Community Engagement
LESSON PLAN

LESSON TITLE: Community Engagement- Part IV

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DATE: April 2012

MODULE OVERVIEW:

Introduce yourself and tell the participants a little about your involvement in working with communities both as an employee of NYC Probation and as a community member in your home community. Tell participants that this lesson will assist them in learning a more about community engagement by looking at a model for successful community collaboration to solve large social problems.

TIME FRAME	PARAMETERS
Time: 2- 2.5hours	Audience: Justice Professionals Number: 15-20 Space: Chairs at tables in a U shape or chairs around tables allowing for 4-5 people at each.

LEARNING OBJECTIVES:	EVALUATION TECHNIQUES
At the end of this module participants will be able to: • Participants will be able to define collective impact. • Participants will understand the five (5) Conditions for Collective Success. • Participants will be able to use a Community Engagement Planning Tool.	• Trainer's observation of participation levels • Participant questions and feedback

INSTRUCTOR MATERIALS

Lesson Plan
Slide Show
Exercises

EQUIPMENT/SUPPLIES NEEDED

Easel pad & stands
Markers
Masking tape
Cardboard tents for name cards
Computer & LCD
Overhead projector
Projector screen

METHODS/TECHNIQUES

Lecture
Large group discussion
Small group assignments and reporting

REFERENCES

"Collective Impact". Kania, John and Kramer, Mark. Stanford Social Innovation Review; Winter, 2011.

"Channeling Change: Making Collective Impact Work". Hanleybrown, Fay, Kania, John, and Kramer, Mark. Stanford Social Innovation Review; Spring, 2012.

TITLE: Community Engagement- Part IV	
TRAINER NOTES	**PRESENTATION GUIDE**
INSTRUCTOR	I**ntroduce** yourself (if you are a new instructor for this session) and tell the participants a little about your involvement in working with communities both as an employee of NYC Probation and as a community member in your home community. **Tell** participants that this lesson will assist them in learning a more about community engagement by looking at a model for successful community collaboration to solve large social problems. **Remind** participants that we are learning about ways to engage community to work on areas of common concern that will make communities safer and lead to more productive outcomes for our clients. Tell them that we have explored community, learned about the eight (8) Stages of Change and how they apply to community engagement, and looked at a model of phases for community engagement and a model to follow to produce successful community collaboration. This lesson will explore how to increase the impact of successful community collaborations. **Explain** that many of the activities and discussions of topics will happen in small groups, so it is helpful to know their fellow participants. **Remind** participants to examine and think about what is new or doesn't initially make sense, and then decide if it helps them to do their work in a way which makes them proud. We would like to proceed as explorers together seeking a good way to make a contribution to the world we live in.
 #4.2: Learning Objectives	**Introduce** the learning objectives using the power point slide: <table><tr><td>**Learning Objectives:** At the end of this module participants will be able to: • Participants will be able to define collective impact. • Participants will understand the five (5) Conditions for Collective Success. • Participants will be able to use a Community Engagement Planning Tool</td></tr></table> **Ask** for any questions before continuing with the lesson.

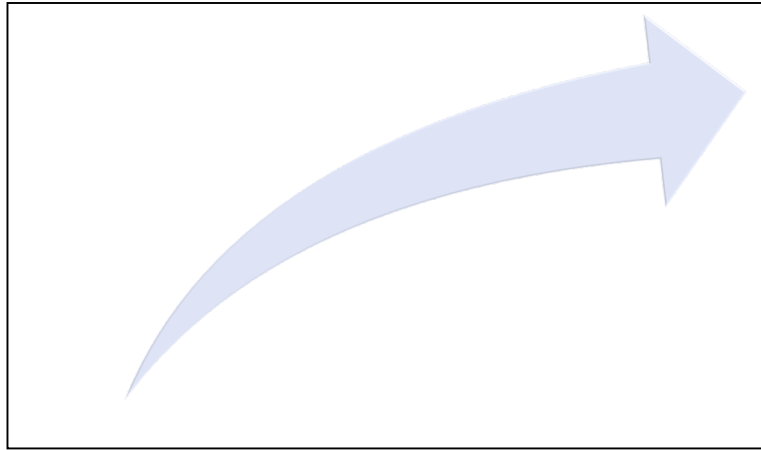|	
#4.3: Community Collaboration	Tell participants that we will begin this lesson by looking at the what, why and how of community engagement and community collaboration. Explain that the terms engagement and collaboration are used in an interchangeable fashion in this context.
# 4.4:What???	Review slide 4.4: What???? **Inform** participants that community engagement is centered in mutual decision making processes. **Review** the slide pointing out that this is the beginning point for several processes: policies, services, projects or any effort that involves community as well as government and private entities. <table><tr><td>• Community Engagement is about involving the community in decision making processes that are critical in the development of policies, services and projects that involve the community, government and private entities.</td></tr></table>
#4.5: Why???	**Tell** the class that we need to understand why we want to engage the community in collaborative efforts. **Display** the slide and **tell** the participants that community collaboration is part of the solution to assist us in reaching our goals and mission. <table><tr><td>• Justice agencies work for the public..the communities…. • For our clients and for us to succeed, we need community to assist our clients in being law abiding, contributing members of the community. • Communities are formed of victims, offenders and citizens…these are our customers.</td></tr></table> **Discuss** with participants that every stakeholder in the justice process is also a community member. Remind them that as publically funded employees we work for all community members not just our clients.

 #4.6: How	**Display** slide 4.6: How **Review** the slide. Remind the participants that this is the model for phases of community engagement that we learned in the last lesson. This model informs the how of community engagement.
 #4.7: Increasing the Levels of Community Input	**Tell** the class that if we look at the goals and promises of each of these phases we have a good map of how to increase the levels of community input into community collaboration. **Review** the information on the slide. **Ask** the class if the examples make sense and if they can see moving towards this matrix of increasing input from community.
 #4.8: Exercise	**Display** slide 4.8: Exercise - Think of an experience you have had that was collaborative…may be from any part of your life. - Describe the what, why and how - Determine if the collaboration was successful and met its stated goal(s). - What factors made it successful? - Be prepared to share with others…. **Ask** participants to work on the exercise at their tables. **Ask** each participant to share an experience. **Instruct** the table to chose one of these collaborative experiences and describe the what, why and how of the experience.

	Ask each table to determine if the collaboration was successful and what made it successful.
	Tell each group to select someone to report out for their table.
	Give the class approximately 15 minutes to complete the exercise.
	Ask each table to report out. Discuss if the examples clearly followed the model.
	Tell participants that there has been an increasing interest in community collaborative efforts to impact large social issues such as education, recidivism, human trafficking and public health concerns.
	Researchers at the Foundation Strategy Group, a non-profit dedicated to solving social issues, have defined best practice of community engagement and collaboration. They have termed this practice "collective impact". To assist us in learning more about community engagement, we are going to explore their findings.
	Display slide 4.9: Collective Impact: A Model for Modern Collaboration.
#4.9: Collective Impact: A Model for Modern Collaboration	
#4.10: Collective Impact	Tell the class that Collective Impact has been defined. Display slide 4.10: Collective Impact and review the definition. Definition: the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem."
	Ask the class if they are aware of any examples of community engagement that would demonstrate this definition. It is likely that the class will not have an example. **Acknowledge** that it is rare to see community empowered at this level. Tell the class that there is a sterling example of collective impact in NYC. It is the Harlem Children's Zone.
	Ask if any participants are familiar with this effort. If so ask

them to share what they know.

If not, **share** the following:

 In the early 1990s, Harlem Children's Zone (HCZ) ran a pilot project that brought a range of support services to a single block. The idea was to address all the problems that poor families were facing: from crumbling apartments to failing schools, from violent crime to chronic health problems.

HCZ created a 10-year business plan, then to ensure its best-practice programs were operating as planned; HCZ was in the vanguard of nonprofits that began carefully evaluating and tracking the results of their work. Those evaluation results enabled staff to see if programs were achieving their objectives and to take corrective actions if they were not.

In 1997, the agency began a network of programs for a 24-block area: the Harlem Children's Zone Project. In 2007, the Zone Project grew to almost 100 blocks. Today the Children's Zone® serves more than 8,000 children and 6,000 adults. Overall, the organization serves more than 10,000 children and more than 7,400 adults. The FY 2010 budget for the agency overall is over $75 million.

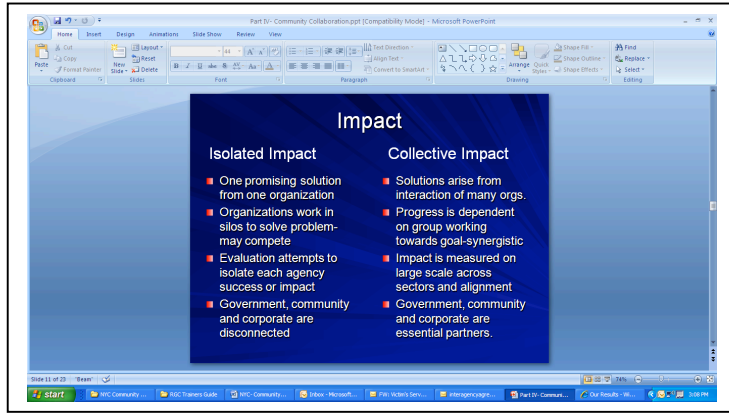The outcomes reached by this collective impact effort by HCZ include:

- Of the 190 four-year-olds that entered the Harlem Gems in the 2009-2010 school year, 16.5% had a school readiness classification of delayed or very delayed. By the end of the year, there were no students classified as "very delayed" and the percentage of "advanced" had gone from 21.3% to 41.6%, with another 6.8% at "very advanced," up from 2.1%. 99.5% of students attained a school readiness classification of average or above.

- Over 84% of Promise Academy II's students scored at or above grade level in ELA, outperforming on average their counterparts in New York State, New York City and District 5, as well as black students in New York City

- In 2008, 93% of Promise Academy High School ninth graders passed the state-wide Algebra Regents exam.

- 97% of TRUCE seniors graduated from high school by August 2010; 100% of seniors applied to college and all of these students were accepted into at least one school.

 These are only a few of the outcomes. **Ask** participants if they feel these outcomes could have been reached without effective community engagement and collaboration?

 #4.11: Impact	Show Slide 4.11: Impact. **Ask** participants to compare the two columns. **Discuss** if collective impact seems to promise better outcomes for our efforts in community. **Display** slide 4.12: Outcome.
 #4.12: Outcome	 Collective impact initiatives provide a structure for cross sector leaders to forge a common agenda for solving a specific social problem. **Tell** participants that working collectively across all entities in a community to include the community residents allows the focus on many on a common agenda to solve an agreed on problem. In other words, collective impact is a strategy to get more bang for our buck and our efforts.
15 minutes	**BREAK**
 #4.13: Five Conditions for Collective Success	**Display** slide 4.13: Five Conditions for Collective Success. 1. Common Agenda 2. Shared Measurement Systems 3. Mutually Reinforcing Activities 4. Continuous Communication 5. Backbone Support Organization **Tell** participants that there are five conditions for collective success. **Review** the conditions. **Tell** the class that we will look at each of these conditions individually.

#4.14-4.15: Common Agenda	**Display** slide 4.14: 1. Common Agenda. Review the slide. • Organizations may have views through different lens but in collective impact these are discussed and resolved to a common vision. • Agreement is critical on the primary goals the initiative will undertake to resolve the problem. • Organizations may have views through different lens but in collective impact these are discussed and resolved to a common vision. • Agreement is critical on the primary goals the initiative will undertake to resolve the problem. **Ask** participants what NYC Probation would consider the primary reason for clients to remain unemployed. Solicit answers from the class and **record** on easel chart. Next, **ask** what clients would consider the primary reason for their unemployment. Again solicit answers from the class and **record** on easel chart. Finally, **ask** what employers would consider the primary reason for client unemployment. Again solicit answers from the class and **record** on easel chart. **Compare** the answers and note the differences between the viewpoints. **Inform** the class that when we work to solve large social issues such as unemployment, these differing viewpoints can prevent us from achieving our goals. Collective impact would ask us to resolve these differing viewpoints into a common vision that we all agree to work towards.
# 4.16: Shared Measurement System	**Display** slide 4.16: Shared Measurement System. • A share measurement system is essential to reach collective impact. • The measurement system is designed to measure success of all efforts. • Collection of data and measuring results consistently on a short list of indicators at the community level is the goal and allows for alignment and accountability

	Tell participants that this is an area that can be difficult when working with government agencies, non-profits and community organizations and individuals. Often agencies have different data gathering systems that are computerized and that cannot share information with each other. Additionally, there may be confidentiality concerns regarding shared information. The solution to these problems is first agreeing on the data that is needed to measure the success of the collaborative efforts and then to develop a memorandum of agreement that allows these data sets to be shared. Often, one agency in the group will need to take on the role of collecting and analyzing the information. In the best of circumstances this tasks can be sourced by an independent research organization. **Remind** participants that it is critical to limit the data collection to short list of indicators at the community level that allows for alignment and accountability
 # 4.17-4.18: Mutual Reinforcing Activities	**Review** the slide and **ask** the class if they have had the experience of working in a community partnership or collaboration that developed a method of mutually reinforcing activities. <table><tr><td>• Diverse stakeholders work together by encouraging each stakeholder to take specific tasks that is in its expertise and supports the common goal(s). • These tasks are supported and coordinated with the tasks of others and are goal focused. • The power of collective impact is derived from the coordination of differentiated activities through a mutually reinforcing plan of action. • Each stakeholder's activities must fit into the overarching plan if they are to succeed.</td></tr></table> If there are example(s) from the class, encourage the participant(s) to share the experience(s). If not, share an example of your own or use the following: Many of you have been involved in sports team either as a player or as the parent of a player. This is a story from a small rural community that had a strong desire for a community stadium for their local sports teams. Until this effort, the school football teams had to play as the visitor in other communities and all other local sports activities were held on a local field

with no lights limiting the team's participation in regional and state events.

The Booster Club of the High School Football Team decided to begin an effort to build a local stadium. These parents began holding fund raisers. After a year of efforts, they had raised about $2,500.00 dollars. The local weekly newspaper ran an article on their efforts and praised them for raising so much money.

This article led to a number of adult community organizations committing to the cause. The Rotary Club, Jaycees and Jaycettes, the local Boys and Girls Club and others began working with the Booster Club to raise dollars for the stadium. Each of these organizations began their own fund raising efforts. In a short period of time, it became clear that these uncoordinated efforts were not succeeding. The same citizens were being asked multiple times to contribute to multiple organizations for a stadium. Each organization had a slightly different vision of how the stadium would be used.

Fortunately, the director of the Boys and Girls Club recognized the problem and asked each involved organization to select one member to serve on a steering committee. This committee developed a common vision and a memorandum of agreement for the stadium. Each organization had an opportunity to have input and signed on to the MOA. The steering committee then coordinated efforts and developed a written action plan to guide their efforts. This documentation allowed the collaborative to apply for and receive a state grant to partially fund the stadium. Ultimately, this small rural community raised $125,000 to match the grant funds and built a great stadium for their community allowing their sports teams to compete at regional and state levels.

Without the development of the steering committee and the action plan, efforts may have never resulted in the desired outcome.

Ask if there are any questions before continuing with the lesson.

  #4.19: Continuous Communication	**Review** slide 4.19: Continuous Communication and tell participants that this area is critical to the success of collective impact and community collaboration. <table><tr><td>• Developing trust among stakeholders with different missions is difficult. Communication that is consistent, transparent and inclusive is important. • Development of a common vocabulary takes time…think alphabet soup. • Understanding each stakeholder's agenda takes dedicated listening.</td></tr></table> **Remind** staff that communication is the life blood of every organization. **Ask** if any of them have had the experience of learning of a job change or new job responsibility second hand rather than through their supervision line. **Ask** if others have heard gossip of organizational changes before actual changes were announced. **Ask** if these were positive experiences. In fact, lack of communication leads to mistrust and negatively impacts reaching established organizational goals. When this failure to communicate happens across multiple agencies in a community collaboration, it is almost impossible to reach community collaborative goals. **Tell** staff that communication is critical to community engagement and collaboration. **Ask** for questions or comments.
  # 4.20: Backbone Support Organization	**Display** slide 4.20: Backbone Support Organization. <table><tr><td>• Creating and managing collective impact requires one organization that provides coordination, communication, facilitation, technology support, data collection and reporting and evaluation. • Dedicated staff with specific skill sets: project management, data management and facilitation</td></tr></table> Tell class that in collaboratives, all entities are busy with their own assigned work that supports their agencies. The collaboration needs an organization whose main focus is to provide the support for the efforts of the collaborative while collecting need data sets, conducting evaluation and managing resources for all of the involved partners.

 #4.21: Outcomes for Collective Impact	Display slide 4.21: Outcomes for Collective Impact. Outcomes for Collective Impact

<table>
<tr><td>

No single organization or sector can solve complex social issues
Engage with corporations and government
Redefine your role within a larger context for impact
Coordinate agendas with other partner organizations to reinforce activities
Communicate regularly and openly with collaborators
Collect and analyze relevant
data for shared measurement

</td>
<td>

Focus on the overall issue, not individual organizations
Engage with corporations and government
Pay attention to the relationships between organizations
Think about long term process and gradual impact rather than short term solutions
Build knowledge and alignment through shared measurement regular meetings, and a backbone organization

</td></tr>
</table>

Ask the participants to note the large number of mutually beneficial outcomes that can be achieved through collective impact.

Ask class if this seems a good model to consider in community engagement. **Discuss** their answers. **Ask** for concerns about the model.

Display slide 4.22: Collective Impact: The Future.

> If successful, this new approach will enable a methodology for solving large scale serious social problems with resources we already have at our disposal.

#4.22: Collective Impact: The Future

Tell the class, that this wraps up our exploration of collective impact, collaboration and community engagement. To summarize our learning, we are going to complete one last exercise.

#4.23: Community Engagement Planning Tool **Exercise**: *Community Engagement Planning Tool* NOTE: You will need to have a copy of this handout for each participant. NOTE: A copy of the *Community Engagement Planning Tool* can be found at the end of the Lesson Plan.	**Display** 4.23: Community Engagement Planning Tool. • Consider what you have learned about community engagement, community collaboration and collective impact. • With your group, plan the first 3 steps of engaging a new community in opening a NeOn Office. • You will need to chose the first 3 goals, and forecast the rest of the items. • Be sure to set your priorities. **Give** each participant a copy of the handout Community Engagement Planning Tool found at the end of the lesson plan. **Ask** each table to complete the tasks on slide 4.24: Community Engagement Planning Tool and tell them they have 30 minutes. T**ell** each table to select a spokesperson. After 30 minutes, have each table **report** out. **Conclusion:** **Ask** for final questions or comments. **Give** the participants information that will allow them to contact you with future questions. **Thank** the participants for the attention during the class and ask them to complete the class evaluation. **Collect** evaluation and **dismiss** the class.

HANDOUTS

Community Engagement Planning Tool

AIMS:
1. **What do you want to achieve- your goal?**
2. **What are the main issues to address to reach your goal?**
3. **What community is involved? Who are the Leaders in that community?**

GOAL	ACTIONS NEEDED	WHO IS LEAD AGENCY OR PERSON	WHO IS NEEDED- THE PLAYERS	TIME LINE DUE DATE	PRIORITY