Implementing ROMA

Workshop Facilitation Guide

Implementing the ROMA Cycle in the
"Next Generation" Performance Management Framework

Created through the Partnership's Organizational Standards Center of Excellence and funded by the Office of Community Services

Jarle Crocker, Director T/TA, NCAP
Courtney Kohler, Senior Associate T/TA, NCAP

Barbara Mooney, Director, ANCRT
Carey Gibson, Project Manager, ANCRT

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Introduction

Implementing the Full ROMA Cycle is the final training module within a series based on material produced by the Community Action Partnership and the Association of Nationally Certified ROMA Trainers (ANCRT). The series is comprised of a variety of recorded webinars, workshop PowerPoints, facilitator guides, case study examples, and associated resources. The curriculum is based on foundational ROMA principles and practices, exploring the focus areas for ROMA Next Generation and highlighting how all the elements of the Performance Management Framework fit together. Topics within the series are depicted below:

ROMA Next Generation Training Series

Learning Objectives for the Series

At the end of this series, participants will be able to define the elements of ROMA and ROMA Next Generation, and will understand the concepts that will help your agency and the entire CSBG network increase their performance measurement and management capacity so that the National Goals are accomplished.

By the end of the series participants are expected to be able to:

- Recall and describe the basic elements of the Results Oriented Management and Accountability (ROMA) principles and practices
- Explain the new focus on ROMA Next Generation:
    - Describe the role of a "Theory of Change" throughout the ROMA Cycle
    - Identify key elements of community level work
    - Describe the inter-relationships between family, agency and community level changes
    - Identify data collection processes and procedures that are needed for data analysis
    - Explain the role that data analysis plays in the ROMA Cycle
    - Identify key data analysis techniques and how analysis can be used for improvement
- Discuss how all the elements of the Performance Management Framework work together

Implementing the Full ROMA Cycle Module Description

This module is designed to support a local Community Action Agency in identifying its current application of the full ROMA cycle, considering how improvements can be made to agency practices, and establishing a plan to positively impact the agency's capacity.

The *Implementing the Full ROMA* Cycle Module consists of the "Implementing ROMA" introductory recorded webinar, a case study example, and an in-person four to six hour workshop session that uses this facilitator guide and the accompanying power points. The introductory webinar can be accessed *HERE* and should be shared with all workshop invitees at least two weeks before the in-person session.

This material is adaptable to the needs of the agency. When considering using this material, we suggest your training team review all of the activities and additional material available from the other modules in this series and decide how they can be best used to meet the agency goals.

The module has an overview of several kinds of activities that can take place outside of the actual training. The facilitation of this module may be done over more than one in-person session because of the nature of the organizational culture assessment and the ROMA Audit. Those assessments may require that the training participants take time to talk to other people in the agency, consider how various parts of the agency are applying different concepts, and generally get more information than they might have available when starting this module initially.

Additionally, there are many places within this module where the local agency may want to include other modules in this series or another related topic to help them establish an Impact Pathway Plan.

For example, as they discuss and consider the Assessment and Planning phases of the ROMA Cycle, agency staff may find a disconnect between what they see in their Community Needs Assessment (CNA) and the activities included in their Strategic Plan. They may find that this is an opportunity to use other training material in this series to help them evaluate the quality and completeness of their CNA. Such an evaluation may reveal places that the agency wishes to 'dig deeper' into the data that they have collected in order to further understand their community and identify areas of need. When staff question the identification of needs that have been the basis of their understanding of their community, they may elect to pause in this module to use the training materials available, related to both the CNA and to Strategic Planning. Then they can come back to comparing CNA with Strategic Plan at a later meeting.

Additionally, as staff considers the value of creation of a Local TOC, they may want to be sure everyone has a full understanding of what a TOC is and how it can be used. Or perhaps this is an opportunity to stop and use the ROMA NG training material or Board presentation. Understanding the importance of Community Level work can be enhanced with the same titled module from this series. Finally, staff may determine that they could use additional time to explore and increase understanding of the issues related to data collection, analysis and use of data in decision making – which can be assisted by other modules in this series.

Implementing the Full ROMA Cycle Module Learning Objectives

Participants will:

- Understand basic principles of a results orientation and performance management
    - Clarify how ROMA fits into the Performance Management Framework
- Acknowledge that we start this capacity building project with assessment to determine a baseline
    - Understand your Organizational Culture
    - Identify current ROMA implementation
- Identify elements of an Impact Pathway Plan
    - Prepare to create a Local Theory of Change
    - Create action steps in your pathway toward impact
- Prepare for monitoring progress and identifying success
    - Establish a time table for follow up

Overview

Intended Audience:
Community Action Agency directors, managers, staff, board members, customers, and volunteers.

Workshop Prerequisites:

All participants should have watched the "Implementing ROMA" Introductory Recorded webinar prior to attending this workshop

Workshop Goal:

Participants will create a plan to Impact the Implementation of ROMA in their agency, based on a clear understanding of current situation and what needs to be strengthened or changed.

Workshop Length:

4 to 6 hours, which can be broken up into multiple 1 to 1.5 hour sessions.

Trainer Requirements: Nationally Certified ROMA Trainer (NCRT), Nationally Certified ROMA Implementer (NCRI), or other experienced facilitator with understanding of ROMA.

Materials Needed:

Implementing ROMA PowerPoint, ROMA Cycle poster

Computer, projector, screen, flip chart, markers, tape, blank paper, nametags and/or table tents, handouts (listed below)

Agency documents: Mission Statement, Community Needs Assessment, Strategic Plan, Community Action Plan, other funding proposals, agency Reports (can be Annual CSBG Report, monthly reports the agency uses for management, reports required for other funding sources, etc.), organizational chart of the agency, list of funding sources, most recent agency outreach publications

Handouts Needed:

Sign-in sheet, evaluation

National TOC, blank Local TOC, ROMA Audit Checklist, Guide to Data Policy Development, Assessing Your Reports, Organizational Culture Assessment, Are You Results Oriented, ROMA Culture Building Blocks, Impact Pathways Plan blank, Flow Chart blank

Note: It may be useful to have copies of the Local theory of change created by the Economic Security Corporation (ESC) to demonstrate one agency example

Number of Participants Recommended:

A good size workshop is between 8 and 25 individuals, which is a big range. But the number you will recruit for this workshop depends on your agency structure. You should have administrative staff, department leaders, and representative from the Board of Directors. You would not want to spend the full workshop time without key individuals who will be doing the work of supporting a ROMA Culture. And you would not want to have so many people involved that consensus will be hard to build.

Room Set-Up: u-shaped or half-rounds to facilitate group activities.

Evaluation: Completed Impact Pathways Plan, Learner Centered Feedback end of session evaluation

Implementing the Full ROMA Cycle, Module Outline

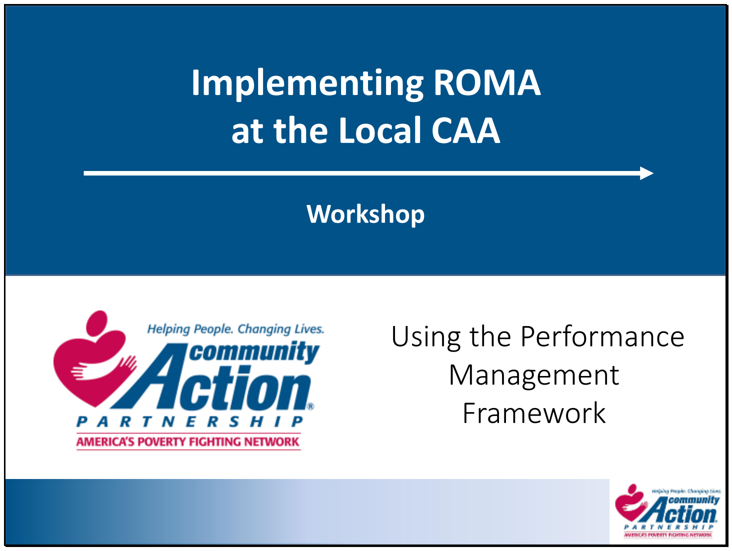
SECTION	CONTENT	DELIVERY METHOD	TIME*	SLIDE #	MATERIALS NEEDED
		**Times are approximate – it is likely that your group will take longer to discuss and process these concepts*			
Pre session	Reminder before session:	View recorded webinar suggest put title of webinar here	15		*Computer to watch recorded* webinar
Opening	Arrival- Sign in				Sign in sheet, name tents (tags)
	Welcome and Introductions	Facilitator led, participants respond	15 min		
	Identify this as a part of a ROMA Training series – Learning objectives for this training	Get any comments on the pre session recorded webinar	5 min	1-3	
Part I	Setting the Context	Lecture	20 min	4-11, 13 -21, 24-27	
A	National Theory of Change	Quick check in with participants -- Ask if people know about TOC and Logic Models.		12	National TOC handout (from slide 16)
		How well does the AGENCY operate? What difference does the AGENCY make?		18	Write 2 questions on flip chart and post
		Participants identify the connects they see between services they deliver and outcomes achieved	5 min	22	Take notes on flip chart
B	Mission Statement	Participants consider their mission statement What are “assumptions”?	5 min	23	Agency’s mission statement
C	Local Theory of Change	Get participants to respond “are they		28, 29	Have local TOC blank as handout

		willing to try something new?”			
Part II	Assessment	Lecture/discussion	20 min	30-32, 34-35	
				33	ROMA Audit as handout
	Optional (if time) Can also be assigned as “homework”	*Show Case Study*	*20 min*	*36*	*Case Study Recorded webinar*
		Review the elements of the Case Study, Point out that the ROMA Audit ESC used had many more columns, because those were items they wanted to know about.		36 - 41	ESC local TOC
A	Elements of ROMA Cycle			42	Refer to ROMA Cycle poster
	Assessment, Planning, Implementing, Reporting	Small group activity for each of the elements of the ROMA Cycle	10 min each = 40 min	43-47	
	Collecting Data	Guided discussion about how (when where, by whom) data is collected	10 min	48	Handout: guide to data policy development
	Considering your Reports	Guided discussion about agency reports	10 min	49	Handout: Assessing Your Reports
	Analysis	Small group for the last of the cycle elements	10 min	50	Refer to ROMA Cycle
	Use of Data	Discuss example of some items identified to help improve use of data	5 min	51	
	Reassessment, planning	Small group, “How will you monitor change?”	10 min	52, 53	Show the cycle continues; ~~how will you monitor change?~~
B	Organizational Culture	Introduction to concepts	10 min	54 -60, 62, 63, 70	
		Why things are done this way….	3 min	61	Video on web
		Small group, “What can you answer from memory?”	20 min	64, 65	Handout: Assessing Organizational Culture

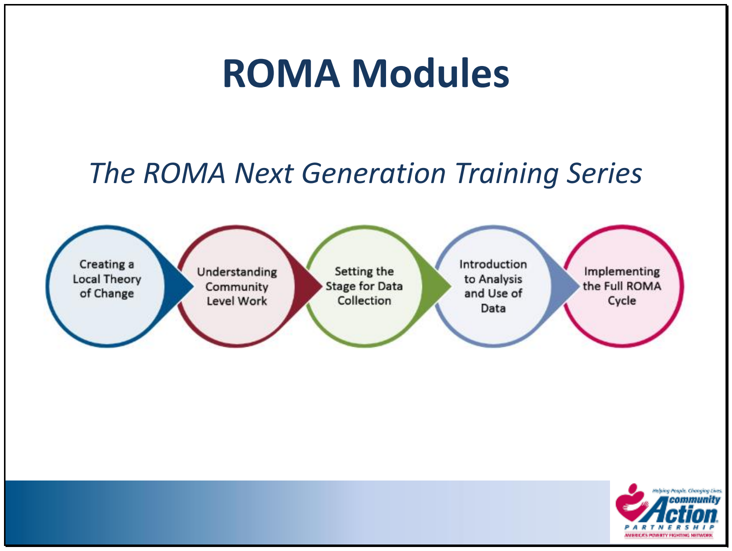
		Small group, “Is agency perspective different from staff perspective?”		66, 68	Handout: Are You Results Oriented
C	Performance Management Framework	Reviewing all the elements	5 min	69	
Part III	Impact Pathways Plan	Introduction to concepts	5 min	71 -73	
A	Scale Up	Discussion	15 min	74 -76	
	Moving to a ROMA Culture	Introduction		77 – 80. 90	
		Small group discussion about each of the building blocks	15 min	81 -89	Handout ROMA Culture Building Blocks
B	Scale Out	Introduction to concepts	15 min	91 – 94	
		Personal power, Influence, your role		95-99	
C	Create a Plan	Introduction to concepts, example	20 min	100 - 107, 109, 110	
				108, 112	Blank Plan and Flow Chart
		Participants generate ideas for Impact targets, and possible pathways		111,	Post ideas on flip chart
D	Observe and Measure Results		10 min	113 – 116	
	Using a Score Card			117	
Closing	Wrap Up		5 min	118 - 121	
	Resources, Contacts			122 - 125	
		Collect from participants			Evaluations
		Total time identified here is 280 minutes – just under 5 hours.			

Slides and Notes to the Facilitator

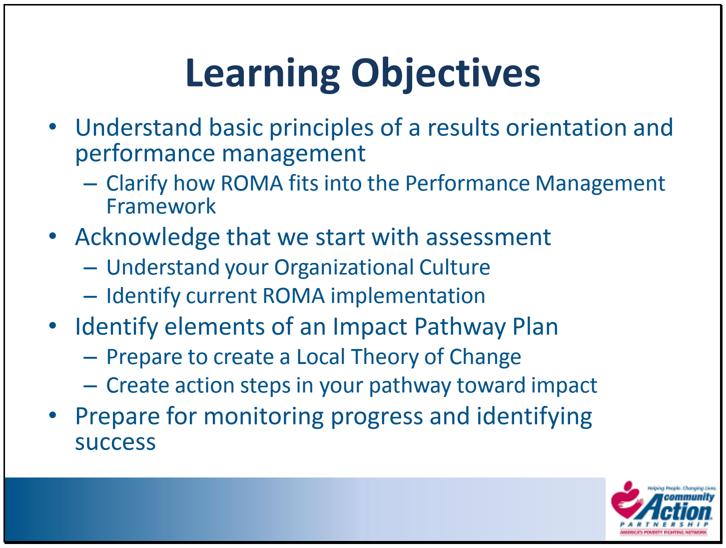
Slide 1



Slide 2


ROMA Modules
The ROMA Next Generation Training Series
Creating a Local Theory of Change
Understanding Community Level Work
Setting the Stage for Data Collection
Introduction to Analysis and Use of Data
Implementing the Full ROMA Cycle
community Action
PARTNERSHIP

Slide 3



This is part of the work we are doing together to find ways for the network to move up to the new OCS Performance management Framework

The issue is that so many new ideas are being implemented at the same time that we have to make the most effective use of time and resources.

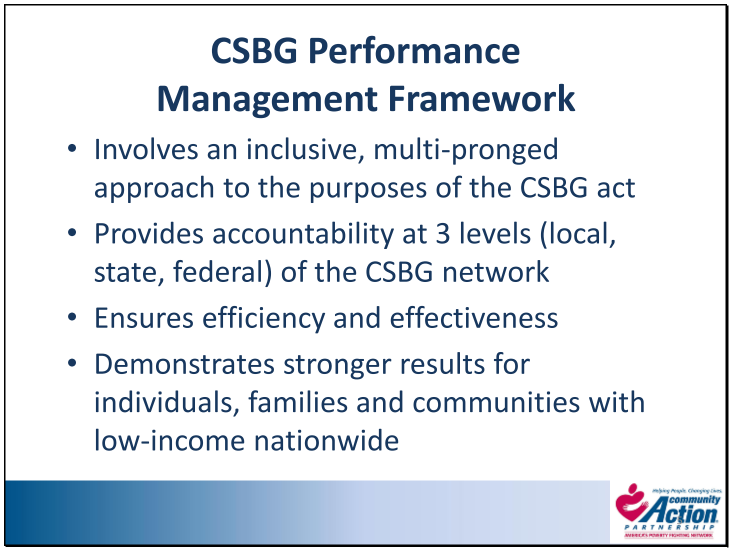
So this is about how to help move the agency's thinking and culture and activities towards a Results (or Performance) Orientation so that all the pieces work together.

Slide 4

SETTING THE CONTEXT

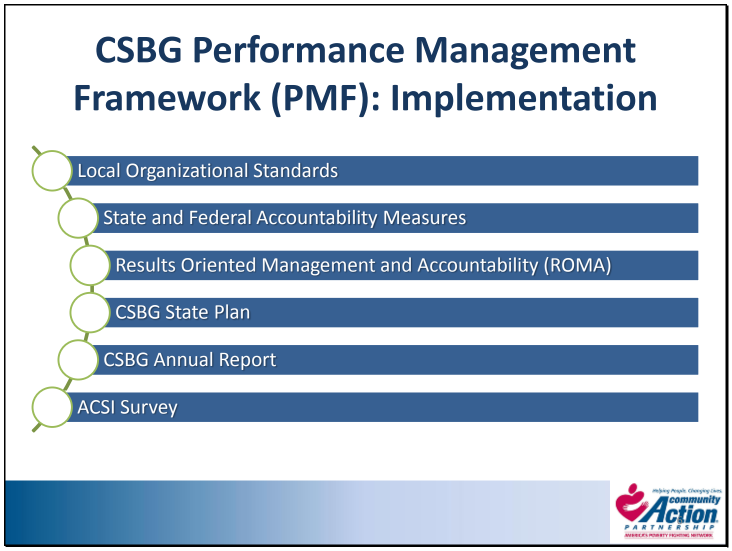
Part I

Slide 5

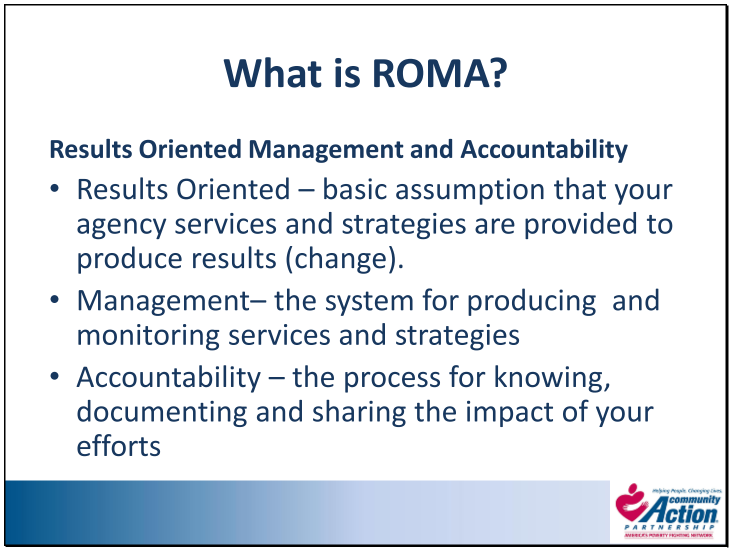


The CSBG PMF incorporates extensive input from the CSBG Network

Slide 6

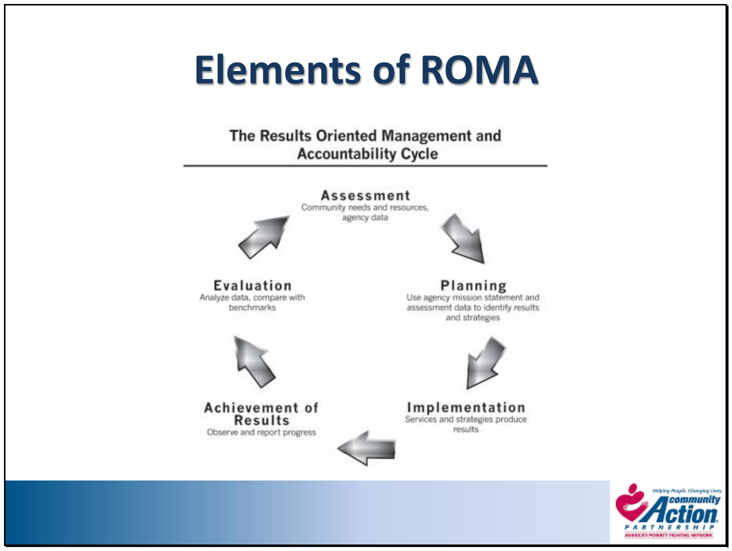

CSBG Performance Management Framework (PMF): Implementation
Local Organizational Standards
State and Federal Accountability Measures
Results Oriented Management and Accountability (ROMA)
CSBG State Plan
CSBG Annual Report
ACSI Survey
community Action
PARTNERSHIP

Slide 7



You might think this is a simple question.
But many people have not clearly thought about what is behind the “four letter word” that is ROMA.
We are talking both about fundamental assumptions and about systems that support the assumptions.
ROMA has been a part of the CSBG network since the early 1990s and was included in the last reauthorization of the CSBG act in 1998.

Slide 8



We are familiar with the ROMA Cycle which shows elements of the systems and process for management and accountability, but we need to step back to consider the “results orientation” part of the term more completely.

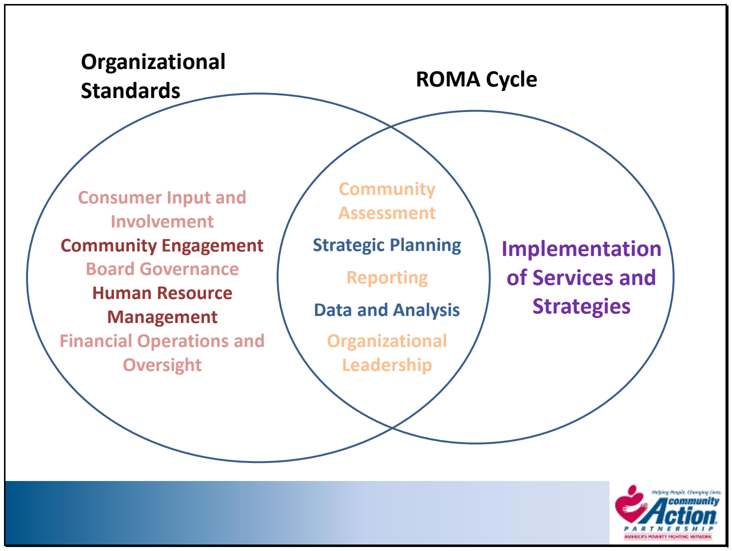
This graphic is based on IM 49 (2001)

Slide 9

Organizational Standard 4.3

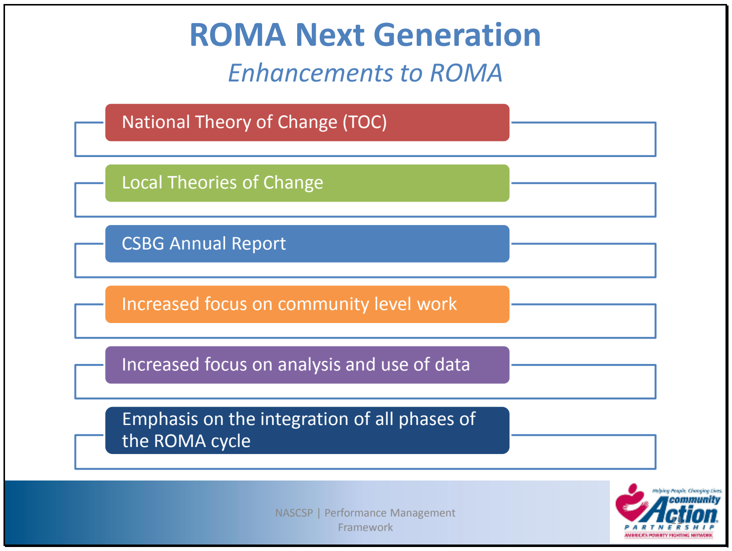
The organization's Community Action plan and strategic plan document the continuous use of the full Results Oriented Management and Accountability (ROMA) cycle or comparable system (assessment, planning, implementation, achievement of results, and evaluation).

Slide 10



This shows the most obvious of the overlap between Org Standards and ROMA, but there are lots of ROMA principles and practices embedded in the elements on the left side that impact the agency's ability to deliver high quality services and strategies (on the right side)

Slide 11


ROMA Next Generation
Enhancements to ROMA
National Theory of Change (TOC)
Local Theories of Change
CSBG Annual Report
Increased focus on community level work
Increased focus on analysis and use of data
Emphasis on the integration of all phases of the ROMA cycle
NASCSP | Performance Management Framework
community Action
PARTNERSHIP

Slide 12

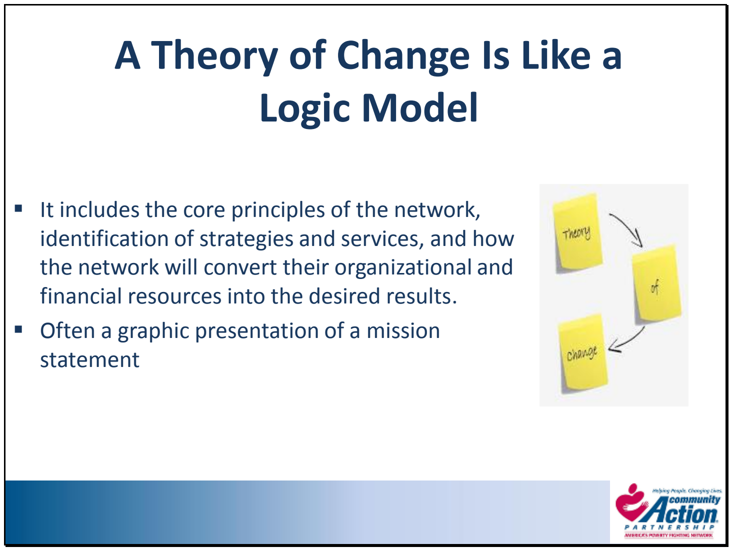
What is a Theory of Change?

- A Theory of Change (TOC) is a conceptual road map for how an organization expects to achieve its intended impact.
- While similar to a logic model (which has detailed information about needs, activities, inputs, outputs, outcomes, and indicators), a Theory of Change demonstrates the “big picture” about how all of these components work together.

Ask participants if they have ever heard of a theory of change…get responses.

What about a logic model? Do any of them use a logic model? Get responses.

Slide 13



How is it similar to a Logic Model?
The TOC is like the ROMA logic model in that it is a way of presenting a series of interrelated concepts so that they can be understood as a “big picture.”
Specifically, it focuses on making the connections among identified need, the agency response and the changes that are projected and actually accomplished. It ties all these to the agency's mission.
How is it different than a Logic Model?
It’s broader than a Logic Model. It adds a focus on the articulation of assumptions, and the processing of what has been learned.
It prompts analysis of the actual results identified at the end of a service period and provides the framework for data reflection related to review of how the services were provided and how the outcome data was collected. The Logic Model does not specifically identify "how" this type of reflection should be framed.
There’s a consideration of external factors and the preconditions related to the achievement of results. This context helps the agency identify what is in their control and what is not.

Slide 14

•Q: How did the Community Action Theory of Change come about? A: In 2011, Community Action leaders began to gather feedback, through surveys, listening sessions and webinars, on the core principles of the Community Services Block Grant Program (CSBG). The network stated that it was critical for this theory of change to reflect elements of the current CSBG Act, incorporate CAA history, vision and values; as well as include fresh and innovative thinking about the future of our work. The resulting document articulates core principles for the Network, identifies CAA Network national goals, demonstrates the CAA Network's unique approach to addressing poverty, and makes a complicated system easier to understand.

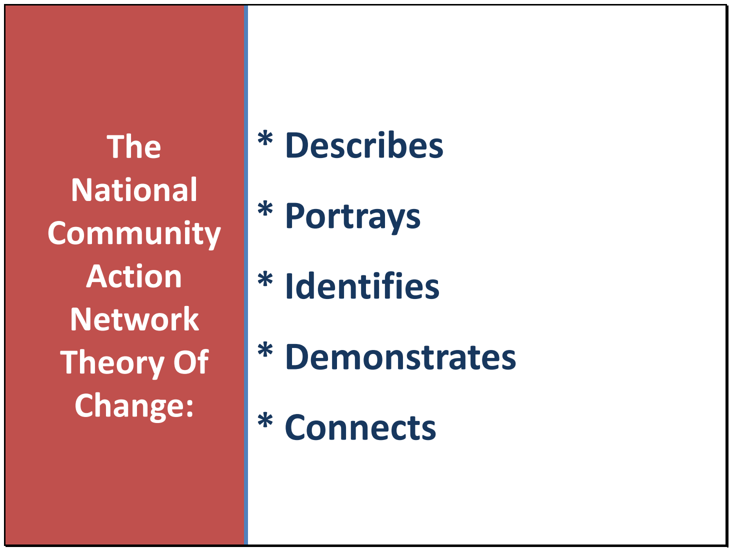
•The National Community Action Theory of Change was developed from input collected from the field between 2013 and 2016. It evolved over that time as elements of the PM Framework were constructed and finalized. An early draft of the TOC graphic was included with the Annual Report submission for OMB approval, and the graphic you see here is the one that was finally approved by OCS and released August 18, 2017.

•The introduction of the National TOC creates a snapshot of the complicated mission and vision that plays out through local CAAs, state associations, state offices, national partners and the federal office (OCS)

•A theory of change is a brief expression of the assumptions that underpin the network's actions, identification of the areas in which the network will provide strategies and services, and

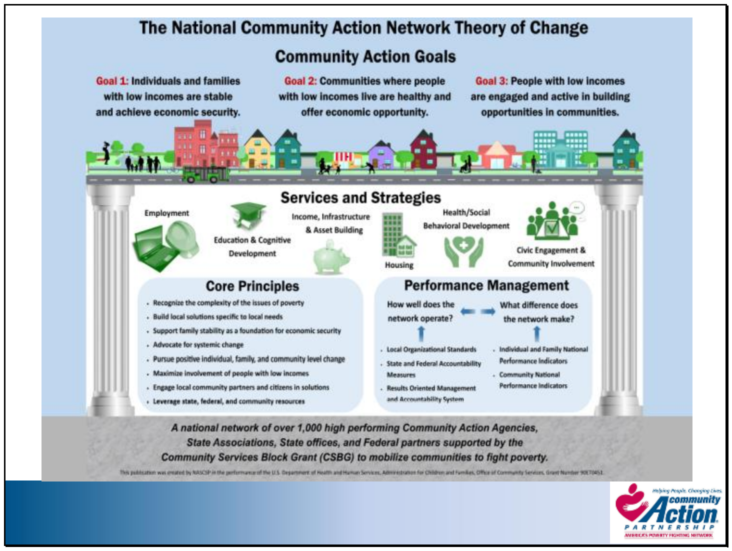
the expectation of excellence of the network that will convert organizational and financial resources into the desired results.
•It provides a **conceptual road map** for how an organization expects to achieve its intended impact.
•This is very similar to **a logic model** (which has detailed information about needs, activities, inputs, outputs, outcomes, indicators) but has the additional dimension of saying what the network believes and why it believes what it does will make a difference.
• This TOC demonstrates commitment to accountability via Performance Management
• Goal: Making a complicated system easier to understand.

Slide 15



***Describes** the elements of a common framework Community Action Agencies (CAAs) use to produce change.
***Portrays** the broad picture of Community Action: long term goals, core principles, and system capacity.
***Identifies** the assumptions and core principles that guide the design of services and strategies to reach the long-term goals it hopes to achieve.
***Demonstrates** commitment to accountability for the entire network through the Performance Management Framework and specifically to agency excellence through the Organizational Standards.
***Connects** the foundation of a high performing national network to the services and strategies implemented by local CAAs in order to achieve the national Community Action goals.

Slide 16



Have this as a handout

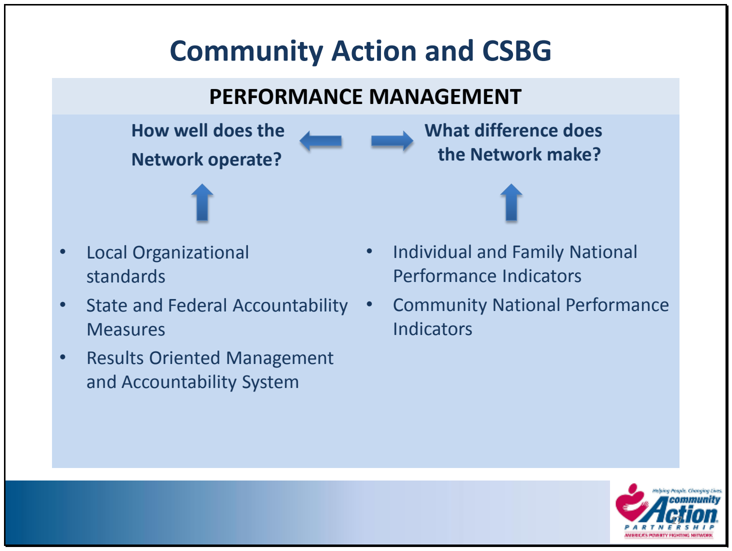
The national TOC is the **articulation of the underlying beliefs and assumptions** that guide a service delivery strategy.

It identifies the “why” and the “how” of the activities undertaken and it identifies the “what” of change and improvement produced.

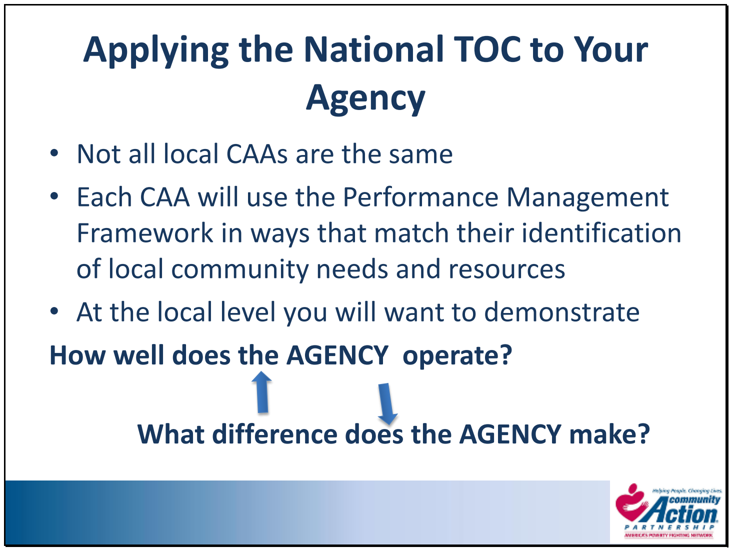
Incorporates CAA history, vision and values.
Articulates core principles for CAA Network.
Identifies CAA Network national goals.

TOC provides general guidance for the CSBG Network regarding the goals for individuals, families and communities – and sets out some expectations about “high performing agencies” and performance management (org standards, ROMA)

Slide 17

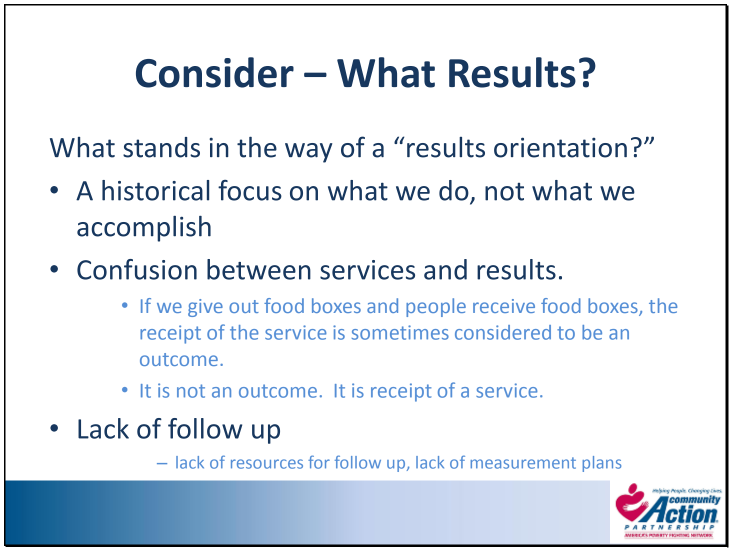

Community Action and CSBG
PERFORMANCE MANAGEMENT
How well does the Network operate?
What difference does the Network make?
Local Organizational standards
State and Federal Accountability Measures
Results Oriented Management and Accountability System
Individual and Family National Performance Indicators
Community National Performance Indicators
community Action
PARTNERSHIP

Slide 18



Note to facilitator: throughout the day you are going to come back to these two questions, so you could write them on a flip chart and post so you can easily refer to them.

Slide 19



Because it is important to know how much service we are able to provide with the CSBG funds and the additional funds they leverage, CAAs have always been asked to identify the number of people they serve and to quantify the services they provide.
More recently the focus has shifted to also knowing what has happened because of our activities.

Note: more recent is 20 years. We have had 2 decades to make the shift in perspective, so why hasn't it happened universally across the country?

Next bullet is one reason.
The "food distribution" issue is a common one raised by agencies across the country.
The "results orientation" question is: What has changed for people who received the food? Do we know?

This brings us to the last bullet on this slide: **follow up**
Without follow up, the only thing you know for sure is that the service was delivered.
What are the problems with doing follow up?

One that we hear all the time is that there is not enough funding to support follow up.

See what people in the audience thing about this idea.

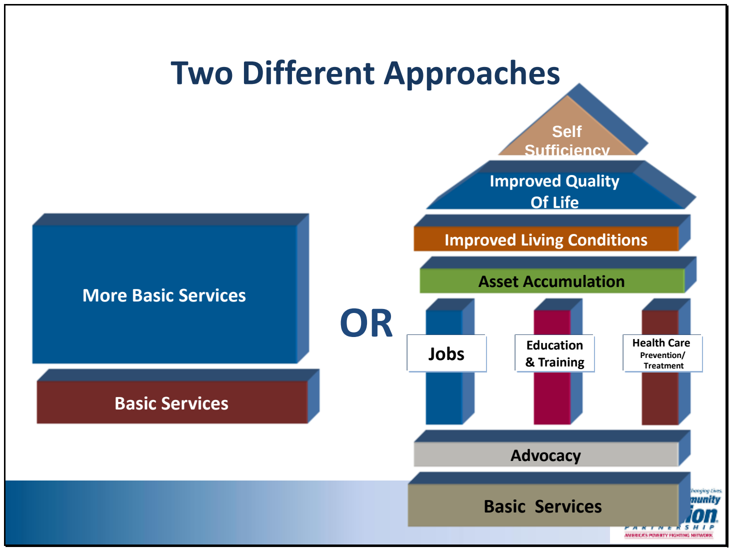
Another is that a plan for follow up (for “measurement”) is not included in the other planning activities.

Refer back to the flip chart with the list of outcomes you generated in the last activity and ask what kinds of measurement tools and processes people have in place to know if the outcome occurred or not, or if there has been progress towards the outcome.
Make notes about the measurement tools.

In this part of the discussion, you might find that some of the things you previously wrote as outcomes are really outputs.

Discuss the differences at this time and circle the items that really are outcomes.

Slide 20



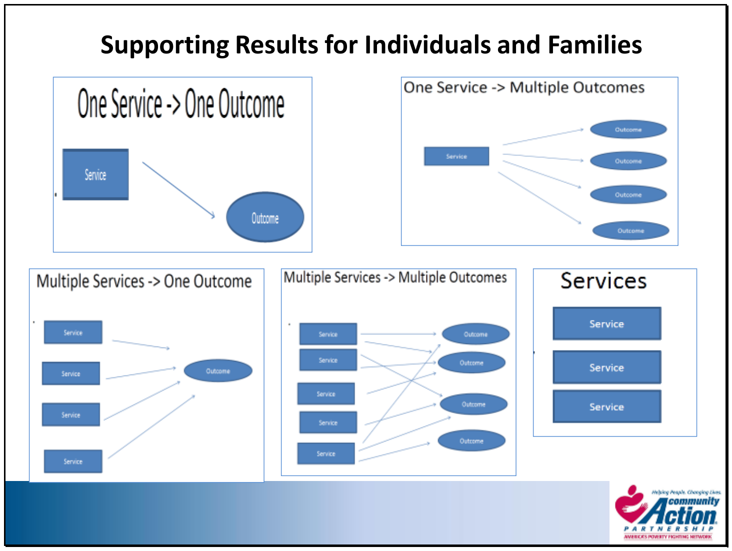
Community Action Partnership of Kern County CA

They start with this question: HAVE WE ENDED POVERTY YET? WHY NOT?

They found that they were delivering basic services which were not moving people or changing their lives,
They moved to a theory of change based on building a "house" of different services and approaches that will lead to the outcomes at the top.

IF YOUR AGENCY IS ADOPTING A "RESULTS" ORIENTATION, YOU MUST CONSIDER THE AGENCY'S APPROACH TO GETTING THERE.

Slide 21



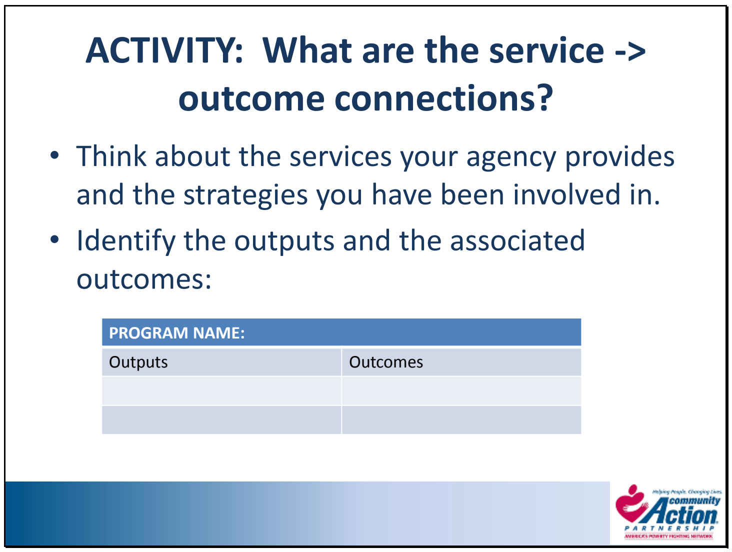
This series of slides shows how services can be considered.
Some services produce a single outcome (GED prep class > high school diploma), while others produce several outcomes (case management > secure housing, increase job skills, etc.). Sometimes multiple services are needed to produce a single outcome (food, transportation, child care, job search > secure employment). Multiple services can also produce multiple outcomes (someone receiving all the services mentioned above may achieve other outcomes besides just securing employment – such as outcomes associated with family stability)

Sometimes services are provided but no follow up is done to find out what the impact was. Some services are designed to meet an immediate crisis but there is no expectation to see a change in status for the recipient. Receipt of a food box may be important to tide the family over until other resources are developed, but the food box alone does not change (or contribute significantly to) the situation of the family.

These are areas considered to be services without direct outcomes:
Provision of food boxes
Providing a job fair or health fair or other community event that has no follow up and no specific objective for change.
Provision of child care
Provision of transportation

Remember they may contribute to an outcome but only if that is the intention of the provision of the service. If the provision of the service IS the end, that is an output and is not connected with an outcome.

Slide 22



Group participants for this activity. If you have people representing different programs, this is an activity where it would be useful to have participants grouped with their own programs.

Give each group a flip chart page and have them divide the page as the table on this slide – add program name at the top and then Outputs and Outcomes at the top of each half of the page.

Ask them to think about the primary activities (outputs) that they and their customers engage in and put them on the left side of the chart.
Then ask them to connect to the outcome that is produced (or is the target) of the service.

Bring the groups back and have them share –
Help them identify if the things in the outcome column really are about something that changed for the customer/community.
If you see a lot of outputs in the outcome column, make notes of these and say we will come back to discuss these further as we progress in this workshop.

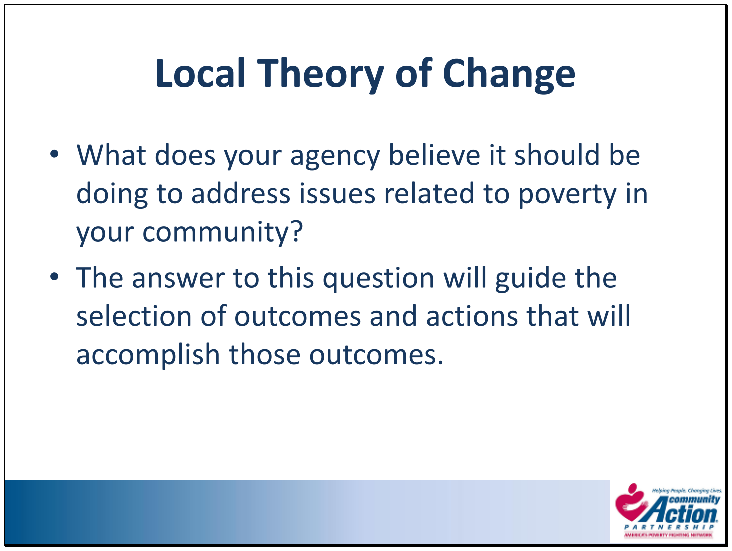
Slide 23

Think About It!

- Considering your own agency Mission and the services and strategies you provide can be a window into what you are communicating to the community.
- Are these really the assumptions of your agency? Your staff? Your board?
- Do your mission and services help to identify the big goals your agency has?

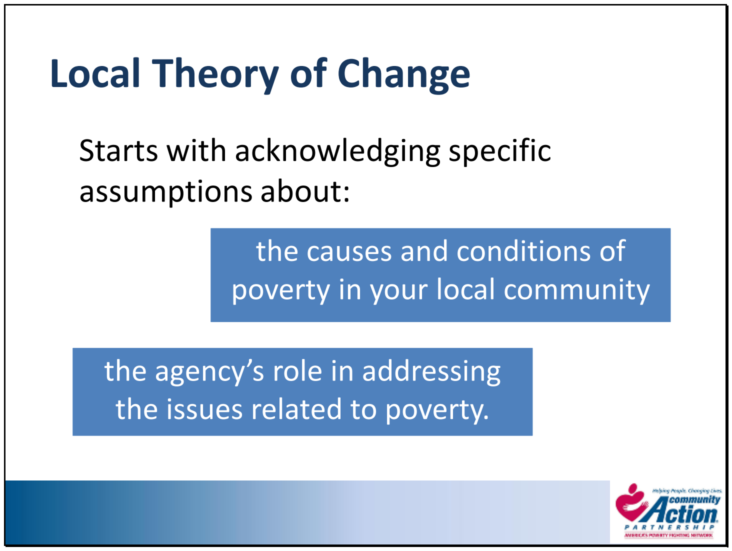
Do you have a local Theory of Change? There is a lot of information in other places about creating local theory of change so it will not be repeated today.
There is a separate workshop devoted to helping your agency walk through the development of a Local TOC.

Slide 24



Briefly state that if the agency has done the TOC work, then the agency KNOWS what it wants to accomplish and how it thinks it should do its work.
If the agency has not done this work, then this is something that will help the agency move to a "results orientation" by really understanding what they believe and what they expect to accomplish. Why are they in business? To perpetuate poverty in the community? NO. To make it easier for people to remain in poverty? NO.
What does the community THINK the agency is supposed to be doing?
Some agencies that do these activities are surprised to see what the community might be thinking about them.
If it isn't what they want to project, they have to consider what they can do to fix their image.

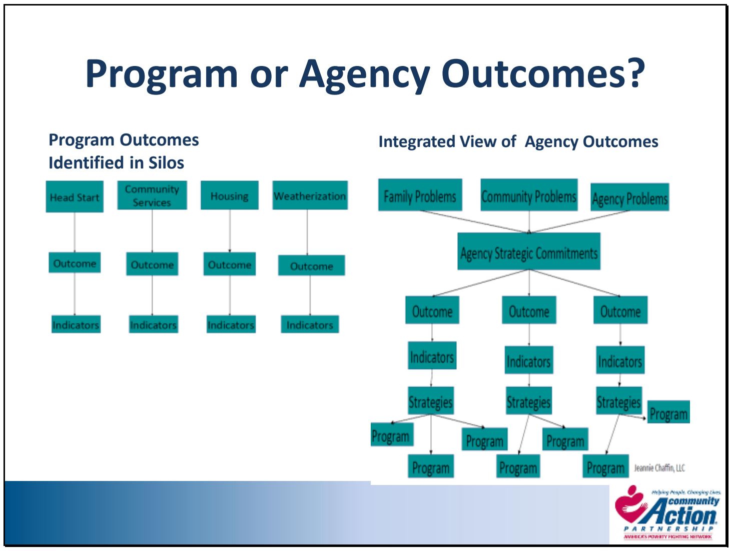
Slide 25



It is important to be sure the Board Members and staff all understand what ***the agency*** believes about poverty and the agency's role.

You could ask participants to think about prior reports of their success, about their most recent CNA and to think about what this tells them about poverty issues in their own community. This also brings up the question about levels of need -- the agency needs to at least begin to actively think about how it is going to approach the identified and prioritized issues in their community. Will they work with individuals and families? With the larger community to tackle big problems? With their own agency staff and processes to improve things that are holding them back from producing results?

Slide 26



Refer back to the activity. Connecting outputs and outcomes at the program level. Now have participants think about how those various program level outcomes come together to produce outcomes to meet the agency's mission.

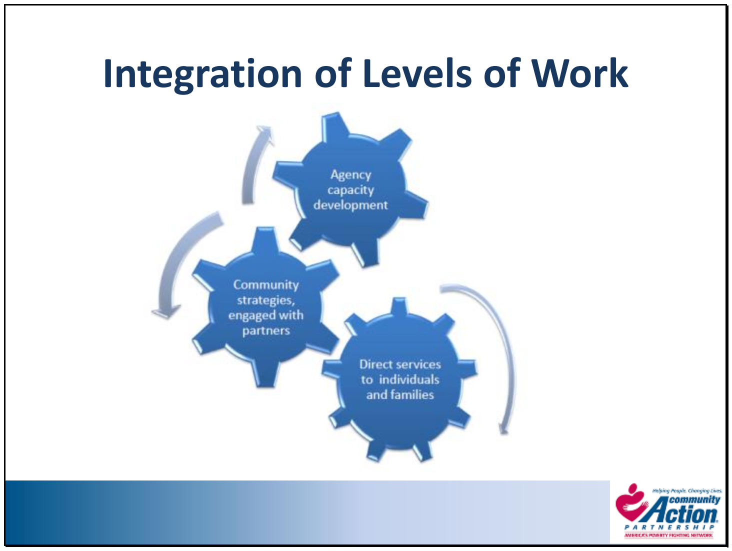
When you work on creating a Theory of Change, you have to consider how the programs in the agency operate (together or in silos).

Many agencies do a great job of identifying the outcomes for each of the specific programs they have.

And they are good grant managers.

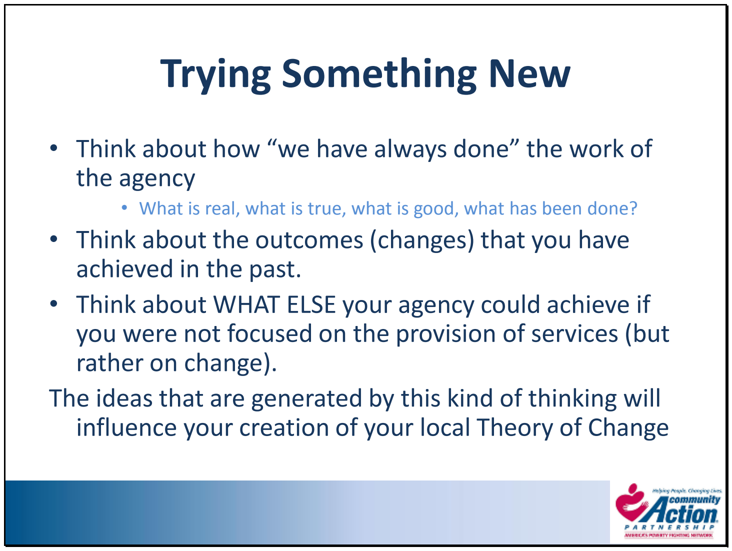
The challenge we are faced with in the 2019 Performance Management Framework is to figure out how all of those separate program level outcomes work together for larger agency outcomes – and meet national goals.

Slide 27



It is also part of the process to consider how family and community work must support each other – and how the agency's health is an important cog in the works.

Slide 28



The agency will have to prioritizing the needs found in the CN A
What contributes to the priorities of the agency?

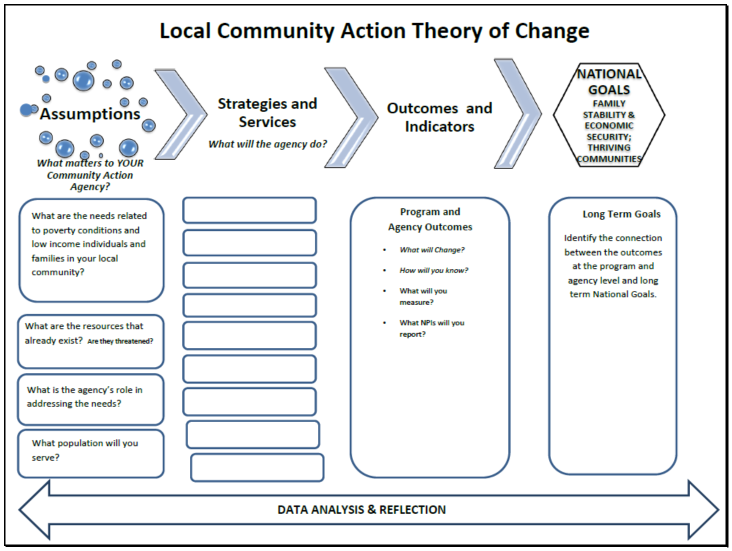
What is the criteria?

- What we've always done
- What we have funding to do
- What is most important to our board
- What is most important to our Executive Director

The big question we need answered - What is our approach to addressing the causes and conditions of poverty?

Get feedback from participants – what do they think about these concepts? Are they willing to try something new?

Slide 29



Note: this is a template included in the posted material about creating a local TOC
Have it available as a hand out.

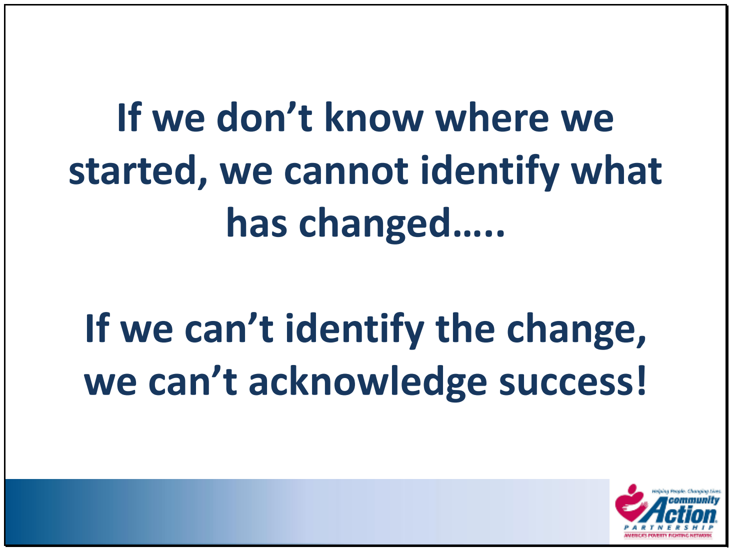
WRAP UP PART I with a couple key points:
The elements of the Performance Management Framework supports/reinforces the core concept that we are Results Oriented.
The National and Local Theories of change can help us operationalize the Mission of the agency and guide selections of services and strategies to meet the needs of the community.
A strong agency will meet Organizational Standards and have the capacity to help individuals/families/communities reach their outcomes.

Slide 30

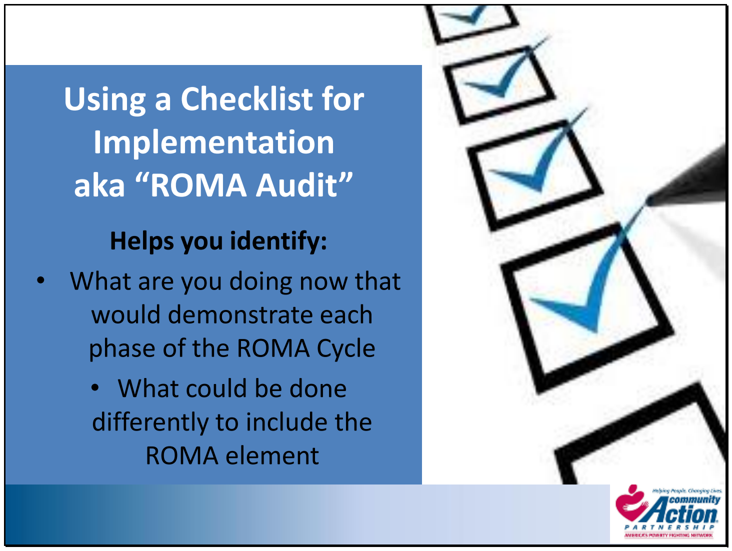
In this section we are going to look at the two PMF questions
How well does the agency operate? And what difference does the agency make?

From two different perspectives:
-- A deep dive into understanding the implementation of ROMA and
-- Acknowledgement about the role of Organizational Culture in the way work gets done.

Slide 31


If we don't know where we started, we cannot identify what has changed…..
If we can't identify the change, we can't acknowledge success!
community Action
PARTNERSHIP

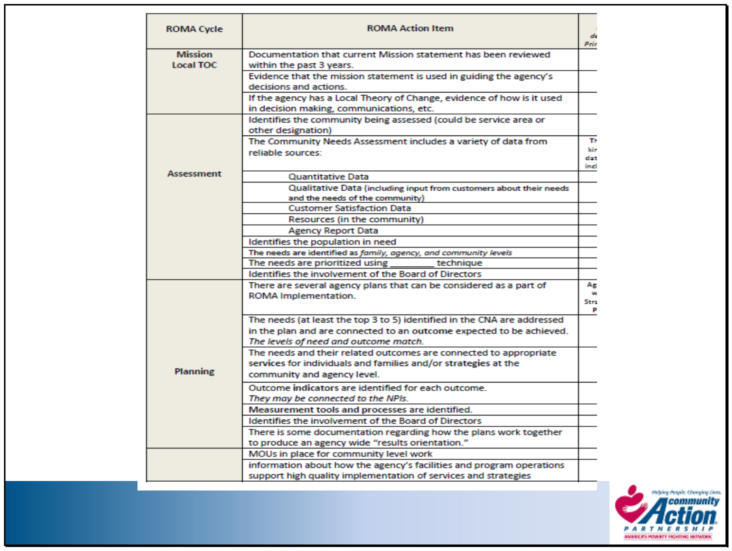
Slide 32



It is important for us to find out what is current status -- this is how we actually determine what our needs are, then we can identify what we want to see change, and from there make a plan.

NOTE: IF YOU ARE AN NCRI WHO IS GUIDING THIS PROCESS OR IF THERE ARE NCRIs INCLUDED IN THE WORKSHOP:
The NCRI Portfolio asks for this kind of information at the end of each section. What does the agency do well at this phase? What could be done differently? Before you engage in this workshop, pull the portfolio out and review what you identified in the ROMA Cycle phases. This will be a start for your Audit.

Slide 33



ROMA Cycle	ROMA Action Item
Mission Local TOC	Documentation that current Mission statement has been reviewed within the past 3 years.
	Evidence that the mission statement is used in guiding the agency's decisions and actions.
	If the agency has a Local Theory of Change, evidence of how is it used in decision making, communications, etc.
Assessment	Identifies the community being assessed (could be service area or other designation)
	The Community Needs Assessment includes a variety of data from reliable sources:
	Quantitative Data
	Qualitative Data (including input from customers about their needs and the needs of the community)
	Customer Satisfaction Data
	Resources (in the community)
	Agency Report Data
	Identifies the population in need
	The needs are identified as *family, agency, and community levels*
	The needs are prioritized using _________ technique
	Identifies the involvement of the Board of Directors
Planning	There are several agency plans that can be considered as a part of ROMA Implementation.
	The needs (at least the top 3 to 5) identified in the CNA are addressed in the plan and are connected to an outcome expected to be achieved. *The levels of need and outcome match.*
	The needs and their related outcomes are connected to appropriate services for individuals and families and/or strategies at the community and agency level.
	Outcome indicators are identified for each outcome. *They may be connected to the NPIs.*
	Measurement tools and processes are identified.
	Identifies the involvement of the Board of Directors
	There is some documentation regarding how the plans work together to produce an agency wide "results orientation."
	MOUs in place for community level work
	information about how the agency's facilities and program operations support high quality implementation of services and strategies

Pass out copies of the ROMA checklist
You are going to give them some ideas about the checklist before approaching each of the segments individually.

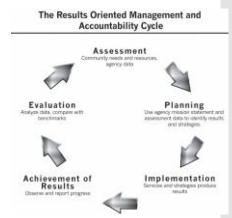
Slide 34

WHEN COMPLETING THE CHECKLIST, CONSIDER:

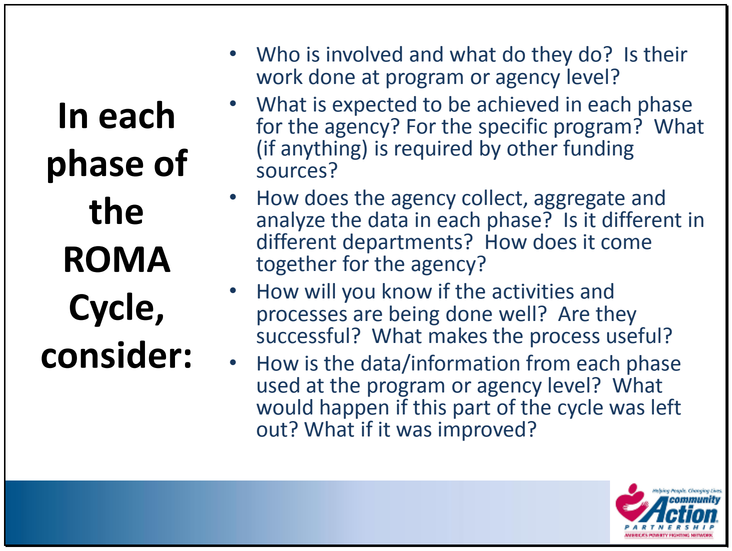
--What can you identify right now for each phase of the cycle?

--What do you need to find out more about?

--Who do you need to talk to (to find out what is happening in other departments)?



Slide 35



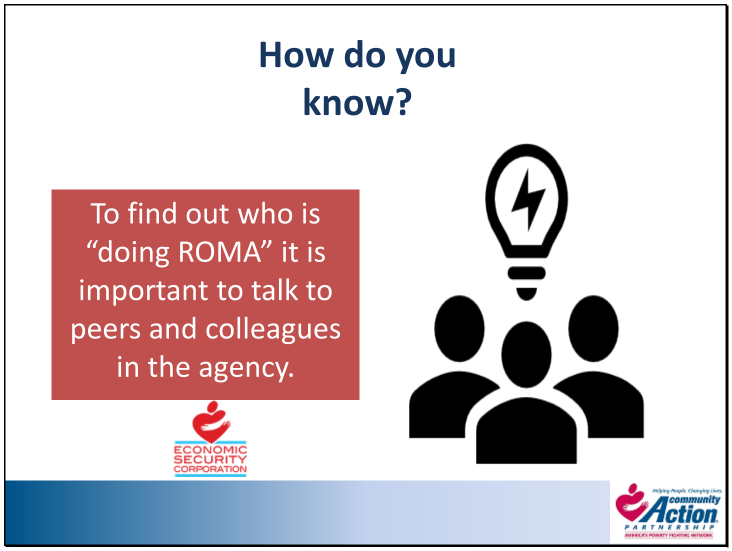
These questions can be used as an "interview format" to guide your discussions with other departments and other people at the agency.
Seem like a lot?
Let's see what one agency has done to begin to understand their agency!

Slide 36

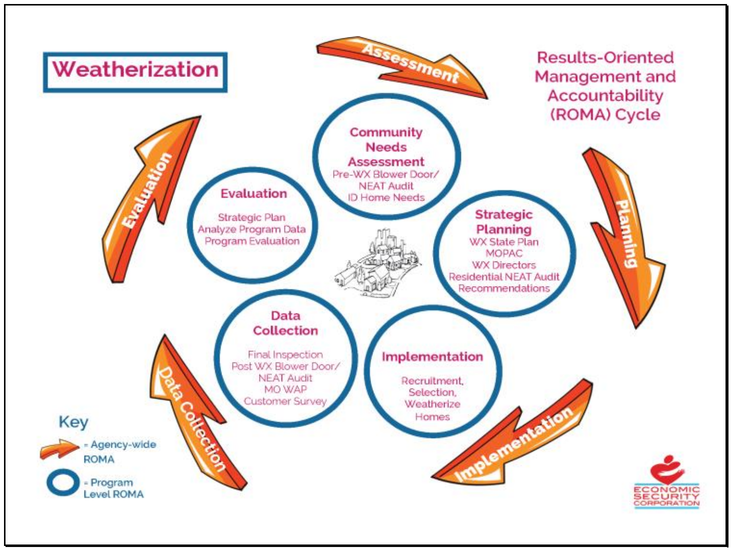
Note to facilitator: For a deeper dive of the case study, you may show the case study video in place of or in addition to slides 36-41.
https://youtu.be/sQCe1Q5abf0

An accompanying Case Study publication is available on ESC as well.

Slide 37


How do you know?
To find out who is "doing ROMA" it is important to talk to peers and colleagues in the agency.
ECONOMIC SECURITY CORPORATION
community Action PARTNERSHIP

Slide 38



Debbie says: “3 years ago, Weatherization Director asked me (after a ROMA training), how could this be relevant for his Weatherization crew. So I literally stared at this graphic on my wall, building and refining it with notes I gathered for 2 years.

Note to facilitator: at the Partnership web site there are examples of other departments in Debbie’s agency

Slide 39

ESC's Weatherization ROMA Cycle Audit Narrative
Date: 15 July 2019

ROMA Cycle	Documentation includes:	Who is Responsible?	Organizational Standards Head Start Performance Standard	Timeframe Wkly	Mthly	Qrtly	Yrly	3 yrs.	5 yrs.	Month Work Starts	Identified need for additional help	What type of help is needed	Who will be providing the help?
Assessment													
3-5 year CNA team establishes a timeline (handout for entire Management team) for all activities (organizing the survey team, focus group team, community group team, ID CNA Facilitator for Board/community/Employee group)	Unaware of any WX required information	CNA team divides up duties, Resource Development Director is facilitator of CNAs			X			X		January-April	First time to gather leadership team in this full process for 2020. Identify any challenges with CEO in December 2019. Will need an outside facilitator.	Ensure WX Energy Burden is included in 'CNA	Will need to ID a person
Provide CNA team with assessment data from MO CAN Assessment and CAP Assessment websites	4 county area assessment from Missouri CAN or CAP Assessment website, Kid's County, CHAS, PITC, Surveys (Parents, Board, Staff and Community), Four required areas: gender, age, race, ethnicity. Poverty data by counties. Quantitative and Qualitative data	Resource Development Director	OS 3.1, 3.2, 3.3				X	X		January-February	Weatherization team member	Energy Burden data for the 4 county area	Will need to ID a person to help gather the information
Agency CNA team identifies existing resources found in communities.	Make sure Board members have been ID as part of the CNA team.	CNA team	OS 3.1				X	X		Dec.	CEO	Will need to have a member(s) who have flexible schedules to work with staff	Will need CEO to assist with this process
State CSBG Office CNA training	ESC will need to make sure they have their data and most current Community Needs Assessment	Development Director notifies the team, mandatory attendance by Community Development Director and Resource Development Director						X		March or April	CEO, Identify leadership team members that will need to attend training.	Identify anything different that the State CSBG office will be requiring	Will need CEO to assist with this process

ESC's Weatherization ROMA Audit- Assessment

Debbie: While producing this graphics was helpful as a way to demonstrate "buy in", what I found completing these graphics is that we were missing steps and missing data in the evaluation process.
For instance we have tons of weatherization reports, but nothing about internal process or customer outreach. So the next step for me was completing the ROMA cycle audit.

We added columns to the basic ROMA Checklist to give me places to make notes about the processes in each phase.

Note to facilitator: Point out that the ROMA Audit ESC used had many more columns, because those were items they wanted to know about.

Slide 40

ESC's Weatherization ROMA Audit - Evaluation

ROMA Cycle	Documentation includes:	Who is Responsible?	Organizational Standards Head Start Performance Standard	Wkly	Mthly	Qrtly	Yrly	3 yrs.	5 yrs.	Month Work Starts	Identified need for additional help	What type of help is needed	Who will be providing the help?
How does this program get reported on ???LIHEAP collects data using the State's LIHEAP software system	Unclear	WX Director and ROMA Implementer/Trainer								July-June	Looks like this area, needs a lot of work from our ROMA staff, understanding what reports they do receive and then how can these be applied.		
Public Utility Funds - What do we report versus what we should be reporting. Will need help with this??	Unclear	WX Director and ROMA staff								July-June	Unclear how this information is collected and reported out.		
Evaluation													
Evaluation of WAP?? plans outcomes and objectives. Ask the WX Director what does this look like??	Unclear	WX Director and ROMA staff				X				July-June	Evaluation process needs to be ID		
Evaluation of LIHEAP ?	Unclear	WX Director and ROMA staff				X				July-June	Evaluation process needs to be ID		
Evaluation of Public Service Commission and Liberty Utilities "good people"	Unclear	WX Director and ROMA staff				X				July-June	Evaluation process needs to be ID		
Weatherization Staff Development, equipment and facility needs	Unclear	WX Director and ROMA staff				X				July-June	Evaluation process needs to be ID		
Presenting Analysis and Evaluations to Board	Agency grade card	WX Director and ROMA staff	OS 4.4, 5.9, 6.5, 9.3			X				July-June	Evaluation process needs to be ID		

You will see that as they got to the Reporting and Analysis (evaluation) of data, that more items were flagged as needing more information for clarification or improvement.

Note to facilitator: be sure YOU are able to read this page, because it does not project well and you will have to talk about the items that are identified.

Slide 41

All this work produced this Local TOC (example from Debbie agency *Economic Security Corporation) – you could have it as handout*

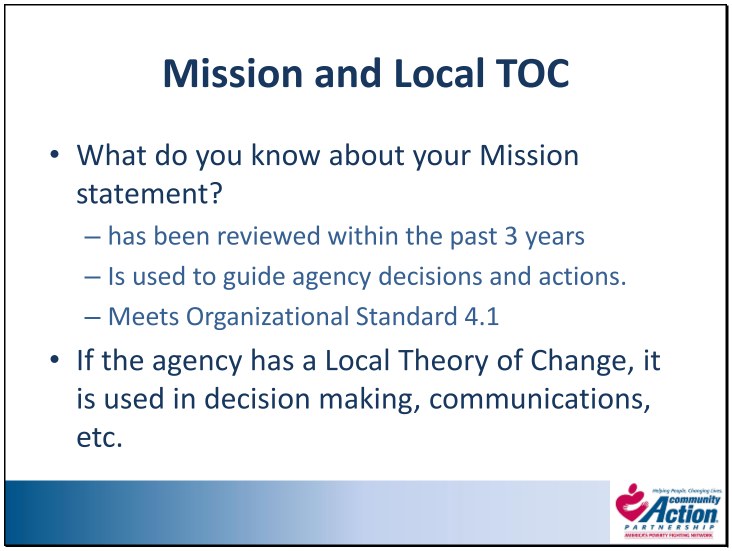
This is how the ideas from their work at assessing the agency functioning were presented after a graphic artist was engaged.
Debbie says: Now this is in every office in every location of the agency. It is the guiding force behind activities and will be the basis of future planning

Slide 42

This will help the agency see the specifics of each phase of the ROMA cycle so they can begin a process similar to the one Debbie's agency used
Note to facilitator: this is just a list of the elements in the check list. With each of the slides that follow, have participants look at the checklist you have handed out and talk to their neighbors about what they think they will find at their agency. Have them make notes on the checklist regarding things they want to follow up on.

After the group work for each section, ask for report from the group about what they talked about. Make notes on flip chart.

Slide 43

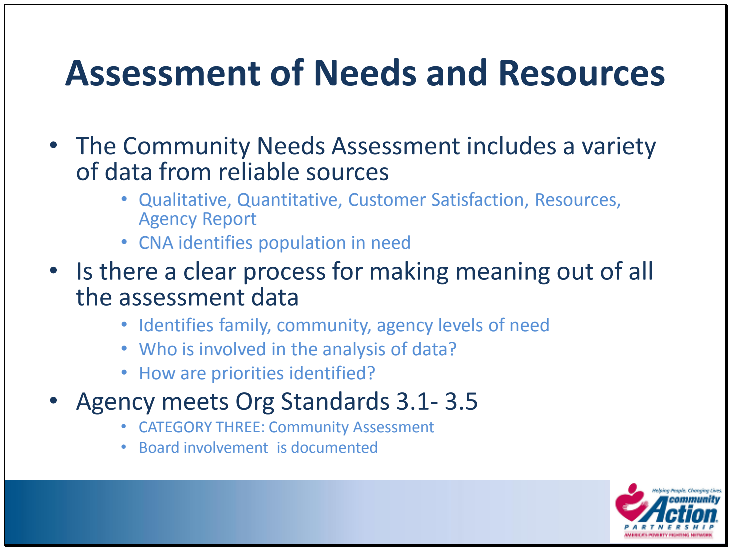


This will begin a series of table activities, where the participants can talk about each phase of the Cycle and make notes

If agency has no local TOC, how might a process to consider the agency's assumptions and overall goals be useful?

Ask for report out.

Slide 44



The NCRI portfolio asks for examples of each of the kinds of data that is expected to be included in the CNA.
This group can take a similar look at the actual document to see what is included, how useful it is to creating a profile of the community, and what processes are included to analyze the raw data (turn it into information).

Stimulate the Discussion – how are priorities established? Is it JUST the item that got the highest number of comments? If 90% of the individuals interviewed or surveyed said they could not afford their housing, does this become a priority for the agency?
What else must be considered?
--Agency mission. (Does your agency have capacity to address this issue? Is the agency dedicated to this issue – or is it focused on employment or other domain?)
--Resources the agency has or can develop (does the need align with the services you already provide? Consider what role the agency will play if the top need does/does not align)
--Partnerships the agency has or can develop
What else?

Ask for report out.

Slide 45

Consider the difference between Strategic Plan (agency wide) and the Community Action Plan used for CSBG funding requests.
Also consider other program plans (proposals) that provide identification of services/strategies, outcomes and how success will be identified.

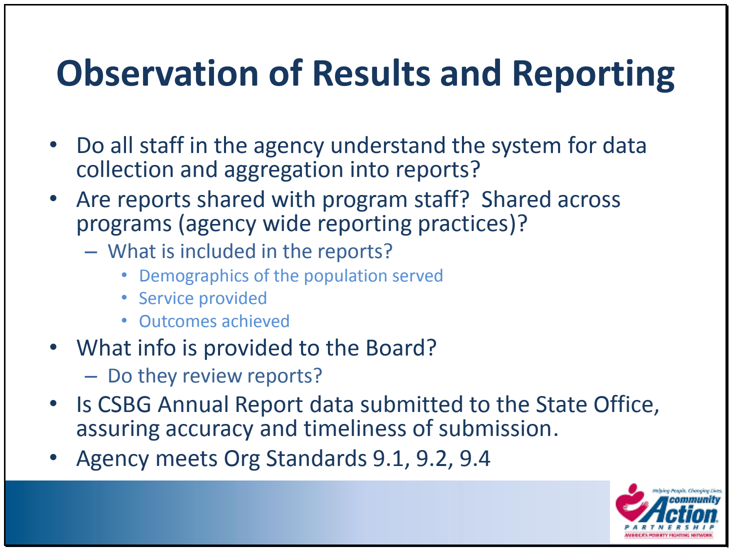
Ask for report out

Slide 46

How is quality of service/strategies assessed? Remember that the performance management framework is about improving efficiency and effectiveness.

Ask for report out.

Slide 47



Participants can talk about these points in general, ask for report out, and then you will facilitate two other activities related to observation and reporting.

Slide 48

GUIDE TO DATA POLICY DEVELOPMENT

What goes into our data policy and procedure?

Document the current data collection practices. *(two examples here in green)*

Who collects the data?	What data elements are collected?	Process? How is the data collected? Where is it stored?	Why collected?	Who needs to see the data? How is it retrieved from storage?
Receptionist	*Name, who they are seeing. If first time, why did they come to the agency*	*Paper sign in, kept in a folder at the front desk or electronic sign in either by the receptionist or by the client*	*To monitor the management of the waiting room or to help determine where to send the person for services*	*Receptionist's supervisor Collects and reviews the file at end of each week*
Case Manager	*Comprehensive intake data; placement on a scale*	*In office interview, case manager enters data into a computer data base or uses a paper form and enters the data after the interview*	*To have demographic data to report on the IS report; to have information to develop a care plan Scale data to determine need resulting in baseline based on presenting need*	*Case Manager's supervisor – runs a report of activity each week Person who assembles the IS report – runs a report annually for state/national reporting but may run reports more frequently for agency internal use*

This is a hand out for the first of the additional activities related to observation and reporting of data. This one focuses on where/how data is collected and who does the collection.

Take time to get participants to talk about data collection in their own agency using this tool as a guide. *Who collects? When? What do they do with the data?*

Challenge them to go back to their agency and consider the data that is collected by each staff person in the agency!

Slide 49

This is the second activity – focused on considering the agency's reports.

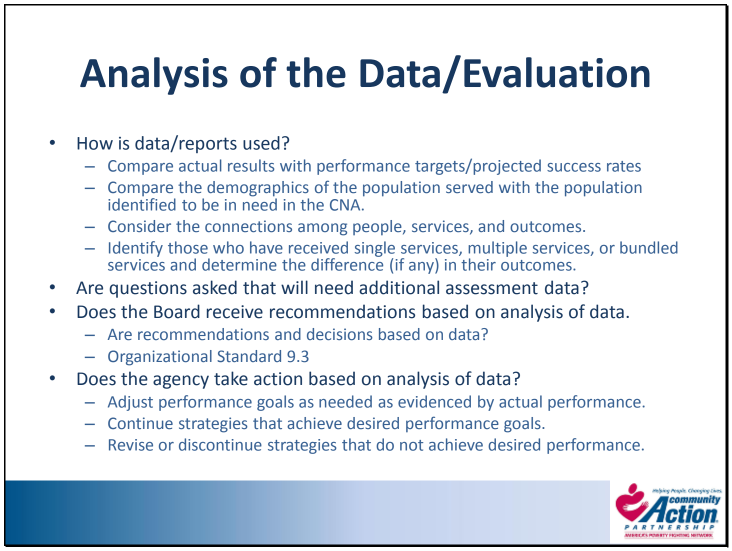
This can stimulate general discussion about what reports there are in the agency.
Post the names/descriptions of the reports on a flip chart pad.
Ask "who gets these reports?" Add that info to the flip chart.

Provide handout of the Assessing Your Reports tool.
Ask participants to pick one report they are really familiar with, and respond to say if the report data has:

- Quality of the data -- Accuracy, completeness and timeliness of the data included in the report (4 items)
- Presentation of the data in the report – it is easy for the reader to find data that is important to him/her? (6 items)
- Usefulness of the data – is it relevant to the task of managing the program/service? Do I have access to the data when I want/need it? (7 items)
- Performance Focus – includes data on outcomes and performance (3 items)

Do you know how the outcomes are measured?

Slide 50



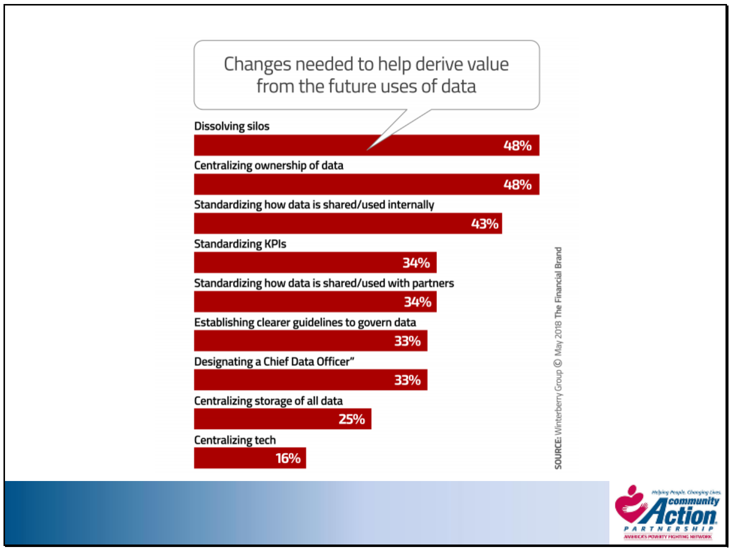
This is the last of the cycle phases. (Note: we will continue around the cycle, with reassessment and planning following in a couple slides)

After time for discussion, ask for report out.

Ask what would need to happen to assure improved value from the analysis of data in the agency could be achieved.
Take notes on flip chart.

There are a couple ideas on the next slide.

Slide 51



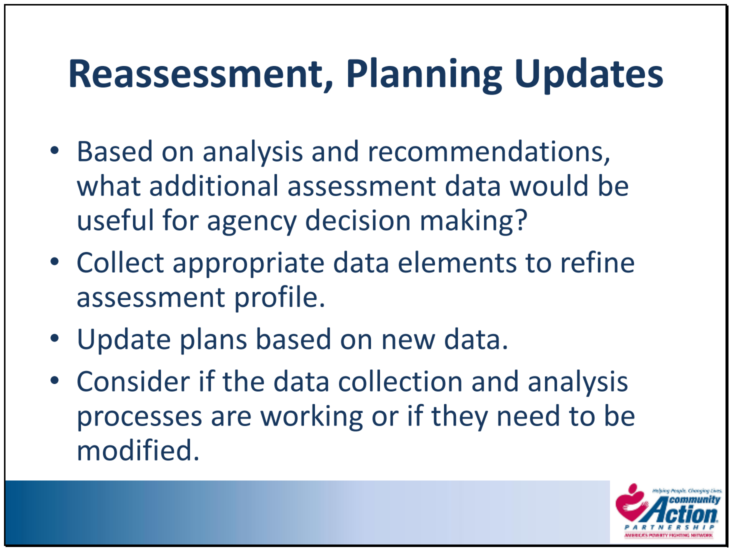
This is just one agency's idea of changes that are needed to improve use of data.

Ask participants if any of these sound important for them to consider also.

Refer to the list you made from the group and see if there is overlap.

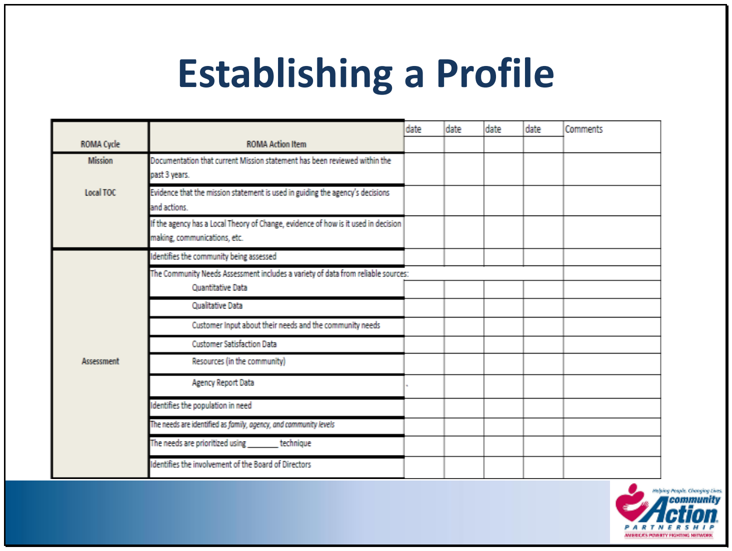
The point to leave participants with is that they will have to take action to assure that agency data is analyzed and used for improvement.

Slide 52



As ROMA is a cycle, we are back to reassessment and updating the plans.
Ask for any ideas about the importance of continuing to reassessment following analysis of data.

Slide 53



Establishing a Profile

ROMA Cycle	ROMA Action Item	date	date	date	date	Comments
Mission	Documentation that current Mission statement has been reviewed within the past 3 years.					
Local TOC	Evidence that the mission statement is used in guiding the agency's decisions and actions.					
	If the agency has a Local Theory of Change, evidence of how is it used in decision making, communications, etc.					
Assessment	Identifies the community being assessed					
	The Community Needs Assessment includes a variety of data from reliable sources:					
	Quantitative Data					
	Qualitative Data					
	Customer Input about their needs and the community needs					
	Customer Satisfaction Data					
	Resources (in the community)					
	Agency Report Data	.				
	Identifies the population in need					
	The needs are identified as *family, agency, and community levels*					
	The needs are prioritized using _______ technique					
	Identifies the involvement of the Board of Directors					

Similar to what we saw from Debbie's agency, it will be important to SEE (using a graphic or visual representation) where the agency is doing well and where there are changes needed.

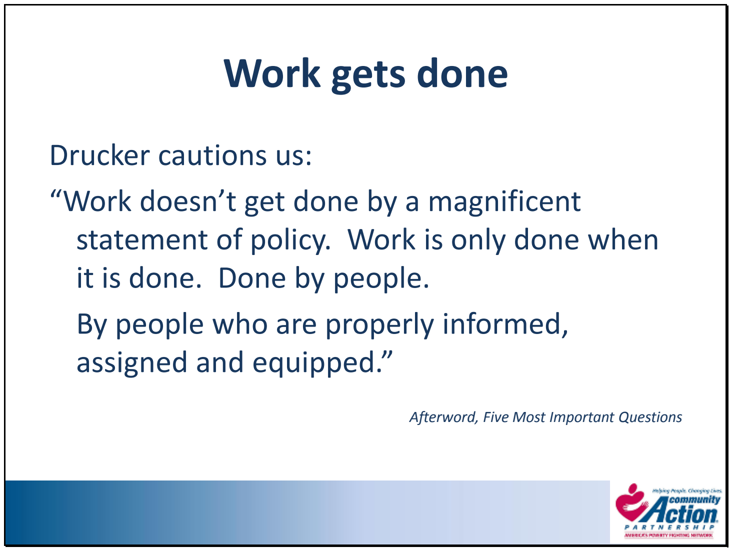
Using the checklist as shown here can allow you to note the agency current status in each phase Ideas: using a check if the area is functioning well, or a color code (red, yellow, green) or making reference to a scale" maybe using numbers (identifying benchmarks as 1 = "in crisis" to 5 = "thriving")

You will see later how this profile can be used to create a scorecard to monitor progress.

Slide 54

This slide starts the second part of Part II
We are turning to consider organizational culture now.

Slide 55



Yes, this is an important point to consider… and we would like to add that, when thinking about ROMA implementation, the work needs to be done by people who have a “results orientation.”

The orientation of the people assigned the work is a reflection of the organization’s culture. So we have to take some time now to consider what we mean by “organizational culture” and why it is important to understand the culture that impacts the behavior of the people involved.

Later we will talk about improving a ROMA Culture.

Slide 56

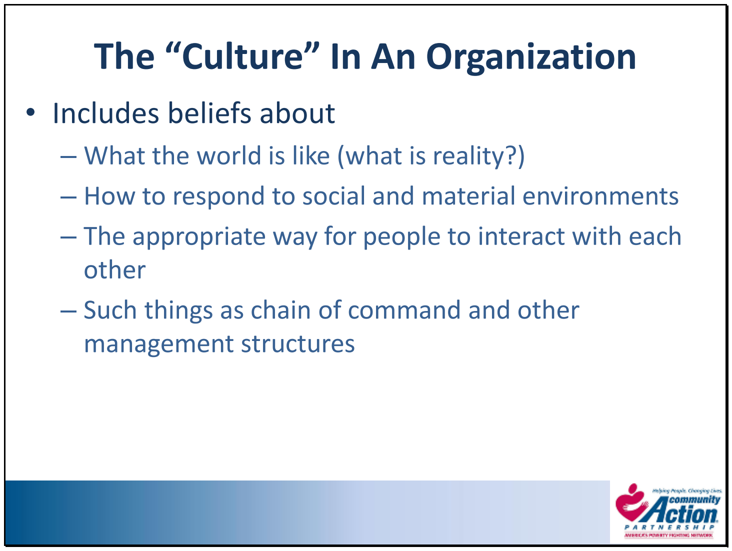
Specific organization may have its own practices, norms and understandings that the people within it have developed over time, creating an organizational culture that is apparent to both those on the inside and out. Not surprisingly persons from outside an organizational culture when forced to interact with it may find its policies and procedures puzzling or problematic.

Slide 57

Why is organizational culture so important?

- Culture shapes behaviors and help individuals understand the organization.
- Culture is often so strong and so powerful that when there is a discrepancy or inconsistency between the current culture and the objectives of change, the culture will win.

Slide 58



One way to understand culture is to consider that people are programmed by their cultural group to interpret and evaluate behaviors, ideas, relationships and other people in ways that are unique to their group.

"Culture" is a set of social traditions passed on through an organized group.

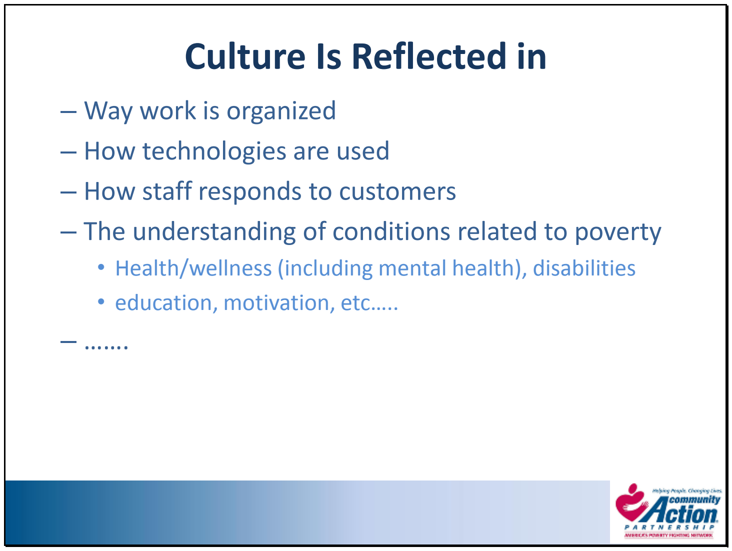
This **set of traditions** help groups and individuals within a group decide what is considered **the correct** way of living, thinking, feeling and viewing the world.

The traditions form a **set of beliefs and ways to respond.**

It includes **attitudes, norms, and values** that the group accepts as valid and important

These beliefs can determine **the limits that members will live by** and be accepted by the group.

Slide 59

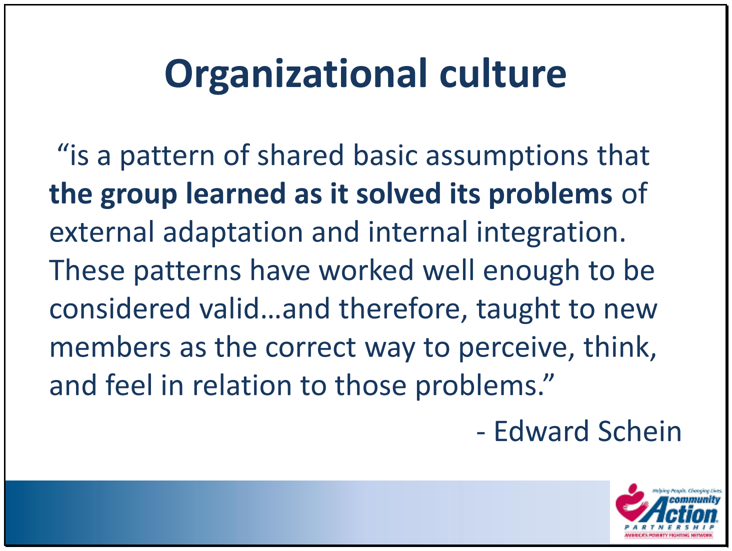


Aspects of culture all form over time and have a direct effect on how members of the community handle their problems and interactions with each other and the outside world.

The dots in the fourth bullet indicate that this list is just the start of identifying how you can recognize the impact of culture.

For instance: Does your agency have a service focus or a results focus?

Slide 60



A pattern of shared basic assumptions – (we all agree to these certain rules, norms, expectations)
That the group learned as it solved its problems – (come from facing challenges together)
Of external adaptation and internal integration – (how do we fit into the world and how do we work together)
That it has worked well enough to be considered valid – (we did this and had some success so it must be the way to go)
And, therefore, taught to new members as the correct way to perceive, think and feel in relation to those problems – (we better share with these newbies what we learned and how we deal with things around here. May be verbal or through nonverbal means. For example if someone reacts a way that is outside of our "norm" we may respond with an uncomfortable look or show a negative reaction. Newcomers quickly learn what is expected).

Consider that this is similar to our understanding of culture in general.

Slide 61

Show the video and discuss:

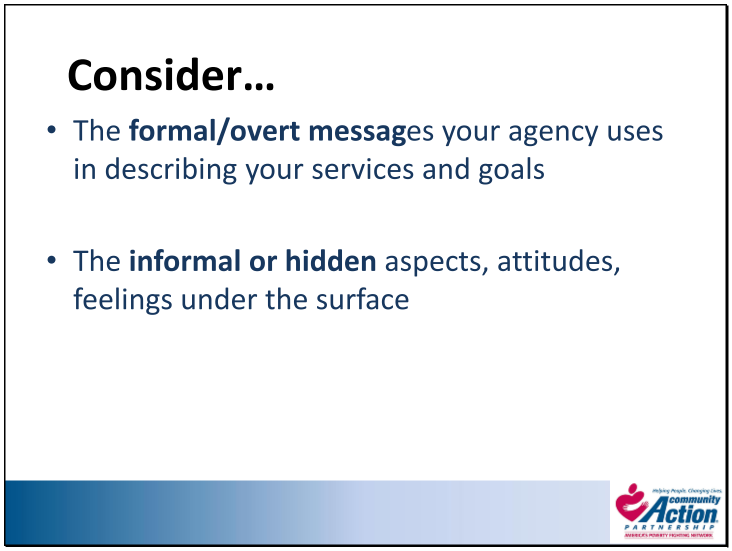
- How does this relate to our definition of organizational culture?
- Can you think of examples in organizations that are similar to the banana example? Behavior that is seemingly unexplainable but it is related to past constrictions and situations?
- What habits are continuing in your agency without being questioned?
- We do lots of things that we don’t know why we do them. Some of them are things that used to have a purpose but no longer do. Some of them are actually barriers to doing the work better!

Slide 62

This is a commonly accepted idea about culture (the iceberg image) that has been adapted to reflect organizational culture.

The iceberg is divided into two parts and helps us understand workplace dynamics or organizational culture. The top part shows the visible, formal or overt aspects of an organization such as systems, structures, policies, technologies of an organization. This represents "the way we say we get things done."
The lower part, below the water line, shows the hidden, informal or covert aspects of an organization such as attitudes, beliefs, values, and perceptions etc.

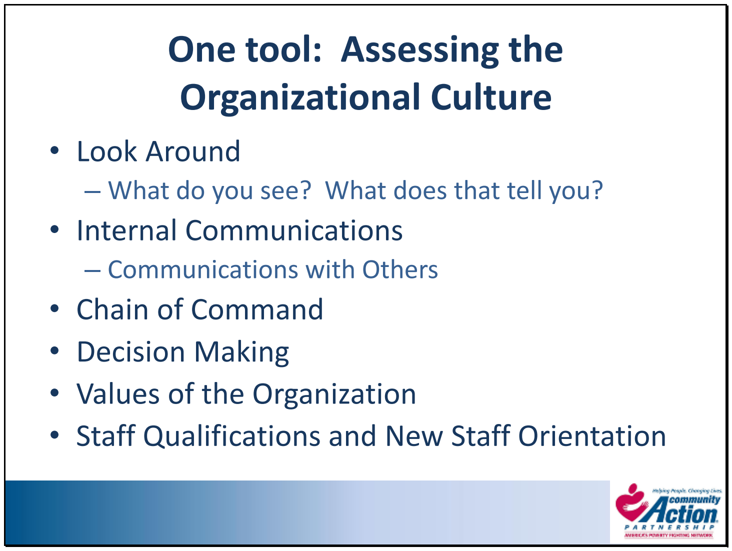
Slide 63



Formal messages could be found on brochures, on the “talking points” used to describe your agency’s role in the community, on how your agency is profiled in listings or referral indexes. What images are displayed representing your agency? How do you think it is seen by your wider community?

It may be uncomfortable sharing informal organizational culture aspects. After all, they are “below the surface” for a reason. (Maybe you are unaware, or maybe things in some ways function better without this information being shared).
What aspects would you feel comfortable sharing? How information is shared between supervisors and workers, how clients are discussed within a staff meeting, what kinds of inter-departmental communication exists, etc. Are employees valued for their skills and abilities? What evidence is there that this is or is not true in your workplace?

Slide 64



-**Provide handout of the Organizational Assessment**

-As we said at the beginning of this presentation, we hear that organizational culture is blocking change – and so this brief section on org culture is an important reminder that NCRPs need to understand some basic underlying influences that would not be picked up in the "process and practice" ROMA audit. This would get at some deeper understanding of assumptions, and is a foreshadowing for the Local TOC development discussion that we will have at the end of the day.

This is a list of the items in the Org Culture assessment that is posted on the web
Detailed information about this will be in the posted material to accompany this presentation.
This is an activity that participants will take back to office and actually do.
*For today they will just start to consider what all goes into Organizational Culture*e.

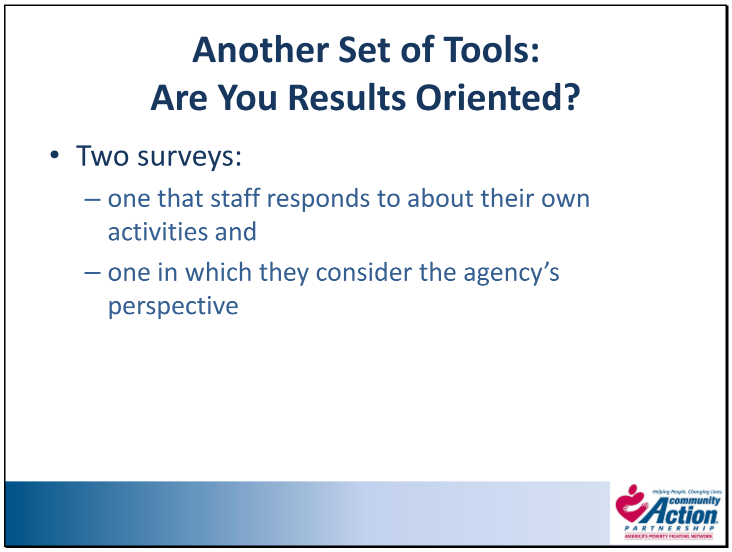
Slide 65

This is an example of some of the items you will be assessing -- this is the detail of the first item in the assessment (as identified on prior slide).

– What does the entrance say about the agency? Ask "is it inviting?" If there are not any responses you could "seed" the discussion with some questions like: Is the posted material in more than English? Are there "employee only" signs on some of the doors? Is the "receptionist" behind a wall? Or is there even a live person that can be accessed upon entry?
-- What does your individual work space look like? Is the work space in your department different from other sections of the agency? Do staff have personal photos? Motivational posters? ROMA Posters?
-- What are people wearing? Casual attire? Is this the same for all of the agency?
-- What is the noise level? Is everything quiet? Or loud? Are people talking? Can you hear conversations? Or just general voices?

This will give them an idea of what we are looking for…
But there are more sections that deal with what written documents look like, how communication happens, what policies are enforced, what kinds of "celebrations" happen and so on.

Slide 66



This is also posted on the web. *It is a tool from 2016.*
It is just a possible way for NCRPs to think about the agency's orientation.
Does your agency have a service focus or a results focus?

Provide these two documents as handout to participants.

The next two slides are just screen shots of the two tools.

Slide 67

Are you results oriented? -- AGENCY SURVEY

		Select the one that is MOST like your agency	
	Read the statements below. They are "paired" to represent either a service orientation or a results orientation. Pick either statement a or b in each pair.	a.	b.
1	a. Our agency publicity highlights what we do (the services we provide).		
	b. Our agency publicity highlights what was accomplished by the families and communities we serve and does not separate these accomplishments by "department" or "division" of the agency.		
2	a. Our agency policies and procedures are compliance driven.		
	b. Our agency policies and procedures are results driven.		
3	a. Our agency's strategic plan identifies what each department (or each funding source) will do.		
	b. Our agency's strategic plan includes clearly defined outcomes that will be achieved through the work of the entire agency, not just by a department.		

If you have time, you can have participants respond and get a sense if everyone in the room has the same opinion of the agency's orientation.

This is a good place to see if everyone understands the elements in the same way.

Slide 68

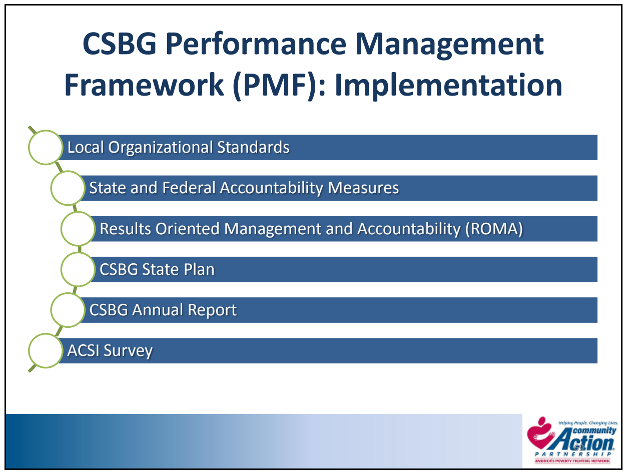
Are you results oriented? -- STAFF SURVEY

		Select the one that is MOST like your agency	
	Read the statements below. They are "paired" to represent either a service orientation or a results orientation.		
	Pick either statement a or b in each pair.	a.	b.
1	a. When asked about my job, I primarily talk about what services I do.		
	b. When asked about my job, I primarily talk about what changed and what was accomplished by the families and communities I serve.		
2	a. I I think about my work in terms of applying the rules of funding sources or of the program.		
	b. I think about my work in term of helping families and communities change for the better.		
3	a. I think of myself as a staff member of a particular department or program of our agency.		
	b. I think of myself as a staff member of the agency, who is working to improve the lives of people with low income.		

Even if the agency demonstrates a specific perspective, it might be in conflict with individual staff perspectives.

This tool can help identified these differences.

Slide 69



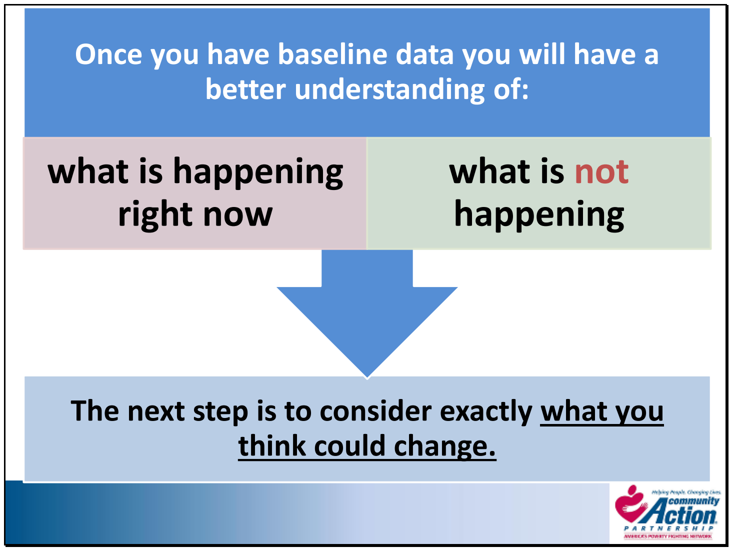
Note to facilitator: Use this as a kind of "bringing together" all of the discussions your group has had to date.

Remember the elements of the Performance Management Framework we introduced at the beginning of the training.

State and Federal Accountability Measures, the CSBG State Plan and the ACSI Survey are the primary responsibility of the State CSBG office and OCS – but they base those activities on data from local CAAs.

We have included reference to the Organizational Standards, ROMA and the Annual Report in the prior discussions, but before you select a topic area to Impact at your agency, take a look at these elements and see if there is anything in the PMF that needs attention. Are there any Organizational Standards areas (as: having to do with human resources or fiscal areas) that should be included in your Plan? Is there anything from the Annual Report that is of specific concern so it should be included?

Slide 70

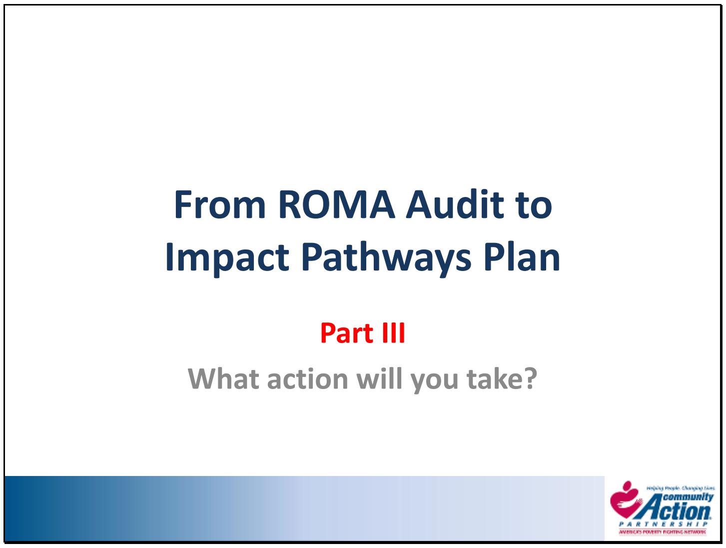


WRAP UP THIS SECTION with key points:

The tools we provided can lead to more discussion about assessing the organizational culture, as the culture of the organization can impact how change is viewed, implemented, etc. Remember the PMF questions: how well does the agency operate? What difference does the agency make?

It is important to establish a base line so you can identify progress (change) and success.

Slide 71

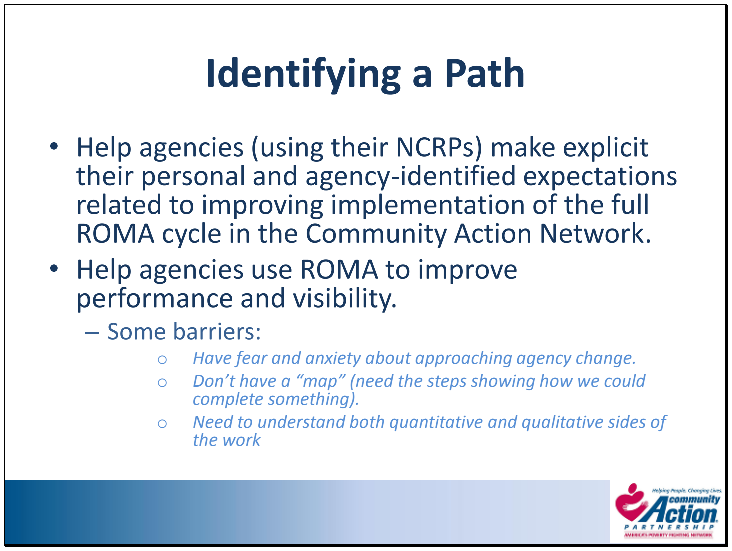


After assessment we move to planning!!

In Assessment, we have identified areas that we want to IMPACT. Impact Areas are those that we want to maintain/strengthen (if they are successful) or change (if we see opportunities for improvement).

Make sure participants have at least a few impact areas in mind as we turn to the next part of the training.

Slide 72



We know there is resistance to change. Resistance takes many forms and they are a natural part of any change process.
Get some ideas from participants about why this is true.
Here are a couple ideas:

- Fear of the unknown
- Fear of loss of job, security, status
- Depression
- Anxiety
- Anger
- Poor communication
- Lack of clarity, inability to make decisions.

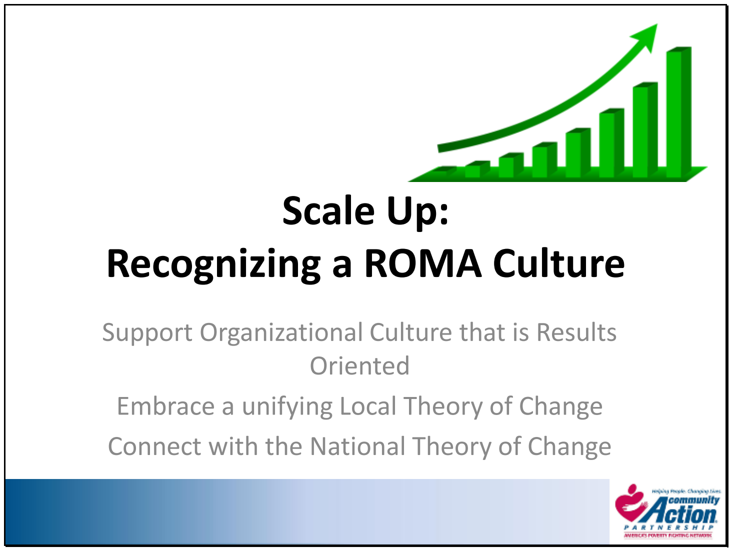
Slide 73

We are introducing two terms to this process:

Scale UP and Scale OUT

- Scaling Up involves building a ROMA Culture in agencies and in the network that produce a supportive environment to embrace a “results orientation” and a performance management framework.
- Scaling Out is a “horizontal” spread of knowledge and principles from peer to peer throughout the entire national community action network.

Slide 74


Scale Up:
Recognizing a ROMA Culture
Support Organizational Culture that is Results Oriented
Embrace a unifying Local Theory of Change
Connect with the National Theory of Change
community Action
PARTNERSHIP

Slide 75

"I don't know how it started, either. All I know is that it's part of our corporate culture."
Helping People. Changing Lives.
community Action
PARTNERSHIP
AMERICA'S POVERTY FIGHTING NETWORK

Slide 76

Why do efforts to initiate organizational change fail?

- No matter the change, no matter the organization, there is one constant that largely determines success or failure – it is the role and importance of organizational culture.
  - Culture shapes behaviors and help individuals understand the organization.
  - Culture is often so strong and so powerful that when there is a discrepancy or inconsistency between the current culture and the objectives of change, the culture will win.

Slide 77

We have discussed movement from a service centric culture to a performance centric culture in our network for at least two decades.

And yet we still hear that ROMA is a burden or too much trouble or at the bottom line is not useful. We hear that the agency only has time to deliver the services to people in need and the rest of the “stuff” that goes into that ROMA thing would take away from the “real work” of the agency.

Recently, newly certified ROMA Implementers have told us that they are not able to put their skills to work at their agency because of two major barriers: 1) they report that the Executive Director does not “buy-in” to the “whole concept”, and 2) they tell us that “no one wants to change.” Well, this isn’t a surprise! Who does want to change – especially if it is something that appears to be working for them just the way it is.

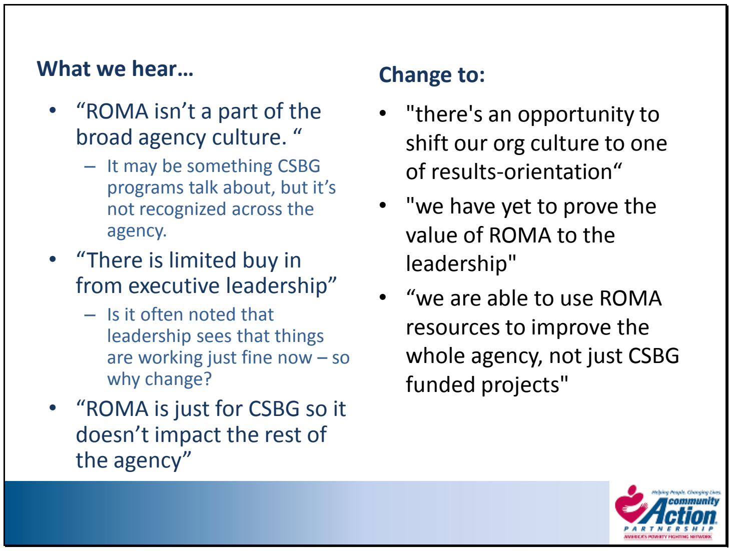
It seems that the idea here is that if the ED would buy-in then the others would have to change. That the person with the ultimate decision making power (the top leader) would just make everyone “use ROMA”.

There are a couple things here that we should consider.
What do we mean by “buy in” and do we really believe that a directive from the ED will be all that it takes to make a culture change?

We are not the first network to face the need for Culture Change – so there is a lot of research that we can use to help us move forward.
Everyone recognizes that cultural change within an organization is not easy and certainly not instant.

For this presentation, we have taken some of the ideas “from the field” and worked them into a series of “building blocks” that may help you move your agency forward!

Slide 78



Does your agency have a service focus or a results focus? Think about the activity (first thing on day 1) where you had to think about one thing you’d want to share about your agency. Was it the **results** your agency helps to accomplish? Or the services you provide?

Consider the language on this slide.
Think about the importance of how people talk about ROMA and how subtle shifts in language can cause a big change down the road.

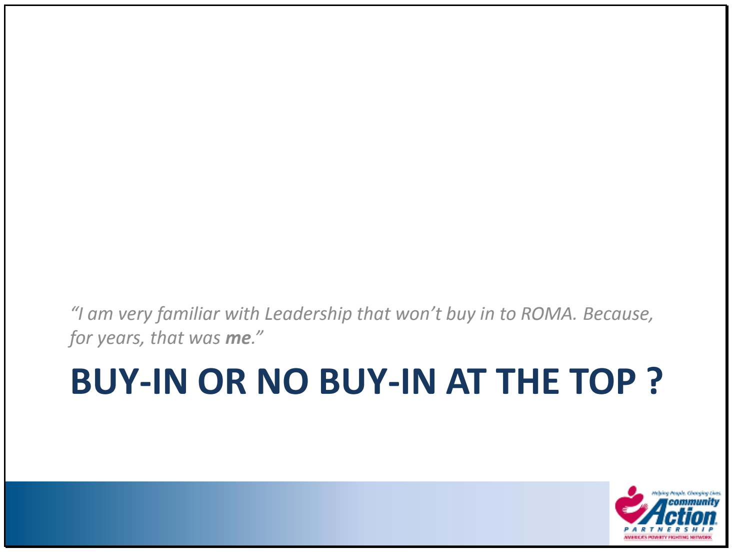
Change “Roma isn't part of the org culture" to “there's an opportunity to shift our org culture to one of results-orientation"

Change "the leadership doesn't buy in" to “we have yet to prove the value of ROMA to the leadership"

Change the idea of ‘having to do ROMA for the whole agency", we could reframe as "being able to use ROMA resources to improve the whole agency, not just CSBG funded projects"

So, rather to focus on the burden that is placed on the NCRP, see it as an opportunity and a process.

Slide 79



Here is a testimonial from a CAA ED

"I am very familiar with Leadership that won't buy in to ROMA. Because, for years, that was **me**. When I was part of Executive leadership at an agency in Indiana, I just *refused* to embrace ROMA. Oh, I would make sure that the **agency met the minimal requirements for the state and feds**. I sat, glassy-eyed, through more than one ROMA training in the early years of the millennium. Oh, I made sure our IS report was submitted, on-time and accurate. But beyond that, "no thank you"! It is only recently…since taking my current post, becoming a Certified ROMA Trainer, and working with a network of passionate professionals… that I have been converted. (And you know they say *there is no one as zealous as a convert!*)
I know how ***I*** used to be. The one thing that made me turn the corner was the ORGANIZATIONAL STANDARDS. Perhaps the strongest argument for Executives to support ROMA culture is the impact it will have on meeting The Organizational Standards for Community Action Agencies. For me, these mandatory standards convinced me it was time to take ROMA implementation seriously. We got a first glimpse in 2014. In January 2015, Information Memorandum 138 from the Office of Community Services nailed it down. State and agencies were required to measure and report their achievement of the standards starting in 2016. In 2017 the state began monitoring all agencies on whether we are meeting the Organization Standards."

So the REQUIREMENT of Organizational Standards was the key in this example that made the shift in "buy in" at this agency.

But is that enough to really make the change? It was for this Leader.
But for a REQUIREMENT, sometimes all that is needed is a check in the box (in most cases) and that won't move the agency to a "results orientation" culture. What will move the agency to appreciate the value of a ROMA culture?

Well, for sure, the ED/CEO/person at the top must at least acknowledge the requirement to meet Organizational Standards (which have ROMA embedded throughout) - so that can be a foundational buy-in to the whole concept.
But really what is needed is a CHAMPION.

Slide 80

Consider what is meant by "buy-in."
-- Literally it means "to make an investment"
If the Leader has agreed to have staff trained as either Nationally Certified ROMA Trainer or Nationally Certified ROMA Implementer that is one kind of investment. *How that person then is supported can be part of building the culture and we will discuss later.*
--It also means "to believe in and support an idea, concept, or system." – This is more to the point here.
If the Leader does not believe in ROMA that is what is commonly identified as a barrier to culture change.
-- And finally it can mean "to accept an idea as worthwhile." We think this is a critical part of buy-in, because it is about the value of ROMA as worthwhile to the agency.

It is clear that there is **not just one way to influence organizational cultural change**
In all of the ways that organizational culture change is studied, it is clear **that there needs to be a champion** for the change. Someone who believes the change is not only beneficial, but necessary – and urgently needed.

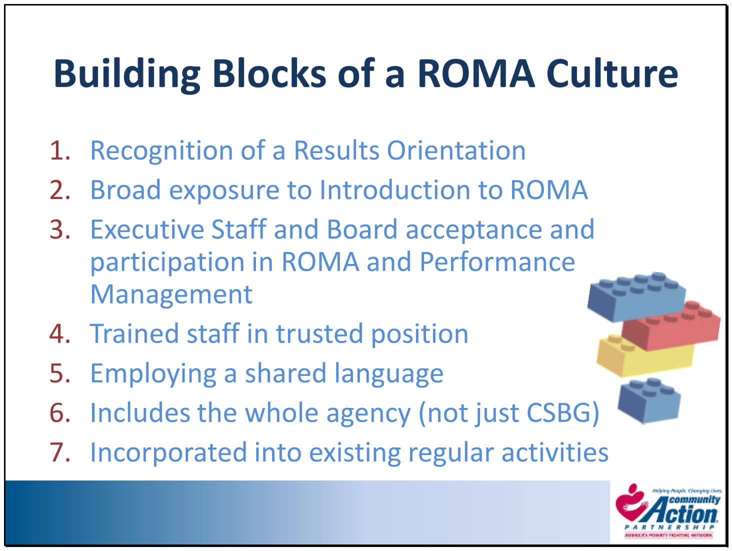
Often it is believed that the champion must be someone in a leadership position from the top levels of the organization.
If not the Executive Director or CEO, the ROMA champion needs to be part of the Executive Leadership, because the champion will need to have *authority* to make decagons and to direct (or at least support) new behaviors.

But it is **also true** that the champion can come from within the organization at other levels and the champion can **influence** those in authority and the decisions that are made.

Keep this idea in mind as we talk about the building blocks of a ROMA culture. Be thinking about who the champion is/could be in your agency. Is it you?

So what does it look like when the agency has embraced the move to a results orientation and embraced the concept of performance management?

Slide 81

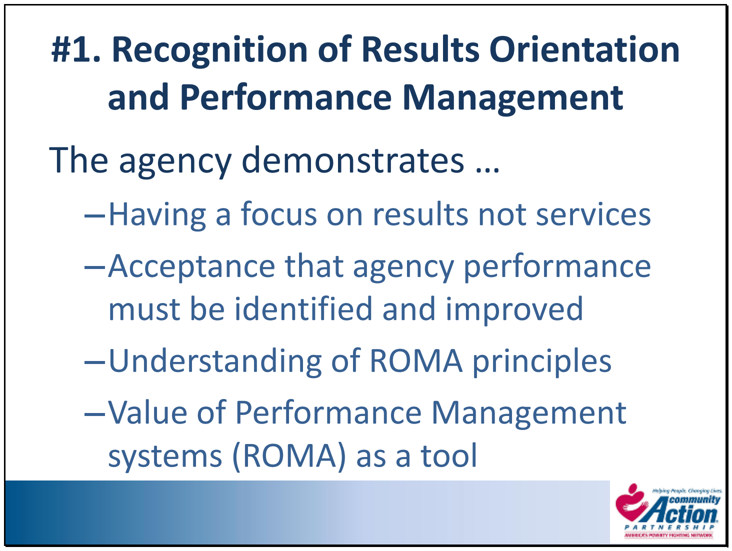


Before you can think about changing a culture, it is important for you to have a clear picture of what the culture should look like when the change has happened.
Start with thinking about the result. ☺

These building blocks were created from ideas provided by Jane Hopkins, NCRT in IL, and from the feedback from NCRIs across the country.

In the next section, participants will have an opportunity to consider each building block and compare with the current culture in their agency. Are these building blocks present? Are there other things they see that support a ROMA Culture?

Slide 82



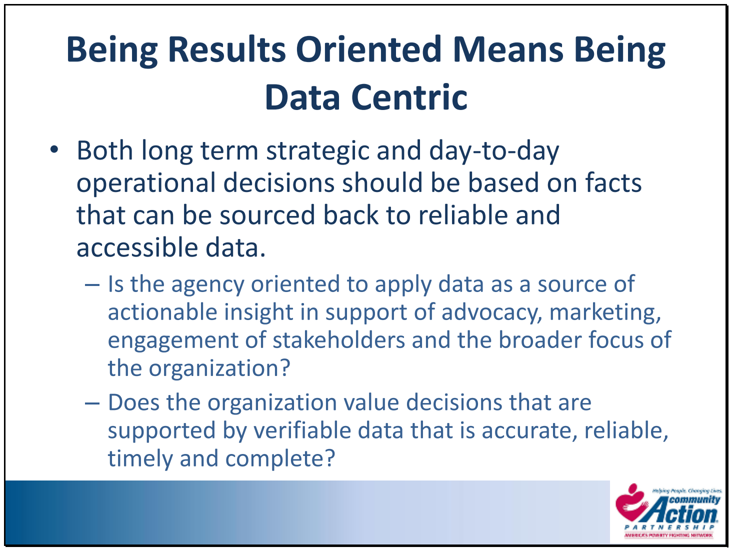
Provision of services vs strategic thinking?
Here are a couple of the key concepts (on the slide).

In this building block, we have joined the idea of a results orientation with the broader performance management because they go together.
If you are about producing results, you have to know how the results are produced. Who are the participants? What do they need? What actions are needed? What resources are needed? Who are the service providers?
Then, how well did we do? What went well and what needs to be reviewed to find out how to improve it?
These (and many other) questions are answered in the course of the ROMA Cycle.

It is important to believe that the implementation of ROMA is going to improve the agency's performance.

You can probably think of others.
(Get some ideas from participants and put on flip chart)

Slide 83



This requires a management system that monitors data entry and provides follow up.

The agency has a system and process to store, retrieve and aggregate data so it can be analyzed. Fostering and maintaining a culture that embraces data, and has a data focus (data collection, storage, aggregation, analysis and use) that is integrated into standard operations…not something 'extra' that is done later.

Data must be turned into information to support on-going decision making.

Organizations need to invest not just in data analytics, but across four operational pillars: People, Platforms, Partners, and Processes.

Slide 84

Start with the **<u>why</u>** - How does it fit? What is the point?

Remember it takes “shared attitudes, values, goals, and practices” to make an organizational culture.

The best way to start a ROMA culture is with the *Introduction to Results Oriented Management and Accountability* curriculum for all departments.
Providing this training is also a financial investment. It involves staff time, materials, possibly lunch, possibly travel.

There are some staff who attended Intro to ROMA training many years ago and so maybe they just need a refresher (could use the Board Training power points available at the partnership web site for these)

But for all new staff and board members, the full one day training provides all of the key concepts of ROMA – on which the entire Performance Management framework is built.
Of course this is important for program directors, managers and supervisors – but also for those providing direct services to customers. They need to understand how their work fits into the whole agency mission and goals.

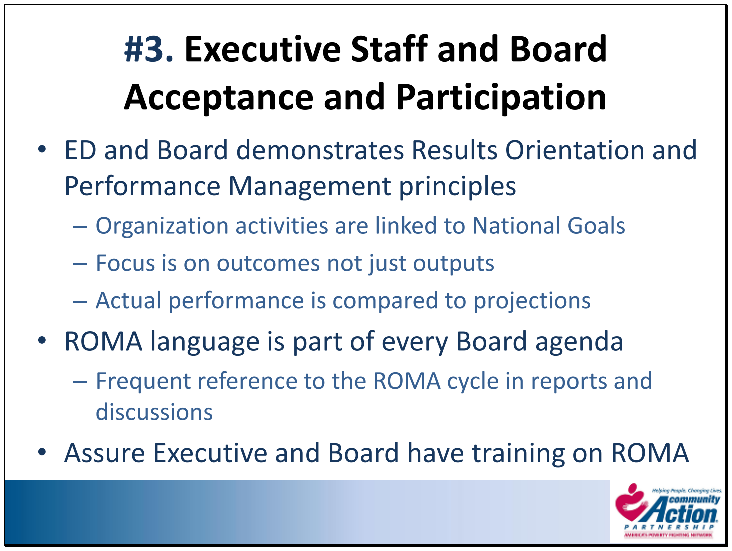
Don’t forget to train the BOARD

If you don’t have a Nationally Certified ROMA trainer within your organization, there should be someone near you who can come and provide at least annual training. Contact the Association to help you schedule this.

As indicated above there are 7 short power points (about 15 min each) that cover the ROMA basics and are designed for Board members. If your Board meets monthly, you could do one of these each month – if quarterly, take 45 mins to an hour to cover 3 or four sections at each meeting.

Don’t consider this a one-and-done.
There are additional training materials available – on topics specifically related to the ROMA Next Generation items (Local Theory of Change, Community Level work, Data Collection and Analysis) and some deeper dives into Community Needs Assessment and Strategic Planning -- that can be used with staff who are engaged in those activities.

Slide 85



OK – back to “buy in at the top”.
What do you think this looks like??

Yes, the culture will not be sustained if the agency leadership does not understand the value of ROMA principles and practices. And they need to not only give lip service to acceptance of ROMA, but also must actively participate!
Keep in mind the importance of the Leaders – **but don’t just stop here if you do not currently have buy-in**.
Don’t wait for this building block to be in place before moving to the others!!
Your CHAMPION (you?) will be working on the other building blocks at the same time with the end goal of having all the critical buy-in in place at some time!!!

It is important that everyone is clear about what ROMA is and what it is not.
This applies to both Executive Staff AND to the Board of Directors.
Remember that the Board is like the “company” and they are responsible for setting policy and direction of the agency.
They cannot be left out if a ROMA culture is to be created. And they cannot be expected to buy-in without understanding.
So they need both basic introduction to the principles and then on-going reinforcement of how the application of the principles is benefiting the agency.

Slide 86

It implies that organizations have the right expertise, experience, and skills to get the most value out of their data with an emphasis on data analytics.

Are you valued as NCRP? Trusted? Building relationships and trust is YOUR job. You have to earn it. What **can** you do? Who can you influence? Can that person influence others?

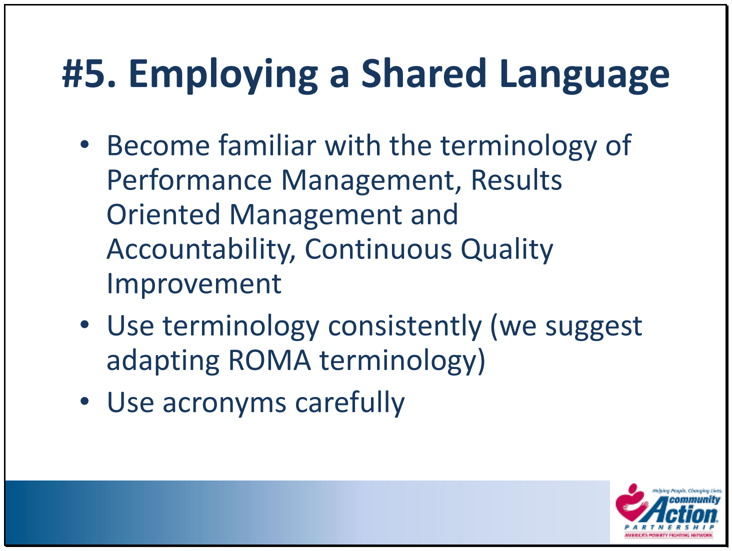
The agency should have a least one member of the staff who has been through formal training as either a ROMA Trainer or ROMA Implementer (or both). So in order to do this, the organization will have **to invest** in that training. This is another demonstration of agency/Executive buy-in.

It is important that there be some thought as to how that investment will be put to use once someone has become certified. Whether the person comes from the leadership, management, or front-line staff within the agency, once they earn that ROMA certification, they return with unique knowledge and skills. It is important for the organization to recognize and use that. The organization needs to trust in the expertise that the ROMA training imparts to staff persons who get certified. While they will not be the only person in the agency who understands ROMA (at least not in the long run once the culture is ROMA-tized), they will have some particular focus on the principles. It will be up to them to share their knowledge with other staff – but they should be recognized as having (or having access to) specific knowledge.

It is clear that the NCRP should have a clear direction from administration that will allow them to consult on all aspects of agency planning and implementation. If they are not the ones leading the Community Needs Assessment and Community Action Planning, they could be checking and advising all steps while they pass along their training and understanding to others. The ROMA-trained staff could also review how the plan is being implemented, and if results are being measured in a way that will let the agency for a good evaluation of its results.

Steps needed to make this happen:
Investment for training of NCRP (Trainer or Implementer) at the agency
Access and voice granted to designated/trained staff
See the **NCRI and NCRT Considerations** Documents for ideas about who is the best choice!

Slide 87



Speaking the Same language
Whether you are talking about a nation, a peoples, or an organization: **Without a shared language there can be no shared culture.** For building a ROMA Culture, we need to consistently use the common ROMA language.

While ROMA is really not much different from other performance management systems, **some terms are used in specific ways** that are somewhat different to how they are typically used.

For example
We talk about "services" as the actions the agency does for individuals and families, and "strategies" that are agency and community level activities.
We talk about Goals (as the National Goals in the Community Action Theory of Change), Outcomes (what is accomplished to meet the goals) and Indicators (how the outcomes are measured). Other systems will include "objectives" but ROMA lets the objectives fall within the local agency action plans.
We make a distinction between *Outcome Indicator* (both Projected and Actual) and *Performance Indicator* because the Performance Indicator can describe measuring both/either the Outcomes (results) and Outputs (the process).

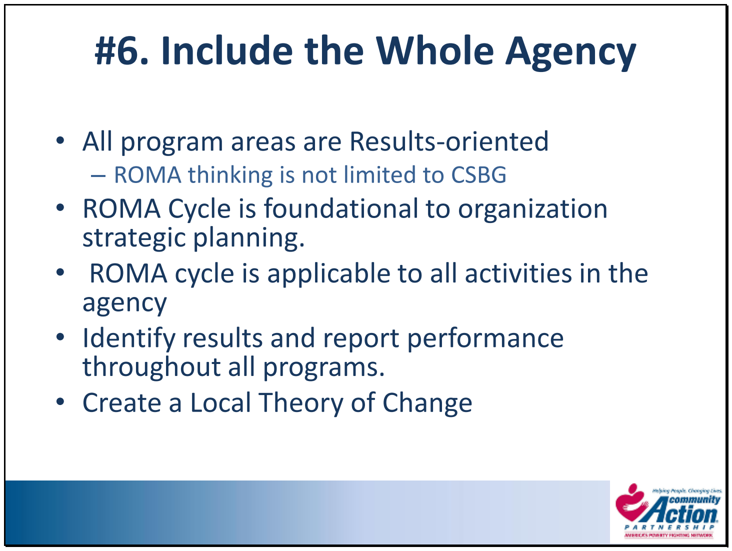
The important take-away here is become fluent in the vocabulary of Results Oriented Management and Accountability so the whole organization can understand the language.

There is a list of terminology and definitions available from the National Association of State Community Service Programs (NASCSP) website

By example (and gentle correction if needed), you can move the needle to get everyone understanding and speaking in ROMA terms. (In this, the broad exposure to the *Introduction to ROMA* curriculum across the agency will be very helpful).

One final warning about your ROMA vocabulary – Beware of Acronyms! They can really hinder communication. NPI doesn't mean anything to most people whereas National Performance Indicator might. The same is true for CAP instead of Community Action Plan. Even beware of the acronym "ROMA" and use "Results Oriented Management and Accountability" as often as possible.

Slide 88



We often hear that ROMA is just for the CSBG funded activities.
This is a myth that must be overcome if the results oriented culture is to flourish. Your AGENCY needs to be results oriented
"CSBG is only a small portion of our budget" but gives the agency access – not a burden but rather resource.

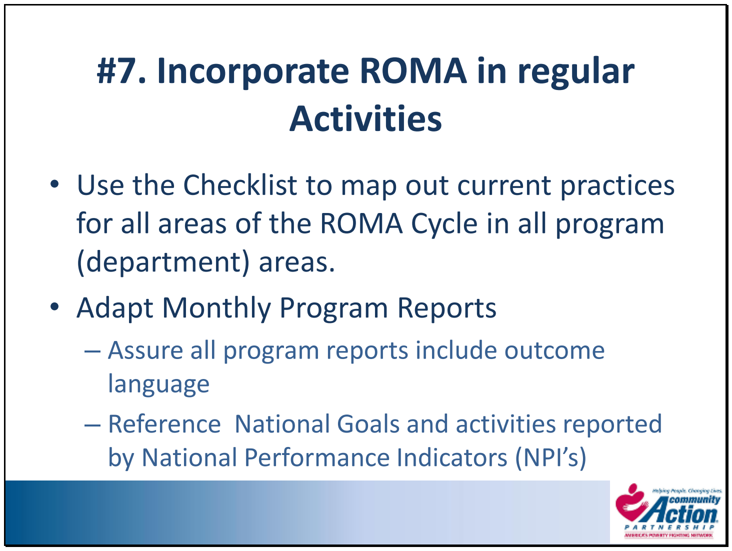
We need to understand that ROMA is an Organizational Practice and must be foundational for all of the agency activities. The development of an agency Local Theory of Change can help with this building block. As the agency considers what it wants to accomplish as a whole agency (not just what the individual programs will accomplish) everyone can see how the different parts of the agency work together to achieve agency wide results.

Your ROMA Champion may have the challenge of making friends with key staff in every department to share ideas about results orientation and performance management.

Some ideas about how would you reinforce ROMA principles; integrate the values into all aspects of the agency functioning, include:

- Posting values of a "results orientation" in the workplace (via a local theory of change perhaps)
- Recognize people who integrate these values into their everyday work
- Seek out new staff who will support these values
- Include values in recruiting and performance appraisal process

Slide 89



This is probably the most important step, because if the agency (staff) think of ROMA **as an additional task, they are likely to avoid it.**
But if it can be pointed out that the **agency is already doing activities** that are part of ROMA, the chance of acceptance improves dramatically.
The use of the checklist to map out what is happening, who is doing what, etc. will be very helpful.

Including ROMA principles and concepts in their monthly program reports, using the vocabulary of Results Oriented Management and Accountability.
For instance, they aren't saying that "WIC served x number active clients". They are saying that "X number infants and children had health and physical development improved as a result of adequate nutrition"
Program directors also report identify which of the National Goals their program strive for. So the same WIC monthly report told us that their efforts are so **Individuals and families with low incomes are stable and achieve economic security.**

Putting ROMA language and concepts in the monthly report may seem like a small thing, but it has had a huge impact for organizations that have done this.

- It provides ongoing focus on our results.
- It keeps us clearly targeting the National Goals
- It also brings results-orientation consistently in front of the management and the board who receive the reports.

Slide 90

In other words, use the ROMA Cycle!!

Identify resources for assessing org culture that are available on the web site.

Include actions you want to take to address barriers identified in your assessment when you create your Impact Pathways Plan.

Remember “how well does the agency operate?” can depend on the organizational culture.

Slide 91

To improve agency performance through the implementation of the full ROMA Cycle and the Performance Management Framework
“Improving” is another word for “change” and we all know how difficult change can be.
We want to consider how we can create **a pathway** to the change that will **improve the agency**

Some ideas to consider as we get started:
The starting point for transition is not *the end you have in mind*, but *what will need to end to leave the old situation behind…*
Nothing so undermines organizational change as the failure to think through *who will have to let go of what when change occurs*.

Managing Transitions – Making the Most of Change by William Bridges

Slide 92

Scale Out

- Spread knowledge and principles **from peer to peer** to create a cohesive body of support – tied together by common understanding and the desire to act.

Slide 93

Some Things That Have Worked

- Talk to your peers
- Engage a "planning partner"

- Organize a group of interested people who can discuss and consider actions related to improving agency efficiency and effectiveness.
- Create stories and speculation about the expected impact
- Promote "Knowledge Transfer"

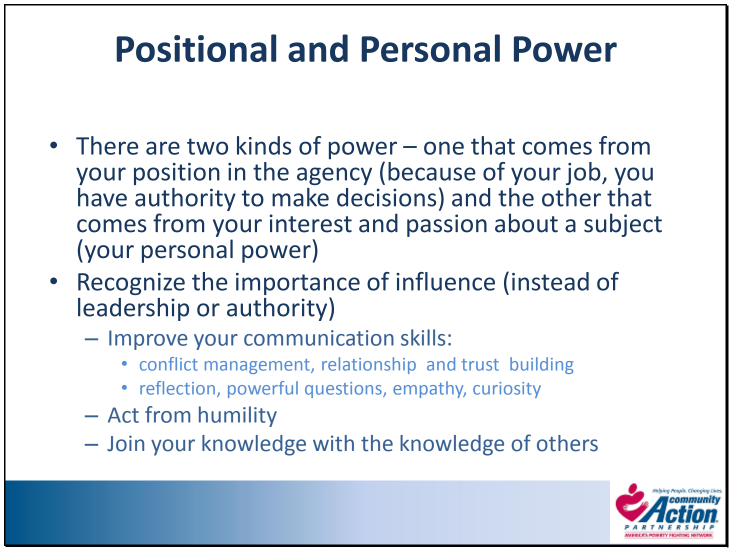
Slide 94

Various kinds of sharing sessions and training are cited by NCRPs.

One recurring example is "on boarding" of new employees, providing a ROMA orientation as part of the first days on the job.

This "sharing" is also known as "Knowledge Transfer"

Slide 95



Raise the question of the difference between “power” and “authority” – positional power is often about having the authority to make decisions… but how are those decisions carried out?

ROMA implementation is not just for staff who are in positions of power.

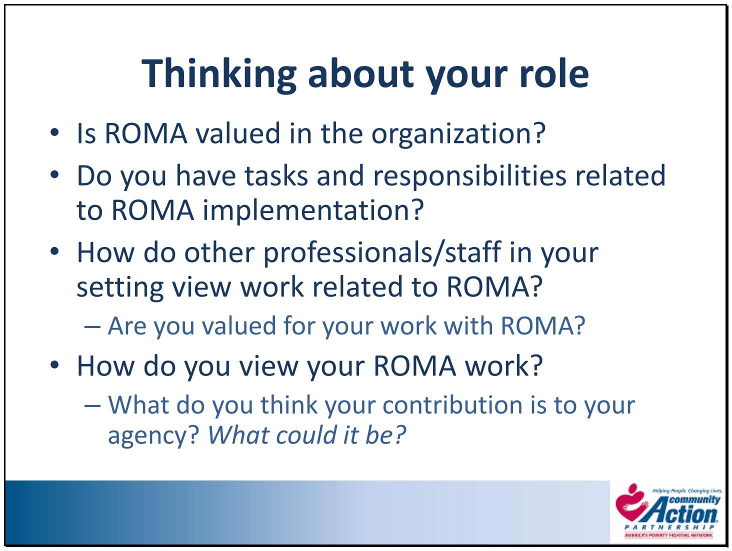
Recognize that different views, priorities, realities need to be considered and valued when you are considering power. It is important for ROMA advocates to “lead from where you are” by using your influence and passion.

Slide 96

Consider your role in the agency.

What is in your control? What can you influence? And what is interesting to you?

Slide 97

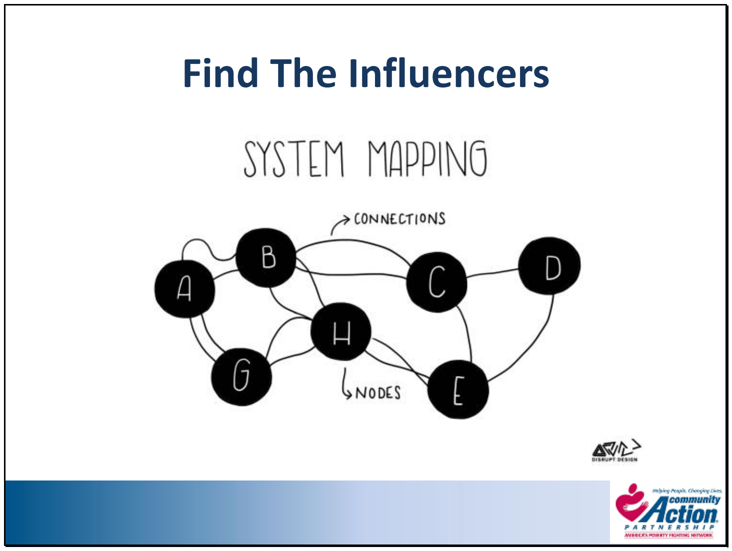


Ask NCRPs in the audience: What does being a Certified ROMA professional mean to you? Are you in a position to be a champion?

Ask workers who are NCRPs to think about their position in the agency using these statements.
Ask those who are not NCRPs to think about the statements in relationship to the ROMA implementation tasks they are assigned.
Ask those who not engaged in ROMA work, what IS your role?

Ask EDs if they value the people who are charged with any of the ROMA implementation tasks – and how they show this value
Indicate that this is just to get participants thinking about values, responsibilities and actions.

Slide 98



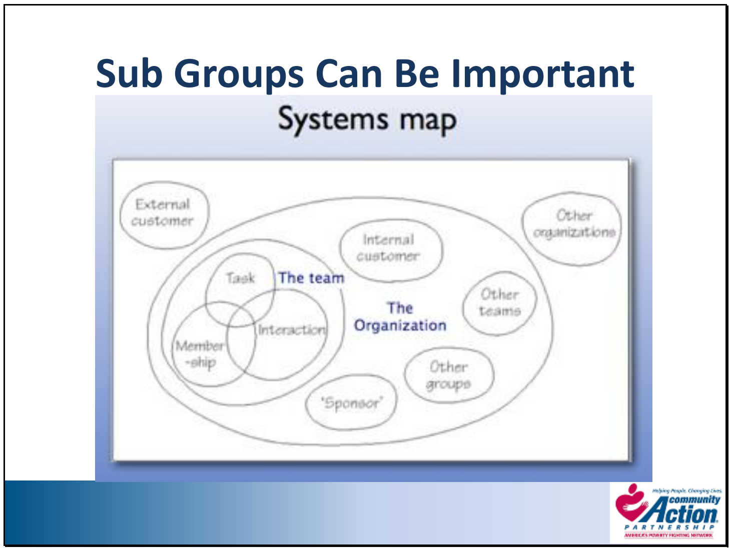
The behavior of a system is driven by its underlying structure and the relationship between the elements. By constructing an Influence Diagram, those relationships can be identified and documented such that they can be explored with a view to understanding or modifying a system's behavior.

If you are not the ED or have the ED's ear, you will have to find the Influencers in your agency. Who influences the decision makers? Who influences them?
How can you get to talk to the people who have influence?

The process for constructing an Influence Diagram:
Step 1: Brainstorm all potential elements of the system of interest. An element can be a person and groups of people, a process, equipment or hardware, building and places. Basically anything can be important here!
Step 2: Identify natural groups of elements that have similar/common views/features/aspects. These groups should be given a collective name.
The combination of steps 1 and 2 creates a "Systems Map."
Step 3: Construct the Influence Diagram by identifying and documenting the influences between the various groups in the system. Consider how each system element on the map is related to any other group. The relationships can be physical entities, information and controls flows or less tangible influences.

- Show influences or relationships, including influences that are not tangible. Name the influence.
- Try to avoid influence lines crossing.
- Make sure that the diagram is easy to follow.
- Show the direction of the influence.
- Consider the interrelationships inside a group. Mark them if they seem to be important (see next slide about sub groups)

Slide 99



This just is a way to get you to recognize that your systems map may identify sub groups that are working together – and may have different patterns of behavior than the other sub groups and the agency as a whole.
Some sub groups may have mini-cultures within the organizational culture.

Note to facilitator: don't get lost in the diagram... It is just a graphic to show that some parts of the agency may work together.
It might be different departments that are grouped together.
It is important to know where the support for ROMA lives in these different groups, so you know how to begin to influence them.

Slide 100

Our goal for NCRPs: Help make explicit their personal and agency-identified expectations related to improving implementation of the full ROMA cycle in the Community Action Network. Our goal for the network: increased capacity to achieve results.

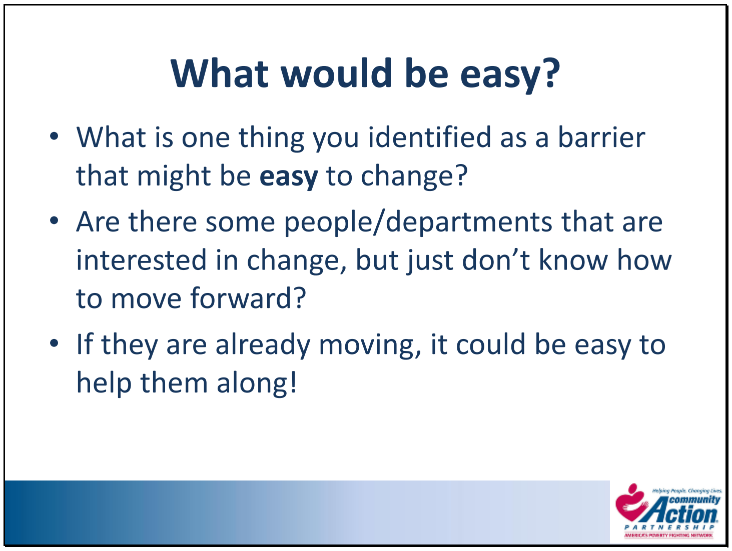
So we believe the use of a Plan will help to **identify the impact** that is going to be seen because of the implementation of this plan.

Once you have identified the baseline, you can then pick something to work on that will have an impact.

Identifying the impact you want to work on will help you move to knowing **what the pathway is** toward that impact!!

But the plan must have clear action steps to make it a reality.

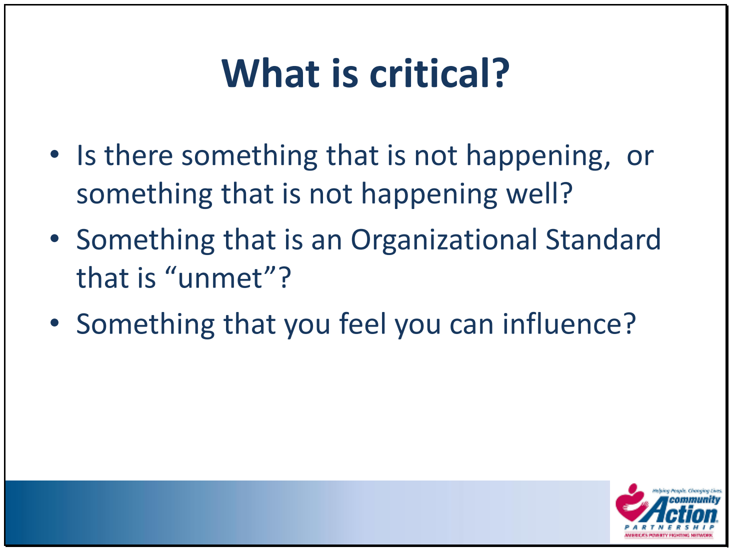
Slide 101



What impact do you expect to see?
When you identified the baseline, you found things that were "in crisis" or "vulnerable" and you probably identified some things that are "stable" but could be moved into "safe" with just a little bit of attention.

What do you pick to work on first?
One idea is to pick something easy to start with because once you have a "win" it is easier to continue to be successful.

Slide 102



You may not make a big change in something that is complex, but you might be able to identify one step forward.

Example: the agency has not done a Community Needs Assessment in more than 5 years and doesn't have a plan to do one now… that will take considerable activity to get moving and to get all of the pieces in place (see separate training about putting together a CNA team and collecting data).

So you can consider one thing you feel you can do to start the movement. Maybe offer to do a training about the CN A.

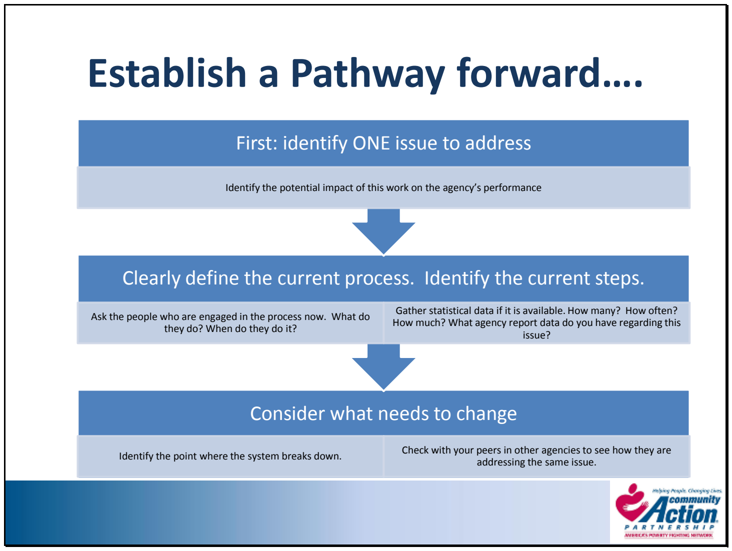
Slide 103

Recognizing what you can and can't do (right now)

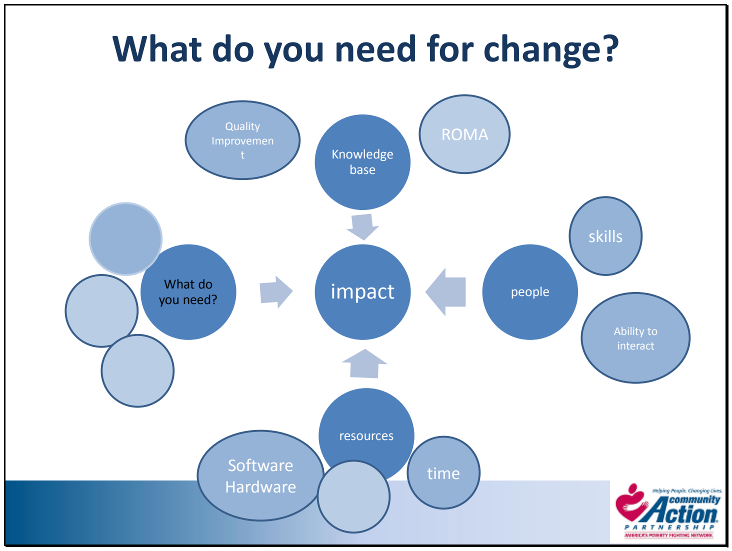
- Start with something you CAN change
- Build a win and then you will have success stories to build on
- Is there something happening that is an excellent example of ROMA principles? Something that is already working? How can you promote and celebrate it?

Celebrating something that is working can be a good strategy for creating interest in the full ROMA Cycle.

Slide 104


Establish a Pathway forward….
First: identify ONE issue to address
Identify the potential impact of this work on the agency's performance
Clearly define the current process. Identify the current steps.
Ask the people who are engaged in the process now. What do they do? When do they do it?
Gather statistical data if it is available. How many? How often? How much? What agency report data do you have regarding this issue?
Consider what needs to change
Identify the point where the system breaks down.
Check with your peers in other agencies to see how they are addressing the same issue.
community Action
PARTNERSHIP

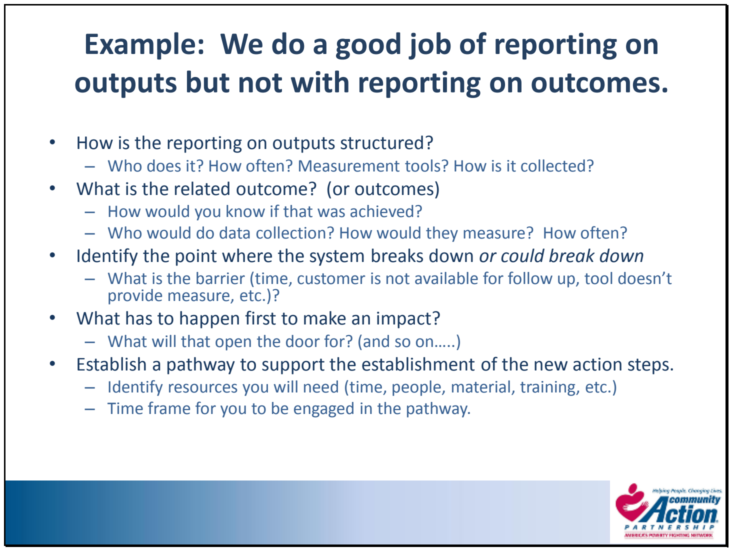
Slide 105



Don't forget that you need resources to put your plan into action.

These are just some ideas… each of you will have to identify what you need to make an impact!

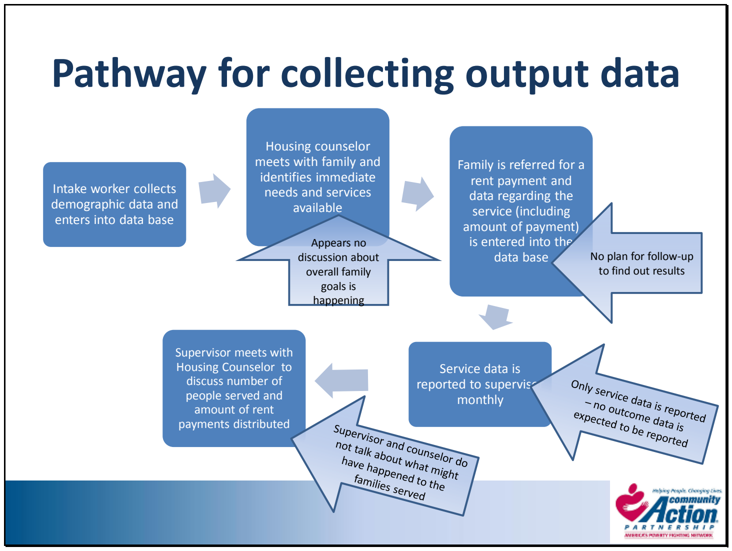
Slide 106



This is an example of a situation that is commonly identified. Agencies are familiar with counting service units and find that easy to accomplish. But when it comes to observing and documenting outcomes, that can be more difficult.

This slide starts the process of considering the elements of the situation. It starts deconstructing the processes that are at work.

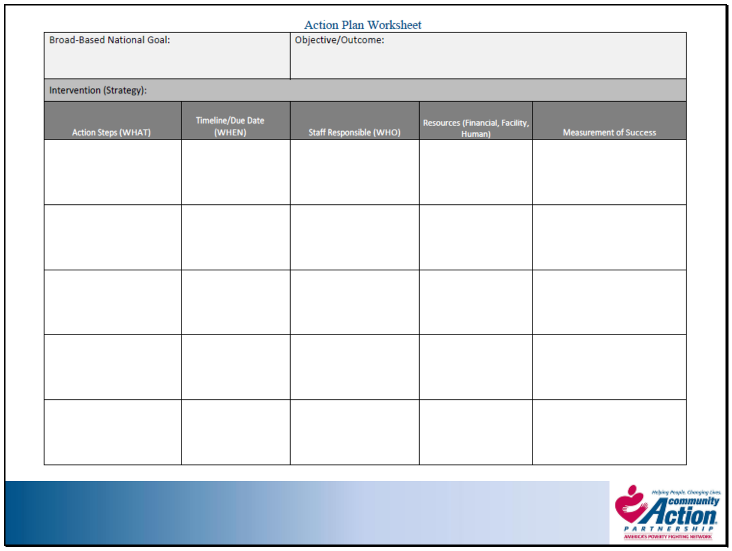
Slide 107



This makes more explicit the processes that are in place (without the arrows) and then (adding the arrows) shows where small changes in process could shift the focus to outcomes in addition to documenting the service.

Consider where a focus on results could be included. (Click to bring in pink arrows)

Slide 108



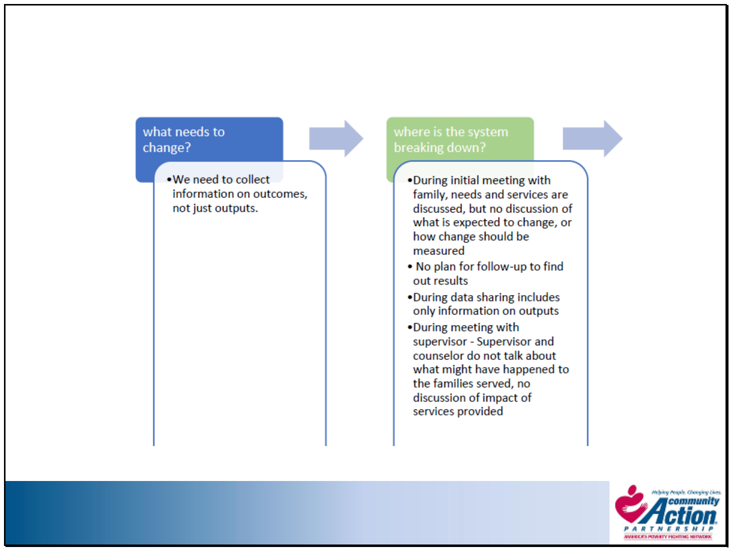
Hand out blank worksheet and get participants to consider the example and identify some action steps that would address the issues in the example provided.

Have them just work on the first four columns. (We will come back to measures of success later.)

After about 5 minutes, ask for some feedback from the participants to see how they are approaching the task.

Then show the next slide, which is how we started to consider what was needed.

Slide 109



We identified the areas that showed us where the process was breaking down.
It starts with the initial meeting with the customer, when we are currently just identifying eligibility and referring to a service that is available.

Using this flow chart idea will help to identify what actions need to be taken.

Have the group go back to their work on creating action plan. Give another 5 minutes.

Slide 110

Pathways Plan Worksheet

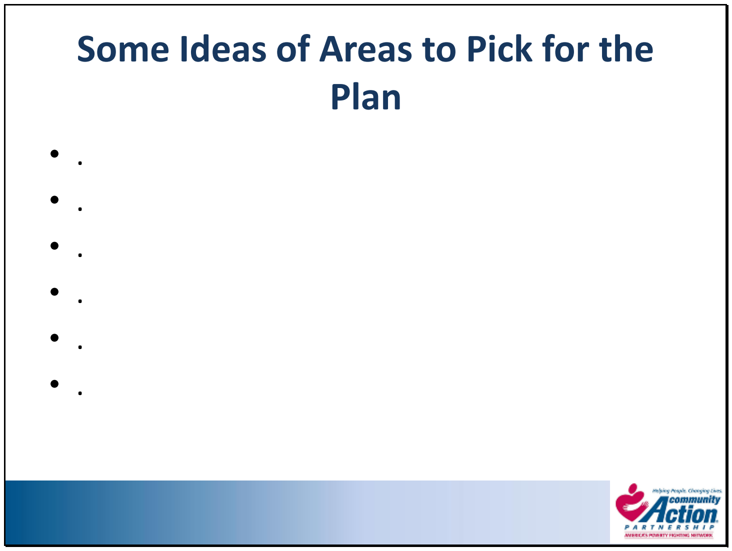
Broad Agency Level Goal: Agency has capacity to support results.	Objective/Outcome: Agency is able to identify, document and analyze both outputs and outcomes related to services provided to individuals/families who are homeless or at risk of eviction/foreclosure.

Intervention (Strategy): Create procedures to assure that focus is on outcome as well as providing a range of housing related services

Action Steps (WHAT)	Timeline/Due Date (WHEN)	Staff Responsible (WHO)	Resources (Financial, Facility, Human)	Measurement of Success
Step 1: Use expanded interview questions to determine level of need related to housing. Document placement of customer on a housing scale. --Based on placement, identify outcome (change in situation) that would be possible result of the services to be provided. -- Document in case record, both the outcome expected and the service referral.	At time of initial intake with housing counselor.	Intake worker takes initial information from customer, enters into data base Housing Counselor interviews to determine housing status and potential outcomes, enters into data base	Office space for initial intake interview, staff to complete initial intake, staff to complete extended interview (same person?), database to enter case notes,	
Step 2: Create Action Plan with customer. In addition to the service referral, identify expected outcome and a time frame for follow up is established and agreed upon by customer.	Action Plan must be created prior to service delivery. This includes a specific date for follow up.	Housing Counselor and customer will create plan.	Office space for interview, database to enter case notes and Action Plan, staff to complete extended interview, calendar of follow up	
Step 3 Follow Up with customer to find out if their housing status has improved. Follow up with community partner (if appropriate) New status is identified on the housing scale to show movement (outcome). Outcome data is reported.	At time agreed upon in creation of action plan	Housing counselor, community partner, or other party as identified in Action Plan	Phone, email or resources to allow for a home visit. Office space if customer is returning to office. Staff to conduct follow up and to enter data Format to report outcomes as well as services	
Step 4: Housing counselor and supervisor meet to discuss customer status -- review services that have been rendered, impact of services, and concerns or barriers to outcomes.	Once a month	Housing Counselor and supervisor	Space to meet	

After sharing some ideas from the participants, you can show this example of first four columns – this takes the things identified on the flow chart and makes the action steps more specific.

Slide 111



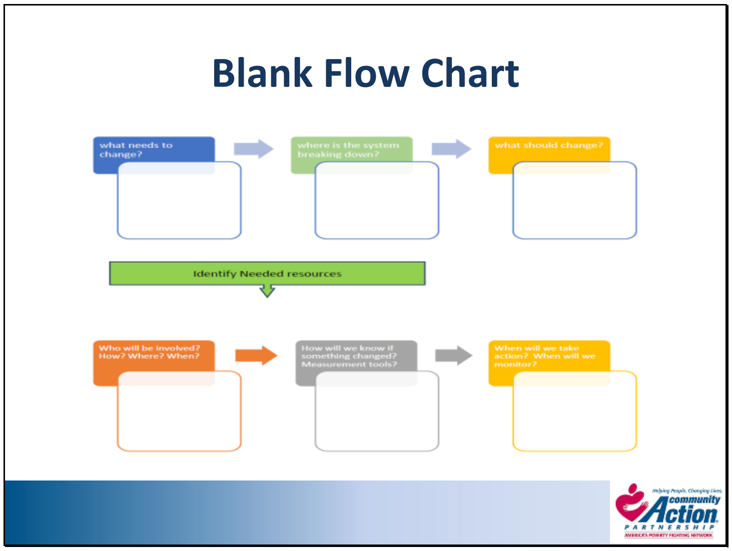
This is where the Plan development for the agency (and for specific staff in the agency) starts!

Ask participants to provide some areas that they have already identified as needing IMPACT work. Write on Flip Chart

Here are some ideas from other agencies:

- Once realizing that you are not integrating the phases of the ROMA cycle, you want to identify how you can improve consideration of performance, improvement and results of new efforts as all part of the same process.
- The plan is not based on what is identified in the community needs assessment. How can this be addressed?
- We need to identify measurement tools and practices to track impact (at both family and community levels)
- Without the data, you can’t do analysis – so what is needed to strengthen data collection processes – what supports are needed at the level of direct service workers who are entering the data? How can supervisors be engaged?
- Who is doing the analysis (in addition to reporting) of the data? How can this be shared/improved?
- How can data be better used to inform decision making?

Slide 112



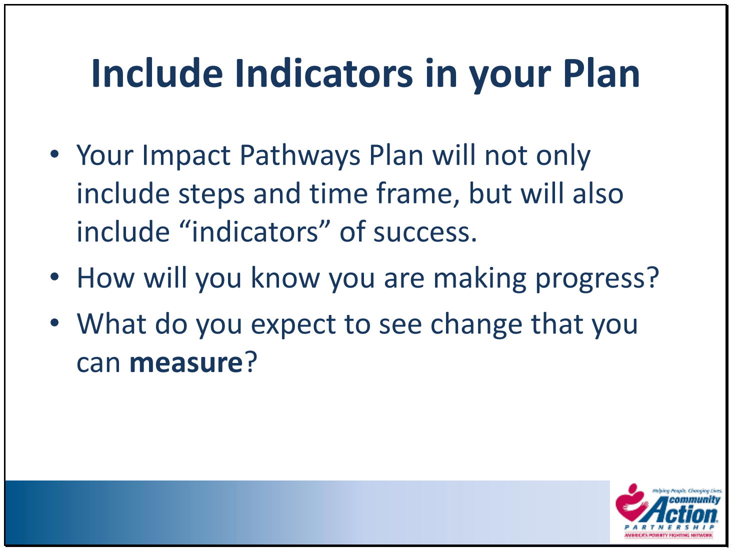
This is an example of a flow chart that can be used to identify action points.
Provide this as a hand out to participants.

Slide 113

After you have taken action, you need to know what happened

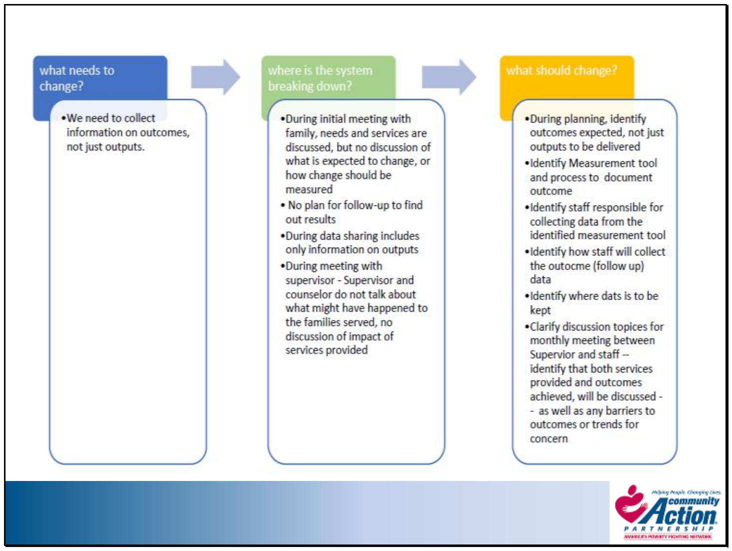
OBSERVE AND MEASURE RESULTS

Slide 114



There is a column in the action plan handout about measures of success.
Use this time to brainstorm measurement tools.
How will you know if any change happens?

Slide 115



Example with measurement processes identified – this isn’t just about the measurement tools, but also about who will do it and what happens to the data from the tool.

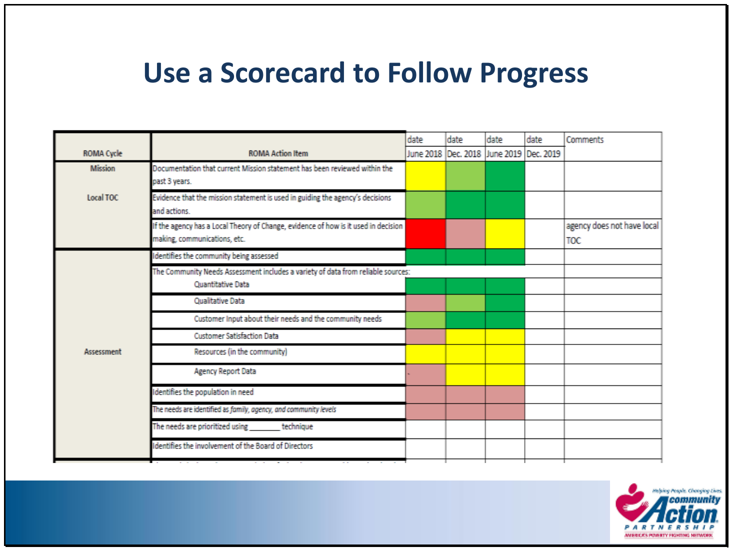
Slide 116

Pathways Plan Worksheet

Broad Agency Level Goal: Agency has capacity to support results.	Objective/Outcome: Agency is able to identify, document and analyze both outputs and outcomes related to services provided to Individuals who are homeless or at risk of eviction/foreclosure.			
Intervention (Strategy): Create procedures to assure that focus is on outcome as well as providing a range of housing related services				
Action Steps (WHAT)	**Timeline/Due Date (WHEN)**	**Staff Responsible (WHO)**	**Resources (Financial, Facility, Human)**	**Measurement of Success**
Step 1: Use expanded interview questions to determine level of need related to housing. Document placement of customer on a housing scale. --Based on placement, identify outcome (change in situation) that would be possible result of the services to be provided. -- Document in case record, both the outcome expected and the service referral.	At time of initial intake with housing counselor.	Intake worker takes initial information from customer, enters into data base Housing Counselor interviews to determine housing status and potential outcomes, enters into data base	Office space for initial intake interview, staff to complete initial intake, staff to complete extended interview (same person?), database to enter case notes,	Copy of Housing Scale that reflects customer's current housing status and expected outcome.
Step 2: Create Action Plan with customer. In addition to the service referral, identify expected outcome and a time frame for follow up is established and agreed upon by customer.	Action Plan must be created prior to service delivery. This includes a specific date for follow up.	Housing Counselor and customer will create plan.	Office space for interview, database to enter case notes and Action Plan, staff to complete extended interview, calendar of follow up	Completed Action Plan.
Step 3 Follow Up with customer to find out if their housing status has improved. Follow up with community partner (if appropriate) New status is identified on the housing scale to show movement (outcome). Outcome data is reported.	At time agreed upon in creation of action plan	Housing counselor, community partner, or other party as identified in Action Plan	Phone, email or resources to allow for a home visit. Office space if customer is returning to office. Staff to conduct follow up and to enter data Format to report outcomes as well as services	Report from customer (include showing rent receipts, mortgage payments, etc.), recorded on Housing Scale - reflects customer's revised housing status and notes if outcome was achieved.
Step 4: Housing counselor and supervisor meet to discuss customer status -- review services that have been rendered, impact of services, and concerns or barriers to outcomes.	Once a month	Housing Counselor and supervisor	Space to meet	Housing counselor documents meeting with supervisor in case notes. Supervisor keeps log of meeting with housing counselor with details on what was discussed.

Example with measurement tools identified

Slide 117



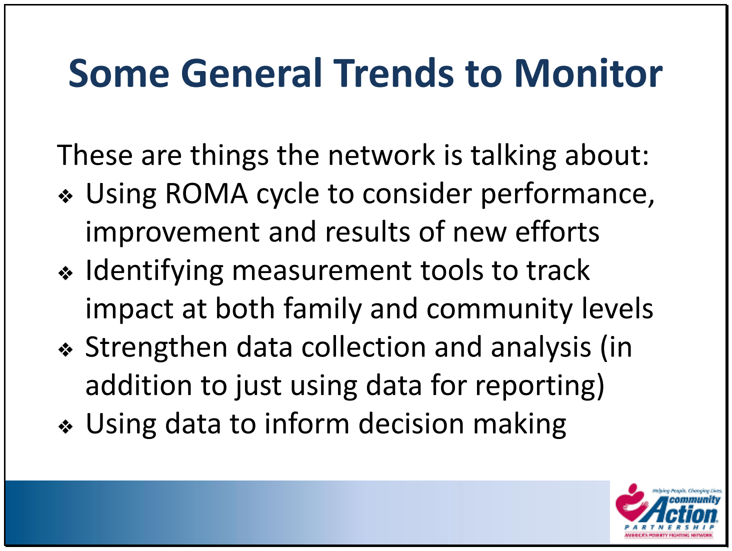
Use a Scorecard to Follow Progress

ROMA Cycle	ROMA Action Item	date June 2018	date Dec. 2018	date June 2019	date Dec. 2019	Comments
Mission	Documentation that current Mission statement has been reviewed within the past 3 years.					
Local TOC	Evidence that the mission statement is used in guiding the agency's decisions and actions.					
	If the agency has a Local Theory of Change, evidence of how is it used in decision making, communications, etc.					agency does not have local TOC
Assessment	Identifies the community being assessed					
	The Community Needs Assessment includes a variety of data from reliable sources:					
	Quantitative Data					
	Qualitative Data					
	Customer Input about their needs and the community needs					
	Customer Satisfaction Data					
	Resources (in the community)					
	Agency Report Data					
	Identifies the population in need					
	The needs are identified as *family, agency, and community levels*					
	The needs are prioritized using ________ technique					
	Identifies the involvement of the Board of Directors					

This is a simple way to track progress……

You will need to identify what measurement processes you will use to identify movement from yellow to green to red.
Or from “in crisis” to “thriving”

Slide 118



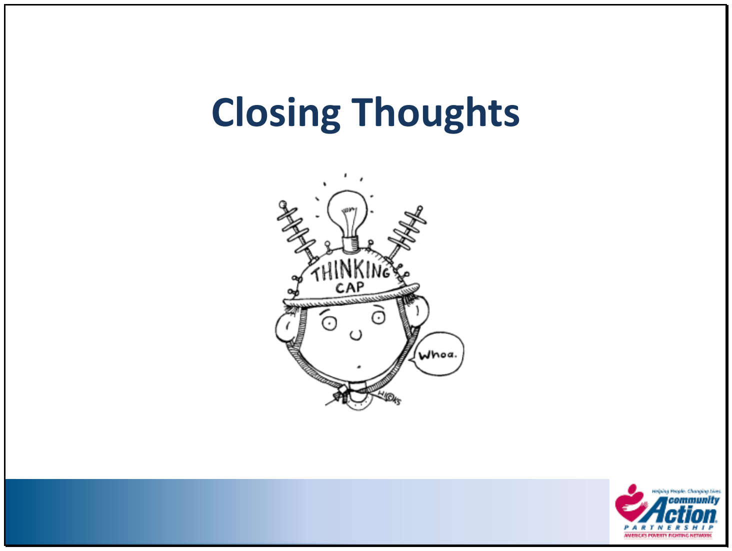
This slide starts the Training Wrap Up.

Stepping back from the specific planning process we just discussed, let's look at some general trends that are happening across the country.

Are any of these happening in your agency? How could these ideas be put into your Impact Pathways Plan?

What else is important to you as you move towards improved Performance Management?
Quality of staff?
Access to unrestricted funds to meet needs?
Others?

Slide 119



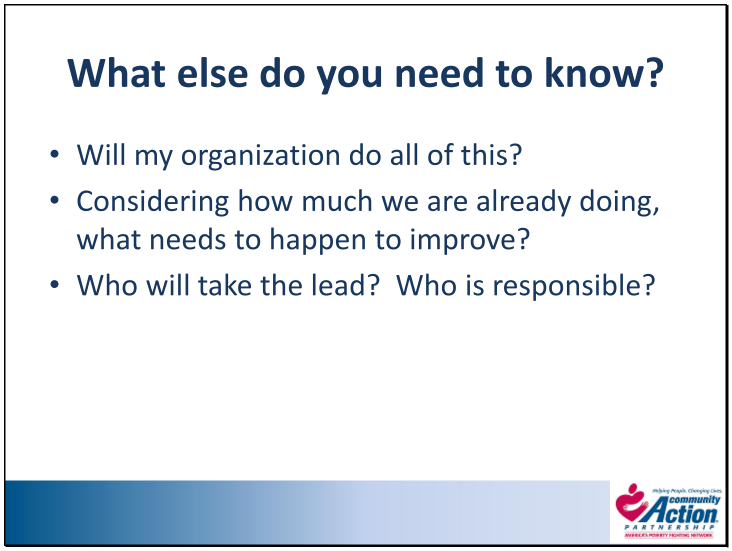
Get feedback from the participants!

What did they learn? What do they plan to work on next?

What else do they need to know about?

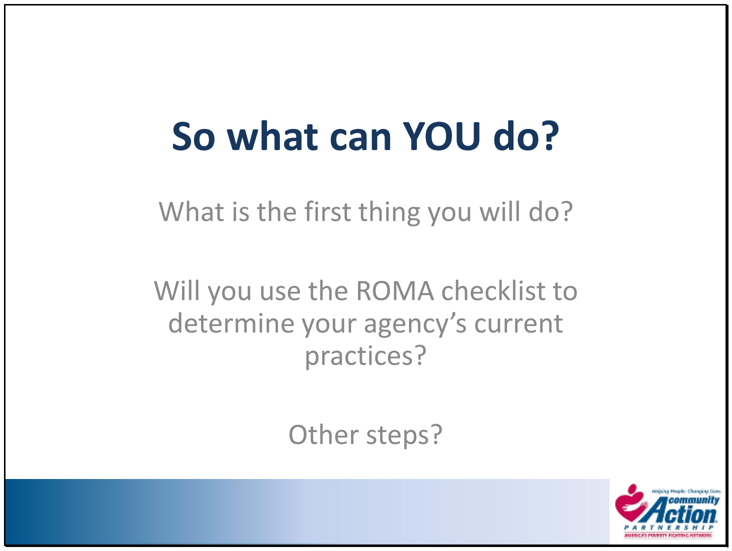
What other training topics?

Slide 120



Who is your champion?

Slide 121

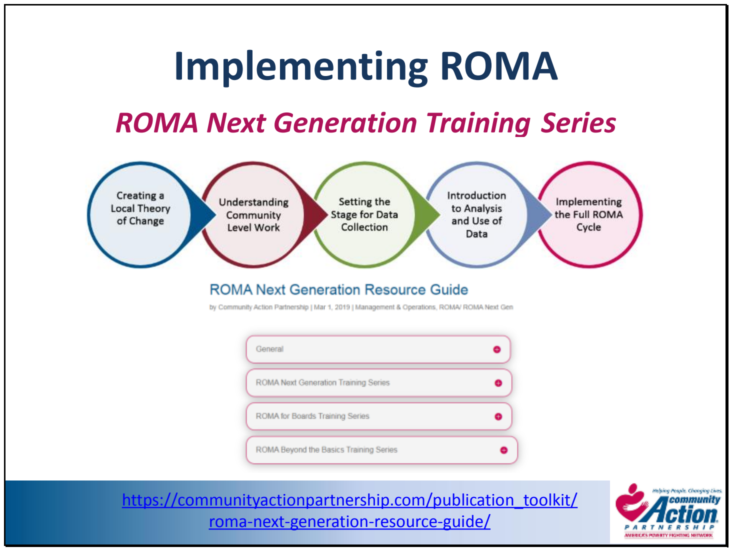


We have provided the ROMA Audit Checklist as a way to help you assess what is currently being done to implement ROMA.

And given you some examples of how to create a plan for a pathway to impacting change in your agency identified some "building blocks" that could be useful as you consider a strategy to improve a ROMA culture, and suggested using a scorecard to follow your progress toward change.

What will you do?

Slide 122


Implementing ROMA
ROMA Next Generation Training Series
Creating a Local Theory of Change
Understanding Community Level Work
Setting the Stage for Data Collection
Introduction to Analysis and Use of Data
Implementing the Full ROMA Cycle
ROMA Next Generation Resource Guide
by Community Action Partnership | Mar 1, 2019 | Management & Operations, ROMA/ ROMA Next Gen
General
ROMA Next Generation Training Series
ROMA for Boards Training Series
ROMA Beyond the Basics Training Series
https://communityactionpartnership.com/publication_toolkit/roma-next-generation-resource-guide/
community Action Partnership

Slide 123

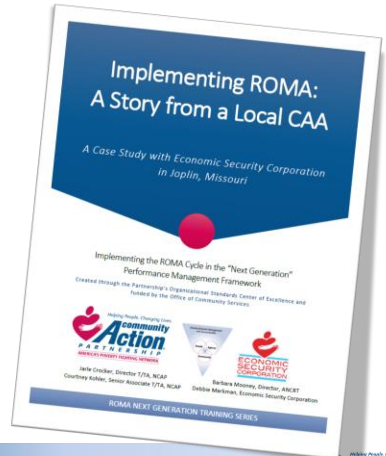

On-Demand eCourses
Community Action Academy
Helping People. Changing Lives.
community Action PARTNERSHIP
AMERICA'S POVERTY FIGHTING NETWORK
ckohler
Forgotten your username or password?
Cookies must be enabled in your browser
Remember username
Log in
Is this your first time here?
Welcome to the Community Action Academy! Please create an account to get started.
Create new account
Available courses
Implementing ROMA
Category: ROMA Next Generation Training Series
Data Collection, Analysis, and Use
Category: ROMA Next Generation Training Series
Understanding Community Level Work
Category: ROMA Next
Creating a Local Theory of Change
Category: ROMA Next Generation Training Series
NEW!
Implementing ROMA
Access Community Action Academy (FREE!)
Create Account/Login → ROMA Training
→ ROMA Next Generation Training Series
https://moodle.communityactionpartnership.com

Slide 124

Associated Resources

Partnership Website:
https://communityactionpartnership.com/publication_toolkit/roma-next-generation-resource-guide/

Community Action Academy:
https://moodle.communityactionpartnership.com/course/index.php?categoryid=23



Slide 125

Contacts

Courtney Kohler, MPA, CCAP, NCRT
Senior Associate, T/TA
Community Action Partnership National Office
ckohler@communityactionpartnership.com

Barbara Mooney, Ed. D., NCRP
Director
Association of Nationally Certified ROMA Professionals
barbaramooney@windstream.net

Carey Gibson, MSW, NCRP
Project Manager
National Peer to Peer NCRI Project
careylgibson@gmail.com

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