

## **Appendix 4-A**

### **Community Mobilization Resources Families and Work Institute**



**Appendix 4-A: Community Mobilization Resources**  
**Families and Work Institute**  
**[www.familiesandwork.org](http://www.familiesandwork.org)**

The **Community Mobilization Forum** provides guidelines on many aspects of mobilization including assessing community needs, involvement of families, and governance. The site has excellent, down-loadable resources that address the stages and challenges of community mobilization. Four resources are summarized below.

- A. Family Support Principles and Community Mobilization*
- B. Creating Family Friendly Communities: Lessons from Community Mobilization*
- C. Maintaining Momentum in Community Mobilization Initiatives*
- D. A Checklist for Community Mobilization*

***A. Family Support Principles and Community Mobilization<sup>1</sup>***

States and communities can adapt and apply the principles of family support to coordinate and link services, reform of early childhood and other service systems, and restructure how systems are governed. These principles are:

Families are resources to their members, other families, programs, and communities.

Staff and families work together in relationships based on equality and respect.

Staff build families' capacity to support the development of all family members and work with families to mobilize the formal and informal resources required to develop.

Programs affirm diversity and strengthen families' cultural, racial, and linguistic identities and enhance their ability to function in a multicultural society.

Programs are embedded in their communities and contribute to community-building.

Programs advocate with families for systems that are fair, responsive, and accountable.

Programs are flexible and responsive to emerging family and community issues.

Each of these principles of family support should also guide the relationships between informal networks and formal systems, neighborhoods and schools, volunteer organizations and service systems. Moreover, each principle can inform best practices in all community mobilization activities, including planning, governance, and administration.

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<sup>1</sup> Abstracted from: Families and Work Institute: Community Mobilization Forum [www.familiesandwork.org](http://www.familiesandwork.org)

## ***B. Creating More Family Friendly Communities: Lessons for Community Mobilization Initiatives<sup>2</sup>***

Community mobilization leaders who have been working to create "family-friendly" communities have learned some lessons about what is needed to succeed.

**Think in new ways.** Existing community institutions (employers, civic organizations, health, education and family support providers, media, etc.) and families must all re-think how they function in the community and in relation to one other. This will be unsettling to some and great care must be taken to build quality and integrity into every aspect of a community mobilization process.

**Transcend the inclination to work in your comfort zone.** Collaboration requires that you transcend the inclination to work only with people you enjoy or who resemble you. Identify and meet the needs of diverse personalities and organizational cultures involved in an initiative. People and organizations vary enormously, with different ways of communicating, different expectations, habits, personalities and reasons for collaborating. Government organizations move slowly while business organizations move quickly.

**Overcome "turf-ism."** Community mobilization involves serious challenges to perceived "turfs." Community mobilization leaders will always be called on to facilitate respect and understanding by keeping the focus on shared visions and goals.

**Success requires a process and an atmosphere of respect and trust.** Diverse partners must be - and feel - equally respected and trusting before "give and gain" can occur. This may require starting with easy issues over which there is more consensus and addressing more challenging issues after participants have gained more mutual trust.

**Accept that change is a complex process that takes a long time.** It is better to expect and plan for this reality than to be surprised and frustrated by it. Incorporate specific strategies (e.g. training, retreats, mentoring, incentives, etc.) to support and encourage those being asked to change. Lasting change takes place primarily through relationships. Relationships take time to develop.

**Have realistic expectations for yourself.** Change is complex. Being realistic will guard you from becoming overwhelmed or disappointed when you encounter obstacles.

**Have realistic expectations for your community.** Just as you consider what you can reasonably expect and do, think about what your community can realistically handle. It is tempting to believe that communities and families can be the source of all solutions. Indeed, much can be done at the local level—more than many of us have ever imagined.

At the same time, many issues also need to be addressed at the city, state, and federal level. But do not "dump" unrealistic expectations and responsibilities on our communities.

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<sup>2</sup> Abstracted from: Families and Work Institute: Community Mobilization Forum [www.familiesandwork.org](http://www.familiesandwork.org)

**Think big and start small.** Although it is tempting to want to do everything at once, lasting community change demands “thinking big and starting small.” Dreaming and working together to create a vision is key to enduring success. At the same time, it is important to start implementing change on a small scale, gaining early wins and success. Starting small makes progress tangible. Take time to acknowledge and celebrate these accomplishments. This will help to sustain the initiative’s long-term momentum.

**Involve families as real partners.** To create “caring communities” and effective systems, families must be included in every stage, from the initial planning meeting to ongoing program development. For many agencies and communities, this is a new way of conducting business. Linking and coordinating services is about more than simply bringing together agencies - it is about building new kinds of relationships between service providers and those they serve.

**Include and meet the needs of diverse families within an initiative.** Effective efforts to coordinate and link services are grounded in respect and understanding of ethnic, linguistic and cultural diversity. According to Hedy Nai-Lin Chang, Co-Director of *California Tomorrow*, simply “coordinating existing services will not create a system which effectively meets the needs of an increasingly diverse population.”

Rather initiatives must simultaneously 1) make services more linguistically and culturally appropriate to their clients, and 2) engage people from the communities served in the design of more appropriate programs and policies. Chang says, “*If the person or agency given the authority to make decisions is not a member of the impacted community, even the best intentions may be viewed with suspicion.*” Building trust and addressing such questions head-on are perhaps the biggest challenges to successful collaboration.

**Build bridges with the education, mental health and health community.** For many initiatives, involving the health community poses unique challenges. In addition to the “turf” issues discussed above, communication barriers must often be overcome. Communities are finding that, although building bridges takes time, it can successfully be done. It is helpful to bring representatives of the health community—including doctors and dentists—to the table from the beginning of a community mobilization process. Medical professionals—like anyone else—are more likely to become and remain involved in meaningful ways if they participate in shaping an effort from the onset.

**Nurture new professional behaviors.** New kinds of systems and professionals need new kinds of training and technical support, both in the long and short terms. Involving professionals across domains to define and deliver these supports represents another opportunity to foster customer-driven collaboration.

**Reward new ideas and risk-taking, as well as success.** Innovation works best when those involved perceive that there are real incentives or rewards for changing. It is also important to frequently assess progress toward shared goals and recognize and celebrate accomplishments.

### ***C. 5 Steps to Maintain Momentum for Community Mobilization<sup>3</sup>***

**1. Recognize the momentum-stopping factors.** Knowing why an initiative loses steam can help you prevent this from happening. Besides turf-issues or stakeholders' unwillingness to share information and resources, most common reasons for losing momentum are:

- leadership "burn-out" and no new leadership development;
- dependence on elected champions who are no longer in office or lack of bi-partisan or multi-sector stakeholder support;
- insufficient broad-based community support for the initiative's vision;
- poor management (lack of volunteer recognition, boring meetings, lack of data)
- lack of clear vision, outcomes and/or strategies, or lack of ongoing communication about these crucial elements.

In contrast, sustaining an initiative's human resources over time requires:

- a clearly communicated vision, measurable outcomes, and realistic strategies;
- a continuous process of involving, educating and nurturing new leaders;
- a process that enables stakeholders to make the decisions; and
- ongoing assessment and celebration of accomplishments. (Each of these is described briefly below and in greater detail at "Maintaining Momentum" in Community Mobilization Forum at [www.familiesandwork.org](http://www.familiesandwork.org))

### **2. Communicate the vision, outcomes, and strategies clearly and consistently**

Initiatives that continue over time are usually driven by a vision and outcomes and strategies. These must be **clearly and consistently communicated** to present and future stakeholders. This provides a unifying focus for everyone's efforts.

**3. Develop future leaders.** Too often, initiative leaders undermine the work they care so deeply about by falling into the trap of thinking it is easier to do everything themselves, rather than taking time to orient, educate and nurture new leaders. "Doing it all" however, not only leads to burnout, but excludes and alienates future new leaders thus eliminating potential contributions they can make to the success of the initiative.

**4. Allow stakeholders to make decisions.** If stakeholders perceive their participation as symbolic while others are making the "important" decisions, they are likely to lose interest. To assure their ongoing participation and momentum, leaders must assure that everyone will be invested and engaged in the initiative's success.

**5. Assess and celebrate accomplishments.** Marking and celebrating accomplishments -- no matter how incremental -- give stakeholders a sense of achievement and motivation to continue their efforts. This is extremely important since creating change requires long-term involvement.

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<sup>3</sup> Abstracted from: Families and Work Institute: Community Mobilization Forum [www.familiesandwork.org](http://www.familiesandwork.org)

#### **D. A Checklist<sup>4</sup> for Maintaining Community Mobilization**

Use this checklist as a meeting agenda or simply to help stimulate thinking and/or discussion about how you will maintain the momentum of your initiative.

1. How do/will we continuously acknowledge the efforts of our champions, stakeholders, staff, and leaders, and celebrate the initiative's success?
2. What committees do/should we convene and/or reconvene as tasks are completed and outcomes are accomplished?
3. How do/will we maintain ongoing, effective communication about the vision and outcomes of the initiative **with everyone** involved?
4. What titles and jobs are appropriate for various stakeholders?
5. How do/will we nurture and mentor new leaders and staff?
6. How do/will we achieve a balance between inclusive process and concrete action?
7. How do/will we establish benchmarks and other tools for frequently assessing progress and results?
8. How do/will we assure that our efforts are inclusive and embrace different perspectives and levels of contribution to the process?
9. How do/will we deepen the collaborative culture among initiative partners?
10. How do/will we develop long-range financing strategies to use existing resources more efficiently, and to generate new and enduring resources for our vision?
11. How do/will we create structures that are community-driven and able to maintain the new system?
12. How do/will we communicate our vision, outcomes, strategies, and successes to the community and its stakeholders?
13. How do/will we facilitate ongoing communication with the public and take advantage of positive, and negative, media attention to our cause/issue?

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<sup>4</sup> Abstracted from: Families and Work Institute: Community Mobilization Forum [www.familiesandwork.org](http://www.familiesandwork.org)



## **Appendix 4-B**

# **Community Organizational Assessment Tool**



**Appendix 4-B: Community Organizational Assessment Tool**

This self-assessment instrument can help community governance groups or collaborations to assess the linkages between formal and community systems that support children and families. The self-assessment addresses outcomes of successful linkages by asking about the characteristics of each outcome (see box below).

<p align="center"><b><i>Outcomes (Characteristics) of Stronger Linkages Between Formal Systems and Communities</i></b></p>	<p align="center"><b>Tool Section</b></p>
<p align="center"><b><i>OUTCOME: More inclusive community decision-making</i></b></p> <p>All relevant sectors of the community are engaged and committed: Informal and formal systems, families, youth, community diversity, and public and private sectors.</p> <p>Stakeholders and the larger community are regularly informed and invited to participate.</p>	<p align="center">A</p>
<p align="center"><b><i>OUTCOME: More effective community governance and leadership</i></b></p> <p>Groups use proven techniques for group facilitation, communication, conflict resolution, problem-solving and decision-making, task management, and action.</p> <p>Decisions are informed by knowledge of local conditions and effective approaches.</p> <p>Leadership skills are developed among current and future leaders.</p>	<p align="center">B</p>
<p align="center"><b><i>OUTCOME: Increased monetary and non-monetary resources</i></b></p> <p>Financial resources are redirected and obtained to support community-based systems.</p> <p>Non-financial resources, including time, space, skills, and others are redirected or obtained.</p> <p>All resources are carefully and properly tracked</p> <p>Sustainability of resources, both financial and non-financial, is prioritized and actively pursued.</p>	<p align="center">C</p> <p align="center">D</p>
<p align="center"><b><i>OUTCOME: Improved community-based supports and accountability</i></b></p> <p>Current, representative community data and assessments guide planning and action. Based on these data, priorities are set, desired outcomes are defined, and evidence-based strategies are selected; priorities guide all subsequent decisions.</p> <p>Mutual support, coordination, cooperation, and collaboration characterize the relationships of formal systems and community or informal networks. Supports assure responsiveness to vulnerable populations, as well as diversity and gender equity</p> <p>Performance measurement tracks activities and results, and informs future decisions.</p> <p>Communities advocate for local, state, and national policies that are supportive of community building and family well-being.</p>	<p align="center">E</p> <p align="center">F</p> <p align="center">G</p> <p align="center">H</p>

In each outcome area, read the characteristics described on the survey. How well do these characteristics describe your community collaboration or work group?

Rate the characteristics on this 5-point scale:

1	2	3	4	5
NO				YES
Never				Always
Not at all				Completely

**SCORING:** For each outcome area, calculate the mean score (1-5). Higher scores are more desirable. A community group may add or drop items to better reflect their work or stage of development. However, before an item is dropped carefully consider what it could mean for the community. It may help identify actions that are needed.

<b>A. Inclusive Decision-Making</b>	<b>NO</b> Never..... Not at all..				<b>YES</b> .....Always .....Completely
	1	2	3	4	5
1. Our membership includes representatives of several sectors of the community including: Schools, health care, businesses, faith organizations, social services, and other organizations with missions that are relevant to our goals.	1	2	3	4	5
2. Our membership includes the families and/or individuals, including youth, whom we serve.	1	2	3	4	5
3. Our membership includes leaders and members drawn from our ethnic communities.	1	2	3	4	5
4. Our collaboration actively engages front-line workers in decision-making and design of activities.	1	2	3	4	5
5. Policy leaders of our community have given our collaborative a decision-making role regarding children and families supports in our community.	1	2	3	4	5
6. Agency and individual members of our collaborative have substantial roles in our work; the collaborative is NOT dominated by one or two agencies with other members feeling marginal to the group.	1	2	3	4	5
7. Our collaborative actively seeks ideas, feedback and involvement of community residents and parents in setting priorities and designing activities or programs.	1	2	3	4	5
8. We actively seek ideas, feedback and involvement of formal systems (schools, agencies) in setting priorities and designing activities or programs.	1	2	3	4	5
9. We engage in an annual public review of our work including our activities	1	2	3	4	5

<b>B. Governance and Leadership Development</b>	<b>NO</b>									<b>YES</b>
	Never.....									Always
	Not at all...									Completely
1. Our governance or leadership group participates in <i>communication and group process</i> training so that they can work together effectively.	1	2	3	4	5					
2. Our governance or leadership group participates in required training on key <i>community issues, best practices, and other topics</i> to increase their ability to make informed decisions.	1	2	3	4	5					
3. Our leadership group effectively resolves differences of opinion and other forms of conflict.	1	2	3	4	5					
4. We offer managers, leaders, front-line staff and volunteers with <i>communication and group process</i> training to support their collaborative work.	1	2	3	4	5					
5. We offer managers, leaders, front-line staff and volunteers with training on <i>community issues, best practices, and other topics</i> to support their work.	1	2	3	4	5					
6. Our leaders have contact with their counterparts who are working on similar issues around the state.	1	2	3	4	5					
7. We actively recruit parents, community residents, and youth into leadership roles.	1	2	3	4	5					
8. We actively seek new leaders from among community agencies, businesses, and civic groups.	1	2	3	4	5					
9. We use events, news articles, and other means to regularly communicate with the community regarding our work and community issues.	1	2	3	4	5					

<b>C. Financial Resources</b>	<b>NO</b> Never..... Not at all...				<b>YES</b> ..... Always ..... Completely
1. We financially support initiatives that engage parents, volunteers, youth and/or other community members to support the community or its members.	1	2	3	4	5
2. We track the impact of public budget cuts, or investments, on our community so that we can inform policy-makers about impacts.	1	2	3	4	5
3. Our member agencies have provided new and/or redirected funding to achieve our shared goals.	1	2	3	4	5
4. Our member groups have <i>reallocated</i> existing financial resources to support our community's priorities.	1	2	3	4	5
5. We have a current inventory of funding sources for programs for children and families, broken out by categorical area and sources.	1	2	3	4	5
6. We track items in government and agency budgets that affect children and families, including the budgets of United Way, cities, and school districts.	1	2	3	4	5
7. We pursue only funding opportunities that support our priorities and do <u>not</u> seek other available funding.	1	2	3	4	5
8. We have a multi-year revenue and resource strategy.	1	2	3	4	5
9. We have identified a task group who is responsible to respond to grant opportunities that fit our priorities.	1	2	3	4	5
10. We have <i>obtained new financial resources</i> to support our community's priorities for children and families.	1	2	3	4	5
11. We allocate sufficient resources to support the operational needs of our group.	1	2	3	4	5
12. We use established accounting procedures.	1	2	3	4	5

<p style="text-align: center;"><b>D. Non-Financial Resources</b></p>	NO				YES
	Never..... Not at all...			..... Always	..... Completely
<p>1. We use non-financial resources to support initiatives that engage parents, volunteers, youth and/or other community members.</p>	1	2	3	4	5
<p>2. We have an inventory of non-financial community assets, including space, civic organizations, and other groups.</p>	1	2	3	4	5
<p>3. We seek non-financial resources from throughout our community.</p>	1	2	3	4	5
<p>4. We have succeeded in gaining non-financial resources as part of our program strategies.</p>	1	2	3	4	5
<p>5. We have a multi-year revenue and resource strategy to support our priorities.</p>	1	2	3	4	5
<p>6. We use established accounting procedures to document the value of non-financial resources, including donated time.</p>	1	2	3	4	5

<b>E. Community Supports: Planning and Priorities</b>	<b>NO</b> Never..... Not at all...				<b>YES</b> ..... Always ..... Completely
1. At least every two years, our collaborative examines community data to identify current needs and resources.	1	2	3	4	5
2. Whenever possible, we "disaggregate" data in order to see differences in the needs and resources across racial or ethnic groups, geographic areas, gender, income or other variables.	1	2	3	4	5
3. We use data and other information on community populations to define specific needs for action.	1	2	3	4	5
4. We discuss the potential effect of each action on the most vulnerable and/or lowest income groups and individuals in our community.	1	2	3	4	5
5. We designate specific priority target groups and specific priority outcomes that are relevant to our community.	1	2	3	4	5
6. Once we establish priorities, we focus our energy, resources and activities on those priorities.	1	2	3	4	5
7. If a non-emergency issue arises that is not relevant to our priorities, we refer it to others or limit our action.	1	2	3	4	5
8. We have established some shared goals and outcomes with other community groups and policy initiatives with similar interests.	1	2	3	4	5
9. We share financial and/or other resources with other community groups and policy initiatives with similar interests.	1	2	3	4	5
10. We have merged with one or more other groups or initiatives to create a single collaborative or governing body.	1	2	3	4	5

<p style="text-align: center;"><b>F. Outcomes and Strategies</b></p>	<p><b>NO</b> Never..... Not at all..</p>				<p><b>YES</b> .....Always .....Completely</p>
	1	2	3	4	5
<p>1. We have translated our priorities into specific desired outcomes and strategies to achieve these outcomes.</p>	1	2	3	4	5
<p>2. We develop logic models to clarify and guide program planning.</p>	1	2	3	4	5
<p>3. We look for proven programs and best practice principles in all the activities or programs that we design or fund.</p>	1	2	3	4	5
<p>4. We actively support economic and community development initiatives that can strengthen our community.</p>	1	2	3	4	5
<p>5. We actively support the work of formal services and providers in our community.</p>	1	2	3	4	5
<p>6. We actively support the work of natural helping networks and informal organizations.</p>	1	2	3	4	5
<p>7. We actively link formal systems and providers with natural helping networks and informal organizations.</p>	1	2	3	4	5
<p>8. We financially support programming that engages parents, youth, volunteers and other community members in serving the community and/or community members.</p>	1	2	3	4	5
<p>9. We offer technical assistance, training, or other non-financial support to programming that engages parents, youth, volunteers and other community members in serving the community and/or community members.</p>	1	2	3	4	5

<b>G. Performance Measurement and Accountability</b>	NO Never..... Not at all...				YES .....Always .....Completely
1. We allocate resources to assess how well activities are implemented, including tracking rates of participation.	1	2	3	4	5
2. We follow up on referrals made to agencies to determine if needs are being met.	1	2	3	4	5
3. We require that specific, desired outcomes be defined and tracked for activities we support.	1	2	3	4	5
4. We allocate resources, including technical assistance and training, to support performance measurement and assess progress toward desired outcomes.	1	2	3	4	5
5. We use information from performance measurement to improve efforts and make decisions.	1	2	3	4	5

<b>H. Policy Development: Changing the Rules</b>	NO Never..... Not at all...				YES .....Always .....Completely
1. We identify policy barriers to effective collaborative work across informal and formal systems.	1	2	3	4	5
2. We have developed an action agenda to address policy barriers to linkages between informal and formal systems.	1	2	3	4	5
3. We regularly inform our state legislative delegation of the policy priorities that we support and the actions needed to support our agenda at the local level.	1	2	3	4	5



## **Appendix 4-C**

### **Community Group Member Survey**



## Appendix 4-C: Community Group Member Survey

[www.ag.arizona.edu/fcr/fs/nowg/prodev\\_newlinks/html](http://www.ag.arizona.edu/fcr/fs/nowg/prodev_newlinks/html)

### I. BACKGROUND

A. Name of community group: \_\_\_\_\_ County: \_\_\_\_\_

B. Date group initiated: \_\_\_\_\_(Month)\_\_\_\_\_(Year)

C. Primary focus/purpose of community group (Check ONE):

- |   |  |
|---|--|
| <input type="checkbox"/> a) Alcohol, tobacco, other drugs | <input type="checkbox"/> k) Learning disabilities              |
| <input type="checkbox"/> b) Teen pregnancy                | <input type="checkbox"/> l) Runaway youth                      |
| <input type="checkbox"/> c) Housing                       | <input type="checkbox"/> m) Juvenile justice/delinquency       |
| <input type="checkbox"/> d) HIV/AIDS                      | <input type="checkbox"/> n) School truancy/drop out            |
| <input type="checkbox"/> e) Child abuse and neglect       | <input type="checkbox"/> o) Prevention networks/programs       |
| <input type="checkbox"/> f) Day care                      | <input type="checkbox"/> p) Aging                              |
| <input type="checkbox"/> g) Early childhood education     | <input type="checkbox"/> q) Parenting (or parenting education) |
| <input type="checkbox"/> h) Health                        | <input type="checkbox"/> r) Family violence                    |
| <input type="checkbox"/> i) Nutrition/hunger              | <input type="checkbox"/> s) Family support                     |
| <input type="checkbox"/> j) Eating disorders              | <input type="checkbox"/> t) Other (please name)_____           |

D. Name of program (Check ONE if appropriate):

- |   |  |
|---|--|
| <input type="checkbox"/> a) Youth Futures                   | <input type="checkbox"/> h) Community Health Assessment (APEX) |
| <input type="checkbox"/> b) Teen Assessment Project (TAP)   | <input type="checkbox"/> i) Child Care Coordinators (4 C's)    |
| <input type="checkbox"/> c) School Age Child Care           | <input type="checkbox"/> j) Choices                            |
| <input type="checkbox"/> d) Employee Child Care             | <input type="checkbox"/> k) Alliance for a Drug-Free Wisconsin |
| <input type="checkbox"/> e) School Readiness                | <input type="checkbox"/> l) W2                                 |
| <input type="checkbox"/> f) Family Preservation and Support | <input type="checkbox"/> m) Other (please name)_____           |
| <input type="checkbox"/> g) Goals 2000 (DPI)                | <input type="checkbox"/> n) No program name                    |

E. Date survey distributed: \_\_\_\_\_(Day)\_\_\_\_\_(Month)\_\_\_\_\_(Year)

## II. MEMBER INVOLVEMENT IN THE COMMUNITY GROUP

1. Which of the following *best* describes your community group (check ONE):

- a) Members interact primarily to exchange information and communication.
- b) Members provide helpful resources to support each other's interests and goals; there is some joint planning and activity, but resources are separate.
- c) Members work together on goals that are complementary; there is coordination and some sharing of resources.
- d) Members share a common vision that links diverse interests; actions are jointly created; resources, authority, and decision making are controlled in the group.

2. Who do you *primarily* represent as a member of this group (check ONE):

<input type="checkbox"/> a) Business	<input type="checkbox"/> j) Youth	Social Services Organization: <input type="checkbox"/> p) Public <input type="checkbox"/> q) Tribal <input type="checkbox"/> r) Private, non-profit <input type="checkbox"/> s) Private, for profit <input type="checkbox"/> t) Other
<input type="checkbox"/> b) Law enforcement	<input type="checkbox"/> k) Parent	
<input type="checkbox"/> c) Justice system	<input type="checkbox"/> l) Concerned citizen	
<input type="checkbox"/> d) Elected official	<input type="checkbox"/> m) Senior citizen	
<input type="checkbox"/> e) Health/medical	<input type="checkbox"/> n) Extension	
<input type="checkbox"/> f) Mental health	<input type="checkbox"/> o) Religious organization	
<input type="checkbox"/> g) Child care/Head Start		
<input type="checkbox"/> h) School, PreK-12		
<input type="checkbox"/> i) Higher education		

3. How long have you participated in this community group? \_\_\_\_\_ YEARS \_\_\_\_\_ MONTHS

4. What kind of roles have you played in the past 12 months *and* before then in the community group? (Circle YES or NO in each column for each item.)

	Past 12 Months		Before Then	
a) Attend meetings regularly	YES	NO	YES	NO
b) Talk at meetings (make comments, express ideas, etc.)	YES	NO	YES	NO
c) Serve as a member of a committee	YES	NO	YES	NO
d) Work for the community group outside of meetings	YES	NO	YES	NO
e) Help organize activities (other than meetings)	YES	NO	YES	NO
f) Direct the implementation of a particular program	YES	NO	YES	NO
g) Chair/lead a committee or sub-group	YES	NO	YES	NO
h) Service as an officer other than chair (e.g., treasurer, secretary)	YES	NO	YES	NO
i) Chair/co-chair the entire group	YES	NO	YES	NO

5. Which of the following *best* describes your current situation as a participant in this community group (check ONE):
- a) I am a volunteer
  - b) I receive a salary, paid with regular salary dollars from my agency.
  - c) I receive a salary and part comes from funds designated for the group's work.
  - d) I am a paid consultant.
  - e) Other \_\_\_\_\_
6. During the past 12 months about how many hours, *in an average month*, have you given to the community group carrying out the following activities (including face-to-face and phone contacts). Please fill in the number of hours for each activity.
- a) hours for regular community group meetings
  - b) hours for subcommittee work outside of meetings
  - c) hours for group sponsored activities outside of meetings
  - d) hours for preparation for meetings or activities
  - e) hours for administration, paperwork
  - f) hours for networking and communicating outside of meetings
  - g) hours in facilitating group process
  - h) hours in teaching subject matter
  - i) hours in fund raising, including grant writing
  - j) Other activities not mentioned above. Please list \_\_\_\_\_

***End of Part II. Survey continues at top of next page.***

### III. IMPACT OF GROUP ON MEMBERS

7. Your participation in this community group may have influenced your personal knowledge, beliefs or skills. Please indicate this group's **IMPACT ON YOU** by rating each item below on a scale from 1 (low impact) to 5 (high impact). Circle the number which best describes your position. If you are uncertain about any of these effects, or if it is too early to assess the group's particular impact on you, please circle U. If the item does not apply to you or your group, and probably never will, circle N/A in the last column.

To what extent did the community group have an **IMPACT ON YOU** in terms of...

	IMPACT					Uncertain	N/A
	LOW			HIGH			
a) My understanding of community needs and assets ....1	2	3	4	5	U	N/A	
b) My knowledge of community resources .....1	2	3	4	5	U	N/A	
c) My sense that together we can make a difference...1	2	3	4	5	U	N/A	
d) My knowledge of responses to community issues .....1	2	3	4	5	U	N/A	
e) My ability to conduct a needs/assets assessment .....1	2	3	4	5	U	N/A	
f) My ability to design and implement action plans .....1	2	3	4	5	U	N/A	
g) My ability to evaluate progress and results.....1	2	3	4	5	U	N/A	
h) My ability to write grants or generate resources.....1	2	3	4	5	U	N/A	
i) My understanding of others' perspectives .....1	2	3	4	5	U	N/A	
j) My ability to work with others .....1	2	3	4	5	U	N/A	
k) My understanding of group processes .....1	2	3	4	5	U	N/A	
l) My ability to communicate effectively in a group .....1	2	3	4	5	U	N/A	
m) My ability to help resolve group conflict .....1	2	3	4	5	U	N/A	
n) My ability to help a group achieve its goals .....1	2	3	4	5	U	N/A	
o) My leadership ability .....1	2	3	4	5	U	N/A	
p) My skills to influence local policies.....1	2	3	4	5	U	N/A	
q) My ability to help solve community problems.....1	2	3	4	5	U	N/A	
r) Other (please specify)_____							

8. What is the greatest impact that working in this community group has had on **YOU** as an individual?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**IV. GROUP FUNCTIONING**

9. What a group accomplishes is often dependent upon how the group functions. Think about the way your group works and how effective you think the group is in the following ways. Please rate each item from 1 [low] to 5 [high] by circling the number which *best* describes your position. Circle U if you are uncertain or can't answer.

<b>Effectiveness of group in</b>	<u>Low</u>	<u>Moderate</u>	<u>High</u>	<u>Uncertain</u>		
a) Bringing together parties with an interest in the issue.....	1	2	3	4	5	U
b) Listening to minority views.....	1	2	3	4	5	U
c) Creating mutual respect, understanding and trust within the group .....	1	2	3	4	5	U
d) Building a clear mission (members know where the group is headed).....	1	2	3	4	5	U
e) Developing group operating procedures (setting up subcommittees, rules, structures) .....	1	2	3	4	5	U
f) Communicating the interests and views of all parties.....	1	2	3	4	5	U
g) Doing effective planning (assess needs/ assets, set goals, develop plan.....	1	2	3	4	5	U
h) Providing effective leadership .....	1	2	3	4	5	U
i) Making inter-organizational linkages .....	1	2	3	4	5	U
j) Conducting meetings that accomplish what is necessary.....	1	2	3	4	5	U
k) Securing adequate resources so group can do its work.....	1	2	3	4	5	U
l) Involving volunteers .....	1	2	3	4	5	U
m) Carrying out planned actions.....	1	2	3	4	5	U
n) Making decisions accepted by all parties ...	1	2	3	4	5	U
o) Facilitating compromise when needed to further progress.....	1	2	3	4	5	U
p) Resolving conflict within group .....	1	2	3	4	5	U
q) Communicating with external constituencies .....	1	2	3	4	5	U
r) Gaining support from other organizations .....	1	2	3	4	5	U
s) Retiring and adding new members .....	1	2	3	4	5	U
t) Orienting new members .....	1	2	3	4	5	U
u) Celebrating progress.....	1	2	3	4	5	U
v) Identifying and using members' resources.....	1	2	3	4	5	U
w) Providing for training of members as appropriate .....	1	2	3	4	5	U
x) Reviewing, reflecting, and evaluating to assure progress and results .....	1	2	3	4	5	U
y) Communicating progress and achievement	1	2	3	4	5	U
z) Developing capacity to sustain efforts	1	2	3	4	5	U

10. Please indicate your perceptions about the group as follows, using a 5-point scale from "Infrequently" (1) to "All the time" (5). Circle the number which *best* describes your position.

	Infrequently		Sometimes		All the Time
a) My viewpoint is heard.....	1	2	3	4	5
b) I am viewed as a valued member .....	1	2	3	4	5
c) I feel comfortable in the group .....	1	2	3	4	5
d) I am satisfied with the group's progress.....	1	2	3	4	5

**V. IMPACT OF GROUP ON OTHERS**

11. Listed below are various results that community groups may achieve that affect individuals, families, agencies and communities. These results may, or may not, be relevant to your community group.

For each item, Circle 1 if this is something that is not likely to be accomplished; circle 2 if this is something the group plans to work on in the future; circle 3 if the group is currently working on this; and circle 4 if your group has accomplished this already. Circle N/A if this is something that does not apply to your group.

As a result of our group...

	Not Likely	Plan To Work On	Working On	Has Been Done	Doesn't Apply
<b>Involvement of People:</b>					
a) People are now working together on this community issue.....	1	2	3	4	N/A
b) More residents are actively involved in this issue .....	1	2	3	4	N/A
c) Different, new faces, are involved.....	1	2	3	4	N/A
d) New group(s) have formed to address the need/issue .....	1	2	3	4	N/A
e) All key stakeholders and interests are represented .....	1	2	3	4	N/A
f) Consumers/clients/beneficiaries are involved ....	1	2	3	4	N/A
g) Community-wide awareness of the issue has increased .....	1	2	3	4	N/A
h) There is greater public support for the issue ....	1	2	3	4	N/A
<b>Planning:</b>					
i) Community planning is more systematic and comprehensive.....	1	2	3	4	N/A
j) Results of community planning are used to determine priorities and allocate resources ...	1	2	3	4	N/A
k) Planning results are shared among community groups .....	1	2	3	4	N/A
l) Planning has led to better targeting of services and programs .....	1	2	3	4	N/A

As a result of our group...	Not Likely	Plan To Work On	Working On	Has Been Done	Doesn't Apply
<b>Capacities:</b>					
m) Individuals' knowledge and skills have been increased .....	1	2	3	4	N/A
n) People are better equipped to work collectively on community issues .....	1	2	3	4	N/A
o) Individuals have developed skills transferable to other situations .....	1	2	3	4	N/A
p) People are optimistic there is the feeling..... that together we can make a difference.....	1	2	3	4	N/A
q) Our community group has become incorporated .....	1	2	3	4	N/A
r) New/improved networks and relationships have been built among groups, agencies and businesses .....	1	2	3	4	N/A
s) Organizations are working together more effectively on community issues .....	1	2	3	4	N/A
<b>Resources: (time, money, materials, staff, space, other)</b>					
t) Resources are shared among groups/ organizations .....	1	2	3	4	N/A
u) Existing resources have been realigned.....	1	2	3	4	N/A
v) Grants have been written .....	1	2	3	4	N/A
v) There is increased funding in the community..	1	2	3	4	N/A
w) We are able to influence budget/funding decisions .....	1	2	3	4	N/A
<b>Services and/or Programs:</b>					
y) Services/programs have improved .....	1	2	3	4	N/A
z) New services have been created .....	1	2	3	4	N/A
A) Service delivery system has been redesigned	1	2	3	4	N/A
B) Service delivery is more efficient.....	1	2	3	4	N/A
C) Services/programs are more affordable.....	1	2	3	4	N/A
D) Services/programs are more available.....	1	2	3	4	N/A
E) Accessibility to services and programs has improved .....	1	2	3	4	N/A
F) Underserved groups have increased their use of services.....	1	2	3	4	N/A
G) There is less duplication.....	1	2	3	4	N/A
<b>Public Policy:</b>					
H) Policies, rules, or laws have been evaluated.....	1	2	3	4	N/A
I) Policies, rules, or laws have been changed.....	1	2	3	4	N/A
J) New policies, rules, or laws have been implemented.....	1	2	3	4	N/A

As a result of our group...

	Not Likely	Plan To Work On	Working On	Has Been Done	Doesn't Apply
<b>Conditions in our Community:</b>					
K) People are better off in our community.....	1	2	3	4	N/A
L) There is an increased understanding of community needs .....	1	2	3	4	N/A
M) People share a common direction for our community.....	1	2	3	4	N/A
N) People have an increased sense of community.	1	2	3	4	N/A
O) There is increased local responsibility for community concerns.....	1	2	3	4	N/A
P) People have been encouraged to have a voice and use it .....	1	2	3	4	N/A
Q) The needs that gave rise to our group have been resolved .....	1	2	3	4	N/A

12. What do you think is the **greatest** impact that this community group has had on the community to date?

13. To what extent has this group benefited your community (circle ONE):

a) No benefit yet     b) Little benefit     c) Moderate benefit     d) Much benefit

14. In your opinion, what could be done to improve the group's effectiveness?

15. What do you think has been Extension's major contribution to this group thus far?

**Appendix 4-D**

**Effective Practices for In Kind Cost  
Documentation**



## **Appendix 4-D: Effective Practices for In Kind Cost Documentation**

[http://epicenter.etr.org/site/find/PracSearch.taf?\\_function=fulltext&Layout\\_0\\_uid1=33270](http://epicenter.etr.org/site/find/PracSearch.taf?_function=fulltext&Layout_0_uid1=33270)

- Develop an efficient financial management system from the outset that maintains individual accounts for both federal and grantee share that report expenses consistent with the format of the program budget.
- Determine the value of in-kind contributions such as services, material, equipment, building, and land. To decide the appropriate value of goods or services, consider what the cost would be if the goods or services were not donated.
- Recognize that in-kind donations include any non-cash donation including corporate loaned executives; meetings held in donated spaces; government or college interns and/or fellows; corporations or municipalities that donate supplies for projects; landlords who donate space or discount rent.
- Document in-kind contributions using the same standards as other expenditures.
- Record in-kind contributions as both revenues and expenses in the *General Ledger* and all internal and external reports.
- Give the donor a receipt signed by the donor that includes the donor's name, date of donation, description of the item or service, and the estimated value. Keep a copy of the donor receipt for your files.
- Retain financial records for three years from the date of submission.
- Goods and services that have been correctly documented and are necessary to accomplish the program's goals and activities may be used as a match.



## **Appendix 4-E**

### **Checklist of Best Practice Principles for Community Supports and Accountability**



## Appendix 4-E

### A Checklist for Best Practices for Community Supports and Accountability

This checklist addresses best practice principles that are associated with more positive outcomes in community based supports and accountability. To complete this assessment, think about a specific program or support and rate it relative to how well each principle is reflected in the program or support. Make a NOTE of your reason for each rating. These notes can help you plan for better use of best practices.

**1 = NO! NOT AT ALL      TO      5 = YES! COMPLETELY**  
Higher scores indicate more intense use of best practice principles.

<b>Best Practice Principles</b>	<b>NO!</b>				<b>YES!</b>
Planning and action is based on information from community assessments.	1	2	3	4	5
NOTE:					
Measurable outcomes are defined for this program or initiative.	1	2	3	4	5
NOTE:					
Evidence-based strategies are used.	1	2	3	4	5
NOTE:					
The program incorporates the principles of family empowerment and support.	1	2	3	4	5
NOTE:					
The program incorporates the principles of cultural competency.	1	2	3	4	5
NOTE:					
The program incorporates the principles of gender equity.	1	2	3	4	5
NOTE:					
Performance measurement is in place to track activities, outputs, and outcome.	1	2	3	4	5
NOTE:					
Performance measurement information is used to improve service.	1	2	3	4	5
NOTE:					



## **Appendix 4-F**

### **Community Safety Net Collaboration Survey**



## **Appendix 4-F: Community Safety Net Collaboration Survey**

This one page survey is adapted from one used across Oregon by the *Community Safety Net* projects. The survey asks respondents to assess the operations and impacts of a community collaborative group in which they are members.

Items 1 through 5 address the generally **desirable characteristics of collaboration**, such as a clear purpose, representation of diverse sectors of the community, and shared leadership.

Items 6 through 11 assess perceptions of the possible **outcomes of collaboration**, including reduced duplication, increased linkages across services and supports, and expanded services and supports.

The survey could be adapted to particular collaborative efforts by

- **Naming and/or describing a particular collaborative group**
- **Adding questions that describe specific aspects or outcomes** targeted by a particular collaboration (such as "increased dollar resources invested in supports for families," "increased shared training resources" or "increased use of volunteers in community programs")
- **Dropping questions that are not relevant** to a particular collaboration.

### Appendix 4-F: Community Safety Net Collaboration Survey

Think about your experiences with \_\_\_\_\_ (name and/or describe the collaboration; for example, the "Community Safety Net" or the "collaboration to expand parent education in Corvallis"). For each statement, please **CIRCLE** the number that is closest to your feelings about this group.

This collaboration has:	NO!	no	mixed	yes	YES!
1. A clear purpose, roles, and responsibilities that are known to agencies in the community.	1	2	3	4	5
2. Led to greater networking and exchange of information among members.	1	2	3	4	5
3. Brought together people/organizations who would not have worked together otherwise.	1	2	3	4	5
4. Included community members, organizations and agencies that are representative of diverse sectors of our community.	1	2	3	4	5
5. Shared leadership among community members, parents, and professionals.	1	2	3	4	5
6. Expanded linkages between service agencies and community organizations and groups.	1	2	3	4	5
7. Has increased public awareness of the needs of children, youth, and families and of the supports available to them.	1	2	3	4	5
8. Resulted in formal agreements that increase the integration of local services and supports.	1	2	3	4	5
9. Successfully reduced duplication of services and supports through increased coordination.	1	2	3	4	5
10. Resulted in new or expanded supports or services for families in our community.	1	2	3	4	5
11. Has directly benefited families in our community.	1	2	3	4	5

- 12. What is the best thing about this collaboration from your perspective?
- 13. What could be done to improve the collaboration?

**YOUR ROLE IN THIS COLLABORATION**

Please CHECK the ONE BEST description for your role in the collaboration:

- Parent       Home visitor       Parent educator       Coordinator       Committee member
- Agency partner     OTHER: \_\_\_\_\_

**Thank you for your participation!**



## **Appendix 4-G**

# **Community Collaboration Checklist**



### Appendix 4-G: Community Collaboration Checklist

Name of Collaboration \_\_\_\_\_

Person completing checklist \_\_\_\_\_ Date \_\_\_\_\_

1.	Does the collaborative partnership possess <i>delegated, legitimate decision-making authority</i> from all member organizations?					
	Yes/Well done					No/Not at all
	1	2	3	4		5
2.	Is the partnership <i>representative</i> of the broader community, i.e., including education and social service professionals, parents, business people, members of the faith community, and representatives of diverse groups?					
	Yes/Well done					No/Not at all
	1	2	3	4		5
3.	Is someone assigned to staff the collaborative partnership (meeting organization, minutes, research, reports, etc.)?					
	Yes/Well done					No/Not at all
	1	2	3	4		5
4.	Does the partnership have, and use in decisions, information on the strengths and needs of the community to use as a basis for decisions?					
	Yes/Well done					No/Not at all
	1	2	3	4		5
5.	Has the partnership articulated common mission and vision statements that all stakeholders support?					
	Yes/Well done					No/Not at all
	1	2	3	4		5
6.	Has the partnership developed a written "action plan" which includes its goals, objectives, and strategies for at least the next 12 months?					
	Yes/Well done					No/Not at all
	1	2	3	4		5

7.	Has each partner organization submitted a "letter of commitment" which specifies the organization's interests, potential contributions (connections, expertise, and/or dollars), time commitments, and how much decision-making authority is delegated to the organization's representative?				
	Yes/Well done				No/Not at all
	1	2	3	4	5
8.	Have the partner organizations developed understandings around shared leadership, clarifying how decisions will be made?				
	Yes/Well done				No/Not at all
	1	2	3	4	5
9.	Is each partner aware of what the other partners' self-interests are?				
	Yes/Well done				No/Not at all
	1	2	3	4	5
10.	Has the partnership developed protocols which describe formal and informal communication processes, including conflict resolution?				
	Yes/Well done				No/Not at all
	1	2	3	4	5
11.	If the partners' plans to integrate services (welfare, mental health/counseling, juvenile justice, housing/shelter, etc.), have the partners determined how to streamline procedures for eligibility, client forms, confidentiality, and case management?				
	Yes/Well done				No/Not at all
	1	2	3	4	5

**YOUR ROLE IN THIS COLLABORATION**

Please CHECK the ONE BEST description for your role in the collaboration:

- Parent     
  Home visitor     
  Parent educator     
  Coordinator  
 Committee member     
  Agency partner     
  OTHER: \_\_\_\_\_

**Thank you for your participation!**