What We Believe about Poverty

Poverty is a complex problem.

It requires long-term and multi-faceted strategies that integrate agency and community resources.

Stabilization is a first step on the continuum toward self-sufficiency.

Community stakeholders, particularly those with a low-income, best know their community's needs.
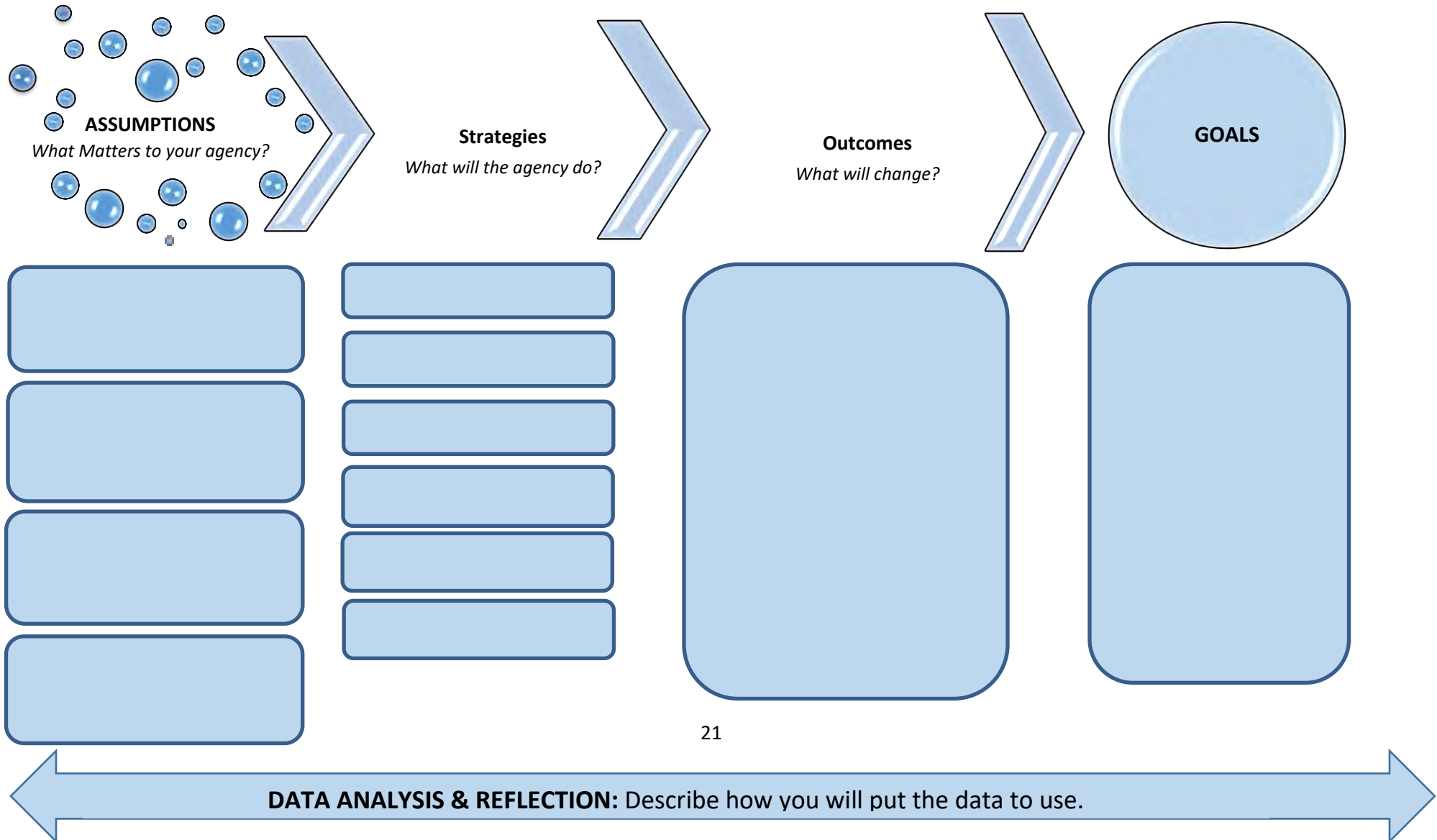
Family and community successes are interconnected.

Activity – Outcomes and Outputs

Directions: The statements below contain both outcomes and outputs for each of the programs. In the space provided, please write the letters "OC" for outcome and the letters "OP" for output.

Adult Basic Education (A.B. E.) Program

_____ Outreach and Recruitment
_____ Enrolls in A.B.E. class
_____ Attends A. B. E. classes
_____ Completes A. B. E. classes (meets attendance requirements)
_____ Achieves competency in basic math, reading and writing skills
_____ Receives certificate or diploma

Employment Program

_____ Outreach and Recruitment
_____ Enrolls in employability counseling
_____ Completes Dress for Success class (meets attendance requirements)
_____ Completes apprenticeship and masters a skill
_____ Offered employment after successful interview
_____ Obtained part-time employment
_____ Obtained full-time employment
_____ Maintains employment for 90 days

Emergency Assistance

_____ Obtained bag of food
_____ Alleviated hunger
_____ Obtained one month emergency rent payment
_____ Able to stay in apartment
_____ Prevented homelessness
_____ Received check for utility bill
_____ Electric service not shutoff
_____ Received a referral to child care

Weatherization

_____ New furnace installed in home
_____ Homes insulated to R-18
_____ Kitchen appliances repaired or replaced
_____ New thermostat installed
_____ Electric utilization, kkw decreased by 10%
_____ Gas consumption ccf, decreased by 10%
_____ Arrearages eliminated
_____ Energy expenditures reduced
_____ Value of house rises

Conflict Management Program:

_____ Youths are involved in fewer conflicts.
_____ Discussion sessions explore experiences with stereotyping, cultural differences.
_____ Youth display greater tolerance of differing points of view.
_____ Youth practice communication and negotiation skills.
_____ Youth report more willingness to have friends with backgrounds different from theirs

After School Program:

_____ Children master new activities
_____ 15 at-risk children attend after school sessions
_____ Activities are designed to encourage cooperative play.
_____ Children's social skills improve.
_____ Children make more positive use of free time outside the program

Parent Education Program:

_____ Parents from 10 families attend workshops
_____ Six group workshops are conducted
_____ Parents' understanding of children's developmental issues increases
_____ Parents provide more age-appropriate guidance to children.
_____ Parents participate in role plays and group discussion

Tutoring Program:

_____ 20 children in grades 4 to 8 are matched with high school tutors
_____ Children's academic performance increases.
_____ Children indicate increased belief in their abilities to learn new subjects.
_____ Children receive one-to-one help in reading and math.
_____ Tutors emphasize the importance of education.

Appendix D: Local Theory of Change Template

Local Community Action Theory of Change

ASSUMPTIONS
What Matters to your agency?

Strategies
What will the agency do?

Outcomes
What will change?

GOALS

21

DATA ANALYSIS & REFLECTION: Describe how you will put the data to use.

Appendix D: Local Theory of Change Template

Local Community Action Theory of Change

ASSUMPTIONS
What Matters to your agency?

Strategies
What will the agency do?

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DATA ANALYSIS & REFLECTION: Describe how you will put the data to use.
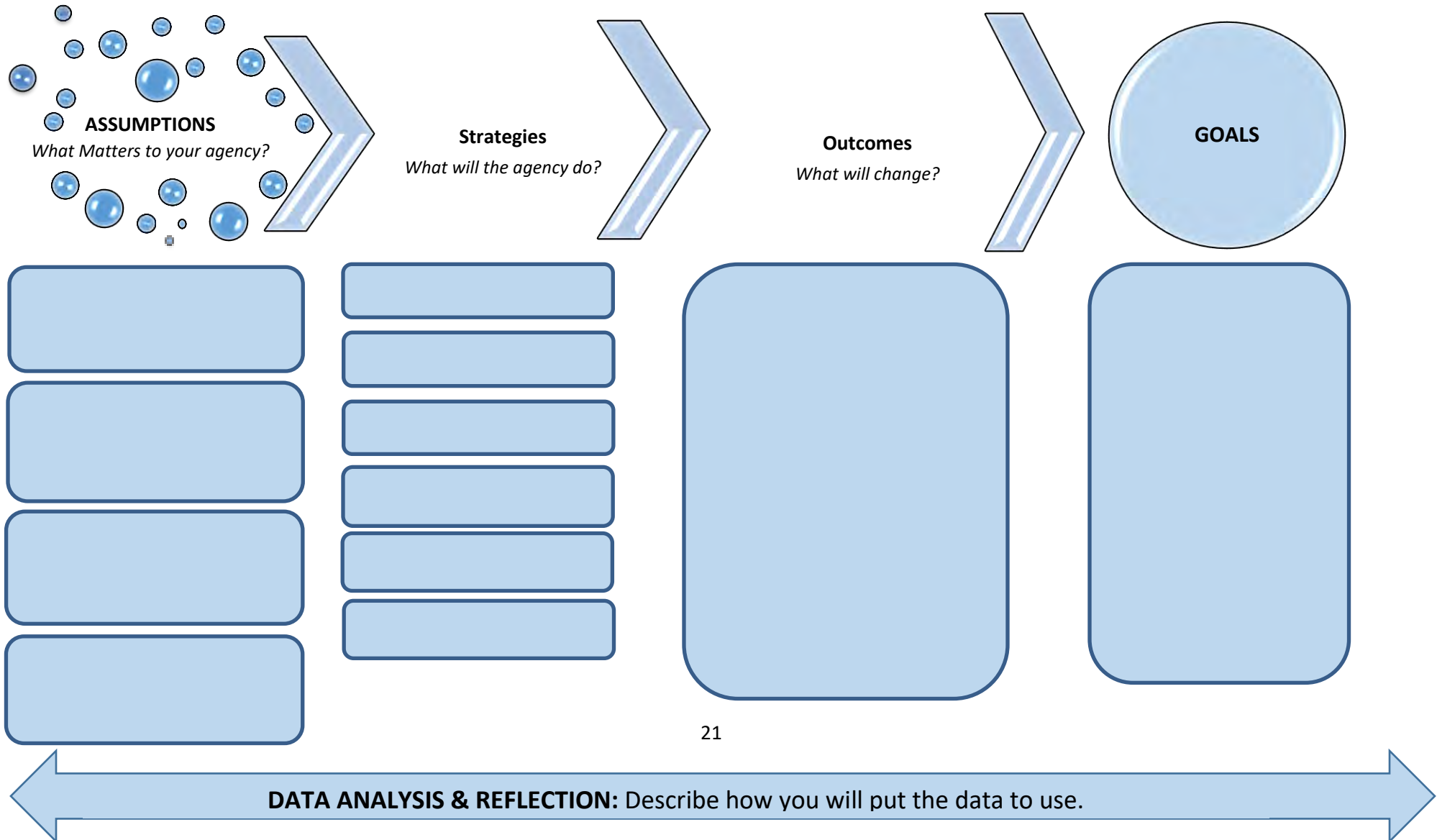
Identifying Services and Strategies

The relationship between services and outcomes can be simple (as in the case of one service to one outcome), or may be complex (as multiple services leading to multiple outcomes). Consider these circumstances.

One Service -> Multiple Outcomes
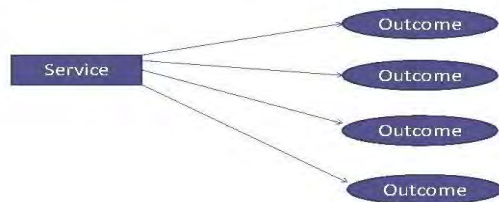
Multiple Services -> Single Outcome
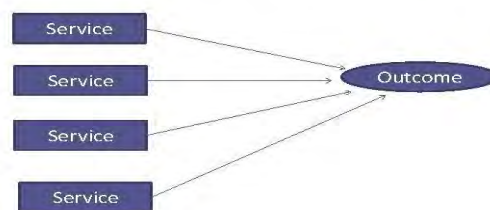
Multiple Services -> Multiple Outcomes
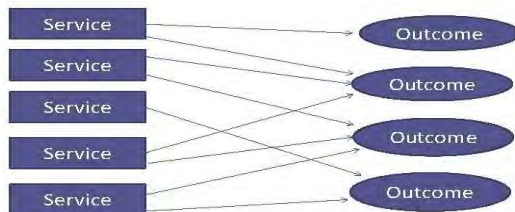
One Service -> Single Outcome

We must also recognize one other circumstance, where the service is provided without follow up to track outcome. These are circumstances where the individuals receiving services may not be identified with demographic data, may not be considered to be a "client" of the agency, or where single or short term services produce a "service count" but where there is no expectation of a change in status.

Services for which outcomes are not expected (or where there is no follow up)

The National Community Action Network Theory of Change

Community Action Goals

Goal 1: Individuals and families with low incomes are stable and achieve economic security.

Goal 2: Communities where people with low incomes live are healthy and offer economic opportunity.

Goal 3: People with low incomes are engaged and active in building opportunities in communities.

Services and Strategies

Employment

Education & Cognitive Development

Income, Infrastructure & Asset Building

Housing

Health/Social Behavioral Development

Civic Engagement & Community Involvement

Core Principles

- Recognize the complexity of the issues of poverty
- Build local solutions specific to local needs
- Support family stability as a foundation for economic security
- Advocate for systemic change
- Pursue positive individual, family, and community level change
- Maximize involvement of people with low incomes
- Engage local community partners and citizens in solutions
- Leverage state, federal, and community resources

Performance Management

How well does the network operate? ↔ What difference does the network make?

- Local Organizational Standards
- State and Federal Accountability Measures
- Results Oriented Management and Accountability System

- Individual and Family National Performance Indicators
- Community National Performance Indicators

A national network of over 1,000 high performing Community Action Agencies, State Associations, State offices, and Federal partners supported by the Community Services Block Grant (CSBG) to mobilize communities to fight poverty.

The Process Should

Challenge the underlying logic of the connections between activities/ programs and outcomes and the long term goals.

Admit where there are leaps of faith.

Acknowledge where there are gaps in your knowledge about what else you may need to find out.

Capture the complexity of the issue and the nature of change.

Be realistic about what can be accomplished with the resources at hand.

Take external context into account.

Provide clear measures of success.

Big Thinking

Which needs require community level strategies and/or partnerships?

What can you do to contribute to impacting those needs that are not the immediate mission of your agency?

SUMMARY OF EAGLE COUNTY ASSET MAP ACCORDING TO THE NINE FEDERAL CSBG OBJECTIVES

EAGLE COUNTY RESOURCES		NINE CSBG FEDERAL OBJECTIVES											
Organization	Program	Employment	Education (High)	Education (Middle)	Education (Elementary)	Education (early childhood)	Income Management	Housing	Emergency Services	Nutrition	Linkages	Self-sufficiency	Health
Youth Foundation	Dollars for Scholars		64										
	Power Hours			586	587								
	Summer Power Hours			171	171								
	Success at six				302								
	Great Start				132								
	Magic Bus				320								
	First Notes				136								
	Anti-bullying			46									
	Girl PowHER			90									
	Celebrate the Beat			600	600								
	KidSTRONG									1173			
	COPA Edwards		346	346	346								
	Sowing Seeds									1038			
CMC Upward Bound			72										
Junior Acheivement				589	1526								
Eagle County Early Childhood*	June creek					14							
	IEP					89							
	Head Start					69							
	CPP or ECARE					57							
Early Childhood Partners	Consultations										850		
	FLTI											23	
	Incredible years					80							
Red Ribbon Project													1500
Wayfinder mental health													75
Colorado Community Response mental health supports													40
Doctors Plus Kids Care Clinic													990
Eagle County Prevention Committee													145
Bright Future Foundation	Freedom Ranch Safehouse								622				
	Youth Advocacy Division								2300				
	Self-sufficiency Initiative											31	
Speak Up Reach Out Training									1500				
Starting Hearts Training									2500				
Vail Valley Salvation Army	Emergency Transportation and transient help								59				
	Food Pantry									5610			
	Prescriptions								29				
	Utilities							259					
	Rent Assistance							110					
Economic Services/Food Assistance	Food Assistance									8100			
	Child support services								685				
	Childcare assistance								80				
	Medicaid												5831
	Health Assistance Mktplace												1653
	Colorado Works	33											
	Energy Assistance								128				
Eagle Valley Family Assistance Fund									15				
Catholic Charities emergency assistance									1800				
Eagle River Youth Coalition	Active Parenting of Teens		50										
	Dinner and dialog		170										
	Youth leaders council		25										
	Project To No Drug Abuse												150
SOS Outreach*			421	421	421								
Ski and Snowboard Club*			585										
Western Eagle County Metro Recreation			1166	1166	1166								
Women Empower			11										
Young Life	WyldLife			50									
	Young Life Camp		108										
	Young Life		185										
TOTAL # OPPORTUNITIES ACCESSED BY CATEGORY		33	3203	4065	5707	309	0	369	9718	15921	850	54	10384
TOTAL # PROGRAMS AVAILABLE BY CATEGORY		1	38				0	2	11	4	1	2	8

*Waitlists
SOS Outreach (50))
Ski and Snowboard club (20-50)
Eagle County Early Childhood (122)
Childcare assistance (Kathy Lyons was checking)

**Limitations:
The focus of this asset map was to see all organizations that serve youth, directly or indirectly, which included some economic and emergency services, but maybe not all.
The organizations do not all break down number served below 125% poverty level, yet they all claim to serve that population
The outcomes measured are not always rigorous - hard to know what is working
There is no way to avoid double-counting because there is no system to track the services that people receive (no ID # and cross-system database)

Sample Family Outcome Matrix – 1st Assessment–Feb. 1, 2nd Assessment–May 1, 3rd Assessment–Aug. 1

The status of the client is the placement on the scale directly above the date which is gray shaded, bolded and dated. The 1st assessment is Feb 1. Subsequent assessments on May 1 and Aug 1 follow the same format.

Dimensions / Benchmarks	Income	Employment	Housing	Education and Training	Transportation	Childcare
Thriving (9-10)	> 200% of poverty adjusted for family size. (10)	Full-time work above minimum wage with employer-provided benefits. (10)	Home Ownership (10A) Condominium Ownership (10B) Co-Op Home Ownership 10C) Non-subsidized rental housing (10D)	Post-Secondary degree: masters or doctorate. (10) Post-Secondary degree: bachelors, associates. (9)	Family members always have transportation needs met through public transportation, a car, or a regular ride. (10)	Child enrolled in unsubsidized, licensed childcare setting of own choice. (10)-Aug 1
Safe (8-9)	Between 176%-200% of poverty adjusted for family size. (8)	**Full-time work above minimum wage without employer benefits. (8)-Aug 1**	Safe and secure non-subsidized housing, choices limited due to moderate income, homeowner. (8A) Safe and secure non-subsidized housing, choices limited due to moderate income, renter. (8B)	Post high school vocational education, non college business, or technical or vocational training, or some college credits	**Family members have most transportation needs met through public transportation, a car, or a regular ride. (8)-Aug 1**	Child enrolled in licensed, subsidized child care of own choice. (8) **Child enrolled in licensed, subsidized childcare, limited choice. (7)-May 1 & Aug 1**
(date markers)	Aug 1				Aug. 1	May 1 Aug 1
Stable (5-6)	**Between 126%-175% of poverty adjusted for family size. (6)-Aug 1**	Full-time work at minimum wage with employer-provided benefits. (6)-8/1 **Full-time work at minimum wage without employer provided- benefits. (5)-May 1**	Safe and secure subsidized Section 8 housing. (6A) **Safe and secure subsidized rental apartment. (6B)-Aug 1** Safe and secure subsidized public housing. (6C)	**High school diploma or G.E.D. (6)-Feb 1, May 1 & Aug 1**	**Family members have some transportation needs met through public transportation, a car, or a regular ride. (6)-May 1**	Child provided childcare by a family member or friend. (6) Child provided childcare by various caregivers (5)
(date markers)	Aug. 1	May 1	Aug 1	Feb. 1 May 1 Aug. 1	May 1	
Prevention Line						
Vulnerable (3-4)	**Between 100%-125% of poverty adjusted for family size. (4)-May 1**	Part-time employment with benefits. (4)-5/1 **Part-time employment without benefits. (3)-Feb 1**	**Safe and secure transitional housing. (4)-Feb 1 & May 1** Unaffordable home (3A) Unaffordable rental (3B) Temporary shelter (3C)	Reading, writing, and basic math skills present, no high school diploma or G.E.D. (4)	**Family members rarely have transportation needs met through public transportation, a car, or a regular ride. (3)-Feb 1**	**Child on waiting list for enrollment in childcare. (3)-Feb 1**
(date markers)	May 1	Feb 1	Feb. 1 May 1		Feb. 1	Feb. 1
In-Crisis (0-2)	**Between 50%-100% of poverty (by family size.) (2)-Feb 1** Between 0% - 49% of poverty by family size (0)	Unemployed with work history and skills. (2)-2/1 Unemployed without work history or skills(0)	Living with relatives (2) Substandard or unsafe housing (1) Homeless (0)	Reading, writing, and basic math skills absent. (0)	Family members do not have public transportation, a car, or regular ride. (0)	Child not enrolled in childcare. (2) Child enrolled in unregulated or unlicensed childcare facility. (0)
(date markers)	Feb. 1					

DOUGLAS COUNTY CARES
SELF-SUFFICIENCY TABLE

	In-Crisis	Vulnerable	Stable	Safe	Thriving
Adult Education	No or limited English reading or writing skills	No High School or GED	High School Diploma/GED Some vocational skill	Some college or Vocational skill training	College degree or higher
Employment	Unemployed	Employed part time, seasonal, temporary	Employed full time Inadequate or no benefits	Employed full time w/ Benefits	Employed full time in job of choice w/ Benefits
Social Capital	DV Runaway	No familial support No natural support	Occasional familial or relational stress. Few local, natural supports	Occasional family or relational stress. Good natural support	Strong natural support system
Financial Capacity	No income No money	Expenses > available cash Less than 125% FPL	Available cash flow to cover expenses	Available cash > expense	Feels in control of finances Freedom of choice
Health Care	No insurance Disability or serious illness	Receives Medicaid or Medicare, no access to care	Receives Medicaid or Medicare, has access to care	Has medical coverage but care is not affordable	Accessible and adequate coverage for entire household
Housing	Unsheltered Living in vehicle Hotel paid by agency	Doubled up Eviction/Foreclosure pending Hotel paid by self	>50% Income	30%- 50% Income	<30% Income
Mental Health	Mental health or substance abuse condition. Danger to self or others	Mental health or substance abuse condition. Not under treatment	Recurrent mental health or substance abuse. Under regular treatment.	History of mental health or substance abuse which no longer requires regular care	Does not require ongoing mental health care
Mobility	No access to transportation	Reliant on transportation services to meet basic needs	Available but unreliable or unaffordable access	Reliable access most times for basic transportation needs	Choice of transportation is available and affordable
Nutrition	No access to adequate food	Rely of food banks to meet my basic food needs	Subsidized access to food (SNAP)	Access to basic food needs without assistance	Choose to purchased desired food without assistance
Child Wellbeing	3 or more contributing factors	2 contributing factors	1 child welfare / juvenile justice factor	1 educational factor	No contributing factors

Contributing Factors: Not attending school, educational support needed, recent school change, child welfare involvement, child abuse or neglect concern, juvenile justice system involvement or runaway

Douglas County Community of Care Network

SELF SUFFICIENCY MATRIX

	In-Crisis	Vulnerable	Stable	Safe	Thriving
Education	No or limited English reading or writing skills	No High School or GED	High School Diploma/GED Some vocational skill	Some college or Vocational skill training	College degree or higher
Employment	Unemployed	Employed part time, seasonal, temporary <125 PI	Employed full time Inadequate or no benefits 125-200 PI	Employed full time Benefits 200-300 PI	Employed full time Benefits >300 PI
Familial Relational	DV Runaway	No familial support No natural support	Occasional familial or relational stress. Few natural supports	Occasional family or relational stress. Good natural support	One big happy family. Strong natural support
Financial	No income No money	Expenses exceed income	Income = expense No savings	Income > expense < 6 months in savings	Income > expense. > 6 months in savings
Health Care	No medical coverage Immediate health care need.	No medical coverage No immediate health care need	Limited medical coverage for some members of household	Has medical coverage but coverage may not be sufficient	Affordable and adequate coverage for entire household
Housing	Unsheltered Living in vehicle Hotel paid by agency	Doubled up Eviction/Foreclosure pending Hotel paid by self	Subsidized or income qualified housing	Non- Subsidized Housing >30%	Non-Subsidized Housing <30%
Mental Health	Mental health or substance abuse condition. Danger to self or others	Mental health or substance abuse condition. Not under treatment	Recurrent mental health or substance abuse. Under regular treatment.	History of mental health or substance abuse which no longer requires regular care	No History of mental health or substance abuse conditions.
Mobility	No access to transportation	Reliant on transportation services to meet basic needs	Available but unreliable or unaffordable access	Reliable access most times for basic transportation needs	Choice of transportation is available and affordable
Nutrition	No food	Relies on free food to meet basic needs	Subsidized access to food. Uses food banks occasionally	Can meet basic food needs without regular assistance.	Can choose to purchase any food desired without assistance

Serving people who

- ❖ Rate at Vulnerable or lower in at least 4 of the 9 categories.
- ❖ Meet income qualifications (125% poverty index).
- ❖ Willingness to participate and complete program.

Progress towards self-sufficiency

- ❖ 7-14 day check - maintain all areas. (**Stabilization**)
- ❖ 4-6 week check - show increase in 1 area under self-sufficiency. (**Prioritization**)
- ❖ 8-12 week check - move at least 1 area to stable or higher. (**Momentum**)
- ❖ 16-20 week checks - increase all areas to stable or higher. (**Sufficiency**)

DOUGLAS COUNTY CARES

64% SUCCESSFULLY BECOME SELF-SUFFICIENT

86% OBTAIN OR MAINTAIN HOUSING

79% INCREASE EMPLOYMENT

— — — — — — Douglas County Cares served 44 households in 2016 — — — — — —

68% SINGLE MOTHERS
Over two-thirds of the households served are single mothers with kids.

84% FOOD STAMPS
Over three-quarters of the households received food stamps at enrollment.

74% - Self report a mental health concern

73% - Live in unstable housing

80% - Lack sufficient employment

86% - Have medical coverage

— — — — — Multiple funding sources provide multiple outcomes — — — — —

○ 13 partners collaborate to provide integrated services to vulnerable Douglas County residents

○ For every $1 spent in state & federal funds, $17.76 of local funding is contributed to the program

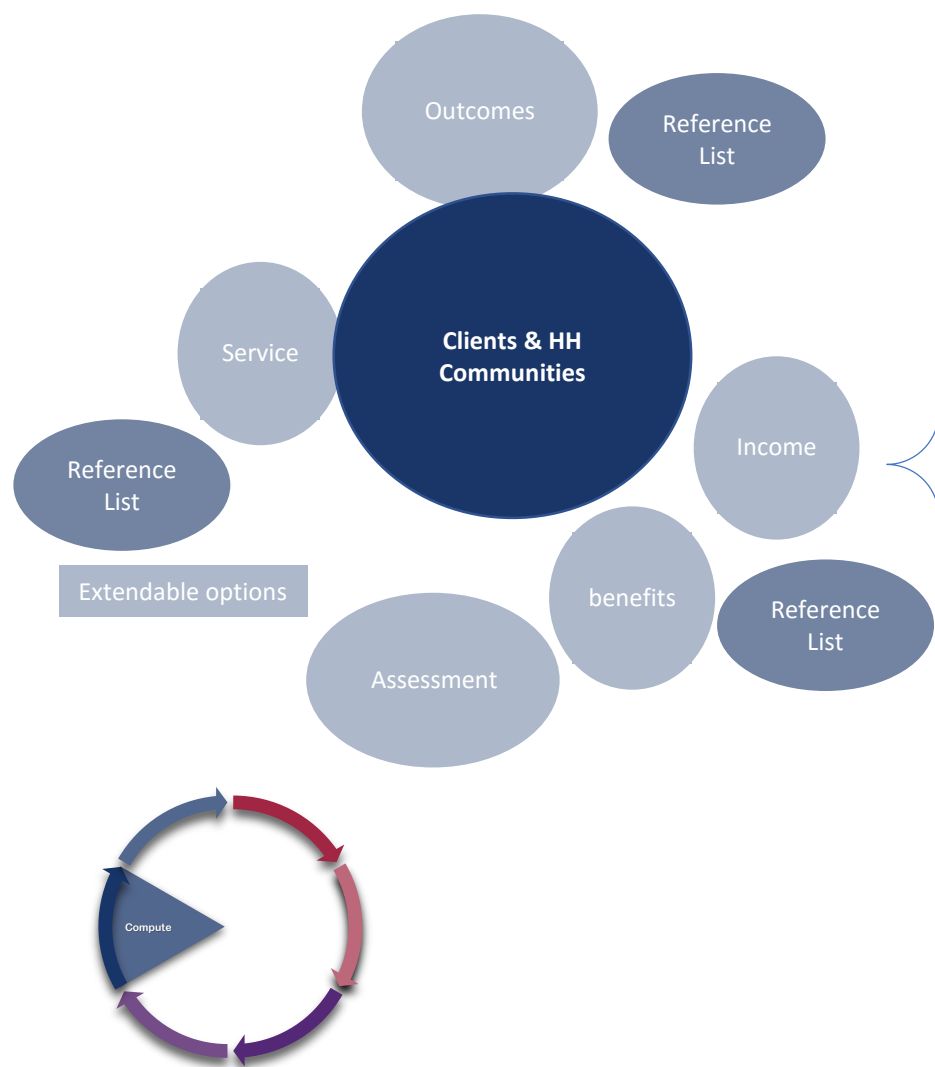○ A total of $1.78 million in leveraged resources contributes to positive program outcomes

- State & Federal Funds
- Local Housing
- Local Staff Support
- Local Services

— — — — — What our clients are saying — — — — — — —

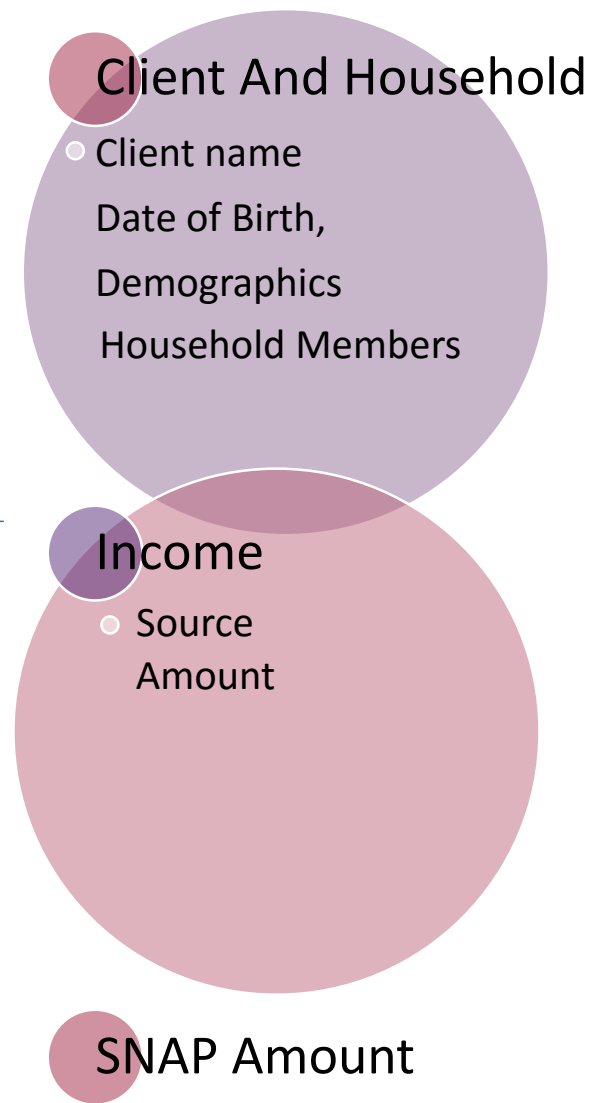*"I just want to take this opportunity to thank you personally so much for all that you have done for me and my family. Thank you for your encouragement, your support, your guidance and your inspiration. Thank you to Douglas County Cares for helping me get on my feet again and giving me the ability to provide a home for me and my kids in a safe neighborhood. I truly don't know what I would have done without you."* - Single Mother

CSBG Data Model

CBMS Data Model

Outcomes

Reference List

Clients & HH Communities

Service

Reference List

Income

Extendable options

benefits

Reference List

Assessment

Compute

Crosswalk Data between two Models
Pay ONCE for mapping and integration code

Client And Household
- Client name
Date of Birth,
Demographics
Household Members

Income
- Source Amount

SNAP Amount

DOUGLAS COUNTY
CARES

DOUGLAS COUNTY COMMUNITY DATA PROJECT

Miles Data Center

Douglas County Data Center

① Douglas County System Administrator

② Douglas County Staff

③ Anti Poverty Non-Profit Partners

④ Agency Kiosk/ Tablet

⑤ Adult and Transit Service Providers

⑥ Service Module Controls
- Global Access
- Portal #1
- Portal #2-#12
- Future Portals

⑦ Application/Database Servers

Community Action Data Store

empowOR Web Server

⑧ Application/Database Servers

Open Data Warehouse

Open Data Web Server

⑨ CSBG Data Warehouse

⑩ Public – Open Data Access

Community Services Block Grant (CSBG) Annual Report 101

WHAT?

The new CSBG Annual Report received clearance from the **Office of Management and Budget (OMB)** on January 12, 2017. This clearance allows the Office of Community Services (OCS) to collect CSBG data from State grantees. This CSBG Annual Report upgrades and will replace the data collected in the CSBG-IS Survey.

Module 1	• State Administration	Module 3	• Community Level
Module 2	• CSBG Eligible Entity Expenditures, Capacity, and Resources	Module 4	• Individual and Family Level

WHY?

The CSBG Annual Report is a part of the greater CSBG Performance Management Framework and Results Oriented Management and Accountability (ROMA) Next Generation efforts. The CSBG Annual Report supports an enhanced focus on improved data collection, analysis, and continuous learning. Information will be used at all levels (National, State, and Local) to improve performance, track results from year to year and assure accountability for critical outcomes.

WHEN?

The OMB clearance of the CSBG Annual Report marks the start of the phase-in of the CSBG Annual Report and the phase-out of the CSBG-IS Survey. For **FY16** and **FY17**, State Offices submit **Module 1: State Administration** to OCS through the On Line Data Collection (OLDC) System and local agency data is still submitted to NASCSP through the CSBG-IS Survey.

Data collection for all modules of the full CSBG Annual Report starts in **FY18.** This means agency data collection for Modules 2-4 will begin based on the State's selected CSBG Reporting Period, such as July 2017-June 2018, October 2017-September 2018 or January 2018-December 2018. The first complete submission of the CSBG Annual Report is due **March 31, 2019**.

To view a complete timeline, visit www.nascsp.org.

WHAT ELSE?

All levels of the CSBG Network will work together to implement the new reporting. In coordination with OCS, NASCSP convened a Data, Analysis, and Technical Assistance (DATA) Task Force to assist implementation of the CSBG Annual Report.

To get started, ensure you review the report and check out www.nascsp.org for the latest tools and resources, as well as who is on the DATA Task Force. Contact your State Office and/or State Association if you have questions about implementation in your State.

June 2017