



# MAPPING MOVING TRAINS

Report of the September 7, 2016 Waterloo Region Convening

*“If you feel safe in the area you’re working in, you’re not working in the right area. Always go a little further into the water than you feel you’re capable of being in. Go a little bit out of your depth. And when you don’t feel that your feet are quite touching the bottom, you’re just about in the right place to do something exciting.”*

~ David Bowie

## Waterloo Region Meeting Report – September 7, 2016

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# Executive Summary

## Waterloo Region Meeting Report – September 7, 2016

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On September 7, 2016 the Lyle S. Hallman Foundation partnered with Sylvia Cheuy of Tamarack Institute and Karen Pittman and Larry Pasti of the Forum for Youth Investment to offer Mapping Moving Trains® (MMT), an invitation only event. Approximately 60 leaders from across the region were selected based on their readiness for a dialogue around community change and influence to create change. The intent of the day was to look deeply at the local landscape of leadership groups (Moving Trains) in order to better align their activities. “Moving trains” are leadership groups such as networks, coalitions, taskforces or initiatives with the capacity, resources and motivation to create change. In order to develop some actionable data on these groups, a survey of 39 Moving Trains involved in children and youth issues was conducted over the summer. Roughly two thirds of those individuals invited to the meeting participated in or facilitated feedback into the survey.

The agenda for the day was designed to build upon the collaborative energy in the region with opportunities for deep discussion grounded in data. The day’s work was clear in the opening remarks by Lyle S. Hallman Foundation Executive Director Laura Manning when she challenged all to be brutally honest and to take risks. In order to set the stage for participants to think about their own involvement in Moving Trains, participants were asked to mark on a large wall chart of all 39 Moving Trains which ones they were members of individually and which one’s their organization sat on.

Sylvia Cheuy opened with an overview of Collective Impact, “A disciplined, cross-sector approach to solving complex social and environmental issues on a large scale.” Part of her message included that “not all collaboration is Collective Impact.” Even when there is strong collaboration or collective work, competition and coexistence remain and need to be acknowledged. Collective Impact works best when multiple sectors utilize data to learn together and where there is active community engagement in taking action. This generated good participant discussion on how best to capture community voices both as a source of data and a source of context for co-designing strategies.

Next, Karen Pittman built off the community engagement discussion and provided an example of collective impact work from Memphis. She shared that a common pitfall in communities was having too many collaboratives and encouraged Waterloo Region to be intentional in its efforts to align towards greater impact. By having Moving Train data, leaders can now hold themselves more accountable for being intentional in their collective work.

As a prelude to the survey results discussion, Larry Pasti led a “sticky wall” exercise. Each participant was asked to put the name of a Moving Train they were on or knew about and place it on the dashboard on the wall where it fit. This dashboard showed ages from prenatal to adult/families across the top and whole child outcomes including learning, employment, relationships, connectedness and health along the side. This helped provide a visual in the room of the overlap and gaps in the focus of these groups.

The Mapping Moving Trains survey results were shared through Power Point slides with a large group discussion lead by Larry Pasti with commentary by Laura Manning. Waterloo had 100% of the 39 groups included in the survey. The survey collected information about the structure, the focus by age

and outcome area, targeted populations, stakeholder involvement, and change strategies including improving systems, aligning policies and resources, increasing awareness and demand for change, engaging youth and families, and using data. There was active discussion around what participants saw or didn't see that surprised them.

The last activity of the day had table discussions among participants to identify concrete ways Moving Trains might work better together at various levels of collaboration. The areas for the discussion included funding, communications, technical assistance, research and policy. Several times groups mentioned the time seemed right in the region to take more action towards working together smarter. "We're too polite" was a sentiment expressed and implied during the day as participants noted that too many of the conversations around need for alignment "happened the in the parking lot or hallways after the meetings" not in them. So, while there was resounding support for wanting to take more action, it was clear that the next steps needed to be thoughtful and actionable.

# Meeting Report

## Mapping Moving Trains in Waterloo Region – September 7, 2016

### Community leaders gather to explore collaboration across children’s issues for Waterloo Region

**Summary Brief:** In 2014 the Lyle S. Hallman Foundation did an environmental scan of children’s programs in the region and found that over a hundred organizations were delivering over a thousand programs amounting to an investment of approximately \$700,000,000 per year—yet, on the whole, improvements are not being seen in indicators of child wellbeing. It was a compelling moment for the Foundation, inspiring belief that Waterloo Region cannot “program their way out of problems” and raising the question of how best to bring about meaningful change. As the solution does not appear to be “more money for more programs”, the Foundation began to look what could be done differently. One of the frames that was of interest was Collective Impact.

The genesis of this event came from five women from Waterloo Region who participated in Tamarack’s Collective Impact Summit in Vancouver last fall. Karen Pittman gave a keynote speech and held a Mapping Moving Trains workshop there. This work resonated strongly with the group, and a planning committee was formed to bring this approach back to the community. The planning committee members were: Alison Scott, Family and Children’s Services; Alison Pearson, Children’s Planning Table; Deb Engel, Carizon Family and Community Services; Andrea Reist, Waterloo Region Public Health; and Laura Manning. These five were joined by Abbie Grafstein when she began working with the Hallman Foundation in December 2015. And thus Mapping Moving Trains became a reality.

The Hallman Foundation, together with the local planning committee, partnered with the U.S.-based Forum for Youth Investment (Forum) to engage approximately 60 people representing the breadth of experience in the child wellbeing sector across Waterloo Region. The intention of the September 7, 2016 convening was to start a dialogue about the local collaboration landscape and ways to better align activities towards greater impact for the wellbeing of children in Waterloo Region. In the context of this meeting, at question was how these groups can best make meaningful change. The intent of the day was get a clear picture – which coalitions are doing what, where are the gaps, where are the overlaps – and then facilitate a discussion on what could be done with that information.

Participants were selected based on their readiness for a dialogue around community change, their influence in the sector, and their ability to motivate change. Roughly two-thirds of these individuals participated in or facilitated feedback into a survey to map a broad range of initiatives and coalition activities that, to some degree, support child wellbeing in Waterloo region: Mapping Moving Trains® (MMT).

The MMT convening on September 7<sup>th</sup> engaged participants in presentations about:

- Collective Impact by Sylvia Cheuy of the Tamarack Institute,
- the pitfalls of collaboration; and aligning towards greater impact by Karen Pitman of the Forum,
- MMT survey results by Larry Pasti of the Forum, and
- an exploration of concrete ways to align based on the local context.

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On September 8<sup>th</sup>, a smaller group of 20 participants who participated on Day 1 engaged in a masterclass to delve deeply into MMT concepts, to learn about real world success stories, and to engage hands-on with data collection strategies and tools for community engagement.

The purpose of this report is to present back to the community the discussion from the Day 1 convening including key learnings about Collective Impact, the collaboration picture in Waterloo Region, ways to connect differently, strategies to move towards greater alignment and suggestions for next steps for collective action that emerged from the discussions.

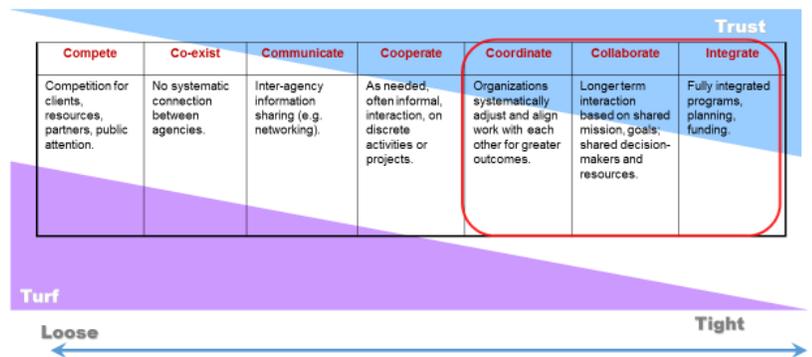
# Collective Impact and the collaboration challenge

*“Collective Impact is collaboration, but not all collaboration is Collective Impact.” – Sylvia Cheuy, Tamarack Institute*

Collective Impact (CI) is defined by the Tamarack Institute as a framework to tackle deeply entrenched complex social problems. It is an approach to making collaboration work across government, business, philanthropy, non-profit organizations and citizens to achieve significant and lasting social change. First introduced as a framework by John Kania and Mark Kramer of FSG Consulting in 2011, the idea took root in communities inspired by the idea of an innovative way to structure towards change and eager to make a lasting impact in their communities.

Though enthusiastically embraced and adopted by communities, there have been challenges with taking CI ideas to scale. Sylvia underscored that, although the reverse is true, “not all collaboration is Collective Impact.” Collective Impact works best when multiple sectors are engaged and utilize data to drive an effort to solve complex problems where the answers are not readily known due to the shifting and changing nature of the problem to be solved. Even when there is strong collaboration or collective work, competition and coexistence remain and need to be acknowledged. Collective Impact is based on five conditions: 1) Common Agenda, 2) Shared Measurement, 3) Mutually Reinforcing Activities, 4) Continuous Communication, and 5) Backbone Support. Dealing with complex problems and complex systems requires development of positive relationships and establishing simple rules of engagement. Some preconditions for successful CI include having influential champions, urgency around the issue and adequate resources to move forward. Sometime CI is seen as a “disruptive innovation”. When undertaking CI, Sylvia emphasized gaining buy-in towards collective ownership; valuing both context experts as well as

### The Collaboration Spectrum



### Collective Impact 3.0: Diving Deeper

FROM	TO
<b>The Leadership Paradigm</b>	
• Management	• Movement Building
<b>The Five Conditions</b>	
• Common Agenda	• Community Aspiration
• Shared Measurement	• Strategic Learning
• Mutually Reinforcing Activities	• High Leverage Activities
• Continuous Communications	• Inclusive Community Involvement
• Backbone	• Containers for Change



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content experts; moving towards a shared and adaptive leadership model; seeking long-term investment in sustaining CI infrastructure; and aiming not only for impacting programs, but also to change systems. It was acknowledged that CI was evolving as Sylvia shared [CI 3.0](#).

*“Data often becomes charts and answers whereas voice is the experience of the system impact and change. We miss the word “voice,” but it is important for capturing complexity.” – Waterloo Region Meeting Participant*

Questions from the audience around the Collective Impact presentation honed in on how best to capture community voices. Authentic community engagement and intentionality in co-designing efforts with the people who will be most affected was expressed as an important aspect of getting it right in Waterloo Region when addressing community issues. Karen Pittman encouraged the community to go to groups they want to engage and help them create collective tables in places where people are comfortable (i.e. child care centres, laundromats, places where young people spend their time) and provide organizational capacity behind them.

## Collaborative Tables in Waterloo Region

During registration, participants were asked to check among all of the collaborative tables listed below, which they are involved in as an individual, and as an organization.

Collaborative	Individual	Organisation
Baby Connections	3	7
Better Beginnings North Waterloo	2	5
Cambridge Mobilization Team	2	7
Cambridge Neighbourhood Association	0	7
Chandler Mowat Community Centre	4	9
Child & Youth Advocacy Centre	3	8
Child & Youth Resilience Project	2	8
Child Care Network of Waterloo	2	12
Children & Youth Services Council	7	12
Children’s Planning Table	22	27
Community Wellness Initiative	9	6
Connectivity Table – Cambridge	0	8
Connectivity Table – Kitchener	1	11
Counselling Collaborative	2	5
Crime Prevention Council	9	13
Early Childhood Professional Resource Centre	5	6
Early Literacy Alliance of Waterloo	2	8
Family Violence Project	3	9
Food Assistance Network	3	6
Health Links Waterloo-Wellington	2	6
Healthy Kids and Community Challenge	0	11
Homelessness and Housing Umbrella Group	3	11
Housing Stability System Advisory Committee	1	3
Human-Animal Vulnerability Network	2	2
Moving on Mental Health Advisory Council	6	11
Positive Parenting Community Committee	1	14
Preschool Speech and language alliance	1	6
Promise to Partnership	1	6

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Rural Realities Network	3	11
Special Needs Resourcing Collaborative	2	9
Special Needs Strategy	9	14
Waterloo Region Active Living Network	0	9
Waterloo Region Family Network	10	12
Waterloo Region Harm Reduction Network	1	10
Waterloo Region Immigration Partnership	12	23
Waterloo Region Rainbow Coalition	3	10
Waterloo Region Suicide Prevention Council	1	8
Waterloo-Wellington Addictions & Mental Health Network	1	8
Youth Sexual Health Strategy	1	4
Other: Transitional Aged Youth	2	0

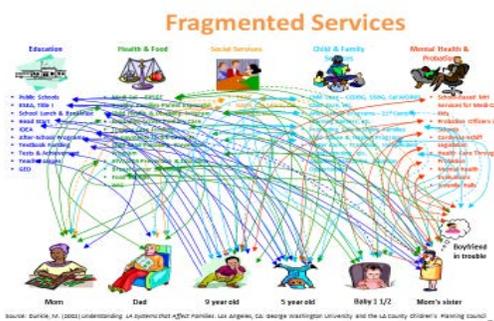
The top three collaborative tables engaging at the level of both individuals and organizations: Children’s Planning Table, Waterloo Region Immigration Partnership, Waterloo Region Family Network, Positive Parenting Community Committee and Special Needs Strategy

*“What do you do if you want to have a “collective impact” on a complex problem like getting young people ready for college, work and life? Figure out efficiency in your collaboration picture.” – Karen Pittman*

Meeting participants were challenged to think in new ways about how to manage collaborative tables in Waterloo Region. Karen Pittman explained that an underlying problem with collaborative tables is groups coming together constantly and often in a disjointed manner around multiple urgent issues then misfiring on solutions to complex community problems, and not engaging the people that will be most affected.



Pittman suggested that, what we know on the public side—governments, schools—and private side—not-for profits, philanthropy, business—is that conditions are not improving for vulnerable populations, not due to lack of effort, but instead to misalignment of policies, priorities and resources. Moreover, communities in need are often overwhelmed by the number of programs and services designed to help them. They often experience difficulty with navigating systems where they encounter a variety of barriers to accessing those services.



Pittman went on to ask “So, how do we move beyond the collaboration challenge?” Her response: *“Connect the dots across your collaborative tables! Understand the big picture by gaining a*

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*sense of where you are, how you connect, where you can get stronger and what you can do together to work more effectively and efficiently behind the scenes. Figure out how to bring the passion and commitment around the issues to a bigger table and make it work.”*

To begin that process, Waterloo Region came together to map its “moving trains” and look more deeply at what it takes to boost leadership capacity.

It is important to hold leaders accountable in the same fashion that leaders want to see impact on youth outcomes. The Forum supports the “three gears” theory of change: in order to move whole child outcomes there needs to be an array of supports in the school, community and family influenced by leaders acting together differently.

To support alignment, there are questions to be asked under each gear including for Outcomes: Who are the youth? Where are they? How well are they doing? ; for Supports: Who provides supports, Where are they? Are they accessible, of quality, coordinated? ; for Leaders: Who is engaged? Where are efforts focused? How well are we managing community change? A Mapping Moving Trains survey will help provide data for concrete action under the Leader gear.

**Sticky wall exercise:** Each participant was given a piece of paper and asked to write on it the name of a Moving Train they were on as an individual, their organization was a member of, or that they knew about. They were then asked to place the paper on a dashboard on the wall where it fit by priority focus across ages and issues. This dashboard showed ages from prenatal to adult/families across the top and whole child outcomes including learning, employment, relationships, connectedness and health along the side (see chart below).

This exercise was designed to help provide a visual in the room of the overlap and gaps in the focus of these groups. It helped participants realize the challenge that can occur in being clear on the focus or priority of some of these groups. For greater detail, see [Appendix A](#).



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Sticky Wall Data						
	Pre-birth/ early childhood	Middle childhood (5-9)	Pre- adolescence (10-14)	Youth (15-19)	Young adults (20-24)	Families
Learning/ academic achievement						
Job readiness/ employment						
Relationships / belonging						
Community connectedness						
Physical health & safety						
All issues						

0 coalitions	1-2 coalitions	3-4 coalitions	5+ coalitions

The “sticky wall data” above shows many Moving Trains in pre-adolescence, many in the family space, and some in the elementary/middle childhood space. Very few Moving Trains are in the youth and young adult space.



## Survey results: Mapping Moving Trains data

Mapping Moving Trains is a process that was designed by the Forum for Youth Investment to collect actionable local data about coalitions in a community. In preparation for administering the survey locally, the planning committee worked with the Forum to customize the language of the questions to capture the Canadian and Waterloo Region context. Thirty-nine local Moving Trains were invited to participate in the survey in August 2016. [See [Appendix C](#) for list of Moving Trains and survey questions]. With a 100 percent response rate, the Forum had a fairly complete data set to analyze<sup>1</sup>. Below are findings of Waterloo Region’s aggregate data, organized by theme, along with points of discussion by participants and facilitators.

### Structure

Of the 39 survey respondents, the bulk of respondents identified their Moving Trains as Partnerships (a formalized group of organizations), and Provider Networks (direct services providers), followed by Coalitions/Collaboratives (a diverse but loose group of organizations and individuals) and Initiatives (an implementation effort) respectively. Most of these Moving Trains target Waterloo Region as their geographic focus and identified “improving systems” and “improving individual services” as the level at which they work towards improving outcomes for children, youth, and their families. Less than half of respondents work on improving community/neighbourhood conditions. Of the 17 respondents that work on neighbourhood conditions, 3 specific locales that are supported by neighbourhood-focused Moving Trains were identified: 1) Chandler-Mowat, 2) Eight neighbourhoods in Cambridge, and 3) North Waterloo.

#### Forum guiding questions for the “Moving Trains” discussion:

- 1 Who are the many collectives, tables, and collaborations out there in Waterloo Region that impact the wellbeing of children and families?
- 2 What are they focused on?
- 3 Where do they align?
- 4 Where are the gaps?

**Forum Survey Results Analysis:** The structure as described above is consistent with Waterloo Region’s systems level findings detailed later in this report revealing a broad focus on the region rather than on neighbourhoods along with a focus on improving systems, and doing so by focusing on individual services rather than systems level change strategies. The similarity in regional focus may facilitate alignment.

### Child and Youth Collaboratives: Top Priorities and Outcomes

Most respondents reported that their Moving Train focuses their time and efforts on the following outcomes for children and youth in order of importance: 1) emotional health and safety, 2) relationships/belonging, and 3) physical health and safety. This outcomes data matches the top three priority areas identified by respondents. Roughly half of all respondents spend time on these outcomes across age groups. The “heat map” that was created through the survey responses indicates that 1) families, and 2) elementary age children (4-9) are the target populations that are most strongly identified as priorities for local Moving Trains. The gaps around outcomes focus for Moving Trains are

<sup>1</sup> Some respondents omitted data on some of the questions in the survey.

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striking with few respondents reporting spending time on job readiness and learning/academic achievement.

**Forum Survey Results Analysis:** Meeting participants were surprised that “learning and academic achievement” did not come up high as a priority. They were encouraged to tease out why that might be. For some, outcomes around emotional health, relationships and connectedness were felt to rank higher as priorities because they are necessary to make learning and academic achievement possible. When participants saw the connection across all outcomes, funding and mandates were mentioned as an influencing factor—these factors also affect the ability to participate across Moving Trains.

*“My aha moment is that in our region we all spend a lot of time, but the influence is from the region or the province or big mandates...If I only focus on my mandates, I would not be here.” --Meeting Participant*

*“If cross cutting issues come up, what are the strategies to make sure the issues become priorities back in the system? How are you working together as a network to make sure the issues are being addressed where kids are getting services?” – Karen Pittman*

Questions were raised by meeting participants about the process for gathering survey data, especially whether or not there is common language, who was invited to take the survey (i.e. Were education related organizations invited?), which collaborative table survey participants provided answers for, and was the level of involvement in Moving Trains minimal or strong for those that answered the survey?

Regarding job readiness, the data shows low priority ranking across age groups, but has higher priority for older youth ages 15-24. When Moving Trains do focus on job readiness, families are the target. In the United States learning and job readiness are often ranked much higher.

*“I think about the social anxiety and isolation and the kids that cannot make it in to the job market. They are smart...the at-risk group. There is a sharp shift. Isolation and belonging and capacity to deal with the pressures...We see the reality in the young people. I see those kids trying to hit the gap. No one is addressing jobs and confidence building.” – Meeting Participant*

*“What is interesting to me in the priorities is whether or not it is a reflection of our values as a society and community...When students have barriers it is not that they are not smart, but life gets in the way. How can we harness our priority areas to advance some of the other important areas?” – Meeting Participant*

**Key questions from meeting participants about the survey results:**

- What do we think a system is and what does it look like?
- If we focus to improve family services does it also improve neighbourhood conditions?
- Where are the schools? How does the school board decide and how do they incorporate voices into their decisions?
- How do we keep track of the individual programs that affect the issues Moving Trains are working on?
- How do we know where we really are along the continuum of systems change?
- How do we make data meaningful and develop common measures?
- How does the universal or targeted focus of a Moving Train influence how they are involved in a collaborative?

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### Engagement with Role-Defined Groups

Respondents reported practitioners and government leaders as groups most actively engaged with their Moving Train. Business leaders came up lowest, followed by youth.

### Engagement with Systems and Services

Top five systems and services reported as actively engaged with respondents' Moving Trains in rank order:

- 1) Community service
- 2) Health Care
- 3) Education
- 4) Prevention Programs
- 5) Youth Serving Organizations

Youth employment and juvenile justice were reported being engaged the least.

**Forum Survey Results Analysis:** Given the low focus and priority on learning and academic achievement as identified above by Moving Trains, it is worth noting that education came in third as a system that most Moving Trains are engaged with. Perhaps it is worth exploring **how** the education sector is being engaged. Community service is a broad term and may warrant deeper conversation on who is included. The strong presence of health care may be influenced by the Local Health Integration Network.

### Priority Change Areas (Systems)

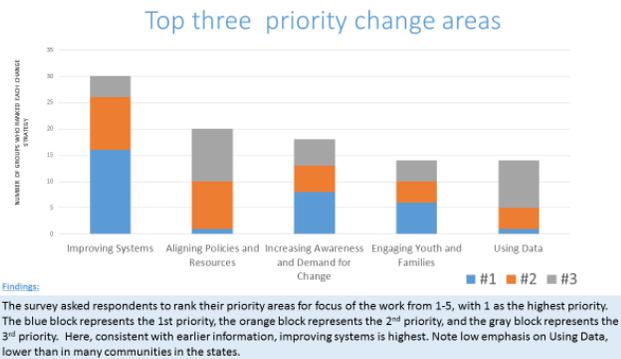
Consistent with the level at which Moving Trains work within their regional focus as reported by respondents, “improving systems” ranked number one among the top three priority change areas followed by “increasing awareness and demand for change” and “engaging youth and families” respectively. “Using data” ranked lowest followed by “aligning policies and resources.” See [Appendix B](#) for a list of Moving Trains' priority change areas.

Respondents reported that their Moving Trains work to improve systems by doing the following in order of importance: 1) programs/services coordination, 2) improving quality, 3) increasing access/change incentives. Workforce strengthening came up lowest followed by performance measurement and evaluation. When collaboratives work to align policies and resources, respondents reported that their Moving Trains do the following in order of importance: 1) conduct needs/assets inventories, and 2) coordinate policies & practices. Respondents reported the following in order of importance when working to increase awareness and demand change: 1) public awareness/education, 2) public outreach, 3) advocating and organizing. Constituency building was lowest. Respondents reported that they engage youth and families in their work by doing the following in order of importance: 1) family & youth involvement, 2) governance, organizing, and/or advocacy, and 3) volunteer service. Entrepreneurship came in lowest, followed by philanthropy. When using data, respondents ranked “using data to guide action/strategy” highest, followed by sharing data and using data to evaluate impact of efforts respectively.

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**Forum Survey Results Analysis:** Improving systems is important to Waterloo Region, but current change strategies do not fully support this goal. Improving systems is contingent on data usage which is one factor that helps set the stage for aligning policies and resources. Yet survey responses show very little interest in data and policy alignment as a priority for Moving Trains in Waterloo Region. Instead, Moving Train efforts are focusing on programs and

services rather than on policy, which is a tendency for many efforts working to improve systems that affect children and youth. When Moving Trains in Waterloo region do work to align policies and resources, they are at the beginning stage of collecting data, which presents an opportunity to share that data and coordinate across groups.



*“If you are at infancy in approaching systems change, then coordinating is a systems change...We are making steps incrementally so this reflects where we really are.” – Meeting Participant*

*“It’s unbelievable the meetings you have about meetings. It’s time to look at that. Who is missing? I don’t think we have moving trains. There are some groups that have moved trains, but when we attend all the different meetings like programs and services coordination and improving quality, people with disabilities and hospitals, that cannot be just us...How do we wrap around that one problem? We can do something together...We are in our own little areas and trying, but that is why this is so important so that we can become a train to move on specific things.” – Meeting Participant*

In the general discussion, challenges were acknowledged around establishing joint priorities and difficulty managing all the activity happening around cross-cutting issues and sometimes feelings of discouragement when collaboration is not working well. However, the Waterloo Region community response to the Syrian refugee crisis was highlighted as a significant win after a diverse group of organizations and ordinary citizens got involved to support their arrival to the community. A great deal was accomplished in a short period of time, making it an important experience to learn from regarding how to effectively organize for change.

Regarding data, there is fertile ground for discussion on collecting data, using common measures, data definitions, sharing protocols and software systems use. In the meeting discussion, an emphasis was placed on making data meaningful, using it as a way to build trust through transparency, including funders in decisions about common data standards, and having data reflect the voices within the community so that it is actionable and practical.

The data show that although engaging youth is a top priority, it is one of the groups that are least actively engaged with Moving Trains in Waterloo Region. An advocacy voice was mentioned as a need for Waterloo Region particularly because it was high on the list of how MTs work to increase awareness and demand for change. While there is an emphasis on quality, it could be important to have the conversation about what quality means across groups. Lastly, if coordination around programs and services is a large focus of Moving Trains in Waterloo Region, it could be a topic for exploration.

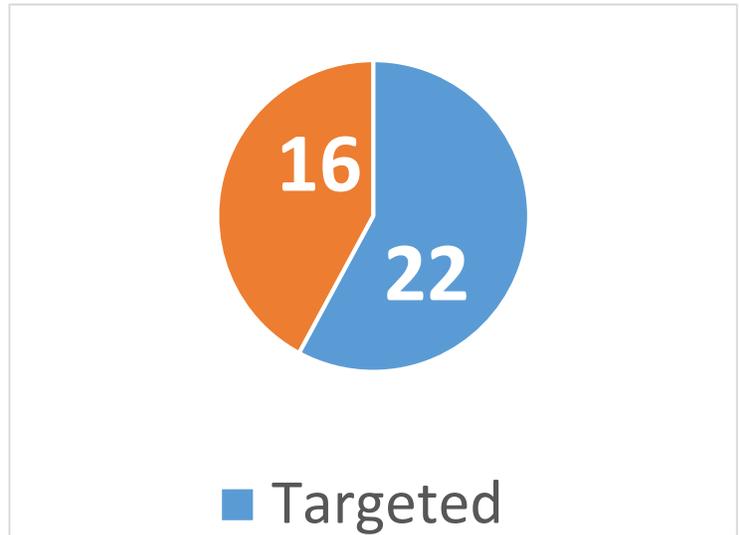
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*“Good data analyzed well tells a story. What is the story we want to examine? What are the questions? Move away from a scientific presentation and tell the story of impacting and changing people’s lives.”*

– Meeting Participant

**Universal or targeted?**

Most Moving Train efforts are “targeted” presenting an opportunity to zoom in and out on who else cares about the same issues or is using similar strategies. The “targeted” or “universal” designation is used to understand how Moving Trains affect change and structure their work. For example, for work that is universal, it can be useful to ask “How many other collaboratives are working on the same issue? Can we jointly affect the system?”. Many Moving Trains are initiated to address a specific issue or target population, this can be seen as “zooming in”. That level of focus is important for that group and its constituencies.



It is also important for such focused groups to periodically “zoom out”. By stepping back, they can look around the community to see who else cares about the same targeted group, who else is pursuing the same strategies (such as more mentors for youth) or who else is conducting a needs assessment. This can lead to more intentional connections between groups as they take action. Even when the Moving Trains were asked to identify which subpopulations, many used the “Other” category and noted it was difficult to hone in too specifically. This reinforces the prospect that when one steps back, one is likely to find others who share an interest.

## **Towards greater alignment...**

The last activity of the day asked participants, in their table groups, to identify concrete ways Moving Trains might align better at various levels of engagement--from informing each other to combining efforts. The areas identified for alignment included funding, communications, technical assistance, research and policy. Several times groups mentioned the time seemed right in the region to take more action towards working together smarter. The community’s recent successful work together on the refugee issue was cited as an example.

“We’re too polite” was a sentiment expressed and implied during the day as participants noted that too many of the conversations around the need for alignment “happen the in the parking lot or hallways after the meetings” not in the meetings. So, while there was resounding support for wanting to take more action, it was clear that the next steps needed to be thoughtful and actionable. Moving from turf to trust through transparency and authentic engagement was cited by most groups. Being clearer on a community vision allows both organizations and Moving Trains to identify where they fit in making that vision real.

More specific suggestions included better coordination between funders towards a common vision and better communication with each other to increase awareness of existing work by Moving Trains. The

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following are additional specific recommendations from table groups which were organized by theme for this report:

### **Moving from Turf to Trust**

- **Don't steal my train.** We all own what we are doing and are passionate about it. When somebody says, "my train is better," it closes the discussion and closes people down from wanting to work together. Build trust. Then the work continues and has more steam helping you achieve what we all want at the end of the day.
- Create an **inter-organizational convening schedule.**
- **Create safe space** to talk about combining or make decisions about the MTs and what to do about them. These are important conversation to have though difficult.
- **Make explicit connections** between the work of Moving Trains.
- **Greater transparency.** Let the community know you exist and what you are working on. Share meeting agendas and dates.
- **Share information in authentic ways that do not threaten.** Don't just pay lip service. Be authentic about what is and is not working.

### **Challenge of Common Vision – Common Language**

- **Identify a clear shared vision for the full community around children** projecting out 10-15 years. Consider a long term plan for the Children's Planning Table that identifies opportunities to work together.
- **Identify vision and issue, but go outside of mandates and funding.** Look also at the organizational mandates along with network mandates, priorities and gaps and use to share community vision of collective work.
- **Broaden the language around Moving Trains** and the work they do so that groups unrelated to children can see themselves and make the connection that they belong at the table too.
- **Shared measurement** - Determine what we really want to measure and ask the same questions. Utilize data that is already being collected from other systems (e.g. education) and use that data instead of asking families to do multiples surveys.

### **Too many Tables of Moving Trains**

- **Fewer coalitions or work better by working smarter?** Are we sitting at too many tables? There were 39 committees surveyed. It is not sustainable. How do we decide what we are or are not involved in? How do we look at what we have and get better arranged to do more meaningful work to impact the people we serve? Where can we consolidate and share resources?
- **Share information.** We all have websites. Put links to other initiatives so that others can know what work is complementary to yours. Keep information up to date.
- **Strong leadership** is needed to keep things going. Invite leadership for collaborative planning. Leaders of collaboratives should play a role in connecting their effort to the work of other collaboratives.
- **Find something that will result in a win** to generate enthusiasm and momentum.
- **Choose wisely** the thing you go after. Make it actionable.
- **Increase working groups** for moving trains.

## Meeting Report Mapping Moving Trains in Waterloo Region – September 7, 2016

- **Makes sure we are clear about what we are asking** of people who sit at collaborative tables and what they do when they are not at the table between meetings.

### Sustainability

- **Support is needed for all the coordinating and collaborating.** It is not a negligible investment. Allow for the work to have more stable funding to see long term change.
- **Create a single grant application.** Streamline the process so agencies can go to one table of funders and if they have extra criteria, they can put in the check boxes and an agency can then say what they want to do and get their funding.

## Towards Collective Action

There was a broad feeling expressed that as a region Waterloo could be more efficient and that this new data could facilitate conversation and actions moving forward. The Children’s Planning Table was noted as a possible place for continued conversations.

### Community Ideas

**Identify topics that are too big to tackle** that are coming up for coalitions.

**Come together on a monthly** basis to identify gaps (i.e. Conversation Café’s).

Create a **“table of tables”** as a procuring point. Do you want to see 40 emails or one email? Include a newsletter of all the information.

Keep the urgency and think about how to resource this and the **backbone support**. Not for Collective Impact, but to do this kind of work.

Figure out what we can do right here and now to work on the trains and how they are connected – the **collective vision**.

### Additional recommendations from the Forum for Youth Investment

#### Start small

**Trust the fact that the more information you have, the faster you will get to ways to work together.**

Come in with organized information and share in advance. Coming in to meetings to report on what you did is nice, but coming prepared to report on what you are about to do in the future has even more power.

**Expand beyond programs and services** when trying to change the odds for children and youth if you truly want to impact change at the systems level.

**Use your data!** Strong systems change work involves the use of data to drive decision-making. Use your Mapping Moving Trains data to begin coordinating the work across your collaboratives.

**This is organic work.** It is important and inspiring to watch the evolution. Whether you make pictures or get in the room twice a year, connections will be made, things will happen. Celebrate the difference. Come back and tell your stories.

**Meeting Report**  
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**Start at home** in your own organization by asking a few simple questions below. Report the findings.

- Number of Moving Trains for your organization
- Number per staff
- Number of staff who go to MTs meetings
- Number per staff
- Hours per month at meetings
- Hours between meetings for prep or review of information
- What value do staff receive from attending meetings
- What value do staff bring to meetings from organization (or personally)
- How does participating in this MT support organization vision-mission

**Meeting Report**  
**Mapping Moving Trains in Waterloo Region – September 7, 2016**

## Appendix A: focus priorities

	<b>Pre-birth/ early childhood</b>	<b>Middle childhood (5-9)</b>	<b>Pre-adolescence (10-14)</b>	<b>Youth (15-19)</b>	<b>Young adults (20-24)</b>	<b>Families</b>
<b>Learning/ academic achievement</b>	Baby Connections WR Child Care Network Children's Planning Table Special needs strategy WR Early Literacy Alliance (2)	Special needs strategy		Transition aged youth advisory	Transition aged youth advisory	
<b>Job readiness/ employment</b>				Post-secondary education	Post-secondary education	Health links waterloo - wellington Immigration partnership
<b>Relationships/ belonging</b>	Baby connections Children's planning table	Children's planning table Special needs strategy Child & Youth Resilience Project Children's Mental Health advisory council	Child and Youth Resilience Project Children's Mental Health advisory council Chandler Mowat Children's Planning Table Community Mobilization Team	Chandler Mowat	WRIDS Harm Reduction Coordination Council	Positive Parenting Community Committee Counseling Collaborative WR Rainbow Coalition
<b>Community connectedness</b>		Special needs strategy (2)  Child and youth planning council (0-18)	Child and youth planning council (0- 18)  Children and Youth Services Council	Youth connection		WR Family Network Positive Parenting Community Committee
<b>Physical health &amp; safety</b>	HKCC*	HKCC* Child and youth advocacy center	HKCC* Children's Planning Table Child and Youth advocacy center Sexual Health Youth Strategy Moving on Mental Health	WR Moving on Mental Health WR Sexual Health Youth Strategy WR crime prevention council		Crime Prevention Council Housing Stability System advisory committee**** Waterloo Wellington addiction and mental health WRALN – WR active living network Food assistance network Family violence project Health links Homelessness and Housing Umbrella Group
<b>All issues</b>	Child and youth res project	BBNW Child and youth advocacy center Cambridge mobilization team	Children's Planning table (0-18) Cambridge mobilization team Child and youth advocacy centre Cambridge Neighbourhood Organizations	Cambridge Neighbourhood organizations		Family violence project Connectivity tables Rural Realities Network WR Immigration partnership SNS Immigration Partnership Crime prevention council

WR= Waterloo Region

\* HKCC – top priority: healthy children; educate, provide, create opportunities; outcome: childhood obesity (0-12 years)

\*\* Housing Stability System advisory committee (and its countless subcommittees to co-committees)

**Meeting Report**  
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## Appendix B

Priority Change Area	Who else is interested as a first priority? (completed by 32 respondents)	
<b>Improving Systems</b>	Youth Sexual Health Strategy Connectivity Table – Kitchener Rural Realities Network Promise to Partnership Children & Services Council Positive Parenting Community Committee Special Needs Resourcing Collaborative Waterloo Wellington Addictions and Mental Health Network	Moving On Mental Health Advisory Council Housing Stability System Advisory Committee Waterloo Region Immigration Partnership Children’s Planning Table Child and Youth Advocacy Centre Waterloo Region Harm Reduction Council Family Violence Project Special Needs Strategy
<b>Aligning Policies and Resources</b>	Cambridge Mobilization Team	
<b>Increasing Awareness and Demand for Change</b>	Crime Prevention Council Waterloo Region Active Living Network Pre-school Speech and Language Alliance Homelessness and Housing Umbrella Group	Early Literacy Alliance of Waterloo Region Human-Animal Vulnerability Network Waterloo Region Rainbow Coalition Child Care Network of Waterloo Region
<b>Engaging Youth and Families</b>	Baby Connections Child and Youth Resilience Project Cambridge Neighbourhood Association Waterloo Region Family Network	Chandler Mowat Community Centre Healthy Kids Community Challenge
<b>Using Data</b>	Food Assistance Network	

## **Appendix C**

### **Moving Trains in Waterloo Region**

Baby Connections
Better Beginnings North Waterloo
Cambridge Mobilization Team
Cambridge Neighbourhood Organizations
Chandler Mowat Community Centre
Child & Youth Advocacy Centre
Child & Youth Resilience Project
Child Care Network of Waterloo Region
Children & Youth Services Council
Children's Planning Table
Community Wellness Initiative
Connectivity Table - Cambridge
Connectivity Table - Kitchener
Counselling Collaborative
Crime Prevention Council
Early Childhood Professional Resource Centre
Early Literacy Alliance of Waterloo Region
Family Violence Project
Food Assistance Network
Health Links Waterloo-Wellington
Healthy Kids Community Challenge
Homelessness and Housing Umbrella Group
Housing Stability System Advisory Committee
Human-Animal Vulnerability Network
Moving on Mental Health Advisory Council
Positive Parenting Community Committee
Preschool Speech & Language Alliance
Promise To Partnership
Rural Realities Network
Special Needs Resourcing Collaborative
Special Needs Strategy
Waterloo Region Active Living Network
Waterloo Region Family Network
Waterloo Region Harm Reduction Network
Waterloo Region Immigration Partnership
Waterloo Region Rainbow Coalition
Waterloo Region Suicide Prevention Council
Waterloo-Wellington Addictions & Mental Health Network
Youth Sexual Health Strategy

## Mapping Moving Trains Data Collection Tool

### Collecting Data on Current Leadership Group Efforts on the Wellbeing of Children and Families in Waterloo Region

Leadership and support for community change can come in many forms. It is always useful to pause and look for any “moving trains” that have already taken on an issue such as literacy, early childhood education, family violence, mental health or community safety. “Moving trains” are leadership groups such as networks, coalitions, taskforces or initiatives with the capacity, resources and motivation to create change. There is value in mapping these “moving trains” and creating actionable data that can be used to better align efforts and resources towards common agendas. The Lyle S. Hallman Foundation is partnering with the Forum for Youth Investment to capture a picture of the range of initiatives and efforts currently underway in Waterloo Region relating to the wellbeing of children and families. The series of questions that follow will ask about the name and type of “moving train” you are representing, along with information including the focus of the work by age and outcome, who participates in the group and how that group does its work.

Please answer all of the questions for the “moving train” you have been asked to speak for. If you are not certain about an answer you may leave it blank and add later. The Lyle S. Hallman Foundation will ensure that the results are shared with all who participate. Once the data is compiled, individual “moving train” reports can be shared back with the “moving train” for discussion and validation. Aggregate information about the alignment and/or gaps across all of the data collected will be shared by the Foundation and will form the basis of the work to be undertaken on September 7th, hopefully providing all of us with a clearer understanding of who is doing what, and what we might do better together.”

1. What is the name of your initiative or effort? (open ended)
2. How do you describe your issue and approach? (open ended)
3. Which of these best describes your structure? (pick one)
  - a. Coalition
  - b. Provider network
  - c. Task Force
  - d. Initiative
  - e. Partnership
  - f. Coordinating Body
  - g. Intermediary

## Mapping Moving Trains Data Collection Tool

Definitions:

- **Coalition:** a diverse group of organizations and individuals who have come together to address an issue through data, outreach, and advocacy
- **Provider Network:** direct service providers who have come together to address issues related to professional development, service coordination, quality, reach or funding
- **Task Force:** a group of individuals selected, often for a specified term, to research an issue and develop recommendations
- **Initiative:** an implementation effort that requires the commitment of multiple organizations and actors towards a common goals or issue
- **Partnership:** a group of organizations that have agreed to jointly tackle an issue, often with formalized goals, MOUs, staffing and working groups
- **Coordinating body:** a group comprised primarily of public agency leaders charged with coordinating recommendations, services, funding or policies
- **Government mandated body:** a group that is instructed to carry out specific work to meet a required government directive
- **Intermediary:** an organization that frequently provides training, staffing and administrative support for partnerships, coalitions, networks, and individual leaders

4. At what level(s) is your effort working to improving outcomes for children, youth, and their families? (select all that apply)
- a. Improve Individual and family services
  - b. Improve Community/Neighborhood conditions
  - c. Improve Systems
  - d. Other:
5. Please use these categories to tell us where your effort focuses its time by outcome area and age group (all that apply) ( In online version they are then asked to prioritize)

	Pre-Birth/Early Childhood (0 to 4)	Middle Childhood (5 to 9)	Preadolescence (10-14)	Adolescence (15-19)	Young Adults (20-24)	Families
Learning/Academic Achievement						
Job Readiness/Employment						
Relationships/Belonging						
Community Connectedness						
Physical Health & Safety						

## Mapping Moving Trains Data Collection Tool

Emotional Health & Safety						
All issues						

6. Please describe the type of geographic area targeted by your effort: *(please check one, then specify in text box)*
- a. Neighbourhood—text box
  - b. City—drop down: Cambridge, Kitchener, Waterloo
  - c. Township—drop down: North Dumfries, Wellesley, Wilmot, Woolwich
  - d. Region: drop down: Waterloo, Waterloo-Wellington
  - e. Provincial
  - f. National
7. Which of the following role-defined groups are actively engaged with your effort? *(select all that apply)*
- a. Practitioners
  - b. Researchers
  - c. Government/Public Sector Policy Makers
  - d. Media/Communications
  - e. Advocates/Organizers
  - f. Business Leaders
  - g. Philanthropists/Funders
  - h. Youth
  - i. Families & Communities
  - j. Child Care
  - k. Other:
8. Which of the following systems and services are actively engaged with your effort? *(select all that apply)*
- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>a. After-School</li> <li>b. Youth-Serving Organizations</li> <li>c. Education</li> <li>d. Youth Employment</li> <li>e. Prevention Programs</li> <li>f. Social Justice</li> <li>g. Child Welfare</li> </ol> | <ol style="list-style-type: none"> <li>h. Parks &amp; Recreation</li> <li>i. Faith-Based Communities</li> <li>j. Community Service</li> <li>k. Civil Rights</li> <li>l. Health Care</li> <li>m. Libraries and Museums</li> <li>n. Other:</li> </ol> |
|---|---|

## Mapping Moving Trains Data Collection Tool

9. How does your effort prioritize these broad change strategies? (code 1 through 5 with 1 highest priority)
- a. Improving systems
  - b. Aligning policies and resources
  - c. Increasing awareness and demand for change
  - d. Engaging youth and families
  - e. Using data
10. How does your effort work to improve systems & conditions?: (select all that apply)
- a. Program/Services Coordination
  - b. Increase access/change incentives
  - c. Workforce Strengthening
  - d. Capacity Building & Technical Assistance
  - e. Improving Quality
  - f. Performance Measurement & Evaluation
  - g. None: Our effort does not focus on improving systems (exclusive)
  - h. Other:
11. How does your effort work to align policies & resources?: (select all that apply)
- a. Conducting Needs/Assets Inventories
  - b. Coordinating Policies & Practices
  - c. Establishing Funding Priorities
  - d. Exploring Funding Alternatives
  - e. Assessing, Changing, and/or Creating Policies
  - f. None: Our effort does not focus on aligning policies and resources (exclusive)
  - g. Other:
12. How does your effort work to increase awareness and demand for change? (select all that apply)
- a. Constituency Building
  - b. Public Awareness/Education
  - c. Opinion Polling/Focus Groups/Surveys

## Mapping Moving Trains Data Collection Tool

- d. Public Outreach
- e. Advocating & Organizing
- f. None: Our effort does not focus on increasing demand (exclusive)
- g. Other:

13. How does your effort work to engage youth and families in its work by encouraging: (select all that apply)

- a. Family & Youth Involvement
- b. Skill/Leadership Development
- c. Volunteer Service
- d. Governance, Organizing, and/or Advocacy
- e. Philanthropy
- f. Entrepreneurship
- g. None: Our effort does not focus on engaging youth & families (exclusive)
- h. Other:

14. How does your effort use data in its work? (select all that apply)

- a. Collecting data
- b. Sharing data
- c. Using data to guide action/strategy
- d. Using data to improve quality
- e. Using data to evaluate impact of efforts
- f. None: Our effort does not focus on including data (exclusive)

15. Is your effort universal or targeted? If targeted, please specify to which population(s). (Text box)

16. Please select the children and youth populations that benefit the most from your effort's work:

- Homeless
- Not in School/Not working
- Teen Parents
- Incarcerated

## Mapping Moving Trains Data Collection Tool

- Foster Youth
- Behavioral/Health Needs
- English as a Second Language
- Disabilities
- Low-income
- LGBTQ+
- First Nations, Metis, Inuit
- Francophone
- New Canadians
- Girls
- Boys
- Other (fill in)

17. Do you know of any other groups who could be included in this survey?

18. In addition to the specific “moving train” you were asked to reference in this survey, to what other “moving train” efforts do you belong? Please check all of the below listed “moving trains” that you belong to now and add any others.



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