

**Making Children a
National Priority:
A Framework for Community Action**

**Community Implementation Guide Draft
Child Welfare League of America**

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Chapter One

Introduction

The Child Welfare League of America’s (CWLA) *Framework for Community Action* invites one to “imagine an America where every child is healthy and safe and where all children develop to their potential”, becoming adults who are “able to make positive contributions to family, community and the nation”¹ Though most children, youth and families in America are doing well despite the challenges confronting them, a significant proportion remain at risk of harm. Too many children of color, recent immigrants, and children growing up in impoverished families and communities are denied meaningful opportunities for healthy development.

The often-cited African proverb, “it takes a village to raise a child” not only suggests that communities must take responsibility for the healthy development of their children, but also that strong communities are necessary to sustain resilient families and children. Helping children grow into healthy and resilient adults requires that comprehensive, collaborative, and coordinated approaches be implemented by partnerships of citizens, parents, professionals, and policymakers.

This *Community Implementation Guide* provides an overview of innovative and effective ways to “make villages whole”² so that they can better support families in rearing healthy, thriving children. As a companion volume to *Making Children a National Priority: A Framework for Community Action*, it is meant as a resource to support communities in their efforts to improve child and family well-being. Although primarily addressed to public and private agency leaders and elected officials, it will have relevance to many others committed to community change.

- This *Guide* is the first in a series of publications that will provide practical information, tools and techniques that can support public and private service professionals, elected officials, opinion leaders and others, in developing partnerships with community members to:
- Foster a long-term, communitywide commitment to nurturing children and youth.
- Engage families, youth, neighborhoods, service systems and other stakeholders in collaborative partnerships.
- Assess community assets and needs.
- Determine how well children’s universal needs are being met.
- Build community capacities.
- Establish sustainable funding and action strategies.

- Document successes.
- Use performance monitoring and outcome evaluations to improve results.

Chapter 2 overviews the key elements of CWLA's *Framework for Community Action*. Values, principles, and perspectives to guide formal agencies and systems as they collaborate in community-based initiatives on behalf of children and families are discussed in Chapter 3. Chapter 4 explores what is known about the process of community change, reviewing challenges commonly encountered, and describing ways that communities have successfully overcome or worked through them.

The Resource Appendix provides a list of tools, resources and model programs, that communities can use in building their capacities and in designing and sustaining their own initiatives to support children, youth and families. It contains listings of relevant websites and publications, along with information about agencies and organizations that can provide technical assistance, training or funding.

Building on current knowledge and learning from successful community-based strategies, the *Guide* highlights a variety of promising and practical approaches to developing and sustaining integrated and comprehensive community-based initiatives. A number of successful community efforts are described to show how concepts can be transformed into actions that benefit children, their families and their communities. For each initiative highlighted, there are many more that have been successful in meeting children's and families' needs.

CWLA calls on public and private human service agencies to partner with other professionals, community residents, elected officials and opinion leaders to build healthier communities.

A Framework for Community Action

Making Children a National Priority: A Framework for Community Action defines five universal needs of children and youth, and suggests guiding principles to inform the actions communities take to ensure that these needs are met. The *Framework* also suggests the roles that key groups of people can play as they work together to ensure bright futures for all children.

Children’s Universal Needs

At the heart of the Framework is a set of five universal needs that are closely interrelated and that must be met for our children to be safe, healthy, and thriving. They include:

‘The Basics’: At the most fundamental level, children require proper nutrition, economic security, adequate shelter and clothing, a basic education, equality, and primary and preventive health and mental health care.

Relationships: Close, nurturing relationships with parents, relatives, and other caregivers allow and encourage children and young people to grow and thrive. Caring relationships with community members, including neighbors, coaches, teachers, and faith community leaders and members, strengthen social and relationship skills, improve self-mastery, and enhance self-esteem. Good relationships among children and youth themselves reinforce healthy behaviors and increase positive learning opportunities.

Opportunities: For children to develop optimally, we must ensure the availability of quality child care for children whose parents work outside the home. Similarly, older children and young adults benefit enormously from having opportunities that engage them positively and support their individual and collective success. For children with early indications of physical, cognitive or emotional disabilities, we must provide early assessment and intervention, to prevent later, more serious problems that can unnecessarily limit their long-range potentials.

Safety: Keeping children safe from abuse and neglect by their caregivers, as well as from witnessing or being victimized by family, school, or community violence, makes it much less likely that they will become either victims or perpetrators of such violence in the future. By protecting children from the harms

of discrimination, environmental toxins, accidental injury, and victimization, we increase their likelihood for success.

Healing: If we are unable to protect children, we must do all that we can to ease the impact of the harm they have suffered. Easing the impact of harm on children and youth involves ensuring their immediate and ongoing safety, supplying immediate and ongoing emotional support, assessing the need for and providing medical, mental health, and other needed services, and, in some case, making amends through restorative justice practices.

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Every child and youth, whether they live at home, in a juvenile detention facility, or on the streets, has each of these needs. To meet these needs for all children in a community requires that many people participate in multifaceted, comprehensive approaches that are guided by a common set of principles.

Guiding Principles

There are several core principles to guide communities' actions on behalf of children and youth:

Supporting families: Children grow best in families. By supporting families in nurturing their children, professionals and community members can help to ensure that parents, other relatives and caregivers have the skills and resources to raise healthy and well-adapted children.

Promoting prevention: Providing help to children and families to prevent problems before they occur is a sound social and fiscal policy. Programs and practices that nurture and protect children in their earliest development, which prevent abuse and neglect, and which detect and intervene at the earliest possible indication of risk should be available to all families.

Utilizing evidence-based strategies: Applying knowledge of factors and strategies that contribute to or impede healthy human development can help community partners to design and implement policies, practices, and programs that are effective in helping children to thrive.

Measuring results: Using clear outcome measures to guide and evaluate our efforts increases the likelihood that our work will result in positive results for children, youth, and families.

Building on strengths³: By recognizing and nurturing the assets and strengths of children, youth, families, and communities, we tap into sources of energy and creativity that have the greatest potential for meeting children’s needs and encouraging their optimal growth.

Working collaboratively: When people come together, collective capacities emerge that individual partners did not possess. Communities can harness this synergy to solve shared problems and work toward the common good.

Respecting and valuing diversity: Diverse cultures, traditions and perspectives are sources of strength and creativity that community partners can draw upon to nurture healthy families and children.

Nurturing leadership: Leadership requires dedication, passion, and a willingness to take risks. It cannot be conferred simply by election or appointment to a position of authority, but rather comes from those willing and able to inspire and guide others to get things done on behalf of families and children.

Advancing social justice: Every child, regardless of gender, ability, economic status, and ethnic, racial, spiritual, and cultural background, has an equal right to have their universal needs met. All community partners can advocate for the ideals and values of social justice both locally and globally.

People and Partnerships

People are at the heart of a community’s ability to ensure safety and well-being for all children. Working individually and collectively, these five groups of people can ensure futures filled with positive potential for all children:

Children and youth: Recognizing that children are resilient, with many assets and strengths, community partners can work with them to nurture their talents and to provide them with opportunities to serve and transform their communities.

Parents, caregivers, and families: Healthy families and supportive parents are crucial to children’s well-being, shaping their values and behaviors in enduring ways. Communities must encourage and support caregivers in meeting the needs of their children and youth. Communities also benefit from parents’ participation in and leadership of community initiatives dedicated to raising healthy, thriving children.

Neighbors and members of communities: All adults must share responsibility for nurturing and supporting children and families in their communities. As coaches, mentors, neighbors, employers and members of faith communities, people can help to ensure children’s healthy development and safety. By working together as members and leaders of community-based collaboratives, community residents can support comprehensive strategies that will strengthen families and help all children reach their full potentials.

People working in service agencies, institutions, or systems: Professionals, natural helpers and volunteers who work for public service agencies have specialized skills and talents essential to the success of community partnerships’ work on behalf of children and youth. They can also act as conveners, catalysts and facilitators for a wide range of community change efforts.

People who influence laws, traditions, culture, and society: Elected officials and other policymakers, business executives, and spiritual, social and scientific leaders all exert considerable influence on ways our communities shape and support the growth of children and youth. These individuals can ensure the safety and well-being of children by supporting community-based initiatives that encourage local creativity and accountability.

At national, state, and local levels, diverse partnerships are emerging to support families in rearing healthy, thriving children. This *Guide* documents some of these efforts and challenges communities to build on successful partnerships already forged to create new collaboratives to ensure that all children in America are safe, healthy, and thriving.

Foundations of Healthy Communities

Efforts to strengthen communities and families so that they can raise healthy, thriving children must be grounded in knowledge, optimism, flexibility, patience and the willingness to take risks. To successfully partner with communities and families, professionals and government officials must renew their faith in the vitality and resilience of communities, and commit themselves to policies based on social inclusion⁴. Professionals need to reshape their roles and practices to make the most of their skills and talents, while at the same time acknowledging the unique roles that individual citizens and communities play in strengthening families and nurturing children. Human service and other government agencies must fulfill their delegated responsibilities while also learning how to share power and resources with one another and with the communities and families they were established to serve. Funders must commit resources not only to programs that provide effective direct services to children and families, but also to activities and processes essential to engaging residents in community building.⁵

Honoring Resilient Communities

Although much has been written in recent years lamenting the disintegration of communities and the breakdown of family bonds, we must remember that throughout human history there have always been processes of regeneration at work that can counter the forces threatening our social networks. “Humans are community-forming animals.”⁶ and human communities, like all living systems, are innately resilient. By weaving connections with one another, people bring new possibilities and capacities into play, and individuals are “sustained by currents of power larger than one’s own.”⁷

To strengthen and sustain communities, we must all believe in “the inherent brilliance of people and their interdependence as part of a community.”⁸ Yolanda Trevino describes the essence of her job as Director of the Vaughn Family Center in the San Fernando Valley of California as “unleashing human capital”. She emphasizes that “communities have diamonds in the rough waiting to be discovered. Communities have leaders waiting for an opportunity. People volunteer their gifts when their gifts are recognized and valued. Leaders come in all shapes and from all walks in life. Leadership needs to be cultivated and unleashed. All interactions among people can be mutually transformative.”⁹

The Laidlaw Foundation, which since 2000 has been exploring social inclusion as a “way of re-focusing child and family policy”, outlines its five critical dimensions:

Valued recognition: Conferring recognition and respect on individuals and groups, and understanding that differences are better seen as sources of strength rather than as indicators of pathology.

Human development: Nurturing the talents, skills, capacities and choices of children and adults to live as they and others value.

Involvement and engagement: Having the opportunities and supports necessary to be involved in decisions that affect self, family and community, and to be engaged in community life.

Proximity: Sharing physical and social spaces that make interaction and communication possible.

Material well-being: Having adequate resources to meet the basic needs of children and families.

These are cornerstones of healthy communities.

McKnight suggests that “associations of community” provide “a social tool where consent is the primary motivation, interdependence creates holistic environments, people of all capacities and fallibilities are incorporated, quick responses are possible, creativity is multiplied rather than channeled, individualized responses are characteristic, care is able to replace service, and citizenship is possible.”¹⁰ Communities are the most promising context within which children and families can be encouraged to contribute their gifts, and receive from others the care and support that will meet their universal needs. This reciprocity, in which community members recognize that they need and can depend on one another, is one of the most powerful sources of community and family strength.¹¹

Reshaping Professional Roles

There is growing recognition that professional roles and practice must be reshaped if public agencies are to effectively partner with communities to meet the needs of children and families. Human service professionals who want to engage consumers of their services as active partners in their own healing too often face institutional and bureaucratic barriers to the actions their principles may impel them to take. Professionals are also asked to commit their skills and knowledge to community-building endeavors that may at some point call into question the value of their expertise. “New partnerships are needed that blend both professional and experiential expertise, formal and informal systems of support, and public and private response.”¹² Forging these partnerships is one of the foremost challenges facing professionals and the communities they serve.

In describing optimal partnerships between professionals and natural helpers, Kinney and Trent outline the strengths of professionals:¹³

Conceptualizing issues: Professionals have conceptual frameworks that can be helpful in organizing information, understanding issues, and defining options.

Training and problem-solving: Professionals know many ways to solve problems, and can train others in the use of these tools, techniques and strategies.

Mentoring and identification of strengths: Professionals can help community members and natural helpers recognize their strengths and encourage them to follow through with their beliefs and celebrate their successes.

Evaluation: Many professionals are trained to define measurable outcomes, and to systematically collect and analyze information.

Fund-raising and grants management: Most professionals are able to write proposals in the language used by funding sources, and have experience in budgeting and in monitoring financial and program goals and objectives.

Advocacy: Professionals can speak out on behalf of communities, families and children, and can often translate community and neighborhood priorities and concerns to policymakers.

Service delivery: Some professionals have specialized knowledge in diagnosing and meeting clinical and treatment needs of individuals and families.

Clearly professionals have much to offer communities committed to improving the quality of life for their children and families. The key is for outside experts to do only what is necessary to support people in taking control of their own lives and contributing to their communities. In some instances, it may also be appropriate for professionals to work toward passing their roles as formal leaders and guides to those within communities.

Professionals and community members must move away from seeing community members as passive consumers or recipients of services. Community members should be encouraged to see themselves as active contributors to their own and their communities' well-being. Professionals also need to learn to take on unfamiliar new roles like those the Director of the Vaughn Family Center adopted in her work to "unleash human capital": "mentor, coach, weaver of dreams, facilitator, catalyst, nurturer, and catcher of dreams".¹⁴ Successfully filling these roles requires a significant investment of time, untiring passion for the work, and a capacity to listen deeply and appreciatively to

community members' expressions of anger and of hope. Professionals who take the risk of filling these new roles, and who recognize the assets that community members bring to the table, will reap the rewards of being welcomed as effective partners with communities in their collective efforts to grow healthy, safe and thriving children.

Sharing Power

To become effective partners with natural helper within the community, public service agencies must adopt new ways of doing business. They must foster shared responsibility, enable collaborative use of available resources, and redefine leadership outside of the constraints of organizational hierarchies. They also need to capitalize on the strengths of their formal, institutional systems and build on these assets, even as communities strive to redress the shortcomings of public service bureaucracies.

Bruner observes that “the current system—maligned as fragmented, categorical, centralized, rule-bound, process- rather than outcome-accountable, and crisis-oriented--developed as it did for a number of rational reasons.” He points out that a bureaucratic system “depersonalizes many actions that otherwise might be based upon personal prejudice”, thus reducing the likelihood of cronyism and corruption in the expenditure of public funds. Public service bureaucracies efficiently use specialized expertise through hierarchical structures, and allocate resources to those evaluated as having the most pressing needs.¹⁵ New community-based systems that support children and families must attend to these concerns even as they provide greater flexibility, immediacy, and creativity.

Governance Structures

A number of states have initiated comprehensive community-based reform efforts that promise to better serve children, youth and families by being “family-centered, asset-oriented, flexible, results-accountable, participatory and preventive.”¹⁶ The architects of these efforts for the most part continue to presume that a single state governance structure should be developed to manage these reforms. However, new management philosophies and technologies suggest the emergence of a non-hierarchical reform structure, described as a “geodesic network”, that may be even more effective,
(insert graphic)

These networks, like all living systems, are characterized by:¹⁷

- *Interconnectedness*: maximizing the strength of linkages between various “information nodes” or power centers;
- *Multiple possible information paths*: assuring that information, services, feedback and authorization will get to places where actions need to be taken;

- *Openness to change*: constructing new nodes as needs arise and entrepreneurs develop ways to meet them without explicit approval from a centralized authority.

Although these networks are more complex and challenging to develop, monitor and “take to scale” than a centralized hierarchical organization, they are particularly well-suited to comprehensive, community-based reform efforts because they:¹⁸

- Provide a way around nonresponsive players to achieve goals.
- Broaden the participatory base for decisionmaking.
- Encourage entrepreneurial and innovative activity in creating new nodes.
- Permit natural selection and competition to play a central role in determining preferred strategies and paths.

These open systems are also self-stabilizing, adapting to changing environments through feedback loops. In the parlance of the new sciences, they are “nested hierarchies” in which “order tends to arise from the bottom up; the system self-generates from spontaneously adaptive cooperation between the parts, in mutual benefit. Order and differentiation go hand in hand, components diversifying as they coordinate roles and invent new responses.”¹⁹

Leadership

Even within nested hierarchies, leaders have critical roles to play, but as the network perspective suggests, leadership of successful community-based initiatives comes from many sources (diverse ‘nodes’), including individuals in recognized positions of authority as well as those working within and outside of formal public systems. Public agency and government leaders can no longer afford to operate as if they are “in direct competition with communities for the power to correctly define problems, provide scientific solutions and professional services.”²⁰ Instead, governments, agencies and communities must recognize that “commitment, persistence, and the ability to recognize and assess emerging opportunities matter more than formal position in carrying forward on reforms.”²¹ The most effective leaders are those who balance an entrepreneurial spirit with a commitment to full participation and consensus-building. Sustainable initiatives also rely on the presence of an active pool of leaders (rather than one charismatic leader) who can ensure continuity and serve as holders of ‘institutional’ memory.

To improve the coordination, accessibility and quality of services for children and families, public agencies and government policymakers are being asked to reconfigure the ways these services and supports are financed. Proposed new funding approaches call into question traditional assumptions about agencies’ authority, prerogatives and responsibilities. They challenge agency decision-makers and funders to collaborate more

closely with one another and the communities they serve. Financing structures for comprehensive, coordinated and responsive services for children and families can be developed by following these principles:²²

- Financing should reflect the goals and characteristics of service delivery and be driven by a compelling, well-conceived plan or agenda.
- Fiscal strategies should cut across traditionally separate service domains and incorporate multiple funding sources.
- Financing strategies should make maximal use of funds already being spent in the service system.
- Fiscal changes entail parallel changes in system governance and technologies in order to achieve a more effective service system.

When funding streams are fragmented or ‘siloed’, so are services and decision-making processes. Most analysts agree that federal, state and local governments, and the public agencies they fund, can better meet the needs of children by creating more flexibility in existing funding categories. Key strategies include:²³

- *Pooling* funds from several agencies or programs into a single funding stream.
- *Coordination*: aligning categorical funding from a number of agencies and funding streams to support community-based initiatives.
- *Devolution*: delegating authority for allocating funds from higher to lower levels (e.g., from state to community-based agencies or organizations), and
- *Decategorization*: removing narrow eligibility requirements or other rules that restrict ways funding streams can be spent.

Public systems, including human service agencies and the local and state governments that support and shape them, are increasingly called to partner with other community organizations and leaders to develop governance, leadership and financing approaches tailored to local values and contexts. Agencies that are held accountable for expenditures of public funds are likely to be reluctant to transfer control of these funds to community partnerships unless formal agreements specifying criteria for allocating resources and measuring impacts can be developed. Challenges abound, but the potential benefits of collaborative endeavors on behalf of children and their families far outweigh the difficulties to be overcome.

Building and Sustaining Healthy Communities

Though some analysts define communities simply as “geographic areas based on political jurisdiction boundaries,”²⁴ the *Framework* and this *Guide* propose that communities are defined as much by shared values and networks of relationships as by geography. We are all members of interwoven communities defined by faith, values, culture, geography and shared history, and our diversity can lend great strength and flexibility to our collective efforts on behalf of children.

Communities are more likely to be effective in serving their members’ needs if they are:²⁵

- The ‘right’ size, small enough to give people a sense of belonging, yet large enough to help community members feel they are part of and can influence larger societal structures.
- Focused on values and/or institutions that are of central importance to community members.
- Relatively stable in membership, so individuals can develop relationships that help them feel secure and supported over the long haul.
- Comprised of social networks that allow and encourage people to interact and identify with one another.
- Supportive of community members sharing information and communicating opinions, both face-to-face and via mass media.

Another analyst suggests that a “competent” community, one that can effectively take action on behalf of children and families:²⁶

- Collaborates to identify problems, needs and assets.
- Seeks diverse input.
- Establishes consensus on goals and priorities.
- Agrees on strategies for meeting collective goals.
- Encourages individuals to play significant roles.
- Has a record of positive accomplishments.
- Communicates the results of its efforts.
- Uses outside expertise while maintaining community control of initiatives.

In communities that can meet children’s universal needs, families are surrounded by a *circle of caring relationships* with extended family members, friends, neighbors and coworkers. Supporting this primary social network is “a wide cushioning band of *helping institutions*,”²⁷ comprised of schools, churches, community organizations, libraries, recreation centers, hospitals, health centers, and voluntary agencies that help *all* young people and their families develop their talents, knowledge and skills. Outside of these two circles is a third, much narrower band of *specialized crisis intervention and treatment services*, provided by public and private agencies responsible for child welfare, income maintenance, juvenile justice, mental health and substance abuse treatment, to help those for whom prevention is not enough.

(insert graphic)

In a healthy community, families are free to move back and forth among these interconnected circles of support to find the degree and kind of help they need, and they are encouraged to develop their own strengths and self-reliance. Professionals and government officials can provide expertise and resources essential to supporting and strengthening communities and families at all three levels.

The tools and strategies for community-based change described in this *Guide* can aid people working in agencies and systems in their efforts to help communities become more competent to meet the universal needs of their children. The remainder of this chapter outlines the essential elements of collaborative community building, focusing particularly on the many contributions that public and private service professionals can make to this vital enterprise.

Defining Community Building

Community building encompasses a wide range of efforts to improve the quality of life for community members. Comprehensive community initiatives (CCIs) have for the most part evolved and been supported as strategies to rebuild poor urban communities “where physical and economic decline, social isolation, and political disempowerment are the norm.”²⁸ However children of affluent communities are also at risk for abuse and neglect, and have the same needs as all other children. This *Guide* speaks to the challenges facing community builders regardless of the economic viability of the communities they serve. Though community issues and potential resolutions differ across our diverse American communities, the basic elements of community building remain constant.

The Development Training Institute suggests that community building works “by building community in individual neighborhoods: neighbors learning to rely on each other, working together on concrete tasks that take advantage of new self-awareness of their collective and individual assets and, in the process, creating human, family and social capital that provides a new base for a more promising future.”²⁹ Community

builders work to build knowledge, develop residents' leadership capacities, create relationships, and strengthen and connect community institutions.³⁰

The Together We Can (TWC) national initiative, a partnership of four organizations³¹ committed to building collective capacities to strengthen children, youth, families and communities, outlines three types of community change efforts that have shown great promise.³²

Service Systems Reforms (SSR): restructuring public services (education, health, mental health, child welfare, justice) to be more responsive to and connected with communities they serve, to focus more on preventing harm than on intervening after it has occurred, and to better coordinate their delivery of services to families and children.

Community Economic Development (CED): building communities' economic infrastructure by improving housing options, creating community-based economic institutions, and enhancing employment and entrepreneurial opportunities for residents. For economically disadvantaged communities, alleviating poverty is a fundamental prerequisite for families and neighbors to be able to nurture and protect children. While the roots of poverty are embedded in racism and public policies that have had the effect of isolating poor people of color in large cities, too many rural Americans also live without enough food to feed their children.

Community Organizing (CO): expanding opportunities for community residents to take action on behalf of their communities by mobilizing community capacities and assets, developing local leadership capabilities, and establishing new relationships with societal institutions.

Each of these community-building approaches has its own style, world view, skills and resources, and all are necessary to strengthen communities and families and to support the healthy development of children. "Service systems reforms will not be successful if there is no economic opportunity and no social cohesion within the community where residents can make use of their skills and abilities. Economic growth is dependent upon a workforce with the skills and work habits to do the work and a civic infrastructure to support those workers. Community empowerment requires access to high quality education and other public services, and viable opportunities for employment and economic activity."³³ The Annie E. Casey Foundation learned as a result of its New Futures initiative that in disinvested communities, "our investments in human development and potential will only matter if there are perceivable opportunities for that potential to be realized. We must find ways of increasing employment, enterprise and role opportunities for the families and youth who live there."³⁴

These three community-building strategies have complementary aims and strengths. The challenge is to better connect and integrate the approaches through “some form of joint action—coordinating work, building alliances, or developing collaborative strategies.”³⁵ Comprehensive and lasting community change will require coordinated policy changes and ongoing resource commitments at federal, state, county, city and neighborhood levels.

Despite the growing awareness that no single strategy will be sufficient to rebuild communities or strengthen families, there remain significant obstacles to “cross-arena” work that are described by TWC:³⁶

Cultural differences: SSR collaboratives tend to emphasize consensus-building, which may not be compatible with the more confrontational style of some CO groups. CO groups may distrust the motivations of professionals involved in SSR work, and may be impatient with CED efforts that seem to unquestioningly accept traditional power brokers’ terms.

Personal financial security and access to public resources: SSR participants usually have job security and access to significant resources for their work, and CED organizations frequently leverage substantial financial resources and pay their workers commensurately. In contrast, most CO groups operate ‘on a shoestring’, and are rarely able to pay their staff well. These economic differences can make working together as equals difficult.

Competing demands on time: With already-substantial workloads, and skepticism about the viability of broader community-building agendas, participants in these arenas may be reluctant to take the time required to form trusting, collaborative relationships with one another.

These challenges to cross-arena community building cannot be overcome by applying a simplistic formula, but TWC suggests several types of activities that can help forge new community-building relationships among SSR, CED and CO groups:

- *Citizen monitoring:* Involving community members in tracking and evaluating the results of government programs, and in planning, policymaking and program implementation efforts in their communities.
- *Joint planning and action:* Identifying how existing agendas from the three community-building arenas fit together and inform one another.
- *Pairing professional and experiential expertise:* Pairing professionals and community workers as joint learners, and elevating the importance of mutual aid and self-help in the human services arena.

- *Constructing career ladders for community residents in public sector and other organizations*: Providing supports and opportunities for community members to work as staff within the institutions that are promoting community change.
- *Developing agendas based on “collaborative empowerment”*: Helping communities become effective at collaboration, and ensuring that residents’ empowerment is central to this process.
- *Discussing the tough issues*: Raising and addressing difficult issues, such as conflicts between the vested interests of public service agencies and broader community interests in empowerment and democracy.

These and other avenues for enhancing community-based collaboration between professionals and citizens are discussed in the remainder of this Chapter. This Chapter and the Resource Appendix offer practical approaches, strategies and tools that can help professionals work effectively with community members and one another to meet children’s universal needs.

The Community-Building Process

The process of community change is best envisioned as spiraling rather than linear, since community partnerships frequently move forward on several fronts simultaneously, only to turn back to address unresolved issues from new perspectives. Collaboration is “a process of continuous inquiry,” in which new ideas are tested, the results assessed, and plans and actions are revised accordingly.³⁷ The elements of community building described below are drawn from the rich experiences of many community-based initiatives described by diverse analysts and advocates.

Because users of the *Guide* will be at different points in their community-building processes, it is organized so that individuals and community groups can consult those sections they find most relevant to their current goals and concerns. The *Guide*’s Resource Appendix contains information about publications, contacts and tools relevant to each of the elements of community building described in this Chapter. The Resource Appendix also includes references to promising and practical programs and service delivery systems that communities may choose to put in place to meet each of the five universal needs of children and youth.

Seizing Opportunities

Some community-building initiatives develop in the wake of tragedy, but many emerge in response to welcome changes in the political, economic or demographic character of a community. Any change, whether seen as positive or negative, presents a challenge to the status quo that can unify and motivate communities, providing opportunities for healthy

reintegration.³⁸ Some examples of events or trends that can catalyze community-building efforts include:

- Election of different government leaders
- Appointment of new agency administrators
- Changes in public service agency policies, practices or management structures
- An infusion of additional resources for family-focused or child-centered initiatives
- Increases or decreases in availability or accessibility of helping institutions or specialized intervention and treatment services
- Growth or decline in the rate of negative outcomes for children and youth (e.g., abuse/neglect, school dropouts, teen pregnancies, juvenile crime)
- Population growth or decline
- Changes in racial / ethnic / cultural / socioeconomic characteristics
- Economic boom or recession
- Natural disasters (e.g., flood, fire, earthquake, extreme weather)
- Critical incidents (e.g., high-profile crimes against children or documented instances of public service agency malfeasance)

Many of these events, and media treatment of them, are not within communities' direct control, but residents and professionals can choose to pursue collective paths to community strengthening and growth that build on the concern, caring and commitment these changes engender. The challenge is to *transform change into progress* through recognizing common goals and making a commitment to building community and family strengths. Public service professionals can help communities recognize and take advantage of the opportunities for growth that both positive and negative disruptions present.

(Insert community example)

Engaging Communities

Community organizers have sometimes used confrontational approaches to mobilize community energies, but most community builders agree that the “us against them” orientation is not likely to yield comprehensive and sustainable results. There are several more promising approaches to engaging community residents in partnerships with public service professionals to strengthen their communities.

One of the most powerful tools for mobilizing communities is mapping community assets. By documenting the strengths upon which a community's future can be built, stakeholders can galvanize and sustain motivation for the work to be accomplished. The Asset-Based Community Development (ABCD) Institute suggests that committed community builders should "begin with an inventory of the gifts, skills and capacities of the community's residents. Household by household, building by building, block by block, the capacity mapmakers will discover a vast and often surprising array of individual talents and productive skills, few of which are being mobilized for community-building purposes."³⁹ The perspectives of all citizens, including youth, elders, people with disabilities and welfare recipients, should be integrated into any comprehensive inventory of community assets. The ABCD Institute provides many examples of asset mapping tools that have been designed and used by a variety of communities.⁴⁰

Citizen's associations, convened around religious, cultural, athletic or recreational purposes, are crucial partners in community-building enterprises. Helping institutions, such as parks, libraries, schools, community colleges, hospitals, and law enforcement represent significant investments of public and private dollars. Understanding their roles and eliciting their cooperation are essential to the success of any community-building endeavor. The diverse public service agencies that provide specialized interventions and treatment for families and children also must be recruited as partners in strengthening communities. Mapping the capacities and assets of these associations, institutions and agencies, as well as those of local businesses, can help enlist all of them as participants in, and contributors to, the process of community building. Workbooks developed by the ABCD Institute provide practical guidelines and tools for gathering and making use of this capacity information.⁴¹

Community residents can collaborate in, and even take leadership of baseline assessments of how well their community is meeting children's needs, including:⁴²

- *Demographic profiling* using census and other economic data that indicate the prevalence of poverty, employment patterns, and the racial/ethnic/cultural composition of the population.
- *Analyzing trends* in indicators of child well-being such as school readiness, teen parenting, infant mortality, school dropout, juvenile crime and out-of-home placement of children and youth. This data can be compiled from public records or found in child "report cards" (such as Kids Count, sponsored by the Annie E. Casey Foundation) or reports from organizations such as the Children's Defense Fund, the Child Welfare League of America, and the National Center for Children in Poverty.
- *Inventorizing public services* to document the types and levels of programs and services available in the community.

- *Examining the ways residents use public services*, based on agency and other public records.
- *Surveys of residents' views, concerns and goals*, conducted via individual or group interviews, or through written questionnaires.
- *Issue-driven information gathering*, to collect data relevant to residents' specific concerns.
- *Compiling information about promising governance structures, policy innovations, programs and service delivery strategies* that have been implemented elsewhere.
- Documenting *the volume and utilization of community development and other grant funds* coming into a community or neighborhood.

Together We Can provides useful approaches for determining the types of community assessments that are most relevant to particular areas of concern regarding child and family well-being.⁴³

Involving residents in collecting and analyzing such information transfers expertise to communities, ensures citizen involvement in setting agendas for community building, and provides access to information that might not readily be shared with outside experts. The National Center for Service Integration provides many examples of successful community-led information collection efforts that have mobilized communities in pursuit of shared goals.

(Insert community example)

As information about a community's assets, strengths and needs is assembled, it is essential to get the message out about how well the community is meeting the universal needs of children. To inspire the allegiance and commitment of diverse citizens, this message must be clear, succinct and memorable. The media can help promote public awareness of issues related to families and children, but care should be taken to ensure a balance between bad news and good news.

To engage public interest and commitment, collaboratives must explain the challenges they are addressing, the solutions they are framing, and the results they are seeking.⁴⁴ Community-building partnerships must develop and continuously refine a communications strategy that ensures they can continue to provide compelling information to varied audiences, including parents, business, labor and civic leaders, elected officials and taxpayers. There is no one "right" message or method. Community partnerships must tailor their communications strategies to the unique concerns and resources of their community. To accomplish this, they should call on those with the skills and motivation to frame and deliver their messages in appropriate venues and formats.

Public service professionals should “assume the role of convener, facilitator and provider of resources and technical assistance”⁴⁵ in working with communities to support their collection, use and dissemination of information. Professionals can provide interested citizens with access to computer resources, train them in data collection and use, support them in understanding what may realistically be expected of outside experts and evaluators, and assist in developing productive collaborations with the media. By respecting local leadership, responding to community priorities, using common sense language, and promising only what is feasible, professionals can build and sustain lasting partnerships, and help to mobilize and support citizen commitment to community building efforts.⁴⁶

(Insert community example)

Nurturing Collaboration

The foundation of successful community building is collaboration. Many feel that traditional institutions working in isolation have failed to deal adequately with the complex and interrelated challenges faced by modern communities and families. The *Framework* points out that all of us—parents, youth, public service professionals, policymakers, funders and elected officials—have essential roles to play in making our communities healthy and our children thriving. By coming together to affirm shared goals and work toward achieving them, those committed to social service reform, economic development and community organizing can forge powerful partnerships that will benefit children, families and communities.

The Wilder Foundation defines collaboration as “a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. The relationship includes a commitment to mutual relationship and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards.”⁴⁷ Based on a review of research, the Wilder Foundation has identified 20 factors that influence the success of collaboration, summarized below in six categories.

Factors Influencing the Success of Collaboration⁴⁸

Environment:

- History of collaboration or cooperation in the community
- Collaborative group seen as legitimate leader in the community
- Favorable political and social climate

Membership Characteristics:

- Mutual respect, understanding and trust
- Appropriate cross section of stakeholders
- Members see collaboration as in their self-interest
- Ability to compromise

Process and Structure:

<p>Members share a stake in both process and outcomes Multiple layers of participation by upper and middle managers and operations Flexibility Clear roles and policy guidelines Adaptability Appropriate pace of development</p> <p>Communication: Open and frequent communication Established informal relationships and communication links</p> <p>Purpose: <i>Concrete, attainable goals and objectives</i> Shared vision Unique purpose for the collaboration</p> <p>Resources: Sufficient funds, staff, materials and time Skilled leadership</p>
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Foundation researchers have designed a Collaboration Factors Inventory that groups can use to inventory their strengths and enhance their collaboration capacity.⁴⁹ They suggest that groups use the inventory to determine strengths and weaknesses of their collaboration, and take steps to remedy any shortcomings or misunderstandings that their analysis reveals.

Collaboration not only enables groups to get things done, it also reinforces social networks and enhances a community's capacity to accomplish even more. Developing and sustaining effective collaboration requires that partners move from competition to consensus-building. It also challenges partners to focus their energies at least as much on *how* they do their work (processes and strategies) as on *what* they want to put in place in their community (programs and services). These shifts can take time, and depend on partners' willingness to listen to and learn from one another.⁵⁰

In communities, there may be a variety of collaborations working toward improved outcomes for families and children. Together We Can (TWC) identifies three types of collaboratives that may evolve.⁵¹

Community-wide collaboratives focus on setting goals for strengthening families and communities across a broad range of dimensions of well-being, such as the five universal needs of children defined by the *Framework*. Although they may begin as coordinating bodies comprised of public service and local government officials, community-wide collaboratives seek to engage diverse representatives of the community, "from parents to policymakers, from business

and civic leaders to neighborhood leaders, from public agencies to community-based organizations.”⁵² Community-wide collaboratives do not usually offer services or supports directly, but rather develop a shared vision, determine or influence resource allocations, and hold partners accountable for achieving agreed-upon outcomes. Many have evolved as a result of state-level efforts to empower local entities to comprehensively address child, youth and family issues.

(Insert community example)

Issue- and service-focused collaboratives form to address specific issues or needs requiring strategies that work across traditional lines of authority and agency responsibility. These collaboratives typically seek to design cross-system, community-based approaches to achieve their goals. In some localities, these issue-focused partnerships are linked with or integrated into community-wide collaboratives.

(Insert community example)

Neighborhood collaboratives develop from grassroots efforts to mobilize community residents to identify and address their concerns. They come together to design solutions to locally-defined problems, to gain a stronger voice in community decision-making, to negotiate for better services and supports, to influence the allocation of resources to communities, and/or to renew the social fabric of the neighborhood.

(Insert community example)

All community-based collaboratives must attend to issues of inclusiveness, legitimacy, and representativeness. The Institute for Educational Leadership (IEL) suggests that emerging partnerships ask themselves the following questions:⁵³

- What is “the community”—a neighborhood, set of neighborhoods, the city, county or region?
- Who do we need to get things done?
- What is the makeup of the community, demographically, culturally and in terms of values and perspectives?
- Who can speak with authority on the challenges we are seeking to meet?
- How can we ensure that families, youth and other consumers of public services are represented?
- Who do we need to help us raise funds and obtain other resources?

Partnerships should continue to ask whether all the right people are at the table, as their community-building initiatives evolve. As goals and strategies shift, the participation of different individuals or groups may become more or less vital. At the same time, continuity of membership should be preserved insofar as possible, so that mutual trust can be nurtured and knowledge and experience preserved. Individuals or groups can serve as “vision keepers”, maintaining the partnership’s momentum by keeping the community vision focused over time.⁵⁴

Effective collaborations encourage shared ownership and reciprocal accountability by paying careful and continuing attention to organizational and structural issues. Prospective partners should be forewarned that they will need to commit significant time and energy to the collaboration in order to develop effective communications and comfortable working relationships critical to its long-range success. The IEL provides a checklist of organizational questions that partnerships should address as they form and reform to meet new challenges:

- What is our mission?
- How often do we meet?
- Will we have subgroups, subcommittees, working groups?
- How will we make decisions—majority rule or consensus?
- How will the group resolve conflicts?
- How will partners share responsibility for organizing and leading meetings?
- Who prepares and contributes to agendas?
- How will partners handle logistical arrangements?
- Under what circumstances should there be an outside facilitator?

With mutual expectations articulated and guidelines for dealing with conflict established, collaboratives have the capacity to overcome difficult hurdles.⁵⁵ By working through these organizational and resource issues, partnerships become more resilient, able to meet future challenges with creativity and flexibility.

To participate effectively in community-based collaborations, public service agencies must be prepared to “collectively allocate resources, decategorize program rules, and delegate authority across systems”⁵⁶ in order to better meet the needs of families and children. Professionals can choose to capitalize on the creative energies of community residents, consumers and other partners in forging new ways of doing business.⁵⁷ Collaboration is a demanding endeavor, challenging participants to overcome barriers of language, race, culture and socioeconomic status so that they can come to the table as equals in pursuit of mutually defined goals.

Clarifying Goals and Strategies

To successfully meet the challenges of community building, every community-based collaborative must develop a shared vision, purpose, principles and objectives that can be used as benchmarks against which all its decisions are evaluated. Clarifying goals requires developing a common language and an appreciation for partners' different and shared beliefs and interests. Community-based partnerships should of course define their goals when they are first organizing, and they should also be prepared to reconsider them whenever there are significant changes in membership or community circumstances, or if their initiative appears to be losing focus or momentum.

Both TWC⁵⁸ and the University of Kansas' Community Toolbox⁵⁹ provide helpful definitions of terms commonly used by strategic planners.

Vision: A vision statement describes what the community would look like in the future if the issues important to the collaborative were perfectly addressed. The vision should be agreed upon by all stakeholders, broad enough to encompass the diverse perspectives of team members, inspiring, and easy to communicate.

Mission/purpose: This describes the unique contribution that the collaborative intends to make toward enacting its vision. A mission statement should be a concise explanation of the broad outcomes the collaborative aims to achieve that is inclusive of the key concerns of all partners.

Principles: The criteria or values by which the collaborative will make its decisions (e.g., social justice, social inclusion, a preference for prevention over cure)

Objectives: These are “the broad goals that refer to specific measurable results of the initiative” that “lay out *how much* of *what* will be accomplished by *whom*.”⁶⁰ These objectives may be related to changing people's behaviors, to changing community conditions, or to changing the ways agencies, organizations or institutions do their work. They form the basis for documenting results of the collaborative's efforts, discussed later in this chapter.

Strategies: These explain how the community building initiative will reach its objectives. Most collaboratives develop a range of strategies, including very specific approaches to particular problems as well as broader ideas that encompass all parts of the community. There are five types of strategies most often employed in community building initiatives.⁶¹

- *Modifying policies* (e.g., agencies changing categorical funding policies or eligibility requirements)
- Providing information and enhancing skills (e.g., leadership training)
- Changing the consequences of efforts (e.g., providing incentives for community members to volunteer)
- Modifying access, barriers and opportunities (e.g., offering community residents jobs connected to the community building effort)
- Enhancing services and supports (e.g., starting a family strengthening program)
- Any or all of these types of strategies may be necessary to achieve a given objective.

(Insert community example)

Action plan: This describes in detail how strategies will be implemented, specifying the timing of each action and assigning responsibilities for them. An action plan also outlines performance monitoring approaches, suggests ways to evaluate outcomes, and provides for revamping plans as necessary to achieve the collaborative's objectives.

The Community Tool Box provides tools and techniques that community partnerships can use to guide them through this strategic planning process.⁶²

Community-building initiatives are, first and foremost, efforts to change policies, practices, processes and ways of doing business. The impulse to focus solely on improving direct services is often difficult to resist, because implementing model programs is, for many public service professionals, a much more familiar remedy for social ills than is policy analysis, public education or advocacy for comprehensive reforms. Although systemic change is the "path of most resistance," it is also the approach most likely to produce real and lasting changes in outcomes for the greatest proportion of children and families.⁶³

Comprehensive community-building reforms take time, and collaboratives must be prepared to commit to the process for the long-term. Changes in the vision, mission, objectives, strategies and action plans of an initiative are not signs of failure but rather of a healthy capacity for learning and growth on the part of community partners.

(Insert community example)

Building Capacities

When launching a community-building initiative, it is important to gauge a community's readiness to embark on this challenging enterprise. Foundations considering funding comprehensive community-based reform efforts often look at community leadership

commitment and stability, management and professional capacity, and availability of political, social and financial resources that are likely to be directed toward the initiative.⁶⁴ Although some of these factors cannot easily be modified, there are ways to reinforce the skills of community residents and enhance professional competencies that can contribute significantly to the success of community change efforts.

By employing community residents across the range of professional and paraprofessional roles that are part of a community change initiative, public service agencies, institutions and funders can invest directly in a community's economic well-being.⁶⁵ Working together, professionals and community-based workers can share their different but equally valuable expertise. They will be able to learn from one another skills to help them become more effective as helpers of and advocates for children, families and their communities. Community residents who participate, either as employees or volunteers, in making community-wide decisions that affect their own and their children's lives are more likely to be successful parents, employees and citizens.

(Insert community example)

The Time Dollar Institute offers communities a way to “value activities that the market economy does not.”⁶⁶ The system enables all community residents to redefine themselves as contributors to the common good. “Time Dollars are a currency to record, store and reward transactions where neighbors help neighbors. People earn Time Dollars by using their skills and resources to help others” and spend them to get help for themselves or their families.⁶⁷ This “co-production” concept has been implemented in a variety of ways in many American communities, and has proven to be a powerful means of recognizing every citizen's right to “enjoy a decent standard of living, to fulfill oneself, and to enable one's children to fulfill their potential.”⁶⁸

Community-based collaboratives can benefit tremendously from connecting local skills and knowledge through neighborhood information exchanges that serve as clearinghouses for individuals and organizations offering and seeking services and supports. This is an inexpensive way to provide centralized listing and referral services for community resources. The ABCD Institute provides a guide for creating such an exchange, using volunteers, donated space and a minimal budget, that is based on the experiences of Chicago's Learning Exchange.⁶⁹

(Insert community example)

All participants in community change, whether they are policymakers, administrators, public service professionals, community workers / residents, parents or youth, must “change the way they think, work, and act, both independently and collectively.”⁷⁰ TWC suggests two skill areas that are important for all to become familiar with:

- Working in multiethnic settings and building bridges across lines of race, language, class and culture.

- Leadership, focusing on such areas as building skills and confidence in others, managing change, consensus building, conflict resolution, strategic planning, communications and advocacy.

(Insert community example)

Public service professionals should become familiar with each other's policies and practices, and with those of community development organizations involved in community building efforts. Public service administrators and front-line staff who think holistically about the needs of children, youth, families and neighborhoods are better able to build on family and community strengths and work across traditional agency boundaries.

TWC suggests that professionals "from different disciplines, institutions and cultures need a new kind of training program in order to work together effectively. Training should help people:

- build a common language;
- learn about the regulations and approaches of their respective agencies;
- create a shared understanding and strategy for how they will work with families (and children) and identify how they will draw upon each other's knowledge and talents;
- learn about the community where they will be working;
- identify continuing training needs."⁷¹

(Insert community example)

Professionals who provide technical assistance to community building efforts, either as agency employees or consultants, are likely to be called on to provide a wide variety of supports and services, from facilitating meetings to providing process management and staff or volunteer training over long periods of time. Community assessments, performance measurement and program evaluations are also areas in which professionals can provide vital support to community-based collaboratives.

Facilitation, like leadership, is a skill that can be cultivated through training and experience, not only in professionals, but also in community residents.

(Insert community example)

Successful communities draw on the talents of all their members. This begins with an inventory of community assets, and is built upon through consciously recognizing and nurturing essential leadership, facilitation and information-sharing skills in community residents and in the professionals who work with them. "Unleashing human capital" should be the objective of every community-building initiative.

Maximizing Resources

Community-based collaboratives require logistical and staff support. Facilitation of the partnership's collaboration, as well as other kinds of technical assistance and capacity-building, also must be supported either by monetary or in-kind contributions by participants, or by grants from public or private sources. Community-based collaboratives can also make use of "intellectual capital" in the form of outside experts, foundation advocates, and funders who have sufficient credibility and neutrality to provide political cover, assist the collaborative in keeping long-range goals in mind, and help ensure that key leaders stay at the table.⁷²

(Insert community example)

Beyond the resources necessary to sustain the collaborative's work, many of the actions it eventually chooses to advocate will require some level of financial support. Some strategies that depend on the creation of new physical infrastructures will also require substantial capital investments. Given that "finding funding to invest in human capital is almost always a matter of allocating scarce resources among competing priorities",⁷³ it is vital that community partners reach consensus about the best and most efficient ways to finance their collectively determined strategies.

The Finance Project suggests several principles that should guide investments in families, children and youth:⁷⁴

- Be driven by a compelling and well-conceived policy and program agenda.
- Align financing strategies with the programs and services they are intended to support.
- Take account of changing fiscal needs over the life cycle of the initiative.
- Incorporate multiple funding sources that cut across traditionally separate services and programs.
- Maximize the use of resources already in the system.
- Use new funding to leverage other public and private sector resources.
- Contribute to a positive return on investment.

The Finance Project⁷⁵ also outlines five strategies that state and local governments, public service agencies, foundations and their community partners have successfully utilized to finance comprehensive community services and supports.

- Making better use of existing resources.
- Maximizing federal and state revenue:
- Creating more flexibility in existing funding categories.

- Building public-private partnerships.
- Creating new dedicated revenue streams (using taxes, fees, lottery proceeds, fundraising or investment income)

Whether funds are new or reallocated, the National Center for Service Integration⁷⁶ and the Finance Project suggest that community building collaboratives consider the feasibility and benefits of:

- pooling funds from various funding streams;
- delegating greater authority to localities in the allocation of resources;
- redeploying funds from higher- to lower-cost options if effectiveness is not compromised;
- leveraging private sector and foundation dollars to cover start-up costs;
- refinancing through greater use of federal entitlement programs; and,
- investing new funds in prevention-oriented services likely to produce positive outcomes.

Community-based initiatives that utilize a variety of creative funding strategies and demonstrate positive impacts on the lives of children and families are most likely to survive and prosper.

(Insert community example)

Documenting Results

The success of community-building efforts on behalf of families and children will ultimately be measured by their impacts on the health, safety and vitality of children and youth. However, because these outcomes are highly correlated with the health of the collaborative process, it is equally important to monitor how well community-based partnerships are doing at assembling a representative coalition, building trust and ownership, planning strategically, taking action, and broadening their work. The Wilder Foundation's Collaboration Factors Inventory and the Community Collaborative Wellness Tool developed by Together We Can offer collaboratives comprehensive and systematic ways to assess their progress.⁷⁷ The Institute for Educational Leadership also has developed an inventory that can help community-based partnerships determine ways their collaboration is thriving and where it may need more attention.⁷⁸

Though assessing outcomes of community-based initiatives is a challenging enterprise, it is extremely important to the overall success of community building work. Measuring outcomes can help those doing the work learn from one another and become more effective, and it can educate others, particularly current and potential funders, about the work and its impacts.⁷⁹ Community residents, families, and front-line staff all can

play central roles in directing the course of assessments and evaluations so that they meet community needs. The Aspen Institute encourages community partnerships to become “learning organizations”, in which all stakeholders collaborate in “collecting, analyzing, and using information to plan activities, evaluate the organization’s performance, understand the community’s assets and needs, and share emerging lessons.”⁸⁰

Three levels of outcomes can be achieved by community-based initiatives. *Program outcomes* are directly related to activities of a particular program or intervention. *Initiative-level outcomes* refer to changes in public service systems that result from the initiative. *Community-level outcomes* usually take much longer to evolve and are likely to be the result of factors other than or in addition to the initiative, but they are also the ones that community-based initiatives may be most invested in achieving.⁸¹

Program evaluation, performance auditing and performance measurement are related, but have different goals and methods:

Program evaluation attempts to establish that an intervention or activity caused the observed outcome(s) through statistical or experimental control of factors external to the intervention.

Performance auditing systematically compares actual fiscal and management procedures to professional standards and policies in order to make operational and policy recommendations.

Performance measurement examines the extent to which an initiative or program achieves its planned outputs (i.e., products, such as the number of participants or quantity of services delivered) and outcomes (results).⁸²

Program evaluations are much more complex and expensive than performance measurement, and though they are essential to advancing knowledge and practice, not all programs or initiatives need to use their precious resources to conduct scientifically rigorous research.

(Insert community examples)

To more clearly link community-level outcomes to the actions taken by community-based initiatives, partnerships can use performance measurement approaches that link their initiative’s expected *outcomes* to planned *inputs* (financial and other types of investments in activities or programs) and *actions* taken by individuals, agencies and organizations using a “logic model”⁸³ Logic models are graphic representations of how an intervention operates through a chain of events to produce specific effects, and they are developed based on previous research findings tempered by community partners’ values and goals. Community-based collaboratives should develop logic models for performance assessment as they define their objectives and strategies.

Using a logic model, interim benchmarks or outcome indicators can be identified for each event in the chain. The progress of community building initiatives can thus be documented using a combination of interim indicators (road signs) and long-range outcomes (the ultimate destinations). If interim indicators are favorable, community partnerships can celebrate these successes, and demonstrate that they are pursuing the best route(s) toward achieving their desired outcomes. This can also reduce the possibility that they will be prematurely criticized for falling short of their long-range goals.⁸⁴

Oregon State University researchers, working with the Oregon Commission on Children and Families (OCCF), have developed guidelines for conducting performance assessments. They have compiled an extensive collection of measures of child, youth, family, educational and other community benchmarks and outcomes that community building initiatives may find useful in designing their own performance assessments.⁸⁵ More recently, OCCF staff, in consultation with OSU, produced a workbook for measuring, selecting and reporting outcomes that it uses to train public service professionals and their community partners to design their own performance measurement systems.⁸⁶

The ABCD Institute affirms that an appropriate community evaluation is one that provides continuous feedback to the collaborative, so that members can contribute to and benefit from it directly. A “learning-oriented” evaluation is one that adheres to the following principles:⁸⁷

- Involve participants directly in the process
- Know your audience
- Focus on appropriate, feasible goals and document intermediate outcomes.
- Document some results as quickly as possible
- Develop some strong baseline evidence that supports your strategies and outcome definitions.
- Be descriptive.
- Be graphic.
- Make sure the evaluation is telling people at least a few things they didn’t already know.
- Be open about shortcomings.
- Share and discuss findings as the work progresses.

In this way, evaluators can help practitioners and community residents “become more reflective, to extract theory from their daily experience, to learn from their experience, and thereby to improve” their community-building capacities.⁸⁸

Sustaining and Deepening the Commitment

Sustainability ought to be one of the first concerns of any community-based collaborative. Nearly all of the elements of community building discussed in this **Guide** are also essential to building an initiative with staying power. The Finance Project describes a sustainability framework consisting of eight components that can help ensure that community initiatives survive and thrive.⁸⁹

- Vision: Having a clear notion of how the initiative’s efforts will affect the lives of children, families and community members.
- Results orientation: Demonstrating successes through measurable outcomes, particularly interim indicators.
- Strategic financing orientation: Identifying resources needed to sustain activities and strategies to obtain them.
- Adaptability to changing conditions: Adjusting to changing social, economic, and political trends in the community, and anticipating and overcoming barriers or threats.
- Broad base of community support: Building a broad base of people in the community who find the initiative vital.
- Key champions: Obtaining the support of business, faith community, government and other leaders who are willing to use their power to support and stabilize the initiative.
- Strong internal systems: Establishing strong fiscal management, accounting, information and personnel systems, and the governance structures to support them.
- Sustainability plan: Clarifying where partners want the initiative to go in the future.

The Institute for Educational Leadership (IEL) suggests questions that participants in community partnerships have found helpful in planning for sustainability:⁹⁰

- How do we want to view our initiative five years from now?
- How do we want others to view it five years from now?

- How do we define sustainability? Continuing unchanged, or evolving in specified directions?
- What elements of the initiative must be continued in order to maintain the integrity of our original vision and purpose?
- Who are our key internal and external stakeholders?
- Do our goals and activities complement, duplicate or conflict with other policies, programs or projects?
- What is the most likely avenue for continuing all or part of our initiative?
- What level of financial resources do we need to continue all or part of our initiative?
- How can we get the message out about our positive outcomes and fiscal accountability?

IEL has also developed tools for assessing sustainability planning and implementation, for mapping public service financial resources in a community, and for assessing the availability of matching funds.⁹¹

(Insert community example)

Community building has shown impressive results in a number of communities across the country, sparking enthusiasm for its broader application, particularly in impoverished inner-city and rural areas. We have also learned how difficult it can be to “implement complex community-change strategies and to acquire the capacities and resources to make them work effectively”.⁹² The Aspen Institute cautions that “without sophisticated strategies for using structural, institutional, policy and social levers for change, the work of CCIs will be merely palliative rather than transformative.”⁹³

A panel of community-building practitioners, researchers, foundation representatives and federal and local officials convened by the Development Training Institute recommended that community building supporters take six steps to deepen their commitment to the work.⁹⁴

- Government and private sector institutions already involved in community building should expand their efforts and find new ways to collaborate.
- Local governments should make developing partnerships with community builders a high priority.
- Community-based intermediaries should be strengthened or established to support community building interests in all major metropolitan areas.

- National supporters should substantially strengthen their community building training and technical assistance capabilities, and enhance public awareness of its importance.
- Federal and state governments should play strongly supportive roles as partners in community-building initiatives.
- All supporters should patiently nurture community building in neighborhoods.

Achieving the goals of community building depends not only on neighborhood-based work, but also on building coalitions across neighborhoods and constituencies.

(Insert community example)

Chapter Five

Conclusion

Giving all of America's children the opportunity to grow up healthy and strong will take the talents, hard work and long-term commitment of many individuals and groups from all walks of life. We must be tenacious, optimistic, and willing to invest our selves and our resources in this vital work. By working together to build healthy communities and strong families, we can create an America where every child has the opportunity to grow up safe, resilient and thriving.

Preface

This draft Resource Appendix includes beginning descriptions of organizations offering print and electronic information, training, technical assistance, and funding. Resources are organized under two major headings related to the Framework for Community Action:

- Resources for the Community-Building Process Elements
- Resources for Meeting the Five Universal Needs of Children

The final draft of the Resource Appendix will contain additional resources including examples of community efforts submitted by CWLA member agencies, and a listing of services that CWLA provides.

Resources for the Community-Building Process Elements

Seizing Opportunities

Academy for Educational Development

1825 Connecticut Ave., NW
Washington, D.C. 20009-5721
202/884-8000
Fax 202-884-8400
www.aed.org

Founded in 1961, AED is an independent, nonprofit organization committed to solving critical social problems in the U.S. and throughout the world through education, social marketing, research, training, policy analysis and innovative program design and management. Major areas of focus include health, education, youth development, and the environment.

Children's Aid Society

105 East 22nd Street
New York, NY 10010
212/949-4800
www.childrensaidsociety.org

From adoption and foster care to health services and education, the Children's Aid Society works with services to New York City's underserved children and families, providing programs in community centers, camps, public schools, family courts and even in children's own homes.

Children's Defense Fund

25 E Street NW
Washington, DC 20001
202/628-8787
www.childrensdefense.org

The mission of the Children's Defense Fund is to Leave No Child Behind® and to ensure every child a Healthy Start, a Head Start, a Fair Start, a Safe Start, and a Moral Start in life and successful passage to adulthood with the help of caring families and communities.

Engaging Communities

Aspen Institute

One Dupont Circle, NW
Suite 700
Washington, DC 20036-1133
202.736.5800
Fax 202.467.0790
www.aspeninst.org

The Aspen Institute is a global forum for leveraging the power of leaders to improve the human condition. Through its seminar and policy programs, the Institute fosters enlightened, morally responsible leadership and convenes leaders and policy makers to address the foremost challenges of the new century. The Roundtable on Comprehensive Community Initiatives is a forum for people engaged in the field of comprehensive community initiatives, this site provides an opportunity for foundation sponsors, directors, technical assistance providers, evaluators, and public sector officials to discuss the lessons that are being learned by initiatives across the country and to work on common problems they are facing. The site includes publications; a collection of measures used to evaluate outcomes; public policy makers, program funders; and experts in relevant research fields. It also lists recurring and upcoming leadership policy programs, directory of publication.

Coalition for Healthier Cities and Communities

www.healthycommunities.org

The Coalition offers practical guidance and links to statewide healthy community organizations.

Community

701 North Fairfax Street
Alexandra, VA 22314-2045
703/836-7100
unitedway.org

Community - the Journal of Community Building for Community Leaders - Building Healthy Communities offers pithy, well-written commentaries and stories from the field and scholarly experts. A crossroads for sharing ideas, scholarships, practices, and research in the area of community building that bridges the community building experiences and knowledge of the corporate, academic, government, and United Way spheres of interest and influence. http://national.unitedway.org/aboutuwa/publications/community_magazine.cfm

Institute for Policy Research

Northwestern University
2040 Sheridan Road
Evanston, IL 60208-4100
847/491-3518
Fax 847/491-9916

Kellogg Foundation

One Michigan Avenue East
Battle Creek, Michigan 49017-4058
269/968-1611
Fax 269/968-0413
Wkkf.org

The W.K. Kellogg Foundation is a nonprofit organization whose mission is to apply knowledge to solve the problems of people. Its founder W.K. Kellogg, the cereal industry pioneer, established the Foundation in 1930. Since its beginning the Foundation has continuously focused on building the capacity of individuals, communities, and institutions to solve their own problems. Eighteen Propositions for Citizen Engagement is a presentation by Daniel Yankelovich to W.K. Kellogg Foundation Devolution Initiative, June 1998 on citizen engagement: why it's a necessary part of devolution, why it's difficult to implement, and what skills are needed to do it well. <http://www.wkkf.org/Programming/RenderRes.asp?ID=783&CID=162>. Also see Community Partnership Tool Kit for building and maintaining partnerships to strengthen communities. <http://www.wkkf.org/Pubs/CustomPubs/CPtoolkit/CPToolkit/default.htm>

Kettering Foundation

200 Commons Road
Dayton, OH 45459
937/434-7300

Fax 937/439-9804

<http://www.kettering.org>

The Kettering Foundation is an operating foundation rooted in the American tradition of inventive research. The foundation's research is designed to address these problems through programs in six distinctive but interrelated, interdependent areas: Citizens and Public Choice; Community Politics and Community Leadership; The Public and Public Schools; Institutions, Professionals, and the Public; The Public-Government Relationship; The International and the Civil.

National Association of Planning Councils

www.Ncban.org

NCBAN is dedicated to building strong and caring communities across America.

Pew Partnership

5 Boar's Head Lane, Suite 100

Charlottesville, Virginia 22903

434/971-2073

Fax 434/971-7042

www.pew-partnership.org/index.html

mail@pew-partnership.org

The Pew Partnership is a civic research organization. Its mission is to identify and document promising solutions crucial to strong communities. The Pew Civic Entrepreneur Initiative (PCEI) is a nationwide project to equip a diverse group of citizens, or "civic entrepreneurs," to play a greater role in decision making in their communities. <http://www.pew-partnership.org/pcei/pcei.html>. *What We Know Works in Social Service Programs* synthesizes current research in five areas: thriving neighborhoods, living-wage jobs, viable economies, healthy families and children, and collaborative leadership. The compilation provides a practical resource to communities seeking to invest in new programs and improve existing ones. The featured interventions build on solid research and best practices. This guide provides an effective, practical foundation for people who need information and need it now. This publication and others are available and can be downloaded from: <http://www.pew-partnership.org/index.html>

Search Institute

The Banks Building

615 First Avenue NE, Suite 125

Minneapolis, MN 55413

612/376-8955; 800-888-7828

www.search-institute.org/email/index.htm

Search Institute is an independent, nonprofit, nonsectarian organization whose mission is to advance the well-being of adolescents and children by generating knowledge and promoting its application.

Nurturing Collaboration

Annie E Casey Foundation

701 St. Paul Street
Baltimore, MD 21202
410/547-6600
Fax 410/547-6624
www.aecf.org

Since 1948, the Annie E. Casey Foundation (AECF) has worked to build better futures for disadvantaged children and their families in the United States. The primary mission of the Foundation is to foster public policies, human service reforms, and community supports that more effectively meet the needs of today's vulnerable children and families. Its web site includes a list of foundation publications including the following: *Family To Family: Tools for Rebuilding Foster Care*. Describes a way to support foster families and a decisionmaking model for placement. *Eye of the Storm: Ten Years on the Front Lines of New Futures*. Interview with Otis Johnson and Don Crary, two pioneers in the community building field, who provide candid and instructive reflections and recommendations about the work of comprehensive community change and their experiences with the Foundation's New Futures initiative. <http://www.aecf.org/publications/eyeofstorm/index.htm>. *Paths of Most Resistance: Reflections on Lessons Learned from New Future* summarizes the Casey Foundation's view of its experience with New Futures, a five-year initiative aimed at preparing disadvantaged urban youth for successful lives as adults. A very solid "bumps in the road" piece. <http://www.aecf.org/publications/path/index.htm>

Institute for Educational Leadership

1001 Connecticut Avenue, N.W., Suite 310
Washington, DC 20036
202/822-8405
Fax 202/872-4050
www.IEL.org
E-mail: iel@iel.org

The Institute for Educational Leadership's (IEL) mission is to improve education--and the lives of children and their families--through positive and visionary change. Every day, we face that challenge by bringing together diverse constituencies and empowering leaders with knowledge and applicable ideas. This is why foundations, corporations and generous individuals support our work, and why our teams often include the most innovative federal, state and local government agencies and many of the nation's leading nonprofit organizations. We invite you to explore our site and learn more about IEL's organization, people, programs and publications.

National Civic League

1445 Market St., Suite 300
Denver, CO 80202
303/571-4343
Fax 303-571-4404
www.ncl.org
E-mail: ncl@ncl.org

Headquartered in Denver, Colorado, the National Civic League (NCL) is a 107-year-old non-profit, non-partisan organization dedicated to strengthening citizen democracy by transforming democratic institutions. NCL accomplishes its mission through technical assistance, training, publishing, research, and the All-America City Awards, the nation's oldest and most prestigious community recognition program.

National Funding Collaborative on Violence Prevention

1522 K Street, NW Suite 1100
Washington, DC 20005
202/393-7731
Fax 202/393-4148
E-mail: nfcvp@nfcvp.org

The National Funding Collaborative on Violence Prevention (NFCVP) is a partnership among public and private funders, experts in violence prevention and other disciplines and community collaborations. It was developed to address violence and its related problems in a coordinated way, and to nurture a national violence prevention movement through advocacy, action, public awareness and a focus on prevention. By pooling resources from foundations, corporations, the federal government, community organizations and private donors—and linking these resources to local efforts—the Collaborative is raising public awareness that violence is preventable and empowering citizens to tackle violence in their communities.

Clarifying Goals and Strategies: Building Capacities

Community Leadership Association

200 S. Meridian Street, Suite 250
Indianapolis, IN 46225
317/637-7408
Fax 317/637-7413
www.communityleadership.org

The Community Leadership Association is a non-profit organization, founded in 1979, dedicated to nurturing leadership in communities throughout the United States and internationally.

Peter F. Drucker Foundation for Nonprofit Management

320 Park Ave 3rd Fl
New York, NY 10022 USA
212-224-1174
FAX 224-2508
drucker.org <http://www.pfdf.org>
E-mail: info@pdfd.org

Peter F. Drucker Foundation for Nonprofit Management is named for and inspired by the acknowledged father of modern management. By providing educational opportunities and resources, the Drucker Foundation furthers its mission to lead social sector organizations toward excellence in performance.

Manpower Development Research Corporation (MDRC)

19th Floor, 16 East 34 Street
New York, NY 10016-4326
212/532-3200
FAX 212/684-0832
www.MDRC.org

MDRC is a nonprofit, nonpartisan social policy research organization. We are dedicated to learning what works to improve the well-being of low-income people. Through our research and the active communication of our findings, we seek to enhance the effectiveness of public policies and programs. Building Communities of Conscience and Conviction. An analysis of MDRC's (?) lessons from recent experience in community capacity building and long-term work in demonstration program design. April 1998.

United Way

www.unitedway.org

The United Way system includes approximately 1,400 community-based United Way organizations that address the most critical local issues and mobilize resources beyond the dollars that are pledged through their fund-raising efforts. Each is independent, separately incorporated and governed by local volunteers. New Approaches to Technical Assistance: The Role of the Coach by Prudence Brown and Jessica Pitt in Vol. 3 Number 1 Spring/Summer 2000. http://national.unitedway.org/files/pdf/commmag/CommFall2000_BldgHealthyComm.pdf

Clarifying Goals and Strategies: Maximizing Resources

The Finance Project

1401 New York Avenue, Suite 800
Washington, DC 20005
202/628-4200
Fax 202/628-4205

www.financeproject.org

The Finance Project develops and disseminates information, knowledge, tools, and technical assistance for improved policies, programs, and financing strategies that produce and sustain good results for children, families, and communities. One document to look for in particular is *Thinking Broadly: Financing Strategies for Community, Child and Family Initiatives* by Cheryl D. Hayes, March 2002. This guide is intended to assist policymakers, community leaders and program developers by outlining an array of approaches to finance comprehensive community initiatives. <http://www.financeproject.org/ThinkingBroadly.pdf> Also look for *A Sustainability Self-Assessment Tool* intended to help program developers and community leaders who are working to sustain comprehensive initiatives assess their progress and identify areas that need extra attention, resources, or technical assistance. <http://www.financeproject.org/selfassess.doc>

Clarifying Goals and Strategies: Documenting Results

Chapin Hall Center for Children

University of Chicago

1313 East 60th Street

Chicago, IL 60637

Fax 773/256-5328

www.chapin.uchicago.edu

Chapin Hall is a research and development center dedicated to bringing sound information, analysis, innovative ideas, and an independent perspective to the ongoing public debate about the needs of children and the ways in which those needs can best be met. On the site are publications on child well-being indicators ([Wellbeing.html](#)), social programs for children and families ([SocialPrograms.html](#)), and developing data for research and policy ([DevData.html](#)); as well as information on documenting results www.chapin.uchicago.edu/ProjectsGuide/index.html

Harvard Family Research Project

Harvard Graduate School of Education

3 Garden Street

Cambridge, MA 02138

617/495-9108

Fax 617/495-8594

E-mail: hfrp@gse.harvard.edu

www.gse.harvard.edu/~hfrp/contact.htm

Harvard Family Research Project (HFRP) strives to increase the effectiveness of public and private organizations and communities as they promote child development, student achievement, healthy family functioning, and community development. In its relationships with national, state, and local partners, HFRP fosters a sustainable learning

process—one that relies on the collection, analysis, synthesis, and application of information to guide problem-solving and decision-making. The Evaluation Exchange. Emerging Strategies in Evaluating Child and Family Services. <http://gsweb.harvard.edu/~hfrp/eval/issue9/eval9.pdf>

Join Together

One Appleton Street, 4th floor

Boston, MA 02116-5223

617/437-1500

Fax 617/437-9394

www.jointogether.org

E-mail: info@jointogether.org

Join Together, founded in 1991, supports community-based efforts to reduce, prevent, and treat substance abuse across the nation. It is primarily funded by a grant from The Robert Wood Johnson Foundation to the Boston University School of Public Health. In 1996, Join Together broadened its scope to include gun violence prevention, supported by a grant from the Joyce Foundation. Additional funding for the gun violence project was awarded in 2001 by the David Bohnett Foundation. *How Do We Know We Are Making A Difference: A Community Substance Abuse Indicators Handbook*, prepared by Join Together, Boston University School of Public Health, Boston University and Institute for health Policy, Heller School, Brandeis University, 1997.

Sustaining and Deepening the Commitment

Center for Youth and Communities

Heller Graduate School, Brandeis University

MS 086 Brandeis University

P.O. Box 549110

Waltham, Massachusetts 02454-9110

781/736-8577

www.brandeis.edu/ethics/partnerships_and_projects/chyme/partner_orgs.html

Since 1983, the Center for Youth and Communities (CYC) has established a national reputation as a leading research, professional development and policy center in the broad area of youth and community development. Its faculty and staff are committed to university-community partnerships as a means of strengthening the field and to maintaining the balance between theory and practice, research and practical experience. *Change that Abides: A Retrospective Look at Five Community and Family Strengthening Projects and their Enduring Results* -- Andrew Hahn and his colleagues from Brandeis University Center for Youth and Communities/ Institute for Sustainable Change address questions that interest stakeholders in the community change field: What endures after grant making wraps up? How can donors and partners establish a foundation of

sustainable change? How can we judge the effectiveness of complex projects without allowing enough time to assess both predictable and often surprising outcomes? The report argues that the best way to answer these questions is to look back and to remain open to the 'onset of possibility' when searching for "change that abides."
<http://www.aecf.org/publications/pdfs/ChangeAbides.pdf>

Sustaining Comprehensive Community Initiatives: Key Elements for Success, Financing Strategy Brief, April 2002 -- This strategy brief presents The Finance Project's eight-part sustainability framework. It is intended to help policymakers, program developers and other stakeholders at both state and community levels identify the basic resources needed and address the strategic decisions to assist a range of stakeholders, regardless of their initiatives' programmatic focus. This includes those who are involved with community development programs, early childhood programs, youth development programs, out-of-school time programs or other types of community-based programs that serve the needs of children and families. <http://www.financeproject.org/Sustaining.pdf>

Resources for Meeting the Five Universal Needs of Children

The Basics

Center for Community Change

1000 Wisconsin Avenue, NW

Washington, DC 20007

202/342-0567

Fax 202/333-5462

www.communitychange.org/default.asp

The Center's 84 person staff includes many of the nation's leading experts on community development, community organizing, leadership training, coalition-building, housing, welfare reform, jobs, economic development, banking and reinvestment, and Native American issues.

Center on Urban Poverty and Social Change

Mandel School of Applied Social Sciences

Case Western Reserve University

<http://povertcenter.cwru.edu>

Site summarizes current and recent projects; includes numerous links to databases on related statistics and research data.

COMMACTIONLIST

To subscribe: Listproc@listserv.acf.dhhs.gov

An online forum that facilitates discussion of issues pertaining to anti-poverty community action organizations and programs.

HUD's Center for Community and Interfaith Partnerships

Hud.gov/cdcnwslr.html

Tools for community and faith-based organizations.

National Community Building Network

1624 Franklin Street, Suite 1000

Oakland, CA 94612

510/663-6226

Fax 510/663-6222

network@ncbn.org

NCBN is an alliance of locally-driven urban initiatives working to reduce poverty and create social and economic opportunity through comprehensive community-building strategies.

Neighborhood Reinvestment Corporation

1325 G St., NW, Suite 800

Washington, DC 20005-3100

202/220-2300

Fax 202/376-2600

www.nw.org/network

The Neighborhood Reinvestment Corporation was created under Title VI of the Housing and Community Development Amendments of 1978, P.L. 95-557, to implement and expand the demonstration activities of the Urban Reinvestment Task Force.

Public Education Network

601 Thirteenth Street, NW, Suite 900 North

Washington, DC 20005

202/628 7460

Fax 202/628 1893

www.PublicEducation.org

E-mail: pen@publiceducation.org

PEN creates systems of public education that result in high achievement for every child. PEN works to educate the nation about the relationship between school quality and the quality of community and public life.

Urban Institute

2100 M Street, N.W.

Washington, DC 20037

202/833-7200

www.Urban.org

The Urban Institute researches topics as diverse as taxes and criminal justice, governance in new democracies, advocacy and philanthropy, and health care policy.

Crosscutting projects involve the collaboration of researchers from throughout the Institute's nine policy centers, and a major initiative, the Assessing the New Federalism Project, monitors state policy choices and the transformation of America's safety net system.

The Welfare Information Network

Welfareinfo.org

A clearinghouse for information, policy analysis and technical assistance on welfare reform. Includes links to best practices sites and descriptions of "promising practices."

Relationships

Big Brother/Big Sister of America

2320 North 13th Street
Philadelphia, PA 19107
215/567-7000
Fax 215/567-0394
www.bbbsa.org

BB/BSA is the oldest and largest mentoring intervention in the U.S. Serving as a national resource on mentoring, BB/BSA is a federation of agencies in all 50 states that serve millions of children through mentoring relationships.

Center for Intergenerational Learning (CIL)

1601 North broad St. Room 206
Philadelphia, PA 19122
215/204-6970
www.temple.edu.departments/CIL

CIL was created in 1980 at Temple University, CIL serves as a resource for intergenerational programs. The center runs interventions such as Across Ages, provides training and technical assistance, maintains a resource library, and produces and disseminates materials.

Children of Separation and Divorce Center, Inc., (COSD)

Divorce Center, Inc.
2000 Century Plaza--Suite 121
Columbia, MD 21044
410/740-9553
Fax 301/596-1677
www.divorceabc.com//default.htm

The Children of Separation and Divorce Center helps children better understand and accept the realities of life-changing experiences in their family, as well as give them the guidance they need in order to identify and express their feelings in a healthy and healing

way. The National Family Resiliency Program offers parents a non-adversarial and supportive way to guide their children through the challenging, painful, and often confusing process of separation and divorce.

Family Support America

20 North Wacker Drive, Suite 1100

Chicago, IL 60606

312/338-0900

Fax 312/338-1522

www.familysupportamerica.org/content/home.htm

Family Support America promotes family support as the nationally recognized movement to strengthen and support families and places the principles of family support practice at the heart of every setting in which children and families are present.

National Mentoring Partnership

1400 I Street, NW, Suite 850

Washington, DC 20005

202/729-4340

Fax 202/729-4341

www.mentoring.org/f_resources.html

The National Mentoring Partnership brings together leaders from diverse sectors and encourages them to recruit mentors, support existing mentoring interventions, and begin new initiatives. There are currently 14 affiliates in cities nationwide. In addition, the Partnership implements public policy and education initiatives and develops and distributes products that explain how to start a new mentoring initiative or expand and existing one.

National Organization of Concerned Black Men, Inc.

1232 M Street, NW

Washington, DC 20005

888/395-7816

www.libertynet.org/cbmno

Founded in 1975, the National Organization of Concerned Black men helps minority youth develop pride in their heritage while maximizing educational opportunities and promoting social consciousness and responsibility.

Opportunities

Afterschool Alliance

www.Afterschoolalliance.org

The Afterschool Alliance is a nonprofit organization dedicated to raising awareness of the importance of afterschool programs and advocating for quality, affordable

programs for all children. It is supported by a group of public, private and nonprofit organizations that share the Alliance's vision of ensuring that all children have access to afterschool programs by 2010.

Are You Into It Campaign

National 4-H
888/77-YOUTH

www.areyouintoit.com sponsored by the Ad Council and 4-H has volunteer opportunities for youth.

Benton Foundation

1625 K Street, NW, 11th Floor
Washington, DC 20006
202/638-5770
Fax 202/638-5771
www.benton.org

The Benton Foundation seeks to articulate a public interest vision for the digital age and to demonstrate the value of communications for solving social problems. The web site includes online versions of publications, free e-mail newsletters on kids' issues, and information on schools in the information age.

Center for Youth As Resources

Washington, DC 20036
202/261-4131
www.yar.org

Youth As Resources provides small grants to young people to carry out their service projects. The center promotes the philosophy that youth are valuable community resources and advocates youth services as well as youth involvement in local, state, and national policy arenas. Through instructional materials, technical assistance, and training conducted by experienced youth and adults, CYAR helps local Youth as resources programs start, develop, and expand.

Do Something

423 West 55th Street, 8th Floor
New York, NY 10019
212/523-1175; 800/863-5767
Fax 212-582-1307
www.Dosomething.org
E-mail: mail@dosomething.org

Do something is a nationwide network of young people who know they can make a difference in their communities and take action to change the world around them. As part

of Do Something, young people are asked what they want to do to make things better and to be given the resources and support to bring their unique vision to life.

Forum for Youth Investment

The Cady-Lee House
7064 Eastern Avenue NW
Washington, DC 20012
202/207-3333
Fax 202/207-3329
www.forumforyouthinvestment.org
E-mail youth@iyfus.org.

The Forum for Youth Investment is a national initiative dedicated to increasing the quality and quantity of youth investment and youth involvement in the United States by promoting a "big picture" approach to planning and policy development.

SHiNE

427 Broadway, Suite 41
New York, NY 10013
646/613-5100; 877/SHiNE-65
Fax 646/613-5050
www.shine.com
E-mail: info@shinemail.org

Seeking Harmony in Neighborhoods Everyday is a national organization that gives youth the power to promote respect for diversity and stop youth violence.

National Youth Development Information Center (NYDIC)

1319 F Street NW, Suite 601
Washington, DC 20004
877/NYDIC-4-U
Fax 202/393-4517;
www.Nydic.org
E-mail info@nydic.org

The National Youth Development Information Center, is a project of the The National Assembly through its affinity group, the National Collaboration for Youth NYDIC provides practice-related information about youth development to national and local youth-serving organizations at low cost or no cost. The site provides practice-related information about youth development programs, related state and federal policy issues, youth development projects, funding opportunities, and the NYDIC database of youth-related statistics.

Pew-funded school readiness indicators initiative

www.gettingready.org/gettingready/OnePiecePage.asp?PageID=89&PageName=howeare.

The School Readiness Indicators Initiative is a multi-state initiative that uses child well-being indicators to build a change agenda in states and local communities in order to improve school readiness and ensure early school success.

Points of Light Foundation

1400 I Street, NW Suite 800
Washington, DC 20005
202/729-8000
Fax 202/729-8100
www.pointsoflight.org

Points of Light is a nonpartisan, nonprofit organization devoted to promoting volunteerism. Services include assisting employers in developing workplace volunteer programs; participating in the development of youth service leaders and programs; providing training and development for volunteer centers across the U.S.; providing products and services to volunteer management professionals; and aiding and encouraging the growth of the family volunteering concept.

Public/Private Ventures

One Commerce Square
20005 Market Street, Suite 900
Philadelphia, PA 19103
215/557-4400
Fax 215/557-4469
www.ppv.org

P/PV is a nonprofit corporation with expertise in policy development, research, technical assistance, and products for school-to-work initiatives. P/PV creates model policies, financing approaches, curricula, and training materials, and it provides technical expertise to build staff capacity, grow initiatives, and strengthen basic institutions involved in youth development.

YouthNOISE

2000 M Street, NW
Suite 500
Washington, DC 20036
800/728-3843
www.youthnoise.com

YouthNOISE is a group of young people--from all 50 states, the District of Columbia and more than 118 countries--together with a group of adults working to provide information from more than 300 nonprofit partners to date that will spark youth action

and voice. YouthNOISE is an initiative of Save the Children Federation, Inc., which is a nonpartisan, nonsectarian, nonprofit organization with a presence in more than 46 countries, that has been working for nearly 70 years to improve the lives of children and youth.

YMCA of the USA

101 North Wacker Drive

Chicago, IL 60606

Ph: 312/977-0031

www.ymca.net

Interventions designed for at-risk youths are offered at 628 YMCAs nationwide.

Youth Service America

1101 15th Street, NW, Suite 200

Washington, DC 20005

202/296-2992

Fax 202/296-4030

www.ysa.org

Youth Service America is a resource center and the premier alliance of 200+ organizations committed to increasing the quantity and quality of opportunities for young Americans to serve locally, nationally, or globally. YSA's mission is to strengthen the Effectiveness, Sustainability, and Scale of the youth service movement. www.servenet.org will tell you where you can volunteer in your area.

Safety

Anti-Defamation League

212/885-7970

www.adl.org

For more than 88 years, ADL has been combating anti-Semitism and bigotry of all kinds. Their web site will provide information for you on combating discrimination. Call 1-800-552-9843 to report discrimination or hate crimes to the U.S. Commission on Civil Rights.

American Psychological Association

750 First Street, NE

Washington, DC 20002-4242

800/374-2721; 800/964-2000.

www.apa.org

Based in Washington, DC, the American Psychological Association (APA) is a scientific and professional organization that represents psychology in the United States. With more than 155,000 members, APA is the largest association of psychologists

worldwide. Their Division of Child, Youth and Family Services provides information on youth violence and suggests ways to deal with the problem.

Center for the Study and Prevention of Violence

Institute of Behavioral Science
University of Colorado at Boulder, 439 UCB
Boulder, CO 80309-0439
303/492-8465
Fax 303/443-3297

CSPV works from a multi-disciplinary platform on the subject of violence and facilitates the building of bridges between the research community and the practitioners and policy makers. CSPV has a threefold mission to collect research literature and resources on the causes and prevention of violence and provides direct information services to the public by offering topical searches on customized databases; offer technical assistance; and conduct research. For information on dealing with a bully visit www.no-bully.com: 303/492-8465.

Child Help USA - National Child Abuse Hotline

800/422-4453

Center for the Study and Prevention of Violence

Campus Box 442
University of Colorado
Boulder, CO 80309-0442
303/492-1032
www.colorado.edu/cspv

Provides assistance to professional groups committed to understanding and preventing violence, particularly youth violence. CSPV maintains a resource database and has developed blueprints for 10 exemplary violence prevention interventions.

National Center for Injury Prevention and Control

Centers for Disease Control and Prevention
Mailstop K65
4770 Buford Highway NE
Atlanta, GA 30341-3724
770/488-1506
Fax 770/488-1667
E-mail: OHCINFO@cdc.gov
www.cdc.gov/ncipc

The National Center for Injury Prevention and Control (NCIPC) works to reduce morbidity, disability, mortality, and costs associated with injuries. Best Practices of Youth Violence Prevention: A Sourcebook for Community Action, U.S. Department of

Health and Human Services, Centers for Disease Control and Prevention, Atlanta, GA June 2002 . Pulls together the best practices known for four promising strategies to prevent youth violence: Parent and family based strategies, home visiting strategies; social cognitive strategies; and mentoring.

National Crime Prevention Council

1000 Connecticut Avenue, NW
13th Floor Washington, DC 20036
202/466-6272; 800-722-TEENS
Fax 202/296-1356
www.ncpc.org

NCPC's Mission is to enable people to create safer and more caring communities by addressing the causes of crime and violence and reducing the opportunities for crime to occur. Their web site includes research, statistical data and cool youth violence prevention programs.

National Youth Court Center

c/o American Probation and Parole Association
P.O. Box 11910
Lexington, KY 40578-1910
859/244-8215
FAX 859 244-8001
E-mail: nycc@csg.org
www.youthcourt.net

The National Youth Court Center (NYCC) at the American Probation and Parole Association (APPA) serves as an information clearinghouse and provides training and technical assistance to youth court programs in the United States.

Office of Juvenile Justice and Delinquency Prevention

Juvenile Justice Clearinghouse
P.O. Box 6000
Rockville, MD 20849-6000
800/638-8736
Fax 301/519-5212
Ojjdp.ncjrs.org
Askncjrs@ncjrs.org

OJJDP offers research, training, and technical assistance and a wealth of information on juvenile justice and delinquency prevention. The Juvenile Justice Clearinghouse operates an extensive database with information on juvenile justice issues.

PAX

New York, NY

212/983-8705

www.paxusa.org

PAX works with State and local organizations to implement two targeted public education campaigns to address the problem of gun violence. The ASK Campaign urges parents to ask about guns before sending their children over to play at someone's home. The SPEAK UP campaign engages young people in speaking up about weapon-related threats in their schools or communities. Go to the web site to download a copy of the PAX Students Action Kit or sign the PAX Youth Petition to reduce gun violence.

Students Against Destructive Decisions

SADD National

Box 800, Marlboro, MA 01752

877/SADD-INC

Fax 508/481-5759

www.saddonline.com

SADD's mission is to provide students with the best prevention and intervention tools possible to deal with the issues of underage drinking, other drug use, impaired driving and other destructive decisions. SADD is a school-based organization with chapters nationwide.

Students Against Violence Everywhere (SAVE)

322 Chapanoke Road, Suite 110

Raleigh, NC 27603

919/661-7800; 866/343-SAVE

Fax 919/661-7777

S.A.V.E. is a student-driven organization. Students learn about alternatives to violence and practice what they learn through school and community service projects. As they participate in S.A.V.E. activities, students learn conflict management and mediation skills and the virtues of good citizenship, civility, and nonviolence.

Teens, Crime, and the Community

202/466-6272 x152

www.nationaltcc.org

TCC is a community service program that combines education and action to reduce teen victimization.

Youth Crime Watch of America

9200 South Dadeland Blvd, Suite 417

Miami, FL 33156

305/670-2409

Fax 305/670-3805

www.ycwa.org

E-mail: ycwa@ycwa.org

YCWA brings youth of all backgrounds together to identify and correct problems unique to their schools and communities.

Healing

Federation of Families for Children's Mental Health

1101 King Street, Suite 420

Alexandria, Virginia 22314

703/684-7710

Fax 703/836-1040

www.ffcmh.org

A national parent-run non-profit organization focused on the needs of children and youth with emotional, behavioral or mental disorders and their families.

Join Together

441 Stuart Street, 7th Floor

Boston, MA 02116

617/437-1500

Fax 617/437-9394

www.jointogether.org

JTO is a comprehensive network of free Internet-based services supporting community-based efforts to address substance abuse and gun violence. Thousands of community leaders, professionals, and concerned citizens use JTO every day to be more informed and effective in their local efforts to reduce and prevent these devastating public health problems. With 100 new items posted each week, the site currently features over 35,000 daily news and fundraising articles, resource listings, in-depth feature stories, and other fully searchable documents dating back eight years.

National Association of Public Child Welfare Administrators

American Public Human Services Association

810 First Street, NE, Suite 500

Washington, DC 20002

202/682-0100

Fax 202/289-6555

www.aphsa.org

Founded in 1930, APHSA is a nonprofit, bipartisan organization of individuals and agencies concerned with human services. Our members include all state and many territorial human service agencies, more than 1,200 local agencies, and several thousand individuals who work in or otherwise have an interest in human service programs. APHSA educates members of Congress, the media, and the broader public on what is

happening in the states around welfare, child welfare, health care reform, and other issues involving families and the elderly.

National Resource Network for Child and Family Mental Health Services

50 F Street N.W., Suite 600
Washington, D.C. 20001
202/628-9320
Fax 202/628-9244
www.wbgh.com

Founded in 1974, the Washington Business Group on Health (WBGH) is the only national non-profit organization exclusively devoted to representing the perspective of large employers and providing practical solutions to its members' most important health care problems. The Business Group has long recognized the implication of untreated mental health and substance abuse issues on the workplace in terms of decreased productivity, increased absenteeism, and higher health care costs for physical problems.

National Technical Assistance Center for Children's Mental Health

www.dml.georgetown.edu/depts/pediatrics/gucdc

National Technical Assistance Center for State Mental Health Planning

National Association of State Mental Health Program Directors
66 Canal Center Plaza, Suite 302
Alexandria, VA 22314
703/739-9333
Fax 703/548-9517
E-mail: ntac@nasmhpd.org
www.nasmhpd.org

The National Association of State Mental Health Program Directors (NASMHPD) organizes to reflect and advocate for the collective interests of State Mental Health Authorities and their directors at the national level. NASMHPD analyzes trends in the delivery and financing of mental health services and builds and disseminates knowledge and experience reflecting the integration of public mental health programming in evolving healthcare environments. NTAC's mission includes assisting its core constituents to: bring about long-lasting improvements in the design, delivery and evaluation of mental health services; foster consumer recovery and independence through consumer-centered services; and prepare for the future of public mental health care.

SAMHSA

1-800-729-6686
www.health.org
www.samhsa.gov

SAMHSA is the federal government's premiere source of information about substance abuse prevention, addiction treatment, and mental health services. The Center for Substance Abuse Treatment of the Substance Abuse and Mental Health Services Administration. It also operates the National Clearinghouse for Alcohol and Drug Information at 1-800-729-6686. Receive free information (in English and Spanish) on treatment and rehabilitation, research, and data targeted for community leaders, family and friends, teens/youth, women, and health professionals and clinicians. On the web site, you can join SAMHSA's Mailing List to receive timely information about topics that interest you in the area of mental health and substance abuse services. You will receive notifications of new grant and contract announcements, new publications, policy, and data, in precisely the areas in which you have an interest.

(Under Construction)

Endnotes

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