS

**Are there consensus “solutions” from the community brainstorming?** Do they vary by community or population-focused conversation?

### Social/Emotional Solutions:

- Internships
- Mentorship
- Meditation/Mindfulness
- Workshops for youth
- Positive surroundings

### Academic Solutions:

- Experiential learning
- Mentoring
- Roadmap to graduation at all levels: *Wanna do Cafes*, career interest inventory, internships
- Free tuition/scholarships for all students

### Vocational Career Readiness Solutions:

- Internships
- Job shadowing
- Career day and fairs with top professionals -- summer job fair
- More vocational options
- Better collaboration between schools around career options
- Business partnerships -- reach out to local businesses, businesses incentives
- Career assessment and information/research
- Access to internet sites for job searching
- Childcare options while in school
- Free college courses for professional development
- Increasing access to community resources
- Assistance using available skills to start own business
- Training programs and community support
- Create a teenage labor center like "El Sol"

**Are there recommendations to affirm or align with from related strategic planning?**

### Recommendations for alignment:

- Collective Impact -- LCAN
- School District Strategic Plan
- Local Colleges and Universities Strategic Plans
- Career Source Strategic Plan

#### INFORMATION RESOURCES:

F. Solutions Brainstorm

#### *Related Strategic Planning*

G. Symposium Recs

H. Superintendent’s Strategic Plan

I. Document Review

#### *Programs & Partnerships*

J. Landscape Map Survey

K. Mapping Moving Trains Survey



## **Are there gaps to be addressed?**

Sexual Health

Affordable secondary education and training for middle-income families

Transportation options

**If you identify key gaps to be addressed, you will take those into a round of detailed action planning. (SEE PLEASE ADD YOUR SUGGESTIONS TO ADDRESS THE GAPS ABOVE )**

### **Sexual Health**

- Awareness and education campaigns

**Affordable secondary education and training for middle-income families**

**Transportation options**

