

# DRIVER DIAGRAM

## Aim, Goal Targets

***Our community has the resources and opportunities to support families. Partners advocate for systems improvement***



***Children live in safe, stable, nurturing environments. Families are actively engaged and serve as strong support for their child's learning and development***



***Children & families are healthy and thriving***



***Children enter kindergarten prepared to succeed***



***Children master grade-level content standards through grade 6. Link to SBUSD grades 7-12, transition to college or vocational training, and pathway to career.***

## Leadership and Improvement Drivers

***Cultivate accountable leadership focused on success for all families in Isla Vista and Goleta***

- Practice a shared vision & high expectations
- Include the right people at the table
- Support consistent, open communications among partners
- Value families as critical partners in their success
- Intentionally market our name, our goals and our purpose to the community
- Support experimentation, innovation and change

***Collect, share, and use data on how the system is working to drive continuous improvement***

- Develop a measurement system across partner networks
- Develop a system for sharing confidential data to track progress across networks
- Develop a system that tracks data from birth through 6<sup>th</sup> grade and like to SBUSD
- Identify and address barriers
- Use continuous improvement (Act, Plan, Do, Study) to make change

***Use partner networks to innovate, sustain, scale and spread***

- Actively participate in action teams/networks for learning and quality improvement
- Involve families, partners and staff
- Draw from expertise in the network
- Link with local/national thought leaders
- Adopt scalable evidence-based training/professional development methods
- Share our work through messaging, marketing, and partnering

## Culture and Practice Drivers

***Support parents to be their child's first teacher and advocate to promote healthy development***

- Build skills of parents to take actions and establish routines to support their child's health, development and learning
- Provide education regarding child development /parenting
- Promote parent's personal growth
- Identify and address barriers to full family engagement

***Support parent-to-parent and strong community connections***

- Establish a "no wrong door" for entry into a pathway of integrated services
- Establish trusted relations between staff, families and community; and among parents
- Align family, organization and community strategies

***Increase access to supports and services through partners***

- Regularly elicit and respond to parents needs/concerns
- Standardize the process for "warm" hand-off and referrals
- Build relationships with key partners to ensure success of referrals
- Build parent skills and enhance leadership to encourage action
- Reach families as early as possible to welcome and engage

***Strengthen tiered response to families' needs through collaboration and trauma informed care***

- Use strength-based approaches and celebrate success
- Develop standard responses to drivers of child well-being, development concerns, families stressors, etc.
- Use tiered risk categories to link families to appropriate intervention
- Customize the roles of partners in care pathways based on their skills and mission
- Identify gaps/unmet needs in services and fill them