



A practical, people-centered guide for Connecticut Youth Service Bureau leaders and staff.

Originally developed in 2005 by April Goff Brown for the Connecticut Youth Services Association (CYSA) and the CT Department of Education to strengthen strategic planning and collaboration across the YSB network.

Updated in 2025 to align with the YSB Handbook and reflect CYSA's continued commitment to learning, connection, and community impact.

Strategic Planning Guide for Youth Service Bureaus.

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What is Strategic Planning?

Strategic planning is a structured, forward-looking process that helps your Youth Service Bureau (YSB) make thoughtful decisions about its direction, priorities, and impact.

Unlike annual action planning, which focuses on short-term goals and funding priorities, strategic planning looks ahead several years to define where your YSB wants to go and how to get there. A good strategic plan inspires action, builds shared vision, and creates alignment among staff, advisory boards, and community partners.

Because YSBs operate within different structures such as municipal departments, divisions of larger city agencies, or independent non-profits, the strategic planning process should reflect the unique context and requirements of each organization.

Today, strategic planning is recognized as an essential practice for both municipal and non-profit organizations. For YSBs, it provides a valuable roadmap for aligning local government, schools, and community partners around shared priorities for youth and families.

The process is inclusive and participatory. It brings together voices from inside and outside the YSB to identify strengths, challenges, and opportunities affecting young people and families. These conversations, along with data from needs assessments or local reports, form the foundation for defining your YSB's goals and strategies.

Through this process, your team explores different paths forward, sets clear goals, and identifies the resources needed to reach them. A strong plan clarifies mission, direction, and accountability while encouraging flexibility as circumstances evolve.

Strategic planning begins with understanding where you are now, such as your current programs, capacity, community needs, and mandates. It then defines where you want to be in the next three to five years, and **how** you'll get there through intentional actions across key areas like governance, structure, partnerships, communications, and programming.

The result is a stronger organization, deeper commitment to shared goals, and a clear, actionable vision for how your YSB can best support youth, families, and communities in the years ahead.

YSB Strategic Plan Format

Use this outline as a guide when developing or updating your Youth Service Bureau (YSB) Strategic Plan. Each section provides a framework for capturing key information and aligning your work with community needs and the YSB Handbook.

Introduction

- Provide a brief overview of how your plan was developed.
- Describe who participated, what steps were taken, and how input was gathered from staff, advisory board members, youth, families, and community partners.

YSB Profile and History

- Summarize your YSB's background and context.
- Include when it was established, how it is structured (municipal department, division, or nonprofit), and key details about staffing, programs, and partnerships.

Status of Youth and Families in your community

- Offer a snapshot of the current needs, assets, and trends affecting youth and families in your community.
- Draw on data from local and state sources such as school district reports, community health assessments, or youth surveys.
- Highlight findings from any YSB-led surveys or focus groups.
- This section provides your baseline data and can also support future grant or report writing.

YSB Mission and Vision

- Include your bureau's mission statement (its purpose and guiding principles) and vision statement (your desired long-term impact).
- If these were updated recently, describe the process used to reaffirm or revise them.

Issues and Strategies

- List the major issues or priorities identified through your planning process.
- Under each issue, outline the **strategies** your YSB will use to address it.
Example:
 - **Issue:** Increase youth engagement and leadership opportunities.
 - **Strategy:** Create a Youth Advisory Council and embed youth voice in program design.

Goals and Objectives

Present your goals and related objectives in a clear, organized format. Use a table like the one below to outline measurable steps and assign timelines.

| Goal | Objectives | Performance Measures | Target Year |
|-------------------------------|--|---|-------------|
| Strengthen family engagement. | Host quarterly family connection events. | Number of events, attendance, participant feedback. | 2025 |

Tips for Success

- Keep goals clear, actionable, and measurable.
- Review your plan each year to celebrate progress and update priorities.
- Use your strategic plan as a communication and accountability tool with partners, funders, and your community.

Adapted from the original 2005 format developed by April Goff Brown for the Connecticut Youth Services Association (CYSA) and the Connecticut State Department of Education (CSDE). Updated 2025 for alignment with the YSB Handbook.

Ten Steps to Strategic Planning

These ten steps provide a roadmap for developing or updating your Youth Service Bureau (YSB) Strategic Plan. Each YSB is unique, so feel free to adapt the sequence or approach based on your organization’s structure, timeline, and community needs.

1. Know Your Mandates

Understand the statutory and contractual responsibilities that guide your YSB, including Connecticut General Statute §10-19m and any local or grant-related requirements.

2. Develop the Strategic Planning Process

Outline how your planning effort will unfold. Decide who will lead the process, how stakeholders will be engaged, and what the timeline will be.

3. Gather Factual Data

Collect relevant data to inform your planning. Use local needs assessments, school data, program evaluations, and youth surveys to identify trends and community priorities.

4. Conduct Stakeholder Analysis and Assessment

Identify the key people and groups who influence or are affected by your work. Engage staff, advisory boards, youth, families, and community partners to gather their perspectives.

5. Conduct the Environmental Scan

Examine internal and external factors that impact your YSB. Review strengths, weaknesses, opportunities, and challenges within your organization and community.

6. Develop the Strategic Issues

Identify the most significant issues or opportunities your YSB must address. These become the foundation for your goals and strategies.

7. Clarify Mission and Values

Revisit your mission, vision, and core values to ensure they still reflect your purpose, priorities, and commitment to youth and families.

8. Develop Strategic Direction

Translate your findings into clear goals and strategies. Align these with your YSB's mission and the broader goals of your community partners.

9. Set Priorities for Action

Determine which goals should be addressed first. Establish timelines, responsibilities, and success measures.

10. Implement and Monitor Progress

Put your plan into action, assign accountability, and track progress through regular updates and evaluation. Share successes and lessons learned with staff, advisory boards, and partners to sustain momentum.

Remember: These steps are flexible. Each YSB can adapt the process to best fit its capacity, timeline, and level of readiness. The goal is to create a plan that is meaningful, actionable, and responsive to your community's needs.

Step 1: Know the YSB Mandates

Good planning begins with a clear understanding of the requirements that guide your YSB. All YSBs that receive state funding must meet the standards outlined in Connecticut General Statute §10-19m, which defines the purpose, structure, and functions of Youth Service Bureaus.

In addition to state law, some municipalities have enacted local ordinances or policies that define how their YSB operates. These may designate the YSB as a municipal department, division, or advisory board. Keep copies of all state and local legislative documents on file in your YSB office as a reference point for planning, compliance, and onboarding new staff or board members.

Understanding the intent behind these mandates is just as important as knowing the language itself. The enabling legislation was written in 1974, when Youth Service Bureaus were first being established to fill significant gaps in youth and family services. While the statute's intent remains relevant, the way YSBs meet those expectations has evolved. For example, conducting a needs assessment today may involve data dashboards, school and community partnerships, and youth focus groups, far beyond what was envisioned decades ago.

Similarly, programs and priorities shift over time as communities change. YSB directors should understand which requirements are fixed and which areas allow for innovation. Knowing the difference helps ensure compliance while still leaving room for creativity and growth.

Finally, review the conditions attached to all grant funding your YSB receives. Although not official mandates, grant agreements often include standards and reporting requirements that should be reflected in your strategic plan and organizational procedures.

By staying current with both the letter and the spirit of your mandates, your YSB can plan effectively, operate ethically, and remain responsive to the evolving needs of Connecticut's youth and families.

Quick Reference: Understanding Your Mandates

State Resources

- [Connecticut General Statute §10-19m: Youth Service Bureaus](#)
- [Connecticut Department of Children and Families \(DCF\): Youth Service Bureau Program Information](#)
- [CYSA Website](#)

Local Resources

- Municipal ordinances or policies defining YSB operations
- Local board or commission bylaws
- Town charter sections relevant to youth services

Tip:

Keep both printed and digital copies of your mandates together in one easily accessible folder. Update them whenever new grant requirements, policies, or statutes are enacted.

Summary of Connecticut YSB Mandates

The following table summarizes the state requirements for all YSBs that receive funding under Connecticut General Statute §10-19m, administered by the Connecticut Department of Children and Families (DCF). These mandates establish the core functions and expectations for YSBs across Connecticut, ensuring consistency while allowing flexibility for each community’s unique needs. Use this table as a quick reference when developing your strategic plan, reviewing compliance, or orienting new staff and advisory board members.

| Mandate | Key Requirements and Activities |
|---|--|
| Advisory board | Each YSB must have at least seven members, including one youth, one school representative, one police representative, and one private youth agency representative. Bureaus are encouraged to ensure diverse and representative membership that reflects the community. |
| Perform management functions | Maintain sound human resources, financial and organizational management, grants oversight, and monitoring of subcontracted or partner services. |
| Conduct research to assess needs of youth and availability of existing services | Engage in ongoing data collection and analysis to assess youth and family needs, evaluate available resources, and identify emerging trends to inform planning and programming. |
| Resource development to improve services and fill gaps | Seek and manage funding through grant writing, collaboration, and capacity-building to strengthen and expand youth and family services. Develop innovative approaches to meet identified needs. |
| Community involvement to promote understanding of youth needs and foster community change | Engage the community to increase awareness and collaboration around youth and family issues through outreach, partnerships, forums, and youth-led initiatives. Support coordinated community planning for positive change. |

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| | |
|--|---|
| Advocate for individual youth | Provide advocacy and support to help youth access needed services, remove barriers, and achieve positive outcomes. |
| Advocate on behalf of groups of youth with unmet needs | Engage in systems-level advocacy and community collaboration to address unmet needs among groups of youth, including participation in policy development, community coalitions, and task forces. |
| Serve youth who are or could be in contact with the justice system | Offer prevention and early intervention services for youth at risk of or involved with the juvenile justice system. Examples include Youth Diversion Teams (YDTs), diversion and truancy programs, and re-entry supports. |
| Serve youth without adequate support or protective environment | Provide or connect youth and families to supportive services such as parent education, family counseling, stabilization programs, and referrals to DCF or community partners. |
| Serve youth exhibiting risk behaviors | Support youth who demonstrate behaviors or circumstances that place them at risk through intervention programs, mentoring, groups, and counseling. |
| Serve primary prevention needs of the community | Address community prevention priorities through youth development programs, education, outreach, and awareness campaigns. |
| Provide written materials for parents and youth | Maintain clear, accessible informational materials for youth and families in print and digital formats. Keep resources current and relevant to community needs. |
| Develop and maintain data to evaluate impact of services | Collect, track, and analyze data to measure outcomes, identify areas for improvement, and demonstrate program effectiveness. |
| Submit annual application for continued state funding | Complete and submit the annual YSB funding application to DCF and participate in related technical assistance and reporting requirements. |

Source: *Connecticut General Statute §10-19m. Updated 2025 for alignment with DCF oversight and CYSA guidance.*

Step 2: Develop the Planning Process

Once a Youth Service Bureau (YSB) determines that a strategic plan is needed, the next step is to design the process for creating it. Every YSB's approach will look a little different depending on capacity, structure, and community context. Some planning efforts are broad and community-wide, while others are smaller and more focused. What matters most is that the process fits your bureau and encourages meaningful participation from key stakeholders. Strategic planning is considered a best practice in organizational management and is increasingly expected by funders and partners. A clear, inclusive planning process demonstrates accountability and builds confidence in your YSB's leadership and direction.

Define the Purpose

Begin by clarifying why you are engaging in strategic planning.

- Are you developing a comprehensive, multi-year plan to guide the YSB's growth?
- Are you seeking to strengthen board ownership and engagement?
- Are you reviewing your current programs and structure to ensure they reflect today's needs and opportunities?

Understanding your purpose will help you determine the level of effort, timeline, and participants needed.

Identify the Planning Team

Decide who will lead and support the process.

- Will the YSB Director coordinate the effort, or will a small planning team or subcommittee be formed?
- Who should serve on the team, staff, advisory board members, youth, parents, and community partners?
- How frequently will the team meet, and what decision-making process will it use?

The best planning processes include voices beyond the YSB Director. Broad participation builds shared ownership and ensures your plan reflects multiple perspectives.

Determine Facilitation Needs

Some YSBs engage an external facilitator or consultant to guide their process. A facilitator can help manage meetings, collect data, and ensure that all voices are heard. Consider whether your planning effort would benefit from outside support, or whether internal leadership and existing staff can guide the process effectively.

Prepare Your Framework

Use tools such as the Strategic Planning Worksheet (next page) to outline the steps, methods, and timeline for your process. Decide how you will gather data, engage stakeholders, and document progress along the way.

A well-organized process helps ensure that the final plan is meaningful, actionable, and supported by everyone involved.

YSB Strategic Planning Worksheet

Use this worksheet to outline the scope and structure of your strategic planning process. Completing these questions will help your team clarify goals, participants, and timelines before beginning your plan.

1. What type of strategic plan are you developing?

- Overall YSB strategic plan
- Focused plan related to a specific youth issue or program area: _____
- Town- or region-wide youth development plan

2. What time period will your plan cover?

- Three years
- Five years
- Other: _____

3. How much time will be dedicated to the planning process?

- Short-term (under 16 hours of planning meetings)
- Moderate (16–30 hours of planning meetings over 1–3 months)
- Extended (more than 30 hours of planning meetings over several months)

4. Who will coordinate and oversee the planning process?

5. Who will be involved in the planning effort?

- YSB Director
- YSB Staff (specify): _____
- Advisory Board Members (specify): _____
- Youth Participants (if applicable): _____
- Community Partners or Collaborators (list organizations): _____
- Other: _____

6. Will you use a consultant or other facilitator to assist in the planning process?

- Yes
- No

If yes, what types of support will be provided?

- Data collection and analysis
- Needs assessment or focus groups
- Facilitation of planning meetings or retreats
- Technical assistance to the YSB Director
- Writing or editing the final plan
- Other: _____

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7. By what date do you expect to complete the plan?

8. Who needs to review and approve the plan?

Advisory Board Municipal Leadership DCF Other: _____

9. When will the plan be reviewed and approved?

Tip: Review and update this worksheet annually or whenever major organizational changes occur. Keeping your planning process intentional and inclusive helps ensure that your YSB's strategic plan stays relevant and actionable.

Step 3: Gather Data

Data gathering is a foundational step in the strategic planning process and fulfills one of the core functions of a YSB: conducting research to assess the needs of youth and the availability of existing services. Collecting and analyzing data helps your YSB identify current challenges, track local trends, and plan services that are responsive to the needs of your community.

Types of Data

There are two main types of data used in strategic planning:

1. Third-Party Data

Third-party data comes from objective, external sources such as research reports, government agencies, and professional studies.

Examples include:

- U.S. Census data and American Community Survey results
- State-level reports from the Connecticut Department of Children and Families (DCF) or Department of Public Health (DPH)
- Local school district data and Youth Risk Behavior Survey (YRBS) results
- Research from universities or nonprofit partners

This type of data allows your YSB to understand broader trends, compare your community to others, and identify gaps in existing services.

2. First-Person Data

First-person data is gathered directly from people in your community, youth, parents, educators, and partners.

Examples include:

- Community surveys
- Focus groups or listening sessions
- Youth or parent interviews
- Advisory board input
- Feedback forms or post-program surveys

Combining first-person and third-party data gives a more complete picture of your community's strengths, needs, and opportunities.

Why Data Matters

Regular data collection helps your YSB:

- Identify the extent and nature of youth and family needs
- Track changes in local demographics and risk factors
- Inform programming, policy, and funding decisions

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- Demonstrate accountability and impact to stakeholders
- Communicate effectively with residents, policymakers, and partners

Maintaining a YSB Data File

Each YSB should maintain a community data file that includes factual information about youth, families, schools, and community demographics.

This file can be updated annually and used for:

- Strategic planning
- Grant writing and reporting
- Community presentations or advocacy
- Continuous quality improvement

A well-organized data file allows your YSB to remain current, relevant, and effective as community needs evolve.

Quick Reference: Data Sources for YSBs

Third-Party Data:

- U.S. Census Bureau
- Connecticut Department of Children and Families (DCF)
- Connecticut Department of Public Health (DPH)
- Local school district data reports
- [CYSA Resources and Surveys](#)

First-Person Data:

- YSB surveys, focus groups, or interviews
- Youth Advisory Board or student leadership feedback
- Partner organization input

Youth Service Bureau Data File: Municipal Demographics

(Updated 2025 template adapted from the original format by Goff Brown Associates, LLC)

Use this section to capture key demographic information about your community. These data points provide context for understanding youth and family needs, population trends, and potential disparities. Update this information annually or whenever new census or local planning data becomes available.

| Item | Number or % | Most Recent Data Source |
|---|-------------|--|
| Total Population | | U.S. Census Bureau / American Community Survey (ACS) |
| Youth Population (Under 25) | | ACS / Town Planning Department |
| Population Under 18 | | ACS |
| Median Age | | ACS / Town Planning Department |
| Households with Children Under 18 (%) | | ACS |
| Ethnic and Racial Composition (%) | | ACS 5-Year Estimates |
| • American Indian or Alaska Native | | |
| • Asian | | |
| • Black or African American | | |
| • Hispanic or Latino | | |
| • Native Hawaiian or Pacific Islander | | |
| • Two or More Races | | |
| • White | | |
| Primary Languages Spoken at Home (Top 3) | | ACS / School District Reports |
| Households with Internet Access (%) | | ACS |
| Median Household Income | | ACS / Town Profile |
| Poverty Rate (%) | | ACS |
| Housing Characteristics | | Town Planning Department or State Data |
| • Owner-Occupied (%) | | |
| • Renter-Occupied (%) | | |
| • Vacancy Rate (%) | | |
| Other Local Trends or Notes | | Record noticeable shifts in population, age distribution, or community demographics. |

Youth Service Bureau Data File: Education Indicators

(Updated 2025 adapted from the original format by Goff Brown Associates, LLC)

Education data provides insight into how youth in your community are doing academically and socially. This information helps identify trends, disparities, and areas where collaboration with schools and partners can strengthen youth outcomes.

| Item | Number or % | Most Recent Data Source |
|---|-------------|--|
| District Reference Group (DRG) | | Connecticut State Department of Education (CSDE) |
| Public School Enrollment (K–12) | | Local School District / CSDE Profiles |
| • Elementary School | | |
| • Middle School | | |
| • High School | | |
| Student Demographics (%) | | CSDE Reports or District Data |
| • American Indian or Alaska Native | | |
| • Asian | | |
| • Black or African American | | |
| • Hispanic or Latino | | |
| • Native Hawaiian or Pacific Islander | | |
| • Two or More Races | | |
| • White | | |
| Students Eligible for Free/Reduced Lunch (%) | | CSDE Reports / School District |
| Students K–12 Whose Primary Home Language Is Not English (%) | | CSDE Multilingual Learner Reports |
| Chronic Absenteeism Rate (%) | | Next Generation Accountability Report |
| Dropout Rate (%) | | CSDE District Profile and Performance Report |
| Graduation Rate (%) | | CSDE |
| Students Receiving Special Education Services (%) | | CSDE Special Education Data / District Reports |
| Primary Reasons for Placement in Special Education | | |
| • Learning Disability | | |
| • Emotional Disturbance | | |
| • Other | | |
| Disciplinary Incidents | | School District Reports / CSDE |

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|--|--|--|
| • Total Suspensions (K–12) | | |
| • Total Expulsions (K–12) | | |
| Most Common Reasons for Disciplinary Action | | |
| • 1. _____ | | |
| • 2. _____ | | |
| • 3. _____ | | |

Notes

Use this section to record any additional education-related data or trends of note (for example, new graduation pathways, alternative education enrollment, or restorative practice implementation):

Tip for Use
Coordinate with your local school district data specialist **or** superintendent’s office to obtain annual reports Review the Next Generation Accountability Reports from CSDE for standardized, comparable education metrics. When available, disaggregate student data by race, gender, income, or language to identify opportunity gaps and equity needs.

Youth Service Bureau Data File: Education Data- Academic Performance

(Updated 2025 adapted from the original format by Goff Brown Associates, LLC)

Academic performance data helps identify trends in student achievement and equity. Tracking test score data supports collaboration between YSBs, schools, and community partners to strengthen youth success.

| Grade Level / Assessment | Subject Area | District % at or Above Goal | State or DRG Comparison % | Most Recent Data Source |
|---|--|-----------------------------|---------------------------|--|
| Grade 3–8 (SBAC) | English Language Arts (ELA) | | | CSDE Smarter Balanced Assessment Reports |
| | Mathematics | | | |
| Grade 5 (NGSS) | Science | | | CSDE Next Generation Science Standards Reports |
| Grade 8 (NGSS) | Science | | | |
| Grade 11 (NGSS) | Science | | | |
| Graduation Cohort (Grade 12) | Four-Year Graduation Rate | | | CSDE Graduation Cohort Reports |
| Postsecondary Readiness Indicators | College Enrollment, Career Pathway Participation, etc. | | | CSDE Next Generation Accountability Report |

Other Academic Data of Note

Use this space to document local indicators not captured by state testing, such as alternative assessments, reading benchmarks, or graduation pathways.

Tips for Use

Review annual district and school profiles on EdSight (CSDE) for the most recent data. Compare your local data with District Reference Group (DRG) or state averages to understand relative performance. When possible, look for disparities by race/ethnicity, income, or language status to inform equitable interventions. Pair academic data with attendance, engagement, and social-emotional learning measures for a fuller picture of youth success.

Youth Service Bureau Data File: Risk and Protective Factors

(Updated 2025 adapted from the original format by Goff Brown Associates, LLC)

Understanding both risk factors (conditions that increase the likelihood of negative outcomes) and protective factors (conditions that build resilience and reduce risk) helps your YSB plan targeted prevention and intervention strategies. Use this table to track annual data that reflects youth well-being, safety, and support across your community.

| Indicator | Number or % | Most Recent Data Source |
|---|-------------|---|
| Law Enforcement Indicators | | |
| Youth arrests (under 18) | | Local Police Department / Judicial Branch |
| Youth referrals to Youth Diversion Team (YDT) | | YSB Records / YDT Annual Report |
| Primary reasons for YDT involvement | | |
| 1. _____ | | |
| 2. _____ | | |
| 3. _____ | | |
| Youth citations or arrests for substance-related offenses | | Police Department / DCF Reports |
| DCF-involved youth (abuse, neglect, or family support cases) | | Connecticut Department of Children and Families (DCF) |
| School-Based Indicators | | |
| In-school suspensions (K–12) | | School District / CSDE |
| Out-of-school suspensions (K–12) | | School District / CSDE |
| Expulsions | | School District / CSDE |
| Most common reasons for discipline | | |
| 1. _____ | | |
| 2. _____ | | |
| 3. _____ | | |
| Chronic absenteeism (%) | | CSDE Next Generation Accountability Report |
| School climate or connectedness score (if available) | | School Climate Survey / YRBS |

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|---|--|---|
| Youth Wellness Indicators | | |
| Self-reported mental health concerns (e.g., anxiety, depression) | | Youth Survey / YRBS / DPH Reports |
| Substance use (alcohol, cannabis, vaping, etc.) | | Youth Survey / Local Prevention Council |
| Youth reporting at least one trusted adult (%) | | Local Survey / YRBS |
| Youth participation in structured programs (after-school, sports, leadership) | | YSB Records / Partner Programs |
| Youth reporting feeling safe in school (%) | | YRBS / School Climate Survey |
| Protective Factors Summary | | |
| % of youth engaged in positive activities | | YSB or LPC Surveys |
| % of youth who feel connected to their community | | YRBS / Local Data |
| % of youth who report strong family support | | YRBS / Local Survey |
| Other Local Data of Note | | Notes on new trends, emerging issues, or community changes. |

Tips for Use

Use data from Youth Diversion Teams (YDTs), local police departments, school districts, DCF, and Youth Risk Behavior Survey (YRBS) results. Balance risk data (such as arrests or DCF involvement) with protective data (such as connection, belonging, and resilience). Review these indicators annually to inform prevention priorities and update your strategic plan. When possible, disaggregate data by age, gender, and race/ethnicity to identify disparities and target supports equitably.

Youth Service Bureau Data File Resources

(Updated 2025 adapted from the original list compiled by Goff Brown Associates, LLC)

Use these resources to locate current, reliable data that supports your Youth Service Bureau’s (YSB) planning, evaluation, and reporting efforts. These sources can help you populate your YSB Data File and track trends in youth, family, and community well-being.

Connecticut State and Local Data

| Resource | Type of Information |
|--|---|
| Connecticut Department of Children and Families (DCF) | YSB program guidance, grant requirements, child and family service data, and prevention initiatives. portal.ct.gov/DCF |
| Connecticut State Department of Education (CSDE) | School profiles, enrollment, attendance, graduation rates, and student performance data. portal.ct.gov/SDE |
| Connecticut Department of Public Health (DPH) | Community health, substance use, and mental health indicators. portal.ct.gov/DPH |
| Connecticut Data Collaborative (CTData) | Town-level data dashboards on demographics, income, health, and education. ctdata.org |
| Regional Action Council (RAC) / Local Prevention Council (LPC) | Local prevention, behavioral health, and youth survey data. |
| Local Police Department / Youth Diversion Team (YDT) | Youth justice, diversion, and referral data. |
| Municipal Planning Department or Town Hall | Population, housing, and economic indicators. |

National Data Sources

| Resource | Type of Information |
|--|---|
| U.S. Census Bureau / American Community Survey (ACS) | Population, diversity, housing, and economic data. data.census.gov |
| Centers for Disease Control and Prevention (CDC) YRBSS | National and state-level youth health and risk behavior trends. cdc.gov/yrbs |
| Child Trends Databank | Research-based indicators of child, youth, and family well-being. childtrends.org/databank |
| Annie E. Casey Foundation – Kids Count Data Center | Child and family well-being indicators by state and county. datacenter.kidscount.org |

Tip for Use

Bookmark your key data sites and store local reports in a shared YSB “Data” folder. Combine quantitative data (e.g., census, school, police) with qualitative insights (e.g., surveys, focus groups) for a complete picture. Update your Data File annually to reflect new reports and emerging community needs.

Step 4: Stakeholder Assessment and Analysis

First-Person Data Gathering

First-person (or qualitative) data gathering fulfills two of the Youth Service Bureau's (YSB) core administrative functions: **conducting research** to assess the needs of youth and the availability of existing services, and **engaging the community** to promote understanding, collaboration, and meaningful change. This type of data reflects people's perceptions, experiences, and ideas and helps explain the why behind quantitative data. While first-person data can take more time to collect and analyze, it provides invaluable context for planning and decision-making.

Purpose and Approach

First-person data helps YSBs understand how community members view local strengths, challenges, and emerging needs. It also helps the YSB determine how well-known and valued its services are within the community.

Data can be gathered through:

- Interviews (in-person, phone, or virtual)
- Focus groups
- Listening sessions
- Community or parent surveys
- Youth discussion groups

Choose a method that fits your goals, capacity, and the type of information you want to gather.

Steps in the Process

Define the Information You Need

- Identify the topics or questions your YSB wants to explore. For example:
 - What challenges do youth and families face in our community today?
 - How familiar are residents with YSB programs?
 - What new services or supports are most needed?

Design the Questions

- Use open-ended questions to encourage rich discussion.
- Use multiple-choice or rating-scale questions when you need easily comparable data.
- Avoid leading questions, keep language neutral and accessible.

Select the Sample

- Choose who to ask based on your goals. To assess community awareness, for example, include people who may not already know about your YSB.
- Random outreach (e.g., community locations, events, online forms) provides more balanced results.
- Avoid only surveying program participants, they’re already familiar with your services.

Collect the Data

- For surveys: use both digital tools (Google Forms, SurveyMonkey, etc.) and paper versions for accessibility.
- For focus groups: limit groups to 8–12 participants, use a facilitator and note taker, and meet in a comfortable, neutral space.
- Plan 45–90 minutes for sessions and use consistent questions across groups.

Analyze and Report Findings

- Identify recurring themes or patterns.
- Highlight key strengths, needs, and opportunities for improvement.
- Share results with your staff, advisory board, and partners to validate and inform your plan.

Stakeholder Identification

A stakeholder is any person, group, or organization that has an interest in your YSB’s work or is affected by it.

Stakeholders fall into two categories:

| Internal Stakeholders | External Stakeholders |
|----------------------------------|---|
| YSB director and staff | Youth and families served |
| Advisory board or governing body | Community partners and coalitions |
| Municipal leadership | Funders and state agencies (e.g., DCF) |
| Volunteers and interns | Schools, police, and other service providers |
| | Local policymakers and faith or civic leaders |

Tips for Success

Be intentional about representation, include youth, parents, and community members from diverse backgrounds. Protect confidentiality; clearly explain how responses will be used. Balance quantitative and qualitative methods for a full picture. Focus on *listening to understand*, not *listening to defend*.

Stakeholder Assessment Worksheet – Internal Stakeholders

(Updated 2025 adapted from the original format by Goff Brown Associates, LLC)

Use this worksheet to identify the people and groups within your organization who influence or support your YSB’s work. This helps ensure key voices are represented in your planning process and that internal communication remains strong throughout implementation.

| Internal Stakeholder | How does this stakeholder influence or support the YSB? | What does the YSB need or expect from this stakeholder? | Level of Influence or Importance <i>(High / Moderate / Low)</i> | How will this stakeholder be included in the planning process? |
|--|---|---|--|--|
| Director / Co-Directors | | | | |
| YSB Staff Members | | | | |
| Advisory Board Members | | | | |
| Youth Advisory Council | | | | |
| Volunteers / Interns | | | | |
| Town / Municipal Leadership | | | | |
| Fiscal / Administrative Support Staff | | | | |
| Other (specify): _____ | | | | |

Stakeholder Assessment Worksheet – External Stakeholders

(Updated 2025 – adapted from the original format by Goff Brown Associates, LLC)

Use this worksheet to identify external partners, funders, and community members whose perspectives are essential to the YSB’s success. Engaging a diverse mix of external stakeholders ensures that the plan reflects the community’s priorities and supports equitable collaboration.

| External Stakeholder | How does this stakeholder influence or support the YSB or community? | What does the YSB need or hope to learn from this stakeholder? | Level of Influence or Importance <i>(High / Moderate / Low)</i> | How will this stakeholder be engaged in the planning process? |
|---|--|--|--|---|
| Youth Participants | | | | |
| Parents / Caregivers | | | | |
| Schools (Administrators, Counselors, Teachers) | | | | |
| Police / Youth Diversion Team (YDT) | | | | |
| Local Prevention Council (LPC) / Regional Action Council (RAC) | | | | |
| DCF / State Agency Partners | | | | |
| Faith, Civic, or Nonprofit Leaders | | | | |
| Businesses or Employers | | | | |
| Municipal Leaders (Selectmen, Council Members) | | | | |
| Community Members | | | | |
| Other (specify): _____ | | | | |

Tips for Use

Try to capture a mix of voices, especially youth, parents, and underrepresented groups. Review your stakeholder list annually; new partners often emerge through collaboration. Prioritize engagement methods that fit each stakeholder (e.g., surveys for community members, focus groups for partners, one-on-one check-ins for funders).

Step 5: Environmental Scan

An environmental scan is a critical part of any strategic planning process. It helps your Youth Service Bureau (YSB) understand both the internal and external factors that shape your organization's success. By identifying your strengths, weaknesses, opportunities, and challenges (SWOC), you can build on what's working, anticipate future trends, and prepare for potential barriers before they arise.

Purpose of the Environmental Scan

The environmental scan helps you answer key questions such as:

- What are we doing well as an organization?
- Where do we have room to improve?
- What community trends or shifts might affect our work?
- What opportunities can we leverage to strengthen our impact?

Conducting this scan allows YSBs to stay proactive rather than reactive, positioning your team to make intentional, informed decisions about the future.

Internal Scan: Strengths and Weaknesses

Looking inward, identify the areas where your YSB is strong and where you may need more capacity or support. Consider factors such as:

- Leadership and staff capacity
- Program quality and reach
- Data and evaluation systems
- Financial stability and sustainability
- Partnerships and collaboration
- Communication and public awareness

Goal: Build on your strengths and address weaknesses in ways that improve sustainability, equity, and impact.

External Scan: Opportunities and Challenges

Looking outward, examine the environment in which your YSB operates. This includes community trends, funding landscapes, local and state policy shifts, and changes in youth and family needs. Consider factors such as:

- Emerging youth issues (mental health, digital wellness, social media, substance use trends)
- New funding or partnership opportunities
- Policy or legislative updates that affect YSBs
- Local demographic or economic changes
- Competing or overlapping services
- Public perceptions and community awareness

Goal: Identify external factors that present opportunities to grow or challenges that require adaptive strategies.

Conducting a SWOC Analysis

A SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis helps summarize findings from your internal and external scans. This process can be done through a planning team meeting, staff retreat, or advisory board session.

| Strengths | Weaknesses | Opportunities | Challenges |
|---------------------|------------------------------|---|---|
| What do we do well? | What areas need improvement? | What trends or partnerships could benefit us? | What external threats or barriers could hinder our success? |

Use the completed SWOC to identify your key success factors the distinct skills, resources, or qualities that set your YSB apart and support your mission.

Capacity Assessment Option

To deepen your environmental scan, consider using a capacity assessment tool. This can help evaluate your organization’s performance across key areas such as:

- Leadership and governance
- Financial management
- Strategic relationships
- Program delivery and outcomes
- Learning and innovation

Recommended Tools for Organizational Self-Assessment

- Venture Philanthropy Partners – *Capacity Assessment Framework* (Originally developed by McKinsey & VPP; PDF version still available via archive or by request)
- Connecticut Nonprofit Alliance – *Capacity Assessment Toolkit* (Available to Alliance members; contact the Alliance for current access)
- National Council of Nonprofits – *Organizational Self-Assessments*
<https://www.councilofnonprofits.org/running-nonprofit/governance-leadership/organizational-self-assessments>

Step 6: Develop Strategic Issues

A strategic issue is a fundamental question or challenge that will significantly impact your YSB’s ability to fulfill its mission, advance its goals, or serve youth and families effectively. Strategic issues are different from everyday operational problems. They are complex, long-term, and require thoughtful, coordinated solutions that often involve new partnerships, community engagement, or systems-level change.

Defining Strategic Issues

Strategic issues typically relate to one or more of the following:

- Your YSB’s mandates, mission, and values
- The programs or services offered (type, reach, and impact)
- The youth, families, and communities you serve
- Funding and sustainability
- Organizational structure and staffing
- Policies, processes, and management systems

These issues are identified through your environmental scan (Step 5) and refined through discussion with staff, advisory boards, and community partners.

Operational vs. Strategic Issues

Once your environmental scan is complete, review your list of identified issues and distinguish between operational and strategic ones.

| Operational Issues | Strategic Issues |
|--|---|
| Immediate, day-to-day challenges that require short-term action. | Long-term, complex challenges that affect the direction, reputation, or sustainability of the YSB. |
| Example: A program’s funding is cut and must be reorganized or discontinued. | Example: Ongoing instability in funding sources requires a long-term sustainability plan. |
| Example: A school location for an after-school program becomes unavailable. | Example: Rising youth mental health needs require the YSB to expand partnerships and adapt programming. |

Operational issues often need immediate solutions. Strategic issues require planning, collaboration, and intentional change.

Examples of Strategic Issues:

- Growing diversity in the community has led to language and inclusion challenges among youth.
- School suspensions and absenteeism among middle school students are increasing.
- Youth are engaging in risk behaviors during unsupervised hours after school.

- The YSB is under-recognized or misunderstood in the community (“best kept secret” syndrome).
- Demand for youth mental health services exceeds current capacity.

These examples show that strategic issues are not “quick fixes.” They demand deeper analysis, community partnerships, and often a shift in how the YSB operates or is perceived.

Prioritizing Strategic Issues

After identifying possible strategic issues, the YSB should:

- Clarify the underlying causes: Why does this issue exist? What factors contribute to it?
- Assess impact and urgency: Which issues have the greatest effect on your mission and community?
- Identify alignment: Which issues connect most strongly with your core values and strategic goals?
- Determine feasibility: Which issues can realistically be addressed within the next 3–5 years?

The prioritized list of issues becomes the foundation of your strategic plan.

Developing Strategies

Once the “why” behind each issue is clear, the YSB can begin shaping the “how”:

- What will we do?
- Who will lead the effort?
- When will it happen?
- What outcomes will define success?

These strategies will guide implementation in Step 10 and create the structure for your measurable goals and objectives.

Example

| Strategic Issue | Why It Matters | Possible Strategies |
|--|--|--|
| The YSB is not well known in the community. | Visibility impacts access, funding, and referrals. | Develop a marketing plan, strengthen partnerships with schools, expand social media presence, and host community events. |
| Increase in youth mental health crises. | Unmet needs affect school performance, family stability, and safety. | Create referral networks, host workshops for parents, and train staff in trauma-informed care. |

Step 7: Clarify Mission and Values

A mission statement is a clear declaration of purpose, it defines why YSB exists, who it serves, and what difference it strives to make. It should be short, focused, and inspiring, capturing both the heart and direction of your work. Mission statements serve as the foundation for decision-making, resource allocation, and public identity. They help everyone, from staff and board members to partners and funders, understand the why behind your work.

Purpose of Mission Clarification

As part of the strategic planning process, YSBs should revisit their mission and values to ensure they reflect the organization's current direction and community needs. Even long-standing mission statements can drift out of alignment as communities evolve. A fresh look ensures the statement still resonates with your purpose, values, and vision for the future. Mission clarification is about focus, identifying what's most important, what's no longer central, and what your YSB aspires to be known for.

Five Core Questions to Guide Mission Development:

Who are we?

Define your identity, a community-based organization serving youth and families.

What needs do we meet?

Clarify the problems, challenges, or opportunities your YSB exists to address.

What do we do to meet those needs?

Broadly describe your services and approaches (prevention, youth development, advocacy, connection, etc.).

What are our philosophy, values, and culture?

Identify the principles that guide your actions (e.g., inclusion, empowerment, collaboration, compassion).

What makes us distinctive?

Describe what sets your YSB apart from other community organizations.

Three Core Elements of a Mission Statement

| Element | Description | Example |
|--------------------------|--|---|
| Purpose | The reason your YSB exists and the change it seeks to create. | “To strengthen youth and families by promoting resiliency and healthy development.” |
| Business (Focus of Work) | The broad services or functions your YSB provides to meet community needs. | “We provide prevention, intervention, and positive youth development programs.” |
| Values | The principles and beliefs that guide how your YSB operates. | “We believe in inclusion, empowerment, collaboration, and hope.” |

Mission Checkup

When reviewing or drafting your mission statement, ask:

- Does it clearly communicate *why* we exist and *who* we serve?
- Is it memorable and motivating, something that staff, youth, and partners can repeat with pride?
- Does it align with the direction we’re setting in this strategic plan?
- Does it reflect our values and the language of today’s prevention and youth development field?

If the answer is “not quite,” it’s time for an update.

Examples of Refreshed Mission Statements:

- “To connect youth and families to opportunities that foster growth, resilience, and belonging.”
- “To prevent problems before they start by building stronger youth, families, and communities.”
- “To inspire connection, equity, and hope through prevention, partnership, and youth voice.”

Values Clarification

Values are the beliefs that guide your work, the “how” behind everything your YSB does. They represent your shared commitments to staff, youth, partners, and the community.

Examples of core values include:

- Commitment to improving conditions for youth and families
- Respect for diversity and inclusion
- Focus on equity and access
- Collaboration and shared leadership
- Innovation and continuous learning
- Transparency and accountability

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When revisiting your values, ensure they are lived, not listed, reflected in decision-making, partnerships, and daily operations.

Next Step

Use the Mission Clarification Worksheet (next page) to guide your discussion. This tool will help you frame your YSB's purpose, focus, and values in a concise statement that sets the tone for your strategic plan and beyond.

Mission Clarification Worksheet

(Updated 2025 adapted from the original Questions for Mission Clarification)

Use these questions to guide discussion among staff, advisory board members, and partners as you revisit or refine your YSB's mission statement. Think big picture, focus on purpose, impact, and values rather than day-to-day activities.

Purpose

Who are we at our core?

Describe your YSB's identity in simple, authentic terms.

What is *distinct, central, and enduring* about who you are as an organization?

Why do we exist?

What social, emotional, or community needs do we meet by our existence?

What key challenges or problems in the community are we working to address?

How do we make life better for youth and families?

Focus of Work (Business)

What do we do to recognize and respond to these needs?

In broad terms, what services, programs, or approaches define our work?

How do we anticipate and adapt to emerging youth or family issues?

How do we engage with our key stakeholders?

How should we respond to the expectations of youth, families, partners, and funders?

What commitments do we make to those who depend on our work?

Values

What beliefs guide how we do our work?

What values shape our relationships, programs, and culture?

How do we demonstrate those values through our daily actions and decisions?

(Values describe how the organization conducts itself, not just what it does.)

Tips for Use

Capture themes that emerge across responses, they'll inform the wording of your mission statement. Look for language that feels authentic and memorable. Keep your final statement short enough to be easily shared and remembered.

Step 8: Develop Strategic Direction

This step marks the heart of the strategic plan where your YSB translates information, insight, and mission into a clear direction for the future. The first seven steps provided the foundation: understanding mandates, gathering data, engaging stakeholders, and clarifying your mission and values. Now, you use that foundation to define your vision (a guiding image of what success looks like) and the strategies that will help you achieve it.

Visioning: Envisioning the Future

Visioning is the process of imagining the positive change your YSB wants to see in the community as a result of its work. A vision statement answers the question:

“Over the next 3–5 years, how do we want our community to be different for youth and families?”

A strong vision statement should be:

- Realistic and credible: grounded in your current capacity and environment.
- Aspirational and inspiring: something people can believe in and rally behind.
- Clear and concise: easy for anyone to understand and remember.
- Aligned with your values: consistent with who you are and what you stand for.
- Responsive to change: flexible enough to adapt as new needs emerge.

Your vision serves as a compass for action. It keeps your strategies on course and helps everyone (i.e. staff, youth, partners, and funders) stay focused on shared outcomes.

Developing Strategic Direction

Once your vision is defined, the next step is developing strategies, the broad approaches your YSB will take to achieve its goals. Strategies are different from day-to-day activities; they describe how your organization will move toward the vision.

Strong strategies should:

- Be technically doable: achievable within your resources and expertise.
- Be politically and culturally acceptable: supported by key stakeholders and aligned with community context.
- Be administratively feasible: realistic for staff and partners to implement.
- Fit your YSB’s core values and philosophy.
- Be action-oriented and results-driven.
- Be ethical, legal, and equitable.

From Strategic Issues to Strategic Goals

Your strategies should connect directly to the strategic issues identified in Step 6.

Each issue will generate one or more strategic direction(s) or statements of what your YSB will focus on to create measurable change.

For example:

| Strategic Issue | Strategic Direction (Goal) |
|---|--|
| The YSB is not well-known in the community. | Launch a marketing and outreach campaign to increase awareness of YSB programs and community impact. |
| Youth mental health needs are growing. | Strengthen partnerships with schools and local agencies to expand access to early intervention and support services. |
| Program participation is uneven across neighborhoods. | Build targeted engagement strategies that ensure equitable access and representation across all youth populations. |

Each strategic direction becomes a goal in your final plan supported by objectives, timelines, and evaluation measures in later steps.

Tips for Facilitating Visioning and Strategy Discussions

- Start with your mission and values, they anchor your future direction.
- Ask: What would success look like if we achieved our mission?
- Encourage participation from staff, youth, and partners, shared vision builds shared ownership.
- Keep it creative, use visual brainstorming, storyboarding, or “future headlines” to help people imagine success.
- Capture key words and themes that reflect your YSB’s identity and aspirations.

Sample Vision Statements:

- “A community where every young person feels connected, valued, and supported to thrive.”
- “A future where prevention, equity, and opportunity guide every decision for youth and families.”
- “Healthy, resilient youth in safe, inclusive communities.”

Step 9: Identify Priorities

A strategic plan sets the direction for the next several years, but not everything can or should happen at once. As your YSB moves from vision to action, it's important to prioritize which goals and strategies to focus on first. Prioritization ensures your plan is achievable, builds momentum, and respects the capacity of your staff and partners.

Purpose of Prioritization

Every step up to this point (mission, data gathering, stakeholder engagement, and strategy development) has generated valuable ideas. Prioritization helps determine:

- What must happen now,
- What can happen next, and
- What should happen later to sustain progress.

Establishing clear priorities helps your YSB focus on high-impact actions while maintaining strong daily operations and existing programs.

Three Guiding Questions for Setting Priorities

Use these questions to determine which strategies or goals should come first:

- **Which strategies and issues are most critical to address?**
 - Which align most directly with your mission and community needs?
- **Which strategies must happen before others can succeed?**
 - Are there any dependencies or sequence requirements?
- **Which strategies will produce the most visible or meaningful results?**
 - Which actions will build credibility, momentum, and community support?

Developing an Action Agenda

Once priorities are set, map your actions into a multi-year plan. Think of this as your action agenda, a roadmap that outlines what will be done each year, by whom, and with what resources. Keep the timeline realistic and staged, not everything belongs in Year 1. Strategic change takes time, and spreading actions across two to three years allows for reflection, adjustment, and sustainable progress.

| Year | Focus / Milestone | Key Actions | Lead / Partners | Expected Results |
|---------------|-------------------|---|-----------------|------------------|
| Year 1 | Foundation | Establish core systems, clarify roles, launch early wins | | |
| Year 2 | Expansion | Build on successes, scale programs, strengthen partnerships | | |
| Year 3 | Sustainability | Evaluate impact, secure funding, refine processes | | |

Things to Consider When Setting Priorities

Use these factors to test the feasibility and sequencing of each strategy:

| Factor | Key Questions |
|----------------------------|---|
| Time Frame & Schedule | How does this action fit within annual staff or program cycles? When can it realistically be completed? |
| Responsibilities | Who will lead this work? What roles will others play? |
| Action Steps | What specific steps or milestones are required to complete the action? |
| Expected Results | What outcomes or impacts are we aiming for? How will we know if we've succeeded? |
| Resources | What is needed to make this happen; staff time, funding, volunteers, materials, or in-kind support? |
| Communication | How will progress be shared with staff, the board, partners, and the community? What reporting schedule will be used? |
| Monitoring and Adjustments | How will progress be tracked? If results differ from expectations, what flexibility do we have to adapt? |

Practical Tip

Don't try to do everything at once. Focus on a few achievable priorities each year, doing them well will build trust, capacity, and credibility for future goals.

Output of This Step

By the end of Step 9, your YSB should have:

- A ranked list of strategic priorities.
- A timeline of actions spread over 3–5 years.
- Assigned roles and responsibilities for each goal.
- A clear process for communication, monitoring, and adjustment.

These become the Action Plan Tables that form the backbone of your implementation plan in Step 10.

Step 10: Implementation Process

Creating a strategic plan takes time, collaboration, and honest reflection, but the real value of planning comes from putting the plan into action. A YSB should never approach strategic planning just to “check the box.” A plan is a living document, one that guides daily decisions, helps track progress, and keeps the organization aligned with its mission and vision.

From Plan to Practice

Implementation means translating goals into concrete steps, assigning responsibility, and tracking results. Each annual action plan should outline the priorities, activities, and outcomes your YSB will pursue for that year.

Tip: The annual action plan can serve as your YSB’s Administrative Core Unit (ACU) activity plan for the grant year. This ensures your strategic priorities and reporting requirements are fully aligned.

Ongoing Monitoring and Review

Regular review keeps your plan active and adaptive. Strategic planning is not a “one and done” process, it’s a continuous cycle of reflection, learning, and improvement.

| Review Type | Purpose | Frequency |
|------------------------|--|----------------|
| Quarterly Review | Track progress, note successes, and identify barriers early. | Every 3 months |
| Annual Review | Evaluate achievements, assess timelines, and adjust goals for the next year. | Once per year |
| Mid-Course Corrections | Respond to emerging needs, new funding, or unexpected challenges. | As needed |

During reviews, ask:

- What progress have we made toward each goal?
- What barriers or delays occurred, and why?
- What lessons can we carry forward?
- Are our goals and strategies still relevant and aligned with our community’s needs?

Adjusting the Plan

Progress may be slower than expected, or new opportunities may emerge. That’s normal, strategic plans are meant to evolve. Use your annual review to:

- Celebrate accomplishments and share successes with stakeholders.
- Revisit priorities and timelines as needed.
- Update your two-year rolling action agenda to ensure your plan stays current and actionable.

Each year’s review should conclude with a refreshed 2–3 year outlook, a living roadmap that reflects both where you’ve been and where you’re going next.

Final Thoughts

Strategic planning is not about predicting the future, it's about preparing for it. By committing to implementation, reflection, and adaptation, your YSB ensures its plan remains a working tool for progress, accountability, and impact. The plan's real power lies not in its pages, but in the people who bring it to life.

YSB Strategic Plan Template for Strategic Goals

Purpose: To map each strategic issue to its goal, actions, responsibilities, outcomes, and implementation over three years.

Strategic Issue:

Goal:

| Actions | Responsibility (Who) | Expected Outcome | Year 1 | Year 2 | Year 3 |
|---------|----------------------|------------------|--------------------------|--------------------------|--------------------------|
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Sample Strategic Goal & Action Plan

Purpose: To provide an example directors can follow when filling out the above worksheet.

Example:

Strategic Issue #1: Strengthen YSB Visibility and Branding

Goal 1.1: Professionalize the YSB’s public image (promotion) and increase perceived value of programs/services.

| Actions | Responsibility (Who) | Expected Outcome | Year 1 | Year 2 | Year 3 |
|---|-----------------------------------|---|--------|--------|--------|
| Form marketing committee from staff and board. | YSB Director, Board Rep | Committee established; meeting schedule set. | X | | |
| Redesign marketing materials (brochures, website, logos). | YSB Director, Consultant | Consistent, updated agency branding. | X | X | |
| Develop promotional packet for partners and funders. | YSB Director, Marketing Committee | Increased community awareness and partner engagement. | | X | |
| Evaluate marketing reach; survey community awareness. | YSB Director | Recognition increase by 25%. | | | X |

Annual Action Plan Template

Purpose: To guide annual implementation reviews with clear accountability.

Strategic Issue:

Goal:

| Actions | Steps to Take | Responsibility (Who) | Due Date | Performance Measures / Outcomes |
|---------|---------------|----------------------|----------|---------------------------------|
| | | | | |
| | | | | |
| | | | | |