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LEARNING COMMUNITIES RESOURCE CENTER

Thinking About Community Level Work

February 7, 2018: 2 PM ET



Results at the Community Level

Learning Communities Resource Center

The Promise of Community Action

Community Action changes people's lives,
embodies the spirit of hope,
improves communities, and
makes America a better place to live.

We care about the entire community and
we are dedicated to helping people
help themselves and each other.

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Agenda
February 7, 2018



- Learning Community Information
- Introductions
- Thinking About Community Level Work
- Question & Answer Session
  - type your questions in the chat box at anytime throughout the webinar!
- Meeting Schedule & Wrap Up

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COMMUNITY ACTION PARTNERSHIP

THE LEARNING COMMUNITY

Building Capacity to Increase Impact

***Purpose**: The purpose of the LCRC is to analyze Community Action outcomes and identify effective, promising, and innovative practice models that alleviate the causes and conditions of poverty.*

BUILD CAA CAPACITY TO FIGHT POVERTY!

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A DEFINITION

*"**Learning communities** provide a space and a structure for people to align around a shared goal. Effective communities are both aspirational and practical. They connect people, organizations, and systems that are eager to learn and work across boundaries, all the while holding members accountable to a common agenda, metrics, and outcomes. These communities enable participants to share results and learn from each other, thereby improving their ability to achieve rapid yet significant progress."*

- Harvard Center on the Developing Child

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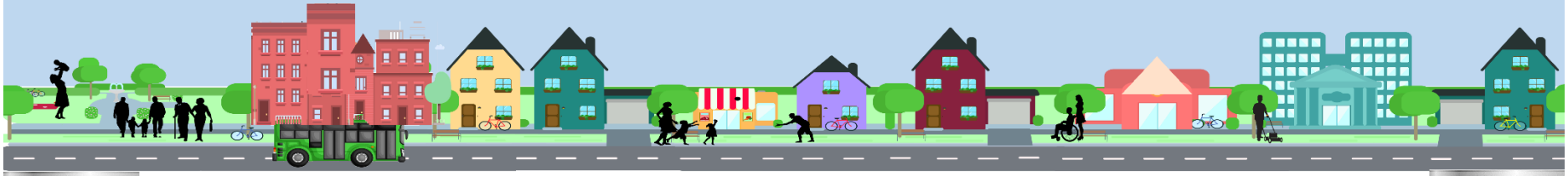
The National Community Action Network Theory of Change

Community Action Goals

Goal 1: Individuals and families with low incomes are stable and achieve economic security.

Goal 2: Communities where people with low incomes live are healthy and offer economic opportunity.

Goal 3: People with low incomes are engaged and active in building opportunities in communities.



Services and Strategies

Employment





Education & Cognitive Development

Income, Infrastructure & Asset Building





Housing

Health/Social Behavioral Development





Civic Engagement & Community Involvement

Core Principles

- Recognize the complexity of the issues of poverty
- Build local solutions specific to local needs
- Support family stability as a foundation for economic security
- Advocate for systemic change
- Pursue positive individual, family, and community level change
- Maximize involvement of people with low incomes
- Engage local community partners and citizens in solutions
- Leverage state, federal, and community resources

Performance Management

How well does the network operate?

- Local Organizational Standards
- State and Federal Accountability Measures
- Results Oriented Management and Accountability System

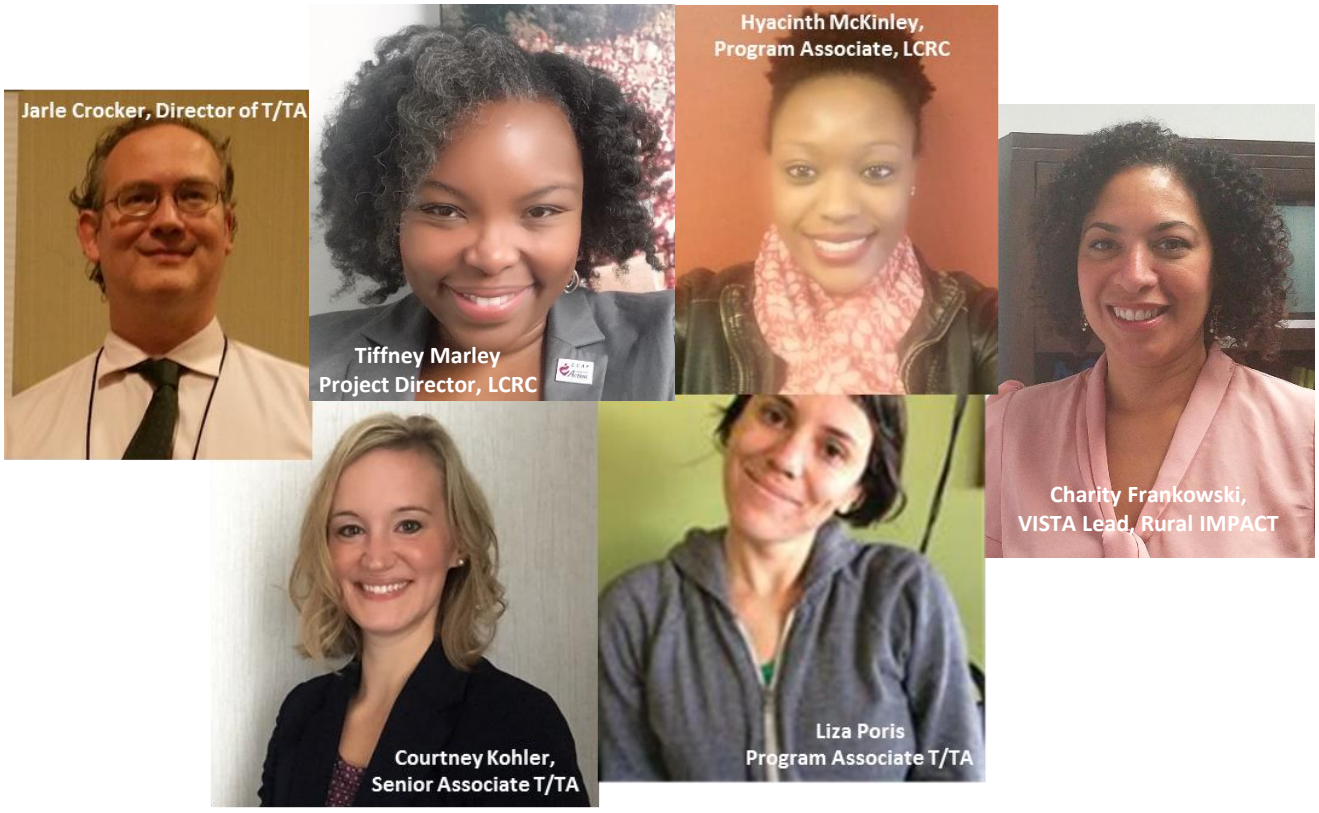
What difference does the network make?

- Individual and Family National Performance Indicators
- Community National Performance Indicators

A national network of over 1,000 high performing Community Action Agencies, State Associations, State offices, and Federal partners supported by the Community Services Block Grant (CSBG) to mobilize communities to fight poverty.

This publication was created by NASCSP in the performance of the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Community Services, Grant Number 90ET0451.

LCRC Team



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Subject Matter Expert



Dr. Barbara Mooney

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Results at the Community Level

Thinking About Community Level Work

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Causes and Conditions of Poverty

When agencies conduct Community Needs Assessments, they identify causes and conditions of poverty that may be unique to their own community.



Standard 3.4

- *The community assessment includes key findings on the causes and conditions of poverty and the needs of the communities assessed.*

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Levels of Need

- Individual or Family Level
  - Some needs are related to specific individuals or group of people.
- Community Level
  - Some situations are identified as being systemic in the community – impacting the community at large.
  - These needs are often considered to be the “causes” or “conditions” of poverty that produce individual and family needs

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Addressing Causes

- When an agency is willing to work on elimination or reduction of the causes of poverty, it will plan for **different strategies** than when they decide to provide services directly to individuals and families.
- This raises some questions about how your agency may rethink its approaches to the work it will do.
  - The agency will **devote resources to an issue**, and so will want to be sure their investment is going to make a difference.
  - Engaging in a **strategic thinking process** will help to assure that the agency's work will be productive.

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What elements are included in the concept of "community level" activities and outcomes?

- A clearly identified community level need
- An expectation of a community change that can be observed
  - and knowledge of how it will be observed and measured
- Community strategies that include those outside the CAA
  - May include customers, community partners or others in the low-income community

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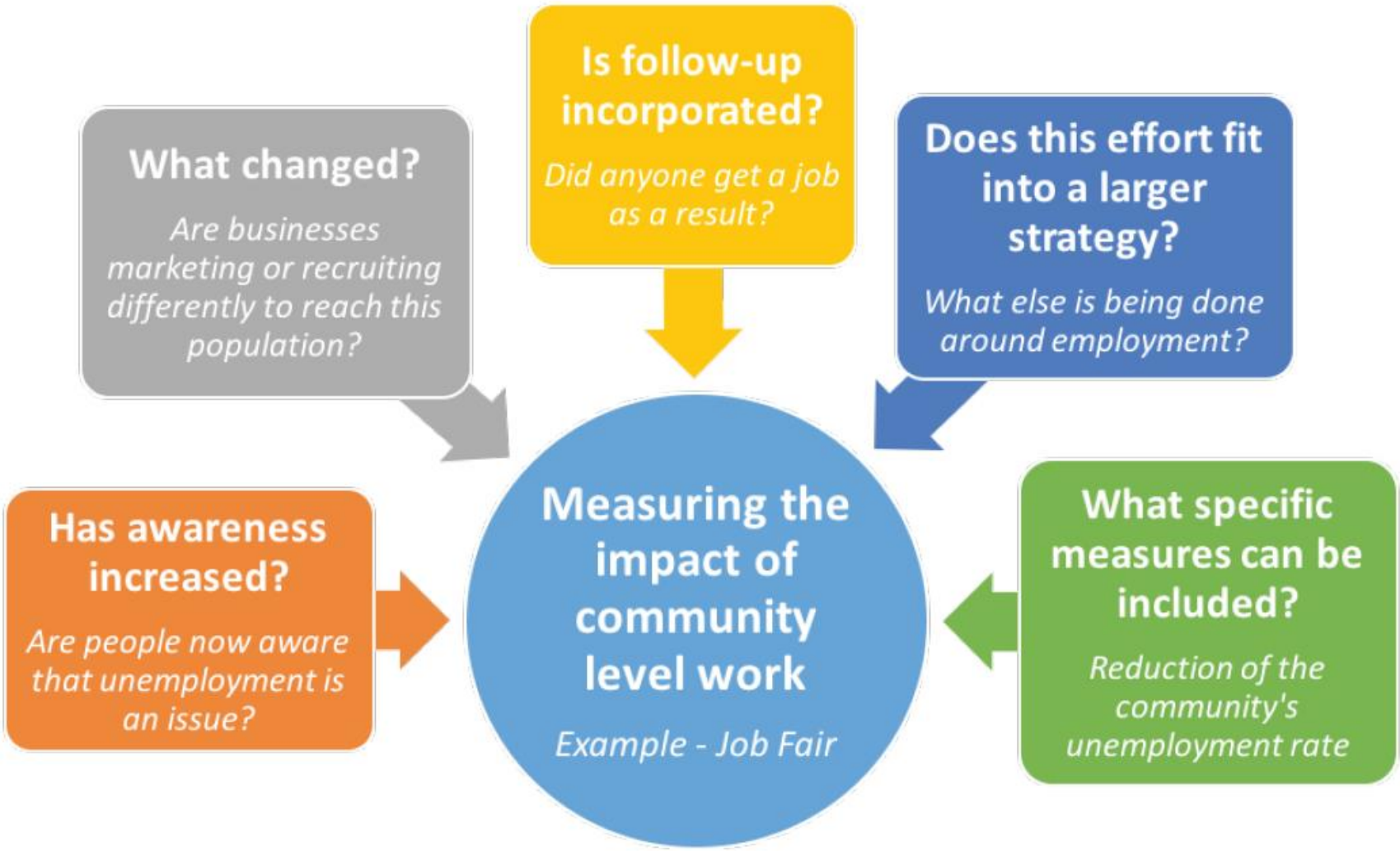
Community Change

When considering an expectation of a community change that can be observed, there are different ways to think about it:

- How much change will be required for a change to happen in the community related to the needs you have identified.
- How important that change is to the community. (what will the community be like if nothing changes?)
- How important that change is to the agency (in other words, how well does it fit in the agency's mission).

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Community Action Partnership
America's Poverty Fighting Network

Results-Oriented Management and Accountability
Family
Agency
Community

What Results Can You Expect

- Long Term Results
- Intermediate Results
- Short Term Results



Connecting Indicators With Outcomes

- The results just identified are the changes you expect to affect in the community.
- In addition to identifying the outcomes, the agency must identify “indicators” that can be measured.
  - An indicator is a specific piece of information that allows you to measure all or part of the outcome.
  - You often need to use several different indicators to get a sense of progress toward the outcome.

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Characteristics of Indicators

Good indicators generally have the following characteristics:

- well defined
  - it is clear that this will demonstrate the expected change.
- meaningful
  - the indicator is clearly related to the outcome
- actionable
  - it is possible to change the indicator by activities/strategies employed by an organization, community group or collaboration
- measurable
  - it is clear what data is needed and how to collect it.

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Module 3, Section B: Community National Performance Indicators (NPIs)

- The new CSBG Annual Report and revised Community NPIs allows for better tracking of community level work.
- The CNPIs are a menu of options arranged in the domains identified in the National Theory of Change.
- There are two indicator types:
  - counts of change
  - rates of change.
- Every domain includes an “other” option.

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National Performance Indicators (NPIs)
Module 3

	Counts of Change for Employment Indicators (CNPI 1)	I.) Identified Community (auto-populated)	II.) Target (#)	III.) Actual Results (#)	IV.) Performance target accuracy (% auto calculated)
Counts of Change	CNPI 1a Number of jobs **created** to increase opportunities for people with low incomes in the identified community.				#DIV/0!
	CNPI 1b Number of job opportunities **maintained** in the identified community.				#DIV/0!
	CNPI 1c Number of "living wage " jobs **created** in the identified community*.				#DIV/0!
	CNPI 1d Number of "living wage" jobs **maintained** in the identified community*.				#DIV/0!
	CNPI 1e Number of jobs **created** in the identified community with a benefit package.				#DIV/0!

	Rates of Change for Employment Indicators (CNPI 1)	I.) Identified Community (auto-populated)	II.) Baseline existing starting point used for comparisons (%)	III.) Target (%)	IV.) Expected % change from baseline (Target % auto calculated)	V.) Actual Results (%)	VI.) Actual % change from baseline (% auto calculated)	VII.) Performance target accuracy (% auto calculated)
Rates of Change	CNPI 1f Percent decrease of the **unemployment rate**.				#DIV/0!		#DIV/0!	#DIV/0!
	CNPI 1g Percent decrease of the **youth unemployment rate.**				#DIV/0!		#DIV/0!	#DIV/0!
	CNPI 1h Percent decrease of the **underemployment rate.**				#DIV/0!		#DIV/0!	#DIV/0!

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What will you do?

- This is the decision point – where your agency will decide what it will do differently to address a community need.
- What **resources** can be devoted to the initiative?
  - Staff? Facilities? Funds? Other resources?
  - What does this mean for the overall agency strategic plan? (are there things that will not be included so these resources can be shifted? Or are these new resources?)
- How much **time** will staff need to assign to this initiative?
  - Will it be part of regular duties? Added to what they are already doing or replacing something else?
  - Will new staff be needed?

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Community Level Strategies

- Remember that community level work will engage many different activities that may be pulled together to create a comprehensive strategy.

- It is important to identify the partners that will work together to address the big community need. Each of these will have unique strengths and resources to add to the overall strategy.

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Who Is With You?

- So one of the first steps in identifying what YOU will do, is to identify the other individuals, groups, organizations, businesses, policy makers, etc. who will have a part of the initiative

- Consider who is recognized as being connected with the specific need you will be addressing.

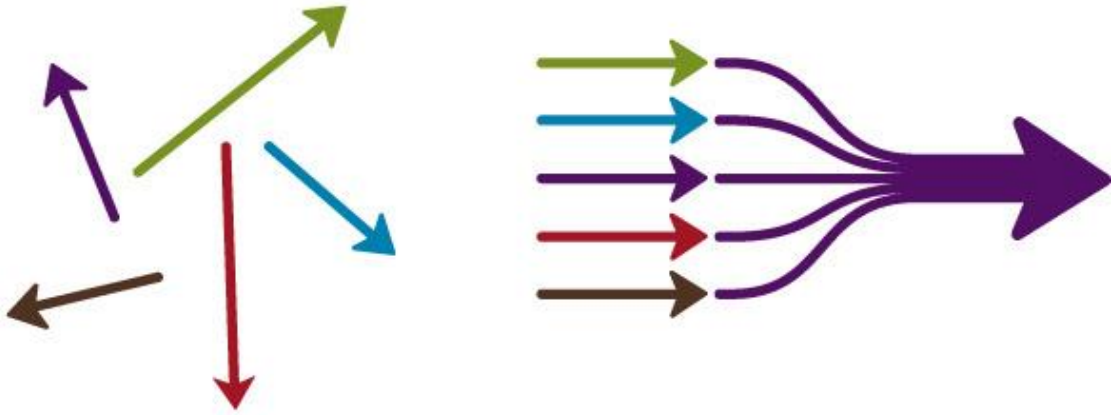
- *Once you understand who all will be engaged, then you will move to the selection of strategies*

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A Collaborative Approach

- In successful community work, a group of “partners” work together to move from a fragmented approach to a collaborative one.



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Collective Action

It is part of the work of the agency to:

- *Include others in the community to assure the program is appropriate*
- *Assure each program, is a part of a larger strategy to address community needs*
- *Consider sustainability – so that there is sufficient time to see movement related to the issue*

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Models for Working Together

- The power of collective action comes not from the sheer number of participants or the uniformity of their efforts, but from the coordination of their differentiated activities through a mutually reinforcing **plan of action**.
- **Collective Impact Model** - Mutually Reinforcing Activities
- **Annie E Casey Foundation – Results-based Leadership Model –** Aligned Contributions
- **Oakley and Krug, Enlightened Leadership: Getting to the Heart of Change --** Synergy Through Planned Alignment

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SOUTHERN TIER KIDS ON TRACK
THEORY OF CHANGE

United Way of the Southern Tier

INPUTS



- **Commitment to Common Agenda**
  - ***Funders***
  - ***HHS Practitioners***
  - ***Schools***
  - ***Counties***
  - ***Children & Families***



- **Funding Flows**
- **Advocacy & Public Policy**



- **Community**
- **Backbone Function**
- **CoPs, Committees**
- **Service Level Quality & Capacity**



- **Shared Measurement**
- **Continuous Communication**
- **Standardized Interventions**
- **Constructive Transitions**

MUTUALLY REINFORCING ACTIVITIES

- Home visiting: parenting education & family strengthening
- Caregiver/Educator professional development
- Support for families to meet basic needs and improve financial stability
- Mental health services for adults
- Community & faith-based services
- Family resource centers and/or pop-up FRCs
  - *Support for families to build protective factors*
  - *Parenting education*
  - *Shared responsibility: home, school, community*
  - *Education/Tools for positive school climates*

- Quality rated early childhood program sites
- Healthy, safe housing conditions, housing stability, FRCs, and/or pop-up FRCs
- Safe neighborhoods
- Safe, well-equipped schools & extended learning sites

- Home visiting: developmental screening
- Site-based developmental assessments
- Health provider data sharing
- Early Intervention Program therapists & therapies capacity, including infant mental health
- Healthcare access/medical home
- Mental health services for children

- Home visiting: literacy activity/ developmental play modeling
- High quality early care & education, including school attendance
- Family Resource Centers: drop-in play
- Community-based opportunities (libraries, nature, centers, faith-based, etc.)
- Extended learning/out-of-school time programs

INTERMEDIATE OUTCOMES REQUISITE CONDITIONS

Safe, nurturing environments

- Capable adults, quality relationships, shared responsibility for learning; presence of protective factors
  - *Parent, professional knowledge assessment data*
  - *Presence of professional credentials in settings*
  - *Relationship quality assessment data (HS and HF tools)*
  - *"My Family" Protective Factors Survey*
  - *School climate survey data*

Safe, nurturing environments

- Physical settings that promote optimal health and development
  - *Child Care Environmental Rating Scale data (including school age care)*
  - *Housing quality data (Census)*
  - *Geographic Mobility Data*

Developmentally on-track children birth to age 8

- Early detection and treatment for delays
  - *ASQ, DIAL 4, CoR Advantage Data*
  - *Medical home (HS & Home Visiting)*
  - *EIP/PSE/MH percent eligible served*
  - *Number infant Mental Health Endorsement*

Developmentally on-track children birth to age 8

- High-quality developmental play and learning experiences
  - *Attendance data (school, drop-in, story hours, child care/early ed, school-age)*
  - *Literacy & home visiting outcome data*
  - *Summer learning retention data (MAP)*

SOCIAL IMPACT

Children are capable of the learning expected of them in Kindergarten through Grade 3

- Percentage of assessed incoming Kindergartners demonstrating age appropriate skills and behaviors for kindergarten enrollment (language and literacy, social-emotional development, cognitive development)

Third grade students are proficient in Math and Reading

- Better-than-state average percentage of all tested third grade students demonstrating proficiency on NYS English/ Language Arts and Math exams (NYSED), or similar universal instrument (NWEA)

More students graduate high school in four years

- Higher four-year graduation rate (NYSED)

Board Approved 3/23/2017

UNIVERSAL HOME VISITING

- Solidify the Single Point of Entry or No Wrong Door Intake
- In-partnership referral process
- Capacity - expansion?

DEVELOPMENTAL SCREENING

- Follow-up process for unenrolled "recruits"
- Southern Tier Kids On Track brochure /rack card / promotion
- Address issue of timing of DIAL Screenings between ECE and Schools

INTERVENTION

- Sub-committee to address EIP and PSE capacity to serve eligible children

ADVOCACY / RULE-MAKING

- UW Kids On Track Council
- Addresses optimization of investment in early childhood; replaces original "brain trust" subcomittee

ADULT CAPABILITIES TO FOSTER CHILD DEVELOPMENT

- Synergize pro development and service practices around:
  - Pyramid Model
  - Conscious Discipline: (1) CoP learning series (2) Event/speaker
  - FLIP-IT: (1) Sell to schools; (2) Expand capacity
- Home Visiting Strategy advances this too
- FRC strategy advances this too
- Pathways to Kindergarten advances this too

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An Example from the Field

Greater Lawrence Community Action Council

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Need: Frequency and Severity of Fires

- From the pages of the local newspapers:
  - “Lawrence Garage Fire Spreads To Three Nearby Buildings”
  - “Massive Lawrence Fire: 50 Displaced”
  - “Dozens of residents displaced by 6-alarm Lawrence fire”
  - “Multiple Homes Damaged In Lawrence Fire”
- These are headlines from multiple news sources over only a 3 month period in 2017: they are all about fires that devastated multiple families.
- All of the families were severely impacted, displaced and left with little or nothing. They had to depend on family and friends, local organizations like the Red Cross of the Merrimack Valley, GLCAC Inc. Lazarus House and many others, along with state and federal programs to assist them rebuild their lives.

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What are the needs?

Individual/family level needs
Families have lost their homes and all of their possessions.
Families have no resources to rebuild
Families lacked knowledge about fire safety and smoke detectors.

Community level needs
Fires in the low income community are more frequent and more severe than in other neighborhoods.
There is a very low percent of low income homes who have fire insurance, while other communities have a higher percent of homes insured
The community lacks fire safety resources.

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The data behind the need

- Most of the fires were preventable. First responders said that many of the fires were caused by lack of understanding of simple fire safety practices.
- None of the families had working smoke detectors. First responders said that the severity of the fires could have been reduced if there had been a warning from a smoke detector.
- None of the families had renters insurance: which meant that families had no resources to help them rebuild.
- Population most impacted -- Follow up of statistics from the partners serving the families in need found that a majority of the families who were most devastated had limited English language proficiency.

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What do we know about fire prevention?

Possible restrictive factors

- Lack of resources to safeguard the home
- Lack of understanding of the importance of preventive actions.
- Lack of skills to implement fire prevention strategies

Possible contributing factors

- Availability of fire prevention resources (as smoke detectors, fire extinguishers)
- Knowledge about fire prevention (what to look for in your house like overloaded outlets, etc)
- Fire insurance can decrease devastation to economic situation.

What Could Change?

Individual/family Level Outcomes
Individuals and families are knowledgeable about fire safety
Homes are equipped with smoke detectors
Homes are equipped with fire extinguishers
Families have secured rental insurance

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Community Level Outcomes

Reduce the number of home fires
Lessen the severity of home fires.
Increase the percent of homes in the community with smoke detectors and/or fire extinguishers
There is a community wide system of collaboration among providers of services to individuals facing a the effects of fire
Increase the percent of households who rent who are covered by insurance
Change policy at municipal and state level around availability of renters insurance, occupancy permit codes, lease requirements related to renters insurance

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What Can We Do?
Identify Strategies

- Collaborate with the American Red Cross to provide carbon monoxide/smoke detectors
  - Find other resources for fire extinguishers
- Provide fire prevention education
  - Use connections to customers to identify families in need of fire safety education and equipment.
  - Create and utilize language-sensitive materials and culturally sensitive approaches to teaching fire safety and promoting fire insurance
- Explore availability of fire insurance
- Advocate for policies to support fire insurance promotion
- Develop MOUs with other organizations
  - Create an ongoing communication plan

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What can you measure?

What are the "indicators" of change?

Family level indicators

- Number of individuals who increased knowledge of fire safety
- Number of families that have working smoke detectors
- Number of families that secured fire insurance

Community level indicators

- Percent of households with prevention equipment
- The number of and severity of fires
- Percent of households with fire insurance
- Change in policy regarding fire insurance

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How will you report ?

- **CNPI 3z.1** Other -- Decrease in number of fires
- **CNPI 5c** Number of public safety assets and resources created in the identified community -- # of resources for fire prevention equipment
- **CNPI 3z.4** Other - percent of households with prevention equipment
- **CNPI 3z.5** Other – percent of households with fire insurance

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Review: Community Level Work

Has these three key elements:

- **A clearly identified community level need**
- **An expectation of a community change that can be observed**
  - and knowledge of how it will be observed and measured
- **Community strategies that include those outside the CAA**
  - May include your customers, community partners or others in the low-income community

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For More Information

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Open Chat and Questions





New Publication!

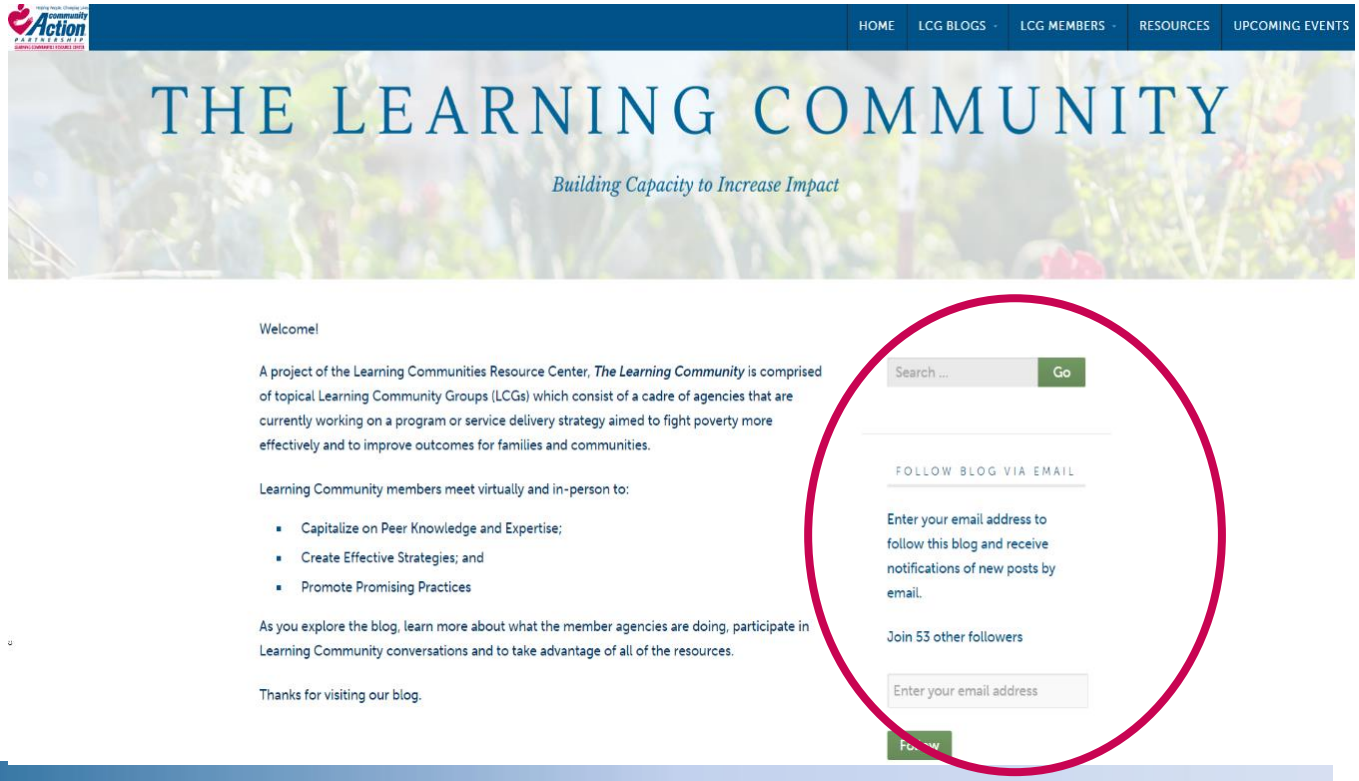
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Visit: www.lcrcweb.com

and Subscribe!



CSBG TTA Resource Center

T/TA Submission
Submit a request for training or technical assistance. We will confidentially help you identify issues or areas of improvement, point to resources, and connect you with those that can help.

Consultant Bank
Search through a screened list of consultants who offer T/TA in the CSBG Network.

Discussion Forum
Connect with your peers to ask questions, share experiences, and get announcements.

Resource Bank
Search for resources such as evidence based or informed programs and practices, toolkits and guidebooks, webinar recordings, and more.

Shared Calendar
View a calendar of events in the CSBG Network.

CSBG T/TA Resource Center

www.csbgtta.org

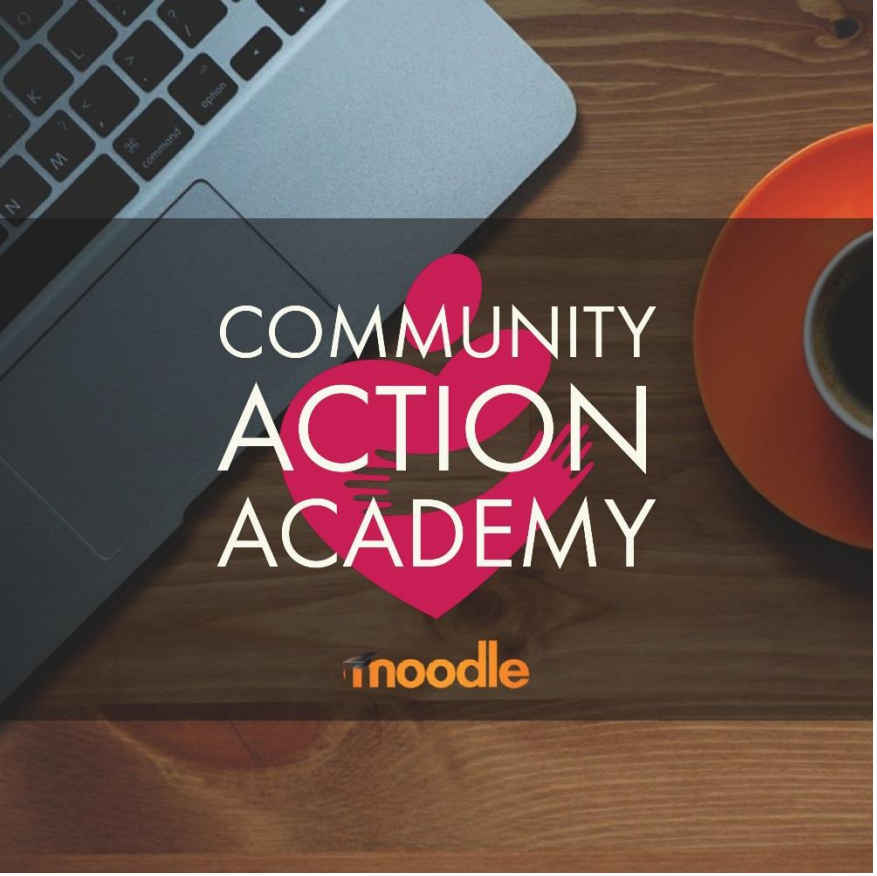
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Webinar Wednesdays!



https://www.communityactionpartnership.com/menus/webinars.html

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Stay Connected
Continue Learning

Join the online Community Action Academy!

Results at the Community Level

Free, online learning hub for the Community Action Network

1. Go to https://moodle.communityactionpartnership.com & create an account.
2. Once the account confirmation is complete (via email), login.
3. In the Course Categories box to the right of the screen, click Learning Communities.
4. Choose Open Learning Community Groups, then *Results at the Community Level.*

Engage through online discussion, accessing resources, and agency resource sharing!

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Meeting Schedule

- ~~February 7, 2018 at 2 pm ET~~
- February 28, 2018 at 2 pm ET
- March 15, 2018 – Affinity Group
- March 21, 2018 at 2pm ET
- April 19, 2018 – Affinity Group

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Baseline Survey

Please take the baseline survey so we can gauge learning and make improvements!

https://www.surveymonkey.com/r/OpenLCG2018

Only 6 short questions!

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