DanversCARES
"Healthier decisions, healthier lives, healthier futures."

Steering Committee Retreat
December 14, 2017

In attendance:
Dan Bennett, Keith Taverna, Lisa Dana, Lyle Harrod, Nancy Hathaway, Patrick Ambrose, Peg Sallade, Stephanie Beilin, Daniel Michaud Weinstock (consultant/ facilitator)

Desired Outcomes for today:
- Advance understanding of overall planning process - where we are and next steps
- Review and make meaning of data collected to date
- Articulate DanversCARES strategic priorities
- Identify possible revisions to the mission

Opening Go-Round: What is one hope you have for our time today?
- Develop lasting strategies, keep program up and running
- See patterns in data to help set priorities
- More understanding
- Community collaboration
- New issues - be able to respond and react
- Participate with critical eye to the needs of the community
- New strategies

Mission Review & Group Agreements

DanversCARES MISSION	SC GROUP AGREEMENTS – developed 8/8/2017
To assist youth and families in making healthy decisions, to reduce youth substance use, and to ensure the future of a safe and healthy community. We work toward this by encouraging collaboration, expanding programs and services for youth, and by supporting sustainable change.	• Listen for understanding • Make space for all voices and perspectives • Be open to new ideas, others' ideas ("yes, and…") • Keep process moving forward • Have and stick to clear agenda • Open communication • Bring fresh eyes to old problems • Time to process

Strategic Planning Process, Overview & Timeline

PURPOSE

DanversCARES has a history of success in the community as a program of the Town of Danvers sponsored by the Danvers Public Schools, and, in order to continue to address the evolving needs of youth and families, is embarking on this planning process to identify a clear, shared direction toward a stable future with continued impact.

DESIRED OUTCOMES

● Increased awareness of DanversCARES' efforts and impact across the community and among key stakeholders
● Increased understanding of DanversCARES' value to the community
● Articulation of the unmet and emerging needs of youth and families
● Identification of existing and potential opportunities for connections across and synergies among complementary initiatives
● Identification of strategic goals, and review, and, as necessary, refinement of DanversCARES' mission and structure to ensure alignment with a future that meets the needs of youth, families, and the community
● Development of a short- and longer-term plan with interim steps to achieve this model

TIMELINE

Aug/ Sept	Oct/ Nov	Dec/ Jan	Feb/ Mar
Initiate planning process Develop planning framework and timeline	Review, collection, and synthesis of data about needs of youth and families in Danvers, and DanversCARES	Review and analysis of data, mission review and refinement, articulation of strategic priorities Development of goals and objectives	Articulation of activities, indicators, and timeline Draft short- and longer-term plans Elicit feedback on draft plan Completion and distribution of final plan

STRATEGIC PLANNING DEFINITIONS

● MISSION: A one sentence statement describing the reason the entity exists that is clear, concise, and useful, and includes what you do and who/ what you do this for
● STRATEGIC PRIORITY AREA: A broad area that will be a focus for organizational accomplishments or development
● GOALS: Long-term organizational targets or directions of development; a goal states what the entity wants to accomplish or become over the next several years
● OBJECTIVES: Concrete, measurable milestones on the way to achieving a Goal
● ACTIVITIES/ STRATEGIES: The means by which an entity intends to accomplish each Objective; a coherent set of specific steps that must be taken to reach an Objective

Data: Review & Making Meaning

DATA SOURCES	GROUPS	QUESTIONS FOR EACH DATA SOURCE
1. Coalition: SOAR Analysis (pp. 3-4) C 2. Coalition: Community interviews (pp. 5-9) A 3. Town Leadership Team meeting (pp. 10-11) C 4. Surveys: Families (pp. 12-22) A 5. Surveys: DPS Faculty (pp. 23-33) B 6. Focus Groups: Youth (pp. 34-37) B 7. Focus Groups: DPS Faculty (pp. 38-39) C 8. Key informant interviews (pp. 40-43) A 9. Regional informant interviews (pp. 44-6) B	A. Keith, Stephanie, Nancy: 2, 4, 9 B. Lisa, Lyle, Pat: 5, 6, 8 C. Peg, Dan: 1, 3, 7	1. What are 3-5 headlines about what you notice in/ wonder about each piece of data? 2. What can we infer from the data about: ➢ DC's value to the community? ➢ The needs of youth and families? ➢ Opportunities for connections and synergy with complementary initiatives? ➢ What DC should keep doing, do more of, do less of, do differently?

DATA SOURCE:	*1. What are 3-5 headlines about what you notice in/ wonder about each piece of data?*	*2. What can we infer from the data about:* ➢ *DC's value to the community?* ➢ *The needs of youth and families?* ➢ *Opportunities for connections and synergy with complementary initiatives?* ➢ *What DC should keep doing, do more of, do less of, do differently?*
1. Coalition: SOAR Analysis pp. 3-4 Group C	● Community partnerships - define who, why, for what end/ reason? ● Able do adapt - demonstrated capacity to and history of doing so	● High value to the community ● DC work could be leveraged more by other organizations
	● We are doing a large portion of what people are asking for - <u>resonates</u> throughout the responses ● **Innovation**, state of the art, leading edge - <u>staying current</u>/ **flexible**	

2. Coalition: Community interviews pp. 5-9 Group A	● Substance use and abuse
	● Collaboration and community-wide focus
	● Programming importance
	● Needs in the community:
	  ○ Social media impacts
	  ○ Substance use/ abuse
		● Value - information creates responsiveness within community to act/ see signs

3. Town Leadership Team meeting pp. 10-11 Group C	● Don't seem as connected, reached, engaged
	● Synergies on strengths/ positives - people know the core
	● Full larger community - define:
	  ○ 3 schools?
	  ○ Residents?
	  ○ Others?
		● Population continuum?
		  Youth ← ---- → Seniors
		  Least in need ← ---- → Most in need
		● Connections, plans, whole community?

	○ Youth? ● Residents or not?	
	● Strength, but larger need for more youth leadership and community service	
4. Surveys: **Families** pp. 12-22 Group A	● Pre-K to grade 5 ○ great level of responses - surprised given there is no program in place ● 5-year concerns: ○ Social emotional ○ Mental health ○ Access to/ availability of drugs ● Greatest familiarity: ○ DanversCARES parent enrichment ○ Light the Night Purple ○ Strengthening Families program	● Expand at the elementary level, since there is a need/ interest
5. Surveys: DPS **Faculty** pp. 23-33 Group B	Needs of youth and families: ● Social emotional needs ● Mental health needs ○ Prevention of substance misuse ○ Ethical use of social media	● Connections - elementary bullying prevention (Olweus), Open Circle, HRMS Project Hawks +/-/change ● Positive youth development ○ Career exploration ○ Gender identity ○ Use of marijuana ○ Diversity ○ Police Value to the community: ● Supportive, informative
6. Focus Groups: **Youth** pp. 34-37 Group B	● Stress - balance, management of expectations ○ Life skills - ps coping ● Bullying/ stereotyping (academic, gender…) ● More opportunities to try new activities (Acceptance + Ability/ Interest-based) ○ Understand harmful effects of drug use	DC's value to the community: ● Peer groups, leadership ● Give back to community, service learning, e.g., senior center +/-/change ● Teachers promote activities/ events → communication ● Use of phone/ app
7. Focus Groups: **DPS Faculty** pp. 38-39 Group C	● DanversCARES as a "foundation" ● Needs of youth reach beyond substance abuse	● Connect to other community plans strategically - e.g., school ● Increase opportunities to be visible in school

	● Connection to community on which "things" we built	
8. Key informant interviews pp. 40-43 Group B	● Prevention needs to include mental health ● Move into elementary level	DC's value to the community: ● Coalition is strength to accomplish goals ● Leverage resources +/-/change ● How we communicate externally and internally - schools, Board of Selectmen ● Funding
9. Regional informant interviews pp. 44-6 Group A	● Info on website for prevention at NSCC ● Crucial to continue emphasis on social-emotional learning with parents/ families　　→ ● Community stakeholders ● Community-wide support	● Expansion of information on website for interns to share across broader level - i.e., colleges across MA ● Need to do more/ continue SEL programming ● Opportunity to involve seniors, other community leaders to convene/ help/ support

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What THEMES are emerging that may be a target/ direction of development for DanversCARES?

- Youth development
  - Social emotional learning
  - Mental health
  - Elementary school focus
- Programming - importance of it - and not policy
- Connections/ collaborations with Town, including:
  - Senior Center
  - Town Departments
  - Strategic plans
  - 4 high schools
  - Coalition overall
  - Community partners
- Substance use - continue

- Unique within Danvers
- Convening, linking, collaborating around issue
- Attendant to emerging issues
- Leveraging resources - beyond direct service provision
- Educating
- Agreement that mission is relevant
  - Resonance with core/ foundation of what we do
  - Building on current strengths
- Parenting education/ supports
- Resource/ source of data
- Diversity of coalition?
  - Professionals, sectors, stakeholders

Setting Strategic Priorities: Working to Identify Broad 5-Year Goals for DanversCARES (Goals Grid)
NOTE: Colored text reflects items that participants identified as related during the retreat

ACHIEVE:

What are the outcomes, conditions, or qualities DanversCARES wants to achieve (wants, does not yet have)?

- Developmental Assets
- Break down barriers across schools
  - E.g., Town-Wide Youth Council
- Measure outcomes beyond substance use/ abuse
- Direct service that community relates to
- Mental health/ social emotional learning as umbrella for prevention work
  - Provision of skills for/ to youth
  - Identify referral source/ partner
- Broader participation across all grade levels
- Younger grade focus - "EQ takes care of IQ"
- Clarity on "partnerships", expectations
- "Community" - what/ who do we mean?
- Define role clearly
- Parenting support

PRESERVE:

What are the outcomes, conditions, or qualities DanversCARES wants to preserve (already has, and wants)?

- Resources to have staff
- Youth leadership model
  - Integrating mental health, social emotional learning skills as prevention strategy
- Fluidity with Coalition/ members
  - Change direction based on needs
- Project-based collaborations
- Continue to promote healthy decisions
  - Focus on health, youth
- Substance use prevention
- Evidence-based strategies and interventions that promote sustainable change
- Positive focus - asset-, prevention-, risk-based focus

- Clear/ strong communication with youth and community
- Collaboration - to what end?
- Expand to reach more students

AVOID:

What are the outcomes, conditions, or qualities DanversCARES wants to avoid (does not want, does not have)?

- Losing focus on core mission/ too broad a focus
- Loss of Danvers priorities for grant requirements
- All direct service work
- Goals without measurement - clear about what we are expected to achieve

ELIMINATE:

What are the outcomes, conditions, or qualities DanversCARES wants to get rid of (already has, does not want)?

- Anything that is not flexible/ adaptable so that we can respond to new trends
- Competitive funding structure

- Political messages/ positions

DRAFT Strategic Priority Areas: Based on the themes and goals grid, what broad areas are emerging as a focus for DanversCARES' accomplishments or development over the next 5 years?

Possible strategic areas to consider:

- Population-level impact/ approach: What change do we want to see within which specific group(s)?
- Community-level impact/ approach: What change do we want to see across the community?
- Program-level approach: What is our approach to programming and service delivery?
- DanversCARES as an entity - staffing, infrastructure, sustainability, etc.: What are we and how do we operate as an organization?
- DanversCARES as a coalition - members, collaborations & collaborators, partnerships, etc.: What are we and how do we operate as a coalition?

NOTE: Colored cells contain items that cut across different priority areas.

What change(s) do we want to see within which specific group(s)?	*What change(s) do we want to see across the community?*	*What is our approach to programming and service delivery?*	*What are we and how do we operate as an organization?*	*What are we and how do we operate as a coalition?*
A. Increase mental health and social emotional learning supports and skills for youth (of all ages) and parents/ caregivers	**B. Increase capacity to support mental health and social emotional learning and awareness of DanversCARES across the community**	**C. Leverage resources and build capacity to deliver evidence-based, positive youth development, and parenting education programming and services**	**D. Ensure capacity and resources to engage effectively across the town, in schools, with Coalition members, partners, and collaborators**	**E. Enhance diverse, engaged, and responsive Coalition and membership**
Mental health/ social emotional learning as umbrella for prevention work • Promote healthy decisions • Substance use/ abuse prevention • Evidence-based strategies and interventions that promote sustainable change				
Positive youth development • Asset-based approach toward risk and prevention • Developmental assets • Youth leadership model				

● Expanded reach and broader participation across all grade levels, including younger grade focus				
Parenting education and supports				
Clear, measurable goals ● Measure outcomes beyond substance use/ abuse				
	Clear/ strong communication structures - with collaborators, youth, families, and community ● DanversCARES as unique within Danvers			
	Clarify what/ who we mean by "Community"	Leveraging resources, beyond direct service provision ● Connections/ collaborations with Town: departments, strategic plans, across schools, etc.		
		Attendant to emerging issues ● Convening, linking, collaborating around issue ● Project-based collaborations		
		Resource/ source of data		
			Clarity on "partnerships", expectations	

			● Collaboration - to what end?	
			Sufficient resources to have/ sustain staff	
			Identify funding source(s)	Define roles clearly
				Fluidity with Coalition/ members ● Change direction based on needs
				Identify and respond to trends
				Diversity of Coalition

Mission Review & Refinements

MISSION	An effective mission statement:
To assist youth and families in making healthy decisions, to reduce youth substance use, and to ensure the future of a safe and healthy community. We work toward this by encouraging collaboration, expanding programs and services for youth, and by supporting sustainable change.	➢ One sentence ➢ Describes the reason the entity exists ➢ Clear, concise, and useful ➢ Includes what you do and who/ what you do this for

How might we refine DanversCARES' mission statement?
- Make one sentence
- Add "mental health"
- Broaden - take out "mental health" and "substance use"

Next Steps
- Refine strategic priorities, get approval from full Steering Committee, and share with Coalition for reaction
- Share data summary with Coalition
- Identify assumptions and other considerations that inform strategic priorities
- Develop glossary for key terms