Worksheet # 1

**Common Agenda Worksheet**

This worksheet will help your team get greater clarity about your issue. What does your gut tell you? Work your way around the six stages. At the end of the worksheet, you will find additional reflection questions for your team to consider when building your common agenda.

Definition of a **Common Agenda**:All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.

|  |  |
| --- | --- |
| Strategies 5 | Assumptions  6 |
| Influential Factors  4 | Problem or Issue  1Primary protective factor: | Desired results (outputs, outcomes and impact)  3 |
| Community needs/assets /resources 2 |

**Source:** [*https://apps.publichealth.arizona.edu/CHWToolkit/PDFs/Logicmod/chapter3.pdf*](https://apps.publichealth.arizona.edu/CHWToolkit/PDFs/Logicmod/chapter3.pdf)

 Worksheet # 2

**Designing Your Collaborative Approach: Measures & Mutually Reinforcing Activities**

Think about your group’s common agenda, in addition to the overarching agenda to increase Family Well-being in the SKP. Picture the activities that enable a collaboration to be effective. Consider the following elements:



|  |  |  |
| --- | --- | --- |
| What are we trying to achieve? | **Ultimate Outcome***What is our intended impact*?**Interim Outcomes***How will we know we are on track*?  |  |
| How will we get there?*Program, networking, advocacy, engagement etc.* | **Activities***What are the specific activities that we will undertake*? |  |
| *Who leads each of these activities*? |  |
| *How long*? How often? |  |
| *For Whom*? |  |

**

Top 10 Community-level Shared Measures for Family Well-Being**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Priority Measures for Family Protective Factors** | **Source** | **Can measure be tracked by workgroup?** | **Do efforts directly impact this measure?** |
| **Family Cohesion** |  |  |  |
| 1 | % of students who had at least one parent who talked with them about what they were doing in school about every day | YRBS |  |  |
| 2 | % of children participating in developmental screening (ASQ) | ASQ  |  |  |
| **Networks & Social Support** |
| 3 | % of students who take part in organized after school, evening, or weekend activities one or more days during an average week | YRBS |  |  |
| 4 | % of students who agree or strongly agree that in their community they feel like they matter to people | YRBS |  |  |
| **Physical & Mental Health** |
| 5 | % of adults (aged 18 and older) who meet criteria for healthy weight (body mass index ≤ 25th percentile | BRFSS |  |  |
| 6 | % of children above cutoff for social-emotional development | ASQ |  |  |
| **Role Models** |
| 7 | % of students who feel comfortable seeking help from at least one adult besides their parents if they had an important question affecting their lives [FOCUS for collective impact] | YRBS |  |  |
| 8 | % of students who agree or strongly agree that their teachers really care about them and give them a lot of encouragement | YRBS |  |  |
| **Stability** |
| 9 | % of SKP households that pay less than 30% of monthly income on housing | ACS |  |  |
| 10 | % of 18-24 year olds with high school diploma (or equivalency) or higher | ACS |  |  |

**ACS**=American Community Survey

**ASQ**=Ages Stages Questionnaire

 **BRFSS**=Behavioral Risk Factor Surveillance Survey

**YRBS**=Youth Risk Behavior Survey

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Collective Impact Condition** | **Rating Criteria** | **Status****(1,2,3,4, or 5)****Pre-Assessment** | **More discussion from our group is needed on this condition****(yes or no)** | **More guidance from MAPP is needed on this condition****(yes or no)** | **Status****(1,2,3,4, or 5)****Post-Assessment** |
| Common Agenda | **1** – In development**3** – On paper/revisiting/needs group buy-in**5** – All participants have a shared vision for change; joint approach established |  |  |  |  |
| Shared Measures | **1** – In development**3** – On paper/revisiting/needs group buy-in**5** – Data collected and results measured consistently; efforts remain aligned, holding participants accountable |  |  |  |  |
| Mutually Reinforcing Activities | **1** – In development**3** – On paper/revisiting/needs group buy-in**5** – Participant activities are differentiated and coordinated through a mutually reinforcing plan of action  |  |  |  |  |
| Continuous Communication | **1** – In development**3** – On paper/revisiting/needs group buy-in**5** – Consistent, open communication exists to build trust, assure mutual objectives, and appreciate common motivation. |  |  |  |  |
| Backbone Support | 1 – In development3 – On paper/revisiting/needs group buy-in5 – A separate individual or organization with staff serves as the backbone for the entire initiative; coordinates participating organizations and agencies |  |  |  |  |

****

**Collective Impact Conditions - Rate and Reflect

Group Name:**