Families First

A Toolkit for Identifying Community Assets and Needs to Strengthen Resources Supporting Child and Family Well-Being

Citizens' Committee for Children of NEW YORK

Introduction

Module 1: Planning a community-based assessment of child and family well-being needs and resources

Module 2: An introduction to finding and using public data on child and family well-being

Module 3: Family-centered approaches to quantitative and qualitative data collection

Module 4: Sharing findings and developing a plan of action

Introduction to the Toolkit

- **About This Toolkit**
- **How To Use This Toolkit**
- **What is child and family well-being? How do we measure it?**
    - Example Domains of Child and Family Well-being
- **How are a strong community and a robust safety net related to family well-being and prevention service planning?**
- **Assessing Child and Family Well-being Demands a Multi-pronged Approach**
    - Examples of Multi-pronged Community-based Assessments of Child and Family Well-being
    - Assessments of Child and Family Well-being are Long Term and Iterative
- **An Overview of the Activities and Strategies in This Toolkit**
- **Glossary**

About this toolkit

This toolkit provides a framework and practical strategies to conduct regular assessments of community needs and resources using an approach that is strengths-based, participatory, family-centered, and committed to racial justice. This approach is adaptable to any group developing community-level systems change projects that improve child and family well-being. The assessment process uses a variety of data collection methods including leveraging publicly available data, as well as collecting new quantitative and qualitative data.

Citizens' Committee for Children of New York and the Redlich Horowitz Foundation partnered to compile this toolkit as a resource to support child welfare prevention service providers, in partnership with local agencies and organizations, develop regional and local service arrays grounded in community-level strengths and needs. This is particularly relevant now during implementation of the federal Family First Prevention Services Act in New York State.

The toolkit is available as a free digital download at both cccnewyork.org and familyfirstny.org.

How to use this toolkit

The best way to view this toolkit is as a slideshow using the full screen feature of any PDF viewer.

The toolkit is designed to be viewed on a computer screen or projector screen as a slideshow to encourage group collaboration and discussion. It may also be printed as desk reference.

What to expect

Any process that aims to be participatory, family-centered, and racial just is multifaceted and demands a variety of skills. The skills include technical aspects of gathering and analyzing data, as well as the personal and interpersonal emotional and social components of addressing systemic racism and discrimination found across multiples settings in families' day-to-day lives. This toolkit was designed as an entry point into these discussions and offers strategies and activities that require expert facilitation with relatively few materials. Everyone has the capacity to be an expert facilitator if they are open to learning from opportunities and challenges through an iterative process of assessment and seeking feedback.

What is child & family well-being? How do we measure it?

Well-being encompasses a variety of conditions that ensure children and their families are healthy, housed, educated, safe, and economically self-sufficient. The concept of well-being is related to a framework of ***social determinants of health***. Put simply, social determinants of health are social and environmental factors that influence health outcomes in addition to biological factors. These factors include economic security, conditions in the physical environment, educational opportunities, access to healthcare, and social relationships.

Risk factors are barriers to well-being. The presence of multiple risk factors, including exposure to traumatic events that can negatively affect child development. ***Adverse childhood experiences*** is another framework for measuring risks to child and family well-being. There is no singular list of adverse childhood experiences, but challenges such as housing insecurity and food insecurity are two examples.

It is important not to equate demographic disparities represented in data on child and family well-being with inherent differences between demographic groups. Rather, demographic disparities expose the structural barriers families face, such as racism and other forms of discrimination.

Looking at multiple data points of child and family well-being together helps identify how barriers to well-being are interrelated. This holistic approach enables individuals, organizations, and governments to make more informed decisions about program development, budgets, and legislation that address social determinants of health and reduce the likelihood of adverse childhood experiences.

Example Domains of Child & Family Well-being

- Economic Security
- Stable Housing
- Good Physical Health
- Positive Behavioral Health
- Educational Opportunities
- Opportunities for Youth Transitioning into Adulthood
- Safety at Home
- Resources in Communities

How are a strong community and a robust safety net related to family well-being and prevention service planning?

Families know best which community resources support their well-being, and which barriers to their well-being are most pressing. In order to create a family-centered understanding of a community's assets and needs, the process and strategies outlined in this toolkit elevate the voices of young people and caregivers, as well as child and family service providers, in the co-design of a community's child and family service array.

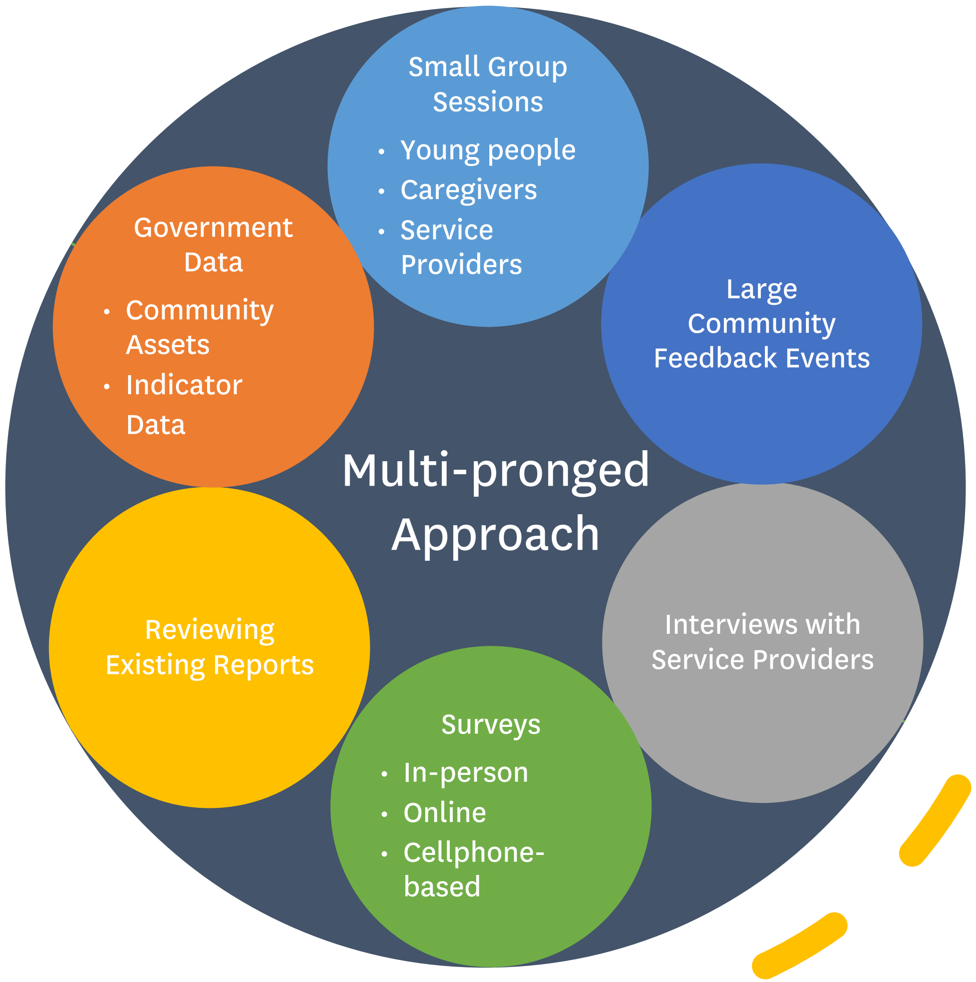
A robust array of supportive and safety net services is responsive to families and increases a community's capacity to promote child and family well-being through stronger community ties. It is only when services are trusted, responsive, racially just, well-coordinated, normative, and noncoercive that families utilize them. This approach to child welfare prevention services keeps families safely together and ensures they have the means to care for their children, which in turn helps prevent children's entry into foster care.

Assessing Child and Family Well-being Demands a Multi-pronged Approach

Assessing child and family well-being needs and assets at the community level demands a multi-pronged approach leveraging both quantitative and qualitative methods and multiple modalities of speaking with families, service providers, and other community members. Public data offer a wealth of information, yet they are at times limited in their granularity, recency, and relevance as answers to the core questions a group might want to ask.

The family-centered methods in this toolkit are designed to meet families where they are and with the intention to include people who are least likely to be heard in matters that affect them. Too often the lived experiences of families are not just unheard but disregarded as anecdotal. However, by systematically documenting the experiences of young people and their caregivers we can transform anecdotes into evidence. This over all process offers a structure for collecting and analyzing the views of community members and creates a record that can be referenced not just for developing local service arrays that are responsive to communities' strengths and needs, but also as a record for future efforts to leverage and monitor progress over years.

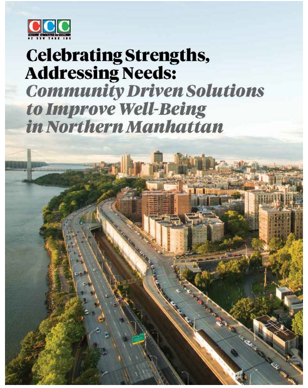
Creating this record demands using a variety of family-centered methods with multiple entry points for young people and adults alike to join discussions about their community. This increases the opportunities for families who face barriers to participating in public discussions, such as language or transportation barriers. In this way, family-centered methods offer benefits beyond the bookend of producing a summative report. They offer an approach to community engagement that prioritizes individuals least likely to be heard, instead of individuals most often heard.



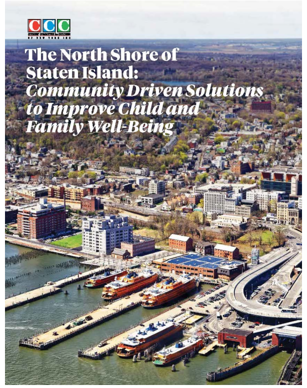
Example of Multi-pronged Community-based Assessments of Child & Family Well-being

For several years Citizens' Committee for Children of New York has employed this multi-pronged approach to conduct assessments child and family well-being in communities throughout New York City. Many of the activities and strategies detailed in this toolkit were used as part of these assessments and described in detail in each of these reports. Each of these assessments leverages a multi-pronged approach.

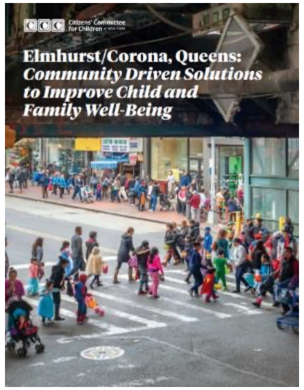
Brownsville, Brooklyn, 2017
https://www.cccnewyork.org/wp-content/uploads/2017/03/CCC-Brownsville.pdf



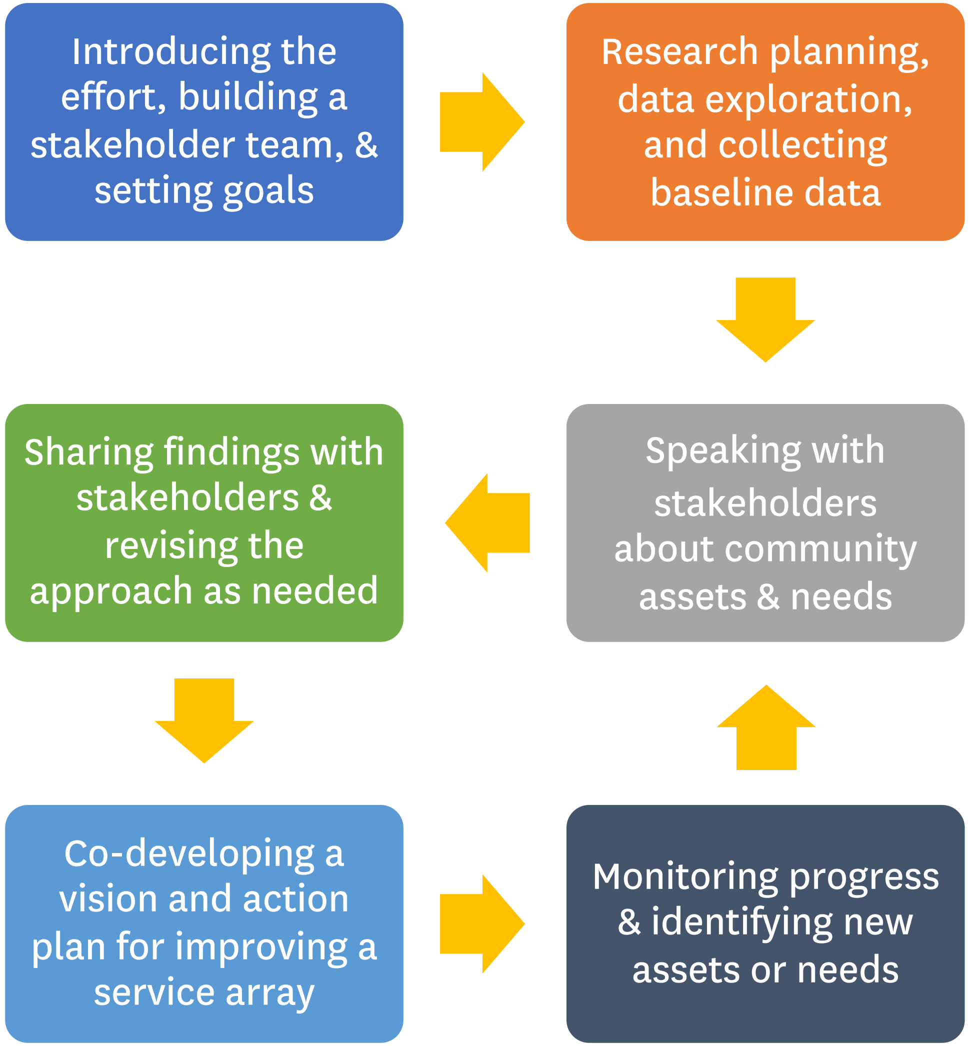
Elmhurst/Corona, Queens, 2019
https://www.cccnewyork.org/wp-content/uploads/2019/12/FINAL-CCC-Elmhurst-Corona_SinglePages_1216.pdf



North Shore of Staten Island, 2018
https://www.cccnewyork.org/wp-content/uploads/2018/09/North-Shore-Report.pdf



Northern Manhattan, 2018
https://www.cccnewyork.org/wp-content/uploads/2018/05/CCC-Northern-Manhattan.pdf



Assessments of child and family well-being are long term and iterative

An initial assessment of community strengths and needs takes place over several months. The timeline for this assessment depends on several factors, including size and capacity of the team leading the process, and the demographic scope and geographic size of the community. It is possible to complete an assessment process within one year. The end of this first year is the beginning a new phase of implementing the solutions the assessment identified and monitoring progress to those goals. Moreover, monitoring progress toward goals demands continuing conversations with stakeholders, collecting and analyzing new data, and sharing updated findings with stakeholders. For these reasons, there must be an expectation that the assessment process is iterative. Both the initial assessment and ongoing monitoring process will uncover opportunities and challenges that will need to be addressed either in the short term or long term.

The degree to which iteration is expected and planned into the assessment process is one of the most important factors to ensuring the process is participatory, family centered, and racially just. By creating more points in time for families to participate, there is a greater opportunity for families to refine each aspect of the process. With iteration there is also greater opportunity to identify when specific racial/ethnic, linguistic, or other demographic groups are not yet well-represented among participants and making appropriate changes in outreach efforts.

Meaningful changes in child and family well-being can happen quickly with a sea change in local, state, or federal legislation and budget allocations. However, more often these changes are gradual and take place over several years.

An Overview of the Activities & Strategies in This Toolkit

Module 1: Planning A Community-based Assessment of Child & Family Well-being

- Scoping and Planning a Community-based Assessment
- Identifying Who Must Be Involved in the Process
- Strategies for Developing the Stakeholder Group
- Considering a Collective Impact Approach

Module 2: An Introduction to Public Data on Child & Family Well-being

- Accessing Public Data
- Disaggregating Data & Promoting Racial Equity
- Using Public Data to Create a Child and Family Well-being Index
- Digital Mapping Strategies
- Appendix of Interactive and Open Data Tools

Module 3: Family-centered Approaches to Participatory Data Collection

- What are Community Assets?
- Family-Centered Asset Mapping Methods
- Digital Data Collection Tools

Module 4: Strategies for Sharing Findings & Developing a Plan of Action

- Reflection Strategies
- Strategies for Sharing Findings with Stakeholders
- Strategies for Developing Action Plans
- Prioritizing Goals and Actions
- Ongoing Monitoring

Glossary

Caregivers are anyone accompanying a child, including parents (biological, adoptive, foster), grandparents, step-parents, and other adults responsible for the care of children and youth.

Facilitation team members comprise staff members from the community-based organization partner, as well as youth and caregivers, who will lead the facilitation of meetings with stakeholders. The members of this team are known and have clear roles in the day-to-day implementation of the assessment process.

Family-centered practices are a commitments to share decision-making power with families and respect families' knowledge, choices, and self-determination.

Participatory action research (PAR) "is an approach to research committed to democratic principles of justice and equality. It is an inclusive practice of research defined both by participation and a determination to produce knowledge in the interest of social change. While often regarded as simply a method, PAR is actually an epistemological stance that values knowledge produced from lived experience as equal to that produced in the academy and, in so doing, expands traditional notions of expertise." Source: Torre M.E. (2014) Participatory Action Research. In: Teo T. (eds) Encyclopedia of Critical Psychology. Springer, New York, NY.

Planning team members comprise members of the Facilitation Team as well as local social services and the community-based organization partners that commit to working together to initiate this assessment process and are accountable to implementing actions plans based on the assessment community needs and strengths.

Racial justice "is the systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. Racial justice — or racial equity — goes beyond "anti-racism." It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures." Source: National Education Association. Racial Justice in Education Resource Guide, https://neaedjustice.org/wp-content/uploads/2018/11/Racial-Justice-in-Education.pdf

Service providers are staff a variety of local institutions, such as schools, libraries, health clinics, and other community-based organizations and institutions that provide programs and services to families.

Stakeholders comprise the largest group involved in this effort and consist of representatives from the planning team, facilitation team, families and all members of broader community who participated in any component of the process.

Youth are young people in a transitional time of life between childhood and adulthood, typically between 14 and 24 years of age.

This toolkit was authored by Bijan Kimiagar and compiled using tools developed specifically for this resource and adapted resources. Sophia Halkitis, Jack Mullan, and Marija Drobnjak also contributed specific content.

Acknowledgements

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This tookit is available as a free download at cccnewyork.org and [familyfirstny.org.](familyfirstny.org)

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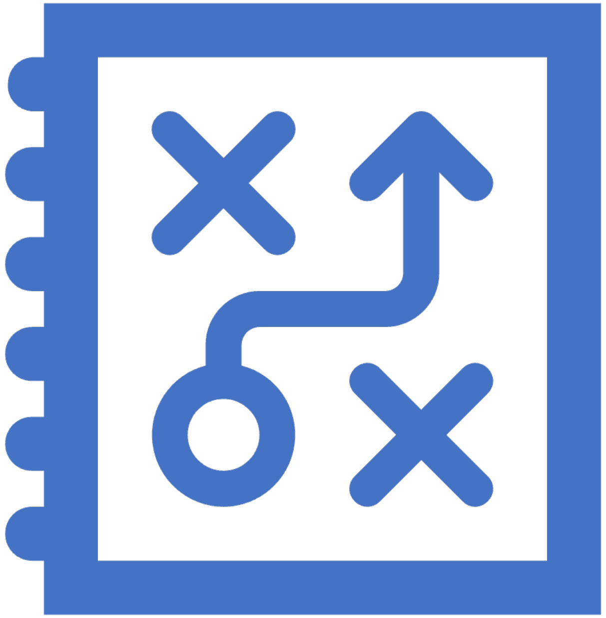
Module 1

Planning a community-based assessment of child and family wellbeing needs and resources



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Module 1: Planning a community-based assessment of child and family well-being needs and resources

- Module 1 Goals
- Scoping and Planning a Community-based Assessment
- Identifying Who Must Be Involved in the Process
  - Who should be in the stakeholder group?
  - Developing an inclusive and representative stakeholder group
  - Considerations for collaborating with families and with staff at community-based organizations and other community institutions
  - Other planning considerations
- Strategies for Developing the Stakeholder Group
  - Craft a clear, concise, consistent project description
    - Example survey outreach flyer
    - Example session agenda
  - Employ multiple targeted outreach strategies
  - Address barriers to participation
    - Checklist for addressing participation barriers ahead of sessions
  - Conduct interviews with service providers early on to identify key issues and potential project partners
  - Offer opportunities for questions and feedback
  - Managing expectations and maintaining motivation
- Consider a Collective Impact Approach
  - What is a collective impact approach?
  - Resources on a collective impact approach

Module 1 Goals

Review strategies for building and engaging an inclusive stakeholder group

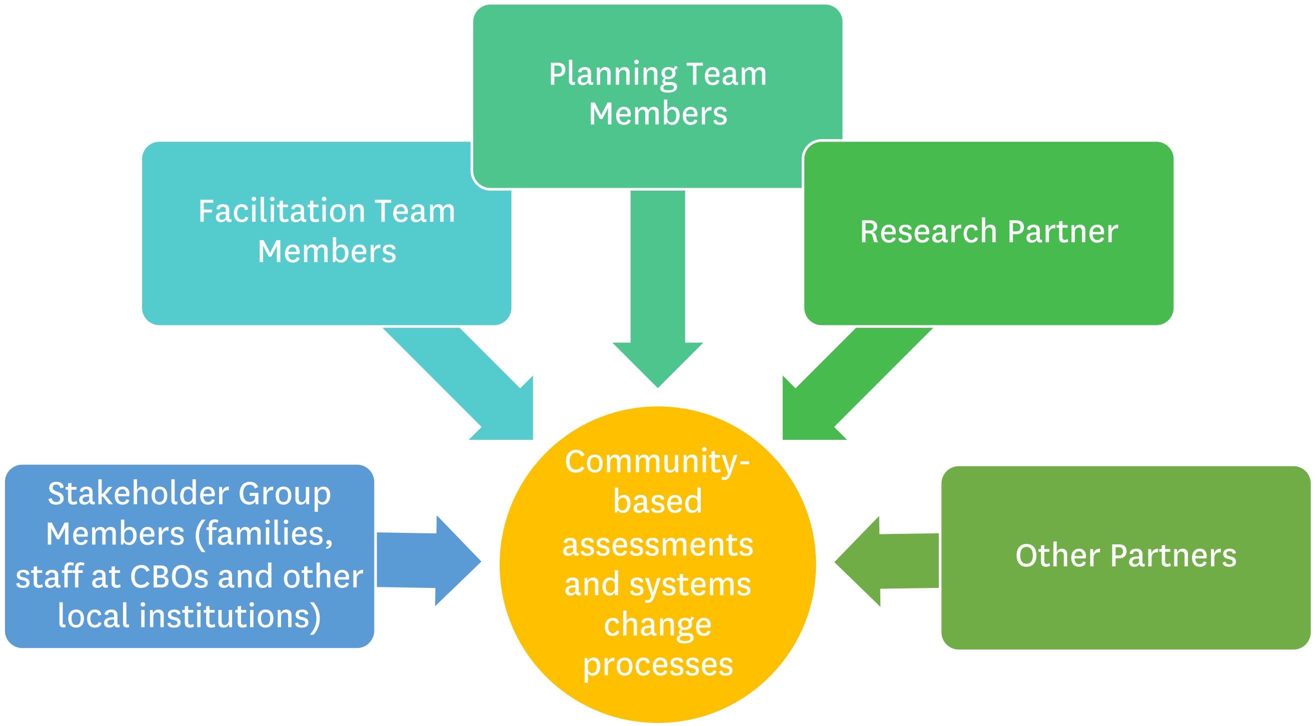
Identify milestones for launching a participatory, family-centered, and racially just process of community-based assessment

Scoping and Planning a Community-based Assessment: An Overview of Activities and Milestones

There is no strict timeline for how long an assessment process should take from introducing the effort to developing an action plan and monitoring progress. All of this depends on the scope of the project, the geographic size of the assessment area, the demographic diversity of the community that must be considered in outreach, and other organizational and social factors. That said, it is worth setting expected and ideal goals that are timebound.

Timeline	Example Goals
Months 1 & 2	Build the planning, facilitation, and stakeholder teams
Month 2	Explore public data; Interview 10 to 15 key informants
Months 3 & 4	Initial outreach (50 to 100 stakeholders)
Months 5 & 6	Ongoing outreach (Additional 100 to 150 stakeholders); Data analysis of stakeholder meetings
Month 7	Community report back events
Month 8	Additional data collection and analysis as needed
Month 9	Interface meeting, develop provisional action plan
Month 10	Share and refine action plan and monitoring metrics
Month 11 to …	Begin action plan and monitor progress

Identifying who must be involved in the process



Stakeholders are the largest team involved in this effort and consists of representatives from the planning team, facilitation team, and members of broader community who participate in any component of the process.

Facilitation team members comprise staff members from the community-based organization partner, as well as youth and caregivers, who will lead the facilitation of meetings with stakeholders. The members of this team are known and have clear roles in the project for outreach to stakeholders and facilitating data collection and analysis.

Planning team members are representatives from the participating local districts of social services and the community-based organization partner. These entities will be expected to commit to working together throughout the course of the effort. The members of this team are accountable to the action plan.

Research partner(s) are individuals or teams who have expertise in data collection and analysis and can support strategic thinking and directly aid in data analysis if facilitation team members are not yet familiar.

Other partners may include a range of organizations who provide ongoing or as needed financial or human resources.

Who should be in the stakeholder group?

Families

- Parents/caregivers
- Kinship and foster parents
- Young people
  - Different ages might benefit from smaller groups of similar ages
- Parent and peer advocates

Staff at Local Community-based Organizations Serving Families

- Child and family-serving organizations
- Community centers
- Religious organizations
- Art and cultural collectives
- Food justice organizations
- Disability rights organizations

Staff at Government Agencies & Other Local Institutions

- Library staff
- Teachers and coaches
- Health and behavioral health providers
- Family court and legal services
- Local social service agencies
- Volunteer and civic associations
- Local foundations
- Cooperative extensions

		Cohort			Gender			Race/Ethnicity					Neighborhoods		
		Youth	Caregiver	Service Provider	Masc.	Fem.	Prefer to not disclose	Black	Hispanic/ Latinx	Asian/ Pacific Islander	White	Native American	Area 1	Area 2	Area 3
Total stakeholders	**15**	6	7	2	4	11	0	4	3	1	6	1	6	1	
Actual %					26.7%	73.3%	0.0%	26.7%	20.0%	6.7%	40.0%	6.7%	40.0%	6.7%	6
Goal # or %		32 to 40	48 to 60	24 to 48									20.0%	20.0%	20
Focus Group A	**Community Center**														
	Participant 1			1	1			1							
	Participant 2	1			1						1				
	Participant 3	1				1					1				
	Participant 4	1				1		1						1	
	Participant 5	1				1			1						
	Participant 6	1				1					1		1		
	Participant 7	1				1					1				

Developing an Inclusive and Representative Stakeholder Group

The stakeholder group should at minimum be representative of the community demographics and ideally comprise stakeholders least likely to be heard because of barriers to participation, such as working hours, linguistic needs, access to transportation, internet or a computer, and many more factors. The only way to evaluate the representativeness of the stakeholder group is to actively collect demographic data for each participant in community conversations or other opportunities for participation, such as surveys. Using a demographic monitoring template will help guide further outreach to better mirror known demographic statistics in a community. These demographic data points may include but are not limited to: gender, race/ethnicity, neighborhood, role (caregiver, youth, service provider, other community member), and preferred spoken language. While survey sampling methods may prioritize randomization to reduce bias, an inclusive and racially just community-based assessment process should eschew the concept that active recruitment is biased. In fact, facilitation teams should seek out stakeholders who disproportionally face barriers to participation in order to elevate their views for consideration.

Considerations

To support family-centered discussions when stakeholder groups meet, strive for having twice as many youth and parents/caregivers than staff from local organizations.

Take note of and even document participants' demographics using a monitoring template to ensure inclusivity and to guide further outreach

Set clear goals and expectations for each session, including space for everyone to participate throughout activities

Take the time to build relationships, which are the glue of stakeholder groups

Design meetings that have clear objectives that anyone might participate in, even if they were not part of previous steps

Identify milestones of success to celebrate

Considerations for collaborating with families

- Schedule multiple, staggered meeting times and locations: Some families prefer to meet after dropping off children at school in the morning (8AM); others may prefer after-work hours (after 6PM).
- Identify literacy and language interpretation needs beforehand, if possible.
- Ensure nutrition before participation: Always provide refreshments for all meeting participants before the official start of activities, including and especially children who attend with an adult participant.
- Provide supervision: Infants tend to stay with their caregiver. Provide adult supervision for toddlers and younger school-age children in a space where they can play games, draw using crayons/markers, or make a craft. Teens also need stimulating activities, such as board games or a sport, such as basketball. Providing homework help to teens and younger school age children is another way to support families' needs during early evening sessions.
- Host meetings in spaces that are familiar to families and community members, such as libraries or existing parent and youth groups. This helps meet families where they may already feel comfortable and where there is existing infrastructure to accommodate families.
- Compensate both youth and adults for their time in addition to covering transportation costs. Offer no less than $15 per hour; for example, a $25 debit gift card for participating in a 90-minute session. Every participant should receive compensation no matter if they speak during a session or not. If youth or parents/caregivers play an ongoing role, such as helping with outreach or serving as a peer facilitator, offer stipends based on the expanded scope of their responsibilities.

Considerations for collaborating with staff at local organizations

- Schedule multiple, staggered meeting times and locations: Staff, like families, have varying needs, and having multiple meeting times and locations is often necessary. However, more often than families, staff prefer meet during regular business hours.
- Ensure nutrition before participation: Similar to setting a welcoming space for families, sharing refreshments for all meeting participants before the official start of activities ensures active participation and demonstrates to participants that they are valued.

Other Planning Considerations

Logistics
- What time and location will we hold the meeting?
- Who must we coordinate with to ensure participants find the location easily?
- What public health and safety precautions must we take?

Invitations
- Who will identify participants and ensure demographic representation?
- Who will identify participants' need for language interpretation and child care?
- What media will be used to send invites?

Pre-Meeting Prep
- Who will facilitate the discussion? Is there need to facilitation in more than one language/
- What strategies will facilitators use to gather information and ensure all participants feel comfortable?
- Who will prep meeting materials?

Strategies for Developing the Stakeholder Group

Craft a clear message and create a one-pager

Create informative outreach materials and meeting agendas

Employ multiple and targeted outreach strategies

Ensuring inclusivity

Address participation barriers

Offer opportunities for questions & feedback

Conduct interviews with service providers early on to identify key issues and potential project partners

Craft a clear, concise, consistent project description

Having a clear, consistent, and concise statement when speaking with stakeholders about this project is essential. An assessment has multiple components, but this initial message need not be so detailed. Focus on the *who, when, what, when,* and *how*. In the table below, [placeholder text in brackets] identifies phrases that should be tailored to your project.

Who?	[Name of organization leading assessment and key partners] will be speaking with families and staff a local organizations …
Where?	in [Name of community/communities] in [Name of county/counties]
What?	to collaboratively develop a [prevention services array] grounded in community assets and needs. We are doing this to ensure [child welfare prevention services] are aligned with these community assets and needs so more families have their needs met [outside of the child welfare system].
When?	We will be meeting with families and staff throughout the [spring and summer of this year], in order to have a regional plan in place in [the fall of this year].
How?	We are working to meaningfully involve families and other community members in the process, in particular [families of color and an array of local organizations who work closely with families] to hear their solutions to [promote racial justice and decreasing the disproportionate numbers of families of color coming to the attention of the child welfare system].

Create a *One-Pager*

Summarize key information into a one-page project description that is easily shared over online, such as virtual meetings or email, or handed out at in-person meetings

Outline how individuals or organizations might partner (e.g., participate in a small group discussion, hosting a meeting, participate in an interview, distribute online survey links)

Include the name and contact information for a facilitation team member

Invite questions and comments

Example Survey Outreach Flyer

Make your audience and ask prominent

Include examples of topics

Preemptively answer common questions

PARENTS AND YOUNG PEOPLE:

We need your help making programs and services you need more available, accessible, and inclusive.

Please take this survey to share your thoughts on:

- What are the most pressing issues facing children and families in your community?
- What recommendations do you have to address these issues?
- What are the significant resources that support the well-being of child and family?
- If you could make a change to improve services or fill a gap, what would you do?
- How would you build a community that celebrates diversity and inclusion?

Take the survey at yoursurveyurl.com

ABOUT THIS PROJECT

We are a group of child and family welfare service providers working to improve and increase the programs and services available in our communities that help families care for their children. We are speaking with families in names of communities or counties to ensure child welfare services are aligned with your community's assets so more families have their needs met outside of the child welfare system. We are committed to meaningfully involve families and other community members and promote racial justice by decreasing the disproportionate numbers of children and families of color coming to the attention of the child welfare system.

Use the camera on your smartphone to access the survey

COMMON QUESTIONS ABOUT THE SURVEY

Is it required that I participate? Your participation is voluntary. If you participate, you may choose not to answer specific questions or stop the survey at any time.

Will my responses be anonymous? Yes. The survey does not ask questions that might identify you personally. There is a separate form not connected to your survey responses if you would like to provide contact information to receive the results of the survey or stay in touch about other opportunities, including upcoming meetings.

Who will see my responses? How will they be used? We are a team of six child and family welfare service providers working with a research partner to analyze the data. We will summarize the responses to the survey to develop an action plan to make programs and services families need more available, accessible, and inclusive.

OTHER QUESTION? please add any here

Who do I speak to if I have any questions? If you have any questions, please call or text NAME at ###-###-####.

Create simple design so as not to distract from your message

Provide a QR code in addition to a hyperlinked URL

Provide the name and contact information for a facilitation team member

Example Session Agenda

Include all key meeting details at the top

Outline meeting goals and purpose

Start with an energizing activity & (if in-person) refreshments

Share details about the meeting activities and steps

Provide the name and contact information for a facilitation team member

Session Agenda

PROJECT: Child and Family Wellbeing in Your Community
DATE & TIME: Month, Day, Year, Start and End Times
LOCATION: Public Health Service Provider, ## Street, Town, State, 99999

Goals and Outcomes

This listening session is an opportunity to gather service providers' place-based knowledge of risks and resources for children and their families in Elmhurst and Corona, Queens.

We will...	In order to...
Share our ideas about what is most important needs and challenges for families in the neighborhood	Provide our own opinions and experience as service providers to children and families
Identify community resources for families with young children	Add to publicly available information about assets for families
Share our findings with one another	Learn from one another's experiences

Schedule

10:00 to 10:15am **Gathering and refreshments**

10:15 to 10:25am **Introductions and Icebreaker**

10:25 to 10:30am **Outline of Our Time Together**
Provide an overview of the session for participants to have enough information to decide if they would like to participate or not.

10:30 to 11:10am **Small Group Discussions**
The goal of this activity is to identify both the opportunities and challenges families with young children in Elmhurst and Corona experience in their daily lives. We expect about 15 participants during this session. This larger group will divide into three or four smaller groups of three or four people. Each group will discuss two questions: (1) What are the most pressing issues facing children and families in Elmhurst and Corona? (2) What are the community's significant assets? Each group will have 30 to 40 minutes to discuss these questions and list their ideas on one or more large sheets of flipchart paper. CCC staff will join each group to take additional notes.

11:10 to 11:50am **Sharing and Reflecting on Small Group Discussions**
All small groups will come together as a large group to present and reflect on their conversations. Each group will have about five minutes to recap their discussions and flipcharts. After each group presents, everyone will have a chance to reflect on the groups collective data and develop recommendations for addressing the challenges they identified. Participants will write these recommendations on sticky notes and place them on the flip charts next to the corresponding issues and/or resources.

11:50 to 12:00pm **Wrap-up and evaluation**
Participants may provide additional thoughts anonymously on small sticky notes about: (1) Anything else they would like to share about the topics discussed; and evaluations of their experience during the session, including if there anything about this session that they enjoyed, and/or if there are ways the session might be improved?

Firstname Lastname, Organization, Phone ###-###-###, Email Lastname@yourorganization.org

Employ Multiple and Targeted Outreach Strategies

	Caregivers	Youth	Staff at local orgs.
Phone calls	☑		☑
Text messages	☑	☑	
Emails			☑
Social media		☑	
Flyers on-site	☑	☑	

Address Barriers to Participation

Ensuring the voices of families are heard in matters that affect them requires developing approaches to data collection that prioritize the expertise of families least likely to participate above the convenience of engaging individuals who are more likely to participate. This requires strategies that are both practical and uncomplicated:

- Meeting times must be staggered to address multiple scheduling needs depending on whether caregivers prefer to participate in the mornings after school drop-off, after work hours during the week or even weekends.
- Providing childcare, monetary compensation for their time, and a meal for anyone participating is also essential and is an intentional way of setting a welcoming communal space to share ideas, hopes, concerns, and solutions.
- Anticipating language needs and providing expert interpretation is also essential, especially in areas, such as New York, where a large share of the population may prefer to speak in a language other than English.
- Public transportation, with all its limitations, is a community asset that facilitates participation, but fare may be the barrier. Therefore, providing roundtrip fare in addition to compensation for each participant's time is part of a larger set of strategies essential to reducing the financial barriers families may face if they are interested in participating in conversations about their community.

Barriers	Opportunities
Time limitations	Staggering meeting times to address multiple needs (e.g., after school drop-off; after work hours
Family obligations	Providing childcare and a meal for anyone, participating or not
Language preference	Anticipating bilingual sessions
Lack of rapport	Recruiting via trusted messengers, and invite these individuals as members of facilitation team for one or more sessions
Lack of transportation	Providing fare for transportation in addition to compensation for time

Check list for addressing participation barriers ahead of sessions

- [ ] Have we chosen appropriate start and end times based on caregivers'/young people's needs?
- [ ] Do participants know to expect refreshments at the session?
- [ ] Do participants know to expect compensation (e.g., gift card) for their time?
- [ ] Will any participants need help supervising young children in order to participate?
- [ ] Do we need to budget time or funding for language interpretation during meetings?
- [ ] Do participants trust the facilitator(s)? If not, who might we rely on as co-facilitator(s)?
- [ ] For in-person meetings: Is the meeting taking place at a location convenient for participants to get to? Do participants have means to travel?
- [ ] For online meetings: Do we know if one or more participants lack internet or a device? Who/how will we meet this need?

Conduct interviews with service providers early on to identify key issues and potential project partners

Questions

What are the most pressing issues facing children and families...?

- in the neighborhood/town/city/county? (Choose one)
- involved in child welfare systems?

What recommendations do you have to address these issues?

- in the short term?
- in the long term?

What are the significant resources that support well-being of child and family?

- in the neighborhood/town/city/county? (Choose one)
- involved in child welfare systems?

Offer opportunities for questions & feedback

Strategies

When conducting outreach to stakeholders

- Include contact information (e.g., contact person's name, email, and phone number) on all materials (e.g., one-pager, flyers, emails)
- Consider language and literacy needs of recipients

When meeting with stakeholders

- Build in time to ask questions before starting the focus of a discussion; pause often to ask if there questions, become comfortable with uncomfortable silence
- Build in time or appropriate strategies to gather feedback and additional questions at the end of every session with stakeholders

Managing expectations and maintaining motivation

Changing systems can take time. Building "safety rails" into your implementation plan is about making progress toward implementation plan goals that are within reasonable expectations of time and participation among stakeholders.

These expectations of time and participation must be discussed explicitly and at multiple timepoints.

Invite feedback and conduct self-assessment often

Regular reflection on opportunities and challenges is essential to the iterative nature of participatory projects and to building cohesive and communicative planning and facilitation teams, as well as being responsive to the ideas of stakeholders. The questions below are most relevant to members of the facilitation team, but may be adapted for sessions with young people, caregivers, service providers, or other community members participating in sessions gathering feedback on findings from the assessment or the provisional implementation plan. Document responses in order to refer to them in the future when you assess progress or celebrate successes.

- What new skills or tools have we gained?
- What new knowledge have we gained about opportunities and challenges for families?
- What might we change about our process the next time we have a similar conversation?
- What do we still need to know more about?

Consider a *collective impact* approach

A Common Agenda

Shared Measurement Systems

Mutually Reinforcing Activities

Continuous Communication

Backbone Support Organizations

Please see: Kania J & Kramer M (2011) Collective impact, https://ssir.org/articles/entry/collective_impact

What is a collective impact approach?

A Common Agenda

Collective impact requires all participants to have a shared vision for change, one that includes a common understanding of the problem and a joint approach to solving it through agreed upon actions.

Shared Measurement Systems

Collecting data and measuring results consistently on a short list of indicators at the community level and across all participating organizations not only ensures that all efforts remain aligned, it also enables the participants to hold each other accountable and learn from each other's successes and failures.

Mutually Reinforcing Activities

Collective impact initiatives depend on a diverse group of stakeholders working together, not by requiring that all participants do the same thing, but by encouraging each participant to undertake the specific set of activities at which it excels in a way that supports and is coordinated with the actions of others.

Continuous Communication

Participants need several years of regular meetings to build up enough experience with each other to recognize and appreciate the common motivation behind their different efforts. They need time to see that their own interests will be treated fairly, and that decisions will be made on the basis of objective evidence and the best possible solution to the problem, not to favor the priorities of one organization over another.

Backbone Support Organizations

The backbone organization requires a dedicated staff separate from the participating organizations who can plan, manage, and support the initiative through ongoing facilitation, technology and communications support, data collection and reporting, and handling the myriad logistical and administrative details needed for the initiative to function smoothly.

Why use a collective impact approach?

- Clarify and focus needed actions
- Adapt to changing conditions
- Shift models of funding from supporting specific programs to strengthening systems of practices

Resources on a Collective Impact Approach

Kania J & Kramer M (2011) *Collective impact,*
https://ssir.org/articles/entry/collective_impact

Niemelä, M., Kallunki, H., Jokinen, J., Räsänen, S., Ala-Aho, B., Hakko, H., & Solantaus, T. (2019). Collective impact on prevention: Let's Talk about Children Service Model and decrease in referrals to child protection services.
https://www.frontiersin.org/articles/10.3389/fpsyt.2019.00064/full

Also consider these resources

Collective Impact Forum

Strive Together

All Children Thrive

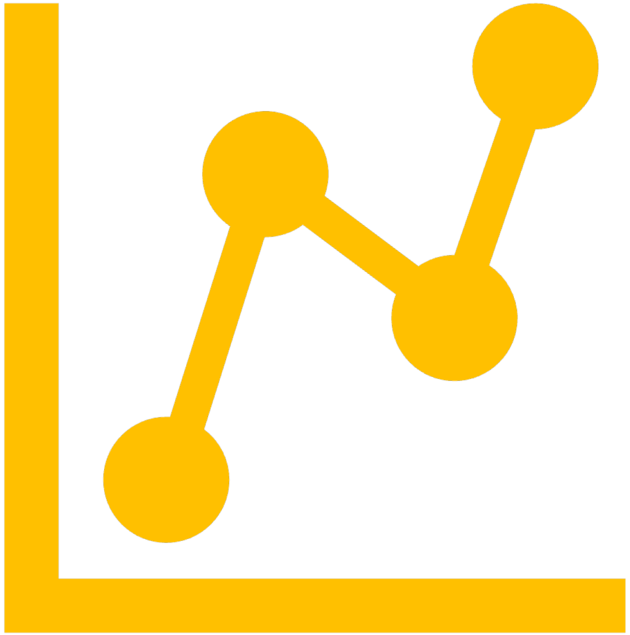
All Our Kids Collective Impact Framework

Tribal Evaluation Institute - Performance Measures

Citizens' Committee for Children of NEW YORK

Module 2

An introduction to finding and using public data on child and family well-being



Citizens' Committee for Children of NEW YORK

Introduction

Module 1: Planning a community-based assessment of child and family well-being needs and resources

Module 2: An introduction to finding and using public data on child and family well-being

Module 3: Family-centered approaches to quantitative and qualitative data collection

Module 4: Sharing findings and developing a plan of action

Module 2: An introduction to finding and using public data on child and family well-being

- **Module 2 Goals**
- **Key Questions**
- **Accessing Public Data**
    - Sources of public data relevant to child and family well-being
    - New York State Geographies
    - A closer look at US Census Bureau's *American Community Survey*
    - A Step-by-Step for Accessing the US Census Bureau's *Explore Census Data*
    - A summary of relevant census tables with estimates
- **Disaggregating data & promoting racial equity**
    - Resources on promoting equity when collecting and analyzing data
- **Using public data to create a child and family well-being index for New York State**
    - 18 Key Indicators Across 6 Domains of Child and Family Well-being
    - Public Data Sources and Notes for Indicators in the index
- **Digital Mapping Strategies**
    - Strategies for mapping publicly available data on community resources
    - Questions for stakeholders to identify an initial set of indictors to explore further
- **Appendix of Interactive and Open Data Tools**

Module 2 Goal

Review strategies for finding and leveraging existing publicly available data on child and family well-being

Key Questions to Consider

- Where can we find publicly available data on child and family well-being for our community?
- What questions should we ask stakeholders to gather information on children and families' needs and opportunities available to them that promote their well-being when publicly available data are lacking?
- What are reliable (*i.e.,* accurate, trustworthy, timely) sources of data?
- How do we acknowledge the strengths and weakness of data?
- What data points are most critical to focus on?

Accessing Public Data

In this section:

Understanding the multiple levels of data from data sources

Understanding New York Geographies

A closer look at the American Community Survey

Using public data to create a child and family well-being index for New York State

Example Data Sources for New York State Geographies

Federal Agency Data
- United States Census Bureau, American Community Survey

State Agency Administrative Data
- New York State's Open Data Program & Portal
- New York State Department of Health
- New York State Department of Education
- New York State Division of Criminal Justice Services

County/Municipal Agencies
- Open Data Buffalo

Interactive Sites
- NYS Council on Children & Families, Kids' Well-being Indicators Clearinghouse
- Feeding America, Map the Meal Gap

New York State Geographies

Geography	Population Estimate	Description
Public Use Micro Area (PUMA)	At least 100,000 residents	There are 145 PUMAS in NYS, 55 of which are in NYC. The Census Bureau defines PUMAs for the tabulation and dissemination of decennial census and American Community Survey (ACS) Public Use Microdata Sample (PUMS) data. PUMAS may cross county boundaries.
Census Tract	Between 3,000 to 4,000 residents	New York has 4,919 census tracts. They are small statistical subdivisions of counties used by the USCB. Each decade, the USCB updates this geography, attempting to keep changes to a minimum. Smaller than Census tracts, are Census Block Groups and Census Blocks, the smallest Census geographies.
County	Not applicable	There are 62 counties in New York. The five counties that comprise New York city (Bronx, Kings, New York, Queens, and Richmond) are governmentally consolidated with the city. The remaining 57 counties are functioning governmental units, each governed by a board of supervisors, county legislature, board of representatives, a legislative board, or a board of legislators.
County Subdivision	Not applicable	There are 1,023 county subdivisions in New York known as minor civil divisions (MCDs). Minor civil divisions are legally incorporated municipal corporations within the state. They provide a range of services to their residents and are empowered to tax property within their boundaries to raise revenue.
Cities/Villages	Not applicable	In New York there is no set progression from village to city status. Cities independent of other county subdivisions are chartered by the state and there is no minimum population size to become a city.
School District	Not applicable	New York has 14 elementary school districts, 3 secondary school districts, and 669 unified school districts.
ZCTA (Zip Code Approximations)	Not applicable	Individual USPS ZIP Codes are a collection of mail delivery routes and can cross state, place, county, census tract, and other Census boundaries. The USCB calculates approximate boundaries of ZIP Codes areas, called ZIP Code Tabulation Areas (ZCTAs) and provides statistical census data for these approximate areas. ZCTAs were first introduced with the 2000 Census. There are 1,794 ZIP Code tabulation areas (ZCTAs) in New York.
American Indian Areas	Not applicable	New York has eight federally recognized American Indian reservations. There is one tribal designated statistical area (TDSA). There are also two state recognized reservations.

American Community Survey (ACS)

The American Community Survey (ACS) is a Census Bureau survey which collects data on an ongoing basis about people and households in the nation. New data are released every year in multiple formats which allow for estimations of population, education, employment, and other characteristics at various geographic levels including nationwide, statewide, countywide, and other small neighborhood geographies.

The ACS provides their estimates through both pre-determined tables on subjects and populations of interest, and through public use micro-data (PUMS) files which allow for custom estimations. Further, data are released in one-year and five-year formats, where one-year estimates include 12 months of collected data, and 5-year estimates include 60 months of collected data. One-year estimates are the most current but are unavailable for areas with populations less than 65,000; while five-year estimates are available for all geographies and have smaller margins of error.

For a Census Bureau resource on data products and corresponding geographies, see here; and for more information on benefits of one-year and multi-year data files, see here.

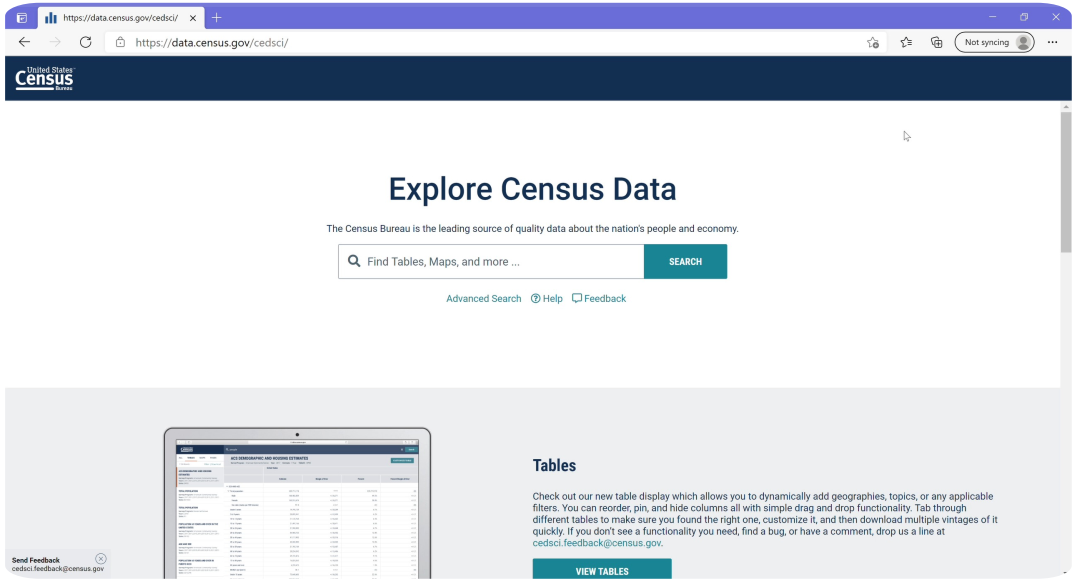
American Community Survey (ACS)

The US Census Bureau releases ACS data in multiple formats: table data and micro-data. Both formats are released annually, with options for one-year or five-year data.

Table Data	Public Use Microdata (PUMS)
• 1-year estimates - 12 months of collected data, available for areas with populations greater than 65,000 • 5-year estimates - 60 months of collected data, available for all geographies with the smaller margins of error	• Respondent and household-level data files, which allow for custom tabulations at nationwide, division, state, and Public Use Microdata Area (PUMA) geographic areas • Also has 1-year and 5-year data • Typically requires use of statistical software, until new beta tool

A step-by-step for Accessing the US Census Bureau's *Explore Census Data*

1. Visit https://data.census.gov/cedsci/
2. Use the search bar to find data of interest – type in keywords (e.g. Poverty) or specific table numbers (e.g. S1903).
3. Click on tables to explore table layout and variables contained in each table.
4. To change the geographies displayed, select *Geos* and scroll to geography of interest.
5. To change the survey/years of data, select *Product* and scroll to the survey of interest.
6. When all selections are made, you can export the entire table to a CSV or PDF. Note that the data will be exported for the geographies you select, but other changes you make to the table in the data tool (e.g. reordering or deleting columns/rows) will not be reflected in the downloaded csv.
7. After you download the csv, search for the data of interest using the column names in the second row. The column names in the first row refer to the corresponding API variable which can be utilized through the method below.
8. For more information, watch the Census Bureau's Webinar on their online data explorer ([link]())



American Community Survey Data Tables Related to Households with Children

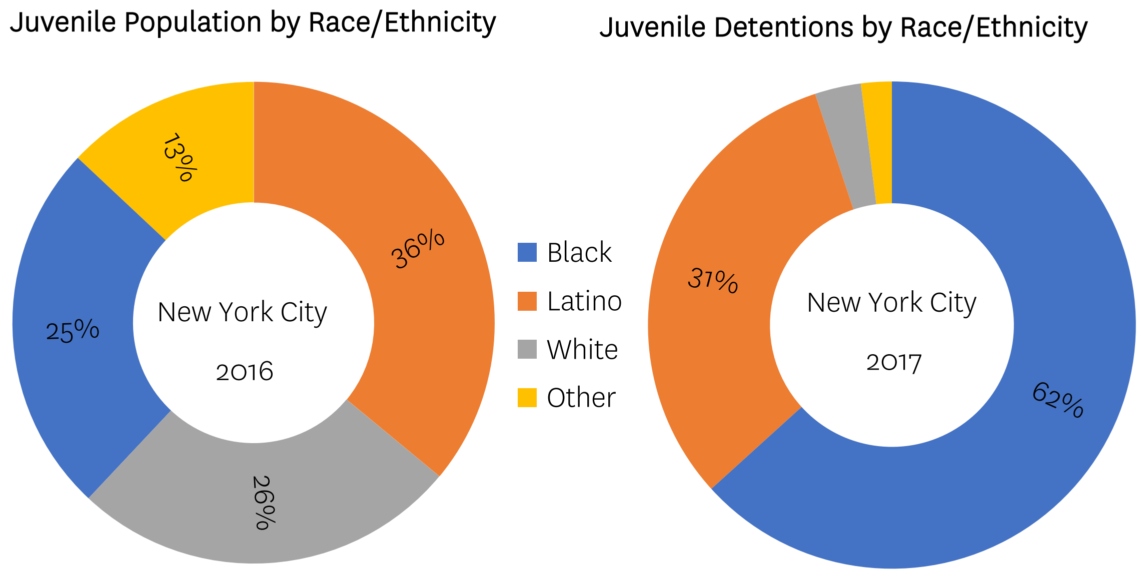
Name	Table ID
Children in poverty by race	B17001; C17001 - B,C,D,E,H,I
Children in single-parent families	C23008
Children living with cohabiting domestic partners	C09008
Children receiving government assistance (SSI, CPAI, SNAP)	B09010
Children that have difficulty speaking English	C16004
Children that speak a language other than English at home	C16007
Children under age 6 with all available parents in the labor force (2000-2007 series, 2008-2009 series, explain series data)	B23008
Children under age 6 with no parent in the labor force (2000-2007 series, 2008-2009 series, explain series data)	B23008
Children who have moved in the past year	B07001
Children with a disability	B18101
Children with ambulatory difficulty	B18105
Children with cognotive difficulty	B18104
Children with hearing difficulty	B18102
Children with self-care difficulty	B18106
Children with unmarried partner of householder present, by household type	B09008
Children with vision difficulty	B18103
Educational attainment of population ages 25 to 34	B15001
Educational attainment of working age population 25 to 64	B15001
Families in poverty by presence and age of related children	B17022
Families with related children that are below poverty	B17010
Family type by age of own children	B11003
Family type by age of related children	B11004
Family type by children by family income	B19131
Grandchildren cared for by a grandparent	B10002

Name	Table ID
Child by relationship to householder	B09018
Child Population	B09001
Child population by household type	B09005
Child population by nativity	C05003
Children 15 to 17, 18 to 19 by marital status	B12002
Children below 150% poverty	B17024
Children below 200% poverty	B17024
Children by disability by health coverage	B18135
Children by family type and age	B09002
Children by health insurance coverage by age	B27001
Children by household type	B11005
Children by level of poverty by disability status	B18130/B18131
Children by nativity by language spoken at home	B16008
Children by number of disabilities	B18108
Children by relationship to householder	B09006
Children by school enrollment by type of school	B14003
Children in extreme poverty	B17024
Children in families by number and nativity of parents	B05009
Children in poverty	B17001
Children in poverty by age group	B17001
Children in poverty by language spoken at home	B16009
Children in poverty by nativity	B05010

Disaggregating data & promoting racial equity

Disaggregating data is one of the first steps in addressing this and other racial inequities in order to promote greater racial justice. It is common to disaggregate data by race and ethnicity, gender, age groups, head of household (*i.e.*, single parent, married couple, grandparent), income groups, nativity, disability status, and other demographics when possible.

Disaggregating data is particularly important for promoting racial equity and justice. For example, when comparing the population of children ages 7 to 15 in New York City to data on juvenile detentions disaggregated by race/ethnicity, we see that while children who are Black are a quarter of this age population, they represent two-thirds of detainees. **Racism and discrimination explain these disparities, not inherent differences between races or ethnicities.** Young people who are Black experience more policing and are treated more punitively throughout the justice system.*



NYS Division of Criminal Justice Services, Office of Justice Research and Performance, County Juvenile Justice Profiles as of May 15, 2018. https://www.criminaljustice.ny.gov/crimnet/ojsa/jj-reports/newyorkcity.pdf

* For more information, please see:

- Recommendations from the Civilian Complaint Review Board Report on Youth and Police (2020) https://www1.nyc.gov/assets/ccrb/downloads/pdf/policy_pdf/issue_based/CCRB_YouthReport.pdf
- Rovner, J (2016) Racial disparities in youth commitments and arrets. The Sentencing Project. Table 3. https://www.sentencingproject.org/publications/racial-disparities-in-youth-commitments-and-arrests/

Resources on Promoting Equity When Collecting & Analyzing Data

Annie E. Casey Foundation - *Equity and Inclusion: Employing Data-driven, Targeted Strategies, Programs and Resources Focused on Those Children, Families and Communities Who Need Them Most,* https://www.aecf.org/work/equity-and-inclusion/

Charles and Lynn Schusterman Family Philanthropies – *More than Numbers: A Guide Toward Diversity, Equity and Inclusion in Data Collection,* https://cloudspn.tfaforms.net/266232

Child Trends – *Equitable Research Communication Guidelines,* https://www.childtrends.org/publications/equitable-research-communication-guidelines

The Genderbread Person – *A teaching tool for breaking the big concept of gender down into bit-sized, digestible pieces,* https://www.genderbread.org/resource/genderbread-person-v4-0

Urban Institute – Principles for Advancing Equitable Data Practices, https://www.urban.org/research/publication/principles-advancing-equitable-data-practice

Using public data to create a child and family well-being index for New York State

To develop a county-level index of data on *Child and Family Well-being in New York State*, CCC utilized five-year table data. Five-year estimates provide the most reliable estimates for all counties in the state. Microdata cannot be used to create county-level estimates in New York State, as multiple PUMA boundaries cross county lines. In New York City, however, PUMA boundaries are neatly housed within county boundaries, making such estimations possible.

Link to the report

Link to the webinar

Domains & Indicators Utilizing Public Data in CCC's *Child & Family Well-being Index for New York State*

ECONOMIC SECURITY

Child Poverty Rate
Median Income for Families with Children
Parental Labor Force Participation

EDUCATION

Early Education Enrollment
Common Core ELA and Math Test Pass Rate
High School Graduation Rate

HOUSING

Severe Rent Burden
Rental Overcrowding
Students in Temporary Housing

YOUTH

Teen Birth Rate
Teen Idleness
Youth Unemployment

HEALTH

Infant Mortality Rate
Low Birth Weight Babies
Children without Health Insurance

FAMILY & COMMUNITY

Children in Single-Parent Families
Adult with No High School Degree
Violent Felony Rate

Data Sources & Notes

ECONOMIC SECURITY

Child Poverty: The percentage of children under 18 with incomes below the Federal Poverty Level. Source: American Community Survey, Table S1701, 5-year estimates (2014-2018).

Median Income for Families with Children: Median income for families with children in 2018. Source: American Community Survey, Table S1903, 5-year estimates (2014-2018).

Share of Families in the Labor Force: The percentage of families with children where one or more parent is in the labor force. Source: American Community Survey, Table S2302, 5-year estimates (2014-2018).

HOUSING

Severe Rent Burden: The percentage of renters who spend more than 50% of their income on rent. Source: American Community Survey, Table B25070, 5-year estimates (2014-2018).

Rental Overcrowding: The share of renters who live in households with more than one person per room. Source: American Community Survey, Table B25014, 5-year estimates (2014-2018).

Students in Temporary Housing: The percentage of students enrolled who experienced homelessness at any point in the 2017- 2018 school year, including living doubled up, in hotel/motel, in shelter, or unsheltered. Source: NYSED Data on Student Homelessness, SIRS Data (retrieved through NYS Teach); NYSED IRS Historical Enrollment for 2017-18.

HEALTH

Infant Mortality Rate: Infant deaths under 1 year of age per 1,000 live births. Source: NYS Vital Statistics, Table 45 (2017)

Low Birthweight Babies: The percentage of live births where baby's birthweight was <2500g. Source: NYS Vital Statistics, Table 11a (2017)

Uninsured Children: The percentage of children under the age of 19 lacking health insurance. Source: American Community Survey, 5- year estimates (2014-2018)

DEMOGRAPHICS

Population & Renters: American Community Survey, Table B25008, 5-year estimates (2014-2018)

Race and Hispanic Origin: American Community Survey, Table S0601, 5-year estimates (2014-2018)

EDUCATION

Early Education Enrollment: The percentage of three and four-year- olds enrolled in school. Source: American Community Survey, Table S1401, 5-year estimates (2014-2018).

English Language Arts (ELA) & Math Standardized Test Scores: The percentage of 3rd to 8th graders scoring proficiently (levels 3+4) on ELA and Math standard tests in 2018. Source: NYSED 3-8th Assessment Database (2017-18).

Graduation Rate: The percentage of the 2014 high school cohort who graduated within four years (as of June). Source: NYSED Graduation Rate Database (2017-18).

YOUTH

Teens Not in School and Not in the Labor Force: The percentage of 16- to 19-year-olds who are not enrolled in school and not in the labor force. Source: American Community Survey, Table B14005, 5-year estimates (2014-2018).

Youth Unemployment: The unemployment rate for 20- to 24-year- olds. American Community Survey, Table S2301, 5-year estimates (2014-2018).

Teen Birth Rate: Births to 15- to 19-year-old per 1,000 girls 15 to 19 years of age. Source: NYS Vital Statistics, Table 7 & 1a (2017)

FAMILY AND COMMUNITY

Adults with No High School Degree: The percentage of adults older than 25 without a high school degree. Source: American Community Survey, Table S1501, 5-year estimates (2014-2018)

Share of Children in Single Parent Families: The percentage of children living in homes headed by a single mother or single father. Source: American Community Survey, Table B09002, 5-year estimates (2014-2018)

Violent Crime Rate: Instances of violent crime (murder, rape, robbery, and aggravated assault) per 100,000 residents. Source: NYS Division of Criminal Justice Services, 2018 County Violent Crime Counts and Rates per 100,000 Population

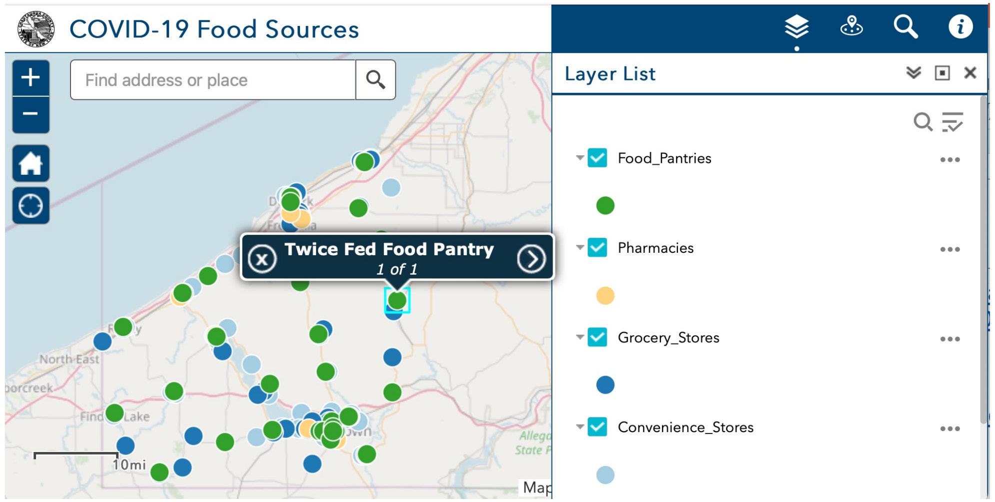
Digital Mapping Tools

Strategies for mapping publicly available data on community resources

Strategies for Mapping Assets

Partner with County planning departments to map community assets

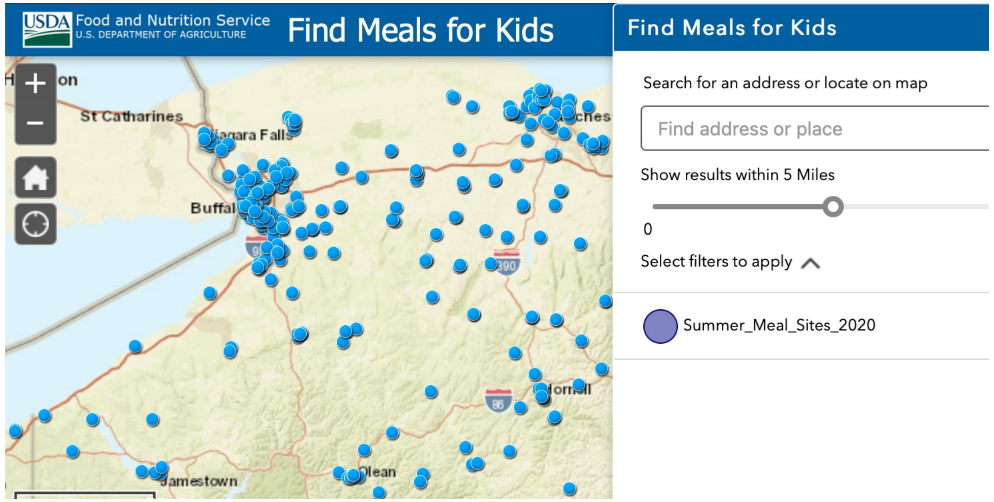
EXAMPLE Chautauqua County Department of Planning & Development produced the COVID-19 Food Sources Map,



https://chautauquacounty.maps.arcgis.com/apps/webappviewer/

Leverage national datasets that provide county or community-level information

EXAMPLE Map of Summer Meal Sites (2020), US Department of Agriculture

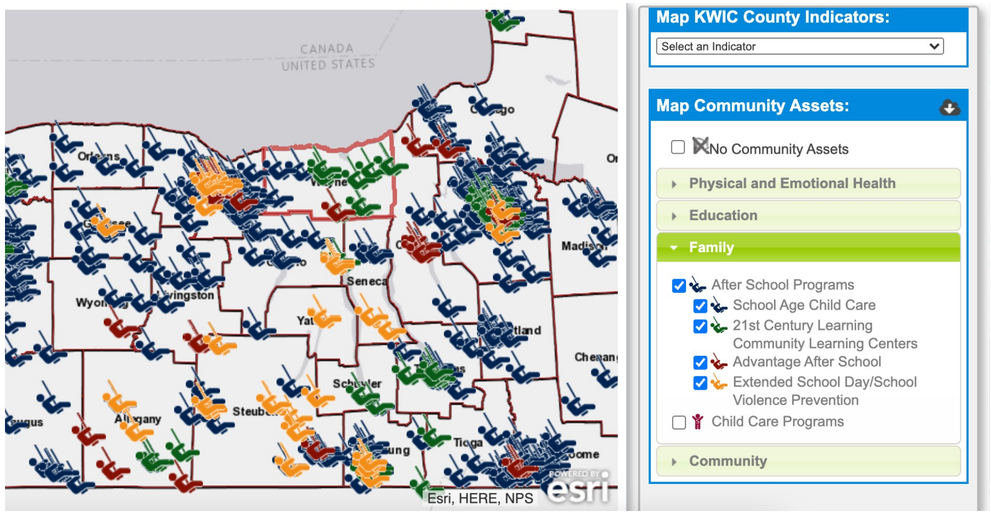


https://usda-fns.maps.arcgis.com/apps/webappviewer/

Strategies for Mapping Assets

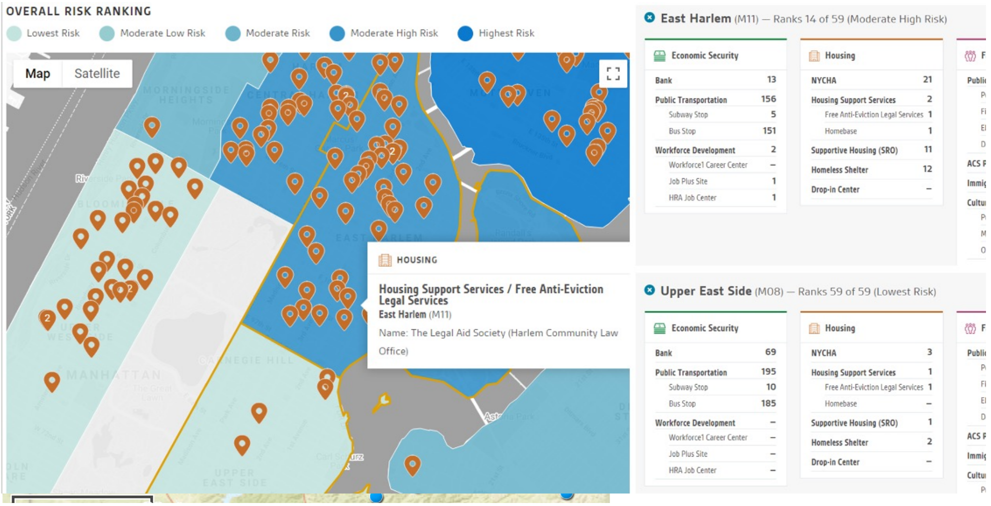
Leverage existing efforts and digital tools

EXAMPLE Kids Well-being Indicators Clearing House (New York State)



https://www.nyskwic.org

EXAMPLE Keeping Track Online (New York City)



https://www.data.cccnewyork.org/assetmapping

Questions for stakeholders to identify an initial set of indictors to explore further

1. What are the most pressing issues facing children and families in your community?
2. What recommendations do you have to address these issues?
3. What are the significant resources that support well-being of children and families in your community?
4. How would you improve resources and services in the community to meet the needs of families?
5. How would you build a community that celebrates diversity and inclusion?
6. How can we better reach and connect resources to ensure racial equity and inclusion?

Appendix of Interactive and Open Data Tools

Databases providing county and subcounty data from state and federal agencies

List of Example Databases & Digital Tools

New York State Open Data

- data.nys.gov
- health.data.ny.gov
- health.ny.gov/statistics
- data.nysed.gov
- criminaljustice.ny.gov/crimnet/ojsa/stats.htm
- openbudget.ny.gov

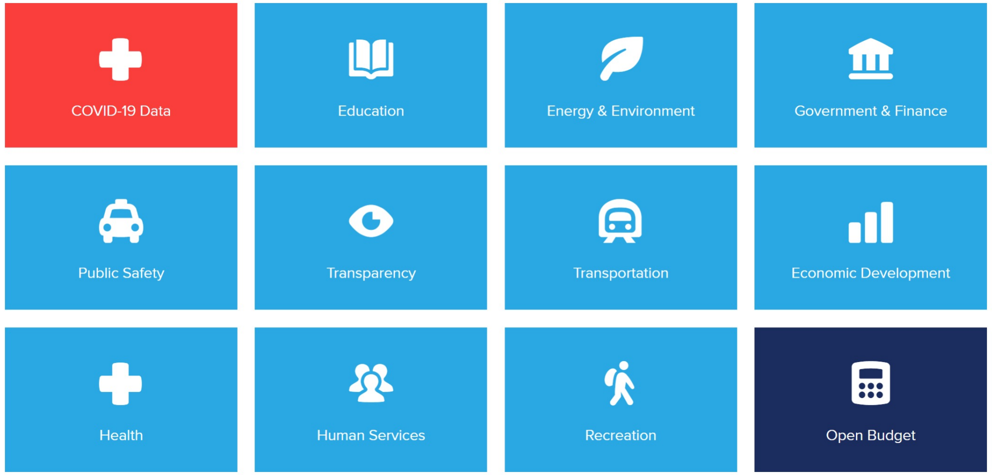
Examples of Municipal-level Open Data

- data.buffalony.gov
- data.nyc.gov

Interactive Databases

- data.cccnewyork.org
- nyskwic.org
- datacenter.kidscount.org
- cdc.gov/healthyouth/data/yrbs
- feedingnys.org/map-the-meal-gap
- nysteachs.org

New York State Open Data Portal
data.ny.gov/



The New York State Open Data program was established in 2013 via Executive Order 95 which mandates state agencies to publish datasets which are high quality, complete, and of value to the public. New York State's digital warehouse provides centralized access to data from various government agencies, a useful tool to assess what data are available. Sort by topic, locality, agency, or search key words such as "county" or "child" to find data relevant to your area and specific to child and family wellbeing. Data are available to export via CSV or Excel file.

For more information on the New York State Open Data Program:
https://data.ny.gov/dataset/NYS-Open-Data-Program-Overview/7ruf-yihe

For ALL Open NY (data, health data, budget data, and reports)
https://www.ny.gov/programs/open-ny

For up to date news and information on newly published datasets in Open New York Quarterly Reports:
https://data.ny.gov/browse?tags=openny%20report&utf8=%E2%9C%93&sortBy=newest

Examples of Available Data on NYS Open Data

Education

SUNY/CUNY Campus Locations/Programs/Enrollment, School scholarships, School district boundaries

Energy & Environment

Utility, oil and gas production, solar power installations and cost, biodiversity

Government & Finance

Tax data, budget data, parcel counts, census data

Public Safety

Emergency management locations, criminal justice statistics, hate crimes, parolees and inmates, recidivism

Transparency

Campaign expenditures, lobbying, state and local authorities

Transportation

Highway mileage, average traffic counts, airport statistics, texting zones

Economic Development

Labor markets and statistics, farmers markets, wineries and breweries, real estate brokers, broadband access

Health

Health Insurance, care facilities, health surveillance data, immunizations

Human Services

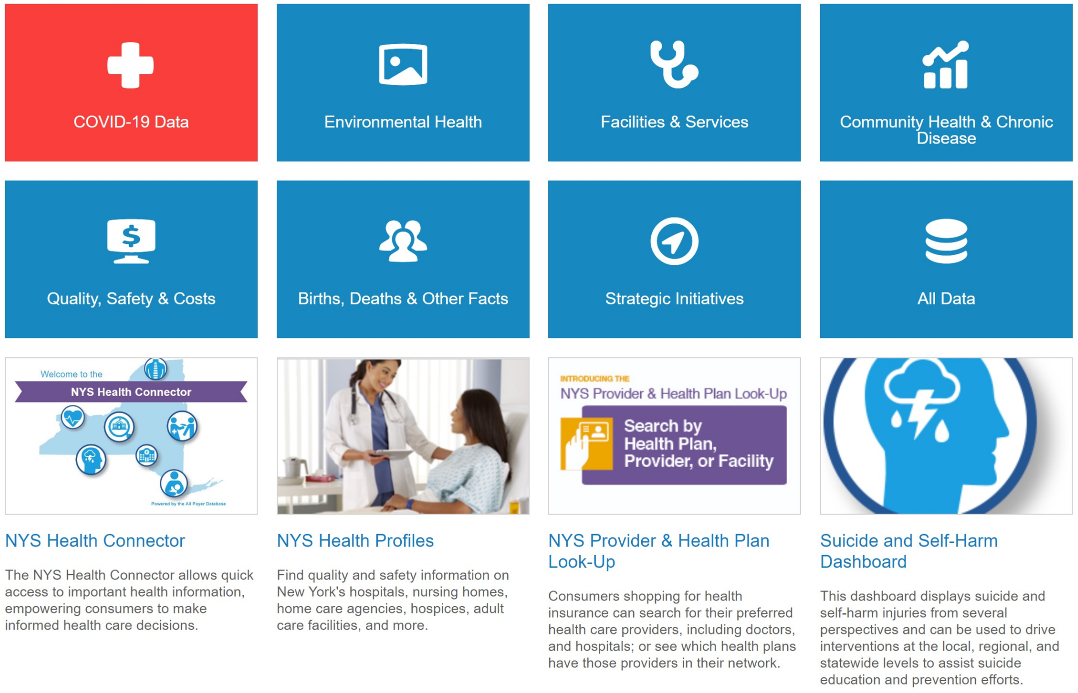
Infant, child, and senior program participation, SNAP data, human services resources and providers

Recreation

Historic sites, state parks, hiking trail, fishing rivers, streams, canals etc.

New York State Department of Health Portal

health.data.ny.gov



New York State’s portal for health data and assets including environmental health, birth outcomes, community health, and health visualizations

All data are owned and published by DOH

Data are also discoverable on data.ny.gov

New York State Department of Health Vital Statistics

health.ny.gov/statistics/vital_statistics/vs_reports_tables_list.htm

Table 53: City and Village Profiles Selected Statistics for Cities and Villages Over 10,000 Population New York State - 2018

City or Village	County	Population[1]	Births	Birth Rate	Spon Fetal Dths/Abortions	Total Pregnancies	Teenage[2] Pregnancies	Low Birthweight	Cesarean Deliveries
Buffalo (C)	Erie	255,781	3,606	14.1	2,359	5,965	514	417	1,163
Rochester (C)	Monroe	206,004	2,944	14.3	1,856	4,800	384	372	836
Yonkers (C)	Westchester	199,883	2,485	12.4	786	3,271	156	229	991
Syracuse (C)	Onondaga	142,745	1,998	14.0	989	2,987	268	226	585
Albany (C)	Albany	97,011	1,049	10.8	744	1,793	150	99	341
New Rochelle (C)	Westchester	78,822	868	11.0	243	1,111	52	82	314
Mount Vernon (C)	Westchester	67,655	889	13.1	426	1,315	74	90	350
Schenectady (C)	Schenectady	65,345	909	13.9	635	1,544	128	115	298
Utica (C)	Oneida	60,040	911	15.2	308	1,219	99	74	348
White Plains (C)	Westchester	58,141	669	11.5	129	798	34	44	235

New York State Department of Health Vital Statistics houses the most recent data on births, pregnancies, and leading causes of mortality, by county for various demographic groups and outcomes

In addition to county-level data, subcounty data are also available for City and Village Birth Profiles; Live Births by School District; and Live Births by Minor Civil Division

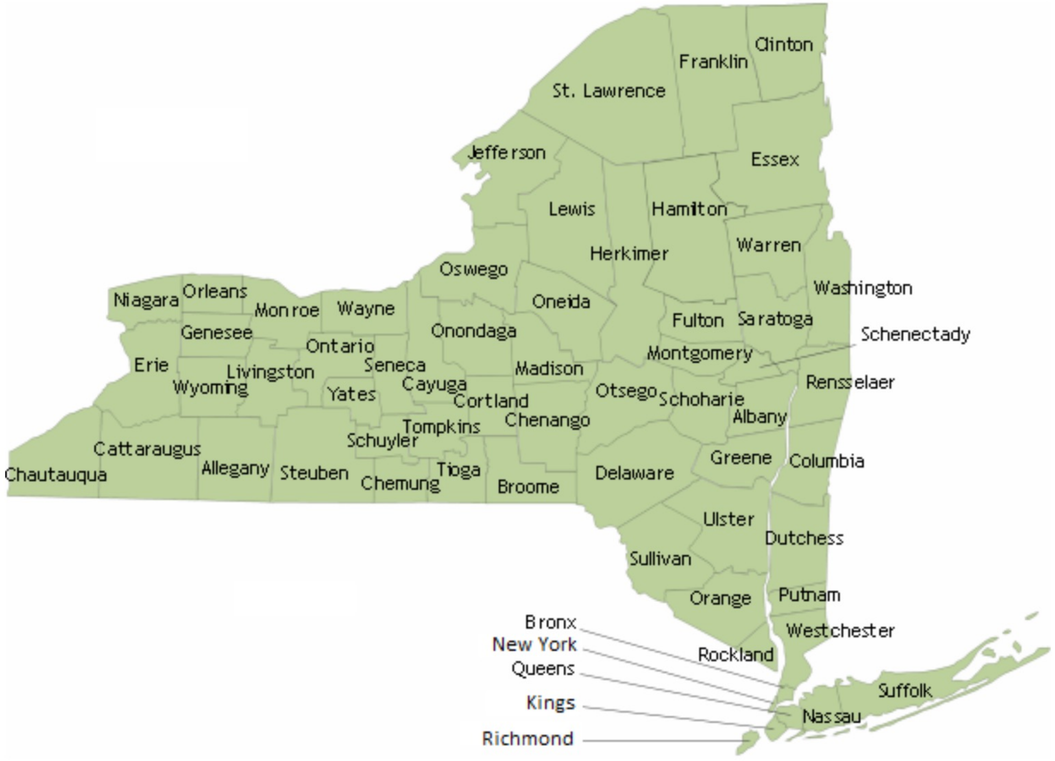
New York State Community Health Indicator Reports

health.ny.gov/statistics/chac/indicators

New York State Community Health Indicator Reports Dashboard by County (link) were developed in 2012 and are annually updated to consolidate and provide information regarding health indicators in the County Health Assessment Indicators (CHAI) for all communities in New York. The CHIRS Dashboard tracks about 350 indicators organized by 15 health topics and is updated annually to include the most recent year of data available for these indicators. Additionally, each of 62 counties in NYS has their own dashboard which allows for comparison of each county's data in relationship to that county's region and NYS totals and includes at-a-glance comparisons of the two most recent data points. Visualizations include tables, maps, charts, and graphs at the state and county levels. This dashboard is a key resource for assessing county trends and can assist in tracking intervention progress. CHIRS data consists of about 350 indicators organized by 15 health topics, and data are annually updated to consolidate and provide information regarding health indicators for all communities in New York.

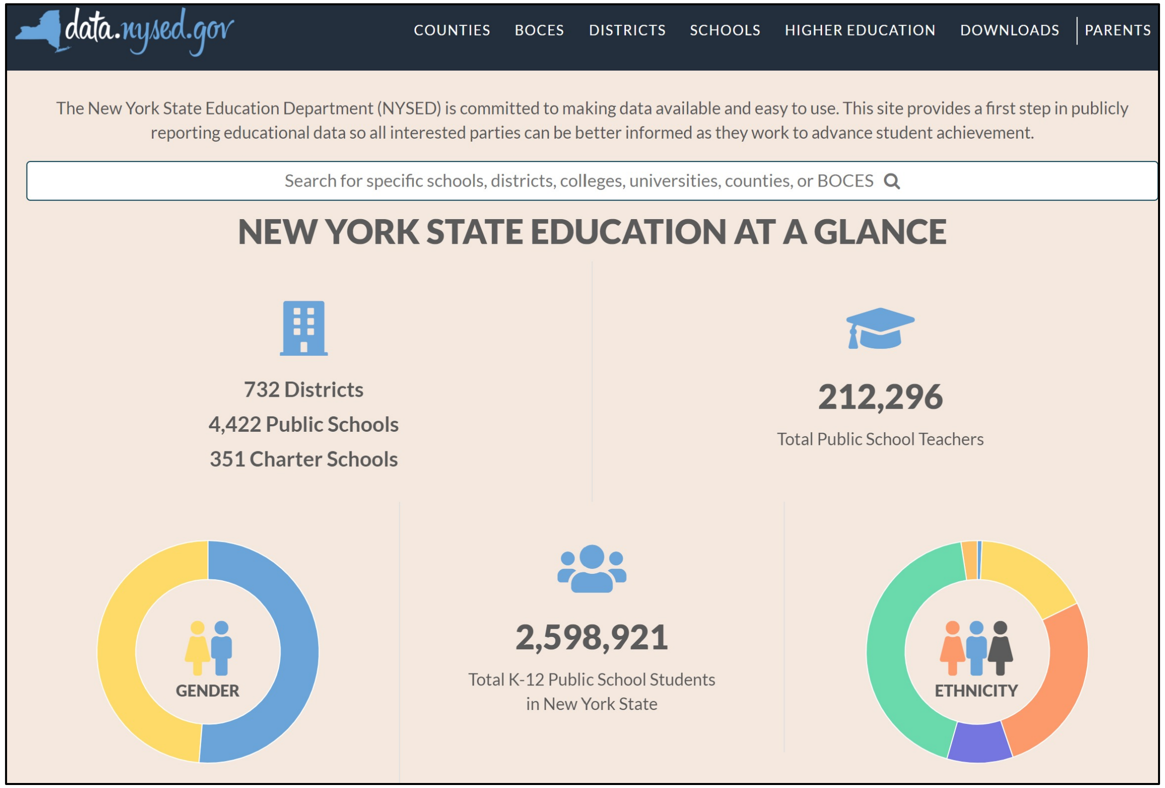
- Cancer Indicators
- Cardiovascular Disease Indicators
- Child and Adolescent Health Indicators
- Cirrhosis, Diabetes, and Kidney Indicators
- Communicable Disease Indicators
- Family Planning/Natality Indicators
- HIV/AIDS and STI Indicators
- Injury Indicators
- Maternal and Infant Health Indicators
- Obesity and Related Indicators
- Occupational Health Indicators
- Oral Health Indicators
- Respiratory Disease Indicators
- Health Status and Social Determinants of Health Indicators
- Tobacco, Alcohol and Other Substance Abuse Indicators

To obtain data for a specific county, select a county from the map below, or from a list of counties in New York State



New York State Department of Education

data.nysed.gov



NYSED's data tool allows users to easily pull Education data on public school enrollment, graduation, and exams by subgroup for every county, school district, and school in the state (link). Click the Downloads button to export datasets of interest via Microsoft Access.

NYSED's Information and Reporting Services feature data for all schools in the state, including enrollment in nonpublic and homeschool settings; teacher and professional staff characteristics; and accountability data (link). Data are downloadable to excel.

New York State Division of Criminal Justice Services
criminaljustice.ny.gov/crimnet/ojsa/stats.htm

Crime data are available for every county in the state, including data on crime rates, youth justice, and others.

Division of Criminal Justice Services

Sex Offenders   Missing Persons   Community Resources   Law Enforcement   Newsroom   Reference   Statistics

Criminal Justice Statistics

Statutorily required annual reports and other reports are available on the **Publications** page. If you are interested in information about the State prison and community supervision populations, research rep

The date in parenthesis indicates the date of the report, or the last time the feature was updated.

Crime and Victimization

- **Index Crimes**
  Violent (murder, rape, robbery, aggravated assault) and Property (burglary, larceny, & motor vehicle theft) offenses reported to law enforcement. **(See also Crime in NYS Report on Publications Page**
  - Index Crimes By Region (12/2020) (Excel)
    Ten years of Index crime data shown in New York State, New York City, and Non-New York City groupings.
  - Index Crimes By County and Agency (12/2020)
    Five years of Index crime data shown for each county in New York State.

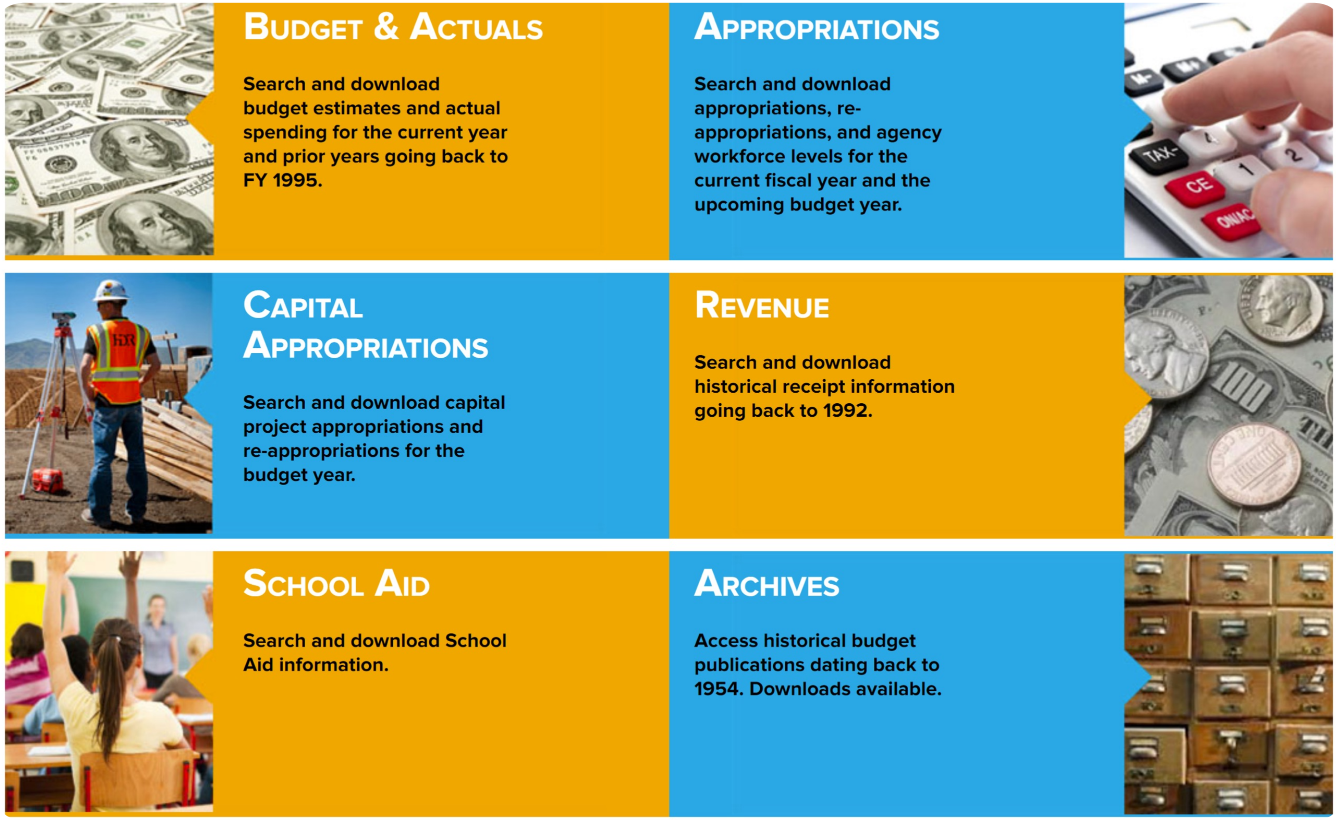
  Historical Index crime data back to 1990 can be found on New York's Open Data Portal
- Crime Rates and Counts by County (12/2020)
  Crime rates and how they are calculated are explained, and tables of Index and violent crime counts and rates by county. Rates take into account differences in population, allowing comparisons bet

  Historical Index, Property, and Firearm crime rate data back to 1990 can be found on New York's Open Data Portal
- Hate Crime Incidents (12/2020) (Excel)
  Hate crime incidents by reporting agency covering the five-year period from 2015 through 2019. (See Also: Hate Crimes Annual Report on Publications Page)

  Historical Hate Crime data back to 2010 can be found on New York's Open Data Portal
- Domestic Violence Victim Data Reported Through UCR (5/2020)
  Domestic Violence Victim Data submitted by county and reporting jurisdiction. (See Also:Domestic Homicide Report on Publications Page)

Open Budget New York
openbudget.ny.gov

New York State's portal provides details on budgets, revenues, appropriations, school aid and actual spending, from 1995 to the present.



Municipal-level Open Data Portals

Several local jurisdictions, more often ones with larger populations, host municipal-level open data portals.

Features

- Filter for from data.ny.gov
- Some sites, such as Open Data Buffalo, offer video tutorials on using the site, Video tutorials: https://data.buffalony.gov/stories/s/Video-Tutorials/ks53-c9x5

Example: Open Data Buffalo

data.buffalony.gov

Example: Open Data NYC

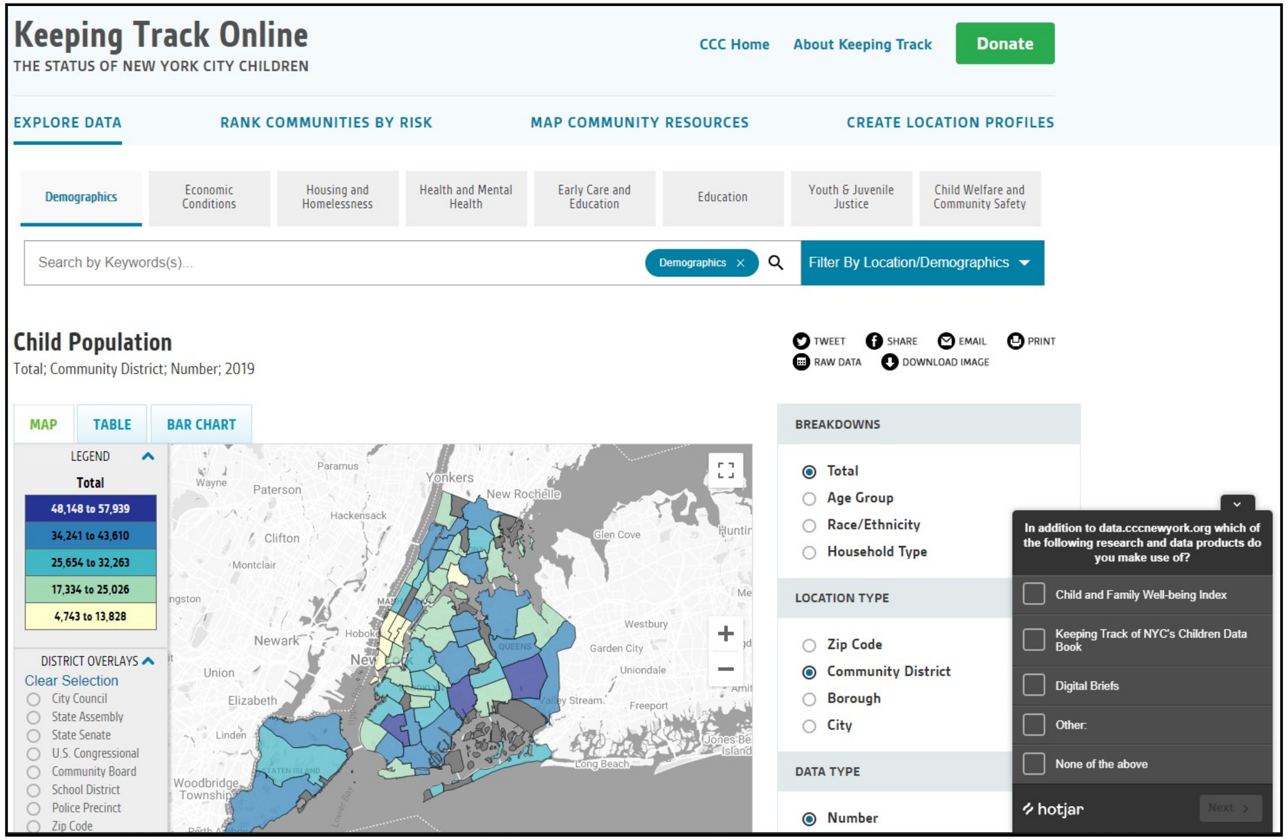
data.nyc.gov

Keeping Track of New York City’s Children, Online

data.cccnewyork.org

Keeping Track of New York City’s Children Online is the most extensive database available on the status of New York City’s 1.8 million children and is used extensively by community leaders, nonprofit professionals, government officials and others to understand and improve the lives of New York City’s children. These data fuel research and advocacy on specific issues facing children and families, especially new issues emerging from the pandemic.

When you come to the site, you’ll find a pop up box in the bottom right hand corner of your screen, which is a survey module we’ve adapted over the years to better understand the interests and needs of our audience; the latest version of this survey invites data users to contribute any ideas toward the development of next year’s Keeping Track data book.



Video Tutorial
https://youtu.be/Y34_zoozU8E

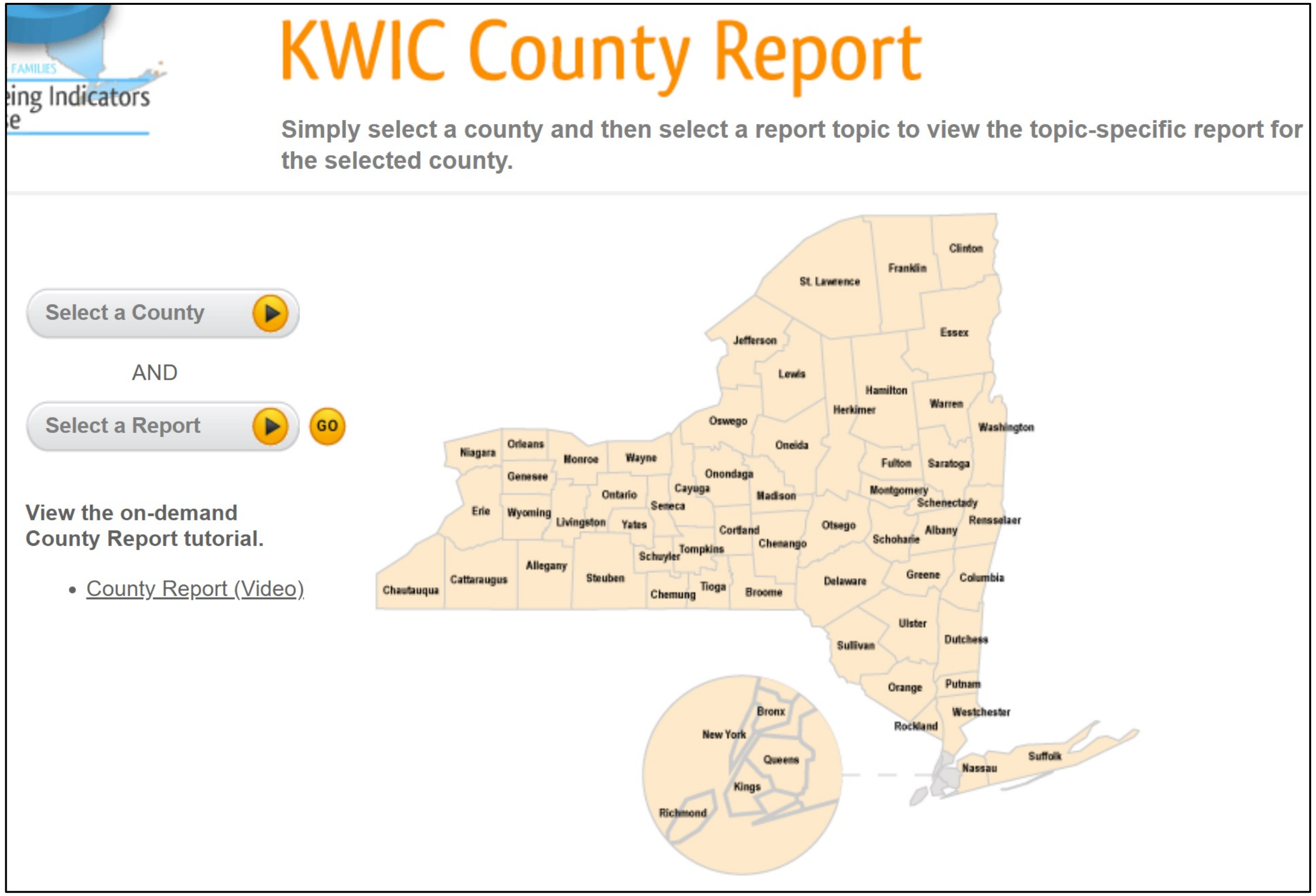
Kids' Well-being Indicators Clearinghouse (KWIC)

nyskwic.org

Features data on multiple life areas for counties across the state, sourced from various government and administrative sources. See here for a video to use their County Report tool, and here for a webinar of the tools on their site.

New York State's Council on Children & Families' data site compiles data from multiple sources and features countywide indicators on children across New York State with data related to:

- child well-being
- child welfare
- education
- maternal and infant outcomes
- juvenile justice
- behavioral health

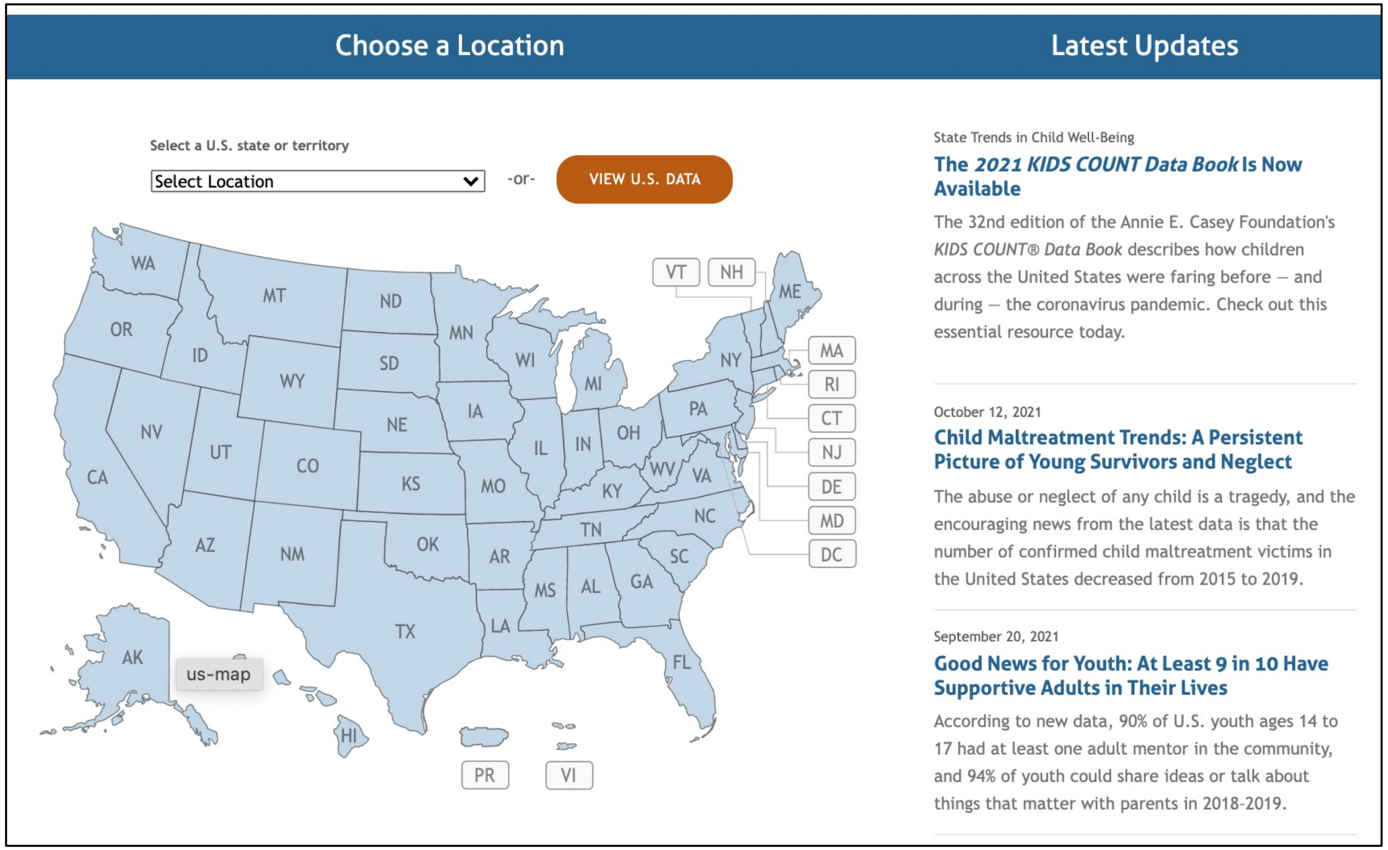


34

KIDS COUNT
datacenter.kidscount.org

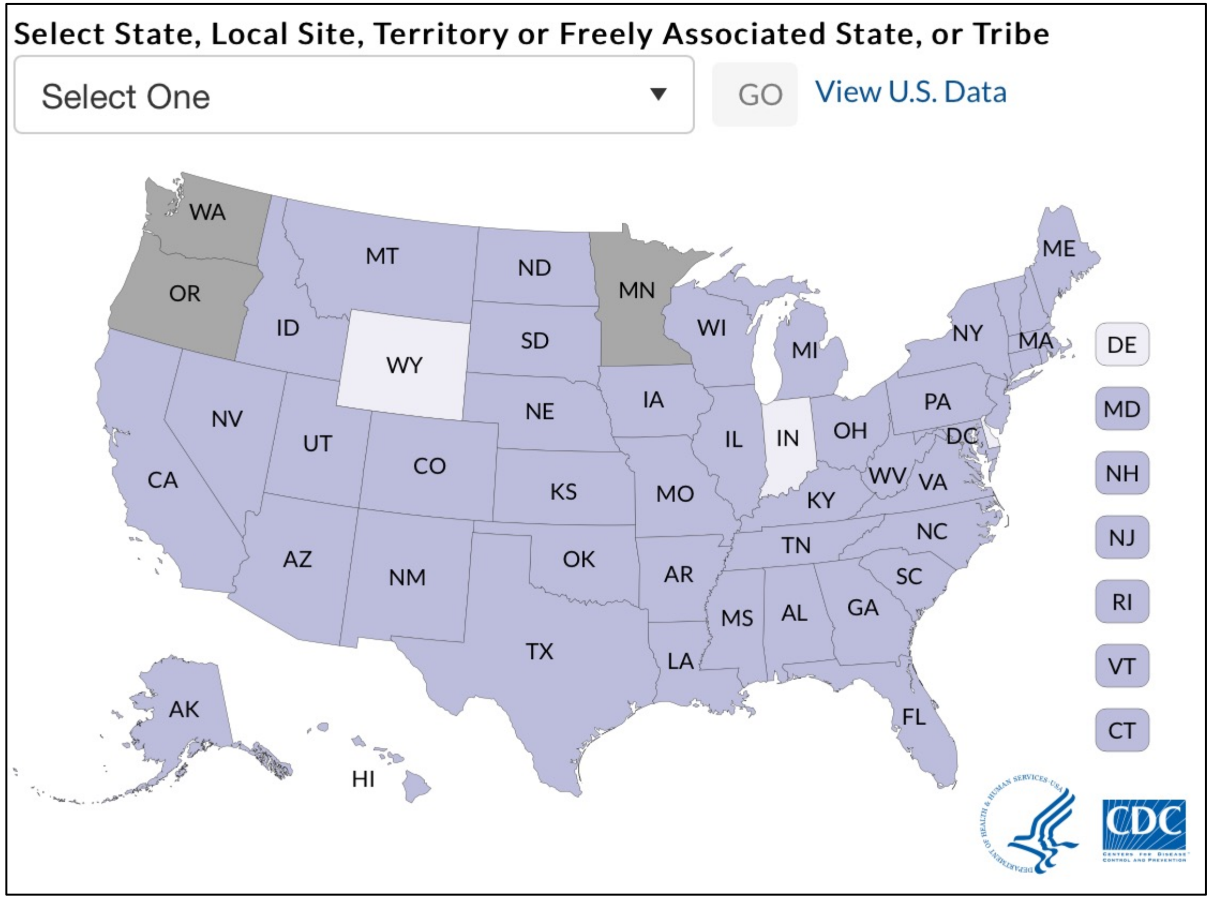
From the KIDS COUNT website:

KIDS COUNT® is a project of the Annie E. Casey Foundation and a premier source of data on children and families. Each year, the Foundation produces a comprehensive report — the KIDS COUNT Data Book — that assesses child well-being in the United States. The indicators featured in the Data Book are also available in the Data Center.



Center for Disease Control
Youth Risk Behavior Surveillance System (YRBSS)
cdc.gov/healthyyouth/data/yrbs

The YRBS is a survey intended to monitor health and risk behavior for youth. Conducted to high school and middle age youth across the country, it is the largest representative survey of youth in the U.S. which provides estimates of youth health behavior for states and school districts. The CDC provides YRBS data through datasets, available for download on their site, and through their online data tool, Youth Online. Only available for the nation, state, and local selected school districts.



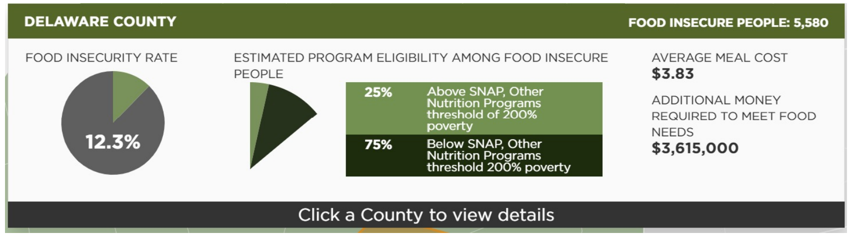
Feeding New York State, Map the Meal Gap

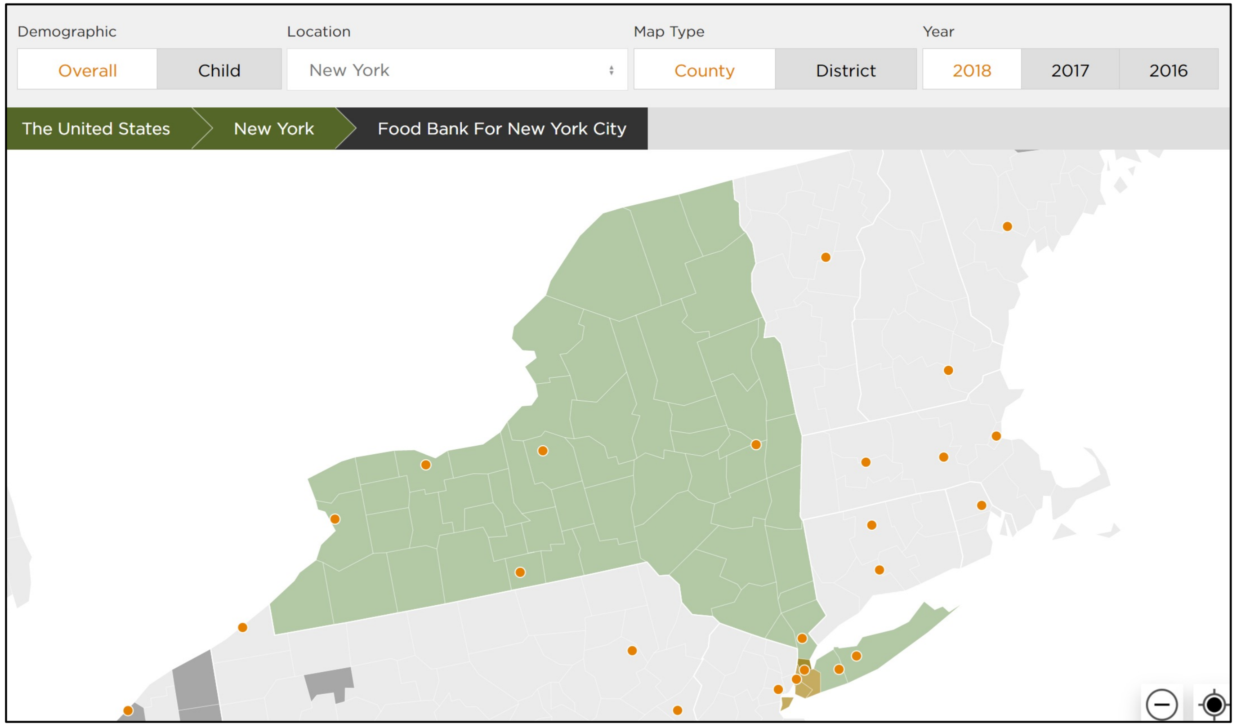
feedingnys.org/map-the-meal-gap

Food insecurity maps for the nation, by state, and by county.
Video tutorial on how to use map:
https://vimeo.com/319560410

Features nationwide data by state and subcounty geographies with some data points available by county, city, and congressional district

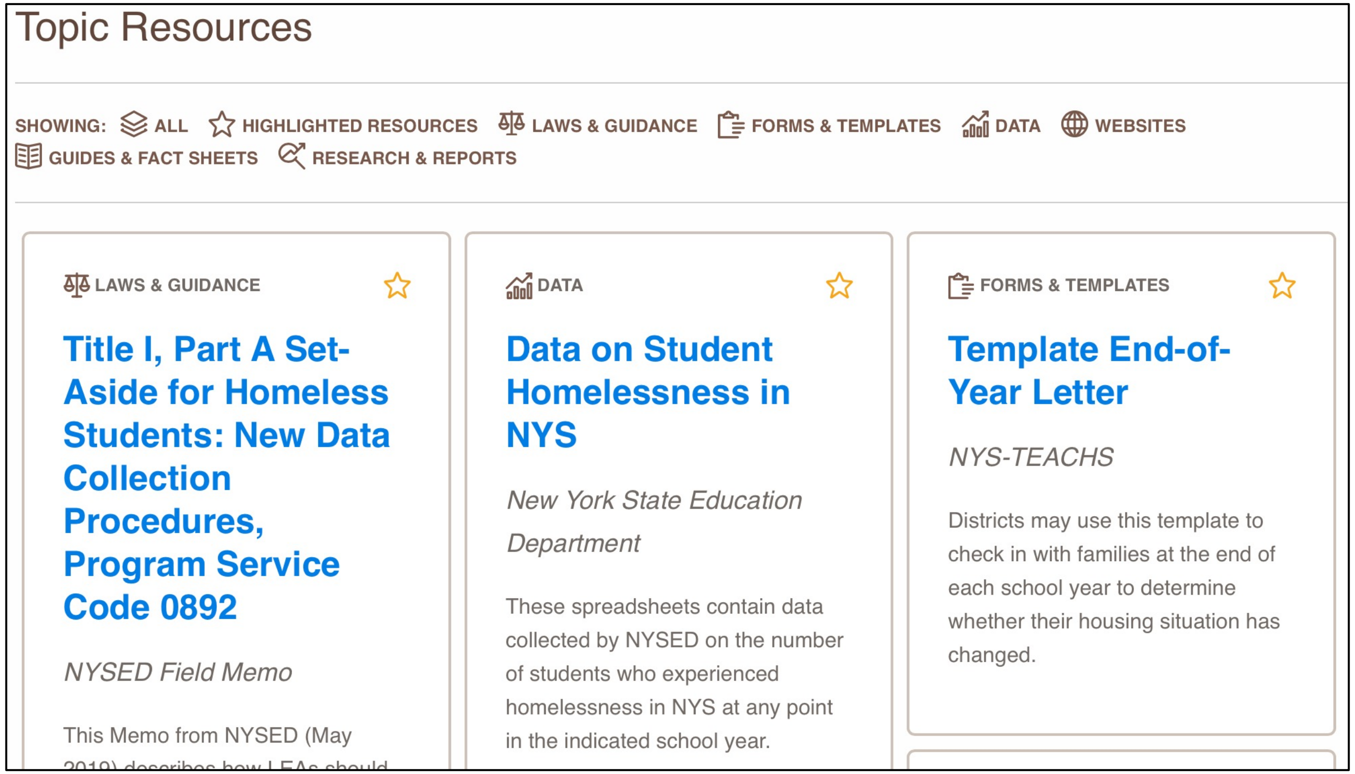
Hovering over counties provides additional information on local food costs





NYS-TEACHS
https://nysteachs.org/

A comprehensive list of topics all about the educational rights of children and youth experiencing homelessness.



Citizens' Committee for Children of NEW YORK

Module 3

Family-centered approaches to quantitative and qualitative data collection

Citizens' Committee for Children of NEW YORK

Introduction

Module 1: Planning a community-based assessment of child and family well-being needs and resources

Module 2: An introduction to finding and using public data on child and family well-being

Module 3: Family-centered approaches to quantitative and qualitative data collection

Module 4: Strategies for sharing, discussing, and reporting findings

Module 3: Approaches to participatory quantitative and qualitative data collection

- **Module 3 Goals**
- **Key Questions**
- **What are Community Assets?**
    - Examples of Community Assets
- **Family-Centered Asset Mapping Methods**
    - Theatrical Analysis: Using role-playing activities to identify community needs and resources
        - Considerations for role-playing activities
        - Adapt this activity for virtual sessions
    - Storytelling Maps Using Found Objects
    - Body Mapping
    - Photo Voice
    - Stakeholder-led Walks
        - Additional resource on participatory community mapping
- **Digital Data Collection**
    - Google Jamboard, Google Maps, Google Forms. Mentimeter
    - Virtual Asset Mapping Meeting
    - Online Surveys
    - SMS-based surveys (i.e., cell phone-based)

Module 3 Goals

Review activities and strategies for identifying and mapping community needs and assets that support child and family well-being.

Key Questions

- What are the community assets families value most?
- How might we gather input in an engaging, non-threatening way?
- How might we use digital tools to include families who have internet access and devices, but not available to meet in person?

What are community assets? How might we map them?

Community assets are institutions, services, and infrastructure that promote the health and well-being of children and families, including their economic and housing security, access to health and educational resources, and social and cultural programs.

Information on community assets may be found in publicly available data sources because of some public sector connection, such as through a contract to provide services, lease of public space, or some form of public regulation or oversight.

There are also many community assets that can only be mapped because of residents' knowledge. Gathering this information may leverage common methods, such as surveys or interviews, as well as more participatory and family-centered methods, which are detailed below.

Examples of Community Assets

Economic Security	Housing	Health	Education	Other Community Assets
• Banks • Public Transportation • Workforce Development	• Housing Support Services • Free Legal Services • Supportive Housing • Homeless Shelters • Drop-in Centers (adult and youth)	• Emergency Food Assistance • SNAP Enrollment Assistance • WIC Locations • Food Pantries/Soup Kitchens • Traditional Food Retail • Farmers' Markets • Mental Health Services • Medical Facilities	• Childcare • Pre-K and 3-K • Continuing Education • Schools • After School Services	• Public Safety • Child Welfare Prevention • Immigrant Support Services • Libraries • Museums and Other Cultural Institutions • Public Computer Centers • Wi-Fi in Public and Open Space • Open and Recreational Space • Faith-based Groups • Civic Associations

Family-centered Asset Mapping Methods

A role-playing activities

Body Mapping

Using found Objects to create story maps

Photo Voice

Theatrical Analysis

Role playing activities ask participants to create improvisational skits to tell a story about a group of characters living in a specific community.

Step 1: Describe the goal

The goal of this activity is to identify both the challenges and opportunities people who live work and play in the community face in their daily life. This means the stories should address the people, places, and activities that describe life in the community.

Step 2: Assign teams

Ask one group to tell a story about a family in the neighborhood who is "doing well." Ask the second group to tell a story about a family in the neighborhood who is "not doing well." No instructions are given that define "doing well" or "not doing well." If participants ask, they are given instructions to define these concepts through their skits, and that there are no correct or incorrect definitions. Each team typically takes 10 or 15 minutes to discuss the main characters and plot of their mostly improvised skits, after which each group performed for the other as their audience. Aim for group of four to six participants. If there are more than a dozen participants, created a third team assign them one of the two story options.

Step 3: Lights, Camera, Action!

Invite the first group to perform and give them a clear cue, such as "LIGHTS! CAMERA! ACTION!"

Allow each team to preform their skits. Skits are typically around five minutes long. Allow teams to improvise the natural end to the skit. As a facilitator, you can exclaim, "END SCENE!"

Expect the skits to contain elements that are both funny and serious.

Step 4: Debrief

After both performances, the session facilitator invited a large group discussion to recap the stories from each skit on sheets of flipchart paper. As large group, invite participants to further elaborate on the issues raised. Discuss if the situations were representative of the experience in the neighborhood, and add other important community needs and resources the skits had not addressed.

Considerations for Role Playing Activities

These stories allow participants to identify and discuss community resources and needs based on their lived experiences without having to disclose information about themselves or others. These methods stem from the tradition of using theater often credited to activist Agosto Boal, which he and others developed to identify, critique, and address social problems.

Role playing affords children and their caregivers a greater degree of freedom to express a range of experiences typical for families in their community, from banal and common place (e.g., lack of street cleanliness) up to those that are life altering (e.g., eviction from rental housing). This openness allows for a discussion about community resources, that is, the programs and institutions in the community that serve families. In addition to key community resources unique to an area, such as a children's museum, often cited community resources across communities include public library branches, public parks, places of worship with food pantries or other social services, and community health centers, among others.

This activity encourages movement and expression in ways atypical of a focus group discussion. This is important when engaging participants of any age, and especially in settings where both youth and caregivers participate. Because improvisational role-playing activities are common enough that people are familiar with them, but not so common that participants do them every day, most people are not highly skilled in role playing. This destabilizes the balance of social power, especially in situations where both children and adults participate together, and adults might dominate primarily discussion-based activity. Often there is both humor and seriousness in the plots of improvised skits, making them entertaining and engaging in addition to being informative for community planning discussions.

Adapt this activity for virtual sessions

When approaching this activity on a virtual platform such as Zoom, use breakout rooms for groups to meet and discuss their skits. Allow additional time for these breakout group—10 to 20 minutes since participants may take more time to take turns speaking. Expect that there will be limitations because of videoconferencing, especially if some participants prefer not to be on video. Nevertheless, performing skits are still possible with some priming tactics. For example, encourage participants to announce their character as part of their scene: “Hi! I work at the grocery store down the street and I stopped on my way to work because you looked upset.”

Storytelling Maps

This play-based activity asks participants to build places or maps using everyday objects that are readily available, easily acquired—items that are inexpensive, free, or that would otherwise be thrown away.

Step 1: Describe the goal

The goal of this activity is to engage participants in telling a story about the places where they live, work, and play in the community. This means the stories should address the people, places, and activities that describe life in the community, including the opportunities and challenges they face.

Step 2: Start with a warm-up

Before engaging in a discussion to map community assets, start with creating a map that is a smaller scale. Some of these warm-up activities might be:

- Creating a favorite childhood memory
- Create a scene of one of your favorite places in the community

Storytelling Maps

Step 3: Work in teams to create community maps

Divide the group into small teams of two to four people. Ask each group to create a map of their ideal community. This map could include:

- Things that already exist in the community that are important or meaningful.
- Things that do not yet exist but might be easy to create with the right actions and group of people involved
- Things that do not yet exist and will likely require time and planning to create because of their scope or transformative potential,

Small teams usually need 15 minutes to work out details of these maps, but more time might be needed.

It is possible for a group to create one large map of the community, but advisable to work in small groups so everyone is engaged, and discussions and decisions are more likely to include all members of the small group.

Adapted from the *PlaceIt!* approach to urban planning. For more information, see James Rojas and John Kamp's book, *Dream Play Build Hands-On Community Engagement for Enduring Spaces and Place,* available from Island Press.

Body Mapping

This drawing-based activity asks participants to create an image of a person and overlap pictures, symbols, and words about the community needs and assets a person encounters in their community.

Step 1: Describe the goal

The goal of this activity is to engage participants in telling a story about the places where they live, work, and play in the community. This means the stories should address the people, places, and activities that describe life in the community, including the opportunities and challenges they face.

Step 2: Work in small groups

Ask participants to work in pairs or small groups. Provided each group with markers and a large sheet of flipchart paper where they can draw a person or a sheet of 11”x17” paper printed with a silhouette of a person.

Ask participants to write or draw ideas and experiences with the opportunities and challenges they and their young children face in the neighborhood, including the community assets they use or risks they experience and want their young children to avoid. Use part of the body to encourage reflection: “What do children see when they walk in the community? What do children hear?

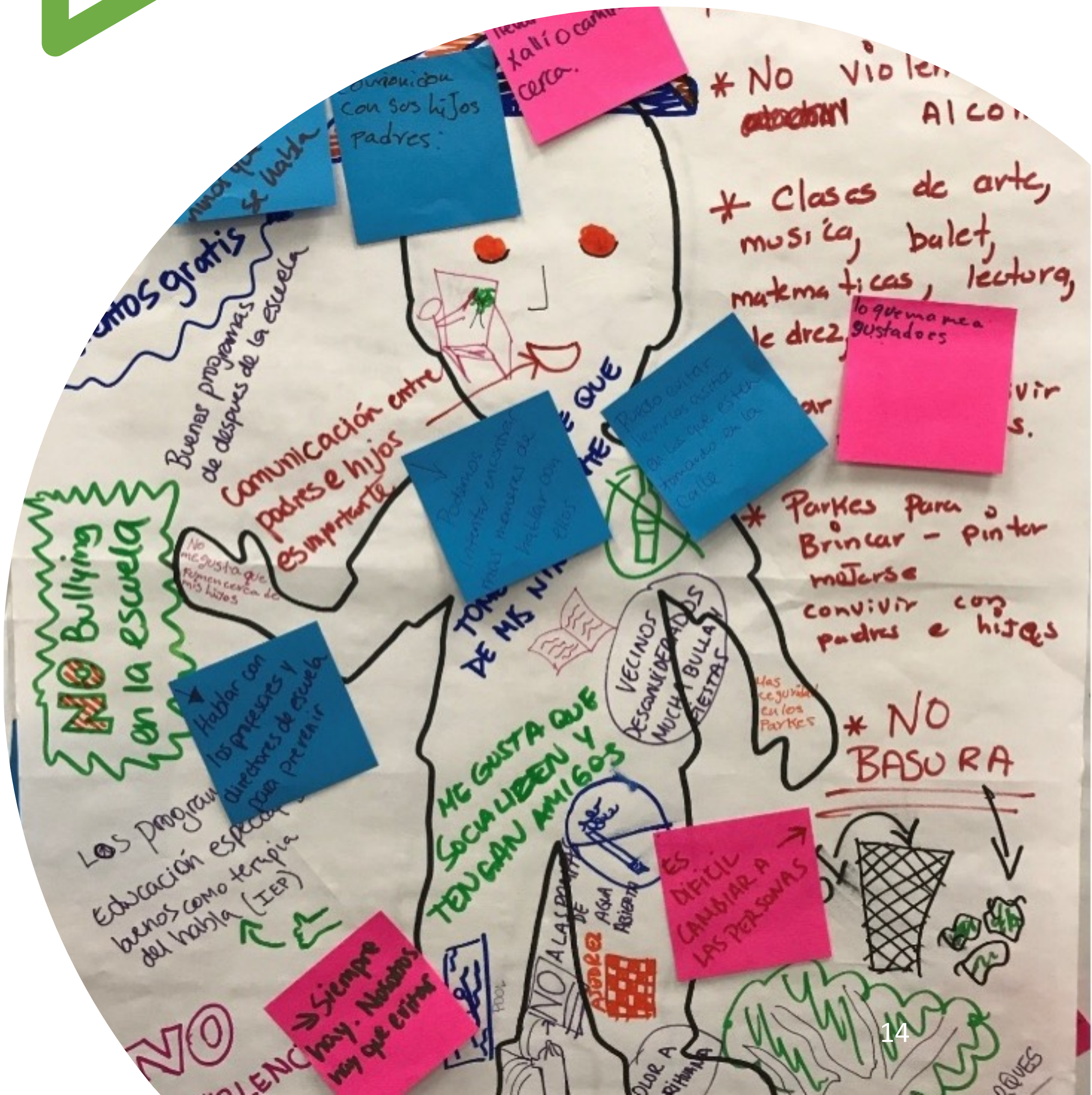


Image: Body map created during a focus group with caregivers as part of CCC’s community-based work in Northern Manhattan, (B. Kimiagar)

Body Mapping

Step 3: Further Discussion & Sharing

Encourage participants to use sticky notes to provide further information. For community assets: write how it is useful to families in the area. For a community needs: write what should be done to address it, including who should be responsible.

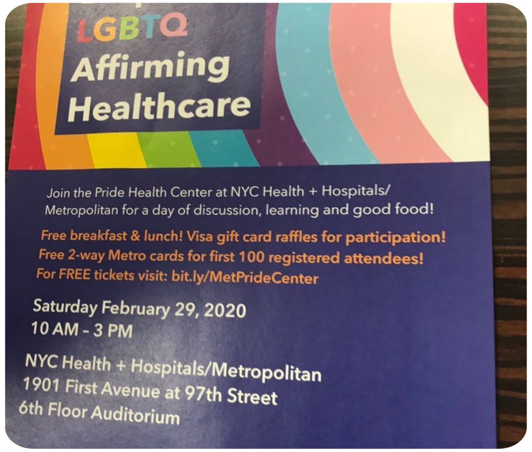
Set aside time for each group to share their body map. After these small group discussions, might convene as a larger group to share their work and discuss one another's findings. Plan to allocate 3 to 5 minutes for each group to share. If there is not sufficient time for all groups to share, ask for some groups to share, and encourage others to speak with one another at the end of the session.

Examples of using sticky notes for deeper discussion to develop solutions.

Regarding *Bullying in schools*: *[Parents should] speak with teachers and school directors to prevent it.*

Regarding *Communication between parents and children*: *We can try to find new ways to speak with [our children].*

Images: Body map created during a focus group with caregivers in northern Manhattan (B. Kimiagar)



Photovoice

This photography-based activity asks participants to take photographs of community assets and needs in order to share them with others.

It requires a camera participants may already have access to, often a camera on a smartphone if they have one, or a disposable film camera or borrowed digital camera.

There are several strategies for photo voice activities. A wealth of information is available at photovoice.org, including a Statement of Ethnical Practices.

Images: (Top) A poster of a health care event to support LGBTQ patients in New York City, B.Kimiagar); (Bottom) An early childhood center with information about programs readily available to the community Right, B.Kimiagar).

Stakeholder-led Walks

If a community is walkable, taking the time to actually walk with a group can offer rich discussion about places families live, especially about opportunities and challenges with the physical environment, but also about the social environment and access (or lack there of) to specific community resources. Because of the environmental references, these walking tours are more likely to elicit conversations, especially with children, about topics that would likely not arise in a one-on-one or small group interviews.

Beforehand: Predetermine a route

Discuss with the group or group members a predetermined route one or more days in advance of the actual walk. While there are benefits to allowing participants to guide the walking tour, identifying a route ahead of time will ensure the expected and actual time and distance walking are similar. Plan enough time to stop periodically along a predetermined route. Stops offer a moment to rest and ensure all members of the group are traveling together. Existing public transit route may help guide route planning and offer means for group members to quickly travel back to a starting location or other destination.

Considerations

In areas where there are high speed roads or few sidewalks, crosswalks, and other pedestrian safety features, walking tours are not family-centered activity.

Some community needs stakeholders identify may require long term planning and funding to address and may be outside the scope of an immediate plan to develop service array that supports families. These may include capital projects, such as building a new community center or addressing playgrounds in disrepair. These needs are important to document in a summary report to allow for future evaluation even if they may not be resolved in a short-term action plan.

Step 1: Describe the Goal

The goal of this activity is to identify both community assets and needs along a walkable and regularly used area of community.

Ask participants to call out two phrases during the walk:

- I see a community asset!
- I see a community need!

If a member of the group identifies a community asset: Stop the group and ask them to describe it and how it is useful to families in the area.

If a member of the group identifies a community need: Stop the group and ask them to describe it and what should be done to address it, including who should be responsible.

Step 2: Before breaking, review assets and needs

At the end of the route, ask members of the group to recap the assets they identified, and followed by the needs. The group may identify information assets or needs which should be shared with others. Take time to discuss what the group might do in the short term to share information about a particular assets or address a community need.

Additional resources on participatory community mapping

Hill, C., Glarion, S. (2017) Growing Up Boulder's Whittier HOP Transit Study Report. http://growingupboulder.org/

Johnson, V., Hart, R., Colwell, J., (2014) Steps for Engaging young children in research. University of Brighton and the Bernard van Leer Foundation. Pages 42-46.

Loebach, J., Gilliland, J. (2010). Child-Led Tours to Uncover Children's Perceptions and Use of Neighborhood Environments. Children, Youth and Environments, 20(1), 52-90.

Wridt, P., Seley, J. E., Fisher, S., & DuBois, B. (2016). Participatory Mapping Approaches to Coordinate the Emergency Response of Spontaneous Volunteers After Hurricane Sandy. In E-Health and Telemedicine: Concepts, Methodologies, Tools, and Applications (pp. 1361-1378). IGI Global.

Digital Data Collection

Digital Data Collection Tools

Virtual Asset Mapping Meeting

SMS-based Surveys

Digital Data Collection Tools

Tool	Available at	What is it?
Google Jamboard	https://jamboard.google.com	A digital whiteboard for documenting collaborative planning, focus group notetaking,
Google MyMaps	https://www.google.com/maps/about/mymaps/	A platform for mapping asset data, both publicly available or collected in conversations
Google Forms	https://www.drive.google.com	A versatile online form for surveys, collecting stakeholder demographics, or event registration
Mentimeter	https://menti.com	An interactive live polling tool

Hosting a Multi-site Listening Session

This activity is developed after thinking more about how to gather information from a group of people who may not share experiences with the same place, but together, their discussion would create a useful digital mapping resource.

The suggested questions in both online surveys or interviews with key informants may be used to populate a spreadsheet of community assets countywide.

Virtual Icebreaker Activity

Open Google Maps in your web browser google.com/maps

Use Google Maps to search for one of your favorite places near you.

Copy the URL and share it in the chat

Include a few words on why it is one of your favorite places.

Virtual Asset Mapping Meeting

Step 1: Prior to the meeting

Create Google Sheet that allows simultaneous editing using the column structure from the Template for Virtual Asset Mapping Meetings

Step 2: During the virtual meeting

Create breakout rooms where multiple people can speak with one another and add to the spreadsheet

Step 3: After the meeting

Add to the data. Use the URL to create two new columns for Latitude and Longitude. Import the file to Google My Maps to create your own custom Community Asset Maps to include in a document summarizing findings or a prevention service array implementation plan.

Tips for using Google Maps

Google Maps only uploads up to 50 columns, so if latitude and longitude data are in a column beyond the 50th column, it would be best to move the *lat* and *long* columns and others that are important for mapping within the first 50 . The title of the map cannot change once selected. You have to show all the options for the pins within a layer

ZOOM MEETING TIPS

Close	Ask participants to close other applications on your computer, if possible
Adjust	Adjust your audio and turn on video, if possible
Mind	Mind your Mute/Unmute button, when speaking or not
Enter	Encourage comments and questions in the chat

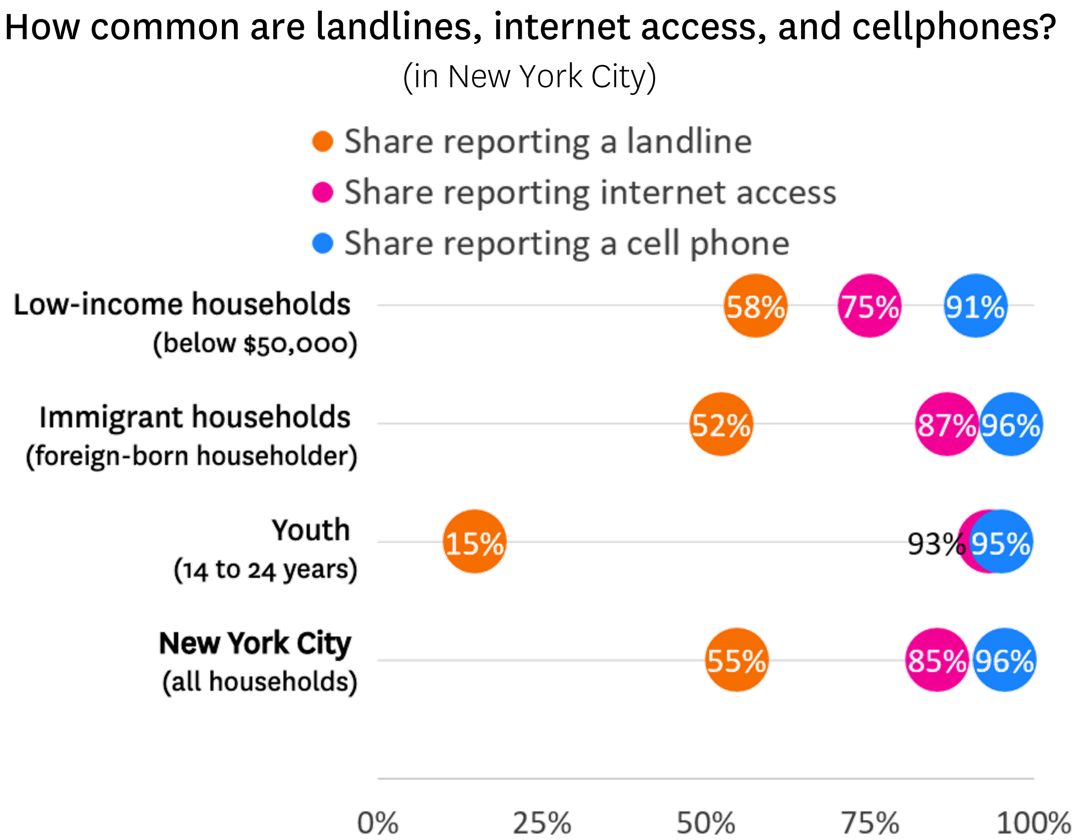
“Keep It Simple” Online Surveys

Strategies

- Set an achievable expectation for the number of people you’d like to reach
- Use language from your outreach letter to keep messaging consistent
- Mirror the questions you ask service providers in outreach to families (i.e., youth & caregivers)
- Leverage online forms as ways to input responses via text messages and phone calls
- Be deliberate with distribution and outreach, as online surveys can spread quickly and reach unintended audiences

Consider SMS-based Surveys & Communication

Cell phones have become an omnipresent technology, even overtaking landlines in many communities. Sometimes a cell phone is a person or household's only means of telephonic communication or regular internet access. Sending messages via Short Message Service (SMS), also known as texting, is prevalent among younger generations, and increasingly in older generations. For these reasons, SMS-based surveys may be an appropriate tool for collecting data to support a community-needs assessment and may also facilitate ongoing communication.



Sources: Internet access from American Community Survey (2019); Landline/cell access from Housing and Vacancy Survey (2017). All data for New York City

Case Study: Elmhurst/Corona Neighborhood SMS Pilot

Please visit the following link for more details about and findings from a project piloting SMS-based communication as part of a community-based assessment.
https://cccnewyork.org/elmhurst-corona-neighborhood-sms-pilot-findings-from-the-project/

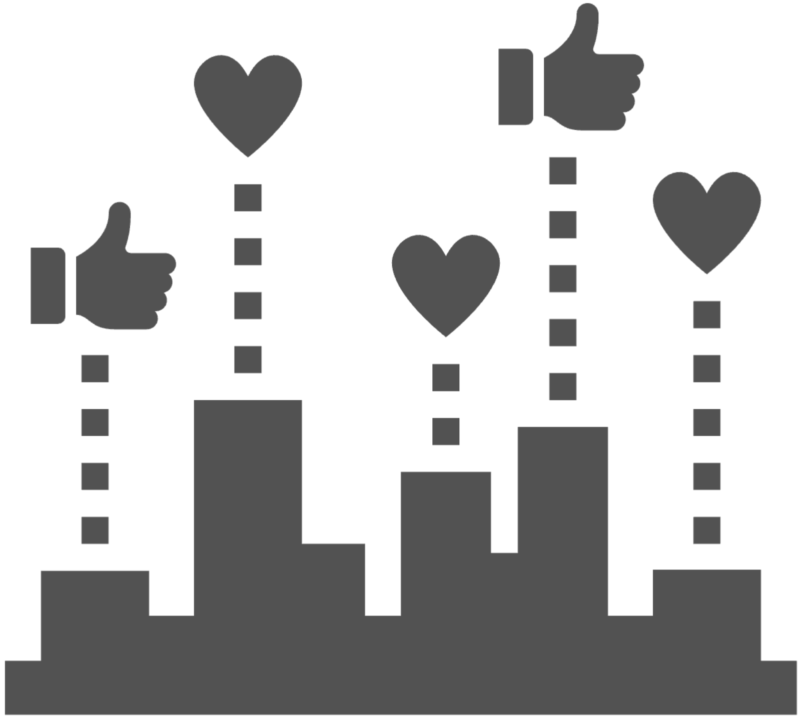
Resource: Community Connect Labs (CCL)

CCL is a non-profit company offering government and service providers enterprise-class technology, professional services, and expertise. They offer support to outreach and engage communities through a variety of cellphone-based communication strategies.
https://www.communityconnectlabs.com

Citizens' Committee for Children of NEW YORK

Module 4:

Sharing, findings and developing a plan of action



Citizens' Committee for Children of New York

Introduction

Module 1: Planning a community-based assessment of child and family well-being needs and resources

Module 2: An introduction to finding and using public data on child and family well-being

Module 3: Approaches to participatory quantitative and qualitative data collection

Module 4: Sharing findings and developing a plan of action

Module 4: Strategies for sharing, discussing, and reporting findings

- **Module 4 Goals**
- **Reflection Strategies**
  - Regular Self-assessment Questions
  - Reflection Questions for Facilitation Teams
  - Facilitation Team Evaluation Matrix
- **Strategies for Sharing Findings with Stakeholders**
  - Goals and Outcomes of Each Strategy
  - Components of Community Report Back Events
  - Data Walks at Community Report Back Events
    - Example Quantitative Summary Slide
    - Example Qualitative Summary Slide
    - Tips for Coding Qualitative Data
  - Summary Reports
    - Common Components of Summative Reports
  - Digital Dashboards: Google Data Studio
    - Example Google Data Studio Site
- **Strategies for Developing Action Plans**
  - Action Planning Meetings: What to Review?
  - Action Planning Meetings: Who to Invite?
  - Action Planning Template
  - Checklist for Meetings to Share Findings and Action Plans
  - Additional Resources for Action Planning
- **Prioritizing Goals, Issues, Metrics, or Actions**
  - Considerations for Prioritizing Goals, Actions and Metrics
  - Activity: Multi-choice Voting Using Stickers
  - Activity: Time and Team Matrix
  - Activity: Data Decision Tree
    - Identify key metrics to track success or need for additional supports
- **Ongoing Monitoring**
  - Set-up Clear Expectations and Modes of Communication for Staying Involved
  - Monitor and Celebrate Milestones
  - Acknowledge and Embrace Uncertainty

Module 4 Goals

Review evaluation strategies to inform additional outreach to stakeholders

Review strategies for sharing findings with stakeholders

Review tools for developing an action plan

Reflection Strategies

Regular Self-Assessment

Reflection Questions for Facilitation Teams

Facilitation/Planning Team Evaluation Matrix

Regular Self-Assessment

Reflect on these questions often throughout the process. These questions are relevant to members of the facilitation team, as well as to young people, caregivers, service providers, or other community members participating in sessions gathering feedback on findings from the assessment or a provisional plan of action.

- What new skills or tools have we gained?
- What new knowledge have we gained about opportunities and challenges for families?
- What might we change about our process the next time we have a similar conversation?
- What do we still need to know more about?

Adapted from *Young Citizens' Score Cards*, Children's Environment's Research Group at the Graduate Center of the City University of New York, https://cergnyc.org/scorecards

Reflection Questions for Facilitation Teams

A critical strategy in any assessment process is reflecting on successes and limitations in outreach to stakeholders. Answering the following questions as a group and documenting your answers is part of the iterative nature of community-based and participatory assessments.

- How have we engaged stakeholders? How many stakeholders have we engaged? What share are service providers, caregivers, youth, or other community members? Are they demographically representative of the people we hoped to speak with?
- What are the overall takeaways from meetings with stakeholders? Do discussions during any one meeting stand out? How many stakeholder meetings have we hosted?
- How have responses to the survey supplemented, complemented or contradicted discussions during in-person or virtual meetings?
- Do we have the information needed to develop a comprehensive view of child and family well-being? Do we have enough clarity on community strengths and needs to start developing a preliminary action plan with stakeholders?

These reflection questions should inform strategies to address any limitations of the assessment process to date, such as:

- Adding caregivers as members of the facilitation team who might serve as trusted peer advocates.
- Refining outreach for participation in conversations or surveys if a particular demographic group is underrepresented.

Facilitation Team Evaluation Matrix

Facilitation Team Self-Assessment	Agree	Agree somewhat	Do not agree	Comments
We understand what matter to our communities.	X	X X		
We have identified one or more systemic failures or inequalities in child welfare.	X X X			this definitely happened with each group
We have gathered solutions to address one or more systemic failures or inequalities in ways that advance equity		X X X		more difficult for families to come up with ideas on how we could solve th
Our efforts have been family centered.	X X X			
Our efforts have been racially just.		X X X		this component of our work impacts how we answered on other statements
Our efforts have been participatory.	X X X			

On a whiteboard or large sheet of flip paper, use sticky notes to share your level of agreement on multiple statements related to the goals of the assessment process. Write comments to explain results of the evaluation and strategize

It is also possible to complete this activity using Google Jamboard, as the example here does.

Strategies for Sharing Findings with Stakeholders

Community Report Back Events

Data Walks

Summary Reports

Digital Dashboards

Goals and Outcomes of Each Strategy

	Community Report Back Events	Data Walks	Summary Reports & Digital Dashboards
Goals	Member checking and inviting further reflection on findings	Member checking and inviting further reflection on findings	Summarize information and findings from an assessment process in way that is accessible to a wide audience
Outcomes	Additional stakeholders and insights for analysis	Additional data collection insights for analysis	A detailed record that can be used for immediate and future action planning

Components of Community Report Back Events

- Family-friendly event to bring together a large group of parents, young people and staff at community-based organizations who contributed to project discussions.
- The goal of the event is to share back a summary of our findings to date and provide an opportunity for further feedback and discussion.
- Event may include remarks, a brief slide presentation summarizing the project to provide enough information to stimulate discussion during a community open mic that may follow.
- Events may include others strategies, such as data walks—an interactive gallery-based activity which invited participants to reflect on findings data collected during project. Ensure materials available in English and other needed languages.
- Provide adult supervision for children, hire professional interpreters if more than one language is needed, and rely on local vendors to cater the event. These should be anticipated as part of a project budget, not in-kind support.
- Organize supervised play for young children during the event.

Data Walks at Community Report Back Events

Data walks are gatherings of community members or participants in a project to share data analyses in process and gather additional feedback and alternative interpretations.

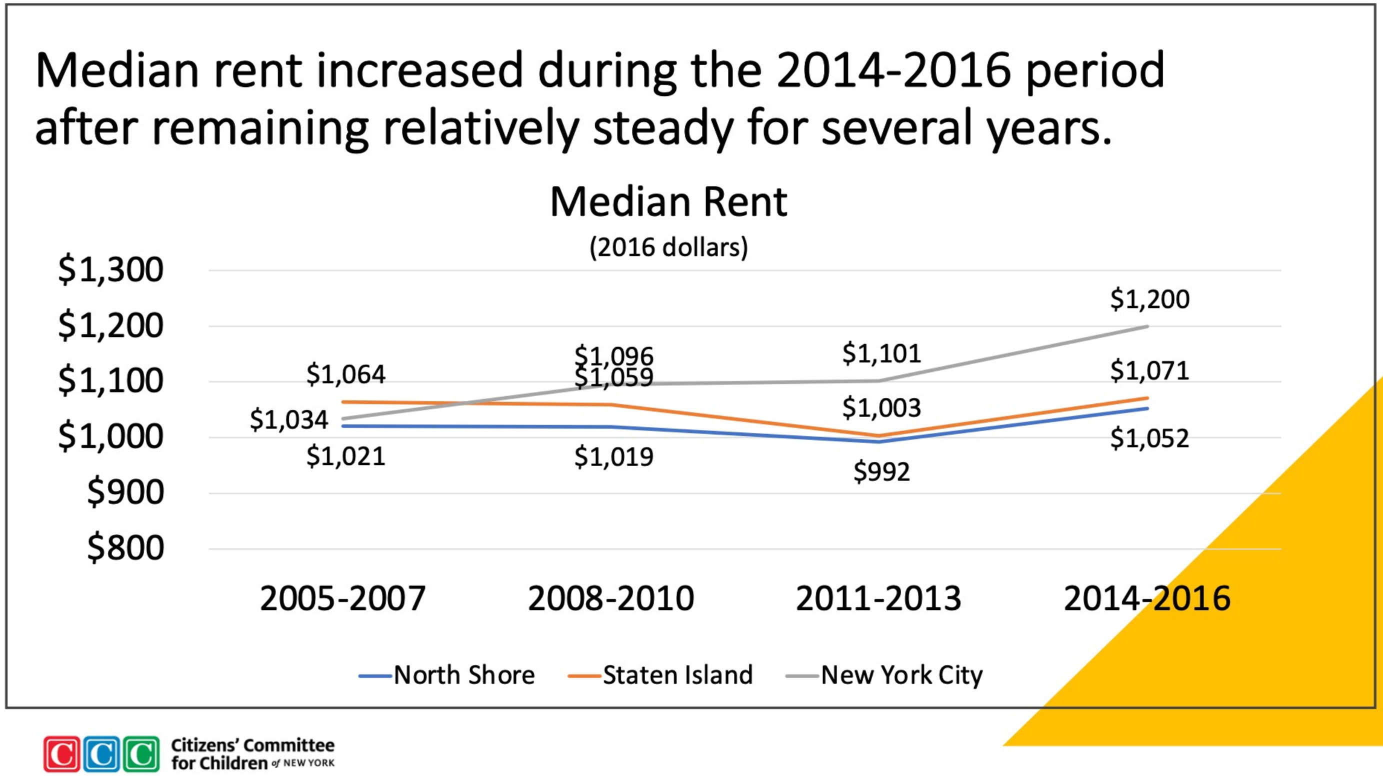
Data walks might take multiple forms. One format is hanging charts, maps, and other data visualizations on the walls of a room or gallery where participants can freely view and comment on the visuals, either directly on printed posters, with sticky notes, or on adjacent whiteboards or chalkboards.

They might also be more structured in the form of slide deck presentation, pausing for questions and comments from the audience. In this way, data walks share the same goals and steps as data parties.

While some participants may feel comfortable speaking as part of an open mic portion, others may not and might prefer to write comments on sticky notes. A benefit of using sticky notes is gathering feedback from participants simultaneously and at their leisure. They might want to ask questions, share thoughts with others participating in the data walk, or simply take their time moving through the gallery. An important reason to use sticky notes or whiteboards is they provide a written record of comments, questions, and critiques that are further evidence to be incorporated into a systematic analysis child and family well-being needs and assets. These written comments may identify information not yet raised in a project or offer alternative interpretations of findings presented that may force new interpretations of both quantitative and qualitative data.

Example Quantitative Data Walk Slide

- Summarize the takeaway in a brief sentence as a heading
- Compare data for the area of interest to other geographies in order to understand trends and tell a story about the data in context
- Include a legend, data labels, and information for the X-axis and Y-axis



Example Qualitative Data Walk Slide

- Include examples from multiple focus groups and participant demographics (i.e., caregivers, youth, etc.)
- Offer verbatim quotes using quotation marks, as well as paraphrased responses without quotations
- Use few example so text can remain large, no smaller than 24pt, so it is visible on a screen

Community Views on Transportation

- In our community there are many useful programs that help people, but they are on different transportation lines **(Caregivers & Youth, Focus Group A)**
- “Transportation is difficult with young children, especially navigating strollers on crowded buses.” **(Caregivers, Focus Group B)**
- Participants mentioned that ‘getting the runaround’ was not an option for them, as many locations they need to go can be as far away as 1.5 hours of transportation time on buses. Parents also expressed dissatisfaction with school busses in the area, stating that the boundaries are often arbitrary and fail many people. For example, those who live less than a mile away from school are not eligible to take the school bus, and parents are forced to escort their children to and from school. **(Caregivers, Focus Group E)**
- “Fixing transportation!!!! I was three periods late to school! Three!” **(Youth, Focus Group I)**

Citizens’ Committee for Children of NEW YORK

Tips for coding qualitative data from surveys and conversations

Compiling notes from survey data or conversations with stakeholders into a spreadsheet allows for a simple systematic coding of how often a topic is mentioned. This qualitative technique providers more context and nuance compared to a word cloud,, is sufficient for a preliminary, high-level summary.

Create row headings for broad topics, such as domains of child and family well-being, as well as topics that are repeated, such as "leisure activities" in this example. If the data address the column topic, place a "1" in cell under the corresponding header.

Include columns for "No response" to ensure all rows have been coded, and "Notable Quote" to track verbatim or paraphrased quotes to highlight in a summative slide deck or report.

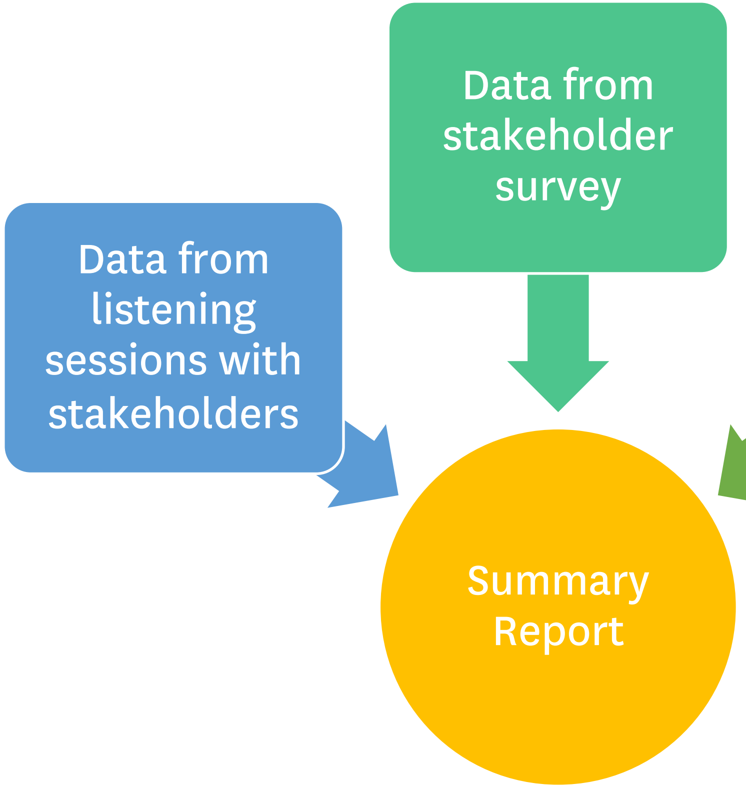
What are the most pressing issues facing children and families in your community?	No Response	Notable Quote	Economic Security	Housing	Health/ Mental Health	Education	Community Safety	Leisure Activities
Bullying, depression, anxiety,					1		1	
Drugs and Alcohol					1			
Inclusive education where disabilities are not disciplined. School district suspends behavior problems as young as 4 without looking into what is causing the behavior.		1				1		
Lack of free or low-cost activities for special need children to be around other children. Some kids don't like sports, so there is no other activities around.			1			1		1
Nothing for the kids to do								1
Respite for the grandparents as caregivers								1
safe childcare and/or community outlets for school-age children easy access to quality mental health and/or parenting services					1		1	
Total mentions		1	1		3	2	1	3

Sum each column to create a tally of the most frequently cited topics. Develop a more detailed coding structure for topics with the most mentions in order to develop deeper understandings.

Summary Reports

Summative reports require time and energy to produce. This time and energy are well worth the investment if the reports document useful data, are written in accessible language, and broadly disseminated.

Summary slide decks may also serve a similar function and can potentially be more accessible because they offer a ready-made presentation format.



Common Components of Summative Reports

Executive Summary – This should be no more than two pages where the overarching goals and outcomes of an assessment project are clearly and succinctly described

Introduction and Project Background – This may include more details than feasible to include in the executive summary on the goals of the project, such as more information on the principles: participatory, family centered, racial equity and justice.

Content sections - These sections are where readers will find information on findings and their implications that are specific to different components of the project.

Conclusion – This section may recap the key takeaways, perhaps even repeat points from the executive summary, but in a way that further details outcomes of the assessment and next steps

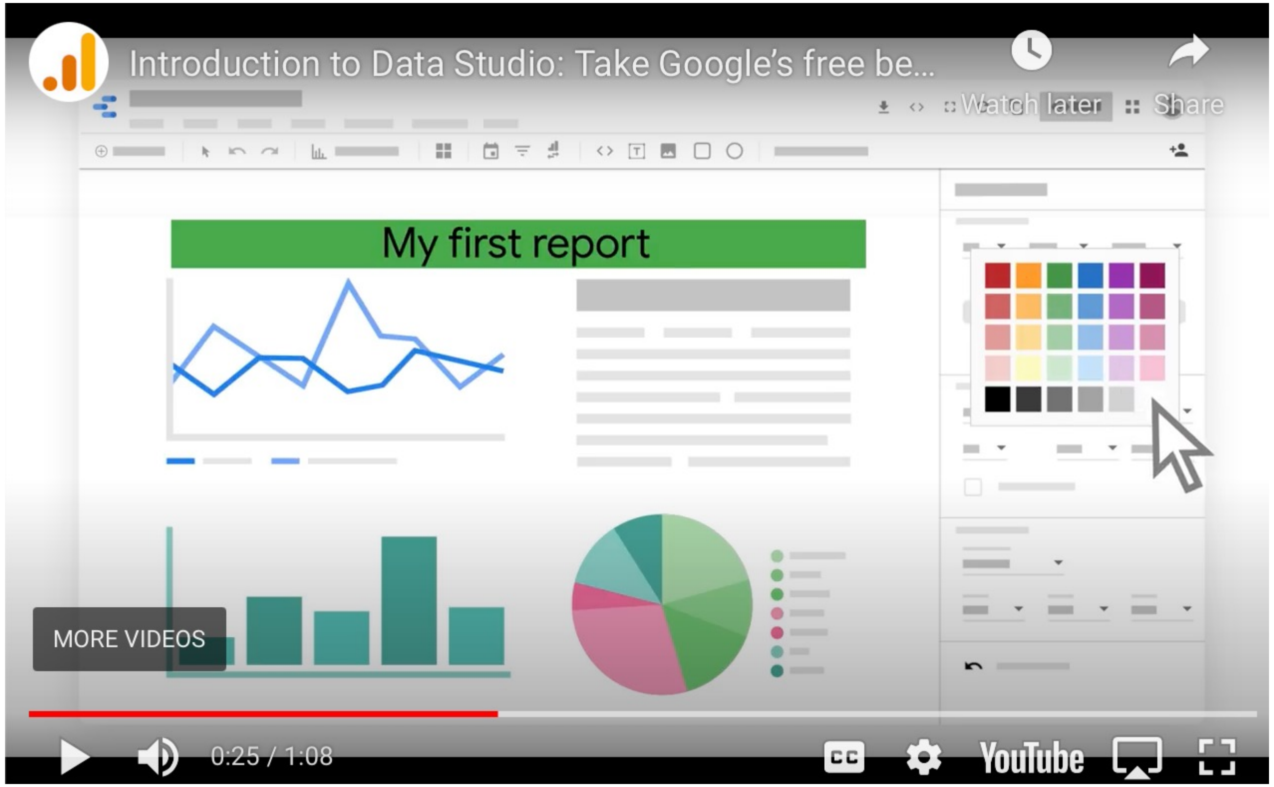
Appendices – These sections provide even more details about project components and findings, such as the questionnaire used to gather feedback, a sample agenda for a stakeholder meeting, and a detailed table summarizing project partner organizations and participant demographics

Digital Dashboards:

Google Data Studio

- This resource is open source, meaning data can be hosted and visualized at no cost
- Visualize quantitative and qualitative data, and build as a slide deck
- Store data from multiple sources
- Create a webpage to host data from your project without having to create a new website, but can be embedded on site if needed

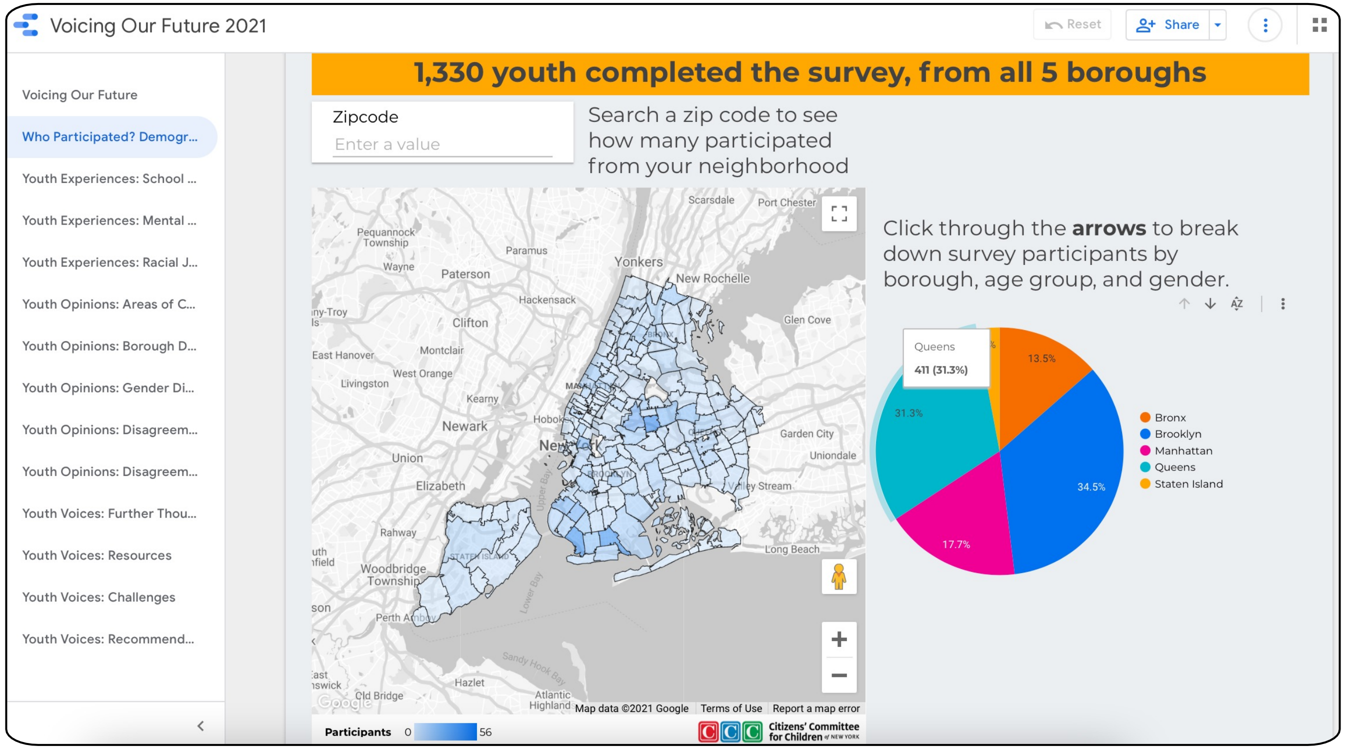
Introduction to Google Data Studio



https://www.youtube.com/watch?v=4lPmu8fsOHc&t=25s

Example
Data Studio Site
Voicing Our Future:
A Survey of New York City Youth to Inform Priorities for Local Government Officials

https://datastudio.google.com/reporting/a13f9c4f-3609-4075-9381-047a6dfb0254



Strategies for Developing Action Plans

Action Planning Meetings: What to Review?

Action Planning Meetings: Who to Invite?

Action Planning Template

Additional Resources for Developing Action Plans

Action Planning Meetings:

What to Review?

- Who participated in providing feedback?
- What is unique about feedback from specific stakeholder groups (e.g., caregivers, youth, service providers etc.)
- What are common priorities?
- What priorities are unique to specific stakeholder groups?
- What solutions to priorities are shared or unique?
- Who is responsible/accountable for addressing shared and unique priorities/solutions?

Action Planning Meetings: Who to Invite?

Invite individuals who participated in the assessment process, including families, staff at local community-based organizations serving families, and staff at government agencies and other institutions. Also invite stakeholders who did not participate in the assessment but play an important role in implementing an action plan, including staff at both community-based organizations and other local agencies and institutions who are implicated in solutions developed during the assessment process. For example, invite representatives from local schools and community centers who families may have identified as individuals or organizations who are trusted in the community.

Action planning meetings may take multiple formats since multiple meetings are needed to develop and refine a plan. The most common meeting type will be small group sessions where planning team members—the core group responsible for implementing an action plan—go over findings from the summative assessment and develop a provisional action plan to share with others for feedback. These smaller group meetings may take place prior to sessions with the larger stakeholder group who provide feedback on a provisional action plan, or afterwards if priority setting activities as part of community report back events.

Another format is to convene the larger group of stakeholders in a two-part report back and action planning session. The first part (90 to 120 minutes) reviews findings from the assessment and attendees prioritize solutions using a structured prioritization activities (discussed later in this module), and the second part of the meeting (up to 90 minutes) focuses on detailing the action plan itself. There should be a significant break of 45 to 60 minutes in between to relax and enjoy refreshments. Similar to community report back events, participants in action planning meetings with the larger group of stakeholders may include individuals who are participated in the assessment process or are participating for the first time. In such cases, allowing time for questions following a review of the assessment findings is critical for ensuring all participants have a shared understanding of assessment process and outcomes.

Action Planning Template

Priority	Current situation	Proposed Actions/Metrics	Who is responsible?	Deadline
Creating human touch needed to navigate programs [This section is based on findings from the assessment and discussions in an interface meeting]	No dedicated community navigators in our county, but known program examples in other NYS counties [This section may include findings from your assessment]	1) Hiring one or more parent liaisons who are trusted by and reflect they diversity of clients and families/ OR identify partner with similar existing program to enhance 2) Integrating outreach into monitoring organizational outcomes; Metrics: # families referred via navigator; % referrals cases closed due to issue resolution [This section may include actions based on solutions identified during the assessment]	Name, Role, Organization, Contact information Name, Role, Organization, Contact information Name, Role, Organization, Contact information Name, Role, Organization, Contact information	Overall Goal Date: MM/YY Milestones Milestone 1, MM/YY Milestone 2, MM/YY Overall Goal Date: MM/YY Milestones Milestone 1, MM/YY Milestone 2, MM/YY
	…	…	…	…

Adapted from *Young Citizens' Score Cards*, Children's Environment's Research Group at the Graduate Center of the City University of New York, https://cergnyc.org/scorecards

Checklist for Meetings to Share Findings or Action Plans

- **Celebrate** — Celebrate people and successes, be honest about limitations
- **Provide** — Provide an overview of what took place and who was involved
- **Share** — Share the broad stroke overview of findings, but include specifics
- **Connect** — Connect provisional actions back to the findings
- **Maintain** — Maintain an openness to critique and requests to do more
- **Set** — Set clear expectations and modes of communication

Checklist for Meetings to Share Findings or Action Plans

Celebrate people and successes, be honest about limitations

- Dozens of people played a role in this assessment. Acknowledge individuals and organizations for contributions small and large
- Identify the ways the project did not meet the team's expectations for success. What is in place to address this moving forward? Being transparent about these up front does open space for criticism, but if the team is already aware of potential limitations, it is best for the team to raise these first.

Provide an overview of what took place and who was involved

- Describe the different activities and outreach methods, number of sessions, number of participants, number of facilitators, number of partner organizations, and dates between which these activities took place

Share the broad stroke overview of findings, but include specifics

- Choose half a dozen findings to focus on in a session. There is often not enough time to cover everything. Provide a one- or two-page page summary document, if the full summary report is not yet available.

Checklist for Meetings to Share Findings or Action Plans

Connect provisional actions back to the findings

- If the team is taking action to address opportunities and challenges identified, connect these back to findings.
- Example: We know that almost half of households with incomes below $30,000 in our county do not have access to broadband internet. So as part of our strategy to close the communication and information gap that we heard from families and service providers, we are using multiple strategies to communicate, as well as partnering with organizations that support families with access to broadband internet and devices.

Be open to critique and requests to do more

- It is possible, if not likely, that there will be one or more people who disagree with the project approach, findings, or provisional actions. Use these critiques as opportunities to understand a perspective that may have been missing during the assessment process. Leverage evidence you have gathered to determine if the critiques are warranted and further outreach, data collection or analyses are needed.

Set clear expectations and modes of communication

- What is the upcoming timeline and opportunities for be involved?
- Who should someone contact with feedback or questions after today?
- Where can someone find a copy of the summary report and provisional implementation plan?

Additional Resources for Developing Action Plans

The Community Tool Box, Center for Community Health and Development at the University of Kansas.

- https://ctb.ku.edu/

Child Friendly Places Toolkit and *Young Citizens' Score Cards*, Children's Environment's Research Group at the Graduate Center of the City University of New York

- https://cergnyc.org/portfolio/child-friendly-places
- https://cergnyc.org/scorecards

Activities for Prioritizing Goals, Issues, Metrics or Actions

Multi-choice Voting Using Stickers

Time and Team Matrix

Considerations for prioritizing goals, issues, metrics, and solutions

STRIVE for documenting all priorities even those which are not as “popular” in order to have complete information

AVOID making judgements about which priorities are less or more important or relevant.

Activity for Prioritizing Goals, Issues, Metrics, or Actions: Multi-choice Voting Using Stickers

STEPS & STRATEGIES

Limit: The number of potential choices should be less than 10. No matter the number or participants, though more than 10 options is fine for if the number of participants is large.

Provide: Each participant should have three to five stickers. These can be any type of similar size (stars, circles used for filing labels)

Explain: Each participant may allocate their stickers however they choose, including spreading them among multiple options, or putting them all next to one option. Be clear that all actions are important, and that you are asking in what order they should be prioritized, if not equally.

Tally: Summarize the results in terms of the raw number of votes (e.g., one vote, nine votes), rather than ”most” votes or “least” votes.

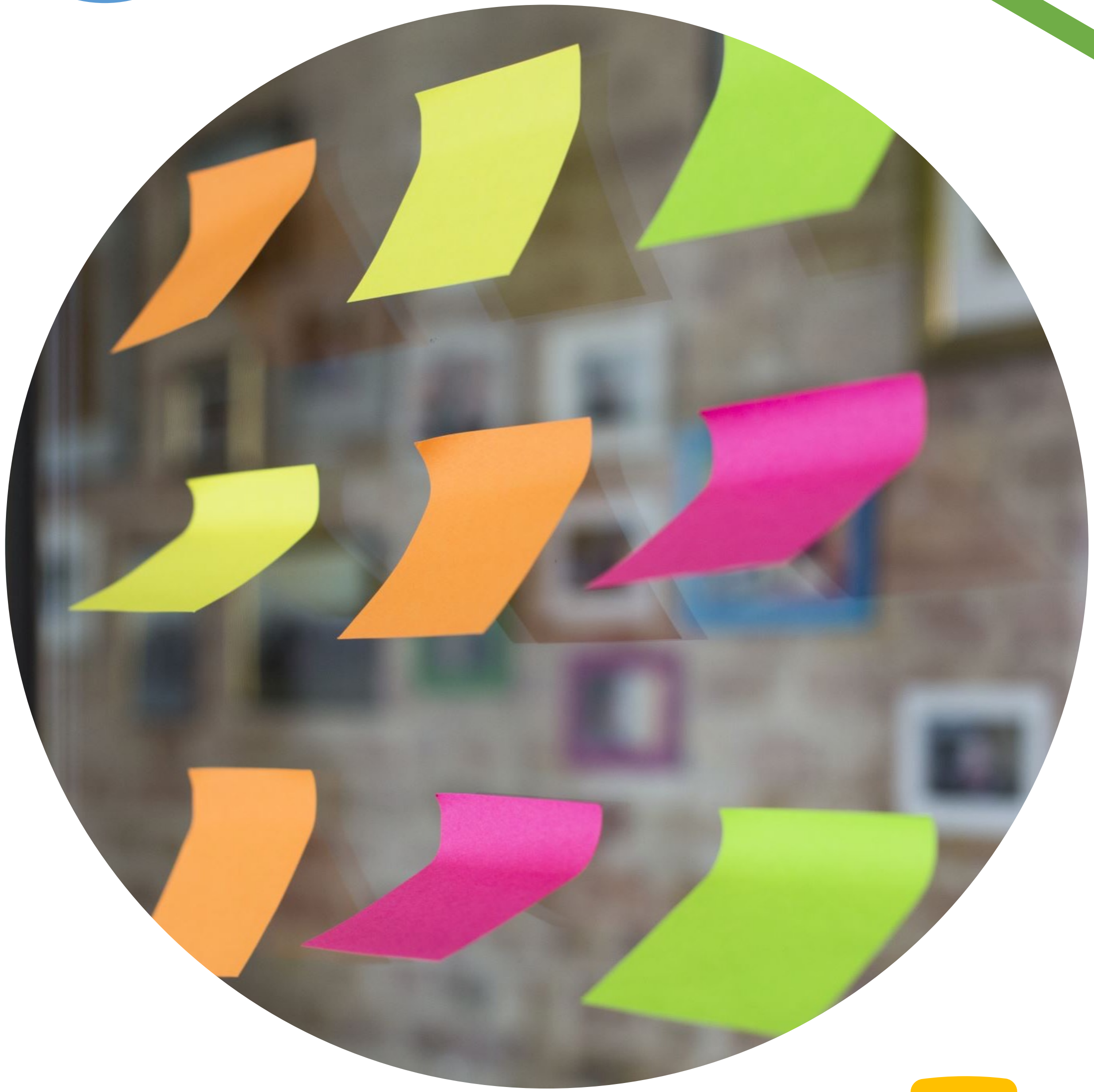
Activity for Prioritizing Goals, Issues, Metrics, or Actions:
Time & Team Matrix

Time & Team Matrix

SHORTER TERM ←→ LONGER TERM

WITHIN OUR CONTROL*	**Shorter Term/Internal** “Low hanging fruit” These are easily addressed. Do these in addition to more long-term or collaborative goals.	**Longer Term/Internal** “Organizational Change” These may require allocating existing or new organizational resources in different ways.
DEMANDS WORKING WITH OTHERS	**Shorter Term/In Collaboration** “Community Projects” These may include coordination with other organizations to create processes or event(s)	**Longer Term/In Collaboration** “Transformational Actions” These require significant investment, planning and coordination.

*Depends on which group is using this tool, families, providers, other community members, or a mixed group



STEPS & STRATEGIES

Limit: This activity is best completed with a small group of people to ensure participation.

Provide: Each participant should have a small stack of sticky notes and a pen. Provide a list of priorities based on the findings of the assessment, including and especially the solution gathered to the most pressing problems families face. Create the matrix on wall or table using masking tape, or on a whiteboard using erasable markers. This is also possible virtually on Google Jamboard.

Explain: Each participant may choose any number priorities from the list or add new ones and place them anywhere on the matrix. Be clear that all actions are important, and that you are asking how they should be prioritized in terms of timeline and who should be accountable.

Tally: Summarize the results. All priorities are important, yet each require different amounts of time or teams of people and their resources to address.

Time & Team Matrix with examples for addressing communication and information gaps identified through stakeholder conversations

SHORTER TERM ←→ LONGER TERM

WITHIN OUR CONTROL*

DEMANDS WORKING WITH OTHERS

Shorter Term/Internal

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Ensuring contact information for a specific staff is always included in all client-focused materials, including flyers, website pages

Longer Term/Internal

"Organizati

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existing or

resources i

Creating human touch needed to navigate programs (e.g., Hiring one or more parent liaisons who are trusted by and reflect they diversity of clients and families)

Shorter Term/In Collaboration

"Commu

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with oth eate

process

Creating more opportunities for families to share resources and develop relationships. (e.g. Hosting a series of coffee hours in collaboration with schools or community centers).

Longer Term

"Transformational Actions"

These requi

investment

coordinatio

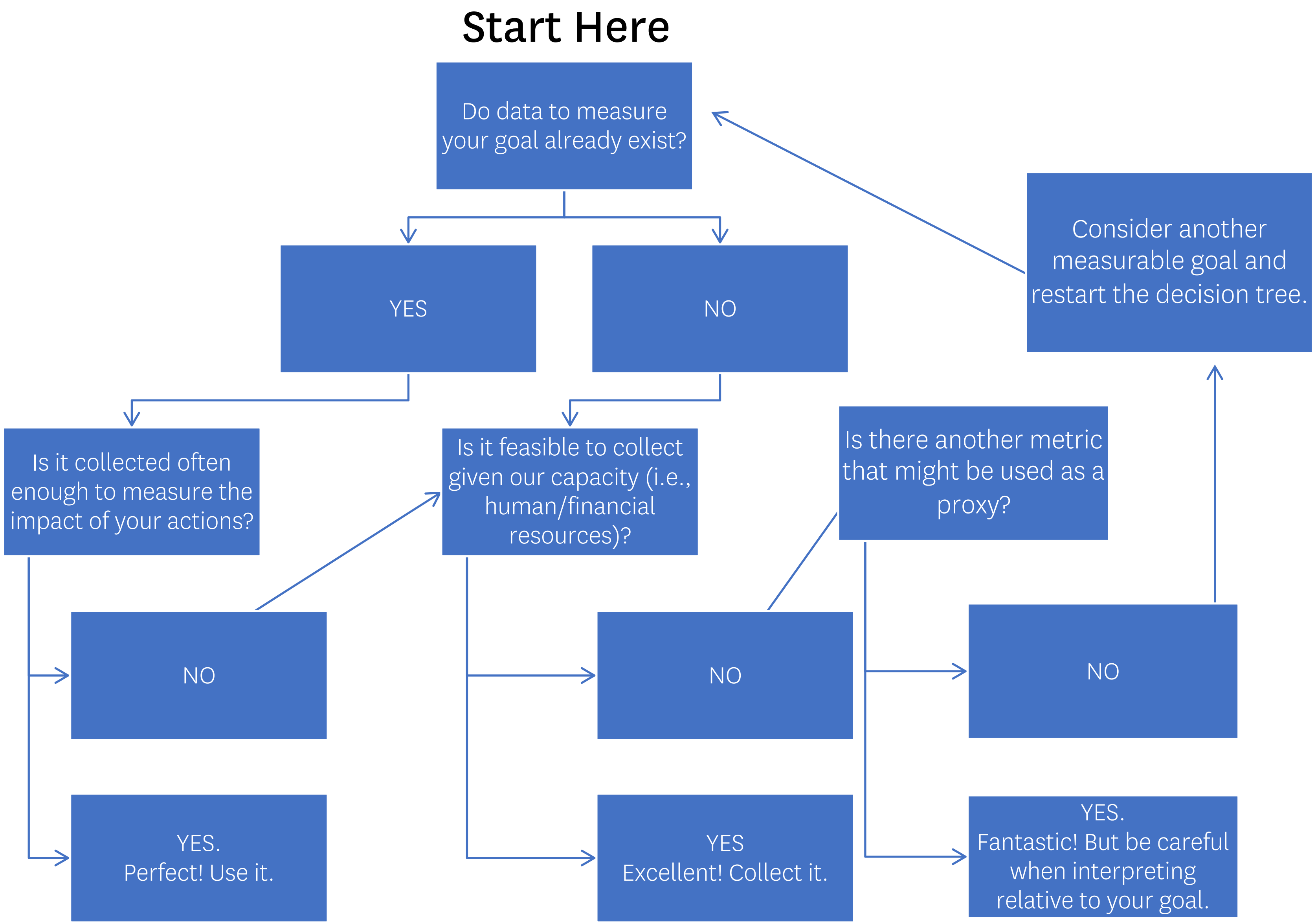
Designing and implementing an integrated referral system to share resources and track client progress

*Depends on which group is using this tool, families, providers, other community members, or a mixed group

Activity for Prioritizing Key Metrics: Data Decision Tree

Data Decision Tree

Choosing data points to monitor over time can be daunting. Many times, data on a specific topic simply do not exist or are not publicly available. In such cases, Facilitation Teams may decide to collect information to fill a gap in data. Collecting these data can be a project in and of itself, so identifying existing data sources and systematically dispensing those that do not meet specific criteria is a necessary before embarking in a more time and resource intensive process of collecting new data.



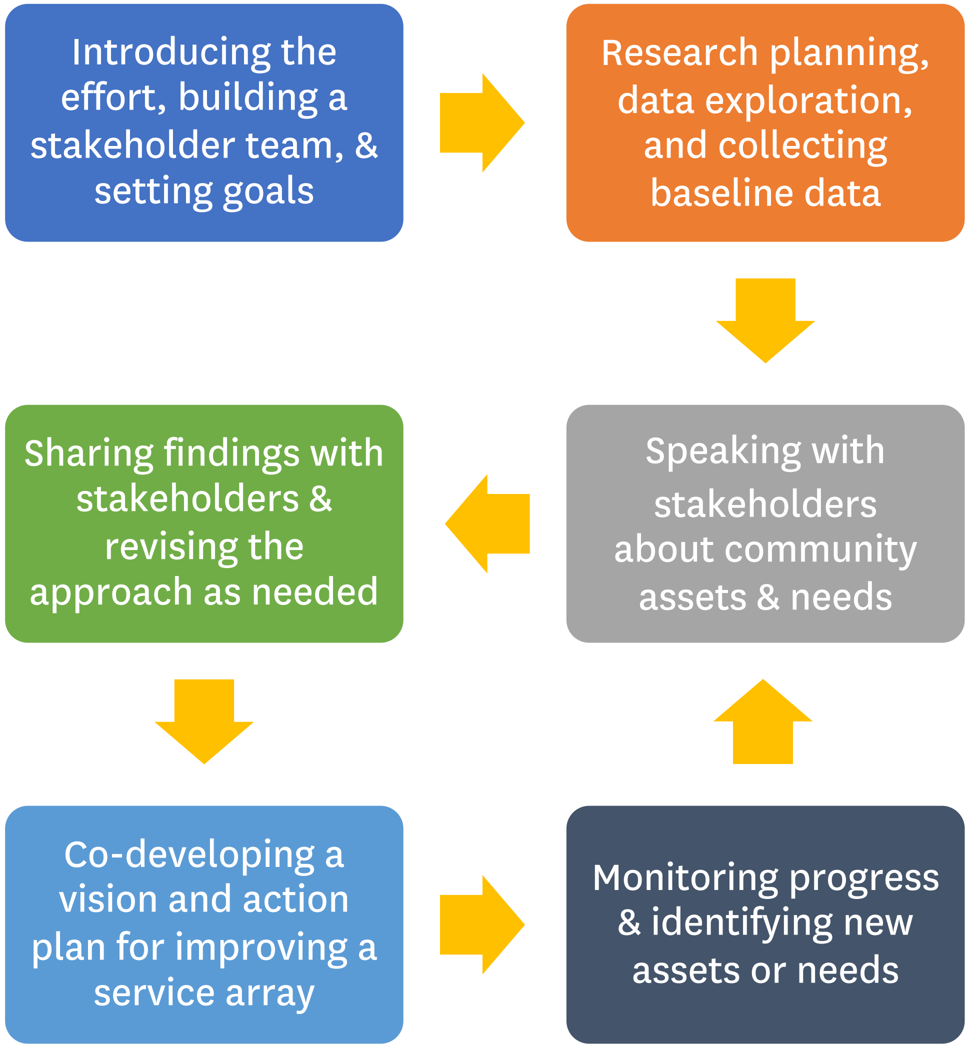
Identify key metrics to track success or need for additional supports

- Balance the need for more than one way to measure success with the availability of data and your capacity to keep track of multiple metrics
- Use existing data, if possible; and if not possible, collect data using existing data collection processes (e.g., adding a question to a regularly used intake or referral form)
- Consider that some metrics are only available annually, while others are available more frequently (e.g., daily, weekly, monthly). Use or collect data that is timely enough for your project planning and actions

On-going Monitoring

Community assessments needs and assets that support child and and family well-being take time. Moreover, the end of an assessment process is the beginning of a new phase of developing and implementing actionable solutions and monitoring progress toward specific milestones and overall goals.

Monitoring progress demands ongoing coordination among members of a planning team, collecting and analyzing new data, and maintaining communication with stakeholders. This iterative and on-going process is one of the most important factors to ensuring the process is participatory, family centered, and racially just. By creating ongoing opportunities for families and other stakeholders to participate, there is a greater opportunity for to ensure their perspectives continue to inform new opportunities and challenges that arise during action plan implementation.



Set-up Clear Expectations and Modes of Communication for Staying Involved

Community change takes time. Set reasonable expectations for the facilitation team, planning team, and stakeholders to engage in the design, implementation, and monitoring of priority actions.

- Determine how often each team might meat moving forward. Monthly meetings? More often? Less often?
- Create flexibility for on-going participation in person or virtually.
- Compensate people for their time unless they are participating as part of their regular part-time or full-time employment.
- Identify one or more people who will be consistent points of contact and ensure everyone has more than one way to communicate with them (email, phone, in-person visits, social media).

Monitor & Celebrate Milestones

Creating and sharing an action plan comes at the end of what will likely be many months of assessment. Yet, this is now the beginning of a new process of implementing actions and monitoring whether these actions improve child and family well-being.

Keeping track of action plan milestones can be a project unto itself, but even brief reports at regular intervals are helpful to documenting change and adjusting plans as needed. Questions to consider when monitoring milestone include:

- How often must we check progress our action plan based on milestone deadlines?
- Are milestones yet to be completed still relevant based on new opportunities or challenges? If not, how might we amend them?

Plan to publicly celebrate milestones once they are reached. Publicly acknowledge the stakeholders who helped achieve the milestone(s). If a private acknowledgement is more appropriate, send updates and thank you letters to individuals and groups who were instrumental in achieving an overall goal or specific milestone.

Acknowledge & Embrace Uncertainty

Undoubtedly, members of the planning and facilitation teams, and other stakeholders, may feel uncertainty at the beginning of an assessment process. This uncertainty may be related to nervousness about whether the teams will be successful in achieving all intended goals, or if some community-level needs are too complex to address with the resources on hand. These feelings are expected and should be embraced as a normal response to the responsibility of taking on a multifaceted, long-term project.

It is a best practice that members of the planning and facilitation teams acknowledge this uncertainty for themselves and with members of the larger stakeholder group. Acknowledging uncertainty invites a space for questions and brainstorming collaborative solutions to challenges as they arise.

By the end of the assessment process, planning and facilitation teams, as well as members of the larger stakeholder group, will have ideas of how they might have done things differently. It is important to document these ideas, perhaps even in a summative report, and address them as part of an action plan. Embracing uncertainty as part of the learning process will better prepare members of the planning team, facilitation team, and stakeholder group to address opportunities and challenges as they arise.

For there is always light,
if only we're brave enough to see it,
if only we are brave enough to be it.

-Amanda Gorman

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