Building Opportunities for Immigrant Families: The Role for Community Action Agencies

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#CAPImmigrationSummit19
Insights in Prototyping, Piloting, and Continuous Quality Improvement
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.
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!
Subject Matter Experts

Susan Gewirtz
Consultant
S. Gewirtz Consulting, LLC

Jeannie Chaffin, CCAP
Consultant
Community Action Economic Mobility Initiative
Prototyping, Piloting, and Continuous Improvement

1900 Wright Glider

BOEING 737 MAX

Southwest Airlines

NONSTOP LOVE
FROM DEEP IN THE HEART OF DALLAS.
Audience Poll

Have you used prototyping to test some aspect of a new service or strategy?

A. Yes
B. No
C. Don’t know what prototyping is
Prototyping

1900 Wright Glider
Prototyping

Definition

• A Prototype is a small scale, short duration test that examines an element of a more complete service/strategy or tests a service/strategy assumption that is intended to inform the design of a more complete approach/project.
Prototyping

“If a picture is worth a 100 words, a prototype is worth 1,000 meetings”

Tom and David Kelley, IDEO
Prototyping

• In his book, Lean Startup, Eric Ries calls his process for building rapid prototypes “Build-Measure-Learn.” Prototypes are designed around a limited number of specific assumptions (Build), which are then tested, and data collected (Measure). Data is then reviewed (Learn) to uncover the learning and insights on the assumptions.

• Prototyping is related to the principle of “failing fast.”
### Prototyping

**Example:** We don’t know what our families need. Current assessments only ask about the adults’ workforce issues.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you testing?</td>
<td>Does changing the assessment make a difference in our ability to support the whole family? Do we create stronger relationship with parents?</td>
</tr>
<tr>
<td>What assumptions do we have about staff?</td>
<td>Staff are comfortable and have the time to ask more questions. Clients will be happy to talk about their children.</td>
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<tr>
<td>How will we test this idea?</td>
<td>Modify the assessment with family-centered questions for 10 participants and leave it the same for 10 others.</td>
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<tr>
<td>What data will we collect?</td>
<td>Assessment data and staff and client perspective through surveys/interviews.</td>
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<tr>
<td>Duration</td>
<td>1 month of testing and then examine the data.</td>
</tr>
</tbody>
</table>
Piloting

1966 Southwest Business Plan on a cocktail napkin.
PILOTING

DEFINITION
• A trial run, a small-scale version of your larger approach/project

WHY
• Will help confirm if you are ready for full-scale implementation

WHEN
• An initial TOC has been developed
• Trained staff with the skills to carry out those components are in place
• Pilot site and population have been identified
• Learning and basic evaluation structure in place to assess pilot before full implementation
## Piloting

**Example:** Determine if all the components of our financial capability project will work for families.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>What is the size and who will be included in the pilot? What is the duration?</td>
<td>100 adults from Head Start and LIHEAP for 2-years.</td>
</tr>
<tr>
<td>Does our implementation plan work from the client and staff perspective?</td>
<td>There were some rough spots in the beginning. We made adjustments per families feedback in the second year. In year 3 implementation was much smoother and reached a steady state.</td>
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<tr>
<td>Did families reach the milestones we expected on the way to achieving outcomes?</td>
<td>As expected we saw savings increase. Child savings accounts were opened up. Knowledge on financial capability scales increased.</td>
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<tr>
<td>Have lessons learned been identified to inform full scale implementation.</td>
<td>Descriptive outcomes evaluation completed and a several rounds of continuous quality evaluation. A five page summary was produced to inform implementation.</td>
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Piloting: Do We Have A Theory of Change?

• If we do X, Y change will occur for families/communities.

• Example:
  – If we bundle services and supports for adults related to, workforce, financial management and work supports over a three year period, then the adult participants will be more likely to achieve economic stability and success (documented by rigorous data monitoring and evaluation).
People Incorporated – Whole Family Theory of Change

**Families receive:**
- Intensive coaching focused on the goals of the family
- Bundling and coordination of services across programs by partnering with other providers

**Adults receive:**
- Workforce training or post-secondary education
- Parenting support
- Intensive support services including childcare and transportation assistance

**Children receive:**
- Preparation for school readiness
- Health and development services

As a result, families move from needing assistance to attaining *dignity* and *self-worth* by contributing in their community.

**Families are Stabilized**
- Safe, affordable, stable housing
- Increased income

**build Assets**
- Financial
- Educational
- Transportation
- Social capital and community engagement

**are Stronger**
- Increase in resiliency
- Improved child-parent interaction
- Increased self-sufficiency
- Increased confidence and self-advocacy

**Underlying Assumptions:**
- Families are willing to give up poverty related supports as they increase their earned income
- The community can support this theory/intervention
- Our services lead to the desired outcomes
- Participants will be families who are committed and willing to actively participate in order to reach outcomes
THEORY OF CHANGE TEMPLATE

Assumptions

- Target Population (who is at risk, data)
- Problem (problem statement and data)
- Needs (community, target population)
- Outcomes of Interest (desired results)
- Causal Link (causal progression toward a desired outcome)
Piloting: Do We Have A Theory of Change?

ROMA Logic Model– Example
National ROMA Peer-To-Peer Training Program

<table>
<thead>
<tr>
<th>Organization: Identified Problem, Need or Situation</th>
<th>Service or Activity: Identify the # of clients to be served. Identify the time frame for the project. May also include the # of units of service offered</th>
<th>Outcome: General Statement of results expected</th>
<th>Indicator: Projected # of clients expected to achieve each outcome divided by the number served; the % expected to achieve</th>
<th>Actual Results: The actual # of clients achieving the outcome, divided by the number served; the % of clients who achieved each outcome</th>
<th>Measurement Tool</th>
<th>Data Source: Include Collection Process, Personnel Responsible</th>
<th>Frequency of Data Collection and Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Planning</td>
<td>(2) Intervention</td>
<td>(3) Benefit</td>
<td>(4) Performance</td>
<td>(5) Performance</td>
<td>(6) Accountability</td>
<td>(7) Accountability</td>
<td>(8) Accountability</td>
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<td>Short Term</td>
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<td>Mission:</td>
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<td>Proxy Outcome: y or n</td>
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Helping People Changing Lives
PARTNERSHIP
AMERICANS POVERTY FIGHTING NETWORK
From Piloting To Scale—Do We Have a Theory of Scale?

• Resources and Assets Needed
• Sequencing/Trajectory and Length of Time
• Buy-In of Stakeholders
• Definition of Scale
Example:

We can achieve scale in 7 years by first piloting a whole family approach with 100 families over 3 years. To achieve scale, we will need buy-in from staff at all levels including 5 key programs. This will also require including staff and families in the design. By the end of year 7, 3,500 families will have access to a whole family approach (representing 70% of all our agency’s clients.)
Theory of Scale – WHOLE FAMILY

Community-Wide

Example:
We can achieve scale by first investing in our internal resources while simultaneously reaching out to key external groups to create a regional Whole Family Approach. Within three years, we believe a strong collaborative will be in place with community buy-in, coordinated funding streams and continuous improvement. This effort will grow in scale so that within 7 years most services provided by collaborative provider members are delivered using the Whole Family Approach. 15,000 families will be reached annually or about 70 percent of all clients.
Audience Poll

I feel pressure from funders to scale up fast?
True or False
Questions
Continuous Quality Improvement

The 737 MAX Flight deck
Audience Poll

Which of these continuous improvement approaches have you used?

A. Six Sigma
B. Fail Fast, Fail Forward
C. Plan, Do, Study, Act
D. None of the above
5 Reasons for Continuous Improvement

1. Streamline and improve services.
2. Connect data to practice.
3. Ensure implemented change strategies are effective and ineffective change strategies are abandoned.
4. Identify and disseminate best practices and lessons learned.
5. Engage a broader set of stakeholders and experts.

*Developed by James Bell Associates*
Continuous Improvement Frameworks

Plan, Do, Study, Act Cycle

EXAMPLE: Only 25% of our parents are enrolling in our job advancement workshops. We thought 50% would engage because that was our experience in the pilot.

- **PLAN**
  - Target parents working at least 6 months

- **DO**
  - Recruit all employed parents for job advancement program

- **ACT**
  - Make adjustments in our assumptions or program design

- **STUDY**
  - Characteristics of enrollees?
  - Focus groups with employed parents
  - Test assumptions

Resolution
Continuous Improvement Frameworks

Before and After Action Review

Example: Planning a Saturday evening healthy meal for families to celebrate completion of first training module. We will provide the main course and dessert.

What did we think would happen? We thought 75 percent of the families would attend and bring healthy side dishes. We would provide main course and dessert. Parents would have a chance to bond with each other.

What actually occurred? 60 percent of families attended and they all brought side dishes. Most of them were not very healthy.

What worked and why? For a first event like this, turnout was pretty close to what we expected. Families had a really good time and kids activities worked out well giving parents some time to get to know each other.

What can be improved and how? We might have gotten higher participation if the parents had been more involved in planning. We also could have engaged health care instructor in teaching about healthy foods prior to the dinner.
Continuous Improvement Frameworks

A Funnel: Where are the leaks and drop-off points? Can we reduce? Where? How?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach</td>
<td>500</td>
</tr>
<tr>
<td>Enrollment</td>
<td>250</td>
</tr>
<tr>
<td>Completion</td>
<td>200</td>
</tr>
<tr>
<td>Job Placement</td>
<td>175</td>
</tr>
</tbody>
</table>
Questions
CQI Resources

**Continuous Quality Improvement Toolkit: A Resource for Maternal, Infant, and Early Childhood Home Visiting Program Awardees (CQI Toolkit).** The toolkit supports MIECHV awardees and others in working with local agencies to build capacity in CQI.

Continuous Quality Improvement Toolkit

A Resource for Maternal, Infant, and Early Childhood Home Visiting Program Awardees

Module 1: Introduction to CQI
CQI Training Overview

1. Introduction to CQI
2. Using Data to Drive CQI and Identify Topics
3. Creating the CQI Culture and Forming a Team
4. Creating SMART Aims
5. Understanding the PDSA Process & Measurement
6. CQI Tools I: Process Maps
7. CQI Tools II: Root Cause Analysis Tools
8. CQI Tools III: Key Driver Diagrams
9. Reliability Concepts and Sustaining Gains
Human Centered Design Resources

• Creating Solutions Together: Design Thinking, The Office of Family Assistance and 3 Grantees

• Practice Your Prototype Skills with these 4 Resources
  https://www.ideo.com/blog/practice-your-prototyping-skills-with-these-4-resources

• IDEO U
TOC Resources

• Creating a Local Theory of Change (eCourse): https://moodle.communityactionpartnership.com/course/view.php?id=4


Moodle is an online learning platform designed to provide trainers and learners with a single robust, secure, and integrated system to create personalized learning environments. [https://moodle.communityactionpartnership.com](https://moodle.communityactionpartnership.com)

**Learning Community Use:**
- On-demand videos & resources
- Activities & Assignments
- Peer engagement through online discussion platform
- Tracking of progress through LCG
On-Demand Learning

eCourses available to the entire CAA Network through

Community Action Academy

**Category: Learning Community ➔ Topical Courses**

- Family-Centered Coaching
- Advancing 2Gen in the Rural Context

**Category: ROMA Training ➔ ROMA NG Training Series**

- Creating a Local Theory of Change
- Understanding Community Level Work
- Data Collective, Analysis, and Use

*more coming soon!*
How to Access Our Courses
NEW! Mobile App for Community Action Academy

1. Search your App Store (Apple) or Google Play (Android) for the official moodle app (can simply type "moodle").

2. Once the app is downloaded to device, enter URL: moodle.communityactionpartnership.com

3. Login on the moodle app using your same credentials for Community Action Academy on the computer.

For more information, you can visit this link.
April 10: CCAP – Certification Exam
April 17: Analyzing & Addressing Community Level Work

https://communityactionpartnership.com/events/category/webinars/
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Community Action: A Voice for Change

2019 National Community Action Partnership
Annual Convention

Community Action Partnership
2019 ANNUAL CONVENTION
August 28 - 30, 2019 | CHICAGO MARRIOTT DOWNTOWN MAGNIFICENT MILE
Save the Date
FOR MORE INFO

For more information or questions contact The Learning Communities Resource Center Team:

Tiffney Marley, Director of Practice Transformation
tmarley@communityactionpartnership.com

Hyacinth McKinley, Senior Associate for Learning & Dissemination
hmckinley@communityactionpartnership.com

Lindley Dupree, Senior Associate for Research
ldupree@communityactionpartnership.com

Courtney Kohler, Senior Associate for Training & Technical Assistance
ckohler@communityactionpartnership.com

Liza Poris, Program Associate for Training & Technical Assistance
lporis@communityactionpartnership.com

Jeannie Chaffin, Consultant, Community Action Economic Mobility Initiative
Chaffin.Jeannie@gmail.com

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