



Mapping Moving Trains

To better align your community's work, it is useful to look for the "moving trains" that have already taken on an issue, such as early childhood education, AIDS education, literacy, child abuse or even economic development or community safety. Moving trains are existing structures, such as coalitions, networks or leadership groups.

Directions: Write your name, email and the name of your 'moving train.' Quickly check off what you know about the focus, the primary stakeholders and activities. This tool will help create a database of the initiatives in your community and help identify strategic linkages.

Your Name _____ E-mail: _____ Name of the Moving Train: _____

| Please place a check mark for the answers that apply. NOTE: There is a tendency to want to check all of the boxes. Only pick areas of emphasis. | | Early Childhood (0-4) | Middle Childhood (5-9) | Pre-adolescence (10-14) | Adolescence (15-19) | Young Adults (20-24) |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------|------------------------|-------------------------|---------------------|----------------------|
| Please select the children and youth outcome areas that your effort focuses its effort toward for each age group: | Academic Productivity | | | | | |
| | Vocational Productivity | | | | | |
| | Social Connectedness | | | | | |
| | Civic Connectedness | | | | | |
| | Physical Health and Safety | | | | | |
| | Emotional Health and Safety | | | | | |
| Which types of family, community and school supports does your effort consistently offer or focus on? | Caring Adults | | | | | |
| | Safe Places | | | | | |
| | Health Starts and Supports | | | | | |
| | Workforce Skills | | | | | |
| | Opportunities to Help Others | | | | | |
| | None of the Above | | | | | |
| Please tell us the setting(s) where your effort operates or places its focus: | Households | | | | | |
| | Youth Organizations | | | | | |
| | Schools/Colleges | | | | | |
| | Workplaces | | | | | |
| | Faith-Based Organizations | | | | | |
| | Community Settings (Outdoor Spaces, Youth Centers) | | | | | |
| | Residential Facilities (Detention Centers, Psychiatric Care) | | | | | |
| | Other: | | | | | |
| Please describe the geographic area targeted by your effort: | | | | | | |
| Please tell us if your effort is focused on a particular time of year: | Fall/Autumn | | | | | |
| | Winter | | | | | |
| | Spring | | | | | |
| | Summer | | | | | |
| | Our effort operates all year-round | | | | | |
| | Other: | | | | | |
| Does your effort focus its work on a particular time of week and/or time of the day? | No | | | | | |
| | If Yes, Check all that apply: | Weekdays | Weekends | Holidays | | |
| | Early Morning (Midnight to 5 AM) | | | | | |
| | Morning (6 AM to 11 AM) | | | | | |
| | Afternoon (Noon to 5 PM) | | | | | |
| | Evening (6 PM to 11 PM) | | | | | |
| At what level(s) does your effort usually get involved with improving outcomes for children, youth and their families? | Individual/One-to-One | | | | | |
| | Family | | | | | |
| | Community/Neighborhood | | | | | |
| | Systems | | | | | |
| | None of the Above | | | | | |
| | Other: | | | | | |



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| Which of the following role-defined groups are actively engaged with your effort? | Practitioners | | Which of the following systems and services are actively engaged with your effort? | After-School | |
| | Researchers | | | Youth Serving Organizations | |
| | Policy Makers | | | Education | |
| | Media/Communications | | | Youth Employment | |
| | Advocates/Organizers | | | Prevention Programs | |
| | Business Leaders | | | Juvenile Justice | |
| | Philanthropists/Funders | | | Child Welfare | |
| | Youth | | | Parks and Recreation | |
| | Families and Communities | | | Faith-Based Communities | |
| | Child Care | | | Community Service | |
| | None of the Above | | | Civil Rights | |
| | Other: | | | Health Care | |
| | | | | Libraries and Museums | |
| | | None of the Above | | | |
| | | Other: | | | |
| Does your effort employ any of the following strategies? | Provide Information | | | | |
| | Build Skills | | | | |
| | Provide Support | | | | |
| | Change the Physical Design of the Environment | | | | |
| | Reduce Barriers and Enhance Access | | | | |
| | Change the Consequences | | | | |
| | Modify Policies | | | | |
| | Align Resources | | | | |
| | Increase Community Demand | | | | |
| | Engaging Young People and Families in Solutions | | | | |
| None of the Above | | | | | |
| Other: | | | | | |
| In general, how would your effort describe its approach toward improving youth outcomes? | | | | | |
| Does your effort typically improve systems through: (Please choose all that apply.) | Program/Services Coordination | | Does your effort typically align policies and resources by: (Please choose all that apply.) | Conducting Needs/Asset Inventories | |
| | Workforce Strengthening | | | Coordinating Policies and Practices | |
| | Capacity Building and Technical Assistance | | | Establishing Funding Priorities | |
| | Improving Quality | | | Exploring Funding Alternatives | |
| | Performance Measure and Evaluation | | | Assessing, Changing and/or Creating Policies | |
| | Other: | | | Other: | |
| | None of the Above: Our effort does not focus on improving systems | | | None of the Above: Our effort does not focus on aligning policies and resources | |
| Does your effort typically increase public demand through: (Please choose all that apply.) | Constituency Building | | Does your effort typically engage youth and families in its work by encouraging: (Please choose all that apply.) | Family and Youth Involvement | |
| | Public Awareness/Education | | | Skill/Leadership Development | |
| | Opinion Polling | | | Volunteer Service | |
| | Public Outreach | | | Governance, Organizing, and/or Advocacy | |
| | Advocating and Organizing | | | Philanthropy | |
| | Other: | | | Entrepreneurship | |
| | None of the Above: Our effort does not focus on increasing demand | | | Other: | |
| | | None of the Above: Our effort does not focus on engaging youth and families | | | |
| Does your effort typically include data in its work by: (Please choose all that apply.) | Collecting Data | | | | |
| | Sharing Data | | | | |
| | Using data to guide action/strategy | | | | |
| | Using data to improve quality | | | | |
| | Using data to evaluate impact of efforts | | | | |
| | None of the above: Our effort does not focus on including data | | | | |
| Other: | | | | | |