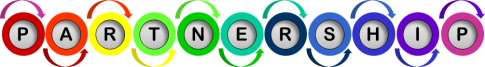


Tests of Change / Interventions

* Hold an annual meeting in a targeted community with identified F,Y&C members to brief attendees on your work and provide resources and referrals.
* Identify and support a community connector or [cultural broker](https://nccc.georgetown.edu/culturalbroker/2_role/index.html) to work with you to get your program information into targeted communities and groups of people.
* Host regular listening sessions in communities to hear from F,Y&C members about what their concerns are; document those concerns; consider those concerns as programs are developed and improved.
* If you have a physical space, host occasional open houses to invite F,Y&C members in to check out programs in a welcoming and informal atmosphere; invite community connectors to be present.
* Invite F,Y&C members to review and comment on proposed programs and written materials; form advisory committee to regularly do this work.
* Review meeting times, locations, accessibility, transportation, childcare, etc. to ensure that F,Y&C member can easily participate.

Family, Youth and Community Partnership



**Driver #1:**

**Driver #2:**

**Driver #3:**

**Driver #5:**

**Driver #4:**

**Driver #6:**

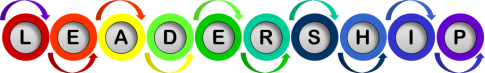
Aim

Wisconsin Title V

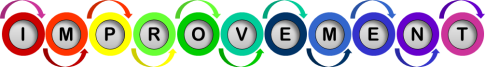
* Edit Mission, Vision, Strategic Plan and Communications to emphasize value of [F,Y&C engagement](http://familyvoices.org/wp-content/uploads/2018/06/2017.4.20_Engaging_Diverse_Parents_as_Leaders_in_Systems_Change.pdf?_sm_au_=iVV8QNWs44MQ841q).
* Use a hybrid of top down and bottom up leadership style to support [authentic engagement](https://ncsi.wested.org/resources/leading-by-convening/modules-tools/module-1-authentic-engagement/?_sm_au_=iVV8QNWs44MQ841q).
* Use the [Whole Leadership Framework](https://mccormickcenter.nl.edu/library/whole-leadership-for-family-engagement/?_sm_au_=iVV8QNWs44MQ841q) to establish systems and policies for consistent implementation of F,Y&C engagement.
* Dedicate program funds to reimburse F,Y&C members for sharing their lived experience and for enhancing their leadership skills.
* Include F,Y&C members to help write focus group questions, join group discussion, review group feedback, and help test recommended changes.
* Have F,Y&C members help write survey questions, assist with distribution, review feedback, and help test recommended changes.
* Invite F,Y&C members to join program staff to discuss using an [Impact Matrix](https://docs.google.com/uc?export=download&id=0B8bB4yzWZNGLWmhoM0hpbUxQX3M) to figure out which projects might be easy to implement and have high impact.
* Hold a [Brainwriting session](https://docs.google.com/uc?export=download&id=0B8bB4yzWZNGLVEE2b1dPcWtWSnc) to generate innovative ideas to address a problem with F,Y&C members.
* Ask F,Y&C members to join program staff in a [5 Whys session](https://www.youtube.com/watch?v=57aBpg5dZdA&feature=youtu.be) to get to the root cause of a problem.
* Host a focus group on physical setting, website, or social media: F,Y&C members help write focus group questions, lead group discussion, review group feedback, and test recommended changes.
* Form a review panel of F,Y&C members who review materials from the program before they are shared with the public.
* Invite [cultural brokers](https://nccc.georgetown.edu/culturalbroker/2_role/index.html) to share information with program staff to improve cultural and linguistic competencies.
* Create a space that reflects respect for the unique cultures of the people being served including their comfort and confidentiality.
* Expand opportunities for direct communication between F,Y&C members and the program staff.
* Use gender-preferred pronouns to support equity and respect.
* Acknowledge days of religious, spiritual and cultural observance when setting meeting schedules or hosting events.
* Provide opportunities for F,Y&C members to articulate concerns, create process for submitting anonymous feedback on policies, programs, culture or other work-related issues and encourage the use of this tool.
* Rotate who runs meetings; chances are you will end up with different perspectives shared.
* Engage with a diverse group of stakeholders providing the necessary support for full inclusion which may include accessibility and language interpretation.
* Acknowledge that social and economic differences can offer a variety of strengths and perspectives.

\*\*F,Y&C = Family, Youth and Community

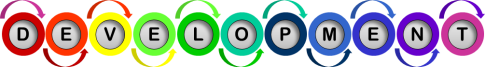
Program Leadership



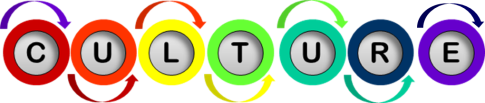
Continuous Improvement



Professional Development

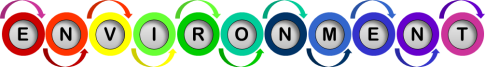


Culture of Inclusion and Equity



* Invite F,Y&C members to join program staff to plan and participate in training on equity, diversity and engagement.
* Identify individualized training plans to advance program staff members’ understanding of equity and engagement to include how they will integrate concepts into their work.
* Provide formal recognition of F,Y&C members of their skills and contributions to the program.
* Re-evaluate position descriptions and job qualifications to give credit for lived experience and recruitment plans for positions are expanded to reach a broader group of potential applicants.

Program Environment



Family, Youth, and Community Engagement

By December 31, 2025, 75% of Wisconsin’s MCH funded programs are making progress or have embedded concepts of family, youth and/or community member engagement on at least three (3) indicators of the *Community Engagement Assessment Tool* because programs that respond to participants’ experiences are more effective.

|  |  |
| --- | --- |
| **Family of Measures (Indicators):**  **Family, Youth and Community Partnership**   1. Respectful, Trusting Relationship Between Staff and the People They Serve 2. Family, Youth and Community Members Work in a Cooperative Way and Have Shared Goals 3. Commitment to Social Support Systems Within the Program and Larger Community   **Culture of Inclusion and Equity**   1. Commitment to Health Equity   **Program Environment**   1. Cultural and Language-Based Responsiveness 2. System of Regular Communication with Families, Youth and Communities 3. Welcoming and Inviting Setting (Physical Space and Online)   **Program Leadership**   1. Family, Youth and Community Engagement as a Shared Priority 2. Increase Success in Engaging Families, Youth and Communities 3. Group Decision-Making Happens 4. Support for Developing New Skills   **Professional Development**   1. High-Quality Training for All Staff 2. Career Pathways and Leadership Opportunities   **Continuous Improvement**   1. Data About Engagement Efforts and Results Drives Decision-Making | **How to Conduct Tests of Change**  The ideas listed on the right hand column of this driver diagram are intended to be potential tests of change, rather than tasks to be checked off a to-do list.  Do two things to make sure you are conducting a test of the change (rather than a task):   * **Make a prediction** BEFORE you make the change as to what you think will happen * **Gather data** as the change is made.   Example: Testing use of program funds to support participation of family, youth and community members -   * Prediction: If we reimburse family, youth and community members at a rate of $40/hour, five members will participate in our next meeting as compared with the previous average of two members when no reimbursement was offered. * Data gathering: Six family, youth and community members participated in the meeting.   This was a successful test of change – your result (6 members) exceeded your prediction (5 members). |