

Putting Systems Thinking into Practice for TPP Programs Webinar

October 28, 2021

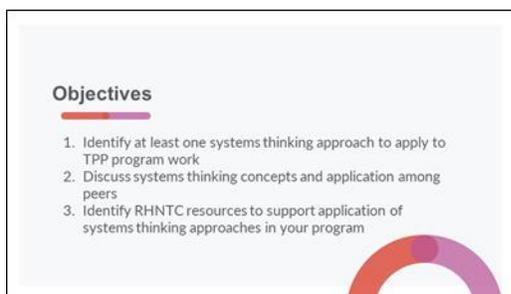
Transcript

Slide 1



Megan Hiltner: Okay, it looks like we are at the top of the hour. Hello, everyone. I'm Megan Hiltner from the Reproductive Health National Training Center. And I'm pleased to welcome you all to today's virtual event, Putting Systems Thinking into Practice for TPP Programs. We are really excited about the event today and the interest in systems thinking. We're going to be doing a live demo of the toolkit, we're going to hear from some peers in the field that have been working in this space. We're going to host some roundtable discussions. You all can share and ask questions. We're just really excited to have this event today, to host all of this conversation. Before I move on, I do have a few announcements to make. We're recording this webinar. And given the large number of folks joining, you're going to be muted for this first portion of the webinar until we get into breakout sessions. We'll give you more details on how to do that shortly. But just wanted you to know you'll be muted at the beginning. You can chat your questions or your comments in at any point in time. And we will take questions through the chat box throughout the presentation. A recording along with the slide deck, and transcript, and the tools available will be posted to rhntc.org in the next few days. But the toolkit is already posted there.

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Megan Hiltner: I wanted to share that this webinar content was developed for a TPP program audience. And we did see in the registration that there are a lot of folks here that are joining that aren't affiliated with TPP programs. I want you to know you're welcome here, we want you to be here and listen and learn. But I also wanted to let you know that we have tailored a lot of the comments, and the scenarios, and the conversation for that TPP audience. All that in mind, by the end of this event, we hope that you'll be able to identify at least one systems thinking approach to apply to TPP program work. We hope that you'll be able to discuss systems thinking concepts and application among peers. And we hope that you'll be able to identify RHNTC resources to support application of systems thinking approaches in your

program. The systems thinking offers organizations a way to approach complex and persistent problems to bring about change more effectively. It really does help create an understanding of the broader systems in which TPP programs function. And for TPP, how staff can identify leverage points that can have significant impact on teen pregnancy and STIs, and contribute to the improved health and well being for adults.

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Systems thinking

Poll: How confident are you in systems thinking strategies?

- Expert
- Intermediate
- Beginner
- Never heard of it before now

Systems thinking is a way to:

- Approach complex and persistent problems to bring about change more effectively
- Understand the broader system in which the TPP Program functions
- Identify leverage points that have a significant impact on TPP and STIs and, therefore, can contribute to improved health and well-being for adolescents

Megan Hiltner: So that is a brief definition now, but we want to do this poll to really get a sense of where you're coming to the conversation today with an understanding. So if you'll take a second and reply to the poll, how confident are you in system thinking strategies? Do you feel like you're an expert? Do you feel like you're an intermediate? Do you feel like you're a beginner? Or, before I just gave you that overview, had you never heard of it before? So I see folks have weighed in here. I'm going to give it another second here. All right, so I'm going to share these results. So you all can see here, it looks like the majority of folks here land here in the middle. Intermediate, beginner, we got a few experts on the phone. Awesome. This is great, because we're going to need y'all in those breakout rooms to share your wisdom. And there's some folks that have not heard of it before. Hey, there's something here for everyone. So, excited that you're joining today. I do want to say with that, those folks that are in the beginner and intermediate stage, that's good, because the foundation of the systems thinking toolkit that we created really is for those folks really creating that foundation.

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Did you attend OPA's Systems Thinking in Practice Workshop Series?

Systems Thinking in Practice: Steps for the Systems Thinking Workshop Series

- 1. Interview** - Evaluate what it means and how best to address your system. Feedback research and interviews to fill in knowledge gaps.
- 2. Synthesize, Explore, & Address** - Use the data from Step 1 to sort a wide net and identify the central issues, problems & solutions that cause your problem or address it in a new way.
- 3. Define, Assess & Offer** - Review options, assess and determine effects using the information identified in Step 2.
- 4. Create Loops** - Use analysis from Step 3 to determine the relevant partners or feedback loops that enter in a new system.
- 5. Tell Your Story** - Identify partners and define how they fit. Articulate your system's core story in order to drive its leading change agenda.

Innovation Network Workshops: Networks and Stakeholder Mapping (OPA, 2020)

Megan Hiltner: Some of the TPP programs of you all that may be coming here today may have some level of understanding of systems thinking because perhaps you participated in the series that OPA put on about a year ago for the TPP Tier 2 Innovation Impact Network grantees. There was a series of workshops that were put on. And then also, the image on this slide that shows the interview, gather, synthesize, explore, create loops, tell your story, that was this workshop series that OPA put on with the tier one grantees about a year ago as well. I want y'all to know that the systems thinking toolkit that we

put together really does build from that, that series that OPA put on, and really tries to focus in on the application of systems thinking because that's we heard from grantees in what you were looking for in really applying this to your work.

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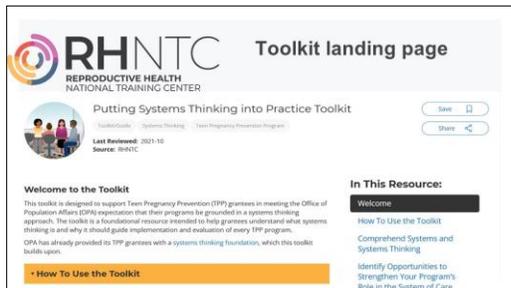
Megan Hiltner: So here's a little roadmap of what we're going to do today more specifically. My colleague, Yvonne, she is a grantee liaison, Yvonne Hamby. She's one of the lead developers of the toolkit. She'll be doing a live demo for you of the tool, systems thinking toolkit, on our website. Then we're going to have a couple of grantee spotlights and stories. I'll interview CACOST and UT Austin about what they've been doing to create a foundation for systems thinking in their TPP programs. Then we'll take a couple of questions, then we're going to break out into roundtables. We'll give you more deets again on how you can break out into those groups, and you'll be able to just self-select into those. But those will be about 15 minutes each where you can talk and share. Then we'll come back together for a closing, do a little waterfall in the chat box, and conclude. I do want to say that my colleague just chatted out the evaluation form. Usually, we send this out at the end. But because this is the start of our support of you all with some systems thinking concepts, we want to hear from you about what you want to hear regarding what would be helpful regarding systems thinking in the future. So we chatted out that feedback form now, because we take your feedback seriously, and we want to tailor our feedback... sorry, our products we develop in support of you all to what you say. So if you have the time and a thought, if a thought comes to you during this presentation about what you want to hear more about, jot it into that feedback form, and we'd love to hear from you. So without further ado, I'm going to turn it over to my colleague, Yvonne, who is going to walk us through the systems thinking toolkit on the website, rhntc.org. Yvonne, over to you.

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Yvonne Hamby: Thank you, Megan. Hello, everyone. Like Megan said, we're so excited to host this first webinar and to share the toolkit as the first step in all of our work together around doing systems thinking.

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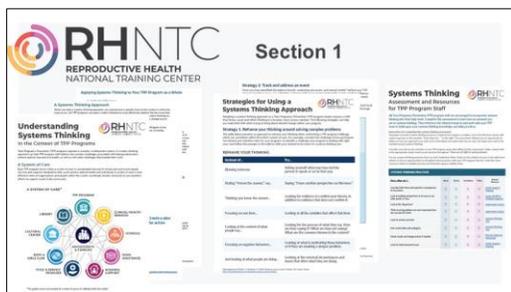
Yvonne Hamby: So right now, I am on the RHNTC website. So we're not looking at the toolkit yet, I wanted to show you how to navigate to the toolkit. So you're going to go rhntc.org. I'm sure you all have it bookmarked, so you can just go straight there. Type in the search... Oops. You can just do systems thinking. So you don't even have to know the name of the toolkit, you can just do systems thinking, scroll down. I happen to know the name of the toolkit, which is Putting Systems Thinking into Practice Toolkit. So right now, it's a featured resource, because it's a new resource that we put out, and we know everyone is really excited to be able to use it. Hit Go to Resource, and then you're on the landing page of the toolkit. So let's get started with getting a little more familiar with how the toolkit is set up. So you're now on the landing page of the toolkit. All of our toolkits start with a welcome, which gives you an overview of who the audience is, and the purpose and the why of the tool or toolkit of why it was developed. If there are any great resources that we want to link to and call out, we usually do that in the Welcome or the How to Use the Toolkit, and within each section. But here, as Megan said, we really tried to build upon the systems thinking foundation that OPA had provided last year to grantees. We really want to say that this is going to be a living breathing toolkit, document, website, whatever you want to call it. It's going to grow and evolve. Hopefully, along with all of us as we build our skills, and capacities, and knowledge, we will add to and build those into this toolkit. So come back to it often, and give us feedback. If you come across an awesome tool, please tell us about it. We have to go through a vetting process, but we will review it, and vet it, and get it added to the toolkit. Again, I want to really back up or build on what Megan said that this... we really tried to take the approach of bringing it down to the key essence of systems thinking to help people get started, although I think that there's a little bit of everything no matter where you are on that continuum. But it really was... we tried to take the lens of helping you apply systems thinking concepts, and strategies, and practices. So that was really the lens that we tried to take.

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Yvonne Hamby: Then in the toolkit, you will see How to Use the Toolkit. So that just gives you a little bit more information about who the audience is. The beginning was more of just overall teen pregnancy prevention programs. This goes into a little more detail that we really did this for TPP program managers and directors. Then our last section in the toolkit is really aimed towards the evaluators for the programs. Anyone can come in and really step in and engage with the content, but it was really geared for those staff roles within the programs to then help direct and engage their staff in areas that they would want to bring their staff along, or partners along in the systems thinking journey.

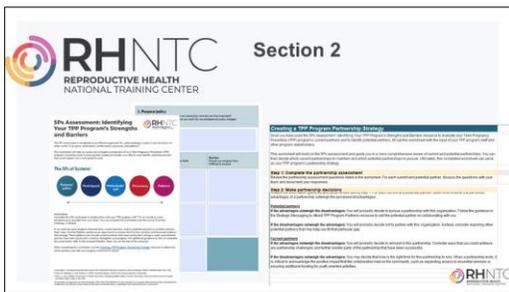
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Yvonne Hamby: So the other piece that we really tried to gauge or aim for is section one, which we're going to navigate to. I want to point this out over here, you can definitely scroll, just scroll through the toolkit. But if you want to jump to a particular area, you can use this table of contents on the right, and just click where you want to go. This is not meant to be a linear... in systems thinking fashion, it's not meant to be linear, it's meant to meet you where you are and where you want to go. You don't have to go and start with section one, go to section two, go to section three. You can jump in to section four, particularly if you're an evaluator, and you want to really hone in on how do I incorporate systems change in the evaluation of our program? You can jump there. But if you would want to go a little more in a linear fashion, you can just go through each section. So we're going to jump to section one. Again, each section has a little bit of an intro so you have an idea of what the section is going to be about. Section one is really geared for the individual within the TPP program. So that's really to help individual staff get a handle and get a better understanding on systems thinking or particular on concepts of systems thinking. So there's four... 1,2,3... yeah, four tools that's part of this particular section. The way that it's organized is it gives you a little teaser or a little description of an action step. So if you're really starting from the beginning, and you want to comprehend systems thinking, and how this approach can strengthen your program, or your particular area of the program, you could go to this action step, click on this job aid, and it'll bring you to... I'll actually go to it... it will bring you to... And each one, when you go to that job aid, it has a little description of what that job aid is. And then when you click on View Job Aid, it brings you to the job aid that you can either use online or you can download it. But this really is a

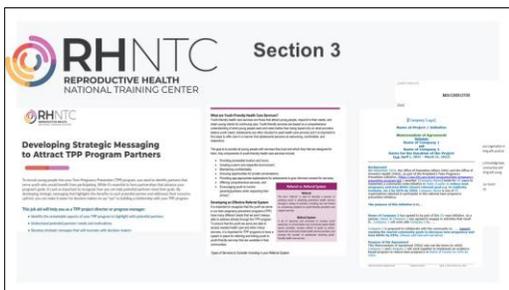
real foundation setting tool that really goes over some of the core concepts of systems thinking. So now the key is going... Okay. I got back, because sometimes I can't navigate back on Zoom. So I'm not going to go through each tool. Really, the focus of this is just to give you an orientation to the toolkit, but we're going to, in our roundtable, really hone in on this particular tool in section one. So each roundtable discussion will focus on a particular tool from each of the four sections. This one is Systems Thinking Assessment and Resources for TPP Program Staff. As a program director or manager, if you're wanting to really bring all of your staff into your application of systems thinking, this would be a great tool. I won't go into too much detail. I don't want to take any thunder away from my colleague, Ilana, because that's what y'all are going to focus on. It's a nice tool to start with, but I'm not going to go into any more than that so that y'all have lots to talk about in that particular roundtable.

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Yvonne Hamby: So Section two really goes up to your program level. So you're really taking stock of your program, and looking at ways or identifying opportunities to strengthen your programs role in your system of care, because we're all part of a system. I'm part of a system, my family, or my neighborhood, my community. A program is part of a system. Whether you're providing clinical care, or you're a social service program, hopefully, you're connected, and you're creating that interconnectedness system for your clients, for your teams that you're serving. So this particular section, it has two tools. We're going to be really honing in the roundtable that I'm going to host to the five Ps assessment, and that's really taking stock, stock of your policies, your professional staff, your program, your participants. It guides you through doing some assessments of each of those five Ps. And in the end, you hopefully have a really nice picture of where your strengths are, where you might have some gaps, where you might need to bring in partners to really shore up your system of care. So that's section two.

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Yvonne Hamby: And then section three is taking that information that you've gleaned in section two. It's really going one step out into your partnerships, into your community. And looking at that and how you can really develop some strategic outreach to partners, how to develop some strategic messaging to attract TPP program partners, building a really nice referral and linkages system. This guide is awesome to utilize for that. These two tools will be two separate roundtable discussions as well. My colleague, Donna's going to be doing strategic messaging. And my colleague, Stacy, is going to be doing the referral and linkages. Then, once you outreach and develop some connections to some partners, we have some nice templates that could really help you solidify and get those more formal agreements in place with partners. So that's the section three of the toolkit.

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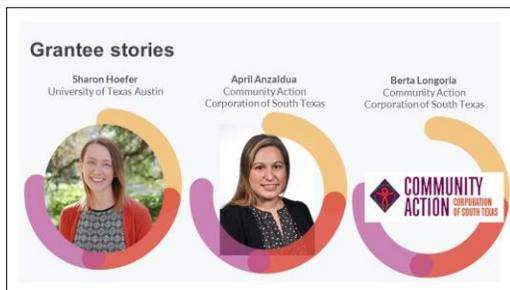
Yvonne Hamby: Then section four, again, is really how can you start incorporating systems change, evaluation principles into your overall programmatic evaluation efforts? So this really is geared towards the evaluators, but I think the program director and manager, and if they're staff that help with data collection, I think there's something in there for all of you as well. We do build in the learning agenda and build on the webinar that we did earlier, because learning is a key component of a strong system. And a learning agenda is really about how do you learn, feed that back into your program, and just keep moving, which are those feedback loops. So it all ties together in a nice, circular systemic way. Um, we've also linked to another great resource, which is a really nice toolkit in and of itself for evaluation. But we have four tools in this section as well. Again, you don't have to start at the beginning and move through this in a linear way. You can jump in and hone in to where you think you might want to start. But for our roundtable discussion for this section, we will be jumping into the checklist for planning and implementing a systems change evaluation. It's a really nice tool, and I think it can really help bridge your program planning and how it relates to systems thinking over to your evaluation planning and incorporating systems thinking there as well. Then we have our references that we utilize that helped us develop this toolkit. So if you want some extra reading, you can certainly go here and look at our references. I want to highlight one other tool before I hand it back to my colleague, Megan. Sorry, and I'm scrolling, and it's probably making people dizzy. We have this... if you want to continue some additional learning, we put together a compendium of resources. So this is set up a little bit differently than the other tools that you would go to. This is part of our website. So there's four sections that align pretty well with our sections of our toolkit. If you click on it in an accordion way, it spreads out, and you can see the additional tools for that particular content area. You could just keep going with all of these awesome tools to keep your learning on track around systems thinking. But I wanted to highlight that a little bit because it's set up a little bit differently than our other tools. So I'm going to stop there and hand it back to Megan.

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Megan Hiltner: Thank you for that tour, Yvonne. That was very helpful. I really appreciate the grounding of how we thought this through and putting the resources out there. I think right now, I'm really excited to invite some grantee presenters to share their expertise on systems thinking. Because though we try to put together information that helps you all apply this, there's nothing better than hearing from folks that have actually been doing it.

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Megan Hiltner: So with us today are three folks, Sharon Hoefler, April Anzaldua, and Bert Longoria, all representing a tier two Innovation Impact Network grantee and a tier one program that have been doing this in their program. They're going to be sharing with you today. Let me tell you a little bit about each person because... and I know we could talk a lot more, and their intros could be a lot longer. So Sharon Hoefler is the... she's the project manager for the Texas Foster Youth Health Initiative at the Texas Institute for Child & Family WellBeing at UT Austin. It's a tier two Innovation Impact Network grantee. In addition to her experience in research and program evaluation, Sharon has provided direct support to survivors of interpersonal violence, and has worked with young people to design and implement violence prevention programming. Next is April Anzaldua. She is the director of community service and development for Community Action Corporation of South Texas. I realized I said CACOST earlier, but I didn't say the acronym. So she's with CACOST. It's a nonprofit organization which serves over 20,000 people each year throughout its array of programs, which include headstart, federally qualified health centers, community services, early childhood intervention, and energy assistance. April has been the project director for its Teen Pregnancy Prevention Program since 2012. And she now has two teenage daughters herself. Last but definitely not least, is Bert Longoria. She's the Director of Youth and Counseling Programs for CACOST. She's worked with youth as a teacher, counselor, and school administrator for 32 years. She's been with Community Action for five years as part of their TPP programming. So I would love to invite you all to share a little bit... Let's start with how did you start? How did you begin to wrap your head around, and think about, and apply systems thinking as part of your TPP program? Sharon, let's start with you.

Sharon Hoefer: Great, yes. I'm so happy to be here. Thank you. I do have to say before I start, I didn't realize until just now I'm wearing the same outfit as I had in shot. So now I'm distracted by that. I promise I own other clothes. But anyway, back to the point at hand, I think one of the really wonderful things about being an Innovation Network grantee is that systems thinking is really baked in from the start. So if you're tasked with creating a network to innovate around a particular topic, you really have to engage in systems thinking even when you are selecting your partners. That's really one of the first ways that we've started to think about systems thinking as it relates to our project. For the Texas Foster Youth Health Initiative, our goal is really to support the sexual health and healthy relationships of youth in foster care. So we know, just from the start, that foster care, child welfare is a complicated system in and of itself. Then we also have adolescent health systems. Part of what we did to start off was explore the ways that these two systems do or do not interact with each other. So that was an important place to start for us as well. When we think... I know one of the key concepts in the toolkit is moving past or moving beyond linear thinking. Thinking about teen pregnancy prevention for youth in care, I think is a really great example of an issue that has historically had a linear narrative to apply to it about risk behaviors that is really in need of complication and nuance. So moving past the linear narrative of risk behaviors and pregnancy. And of course, start thinking about teen pregnancy prevention overall, not only for youth in care, but specifically for youth in foster care as well. And getting really curious about what factors we actually need to look at to move the needle on that topic. So network partner selection, and really curious about defining not only the problem that we think we see, but what really lies beneath it. In order to do that, we've, of course, moved into our environmental scan, where we're doing all of these great interviews, focus groups, talk to as many people as we could who interact with youth in care. So we know that there's really a vast network of adults who interact with youth in foster care. You have caseworkers, you have often birth families, you have foster caregivers, and foster parents, health care providers, mental health providers. You have a really vast network. So we talked to as many of them as we could, as well as to use young people who have lived experience in foster care to understand really what is impacting the lives of youth, and where some of those leverage points were. And we grounded all that in the socio-ecological model. Folks are probably familiar with the socio-ecological model, but just for anyone who isn't, it's essentially a series of concentric circles that situates an individual... so in this case, a young person in foster care... in the context of you've got the individual, and you have their immediate relationships, zoom out, see the organizations and communities that impact their lives, and finally, broader societal inputs. So that's where we started to get really curious and map the organizations and factors that were impacting the lives of youth, which led us back to how we were actually going to form our network. So who was going to be our formal partners, which we know we needed to involve. So for example, at our statewide level of partners, we have the Texas Alliance of Childhood Family Services which works with child welfare providers and the Texas Campaign to Prevent Teen Pregnancy, which does adolescent reproductive health. And then we have folks who work at the local level. So we have wonderful partners, NTARUPT and Healthy Futures of Texas, that could form not just our statewide level, but really engage stakeholders in each of the communities that we are going to be working in. That was some of the ways that we got started.

Megan Hiltner: Thank you, Sharon. I appreciated that, how you built on that start, and then you built and built out, and looped back to the beginning again. So thank you. April, what about you and Bert? How did you start?

April Anzaldua: I guess, I will be the first to say that when we saw the grant application after being a previous grantee, and we saw the system's thinking, we were a little caught off guard. So I'm hoping that this provides some relief to many of you, but we were like, "What is this exactly? Where do we start? How do we move forward very quickly, because we know grant deadlines." But we have great friends at

Texas A&M University and College Station. We had I would say a very quick training into systems thinking, and they helped us over a few days develop a systems map. Of course, when we're doing those things, we're looking at persona profiles and so forth, and not really going through the entire full process. So then our next... We went through that, luckily, we were awarded the grant. Then I was really thankful for OPA for really providing a very thorough training. So we did take part in that. I will say that a lot of our key staff participated in that, but we really have the opportunity to also... and she's on this call too. So I give her huge props. Sarah Marufo, who really was the designated person that really checked on the systems thinking. So we had that great benefit to where she really... we all sat in on the lessons, but she would do a lot of the homework and get us prepared to do a lot of homework as a team. So really getting to walk through and get us engaged in the systems thinking until we were finally able to now what I say is at the final... kind of here at the now evaluating the work that we're doing based off of what we came up with as our leverage points and so forth. That's how we got started, and that's where we're at at this point.

Megan Hiltner: I appreciate you calling out that, though systems thinking is a whole team effort, that nugget of having one person be your champion to help the group, move things forward was a helpful tip from your end. Bert, anything from you on the experience as well?

Berta Longoria: Yeah. I just wanted to add a little bit as to what April was talking about how we got started. I do want to say yes, the workshop series that OPA put on was great. That's what gave us our jumpstart. And then also having someone like Sarah putting it all together for us, working with her, and working in the different steps. We did our empathy interviews, which went really great. We received a lot of insight. We have three basic questions that we use, like how do you feel about sexual health education, discussing healthy relationships? And do you think that your community is open to TPP, and strategies, and what we can do? Because we wanted to find out from our stakeholders, how do they feel. We wanted their input, because we had a systems map, but we wanted to see our leverage points, what we thought they were, but we did get lots of really good input from the schools, the social workers, the parents. We had a lot of teens, because we wanted the teens' opinion. They gave us a lot of great input. So I think that piece right there, just taking it step by step and working with that, looking at our loops, fitting them all into our systems map is just a process. It's a process, but if you follow it step by step, it's great because you get a lot of excellent insight into your communities that you're working with. And that's what we found, especially because we got so much input from so many people. That was a plus.

Megan Hiltner: That's a great tip. It sounds messy, but good process sometimes.

Berta Longoria: Yes.

Megan Hiltner: So what about any challenges that you found that you had to overcome? How did you do that? Anybody want to share about any lessons learned from your perspective in creating that foundation for systems thinking?

April Anzaldúa: So I think some of the challenges that we came across was definitely time that it takes to really do a very thorough job. While there is not much that came out that was a benefit due to COVID and all of the restrictions, one of the things that it did allow us, though, was to concentrate a lot of the time while people were doing more virtual instruction in school, and so forth. It was really to take that time to be very thorough, and being able to go through that entire process. So I felt like that planning period really gave us the time that we needed to do that, because I think it does... you really have to

dedicate yourself to it. So I would say that was one of the challenges. But if we had to do it right now where we're back in school systems, I would definitely say, even though we did it before, dedicate somebody to really... that to be their time and their focus to walk the rest of the staff members through, because it really does take a lot of work.

Megan Hiltner: Great advice. Go ahead, Sharon. Bert or Sharon, either-or.

Sharon Hoefer: Okay. So one of the things that we've been thinking about is as our network grows, both staff at our actual network partner agencies and then folks in our broader stakeholder network, is how do we orient new team members to systems thinking? And how do we help keep the whole initiative focused on systems thinking and moving towards innovation, but without overwhelming anyone? Because it can be a lot to take in all at once. So we've been trying to build an onboarding processes around how we communicate with new folks who might be joining the team about what their role looks like, and how it really fits into the broader picture. I saw there was a question in the chat that feels related to this too. So I see that.

Megan Hiltner: Bring it in, bring it. Yeah, let me read it in case somebody's not tuning into the chat. Then Sharon, I'd love for you to respond, and April and Bert, too. So the question is, some community members may not connect the dots to adolescent sexual health and their work. How did you educate them? And did you gain their buy in? So go ahead, Sharon, with where you were going.

Sharon Hoefer: Well, I would say I think that's a great question that really resonates with me. I think it's a huge ongoing challenge. Specifically, in Texas right now, the child welfare system is under a huge amount of stress for a number of reasons, many of which are not related to sexual health or teen pregnancy prevention. So even getting on the radar of people who have so much stuff that they're dealing with, to meet the basic needs of young people is a real challenge. But I think one other thing is we're really blessed as part of our network to have some fantastic sex educators and facilitators who have worked throughout the last year and a half, as well as prior to that, to build strong community stakeholder networks, to get both one-on-one and group time to really dive in and have conversations with folks who are a part of the child welfare system or who support youth in care around these topics to help really hone in on why it's important, and how it does relate to their work. But yeah, I would absolutely love to hear from you both, but it's definitely an ongoing challenge.

Berta Longoria: Adding to what Sharon was saying... Megan, sorry.

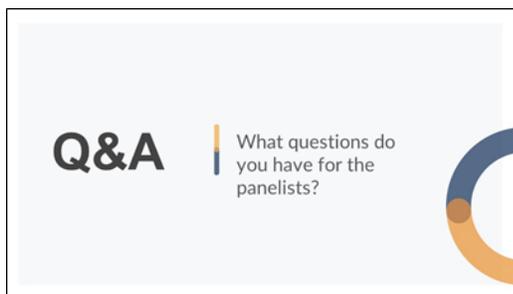
Megan Hiltner: Please.

Berta Longoria: We work in very rural communities. But when we were doing our empathy interviews, we made sure to include the parents. Having the parents... And we have community leadership groups. When we found the leverage point, we went to the community leadership groups, and that included parents, youth serving professionals, other community members, business owners, just to get the word out and talk about what we were doing, "These are our leverage points, what do y'all think?" They also had some insight and said, "No, maybe we should look at this." They were learning more and more about what our program was doing, what Teen Pregnancy Prevention was, and how it affected their community. They asked more questions. It's like Sharon said, we also have a great group of facilitators that are out in the schools, out in the community constantly with a message and talking about different things with the community members.

April Anzaldúa: Yes, and I'll echo that, when you're talking to them, I guess, too, a lot of times, to take them back to your starting points to some of those root causes, that you start right after those empathy interviews. And when you say, "Okay, so this is what we're hearing," and you start walking them through these root causes and start making your feedback loops, that it really helps them see how those dots exactly are connected. So it's really important, I think, to walk them through the entire steps of how you got to your leverage point. So that way, they can actually see what root causes so they can actually see the full connection of those dots and how everything in the system is connected.

Sharon Hoefler: Really appreciate what both of you are saying, and wanted to jump in and echo that. So the way you're saying, Bert, about including parents or caregivers really reminded me. So we have a caregiver consultant group we work with, that's foster parents and also a young adult consultant group who are young people with lived experience and care. And we've been trying to really incorporate their voice into everything we do, including quotes from them in trainings that we're doing for professionals, for caregivers, and really trying to have it be not just coming from us that this is important, but help really spotlight what they are telling us about what they need.

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Megan Hiltner: Well, folks, we have a few more minutes here set aside for the panel discussion. Thanks for that question. That was a great one. If others have other questions, please chat them in. I guess with the remaining time, and as we monitor the chat, any other just words of wisdom or advice for folks in creating that foundation so folks can really try and wrap their head around systems thinking that you'd like to share?

Sharon Hoefler: I would say stay really flexible. It's really hard. The issue with systems is that they're constantly changing. So you have to be willing to adapt to get feedback from everyone. Bert was making this point earlier about everyone we're engaging, the stakeholders, we're not just there to convince them of what they need to do, but we really need them, we need to hear from them. We need their buy in, and we need to be really committed to pivoting. If that's what we need to do based on what they're telling us, they need in your community. So I think that's really vital. For example, when we first started our initiative, we had thought a bit about healthcare professionals, but it wasn't a focus area for us. And then from some of the initial interviews and focus groups we were doing, we really started to understand how important it is to connect healthcare providers with what we are doing with the education initiatives and with the child welfare professionals. So now that's a focus of what we're doing. So just got to always be willing to try new things.

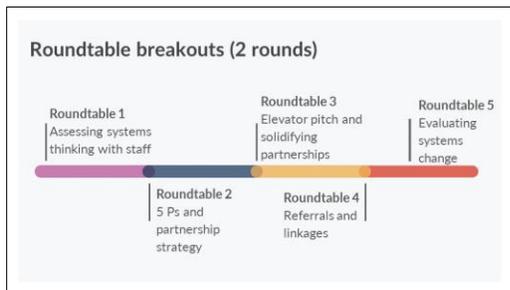
Megan Hiltner: Great advice. What about you, April, or Bert?

April Anzaldúa: So one of the things, just moving forward, I would just say, always anytime we come up with any kind of assumptions, we always make sure and go... instead of just automatically assuming that what we think is correct... go and test our assumptions with our stakeholders, especially your teens, parents, and any other community members. Then, like Sharon said, be flexible and don't be really tough on yourself about where you're at in the process, because it does take time. As long as I think you were moving forward to the next step and always just taking it one step at a time, I think we're on the right track.

Berta Longoria: I'd just like to add one more thing, is that it really helps... systems thinking and doing all of this really helps you to rethink what you're doing. You rethink it and think about how can we do this differently based on all the input that we had, and everything that you see? When you're talking about how you see it, I wanted to mention that OPA got us started with Miro. And we used a Miro board to map all this out, which was fantastic. Because you can move things around, you can see things visually. Because I'm more of a visual person, so it was easy to see where the loops were, what impacted what. I think that is a great tool for people to use.

Megan Hiltner: Thank you for that concrete example at the end there, Bert. We did do some Miro board demonstrations in our How Might We sessions, but we'd be happy to chat that out again and share that resource. It's a free tool, collaborative virtual tool, you all can use. But that's a great suggestion of something that helped you. Well, I wish we could hear the applause from the group, because I would be saying, "All right, let's hear it for our amazing panelists." Thank you all for that conversation. Your insights were really valuable, and sort of what you've learned on the ground in applying systems thinking.

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Megan Hiltner: I think now is the time we'd love to invite others to now engage and chat, and be part of breakout sessions. So, folks, Yvonne shared this as she did her demo. We're going to have five rooms that you can go to. You can go to whatever room you'd like to go to. And those are up on the screen now. Roundtable one is assessing systems thinking staff. roundtable two is the five Ps and partnership strategy. Roundtable three is elevator pitch and solidifying partnerships. Four is referrals and linkages, and five is evaluating systems change. We're going to spend about 15 minutes in each, and then you're not going to come back to the main room again, you're just going to pick another room. My colleague, John, is going to give a little bit more instructions on what to do now to join the room. But just know you'll be in a room with someone who will help the conversation move along, and we'll see you back in this main room after two rounds of our discussion. So John, can you give us some more guidance here?

John Karikas: Yeah. Thanks for that introduction, Megan. So just to reiterate, in a second here, you're going to be invited to join a breakout room. They're all going to be named just like you see on the screen. So what you'll need to do is go down to the bottom of your screen, and you'll have a little button that says Breakout Rooms. From there, you just select the room that you want. Now, these breakout rooms will last for 30 minutes, but we are envisioning you having two 15-minute periods. So after 15 minutes, you'll get a notification. I'll broadcast a message that'll say, "Time to switch rooms." So you can pick another room that looks interesting to you, and then have a another conversation. You'll again choose that breakout room by going down to the bottom of your screen, clicking the Breakout Rooms button, and selecting another room. Each room will have a facilitator, and it will also have someone that will provide a link that you can open if you want to view live closed captions of the conversation that's happening. So I'm going to open up those rooms right now, and you all should have gotten an invitation to join a room. If anyone is having any issues, feel free to message me, or just to hang around in the room, and I can help you navigate to where you need to be.

Megan Hiltner: So just a tip, y'all, scroll right down to the bottom. Scroll down to the bottom. Oh, there you go. Now the rooms are popping up a little bit. So there you go. I had the same experience. Thanks, John, that was really helpful.

John Karikas: See you in a bit everybody.

Megan Hiltner: See you in a bit.

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Megan Hiltner: I hope that this was helpful, and at least got you connected to some additional resources. So we have some additional systems thinking, we're going to call them virtual workshops, where we'll have present some general content, and then, again, host these breakout discussions. We really want to support you all in sharing and hearing from each other. So we've got a series of those coming up in the coming year. In January, we're going to have a session on mental models. In March, we're going to be having a session on reinforcing loops for systems change, and then a session on stakeholder map. Oh, you know what? We flipped those around, I apologize. Just note, I don't want to confuse folks, we're doing three additional sessions; one on stakeholder mapping, one on reinforcing loops for systems change, and one on mental models. So the folks at the Water Center for Systems Thinking are going to be helping with us to present that content, and they are just phenomenal. I know they worked with some grantees already. And we may be talking to you all if you have worked with them to help share from what you've learned from your perspective. Some other things to know that aren't directly related to systems thinking, we have a sustainability team meeting series that'll be rolling out here soon. That's based on the sustainability guide that OPA had created. This is more of a team

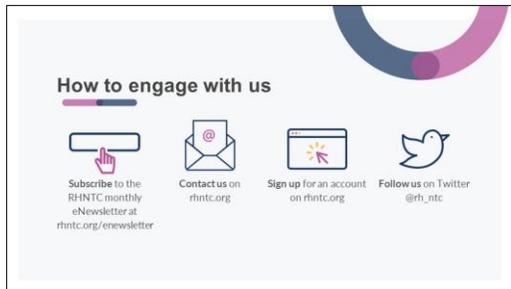
meeting series where you can host meetings focused on sustainability as part of everybody's job, just a guide there. We've got a team meeting series also focused on trauma informed approaches. That's the third in that team meeting series. Then stay on the lookout for some strategic communication tools and resources that are going to be coming up as well. So in the spirit of TPP fashion, let's do a couple of waterfalls. So I would love for you to put... just let's answer one question at a time, all right? So waterfall, for those of you that aren't as familiar, is, you have a response to a question, you use the chat box. So you put your answer in the chat box, but you don't hit enter until we say go. Then hit enter, and then all the responses come in like a nice waterfall, and we can see everybody's ideas.

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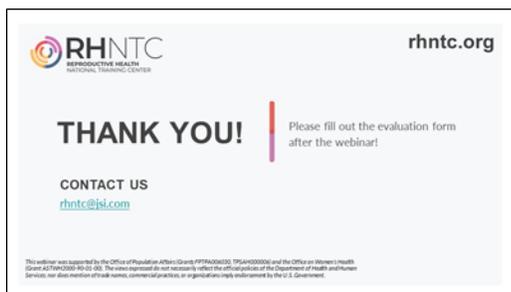
Megan Hiltner: So let's do that first with response to these two questions. So first, what was the most exciting idea that you heard today. Don't hit enter yet. Remember, just put it in the chat box and don't hit enter. If you can do that, put that in the chat box. And on the count of three, we'll all hit enter. So ready? On the count of three. One, two, three. What was the most exciting idea you heard for today? Okay, we've got a lot. If you scroll through the chat box, you'll see what others found interesting or exciting. A lot around the toolkit, No Wrong Door. There's lots of tools in TA out there, the toolkit. Great. Resource sheets, partner interviews, potential partnerships toolkit. Great. Thank you all for that waterfall practice. Five Ps. Great. All right, so second waterfall of the afternoon, or maybe some of you in the morning, but probably afternoon. What's one thing you want to learn more about? This is really going to help us, again, tailor things to what you all want to hear more about. So, again, put your your response in, but don't hit enter yet. So one thing you want to learn more about. All right, ready? On the count of three. One, two, three. More on application. That's good. Oh, more on evaluating systems change. Yup. Learning agenda, mapping, mapping, more mapping. Good. That one is coming up. That session on systems mapping is going to be coming up. Engaging colleagues. How to bring about systems change focusing on trauma informed care. Oh, that's very insightful. We'll have to really explore how to bring that into the conversation. Thank you for that. Well, again, folks, this is very helpful in us tailoring things to what you all want to hear.

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Megan Hiltner: Just in closing, I want to remind you that the Reproductive Health National Training Center is available to provide you with technical assistance, that's individual support for a complex challenge you're having. If you would like some more additional individual support, you can request technical assistance. That's on our website, on rhntc.org. Also, on that website, you'll see other ways to connect with us. We invite everybody to subscribe to the e-news. That link is listed here. You can send us an email. You can also connect with your grantee liaison. If you're not familiar with who that liaison is, you can reach out to your project officer, they could probably connect you to who that is at the RHNTC. Or you can reach out to just RHNTC and email us, and say, "I'm with this organization, I'd love to connect with my liaison."

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Megan Hiltner: So in closing, I would like to give a huge, huge, huge, huge thank you to Sharon, and to Bert, and to April for sharing your thoughts on how this has gone, for creating that foundation for systems thinking, and your progress. It's stuff I like hearing from folks that are doing that work, and what you've learned. The tips and tools you shared were really, really valuable. I will share out... I know that Bert mentioned Miro board. I can share that back out again for folks that may want to reconnect with that resource and how you can use that in engaging community as well. We'd love for your feedback on the evaluation, if you'll take a moment to fill that out. I am seeing a question here. What's the five Ps job aid pathway in RHNTC. Would one of my colleagues find that direct link and put that in the chat box?

Webinar Participant: Thank you. Somebody sent the document piece, but it's not the pathway. I would like to... Do you know how to navigate? I'm going down rabbit holes.

Megan Hiltner: Oh, certainly thank you for asking the question. Did you see it? I know Yvonne just chatted it. Did it get to you? Got it. Awesome. Thank you for asking your question. You all, thanks for your time today, and joining us, and for the conversation. We look forward to hopefully you joining another one of these systems thinking webinars or another activity that we're doing. I hope you have a really nice rest of your day. Thank you.