


What is a Plan on a Page?



TOOL | BUILDING A PLAN ON A PAGE

Communications is an important condition of collective impact and collaborative work. Keeping everyone on the same page is difficult when there are multiple parts that are continually in flux. Developing a Plan on a Page can address these challenges. A Plan on a Page is a concise, one page synthesis of the key design elements of the collective impact approach.

Plan on A Page: What to Include?
There are many different examples for developing the Plan on a Page. The best approach is to keep the information simple, accessible and informative. Think about the Plan on a Page as a tool to tell the collaborative story. [Child Friendly Leeds](#) uses four headings for their Plan on a Page:

What we'll do	How we'll do it
How we know we are making a difference	The Way we work

Below is a list of additional content that can provide your audience with all the information they need to understand the collective impact approach and to get involved.

The Top and Bottom of the Plan on a Page

- The Name of the initiative and the aspirational goal or common agenda in a banner across the top of the page
- The address and contact information about the initiative across the bottom of the page including links to your social media profiles.

The Centre Sections of the Plan on a Page (Pick the Top 4 Things to be Included)

- A graphic illustrating the framework or theory of change and the core strategies.
- Key data points that make the compelling case for this approach.
- Information about important research or evidence-based that informs the work.
- A list of the key strategic partners leading or supporting the initiative.
- The success measures used to track progress (Child Friendly Leeds calls these 'Three Obsessions').
- A list of outcomes that have been achieved to date.
- A way for the audience to connect and participate.

- A concise, **one-page synthesis** of the key aspects of your Collective Impact Initiative's work
- It **tells the story** of your initiative's purpose, goals and achievements
- It is an **effective communications** tool to keep partners and other stakeholders informed and engaged when the work is continuously in flux

LIVING SJ



4 Components of the Plan

- **The Need for Change** - Builds the case

- **Research and Analysis** – Grounds the approach

- **Collective Impact** – Provides the framework

- **Living SJ Priorities** - Details the goals and targets moving forward

Child-Friendly Leeds

Leeds Children and Young People's Plan 2018-2023

What we'll do

1

One vision

Our vision is for Leeds to be the best city in the UK and the best city for children and young people to grow up in. We want Leeds to be a child friendly city. Through our vision and obsessions we invest in children and young people to help build an increasingly prosperous and successful city. We aim to improve outcomes for all our children whilst recognising the need for outcomes to improve faster for children and young people from vulnerable and deprived backgrounds.

5

Five outcomes

Conditions of well-being we want for all our children and young people

- | | |
|---|---|
| 1. All children and young people: | 3. enjoy healthy lifestyles |
| 1. are safe from harm | 4. have fun growing up |
| 2. do well at all levels of learning and have skills for life | 5. are active citizens who feel they have a voice and influence |

11

Eleven priorities

- | | |
|--|---|
| 1. Help children and parents to live in safe, supportive and loving families | 7. Improve social, emotional, and mental health and wellbeing outcomes |
| 2. Ensure that the most vulnerable are protected | 8. Encourage physical activity and healthy eating |
| 3. Support families to give children the best start in life | 9. Support young people to make good choices and minimise risk-taking behaviours |
| 4. Increase the number of children and young people participating and engaging in learning | 10. Help young people into adulthood, to develop life skills, and be ready for work |
| 5. Improve achievement and attainment for all | 11. Improve access to affordable, safe, and reliable connected transport for young people |
| 6. Improve at a faster rate educational progress for children and young people | |

3

Three obsessions

- | | |
|--|---|
| 1. Safely and appropriately reduce the number of children looked after | education, employment and training |
| 2. Reduce the number of young people not in | 3. Improve achievement, attainment and attendance at school |

Helping deliver the Best Council Plan and our Best City ambition of a strong economy in a compassionate city

How we'll do it



How we'll know if we've made a difference

- | | |
|--|--|
| 1. Number of children looked after | 12. Destinations of young people with special educational needs and/or a disability when they leave school |
| 2. Number of children subject to a child protection plan | 13. Progress against measures in the Future in Mind dashboard |
| 3. Number of parents that have had more than one child enter care at different times | 14. Children that are a healthy weight at age 11 |
| 4. Number of children in need | 15. Young offenders that re-offend |
| 5. Pupils achieving a good level of development at the end of the Early Years Foundation Stage (end of reception year) | 16. Under-18 conception rates |
| 6. Infant mortality rates | 17. Under-18 alcohol-related hospital admissions |
| 7. Newly created school places in good and outstanding schools | 18. Students achieving a level 3 qualification at age 19 |
| 8. School attendance | 19. Young people not in employment, education, or training, or whose employment status is 'not known' |
| 9. Fixed-term exclusions from schools | 20. Transport for young people indicator to be developed after further discussions with young people |
| 10. Pupils reaching the expected standard at the end of Key Stage 2 (end of year six) | |
| 11. Progress 8 score for Leeds at the end of Key Stage 4 (end of year 11) | |



Behaviours that underpin everything we do

Use Outcome Based Accountability, and ask the question: is anyone better off?

Use restorative practice to work with people, not do to or for them

We listen and respond to the voice of the child

We support and prioritise children and young people to have fun growing up

Opportunity Youth

Informing to Build Understanding

The Opportunity Youth Project used an infographic to build awareness & understanding in 4 sections

- **Our Core Message in 3 Points:**
 1. Opportunity youth have current barriers & past difficulties
 2. Opportunity youth have strengths and abilities
 3. There are many opportunities to reengage these youth: success is possible
- **The Past Difficulties of Opportunity Youth** (Speed Bumps)
- **The Road Blocks of Opportunity Youth** (Current Challenges)
- **Opportunities for Action** (There are possible paths for moving forward)



Skátne Teionkwakà:neré - Kahnawà:ke Collective Impact

THERE ARE ROUGHLY **150** FIRST LANGUAGE SPEAKERS LEFT IN OUR COMMUNITY. OUR LANGUAGE IS IN A **CRITICAL** STATE AND AT A HIGH RISK FOR BECOMING EXTINCT.

Learn from the Speakers while they are Still with us



Who does this affect?

- ALL Kahnawà:kehronon
- First Language Masters & Apprentices
- Population who lost the language
- **YOUTH** - to think in Kanien'keha rather than English

What CHANGE do we hope to see?

- Increase **FLUENCY** in homes, social gatherings, businesses, the community
- Increase **DESIRE** to learn everyday
- Instill **HOPE** that learning Kanien'keha can begin any time, with support
 - To **FEEL WHOLE** as Kanien'kehaka people

Benefits of taking ACTION

- More people speaking confidently
- Create a ripple effect for learning
- Ensure future generations will know our distinct language

This Program will build **LANGUAGE FLUENCY** by placing **MASTERS** (First Language Speakers) with **APPRENTICES** (Those with strong desire to learn Kanien'keha) in an immersion setting on their own time, pace and schedule.

What is already being done?

- In addition to other language initiatives, a program of this depth would be the first of its kind, with a 6-month time-frame and 300 hours of immersion.

Other communities with similar priorities

- Six Nations Master Apprentice Program, great success, held once
- Master Apprentice Program in British Columbia, by First Peoples' Cultural Council
- British Columbia First Nations incorporated language mentorship programs to increase fluency

Challenges/Needs

- Finding willing participants
- Funding support
- Time commitments
- Developing a whole language plan
- Finding a resource pool to develop and administer the program long-term



FIRST STEPS to address Priority

- Seek and secure funding
- Coordination of Program
- Promotion
- Implement the Program



Potential FUNDING

- Aboriginal Language Initiatives
- Heritage Canada
- Community Initiatives Fund

CAYUGA • Hello Sgè:mo? • Thank you Nyà:wèh

SENECA • Hello Nyar:wèh sgè:nà? • Thank you Nyar:wèh

ONEIDA • Hello Shekóli • Thank you Ka:wá

ONONDAGA • Hello Sgè:mo k'èh • Thank you Nyar:wèh

TUSCARORA • Hello Čwě?n ahske:nə hę • Thank you Nyà:wèh

