

# Building Community Resilience

Toolkit Series Volume IV

Sustaining Community Resilience  
to Create Lasting Change



 Strategies 2.0

Growing Knowledge and Networks for Professionals Working with Families

# About the Authors

## Our Vision

A world in which children are cherished, families are engaged and strengthened, and communities thrive.

## Our Mission

Strategies 2.0 is a catalyst for the professional skills, organizational structure, and community relationships necessary to mitigate the risk factors for child abuse and neglect, and to promote child, family, and community well-being.

**Strategies 2.0 is a partnership between The Child Abuse Prevention (CAP) Center, Children’s Bureau of Southern California, and the San Diego State University Social Policy Institute (SDSU SPI).** As a cross-sector collaborative effort, Strategies 2.0 is committed to: (1) growing the capacity of the family and community strengthening field to deliver high-quality services; and (2) partnering with communities to transform the conditions in which families live.

Driven by our vision and mission, and in support of the strategic plan of the California Department of Social Services Office of Child Abuse Prevention (CDSS OCAP), the overarching purpose of Strategies 2.0 is to empower professional organizations and individuals in the field of family and community strengthening to help prevent child abuse and neglect as well as promote child, family, and community wellness. Strategies 2.0 recognizes that a strong field will leverage the knowledge, resources, and capacity needed to make a bigger impact.

With generous support from the OCAP, Strategies 2.0 offers all services at no cost to the family strengthening field. These services include: training, consultation, peer learning, and other professional development opportunities both in-person and online. Strategies 2.0 services are designed to help grow the knowledge and networks for professionals working with families to mitigate the risk factors of child abuse and neglect in California.

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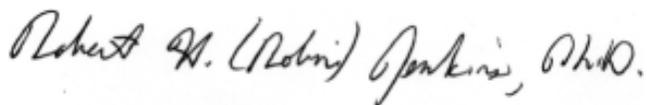
Dear Building Resilient Communities Partners:

The critically important work of building community resilience requires a collective vision that nurtures, activates **and sustains** the visible infrastructures and processes to support each community. Sustainment of the work is a concept that, while often thought of later in the process as initiatives are implemented, **should be a core and early part of all planning and implementation efforts**. This fourth volume in the Building Community Resilience Toolkit series provides important tools, concepts and pathways toward building sustainability into local capacity building efforts. As I've traveled the country and worked with various organizations to build strong prevention coalitions, collaborations, and cross-sector support for these ideas, I've become deeply convinced that all prevention work is local. And while state and/or regional policies, administrative factors, resources and other aspects of complex human services systems affect local outcomes, the roots of the work begin and end in the community. And no one knows the community like the community. Citizen leadership is the bedrock of this work. The Building Community Resilience Model (Ellis and Dietz, 2017) is an effective framework for guiding communities through processes that map and deliver successful child and family health promotion strategies with deliberate focus on important issues such as racial and ethnicity context, equity and inclusion, community power structures, building on existing assets, and related self-determination principles.

I urge communities to embrace the Building Community Resilience Toolkit series as an effective, evidence supported framework for strengthening children, families and their environments for health promotion and to prevent child maltreatment. California is well-positioned to take a very big step forward in health promotion and prevention activities given the visible support offered by the California Department of Social Services Office of Child Abuse Prevention (OCAP) and the Strategies 2.0 partners in these efforts.

These toolkit volumes offer practical organizational, capacity building, implementation and sustainability tools and strategies to substantially support local collaborations to achieve and maintain measurable progress.

I wish to thank the Strategies 2.0 partners for their commitment to building this excellent toolkit series given the community-centric principles undergirding it. Adversity affects everyone; but it is up to each of us to collectively create communities where toxic stress is minimized and children's health promotion remains a central, enduring and overarching value system for all.



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# The Building Community Resilience Toolkit Series

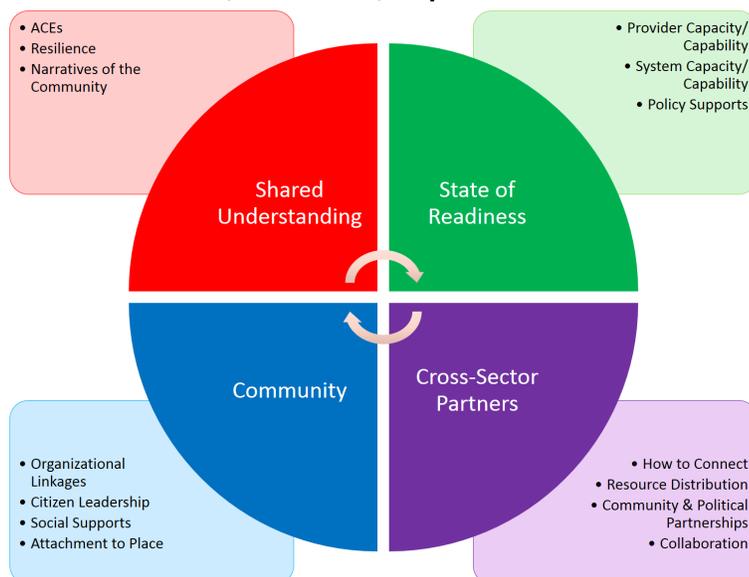
The Building Community Resilience (BCR) Toolkit Series was developed as part of an integrated learning system for California, supporting educational opportunities for new and experienced service providers, supervisors, and administrators in the family and community strengthening field, as well as child and family-serving partners.

All four volumes within the BCR Toolkit series are based on the **Framework for Addressing Adverse Childhood and Community Experiences**: The Building Community Resilience Model by Wendy Ellis and William Dietz (2017). The BCR Model is a comprehensive approach to fostering collaboration in targeting causes of adversity in childhood and building community resilience. It is a circular process of assessment, readiness, implementation, and sustainability (Ellis & Dietz, 2017), as illustrated in this graphic.

**This is the final toolkit in the four-part series.** Each volume of the Building Community Resilience Toolkit has focused on a different aspect of the community resilience process, providing research-informed tools and resources to aid organizations in addressing barriers while strengthening assets. Increasing community resilience ultimately contributes to positive health and well-being outcomes of children, families and communities.

Note: Volume I contains definitions of key concepts and sources that are referred to throughout the series. Volumes II - IV list only the new definitions and resources.

## Building Community Resilience: Process of Assessment, Readiness, Implementation & Sustainability



Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. *Academic Pediatrics*. 17 (2017) pp. S86-S93. DOI information: [10.1016/j.acap.2016.12.011](https://doi.org/10.1016/j.acap.2016.12.011)

# Suggestions for Use of Volume IV

Similar to the previous three volumes of the Building Community Resilience Toolkit series, Volume IV encourages the user to bring their own unique perspectives, experiences and specific needs to the work. Volume IV is also a starting place for discussion and collaborative action and is intended to consolidate an ongoing process that will lead to sustainability of community resilience. The suggested process and tools provided in this volume may be adapted as needed.

## It is suggested that users:

- 1 Review the topics and tools included throughout the entire volume;
- 2 Read thoroughly, adding existing knowledge base in order to place the importance of sustainability in context;
- 3 Make note of where policy changes or additional resources may be needed;
- 4 Facilitate discussions for all staff and partners to consider the importance of sustainability and the commitment necessary to put changes into place and maintain their net effect;
- 5 Review the tools and determine which are the best fit for your organization's or community's current needs;
- 6 Try out the tools as provided, adapting where needed for a better fit with your organization;
- 7 Consider and plan for how community resilience will be sustained following use of the BCR Toolkit Series.

# The Four Volumes At-A-Glance

## Volume I

### Shared Understanding: Working Together to Build Community Resilience

The first volume defines “The Pair of ACEs” and what is needed to address them. It also presents the core concepts of the BCR Model as well as tools to: (1) assess understanding of organizational and community factors related to building community resilience; and (2) build a shared understanding through collaborative learning within the organization and the community itself.

## Volume II

### State of Readiness: System and Provider Abilities to Respond and Build Supports

The second volume describes the organizational capacity needed for a shared approach to building community resilience within an organization or network. The tools in this volume assist organizations in: (1) building a logic model to focus the work; (2) assessing their level of readiness to implement BCR efforts; and (3) identifying the steps needed to increase readiness for building community resilience based on assessment results.

## Volume III

### Cross-Sector Partners: Connecting and Collaborating

This toolkit provides an in-depth exploration of the importance of cross-sector partners in building community resilience. The tools will guide organizations in engaging, expanding, and strengthening cross-sector partnerships.

## Volume IV

### Sustaining Sustaining Community Resilience to Create Lasting Change

The final toolkit in the series offers a pathway towards sustaining community resilience with tools to explore components of community capacity-building, including: the building blocks of sustainability, process improvement strategies, and resident engagement.

# Volume Four

## Sustaining Community Resilience

The final Volume in the BCR series utilizes the concepts and practical applications of the previous three volumes in a multidirectional way to expand on the process of building community resilience. Sustaining the impact of shared understanding, readiness, and cross-sector partnerships becomes paramount to ensure that community resilience and any related efforts continue to be relevant to the local neighborhood context. In this way, the current and evolving needs of the most vulnerable populations, as well as the root causes of toxic stress, can be effectively addressed. The following discussion provides a review of sustainability, its key components, and its applicability to building community resilience. The tools presented in **Volume IV** assist in establishing mechanisms that provide for the perpetuation of community resilience efforts.

### Importance of Sustainability

***Sustainability means maintaining an effort or intervention over time after it is implemented.*** The method of sustainability constantly evolves in order to better suit practice methods, community context, and the shifting needs of children and families in partnership. This process leads to long-term community impact.

Planning for sustainability is an important consideration to help ensure a continued and ongoing public impact. Conversely, if an effort or intervention is not sustained, then the end-result of valuable resources invested will likely have been for a time-limited effect only (Aarons et al., 2016). In terms of building community resilience, this means that without a mechanism for sustainability, the efforts of creating shared understanding, building readiness, and forging cross-sector partnerships become limited at best, ineffective at worst. Despite its theoretical and practical importance, however, sustainability and its elements remain understudied in the literature (Aarons et al., 2016; Stirman et al., 2012; Silver et al., 2016; Pluye, Potvin, & Denis, 2004; Green et al., 2016). Sustainment has mainly been explored in terms of implementation science and research (Aarons et al., 2014; Willging

et al., 2015; Aarons, Hurlburt & Horwitz, 2011) related to programmatic or organizational change initiatives. Building community resilience is a long-term initiative, but many of the factors impacting the maintenance and sustainability of organizational change or program implementation are still relevant to community change. Several of the key factors leading to sustainability have already been presented in the previous three Volumes of this toolkit series, such as shared understanding, readiness, and leadership. Volume IV builds on this work and details that sustaining community resilience will require acknowledging and leveraging these factors together in a cohesive, collaborative environment.

### Lessons Learned from Program Sustainability

Several models exist to assess the implementation of a program or organizational change. These models have frequently been used in business and health sectors to collect feedback on what is being done, how much of it, and with what effect or outcome. However, their translation into fields like social services and public mental health is less clear (Aarons, Hurlburt, & Horwitz, 2011). Building community resilience is a complex and multifaceted process with many parts working together; implementation and sustainability models therefore must be adaptive and flexible to address the distinct actions that comprise the BCR system (Pluye, Potvin, & Denis, 2004). Because of the complexity of community-level change, research regarding the sustainability of these large-scope initiatives is quite nascent. A review of the empirical literature on sustainability revealed a high degree of variability among selected sustainability studies, only a small minority of which reported full Sustainability using rigorous methods of evaluation (Stirman et al., 2012).

Just as building community resilience is a process, so are the steps towards sustainability. Program Sustainability is most efficient when planning for it occurs concomitantly with program implementation (Pluye, Potvin, & Denis, 2004). The end goal of Sustainability is the continued use of a successful innovation in practice (Aarons, Hurlburt, & Horwitz, 2011). Innovation is necessarily an adaptive, dynamic process, and must be responsive to the process of implementation to be effective. Sustainability and implementation are intimately connected: implementation is the initial process of “embedding” an intervention within a setting, while sustainability relates to how the intervention is institutionalized into the setting over time (Chambers, Glasgow, & Stange, 2013). Thus, Sustainability is viewed as an evolving mechanism rather than a salient end stage of building community resilience.

Building community resilience is a long-term initiative, but many of the factors impacting the maintenance and sustainability of organizational change or program implementation are still relevant to community change.

<sup>1</sup> The authors acknowledge that some researchers use the term Sustainment in addition to Sustainability. For simplicity of reading and using this toolkit, we decided to only use the term Sustainability.

## Sustainability in Context

Sustainability of community engagement relies on effectively leveraging the different capacities and capabilities within the community to build multifunctional relationships with stakeholders across cultural and institutional boundaries. Collaborative engagement that originates from shared understanding, readiness, and cross-sector partnerships is the cornerstone of building and sustaining community resilience.

Context is especially important because continued implementation of a program or innovation relies on ecological and environmental factors. Outer-level context refers to the larger system, while inner-level context relates to teams and organizations (Aarons et al., 2016). As applied to BCR efforts, the “outer” level is the interrelationship between and among residents, providers, policy makers, health and human service systems, and others.

Openness, respect, and collective accountability	Willging et al, 2015	Volume I
Leadership effectiveness, especially regarding shared understanding of common goals and values	Aarons et al., 2014; 2016	Volume II
Strong collaboration	Green et al., 2016	Volume III

Ultimately, Sustainability is about understanding and building quality relationships and social capital to meet ongoing challenges.

Ultimately, Sustainability is about understanding and building quality relationships and social capital to meet ongoing challenges. Recognizing that relationships are not linear is crucial to obtain appropriate feedback and communication about the partnership (Vaterlaus, Skogrand, Higginbotham, & Bradford, 2016). Sustainability relies on communication, trust, conflict resolution, and teamwork, together facilitated through a perspective focusing on opportunity to improve community resilience (Chambers, Glasgow, & Stange, 2013).

### STRATEGIES TO FOSTER SUSTAINABILITY EFFORTS INCLUDE:

1. Process control activities, performance monitoring activities, and standards of work (Silver et al., 2016). While each of these strategies differ slightly in content, they all support an approach to management in which collaboratives and their systems operate transparently, with information provided in such a way that is accessible and understandable to every individual and participating group.

- Recruiting diverse community workers to link with and engage more vulnerable groups that may be unincluded by virtue of their lack of visibility. Community members who share cultural ties and possess local cultural power are a rich resource for expanding relationships that can enhance Sustainability efforts (Wilkinson et al., 2016; Potera, 2016).

## The Building Blocks of Sustainability

In summary, the research points to “building blocks” of sustainability that are related and interdependent. Taken together, the building blocks of sustainability are:

Building Block	Contribution to Sustainability	Related BCR Tools
<b>Vision, Mission, Values/Principles</b>	Focuses the work on BCR; guides decisions and actions. Includes shared language and common approach. Ensures inclusion of the voice of residents and participants.	Readiness (Vol II) requires alignment of vision, mission, and operating principles.
<b>Diverse Human and Financial Resources</b>	Concrete support for the work, and partners to carry it out. Effectively utilizing existing resources, maximizing available public/private funding, identifying opportunities to create more flexibility in existing categorical funding, and generating new resources of income.	Shared Understanding (Vol I) helps identify the kinds of partners and resources that will be needed to support the BCR effort.
<b>Allies and Champions</b>	Public and private sector individuals and residents who are able to champion the goals of the partnership and engage others as partners in the work. Clear understanding of roles and responsibilities.	Cross-sector Partnerships (Vol III) are inclusive and bring the flexible and responsible leadership necessary to sustain the BCR effort.
<b>Results-based Performance and Practice Methods</b>	All partners know what the desired outcome(s) are, how specifically they will be measured, and what it takes to achieve desired results.	The Logic Model, or Theory of Change (Vol II) creates a community-specific roadmap for BCR.
<b>Effective Cross-Sector Partnership Structure</b>	Organization’s ability to perform critical tasks and honor commitments. Appropriate financial and human resources systems, governance, and a transparent decision making.	The Building Blocks of Sustainability (Vol IV) are dependent on vitality in this area.

The stages of community change (see Volume II) are useful in assessing which of the above building blocks of sustainability are strong, and which may need focus to create or strengthen. The net result of working together in this way will be an integrated effort to build social capital, or capacity (resident and organizational) that in turn builds community resilience. As defined by Ann Philbin, capacity building is “a process of developing and strengthening skills, instincts, processes, and resources that organizations and communities need to survive, adapt, and thrive in a fast changing world.”

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Capacity Building for collaborative partners means...	Capacity Building for residents means...
Adaptive Leadership: Flowing with change and bringing innovation to evolving needs and opportunities of the community	The valued assets of a community exist within individuals and their relationships and interactions.
Technical Management: Sustained partnership effectiveness	Reciprocity: Neighbors assist their neighbors when needed. Both receive from and contribute to one another.

Organizations and communities are dependent on ongoing resources and support to continue their work. Residents lift each other up, honor collective and individual cultures, build on community assets, and address social injustices as an ongoing part of the fabric of family and community life. The work of building community resilience at some point becomes a community of “who we are”, not just “what we do”.

## Resident Voice and Engagement

A vital aspect of capacity building for sustainability occurs when the BCR collaborative group defines and mobilizes the role of local residents in building resilient communities and other cross-sector initiatives. As the BCR collaborative group moves towards deeper influence and ownership among residents, the impact of resident involvement and decision-making increases. The ultimate goal is for experienced, motivated residents to recognize an area of need for community resilience and act towards addressing it with other residents whether or not there is a program, collaborative or funding support for doing so. The people of the community are the key sustainability factor.

*The people of the community are the key sustainability factor.*



# Overview of the Sustaining Community Resilience Tools

The tools provided in the following pages will assist BCR partners (residents and organizations) to assess and build their ability to implement and sustain community transformation.

## Tool 1: Building Blocks of Sustainability

This working tool, adapted from an earlier version developed by Strategies, will help the BRC cross-sector partnership to identify building blocks of sustainability that are in place and working effectively, while also increasing awareness of what is missing or needs to be strengthened. The building blocks outlined are interactive and interdependent. In its own right, each building block is a necessary but not sufficient component contributing to the overall sustainability effort.

## Tool 2: Plan-Do-Study-Act Cycles

Plan-Do-Study-Act (PDSA) cycles, a method for rapidly testing a change by planning it, trying it, observing the results, and acting on what is learned, is a means to use data to improve and strengthen BCR efforts. This is a scientific method used for action-oriented learning. The key principle behind the PDSA cycle is to test on a small scale and to do it quickly. The use of PDSA cycles differs from traditional strategic planning/implementation or Director/Leadership discretion in that it is:

- Inclusive (involving teams);
- Intentional (based on data) and;
- Builds momentum by producing change quickly.

## Tool 3: Resident Engagement

It has been said, “The answer is the community; now what is the question?” One question that is central to building community resilience is, “By what means can residents take ownership of current and future actions that move the community towards greater health and well-being for all?” The goal is for residents to gain new knowledge and access to a support network to help them lead, influence and initiate community resilience building efforts.

This tool, adapted from the Building Movement Project, guides BCR collaborative groups to understand the possibilities for resident engagement activities, and provides a method to assess the status of current practice. It is used to expand opportunities to establish reciprocal relationships with residents in building community resilience.

# Tools for Sustaining Community Resilience At-A-Glance

Similar to the tools presented in the prior three volumes of the BCR series, the following tools are intended for use and reflection by the BCR team as a whole. Sustaining community resilience relies on all partners gaining new skills and perspectives, as well as resolving to maintain engagement as a lifestyle, rather than a “job” or time-limited task.

## Tool One

Building Blocks of Sustainability

1

An in-depth review of the presence or absence of each building block for sustainability helps partners to focus their efforts to ensure lasting change.

## Tool Two

Plan-Do-Study-Act Cycles

2

PDSA cycles are a structured means of remaining flexible to address evolving or unanticipated needs related to building community resilience. It is a quick and inclusive process.

## Tool Three

Resident Engagement

3

This tool provides a starting place for building or selecting means to grow and support resident leadership through voice amplification (influence) and engagement.

# TOOL 1

## Building Blocks of Sustainability

The building blocks of sustainability represent essential features for a BCR cross-sector partnership to have in place and/or be working towards implementing. Awareness of and attention to each element will increase the likelihood that impact of community resilience building efforts may be maintained.

### Step 1

As a team, review the Building Blocks of Sustainability (as detailed on the next page). Project the chart on screen in an editable format and highlight the building blocks according to group discussion and consensus for each one. If using a paper version, use green, yellow, and red transparent markers to shade the chart as follows:

**Green** indicating the feature is in place and working effectively

**Yellow** to indicate the feature is partially in place, but requires more attention

**Red** indicates the feature is absent or not working effectively

### Step 2

Engage the BCR cross-sector partnership in planning as follows:

For each **Green** building block

1. What must we do to maintain focus and strength in this area?
2. Who is responsible and by when? How will progress be identified?

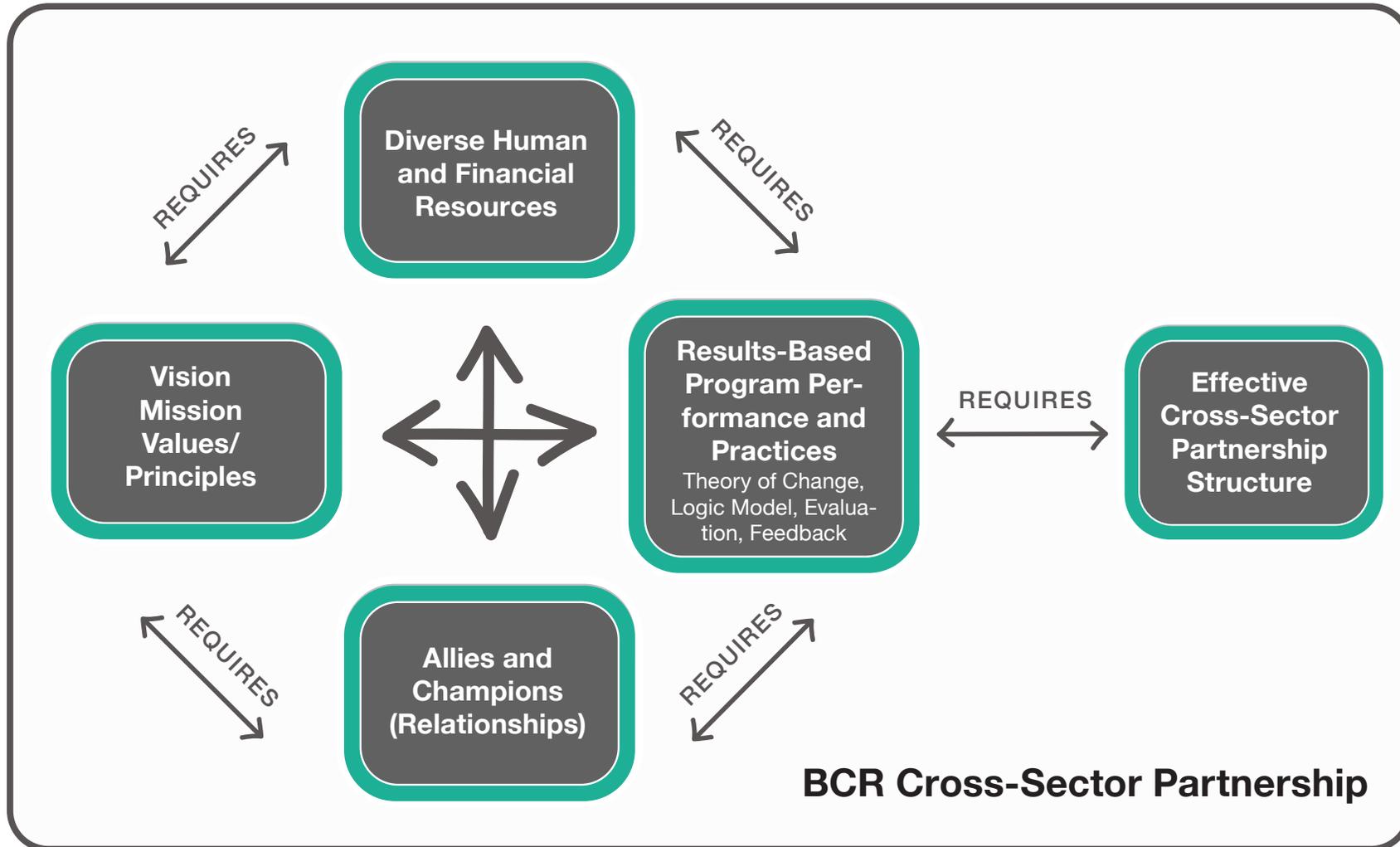
For each **Yellow** building block

1. How much of a priority is attention to this building block at this time?
2. What are our next steps in maintaining the gains we have made in this area and adding to them?
3. Who is responsible and by when? How will progress be identified?

For each **Red** building block

1. What is the first step towards strengthening this building block?
2. Who is responsible and by when? How will progress be identified?

# Building Blocks of Sustainability



**Key:**

**Green** indicating the feature is in place and working effectively

**Yellow** to indicate the feature is partially in place, but requires more attention

**Red** indicates the feature is absent or not working effectively

# TOOL 2

## Plan-Do-Study-Act Cycles

As a working tool, Plan-Do-Study-Act (PDSA) Cycles use elements from the building blocks of sustainability (data, allies and champions, etc.) to implement small tests of change for improvement. It is a means of acknowledging progress that has been made, while welcoming new ideas and innovation. The PDSA cycle is a beneficial tool for using data to test a change for improvement. It helps teams to develop a plan to test the change (Plan), carry out the test (Do), observe, analyze, and learn from the test (Study), and determine what modifications, if any, to make for the next cycle (Act). One of the most important considerations is that the identified change must be small—something that can be done once quickly, to be brought to the team for review and planning of next steps.

### Step 1

Together with all team members, review the parts of the PDSA cycle found on page **19**.

### Step 2

As a team complete the PDSA Worksheet located on page **20**.

### Step 3

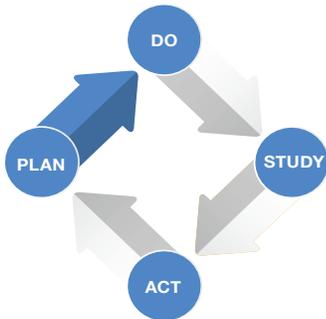
When you have identified a small change to increase community resilience, complete the PDSA template on page **21**.

### Step 4

Discuss the following with your BCR Team:

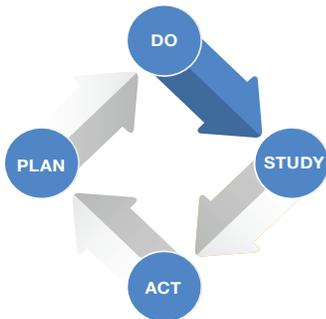
1. How will we know when a PDSA cycle could be beneficial?
2. How will we implement and monitor PDSA cycles to strengthen our collective efforts to build community resilience?

## Parts of the PDSA cycle:



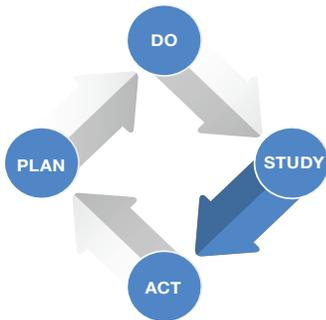
**Plan:** In this phase, your objectives are defined and your team makes predictions about what will happen, and why it will happen. Your team will answer the following questions:

- What exactly will you do?
- Who will carry out the plan?
- When will it take place?
- Where?
- What data/information will you collect to know whether there is an improvement?



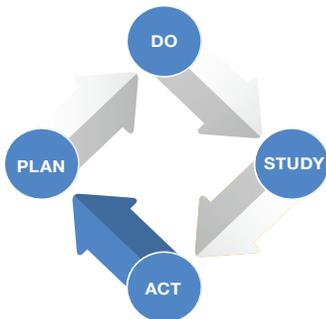
**Do:** Run the test on a small scale.

- Carry out the test
- Document problems and unexpected observations.
- Collect and begin to analyze the data.



**Study:** Analyze the results and compare them to your predictions.

- Complete, as a team, if possible, your analysis of the data.
- Compare the data to your prediction.
- Summarize and reflect on what you learned.



**Act:** Based on what you learned from the test, make a plan for your next step. With your team decide to:

- Adapt (make modifications)
- Adopt (test the change on a larger scale), or
- Abandon (don't do another test)

If your team decides to Adapt or Adopt, begin to prepare a plan for the next PDSA cycle.

# PDSA Worksheet to Sustain Continuous Improvement

## Step 1. The 3 Fundamental Questions

### 1. What are we trying to accomplish to increase community resilience?

(By answering this question you will develop your goal for improvement)

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### 2. How will we know that a change is an improvement?

(By answering this question you will develop measures to track the achievement of your goal)

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### 3. What changes can we make that can lead to an improvement? – list your ideas for change

(By answering this question you will develop the ideas you would like to test to achieve your goal)

**Idea 1** \_\_\_\_\_

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**Idea 2** \_\_\_\_\_

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**Idea 3** \_\_\_\_\_

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# PDSA Template for Building Community Resilience

Please complete this template for each PDSA cycle you undertake.

**Idea** Describe the idea you are testing: Refer to the 3rd fundamental question, 'What are we trying to accomplish?'

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**Plan** What, who, when, where, predictions & data to be collected.

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**Do** Was the plan executed? Document any unexpected events or problems.

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**Study** Record, analyze and reflect on the results.

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**Act** What will you take forward from this cycle? (next step / next PDSA cycle)

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TOOL

3

## The Spectrum of Resident Voice and Engagement

This working tool is meant to help BCR collaborative groups define and mobilize the role of local residents in building resilient communities and other cross-sector initiatives. As collaborative groups move from left to right on the spectrum, the impact of resident involvement and decision-making increases.

The Spectrum can be used to identify opportunities for resident engagement and to assess the current role residents play within the group and in each organization that is a member of the BCR collaborative. In this way, the collaborative can build on the knowledge, skills, and experiences of its members, and assess its current capacity and goals for increasing engagement.

Collaborative groups engage residents in a variety of ways. The types of engagement on the left side of the scale can be stepping stones to greater resident leadership illustrated on the right side of the scale. The spectrum helps to assess current practice and to consider other ways to engage residents. The examples are provided to illustrate possible approaches that your group might apply. The discussion guide is provided to help generate new ideas.

## The Spectrum of Resident Voice and Engagement for BCR

Collaborative Directed	Resident Informed	Resident Consulted	Residents as Collaborative Members	Resident Initiated
Collaborative provides information to residents	Residents are educated about a project's activities and invited to participate	Residents are asked for input or feedback to use in project or program design	Residents participate in the collaborative as equal members	Residents recognize community needs, initiate, and take action

*Adapted from Building Movement Project with permission 2013*

### Descriptions and Examples

**Collaborative Directed:** Residents are provided information to assist them in understanding the substance of an initiative including the issue, opportunities, and possible solutions. The communication between the collaborative and residents is one-way from the collaborative to the neighborhood or community. Communication might be in the form of a newsletter, social media, or print media.

**Resident Informed:** In this scenario, residents participate voluntarily, as in the case of a community health fair or resource fair. Residents gain knowledge mostly as potential program participants or recipients of services or resources.

**Resident Consulted:** Collaboratives often reach out to residents to gather information about conditions, interests, or needs to inform planning. There is an implied commitment to listening to resident voices and acknowledging concerns. Often residents are gathered in focus groups, listening sessions, or asked for their responses in surveys.

**Residents as Collaborative Members:** Residents participate in all aspects of the BCR collaborative and share their experiences in the neighborhood or community to inform the direction of the collaborative. Residents are supported to develop actions that are delivered by them in their neighborhoods and are complementary to the activities of the collaborative. Residents participate in the collaborative as equal members. For example, a collaborative group is working to ensure neighborhood safety. Residents might invite elected officials on a “walk to school” tour that demonstrates the need for sidewalks.

**Resident Initiated:** Residents identify and build on community assets to address issues and develop action that is delivered by them in their neighborhood. In this way, residents continuously contribute to the health and resilience of the community. A neighborhood group might determine a need to increase access to healthy food and work together and with local outlets or stores to stock fresh fruits and vegetables. As they build relationships with providers and elected officials, residents are able to call on them to support their efforts.

# Activity to Promote Resident Voice and Engagement

By utilizing the Spectrum of Resident Voice and Engagement, BCR collaborative groups can delve deeper into specific areas of their work and begin to generate concrete ideas for next steps to fully engage residents. The following activity can be used at any time in the life of a collaborative to increase resident voice and engagement.

## Step 1:

Schedule at least 90 minutes at a collaborative meeting. Any collaborative member can facilitate the discussion or the collaborative can engage an outside facilitator.

## Step 2:

Use or adapt the following agenda:

1. Using the spectrum, each collaborative member individually identifies how they currently engage residents:
  - a. In your organization
  - b. In the collaborative
2. Members are arranged in groups of 3-4 to discuss their responses, looking for the following:
  - a. Which categories most reflect current practice both for organizations and the collaborative?
  - b. What is currently being done, in individual organizations or the collaborative, that can be applied to the collaborative actions?
3. Each group reports out and compares different approaches and perspectives, looking for themes and patterns.
4. Members go back to small groups to identify 1-2 ways the collaborative can increase resident voice and engagement. Consider building on or adapting strategies from individual organizations to the collaborative environment. Answer the following questions for each strategy:
  - a. How would this effort benefit the collaborative and the residents?
  - b. What are the challenges to overcome?
  - c. What would be the first steps to overcome challenges and implement the strategy?
5. Each group reports to the large group looking for similarities and/or agreement about actions.
6. The full group reaches consensus about the 1-2 most effective ways to increase resident engagement and identifies immediate next steps.

## Step 3:

Follow-up for sustained action towards building community resilience as influenced and driven by resident voice and engagement.

# Conclusion

Building community resilience is critical to reduce/mitigate the negative consequences of the Pair of ACEs (adverse childhood experiences and adverse community environments). This is supported by a growing body of knowledge that social determinants of health impact individual, family and community well-being.

Social and economic factors account for up to 80% of a person's health, so one's zip code can be more important than one's genetic code. Knowing this helps motivate actions and urgency around building community resilience.

Too often grant funded efforts for innovation and/or capacity building result in progress, but when the grant cycle ends so do the efforts. Building community resilience is always stated in the present, progressive form—it is something we constantly strive to achieve, not something we can “arrive at” and be done.

Cross-sector partnership with diverse community resident participation is essential to identify and prioritize the community issues to address. Not only that, but building the capacity of residents to continue the work, even if there is no funding or collaboration to support it, will ensure sustainability.

Such partnership and alignment provides common purpose, shared goals, shared governance and mutual accountability for change efforts. EVERYONE has a role to play!

When residents and community members come together to address the current health inequities by building resilience, they instill the hope, sense of belonging and opportunity so all community residents can have long and healthy lives. It is our hope that this BCR Toolkits series provides you with insight and practical tools for initiating, implementing, and sustaining community resilience.

# Sustaining Community Resilience

## Key Concepts

### **Building Blocks of Sustainability**

The building blocks of sustainability represent essential features for a BCR cross-sector partnership to have in place and/or be working towards implementing; helps partners to focus their efforts to ensure lasting change.

### **Capacity-Building**

Capacity building is “a process of developing and strengthening skills, instincts, processes, and resources that organizations and communities need to survive, adapt, and thrive in a fast changing world.” (Ann Philbin in “Capacity Building and Social Justice Organizations”—see reference.)

### **Collaborative Engagement**

Community resilience is built and sustained through the interworking of shared understanding, readiness, and cross-sector partnerships.

### **Context**

Programmatic changes depend on environmental factors. Outer-level context encompasses the larger structure and systems in place; inner-level context relates to individual teams and organizations (Aarons et al., 2016). Coordination between the two context levels is required to determine Sustainability of interventions through leadership and communication, and organizational climate and collaboration.

### **Social Capital**

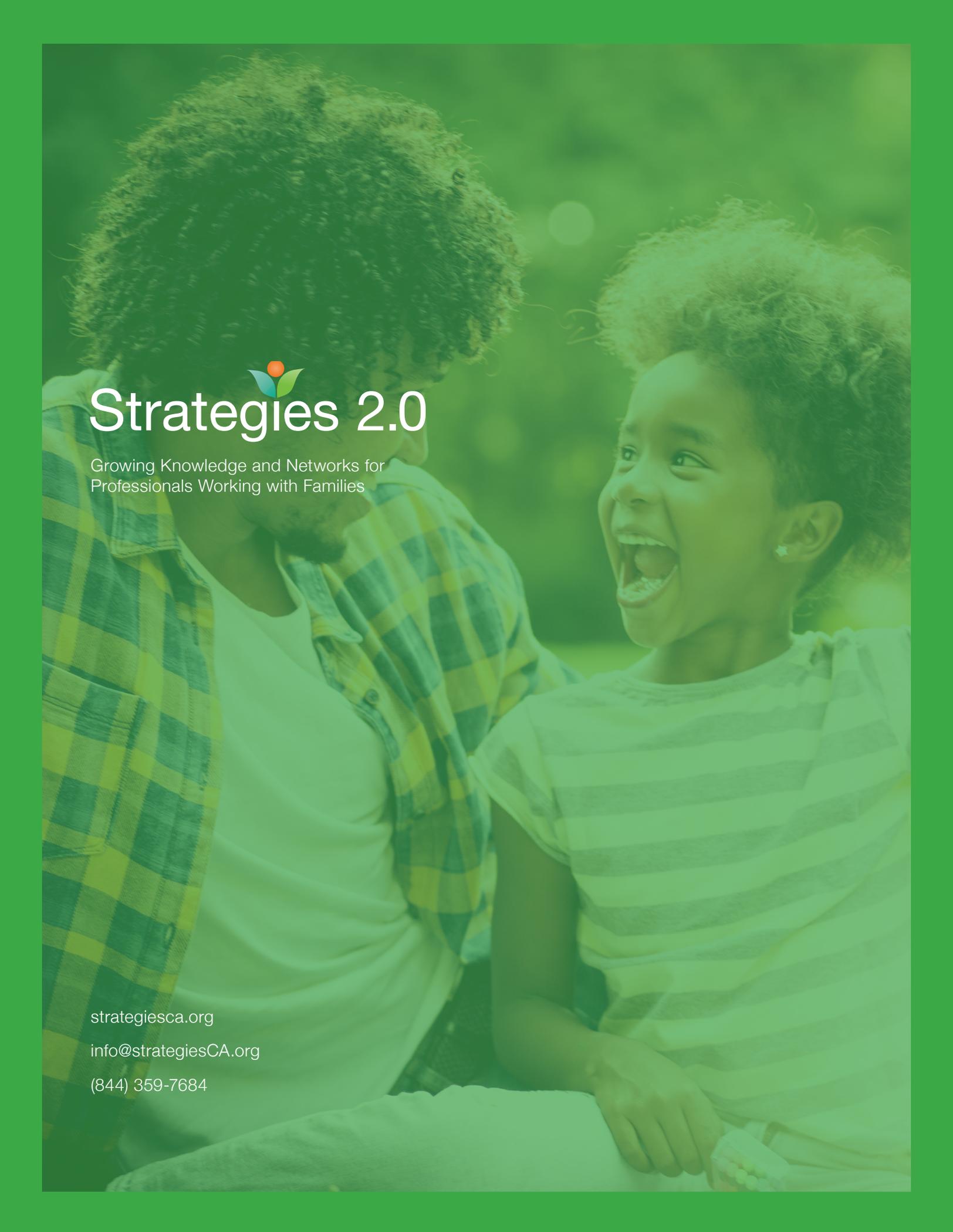
The networks of relationships among people who live and work in a specific community, which allows the community to function effectively, build resilience, and thrive.

### **Sustainability**

Maintaining an effort or intervention over time after it is implemented. The method of sustainability is constantly evolving in order to better suit service delivery, community context, and the evolving needs of children and families in partnership. This leads to long-term community impact.

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