**Keeping Kids Healthy through Collective Impact**

**Action Planning Template**

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| **Community Name:** | **Date of Final Action Plan Draft:** |
| **Project Goal(s):** | |
| **Description of Action Plan:** | |
| **Rationale behind Action Plan:** | |

**Introduction to the Action Planning Template**

This action planning template is a tool for your *Keeping Kids Healthy through Collective Impact Partnership* to use in laying out the structure and plan for implementing strategies to help reach your community’s goals. The template consists of three sections to guide the structure and planning around the actions and strategies that your partnership has collectively decided to implement. These sections can be filled out gradually and will evolve over time, but will be used as a tool to organize your work and to communicate the work with *Keeping Kids Healthy through Collective Impact* project partners and the broader community.

1. **Define the Team:** Identify community organizations, agencies and service providers who are a part of your *Keeping Kids Healthy through Collective Impact Partnership*. Identify roles of project partners, including such roles as core group chairs, members, and leads of individual strategies/actions. This roster will evolve as new strategies are identified and new ideas emerge for who needs to be involved for successful planning, adoption, and implementation of strategies.
2. **Develop Strategies**: Together, your *Keeping Kids Healthy through Collective Impact Partnership* will develop strategies to support the adoption and implementation of the community’s goals. These strategies will include tasks, people responsible, and timelines and will provide an accountability structure for accomplishing the work. You are asked to identify short term, long term, and policy-related strategies, with an emphasis on strategies that target children and families disproportionately affected by the social determinants of health (SDOH.)
3. **Define Measurement Plan**: A measurement plan will guide the collection, analysis and use of data in support of effective implementation and continuous improvement of the proposed priorities and strategies. The measurement plan will include how and when data will be collected and analyzed to support your decision making, planning, and learning.

**Section 1: Define the Team**

Identify the members of your *Keeping Kids Healthy through Collective Impact Partnership*, including such roles as core group chairs, members, and leads of individual strategies/actions. This roster will evolve, as new strategies are identified and new ideas emerge for who needs to be involved for successful planning, adoption, and implementation.

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| Organization | Name | Title | Role in Partnership  (Chair, Member,  Strategy Lead, etc.) |
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**Section 2: Develop Strategies**

Your *Keeping Kids Healthy through Collective Impact Partnership* will identify a set of strategies and actions that will collectively contribute to progress toward the project’s goals, indicators, and targets. You will identify strategies that are both short- and long-term, and are assessed against a set of common criteria to ensure that the strategies are selected and sequenced in such a way to help meet the initiative goals.

Strategies could include a wide range of actions and different approaches to improving outcomes for the target population, but should:

* **Be Evidence-Based:** grounded in research that demonstrates potential for dramatic change in children’s health outcomes
* **Build on Momentum**: have potential to make progress quickly and builds on existing momentum
* **Be Systems-Changing:** strive for broader systems-level change
* **Move at Scale:** have potential to significantly move one or more topline indicators for the collective impact initiative at scale
* **Be Collaborative**: benefit from collaboration across health and social sectors and across geography of the community
* **Identify Leadership:** have a clear lead organization with the commitment and capacity to move
* **Focus on disparity:** target disparities in health outcomes (*suggestion: at least half strategies specifically target those disproportionately affected by the SDOH)*

Strategies can include:

* Convening the right people to organize / plan action steps
* Assuming the responsibility for implementing an action at one’s own organization
* Coaching other institutions on how to adopt and implement strategies
* Sharing learning to inform implementation
* Providing analytical support such as collecting, analyzing and reporting data related to the strategy
* Tracking progress and highlighting issues for discussion about course correction

Note that you may want to consider at least one strategy in each of the following categories:

* **Short Term/Quick Win:** Expect implementation and outcomes in next 3 months to 1 year
* **Long Term**: Ideas that may be considered for implementation and outcomes over 1+ years
* **Policy and Advocacy**: Pursued and implemented over any time period, at local or state, legislative or executive levels
* **Learning Strategy/Prototype**: Expect implementation and outcomes over next 6 months. Opportunities to test a strategy in a targeted manner to learn and inform future strategies (target by geography, population, partners, etc.)

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| Short Term/Quick Wins  (next 3 months-1 year) | Lead Organization(s) / Individual(s) | Support Organization(s) / Individual(s) | Target Due Date | Resources Required |
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| *Initial* Long Term Strategies  (1 year+) | Lead Organization(s) / Individual(s) | Support Organization(s) / Individual(s) | Target Due Date | Resources Required |
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| *Initial* Policy and Advocacy Strategies | Lead Organization(s) / Individual(s) | Support Organization(s) / Individual(s) | Target Due Date | Resources Required |
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| Learning Strategies / Prototypes | Lead Organization(s) / Individual(s) | Support Organization(s) / Individual(s) | Target Due Date | Resources Required |
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| **What areas (if any) do we feel like we can co-create strategies with the target population?** |  |

**Section 3: Define Measurement Plan**

**Definitions of measurement terms**

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| **Output** | Evidence that the strategy is underway and being delivered effectively (e.g., number of people served.) |
| **Outcome** | Changes in knowledge, attitudes, and behavior linked directly to the strategy or group of strategies (e.g., % of patients reporting daily use of control medication.) |
| **Data Source** | The data (e.g., government database, new survey.) |
| **Data Collection Schedule** | When data will be collected, and by whom. |
| **Target** | If possible, the amount you hope to see the indicator increase or decrease, or the absolute number you hope to reach (e.g., 12% decrease, 300 children.) |

**Overall Outcome Indicators**

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| Outcome Indicator | Target | Data Source | Data Collection Schedule |
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**Strategy-Level Output Indicators**

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| Strategy or  Group of Related Strategies | Output Indicator | Target | Data Source  (if possible) | Data Collection Schedule  (if possible) |
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**Appendices**

In the following appendices, please find more information about four “components of success” which may be useful for your *Keeping Kids Healthy through Collective Impact Partnership* to consider as you move throughout the action planning process.

**Appendix A: Governance and Infrastructure**

It will be important for your *Keeping Kids Healthy through Collective Impact Partnership* to consider how decisions will be made and how responsibilities will be shared. There is no single answer for how to best establish a collaborative governance model, as the model will be shaped by a number of local factors, such as: local context; partner attributes; magnitude and pace of change desired; the style and spirit of the leadership; the partnerships’ framework for change; the preferences of the conveners or fiscal sponsors; and the flexibility and adaptability your initiative requires.

Some key principles for collaborative governance to keep in mind throughout the action planning process include:

• **Transparency and Accountability:** Decisions take place in the public eye.

• **Equity and Inclusiveness:** All interests who are needed and willing contribute to solutions.

• **Effectiveness and Efficiency:** Solutions are tested to make sure they make practical sense.

• **Responsiveness:** Public concerns are authentically addressed.

• **Forum Neutrality:** Different perspectives are welcome; the process itself has no bias.

• **Consensus-Based:** Decisions are made through consensus rather than majority rule.

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| Component of Success | Phase I  Generate Ideas & Host Dialogues | Phase II  Initiate Action | Phase III  Organize for Impact | Phase IV  Sustain Action & Impact |
|  | **Key Elements** | | | |
| Governance & Infrastructure   * How decisions are made and responsibilities are shared | **Convene Community Stakeholders**   * [Insert list of actions and activities to achieve key elements] | **Identify Champions & Form Cross-Sector Group**   * [Insert list of actions and activities to achieve key elements] | **Create Infrastructure (backbone & processes)**   * [Insert list of actions and activities to achieve key elements] | **Facilitate, Refine & Review**   * [Insert list of actions and activities to achieve key elements] |

**Appendix B: Strategic Planning**

To support strategic planning, community partners can consider a Theory of Change. Theory of Change is a comprehensive description or illustration of how and why a particular change is expected to happen in a particular context.1 It can support the mapping of project activities and explore how these will lead to desired changes1, e.g. increased cross-sector collaboration to better address the social determinants of health to promote children’s health and health equity.

In order to arrive at a common agenda that supports the development of actions plans and strategies that will support achieving desired outcomes, it may be important to consider key elements of Theory of Change.2

* Challenge existing mental models about how the world works, or about strategies currently in place designed to effect change.
* Understand assumptions and external factors that underlie the complex system.
* Consider the values deeply embedded within strategies used for effecting change.
* Be explicit about the outcomes and the ultimate impact, e.g., improved social or environmental conditions, of the theory of change.

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| Component of Success | Phase I  Generate Ideas & Host Dialogues | Phase II  Initiate Action | Phase III  Organize for Impact | Phase IV  Sustain Action & Impact |
|  | **Key Elements** | | | |
| Strategic Planning   * What are we trying to do and how: Our Theory of Change. | **Hold dialogue about issue, community context and available resources**   * [Insert list of actions and activities to achieve key elements] | **Map the landscape and use data to make the case**   * [Insert list of actions and activities to achieve key elements] | **Create common agenda (shared goals and strategy)**   * [Insert list of actions and activities to achieve key elements] | **Support implementation (alignment to goal and strategies)**   * [Insert list of actions and activities to achieve key elements] |

**Appendix C: Community Involvement**

In local workshops, community partners began mapping community organizations and agencies that would be integral to the *Keeping Kids Healthy through Collective Impact Partnership.* Referring back to your workshop summary notes may help you to reflect on which partners are already at the table, and which partners could be engaged moving forward.

It may be beneficial to consider also the level of involvement of each of these partners. You may wish to refer back to the “exit cards” that community partners completed at these local workshops to indicate their desired level of involvement moving forward. The “Stakeholder Wheel of Engagement” (see below) may also be useful in mapping partners desired level of involvement, and also in specific areas they wish to be involved.

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| Component of Success | Phase I  Generate Ideas & Host Dialogues | Phase II  Initiate Action | Phase III  Organize for Impact | Phase IV  Sustain Action & Impact |
|  | **Key Elements** | | | |
| Community Involvement   * Who is involved? Who else’s eyes need to be on this issue? | **Facilitate community outreach specific to goal**   * [Insert list of actions and activities to achieve key elements] | **Facilitate community outreach**   * [Insert list of actions and activities to achieve key elements] | **Engage community and build public will**   * [Insert list of actions and activities to achieve key elements] | **Continue engagement and conduct advocacy**   * [Insert list of actions and activities to achieve key elements] |

**Stakeholder Engagement Wheel Sample3**

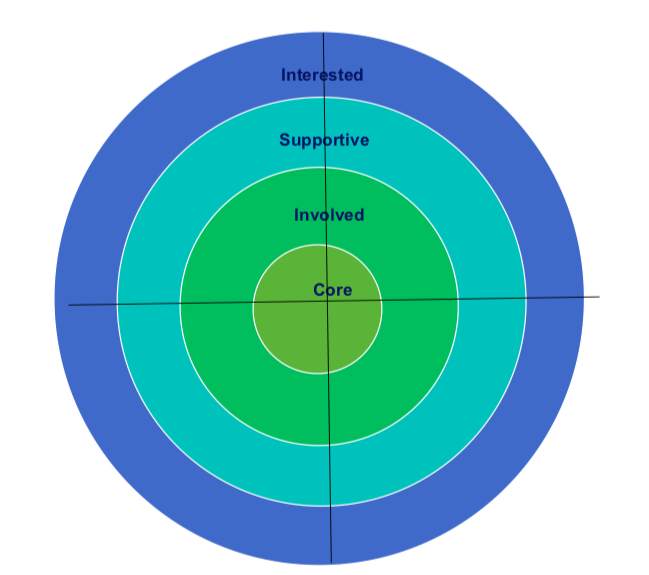
Community partners may categorize themselves as one of these varying degrees of involvement: interested; supportive; involved; or core.

**Interested:** partners who wish to be kept informed of project progress, but not directly involved in the work.

**Supportive:** partners who provide some form or support or input (e.g., respond to a survey.)

**Involved:** partners who wish to be consulted frequently and given opportunities to provide in-depth feedback (e.g., attend workshops.)

**Core:** partners who are interested in being actively involved in the functioning and development of the collective impact process (e.g., helping to develop action plan, leading action in certain areas, etc.)



**Appendix D: Evaluation and Improvement**

Evaluation of initiatives designed to produce community change can be challenging. The Tamarack Institute highlights five simple rules for evaluating collective impact projects4 that your *Keeping Kids Healthy through Collective Impact Partnership* may wish to consider as they move through development, implementation and evaluation of the action plan.

1. Use evaluation to enable strategic learning such that community partners can learn from their efforts in their strategy. This requires embracing adaptability, complexity and a developmental approach to evaluation.
2. Employ multiple designs for multiple users. The evaluation strategy should be multi-pronged, diverse and flexible.
3. Understand the complexity of shared measurement; and weight the challenges against the benefits.
4. Seek out both intended and unintended outcomes. Capturing the ripple effects of the project can provide a more holistic understanding of what is (or isn’t) being achieved, a deeper understanding of the problem context, a rationale to re-evaluate and adjust current strategies and uncovering of new opportunities.
5. Seek to understand how the project contributed to community change; rather than trying to capture the degree of change attributable to the project. Contribution analysis can assess the relative contribution of the project in producing the observed change, and can support building an evidence base for collective impact.

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| Component of Success | Phase I  Generate Ideas & Host Dialogues | Phase II  Initiate Action | Phase III  Organize for Impact | Phase IV  Sustain Action & Impact |
|  | **Key Elements** | | | |
| Evaluation & Improvement   * What are we learning and how are we changing culture, norms and systems? | **Determine if there is consensus and urgency to move forward**   * [Insert list of actions and activities to achieve key elements] | **Analyze baseline data to ID key issues and gaps**   * [Insert list of actions and activities to achieve key elements] | **Establish shared metrics (indicators, measurement and approach)**   * [Insert list of actions and activities to achieve key elements] | **Collect, track and report progress (process to learn and improve)**   * [Insert list of actions and activities to achieve key elements] |

**References**

1) Center for Theory of Change. 2018. What is Theory of Change. Available from: https://www.theoryofchange.org/what-is-theory-of-change/

2) Mack, K. 2015. FSG. What is a Theory of Change? Really. Available from: <https://www.fsg.org/blog/what-theory-change-really>

3) Healthy Start EPIC Center and Tamarack Institute. A Collective Impact Implementation Tool Box for Healthy Start. 2016. Available from: <http://healthystartepic.org/wp-content/uploads/2015/04/CollectiveImpactToolKitFinal.pdf>

4) Cabaj, M. 2014. Evaluating Collective Impact: 5 Simple Rules. The Philanthropist 26:1. Available from: <https://www.tamarackcommunity.ca/hubfs/Resources/Publications/Evaluating%20Collective%20Impact%205%20Simple%20Rules.pdf>