

# **Moving the Needle: Systems-Level Change and Community Engagement**

## **In-Person Topical Training**



Hilton Savannah DeSoto  
15 East Liberty Street, Savannah, GA 31401  
February 6-7, 2017

## **Combined Handouts**

## **Contents**

- **Meeting Agenda**
- **Presentation Slides**
- **Cover Story Worksheet**
- **Sustainability Checklist**
- **Plan, Do, Check Act Map**
- **Personal Action Plan**

**MOVING THE NEEDLE: SYSTEMS-LEVEL CHANGE AND COMMUNITY ENGAGEMENT  
IN-PERSON TOPICAL MEETING**



**Agenda**

Hilton Savannah DeSoto  
15 East Liberty Street, Savannah, GA 31401  
February 6-7, 2017

Systems Thinking/Systems Changing™, an exciting interactive simulation, immerses participants in systems change efforts and reminds them of just what it takes to make effective systemic change in their teams, organizations, and communities. In this 2-day training, participants will engage in hands-on activities that work through the steps of preparation, implementation, sustainability and beyond to address challenges within their organizations and communities. The skills and knowledge gained through the simulation are then applied to participants' own communities through skill-building activities. In this engaging team session, participants will be confronted with realistic decisions and experiences, be compelled to consider new ways of looking at their goals and their work, try proven methods for making system-wide changes, and have fun! Participants will leave the training with new insights into addressing challenges in their own communities and an action plan to take back and continue the work with other team members.

**Objectives:**

Participants will be able to:

- Completely engage in a simulation to understand systems change and the importance of relationship building when implementing programs, policies and practices;
- Explain effective leadership qualities for impacting systems change;
- Explain why people are resistant to change and how to address resistance to support systems change;
- Begin thinking about how systems thinking applies to their work with youth; and
- Identify next steps once they return home.

Pre-Registration	Sunday, February 5, 2017	
4:00 p.m.–6:00 p.m.	Pre-Registration	Cumberland Ballroom Foyer
Day 1	Monday, February 6, 2017	
7:30 a.m.–8:30 a.m.	Registration	Cumberland Ballroom Foyer
8:30 a.m.–9:00 a.m.	<b>Welcome and Opening Remarks</b> <i>Sarah Axelson, Family and Youth Services Bureau (FYSB)</i> <i>Monique Clinton-Sherrod, RTI International</i>	Cumberland Ballroom
9:00 a.m.–10:20 a.m.	<b>Systems Thinking Systems Changing (STSC) Simulation – Welcome/Setting the Stage</b> <i>Jessica Lawrence, Jamie Sparks, &amp; Elizabeth Thorne, Cairn Guidance</i>	
10:20 a.m.–10:35 a.m.	Break	
10:35 a.m.–11:20 a.m.	<b>STSC Simulation – Year 1</b> <i>Jessica Lawrence, Jamie Sparks, &amp; Elizabeth Thorne, Cairn Guidance</i>	Cumberland Ballroom
11:20 a.m.–12:00 p.m.	<b>Year 1 Debrief</b> <i>Jessica Lawrence, Jamie Sparks, &amp; Elizabeth Thorne, Cairn Guidance</i>	Cumberland Ballroom
12:00 p.m.–1:30 p.m.	Networking Lunch on Your Own	
1:30 p.m.–2:45 p.m.	<b>STSC Simulation – Year 2</b> <i>Jessica Lawrence, Jamie Sparks &amp; Elizabeth Thorne, Cairn Guidance</i>	Cumberland Ballroom
2:45 p.m.–3:00 p.m.	Break	
3:00 p.m.–3:45 p.m.	<b>Year 2 Debrief</b> <i>Jessica Lawrence, Jamie Sparks &amp; Elizabeth Thorne, Cairn Guidance</i>	Cumberland Ballroom
3:45 p.m.–4:00 p.m.	<b>Closure</b> <i>Jessica Lawrence, Jamie Sparks &amp; Elizabeth Thorne, Cairn Guidance</i>	

Day 2	Tuesday, February 8, 2017	Room
7:30 a.m.–8:30 a.m.	Registration	Cumberland Ballroom Foyer
8:30 a.m.–9:00 a.m.	Welcome Back and Opening Remarks Sarah Axelson, FYSB	Cumberland Ballroom
9:00 a.m.–10:00 a.m.	STSC Simulation – Year 3 Jessica Lawrence, Jamie Sparks & Elizabeth Thorne, Cairn Guidance	
10:00 a.m.–10:15 a.m.	Break	
10:15 a.m.–12:00 p.m.	Year 3 Debrief Jessica Lawrence, Jamie Sparks & Elizabeth Thorne, Cairn Guidance	Cumberland Ballroom
12:00 p.m.–1:30 p.m.	Networking Lunch on Your Own	
1:30 p.m.–2:45 p.m.	STSC Simulation – Debrief Jessica Lawrence, Jamie Sparks & Elizabeth Thorne, Cairn Guidance	Cumberland Ballroom
2:45 p.m.–3:15 p.m.	Simulation Closure Jessica Lawrence, Jamie Sparks & Elizabeth Thorne, Cairn Guidance	
3:15 p.m.–3:30 p.m.	Wrap Up and Evaluation Sarah Axelson, FYSB	



# Systems Thinking, Systems Changing



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# Workshop Objectives

By the end of the day, participants will...

- Completely engage in a simulation to understand systems change and the importance of relationship building when implementing programs, policies and practices;
- Explain effective leadership qualities for impacting systems change;
- Explain why people are resistant to change and how to address resistance to support systems change;
- Begin thinking about how systems thinking applies to their work with youth; and
- Identify next steps once they return home.



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# Group Agreements

- Take care of personal needs
- Delay distractions
- Feel free to tweet, post, Instagram your experience
- Listen to others perspectives
- Have fun!



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# Activity

Go to the animal station that best represents your experience implementing APP in your community.



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# Cover Story

## COVER STORY

■ **BRAINSTORMS**

■ **QUOTES**

■ **COVER**  
MAGAZINE  
NAME

■ **BIG HEADLINES**

■ **SIDEBARS**

HEADLINE

HEADLINE

HEADLINE

HEADLINE

■ **IMAGES**



# The Systems Change Simulation...

- Is based on research
- Provides an opportunity to learn about change in schools
- Will help you anticipate what you can do in your own school, district, health care center and community based organization to institute change effectively
- Will help you understand how long it takes to implement change and why



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# During this simulation you will...

- Simulate systems change in your simulated school district (the Veryfine District)
- Be totally immersed in the process
- Choose a variety of actions to try to institutionalize change
- Experience outcomes based on the choices you make as a team



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# Your role...

- Your team represents staff, students, parents, administrators and community members of the Veryfine School Community.
- Your team's charge is to help the district create sustainable sexual health programs/opportunities/initiatives.



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# Getting Started

- Take a few minutes to individually read through Handout #1, Player Instructions



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# The Game Board

- 24 people are represented on the Board and on the *People Cards*.
- Along the top are stages of change.
- The stages are based on research around systems change.
- You will be moving people based on the choices you make and feedback you receive.
- Skip over the shaded spaces.
- Most activities will cost you money.



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# To Play...

- As a team, choose an activity and write it on the Strategy Record Sheet.
- Select participants if applicable.
- Write down only # of activity and first letter of name.
- Activities may be done in any order.
- Activities may be repeated with potentially different results.
- Bring the following to your monitor:
  - Strategy Record sheet
  - Money (red “bits”)
  - Progress Record Sheet
- You will get feedback from the monitor in the form of a card or handout.
- When you come back to the monitor for your next activity, bring back the card you received last round.



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# Your Goal...

- Move the 24 people in your school community as far as possible through the stages of change.
- Produce as many student benefits “BENS” as possible by creating system-wide improvements related to community health initiatives.



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# Within your team, select:

- **Facilitator** - pays attention to team process and makes sure everyone participates
- **Recorder** - for the Strategy Sheet
- **Recorder** - for the Progress Record
- **Runner** - gets feedback from monitor
- **Mover** - moves people on the board
- **Banker** - counts the bits for activities



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# To Play:

- We will play the game for 3 years. You will be notified when each year begins and ends.
- Your team will receive funding at the beginning of each year.
- We will pause for debriefing at the end of each year.



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# Year 1!



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# Year 1 Debrief



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## WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD

*A collaborative approach to learning and health*



# Sustainability

- Readiness
- Strategic Planning
- Environmental Support
- Resource Stability
- Organizational Capacity
- Program Evaluation
- Program Adaptation
- Partnership and Community Engagement
- Communication & Messaging
- Alignment to Educational and Community Accountability Measures



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# Lunch!



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# Year 2!



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# Stages of Change

- Awareness
- Preparation
- Practice
- Mastery/Integration
- Renewal



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# Resistance

- List a few reasons why people are resistant to change
- Be prepared to share out with the group



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# Reasons for Resistance

- People do not know enough about the change
- No one has made a clear case for the change
- There has been poor communication
- People do not believe the change is worthwhile
- People are afraid they will fail
- The change is not aligned with the school culture
- Stakeholders are not adequately involved
- Lack of trust
- Lack of leadership
- Inadequate resources



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# Strategies to Address Resistance

- Build strong relationships among all members of the school and community
- Practice communicating negative, as well as positive aspects of change- learn to dialogue effectively
- Gather data to understand the basis of people's resistance
- Develop plans for addressing the concern and needs people have with regard to change
- Create a shared vision for what you are trying to accomplish, continue to make the case
- Hold high expectations for each other



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# **Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap**

**Charles E. Basch**



THE  
COLORADO  
EDUCATION  
INITIATIVE

Connecting Health  
and Learning

Health is Vital for Student Success: An Overview of Relevant Research



# A Systems Approach to Integrating Health in Education

A Discussion Paper for the Robert Wood Johnson Foundation  
Prepared by Cairn Guidance, Inc.



Note: This paper was produced by Cairn Guidance, Inc., to help inform the work of the Robert Wood Johnson Foundation. It does not necessarily reflect the viewpoints or positions of the Robert Wood Johnson Foundation.

Authors: Jessica Lawrence, MS and Elizabeth Thorne, MPH





## Resource Center

### Community Systems Development Toolkit ▶

Section 1: Setting and  
Resetting the Stage

Section 2: Assessment &  
Planning

Section 3: Working  
Together & Taking Action

Section 4: Measuring  
Progress & Evaluating  
Impact

### Diversity-Equity Tool Kit

### 50 State Chart Book

[Resources](#) > [Community Systems Development Toolkit](#)

SHARE



# Community Systems Development Toolkit

The Community Systems Development Toolkit supports the hands-on implementation of collaborative systems work at the local level, providing resource tools that cover the full spectrum of community systems and coordination work.

Tailored to the needs of community-based collaboration and organized in systems change theory, the toolkit is designed to provide accessible, comprehensive resources supporting the changing stages and needs of communities engaged in collaborative work. Tools include forms, examples of community level strategies, questions, guidance, samples, processes and articles.

## Section 1: [Setting and Resetting the Stage](#)

- ▶ 1A. Developing and Maintaining Participation, Roles and Responsibilities
- ▶ 1B. Building and Supporting an Inclusive Collaboration Structure and Decision Making/Governance Structure
- ▶ 1C. Creating and Sustaining a Shared Vision

## Section 2: [Assessment and Planning](#)





LEARN A SKILL  
how-to information



HELP TAKING ACTION  
guidance for your work



CONNECT  
link with others



ABOUT  
the tool box



SERVICES  
supporting collective impact

Home » Table of Contents » Overview » Chapter 1. Our Model for Community Change and Improvement » Section 3. Our Model of Practice: Building Capacity for Community and System Change » Main Section

## Chapter 1

← Table of Contents

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46

# Section 3. Our Model of Practice: Building Capacity for Community and System Change

## CHAPTER 1 SECTIONS

Section 1. A Community Tool Box Overview and Gateway to the Tools

Section 3. Our Model of Practice: Building Capacity for Community and System Change

Section 5. Our Evaluation Model: Evaluating Comprehensive Community Initiatives

Section 6. Some Core Principles, Assumptions, and Values to Guide the Work

Section 7. Working Together for Healthier Communities: A Framework for Collaboration Among Community Partnerships, Support Organizations, and Funders

Main Section

Checklist

Examples

Tools

PowerPoint

Learn how to build capacity for and create system change, drawing upon a diverse group of stakeholders to make improvements.

- **DEFINITIONS: COMMUNITY, HEALTH, PARTNERSHIPS, CAPACITY**
- **THE POWER OF COLLABORATIVE PARTNERSHIPS**
- **WHO SHOULD BE INVOLVED?**
- **HOW TO BUILD HEALTHIER COMMUNITIES: A MODEL FOR COMMUNITY AND SYSTEM CHANGE**
- **FACTORS AFFECTING THE WORK OF COMMUNITY PARTNERSHIPS**
- **TEN RECOMMENDATIONS FOR PROMOTING COMMUNITY HEALTH AND DEVELOPMENT**

# Addressing Resistance & Creating Buy-In

- Think about a resister in your community.
- Write down a brief *pitch* to create buy in and/or address resistance.
- Share with someone at your table.



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# Closure

## Plusses and Wishes



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# Welcome Back!



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# Debrief!

## Plusses and Wishes



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# Year 3!



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# Effective Leadership

## Core Ideas:

- Pay attention to both formal and informal leaders because they influence others
- Need support from and leadership of key people to make system-wide change
- Leaders should use systems thinking and model effective practices
- Leaders should help create a shared vision and make the case for the work



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# Adopter Types

- Innovator
- Leader
- Early Majority
- Late Majority
- Resister



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# Reflection

1. How many Bens did your team collect?
2. Your biggest success as a team?
3. Your biggest challenge as a team?



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# Simulation Mapping Debrief

- Analyze your journey
- Align your goals with core ideas learned
- Next steps/action planning



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# Plan, Do, Check, Act Map

+ = Succeeded

- = Didn't Succeed

PLAN	DO	CHECK	ACT
<u>Year 1</u>  2. Survey Stakeholders + 4 Talk with + 5 Talk with again + 6 Create Shared Vision - 3 Gather Social Info -	<u>Year 1</u>  11 Conduct Tools Training – 7 Assess Problems & Processes+	<u>Year 1</u>	<u>Year 1</u>
<u>Year 2</u>	<u>Year 2</u>	<u>Year 2</u>	<u>Year 2</u>
<u>Year 3</u>	<u>Year 3</u>	<u>Year 3</u>	<u>Year 3</u>

# Ask yourself...

- Where were you blocked? How did you respond?
- What activities moved people and gave you the most *Bens*?
- Next steps/action planning
- What data gathering & planning activities did you choose and how did they help or hinder you?
- How did the sequence of activities affect your outcomes? Would you change your sequence



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# Action Planning



## Personal Action Plan

Questions I still have about using a systems approach in my work around sexual health:

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Using a systems thinking; systems changing approach, where do you have gaps?

Best Practice	Currently Addressed? If not, how we could address it?
Leadership	
Student/Stakeholder Input	
Education/Process Management	
Human Resource Development	
Strategic Planning	
Information & Analysis	
Measurement & Feedback	



(over)



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Jess Lawrence  
Jess@cairnguidance.com  
www.cairnguidance.com

Jamie Sparks  
jamie.sparks@education.ky.gov  
@jamiesparksCSH

Liz Thorne  
liz@cairnguidance.com  
@liz\_cairn

# COVER STORY

● BRAINSTORMS

● QUOTES

● COVER  
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● IMAGES



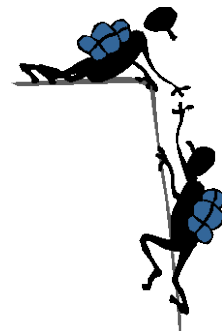
Sustainability Component	Is component in place in my community?	What are our next step(s) around this component?
Alignment to <u>education accountability</u> initiatives.		
The program has <u>communication</u> strategies to secure and maintain public support.		
<u>Environmental support</u> - champions exist who strongly support the program.		
<u>Organizational systems</u> are in place to support the various program needs.		
<u>Partnership/community engagement</u> - diverse community organizations are invested in the success of the program.		
Program allows <u>adaptability</u> for each community.		
Understanding of school and community <u>readiness</u> to support a the APP initiative is vital to its success and sustainability.		
<u>Resource stability</u> - initiative exists in a supportive economic climate.		
<u>Strategic planning</u> - initiative plans for future resources needs and has a sustainability plan.		
The program has the capacity for quality program <u>evaluation</u> .		



+ = Succeeded

- = Didn't Succeed

PLAN	DO	CHECK	ACT
<u>Year 1</u>	<u>Year 1</u>	<u>Year 1</u>	<u>Year 1</u>
<u>Year 2</u>	<u>Year 2</u>	<u>Year 2</u>	<u>Year 2</u>
<u>Year 3</u>	<u>Year 3</u>	<u>Year 3</u>	<u>Year 3</u>



# Personal Action Plan

Questions I still have about using a systems approach in my work around adolescent pregnancy prevention:

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Using a systems thinking; systems changing approach, where do you have gaps?

Best Practice	Currently Addressed? If not, how we could address it?
Leadership	
Student/Stakeholder Input	
Education/Process Management	
Human Resource Development	
Strategic Planning	
Information & Analysis	
Measurement & Feedback	

Three SMART objectives I/we have are...



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