Stakeholder and Community Board Engagement and Readiness Assessment: A Guide for Coordinators

Evidence2Success

THE ANNIE E. CASEY FOUNDATION

Contents

How Do Communities Get Started in Evidence2Success?

Evidence2Success is a framework for improving well-being in children and youth. It brings together public systems, schools, neighborhoods and elected officials to invest in tested and effective programs that promote positive outcomes throughout a community. Evidence2Success is a prevention approach. It is implemented by public systems under the leadership of a **community board** whose membership represents the entire community, including participating public systems and partner neighborhoods. The community board is supported by a full-time coordinator. The prevention approach to improving children's outcomes is to increase protection and decrease risk through tested, effective programs that address community priorities and are implemented in the partner neighborhoods before being scaled citywide.

Evidence2Success begins through a site selection process conducted by the Annie E. Casey Foundation. A community initially chooses to partner one or more neighborhoods. Key leaders, who may later become community board members, organize to support the launch. During site selection, an existing board or committee may be selected to become the Evidence2Success community board. If an existing board was identified during site selection, some membership adjustments likely would be needed to achieve a balanced and diverse representation of the city and its partner neighborhoods. This guide is intended to help coordinators and local leaders ensure that the board's composition accurately reflects the community's public systems, agencies and partner neighborhoods.

WHO IS THIS GUIDE FOR?

This guide is for the coordinator, who will use it to engage key leaders in the process of building the community board. This guide helps you lay the foundation for starting Evidence2Success in the community by providing guidance on community board membership and offering advice, instructions and tools for the following steps:

1. Engage stakeholders and conduct an analysis to identify individuals and groups that the effort needs in order to proceed.
2. Introduce Evidence2Success to a broader range of community leaders.
3. Assess readiness to begin Evidence2Success and develop an action plan to address outstanding issues that would prevent a successful beginning.

The Evidence2Success coaching team is available to help you prepare and to offer guidance with this process.

PROGRESS UP TO THIS POINT

The official start of Evidence2Success work is the moment at which community leaders sign a memorandum of understanding (MOU) with the Annie E. Casey Foundation. The public system leaders who sign the agreement must make several key decisions that impact the formation of the community board: (1) who will be part of the initial group of key leaders supporting the launch, (2) who will make the final decision on the membership of the community board and (3) who will hire the coordinator (in consultation with the Foundation). The signers must be represented among the key leaders and on the community board. These are crucial decisions with significant implications for the success of the initiative. Several public child-serving systems and the public school system should be involved in order to broaden the range of public system perspectives and share accountability with the community broadly. Other considerations will be discussed below.

Milestones and Benchmarks Referred To in This Guide:

Milestone 1.1 Prepare to begin the Evidence2Success process.

Benchmark 1.1.4 Identify a lead agency committed to supportin the project and serving as fiscal intermediary.

Benchmark 1.1.9 Inventory existing initiatives addressing youth and family.

Benchmark 1.1.10 Develop roster of key leaders/champions to be involved in the process, including leaders of partnering neighborhoods and public system directors and school superintendent.

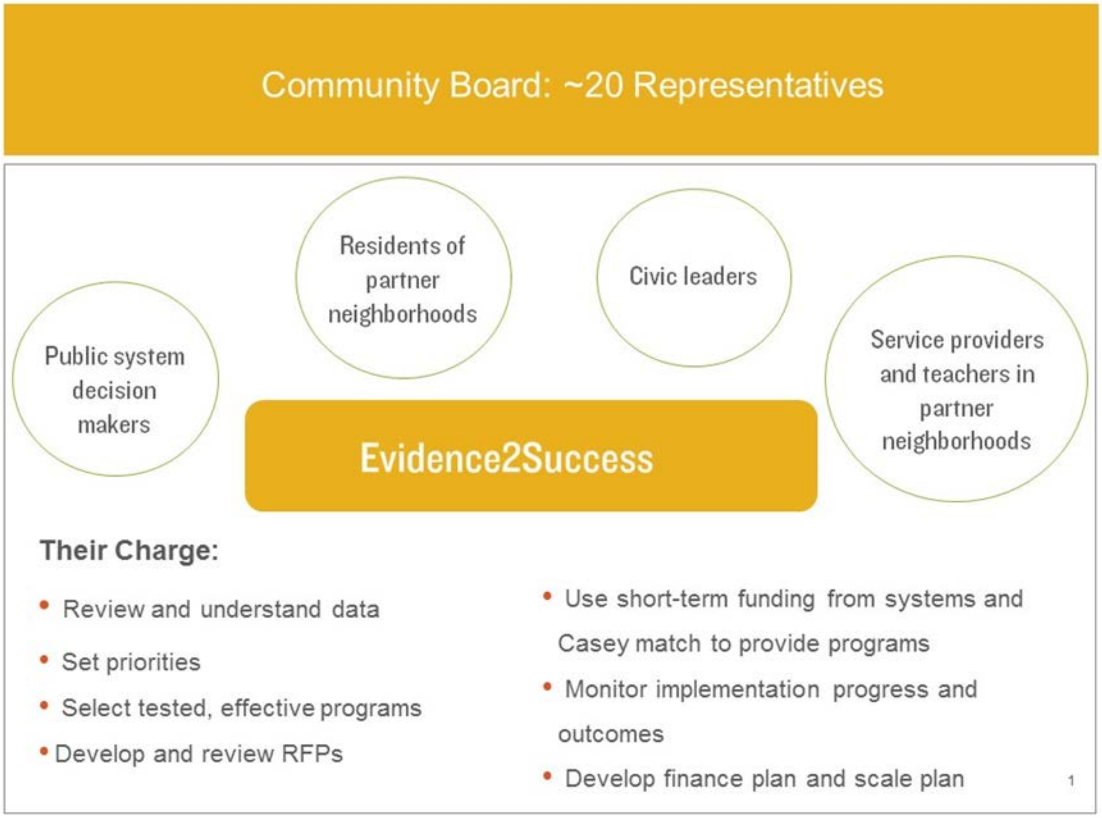
Milestone 1.3 Engage and orient key leaders/champions.

Milestone 1.4 Select community board.

Milestone 1.5 Identify community readiness issues and make a plan to address them (to be completed by phase 3).

What is the Composition of the Community Board?

The community board is the local decision-making body for Evidence2Success. It holds the primary responsibility for carrying out the work of Evidence2Success (assisted by the coordinator and finance lead). The community board is a coalition of approximately 20 stakeholders from the participating public systems, schools and neighborhoods, as shown in the diagram below.



Ideally, in order to maintain a workable number of people and maintain balanced representation, it is recommended that membership include eight neighborhood representatives, four public system representatives, four focus neighborhood providers and four at-large seats. Public systems that have committed to fund and support tested, effective programs should be represented on the community board. In order to ensure balance, the size of the community board may increase to ensure that members from public systems and service providers do not outnumber neighborhood representatives. For the at-large community representatives, a certain amount of discretion exists on who to select in order to maximize the community board's effectiveness. This guide provides a systematic approach to making these decisions.

DESCRIPTIONS OF COMMUNITY BOARD MEMBER CATEGORIES

Public System Representatives: High-level leadership from the child- and family-serving public systems; for example, officials from the school system (superintendents, school board members or principals), child welfare, juvenile justice and public health. These representatives should include the Memorandum of Understanding-signing public agencies. These community board members must be able to represent their agency's budgetary and programmatic commitments.

Neighborhood Representatives: People who live in the partner neighborhoods or who have historically lived there, especially people who are served by the public agencies involved in Evidence2Success. Experience suggests looking for residents with broad networks within the community, such as the heads of community associations, business owners, or faith leaders. It is important to identify stakeholders who understand and have worked with public systems. For example, it might be valuable to approach individuals who are already sitting on community or service-planning boards, participating in Head Start advisory committees or otherwise already thinking about how to target services to their community's needs.

Service Providers in the Partner Neighborhoods: Service providers serving the partner neighborhoods and community-based organization staff; staff of schools that serve partner neighborhood children and youth (middle school teachers, guidance counselors and support professionals); and staff of state, city or county-level agencies who deliver services in the community (for example, social services or public health staff).

At-Large Representatives: This includes law enforcement, elected officials, clergy (for example, pastors, rabbis and imams) or lay leaders within faith communities and representatives of local philanthropic organizations. The fiscal intermediary identified by the Annie E. Casey Foundation for Evidence2Success may participate as a representative in this category.

It is also crucial to engage stakeholders who represent the community in terms of race, class and culture. Identify the gaps in representation you seek to address. Reach out to community leaders of organizations that serve underrepresented populations.

What Are the Role and Structure of the Community Board?

The community board is the governance and decision-making body for the Evidence2Success work in your city. As described above,the community board has approximately 20 members. In addition to these 20 individuals, the board will recruit community members to participate in workgroups. These workgroups functionally serve in an advisory role to the board, providing recommendations that the board will ratify.

ROLE OF THE COMMUNITY BOARD

The community board conducts the work of the five phases of Evidence2Success. Highlights of this work include:

Phase 1: Forms partnerships to implement the process.

Phase 2: Engages, orients and organizes the community board.

Phase 3:

- Sets goals or priorities for improving outcomes, decreasing risk and increasing protection for children and youth in the community.
- Assesses gaps in services relating to these priorities, financial resources dedicated to priorities and public system practices to support and sustain tested, effective programs.

Phase 4:

- Identifies tested and effective programs that can fill these gaps and address the priority outcomes, risk factors and protective factors.
- Creates an action plan to achieve goals.

Phase 5:

- Monitors programs that are selected and ensure that the action plan is followed.
- Plans for expansion and scale of programs and monitors progress achieving goals for the priority outcomes, risk factors and protective factors community-wide.

To accomplish these broad objectives, the community board:

- Ensures its membership represents the diversity of thecommunity through stakeholder analysis.
- Conducts readiness assessment at key points to identify strengths and challenges to the Evidence2Success work (see page 12).
- Determines its own decision-making process.

- Creates a policy for avoiding or removing conflicts of interest.
- Ensures administration of the Youth Experience Survey in the schools.
- Shares the community's protection and risk profile (developed based on Evidence2Success community surveys) with the broader community
- Makes program funding decisions for the seed grant from the Casey Foundation and matching funds from the jurisdiction.
- Monitors progress with implementation of the selected tested and effective program.
- Develops a local communications plan for regularly sharing information with champions, the broader community and public system partners.

EXPECTATIONS OF THE COMMUNITY BOARD MEMBERS

Board members are initially asked to commit for one full cycle of service to the community board. Duties include the following:

- Attending regular community board meetings
- Attending Evidence2Success workshops. Requires participation in:
    - A two to three-day workshop in the first two or three months (about 14 hours total)
    - On average, a half-day workshop every other month during the first year
- Serving as a workgroup member to help complete tasks in a specific area of effort
- Serving as a local advocate and champion for the Evidence2Success work
- Mobilizing personal and professional networks to engage the broader community in Evidence2Success

A strong community board member has the following characteristics:

- Will spend 3-5 hours each month on Evidence2Success work *outside of meetings*
- Is committed to the core concepts behind Evidence2Success
- Is a well-respected leader in the community
- Is representative of a constituency that Evidence2Success impacts or has a major role in influencing service provision
- Is able to regularly access a forum that allows them to gather input and share decisions with their constituency

- Is experienced in collaborative decision making
- Has experience working with public agencies on local projects

STRUCTURE

In some communities, the key leaders decide to house Evidence2Success within an existing local organization or initiative with the mandate of improving youth outcomes. This can work well as long as the mission and goals are aligned. Check to make sure that the right people are involved and that the organizations share a belief in the value of high-quality local data and the importance of tested, effective programs (also known as evidence-based programs).

Underlying structure: The community board is staffed by a coordinator and has a designated rotating chairperson, vice chair and recorder as well as workgroups it appoints to complete tasks in specific areas of effort. These include data interpretation, outreach, assessing local services and implementing and monitoring tested, effective programs.

Community boards also follow specified guidelines for effective group functioning, such as the following:

- Using clear decision-making protocol
- Creating clear communications protocols (such as quick distribution of meeting notes)
- Developing a common vision
- Developing ground rules
- Operating from well-planned meeting agendas with achievable goals
- Holding regular meetings at least once a month

How to Conduct a Stakeholder Analysis

When you are considering individuals for a seat on your community board, begin by brainstorming the key constituencies in your community you need to include from partner neighborhoods, public agencies and city-wide. Next, identify leaders from those constituencies. In doing so, pay close attention to racial and ethnic diversity and other considerations that may reflect the unique character of the community or partner neighborhoods.

As you list each person, consider the potential roles that person could play. Stakeholders can contribute to the effort in several important roles:

> Stakeholder Analysis in a Nutshell
>
> 1. Invite a small group of well-informed community leaders representing a broad cross-section of community life to create a list of possible members. Begin by brainstorming the key constituencies needed for the community board. (See page 15.)
> 2. Identify leaders from these constituencies, keeping in mind the unique character of the community or partner neighborhoods.
> 3. Identify existing initiatives that are aligned and compatible with the Evidence2Success work.
> 4. Use the Stakeholder Analysis Worksheet (p. 19) to record names of individuals the group agrees to approach. Consider roles each person could play.
> 5. Approach individuals about their interest in the board, taking care not to make any offers of membership.

1. **Community Board Member:**
   Individuals who meet criteria for board membership.

2. **Workgroup Member:** The community board is likely to form subcommittees or workgroups, for example in areas such as finance, outreach or data. Some workgroups (other than the finance workgroup) may include members from outside the board.

3. **Allies with special skills** who might not join the community board as members, but who can help with outreach, data program implementation or other needs.

4. **Leaders who are connected to other initiatives in the community:** Leaders of aligned and compatible initiatives might or might not explicitly engage with the Evidence2Success (either now or in the future). Still, engaging them in dialogue about the fit between Evidence2Success and their initiatives is an important part of early stakeholder engagement.

As part of the effort to identify key constituencies, you should identify existing initiatives and categorize them based on how aligned and compatible they were with the Evidence2Success work, using the worksheet on page 18.

Review the sample script for stakeholder conversations with your group (see page 23). Tailor this as needed for your community. As the coordinator, you will need to train those who are doing outreach to stakeholders to clearly communicate the goals of Evidenc2Success and role of the community board and partners. Your Evidence2Success coaches can help.

For the time being, focus on finding potential community board members. Be sure to avoid misunderstandings. No offers of board or workgroup membership can be made until this process has been followed.

These conversations continue through Phases 1 and 2. In Phase 1, they are primarily part of recruitment for the community board. Later, they can be useful for identifying workgroup members and allies with special skills.

In both phases, these conversations help to assess:

- organizations or individuals that should be represented on the community board or partner with Evidence2Success in other ways;
- community needs or concerns that Evidence2Success might address;
- perceived barriers to Evidence2Success in the community;
- ideas for how to engage other stakeholders; and
- community initiatives that might compete with or take energy away from Evidence2Success, or inversely, that are aligned with Evidence2Success.

Complete a Readiness Assessment for the Evidence2Success Process in the Community

By *readiness* we mean readiness to begin implementing Evidence2Success in the community as well as in the partner neighborhoods. Readiness is important to launch successfully and then maintain momentum throughout all phases of Evidence2Success. Maintaining that momentum requires careful planning so that, as key activities are undertaken, the necessary sequencing is maintained. For that reason, it is helpful to assess readiness for key activities at the outset, and again at key intervals.

Readiness assessment could start when key leaders sign on to Evidence2Success. It officially begins with stakeholder engagement in Phase 1 and is continued by the community board or its workgroup, in Phase 2, with coordinator support. It should be completed early in Phase 2. The goal is to identify issues that support implementation, issues that need to be worked on before implementation and issues that might block implementation (if any). During your conversations with stakeholders, you explored potential readiness issues. Your conclusions will help you create a plan for addressing issues.

Readiness Assessment in a Nutshell

1. Working with a small group of local leaders, review the milestones and benchmarks for Phases 1 and 2 as a group, noting any that are difficult to address.
2. Review information gained from stakeholder conversations as you identify obstacles and opportunities.
3. Your coach can point you to additional tools and work sheets.
4. Identify critical issues: those that require postponement of Phase 2 of Evidence2Success.

COMPLETING A READINESS ASSESSMENT

The primary tool for assessing readiness in Phases 1 and 2 is the milestones and benchmarks document. (At the end of each phase, the milestones and benchmarks are used to determine whether the community is ready to move to the next phase.) As noted in the previous section, the stakeholder conversations provide an opportunity to solicit information from the community that will allow you to identify obstacles and opportunities.

Additional tools and worksheets can be found in the *Tools for Community Leaders* publication on the Evidence2Success website. Your Evidence2Success coach can help you strategize on the use of these tools in working with your small group of leaders to complete the readiness assessment.

Critical issues are those that require postponement of Evidence2Success. In the Tools for Community Leaders, these are called “show stoppers.” Examples include the following:

- Failure to meet the conditions of the memorandum of understanding, letter of agreement or initial Evidence2Success request for proposal (for example, failure to match the Casey

Foundation's initial grant for funding tested, effective programs, failure to successfully administer the Youth Experience Survey)

- Inability of participating public systems to work together
- Lack of appropriate representation from partner neighborhoods and public systems on the community board
- Unrest or violence in the community needing immediate resolution (thereby diverting attention from prevention and early intervention)

With careful coordination and planning, the community board can address these issues effectively, however. Evidence2Success coaches provide a sounding board for planning efforts.

Develop Action Step Timelines

Resolving readiness issues requires planning and creating action steps. This in turn requires identifying specific actions to be taken, the person who should act and a deadline for action. For example, if a participating public system withdraws its commitment to contribute to the initial funding pool, the community board must decide whether to approach a different public system or attempt negotiations with the first system. The board would need to decide whom to designate for communicating with budgetary authorities in either system. Deadlines are inherent in budgeting timelines. All these matters would need to be articulated in the plan for addressing readiness issues. The action steps can be straightforward and fairly intuitive, although scheduling those action steps may require skillful coordination. Share your timeline to get opinions about whether it is achievable before transferring it to a calendar.

Identify Technical Assistance Needs

As you and your coach consider your community's strengths and the readiness issues to be addressed, you may realize that additional help is needed in certain areas. Evidence2Success coaches are available to offer guidance. They will help you work with the suite of available tools to prepare for workshops or meetings. In a few cases, they may be available to assist in person with certain meetings or workshops. Please refer *to Technical Assistance, Coaching and Capacity Building in Evidence2Success* for more information on the support provided.

In addition, more specialized technical assistance (TA) is also available in some areas, like the implementation of tested, effective programs. All coaching and TA are intended to build capacity in your city. This provides a way to sustain Evidence2Success for years to come. TA is organized around the five core strategies of Evidence2Success:

- Community board development and functions
- Strategic use of data
- Strategic financing

- Tested, effective programs
- Performance measures

Building these capacities means finding new ways to work to get results — another way to create lasting change. Do not be afraid to ask for help from your coaches.

CONGRATULATIONS!

If you've followed all the steps in this guide, then you have established a strong base for your community's Evidence2Success work. You are on the way to making lasting change for the well-being of your community's children. Keep your attention on the goal and core strategies as others join the effort. Congratulations on forming a strong community board!

For Your Use: Constituency Leadership Grid and Stakeholder Analysis Worksheet

To identify potential members, follow these steps.

Step 1: Use the worksheet below to brainstorm the following constituencies with your key leaders:

- Who is affected by programs and services in our focus neighborhoods?
- Who is essential to delivering quality services in our focus neighborhoods?
- Who is essential for funding programs and scaling services citywide?
- Which other groups are key to the success of Evidence2Success?

Step 2: Identify leaders who can represent the constituencies noted in Step 1.

Step 3: Using the Constituency Leadership Grid below, consider whether each of these constituencies is fully represented and the extent to which the people whose names are listed represent the racial, ethnic and cultural composition of the city and the partner neighborhoods.

Step 4: If certain constituencies are underrepresented, strategize about how to gain better representation. Update the grid as leaders are identified.

Constituency Leadership Grid

Constituency	**Name & Affiliation of Leaders**	**Is this constituency fully represented by these individuals?** Do these leaders represent our city and partner neighborhood's diversity?
Aligned initiatives		
Populations affected by programs and services in our partner neighborhoods (include the racial, ethnic or cultural communities within the partner neighborhoods)		
Those who deliver program and services in our partner neighborhoods		

Those essential for funding programs and scaling services citywide		
Other groups needed for success, possibly those with key interests or skills relevant to Evidence2Success (e.g. data collection and use, experience with tested, effective programs)		

Step 5: Use the Stakeholder Analysis Worksheet on page 18 below to plan for and follow up on your conversations with stakeholders. This worksheet helps you distill the names on your Constituency Leadership Grid down to a list of people to contact, with columns to record who is responsible for making the contact and deadlines for doing so. The stakeholder categories in the left column are to help you keep track of the sectors of community leadership and existing initiatives your stakeholders are part of. An individual may fit into more than one category. For example, a service provider may also be a neighborhood representative. Examples of each category are provided here:

> **Public System Decision Makers:** High-level leaders from the school district, social services, the justice system, the health department
>
> **Neighborhood Representatives:** Parents, youth, PTA, Head Start Advisory, clergy and lay leaders of diverse faith groups, residents, others
>
> **Service Providers in the Partner Neighborhoods:** Social services, teachers, principals, school staff, justice system, youth service organizations, public health staff
>
> **At-Large Representatives:** Elected officials, community development associations, community action organizations, school board, community law enforcement, philanthropies, United Way
>
> **Initiative Leaders:** Leaders of local initiatives with missions aligned with Evidence2Success, or leaders of initiatives that are so influential in the community that not including them would affect your success

Is this person essential to success? Make a note in this column if this is a person whose commitment is so critical that moving forward without it would endanger a successful collaborative initiative. If there are multiple leaders from this sector, decide whether how you would prioritize outreach.

Who will reach out: Use this column to track who will be reaching out to this stakeholder. This will be a contact who has some connection or influence with the stakeholder, and who may be the most successful in finding time to introduce him/her to Evidence2Success and explain its benefits.

By when? Use this column to track the outreach timeline.

Key interests: Use the Key Interests column to track how this stakeholder's key interests align with Evidence2Success and how Evidence2Success will benefit them and their organization or agency. This column can be filled out before the conversation but should be revisited afterwards.

After stakeholder conversations, also rate the strength of each stakeholder's interest in Evidence2Success.

Recommended role: After the initial conversations have been held, use the **recommended role** column to record whether the stakeholder might be appropriate as one of the following:

- Leader of the community board
- Member of the community board
- Workgroup member
- An ally in one of the four categories of allies (outreach, data, program, or fiscal)

Note that some individuals may be appropriate for both the community board and one of the ally roles.

The remaining three columns on the right can be filled out after each conversation has taken place.

The above process can be adapted to build the Evidence2Success community board on an existing board by paying special attention to coinstituencies, initiatives and organizations outside the existing board's original mission.

STAKEHOLDER ANALYSIS WORKSHEET

	Name	Is this person essential to success?*	Who will reach out to this person?	By when?	Key interests that align with Evidence2Success	Strength of interest (1-10)	Recommended role**
Public Systems							
Neighborhood							
Service							
At Large							
Initiative Leader							

* Is this is a person whose commitment is so critical that moving forward without it would endanger a successful collaborative initiative?

** Community board leader or member, workgroup member or ally with special skills (outreach, data, program, or fiscal)

For Your Use: Talking Points for Stakeholder Conversations

In the next few weeks, you will have the opportunity to invite leaders in your community to be part of a board taking responsibility for overseeing the work of Evidence2Success in your community. The following talking points provide answers to common questions you should expect from community leaders when you talk to them about joining the board. They will also help all of you ensure that you are sending a consistent message about what to expect as part of Evidence2Success.

What is Evidence2Success?

Evidence2Success is a new initiative led by [local agency] to promote children's well-being by investing in tested and effective programs that build on local strengths and respond to the needs of the city's young people. The initiative will focus on helping children reach critical developmental milestones in the following areas: behavior, education, emotional well-being, physical health and relationships. The initiative is supported by the Annie E. Casey Foundation.

How will Evidence2Success benefit my community?

In the past 30 years, researchers have identified reasons children struggle to succeed and have worked to develop programs that address those needs and promote healthy development.

The Evidence2Success initiative brings together public systems, schools, neighborhoods and elected officials to develop shared priorities for improving children's well-being.

By coordinating our efforts, we think we can achieve greater outcomes for children and youth while making more effective use of public resources. Schools and public systems already focus significant resources in our neighborhood, and we think working together will allow us to respond to unmet needs and help more children reach their full potential.

Selected representatives from your community will have the opportunity to take part in identifying and planning for programs and services that respond to the specific needs of children and youth here. This work will serve as a model for other communities planning to adopt Evidence2Success in the future.

What will the community board do?

The community board will be the primary decision-making body for Evidence2Success. It will:

- use data to identify priority outcomes and protective and risk factors among the community's young people;
- identify strengths, challenges and gaps in available programs and services;
- recommend and participate in implementing tested and effective programs that can address those gaps;
- conduct outreach to children and families who could benefit from the selected programs and services; and
- monitor how well the selected programs are meeting community needs and achieving implementation goals.

Who is being asked to participate?

The board will be made up of a diverse group of leaders from public systems and the partner neighborhoods. Many of these individuals have already been selected to participate, but a few more will be invited in the coming weeks.

We’re also looking for people with special skills who might serve on workgroups or committees. Special skills include analyzing and interpreting data, or putting tested and effective programs into place. We’re also seeking people who can help us get the word out and engage the broader community in Evidence2Success and who can connect families, children and youth to the programs and services made available through the initiative.

How much time will Evidence2Success involve, and what would I need to do?

We anticipate that community board members will spend approximately 3–5 hours per month outside of board meetings and will attend several half-day workshops in the first few months and a half-day workshop every other month during the first year.

We are asking people to commit to a full-cycle as members of the board, typically 2 years.

Who will make decisions about priorities and which programs to fund?

The community board will be responsible for coordinating regular assessments of children’s strengths and needs, and working with communities to prioritize and strategically match those needs to appropriate programs.

Through its finance workgroup, the community board will also determine what financial resources can be shifted or combined to invest in tested and effective programs to achieve greater collective impact on the well-being of the community’s children.

What funding will be available?

The community has $300,000 initially committed to be put towards tested and effective programming to address priority needs ($150,000 in a match of local funds from the Annie E. Casey Foundation).

Evidence2Success focuses on making more effective use of existing funding by investing in tested and effective programs.

Data shows that shifting a small percentage of funding sources toward tested and effective programs can have a major impact by improving outcomes while decreasing program costs. Agencies can then increase their impact by reinvesting any savings in tested and effective programs.

By using tested and effective programs and tracking progress, our community will be better positioned to demonstrate success and attract funding.

When will we see results?

Evidence2Success aims to adapt the way public systems, schools and communities work together to improve outcomes for children and youth. Sites will show they are making progress toward improving child well-being in several ways:

Year 1: Visible support among partners for improving outcomes for children and youth.

Year 3: Improved outcomes for children involved in tested and effective programs and increased capacity to use and share data to make better decisions.

Year 5: Changes in community-wide indicators of children and youth well-being. Greater returns on investments in services for children and youth.

You talk about tested and effective programs a lot. Why does it matter if a program is proven?

Using tested and effective programs is a lot like taking a prescription medicine that's been tested and shown to target a specific illness and make people healthy.

In a competitive funding landscape, tested and effective programs put you at an advantage by providing information you can use to project your potential impact, program costs and staff training needs. Examples include:

Big Brothers, Big Sisters — a program that matches children to positive adult role models

Guiding Good Choices — a drug prevention program for families with children age 9–14

Incredible Years — a program used by parents, teachers and children to promote emotional and social competence and to prevent, reduce and treat aggression and emotional problems in young children from birth to age 12

Multisystemic Therapy — an intensive family- and community-based treatment that addresses serious antisocial behavior in juvenile offenders

What does this mean for my organization's programs?

We can make more effective use of our resources by working together to respond to our youths' strengths and needs and deploy resources where they are most needed.

If your program has a positive impact, participating in Evidence2Success will help you better position your organization for collaborative funding opportunities.

If you aren't evaluating your program or getting good results, it's a great time to reevaluate your programs and determine whether switching to a tested and effective program will better prepare you for future opportunities.

I don't have any children. How will Evidence2Success help me?

Children who grow up with healthy beliefs and behaviors contribute to a better quality of life for the whole community.

Evidence2Success promotes investment in prevention and intervention programs that help public systems and schools get ahead of serious challenges that influence children's success.

When children don't succeed, we are all affected, and we are all responsible for making things better. The cost of lost opportunity for a child shows up not just in his own lost potential – which is tragic enough – but in many broader ways, from a less competitive community workforce to lower property values when student achievement and school quality suffer. Investing in young people creates a healthier community for generations to come.

Are there other ways to be involved?

Yes! People with an interest in Evidence2Success can help in many ways, including serving on board workgroups or lending specialized expertise. They can also help by keeping their neighborhoods, public systems or communities informed about Evidence2Success, or, eventually, by helping to build interest in the tested, effective programs that will be offered.

For Your Use: Sample Script for Setting Up Stakeholder Conversations: Phone Introduction and Meeting Invitation

Hi, this is [your name] and I'm calling to find out whether you would be interested in speaking with me about a new initiative called Evidence2Success that is starting in [community]. Evidence2Success is led by [lead agency/agencies] to promote children's well-being by investing in tested and effective programs that respond to the needs our young people. We'd like to get your thoughts about factors in our community that might help us succeed or — on the other hand — act as roadblocks. We might also need some leaders from the community to join a decision-making body to set shared priorities for young people. Would you be willing to meet with me [when] for [how long] to learn more about Evidence2Success and how you can get involved?

For Your Use: Stakeholder Conversation Script, Questionnaire and Recommendation Form

Thank you for meeting with me today to discuss the opportunities the new Evidence2Success initiative creates for helping children in our community reach their full potential. I'm hoping this conversation will give you a little background about the foundations of Evidence2Success and what you think needs to be in place for the initiative to achieve its goals (also whether you would consider joining board to lead this initiative in [community].)

Do you have any questions about what we'll cover in our conversation today? I'll be taking notes throughout so that I don't lose the insights you share. Feel free to stop me and ask questions at any time, and let me know if there's something in particular that you don't want me to write in my notes.

Earlier this year, [community] decided to partner with the Annie E. Casey Foundation on Evidence2Success. The initiative is led by [lead agency/lead agencies]. Through Evidence2Success, the [lead agency] seeks to promote children's well-being by investing in tested and effective programs that respond to the needs our young people. We plan to start working in [partner neighborhood(s)] with the intent to broaden the focus throughout the community and possibly beyond.

To put it simply, Evidence2Success was developed to help the community's children reach critical developmental milestones in the following five areas: behavior, education, emotional well-being, physical health and relationships. Research shows that schools and public systems have a greater likelihood of helping children reach those milestones if they invest in tested and effective programs and place a greater focus on prevention and early intervention programs, instead of waiting to intervene until after problems occur.

So how can we help children reach those developmental milestones? We all know that children don't grow up in isolation, so we're starting by engaging the people and organizations that influence their health and development. That includes:

- Families of children from birth to age 18 and those children's peers
- Members of the community in which children and their families live
- School administrators and teachers who understand the school environment
- Representatives from public systems that serve the community and its families

As part of Evidence2Success, we're also committed to applying five interconnected strategies.

- Using a community board that includes public system representatives as well as residents
- Using data that shows how youth are doing across many areas of their lives to set priorities
- Implementing tested and effective programs
- Comprehensive, strategic financing strategies
- Performance measures

Based on what you've heard, what benefits do you think Evidence2Success offers?

What are some of the community needs or concerns that you think Evidence2Success addresses?

How are you connected to this community? *(May already have this information—if so, no need to ask.)*

How have you been involved in current or previous initiatives to improve child well-being? *(May already have this information — if so, no need to ask.)*

What other initiatives to improve child well-being are currently going on in the community?

How do you see those initiatives fitting with what you've heard about Evidence2Success?

Can you think of other individuals or organizations we should talk to about joining the community board or other ways of partnering with Evidence2Success?

What do you think is most compelling or promising about Evidence2Success?

Board members and most workgroup members are chosen by key leadership. Do you think you might be interested in being considered for one of these roles?

☐ Community board member

☐ Workgroup member

☐ Ally with special skills—outreach, data, program or fiscal

COMMUNITY READINESS

Evidence2Success brings together public systems, schools, neighborhoods and elected officials in a planning process designed to identify and act on shared priorities for improving children's well-being across multiple systems. As the decision-making body, the community board will be responsible for the following areas of work:

- Supporting administration of the Youth Experience Survey in the schools
- Using data to identify priority outcomes and protective and risk factors among the community's young people
- Identifying strengths, challenges and gaps in available programs and services
- Recommending tested and effective programs that can be provided in the community to address those gaps
- Conducting outreach to children and families who could benefit from the selected programs and services

What might prevent Evidence2Success from being successful here?

For Your Use: Readiness Planning Tool

Readiness issue	Strategies to address	Proposed actions	Who will address	Timeline