



**magnolia**  
**community initiative**

Building a  
Community Learning System

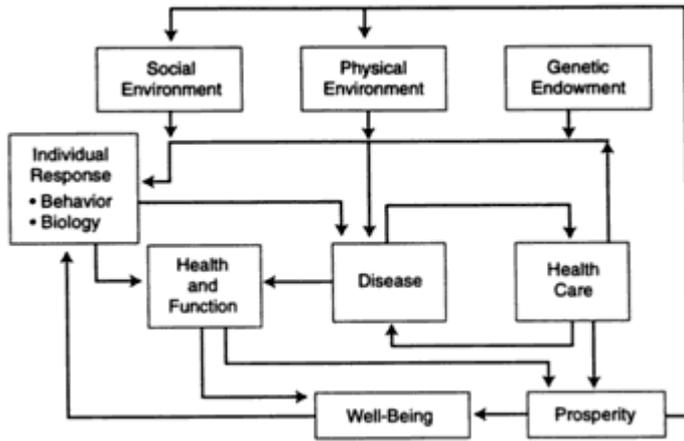
Working Cities Challenge  
Federal Reserve Boston  
March 12, 2015

Patricia Bowie, MPH  
UCLA Center for Healthier Children Families and Communities

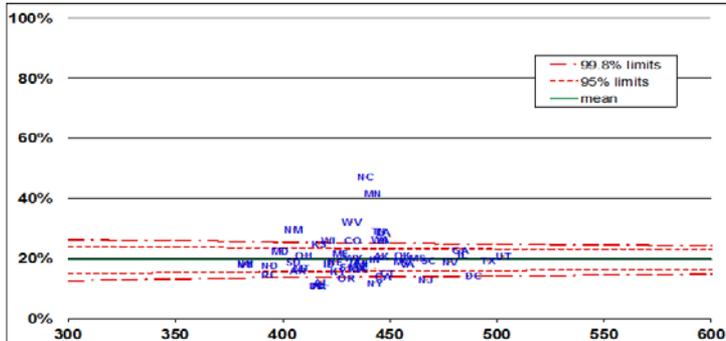


# What Is the Challenge?

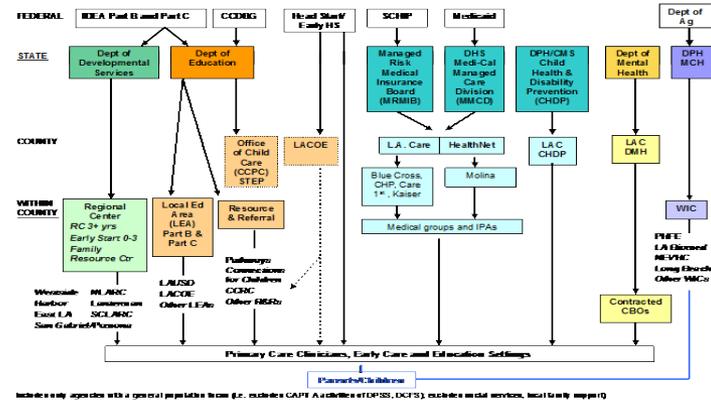
There are many needs & influences, and all that *could* be done exceeds our capacity.



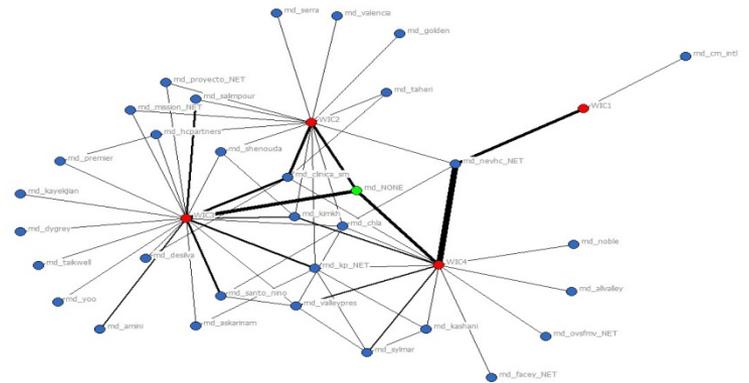
Access and quality of care are often low and variable, with weak incentives for improvement.



Silos slow the timely linkage of families to services and supports.



Having many disconnected programs and providers limits synergy of efforts.



...and complex competing models, untested theoretical design ideas, and no effective change process, all make it difficult to progress.

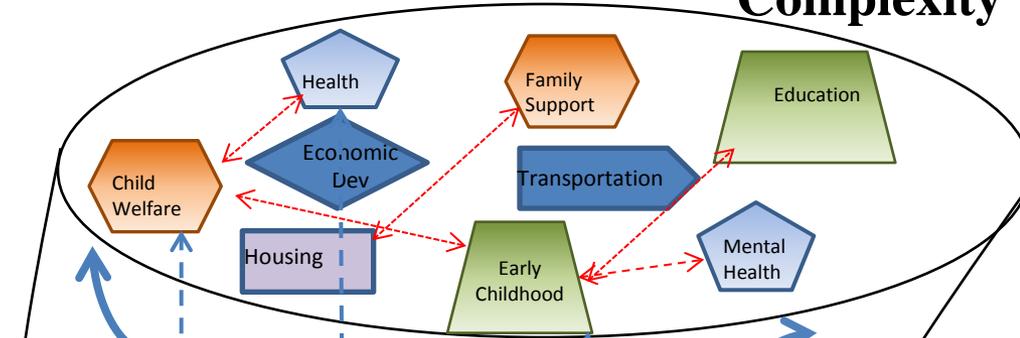


# How Can Initiatives Get Stuck?

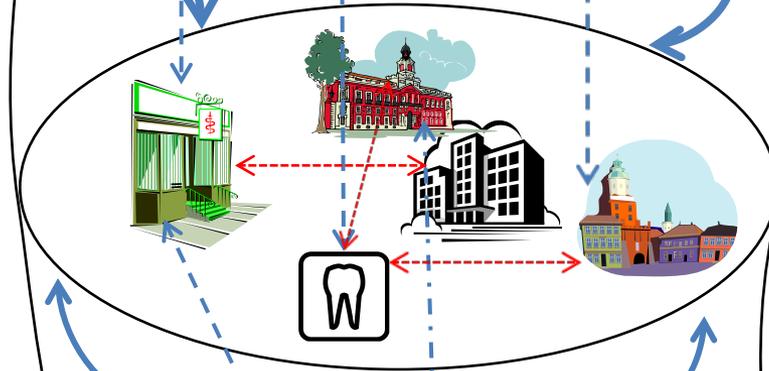
- Working on too many complex problems and ideas at once
- Pursuing many small projects that have little collective impact
- Focusing all resources on a single outcome
- Focusing on policy, without emphasizing change in practice
- Neglecting the human and technical aspects of effective change

# Optimizing Human Development : 3 Levels of Complexity

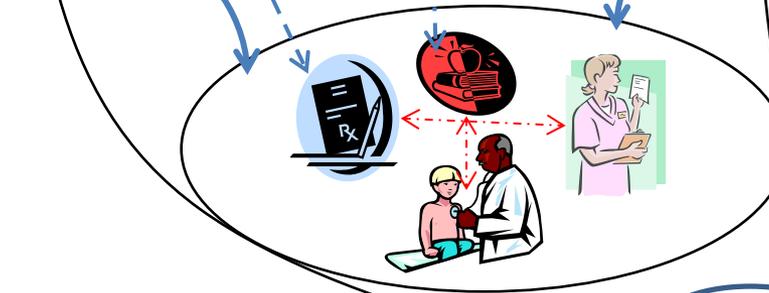
City/County Level  
Policies &  
Procedures



Community  
Level –  
Organizations &  
Agencies



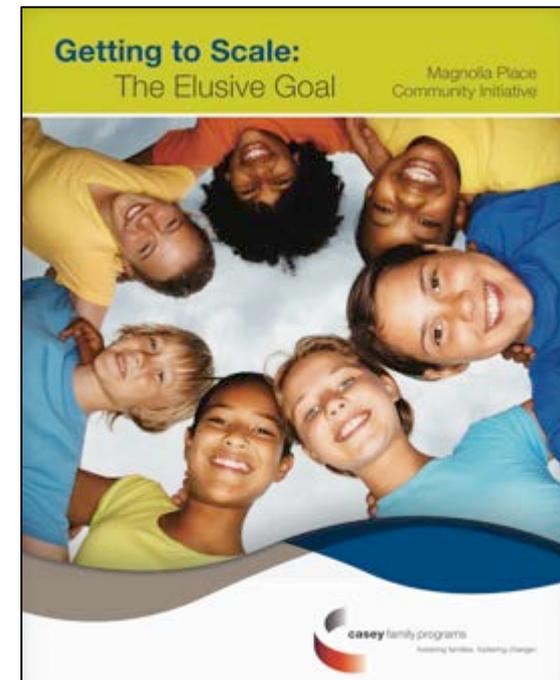
Individual Level  
Programs &  
Services



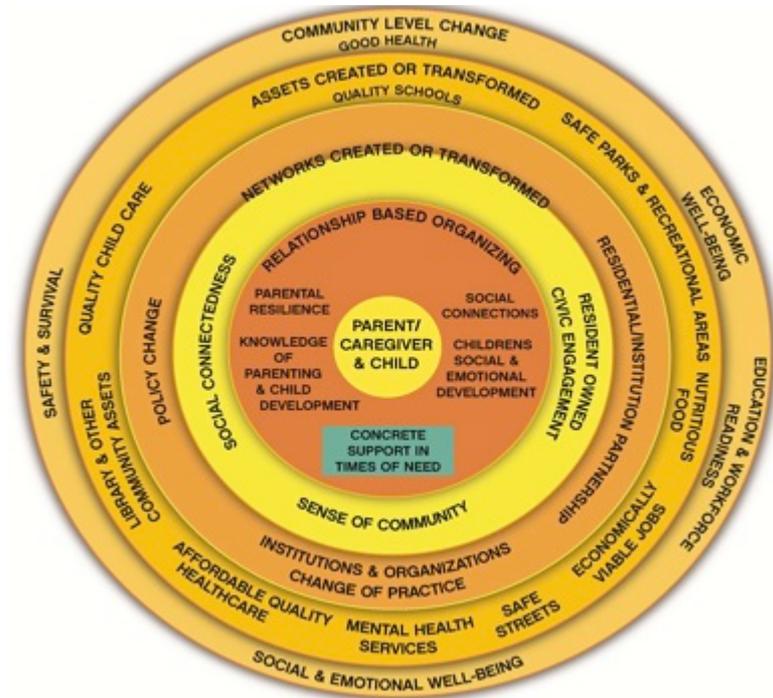
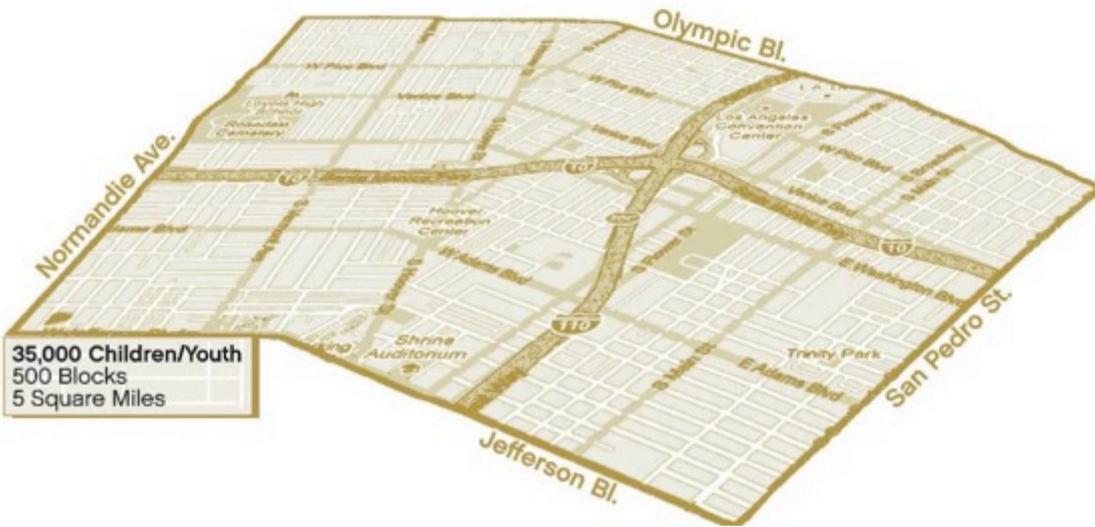
Healthy  
Development

# Achieving Population Outcomes

1. Work as a system to achieve population outcomes
2. Use design ideas that increase synergy/alignment of all sectors, at all levels (policy, practice, families)
3. Increase expectations of, and accountability for, impact for a population
4. Combine expertise on “what to try” with expertise on “how to change”
5. Use tests and prototypes to implement promising ideas that customize to work consistently, across settings, and under all conditions
6. Use networks to produce and accelerate innovation, learning and spread



# Magnolia Community Initiative



**Vision:** All 35,000 children in the Magnolia catchment area will break all records of success in their education, health, and the quality of nurturing care and economic stability they receive from their families and community.

# About the Initiative



- Population-focused, multi-sector, voluntary network of 70+ organizations
- Designs, tests and scales innovations that make optimal use of resources and are feasible in any community
- Involves government and regional organizations – including Los Angeles County Chief Executive Office (CEO) – to influence large delivery systems, and spread what works beyond the catchment geography
- Emphasizes sustainable, scalable, evidence-based strategies to:
  - (1) Increase access, use and quality of services, activities, resources and support;
  - (2) Strengthen protective factors among residents; and
  - (3) Improve economic opportunities and development.
- Connects diverse programs and providers to shared accountability and a common change process

# Leadership and Improvement Drivers

# Practice Drivers

# Goal Targets

**Cultivate accountable leadership focused on population outcomes**

**Active participation in an organized process improvement effort**

**Support the human element of change**

**Measure & share data on how the system is working**

**Use networks to innovate, sustain, scale and spread**

**Support parents to manage their child's needs & promote development**

**Develop cross-sector care pathways**

**Improve flow to supports and services**

**Increase effectiveness of services & supports**

**Increase effectiveness through greater empathy in care**

**Increase relationships among and between residents, community groups and organizations**

10% annual increase in % of parents sharing books daily  
90% of mothers report a positive relationship with their child  
90% of parents have ties to neighbors  
90% of parents receive empathic care  
90% of parents asked if they have child development concerns  
90% of parents report having discussed resources for families in their community  
90% of parents report having discussed resources for social support  
90% of parents asked about depression  
90% of parents asked about family stressors  
90% of parents have a bank account

< 10% of children are developmentally vulnerable at school entry  
% proficient in third grade reading  
% families achieving economic stability goals  
% families with food security  
% families with concrete supports  
% families with social support  
% parents with depression  
% preschoolers with BMI <85<sup>th</sup> percentile

% junior high students with positive emotional and academic scores  
% high school graduation  
Rate of child abuse & neglect



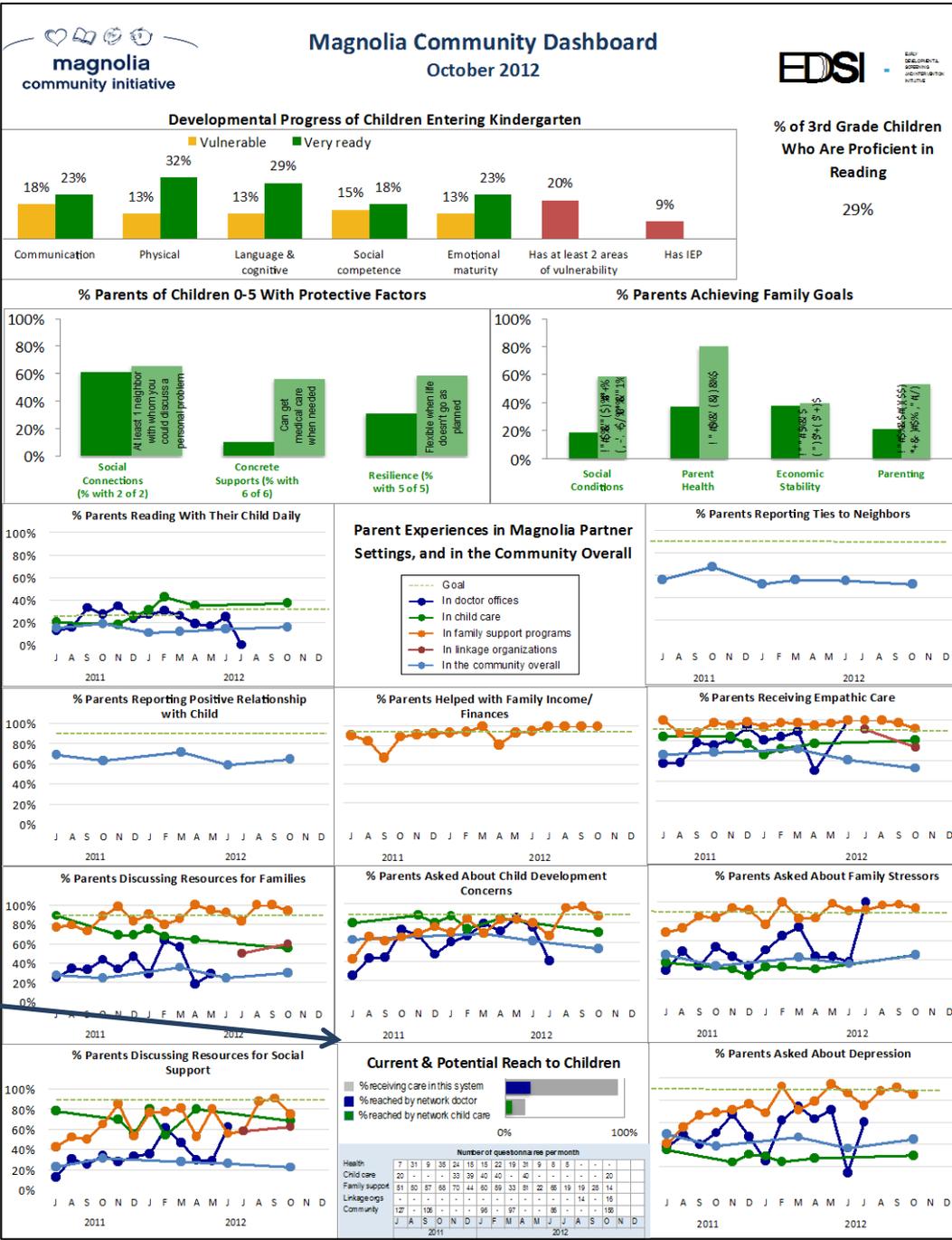
**magnolia**  
community initiative



# Measurement Domains

Domain	Description
Child well-being	Development in general knowledge and communication, language and cognitive development, physical health, emotional maturity, social competence
Family conditions	Parenting, economic, social, health/mental health
Protective factors	Concrete supports in times of need, social connections, resilience
Neighborhood and community conditions	Physical and social environment
Services and supports	Experiences with care and linkages (practice drivers)
Network functioning	Collective actions, network structure and performance (system/network drivers)
Civic engagement, participation and leadership	Resident actions

<b>Child Outcomes:</b> Is children's learning and development on track?	% in kindergarten are "on track" emotionally: <b>70%</b>	% in kindergarten are "on track" socially: <b>65%</b>	% of third graders proficient in reading: <b>29%</b>	
<b>Parent Actions and Behaviors:</b> Is parenting improving?	% of parents sharing books daily: <b>16%</b>			
<b>Family Conditions:</b> Do families have what they need to support their children?	% meeting health goals: <b>37%</b>	% meeting social goals: <b>19%</b>	% meeting parenting goals: <b>21%</b>	% meeting economic goals: <b>38%</b>
<b>Care Provided to Families:</b> Is care improving?	% receiving empathic care: <b>88%</b>	% asked about child development concerns: <b>82%</b>	% discussed other helpful programs: <b>85%</b>	% discussed social support resources: <b>70%</b>
<b>Work as a System:</b> Are we working as a system?	Average ease-of-referral: <b>3.8</b> (6=very easy)	Average linkage frequency: <b>2.9</b> (6=link routinely)	Average # of partners used by residents: <b>1</b>	% of residents reached by network: <b>89%</b>
<b>Learning Culture:</b> Do organizations have a supportive learning culture?	Average rating of teamwork: <b>3.7</b> (1-5 scale)	Average rating of trust: <b>3.3</b> (1-5 scale)	Average rating of reflection: <b>3.6</b> (1-5 scale)	Average rating of communication: <b>3.3</b> (1-5 scale)



Developmental progress, by kindergarten

Protective factors for families

Parent activities and behaviors

Potential and actual reach to children in the community

Reading proficiency, third grade

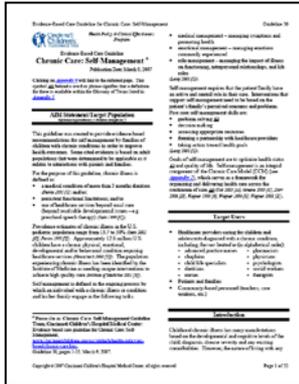
Family and community conditions

Measures of real-time improvement in services and supports

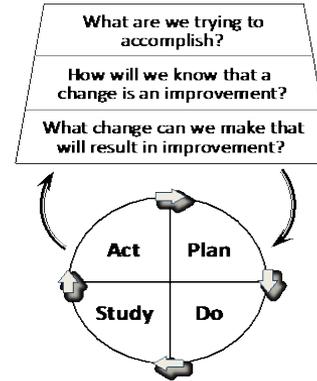


# Our Recipe for Population Impact

## Evidence-Based Programs and Content

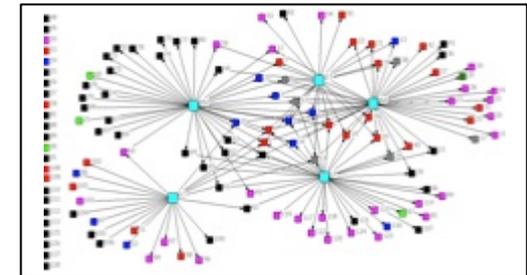
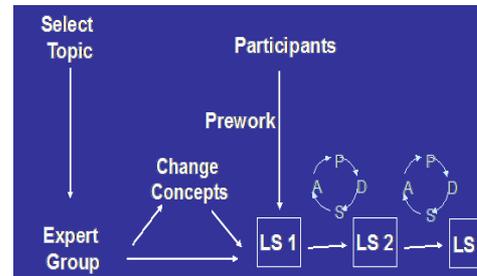
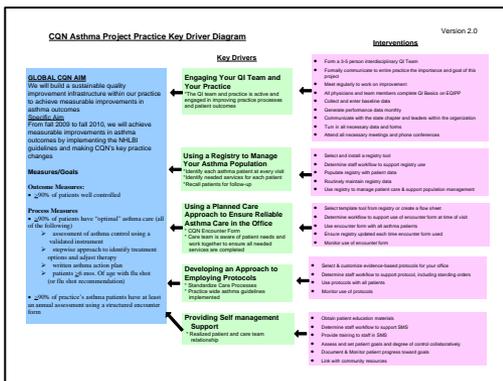


## Model for Improvement



## Network for Continual Learning

## Change Concepts

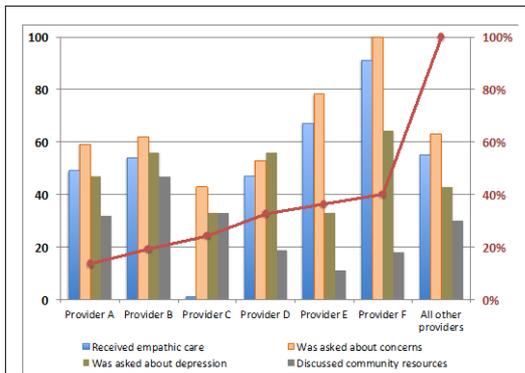
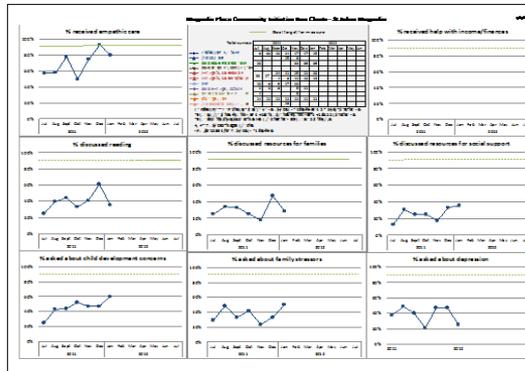


Peter Margolis, CCHMC; Ed Wagner, MD, MPH: MacColl Institute; Associates in Process Improvement; Institute for Healthcare Improvement

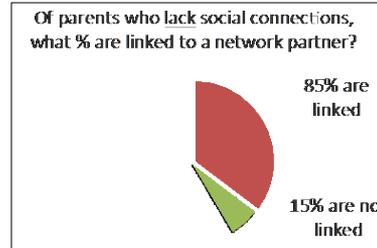
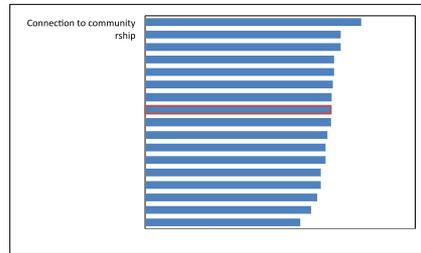


# Using Data for Action, Among Organizations

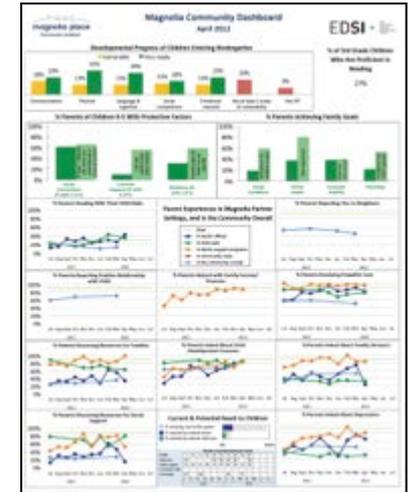
## Care processes



## System functioning



## Population outcomes & conditions



Taking Collective Action



# Using data to drive action

## Parent Survey

**PARENT SURVEY**

What is the best way for you to be heard? We will use your answers to better meet children's needs. Would you feel it is possible to have your voice heard? Please check the box that best describes your answer.

1. How often do you talk to your child's teacher or other staff about your child's learning or development? (Yes/No/Not sure)

2. How often do you talk to your child's teacher or other staff about your child's behavior? (Yes/No/Not sure)

3. How often do you talk to your child's teacher or other staff about your child's social skills? (Yes/No/Not sure)

4. How often do you talk to your child's teacher or other staff about your child's health? (Yes/No/Not sure)

5. How often do you talk to your child's teacher or other staff about your child's safety? (Yes/No/Not sure)

6. How often do you talk to your child's teacher or other staff about your child's nutrition? (Yes/No/Not sure)

7. How often do you talk to your child's teacher or other staff about your child's physical activity? (Yes/No/Not sure)

8. How often do you talk to your child's teacher or other staff about your child's mental health? (Yes/No/Not sure)

9. How often do you talk to your child's teacher or other staff about your child's special needs? (Yes/No/Not sure)

10. How often do you talk to your child's teacher or other staff about your child's disabilities? (Yes/No/Not sure)

11. How often do you talk to your child's teacher or other staff about your child's giftedness? (Yes/No/Not sure)

12. How often do you talk to your child's teacher or other staff about your child's talents? (Yes/No/Not sure)

13. How often do you talk to your child's teacher or other staff about your child's interests? (Yes/No/Not sure)

14. How often do you talk to your child's teacher or other staff about your child's hobbies? (Yes/No/Not sure)

15. How often do you talk to your child's teacher or other staff about your child's strengths? (Yes/No/Not sure)

16. How often do you talk to your child's teacher or other staff about your child's weaknesses? (Yes/No/Not sure)

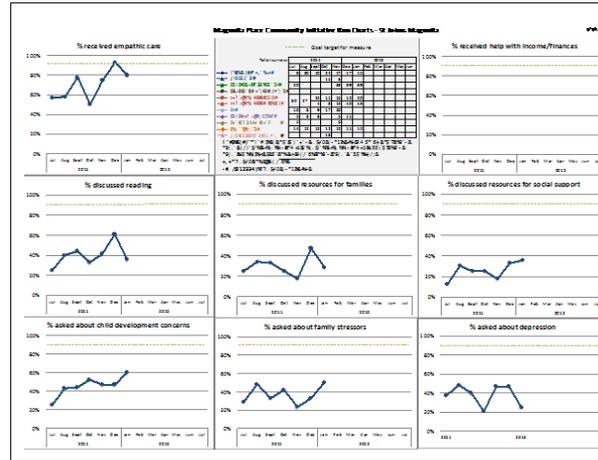
17. How often do you talk to your child's teacher or other staff about your child's needs? (Yes/No/Not sure)

18. How often do you talk to your child's teacher or other staff about your child's goals? (Yes/No/Not sure)

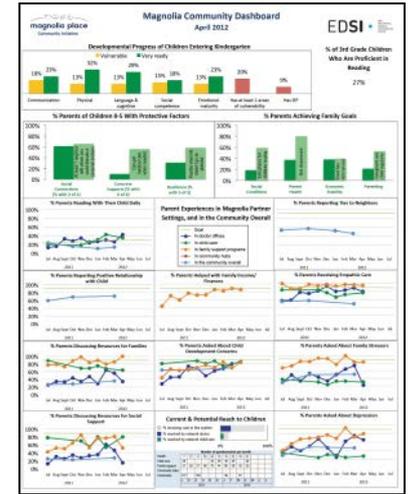
19. How often do you talk to your child's teacher or other staff about your child's dreams? (Yes/No/Not sure)

20. How often do you talk to your child's teacher or other staff about your child's future? (Yes/No/Not sure)

## Run Charts



## Dashboard

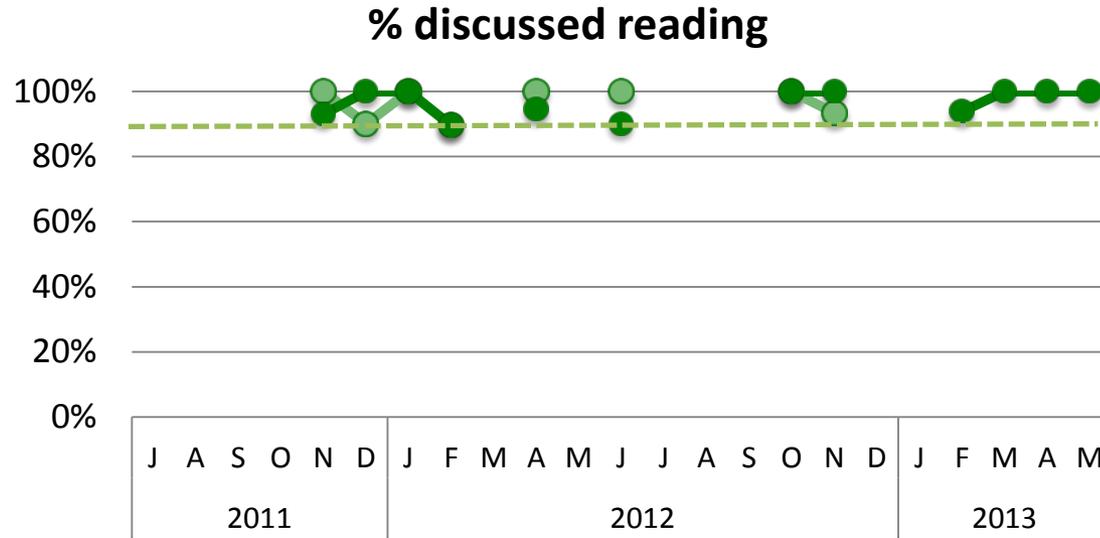


## Taking Collective Action

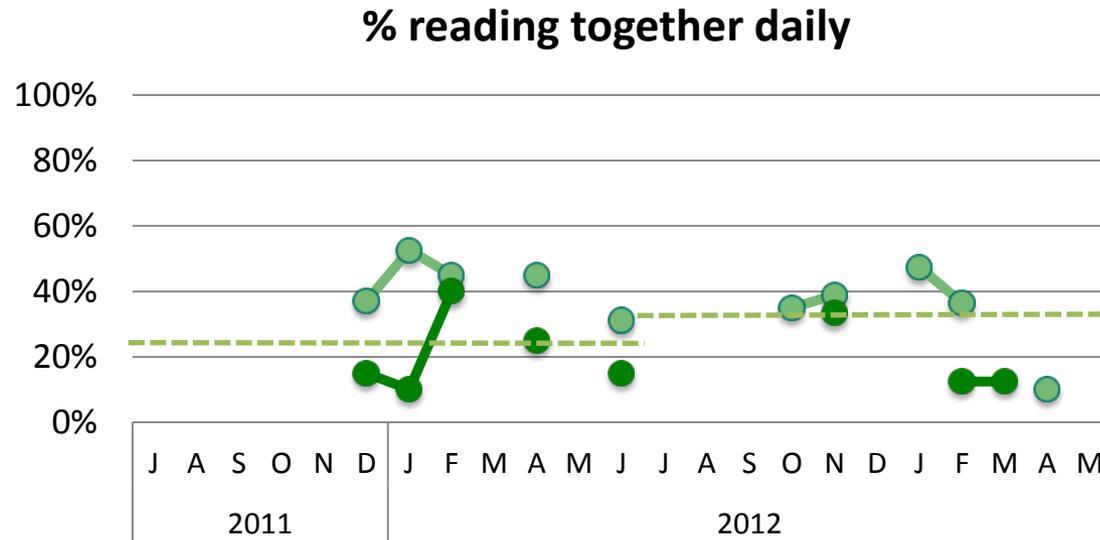




# What else did we know about parent-child reading ?



- Goal
- Family Enrichment Program (FEP)
- Child Development Program (MPP)



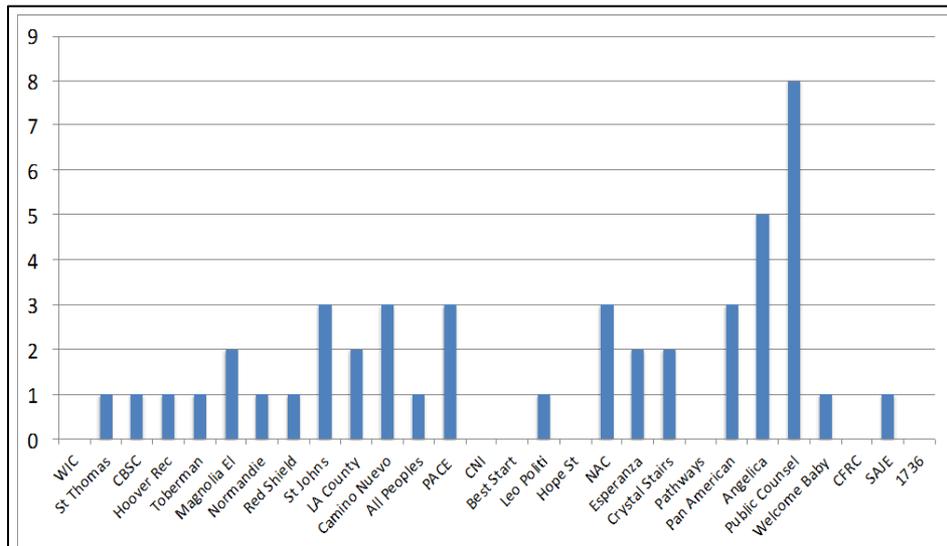
# Using data for collective actions: Example of a PDSA on linkages

Drivers:

Improve flow to supports and services

Current system practice:

Average (mode) Numbers of Other Organizations in the Network that Clients Participate In

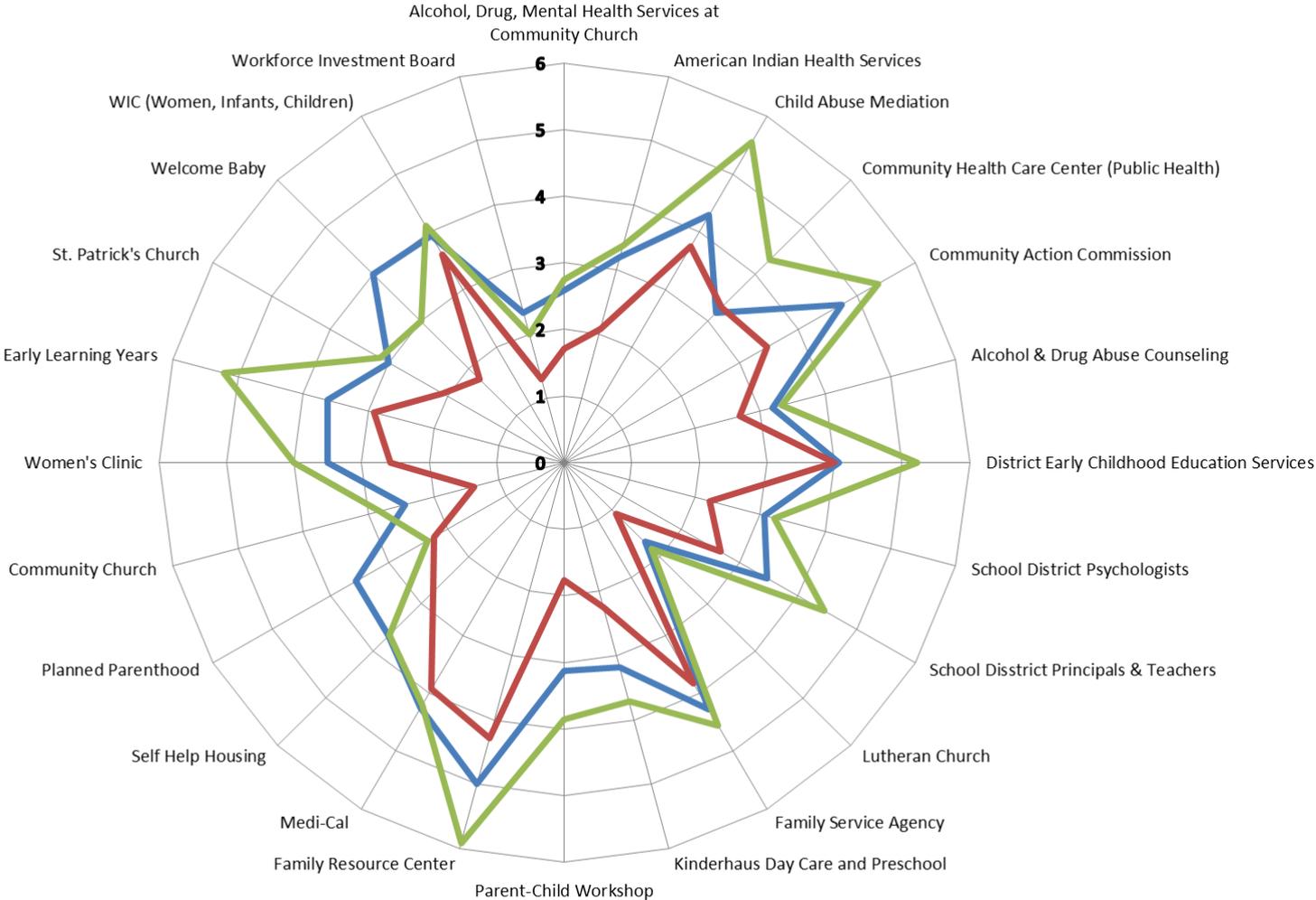


Can we increase successful linkage of participants to services/supports by using “warm handoffs” after encounters?



# Using data to understand system concepts:

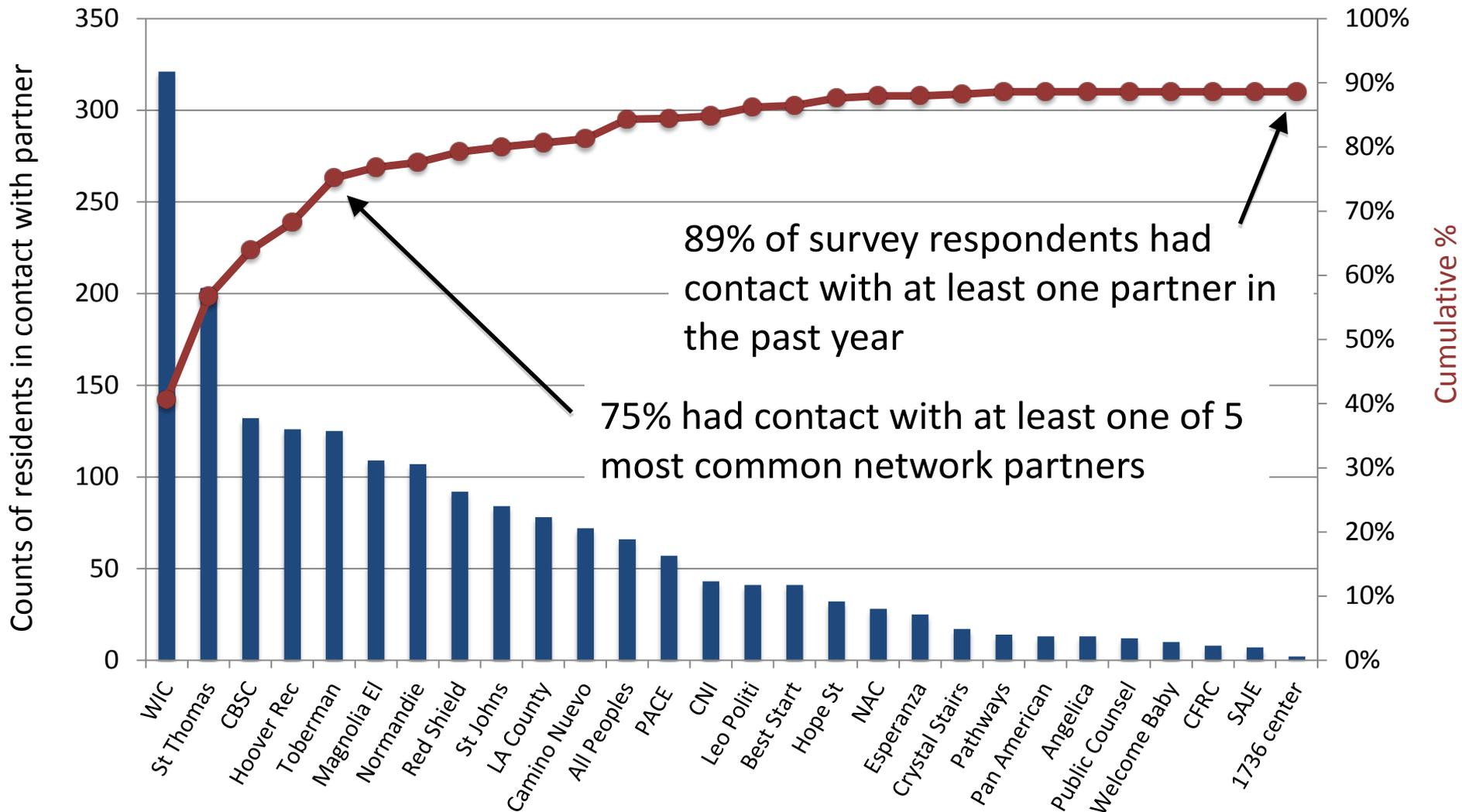
## Network Survey: Understanding Linkage



For each partner, individuals assigned rating to the questions “How familiar are you with the services/supports offered by this partner?”, “How easy is it to refer families...” and “How frequently do you refer...” on a 1-6 scale.



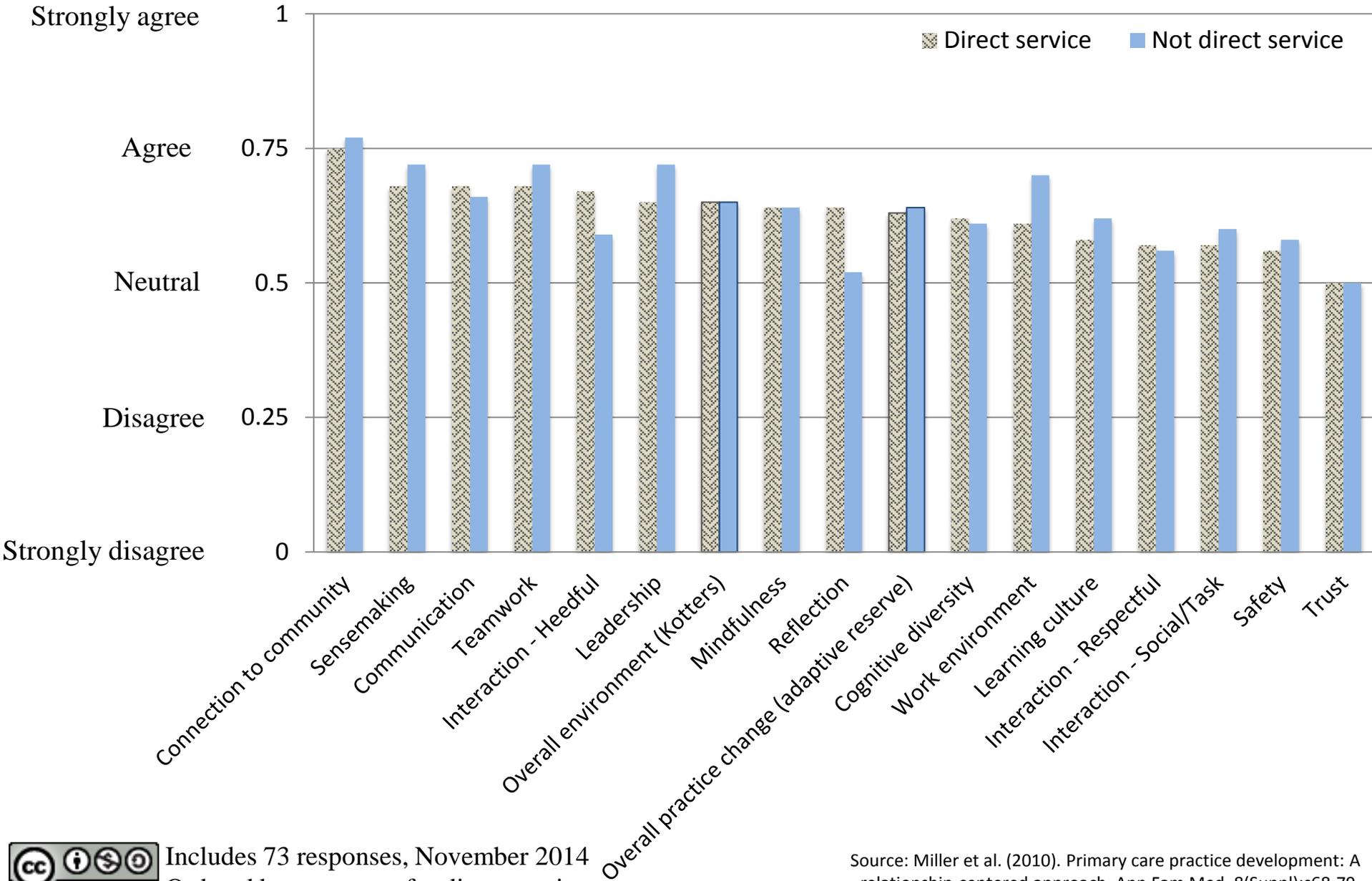
# Using data to understand system concepts: Example of measuring network “reach”



Magnolia Community Survey, October 2011 (790 residents; all ages)



# Using Data to understand change concepts: Learning climate



Includes 73 responses, November 2014  
 Ordered by responses for direct service

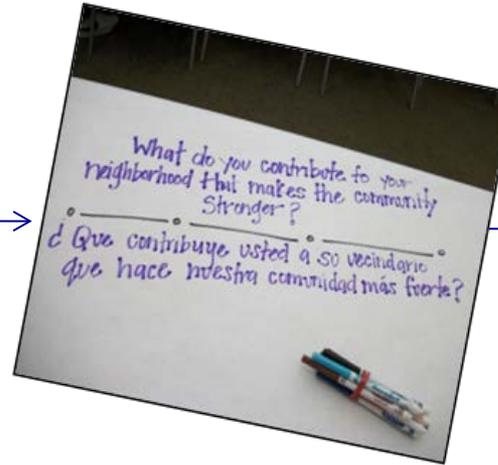
Source: Miller et al. (2010). Primary care practice development: A relationship-centered approach. *Ann Fam Med.* 8(Suppl):s68-79.

# Using data to engage with residents

## Community Survey



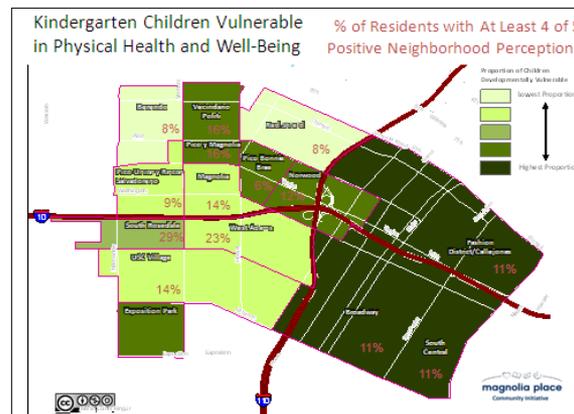
## Community Dialogues



## Mapping Local Neighborhoods



## Discussing and Acting on Results



# % Kindergarten Children Vulnerable in Social Competence

# % Mothers with Depression Risk (PHQ-2)

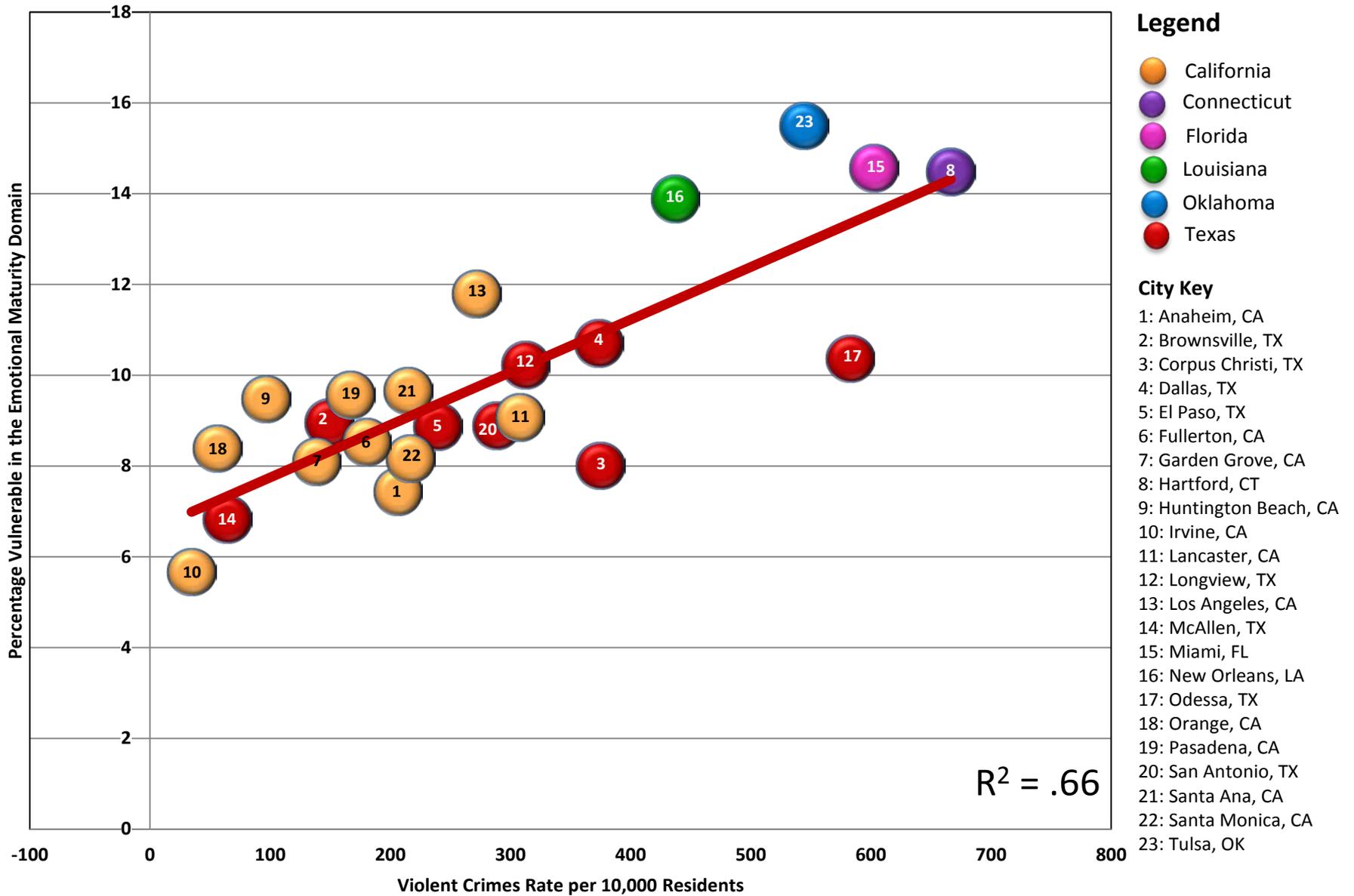


# Learning Network



Population Change Learning Community

# Violent Crime Rate and Percentage Vulnerable in the Emotional Maturity Domain

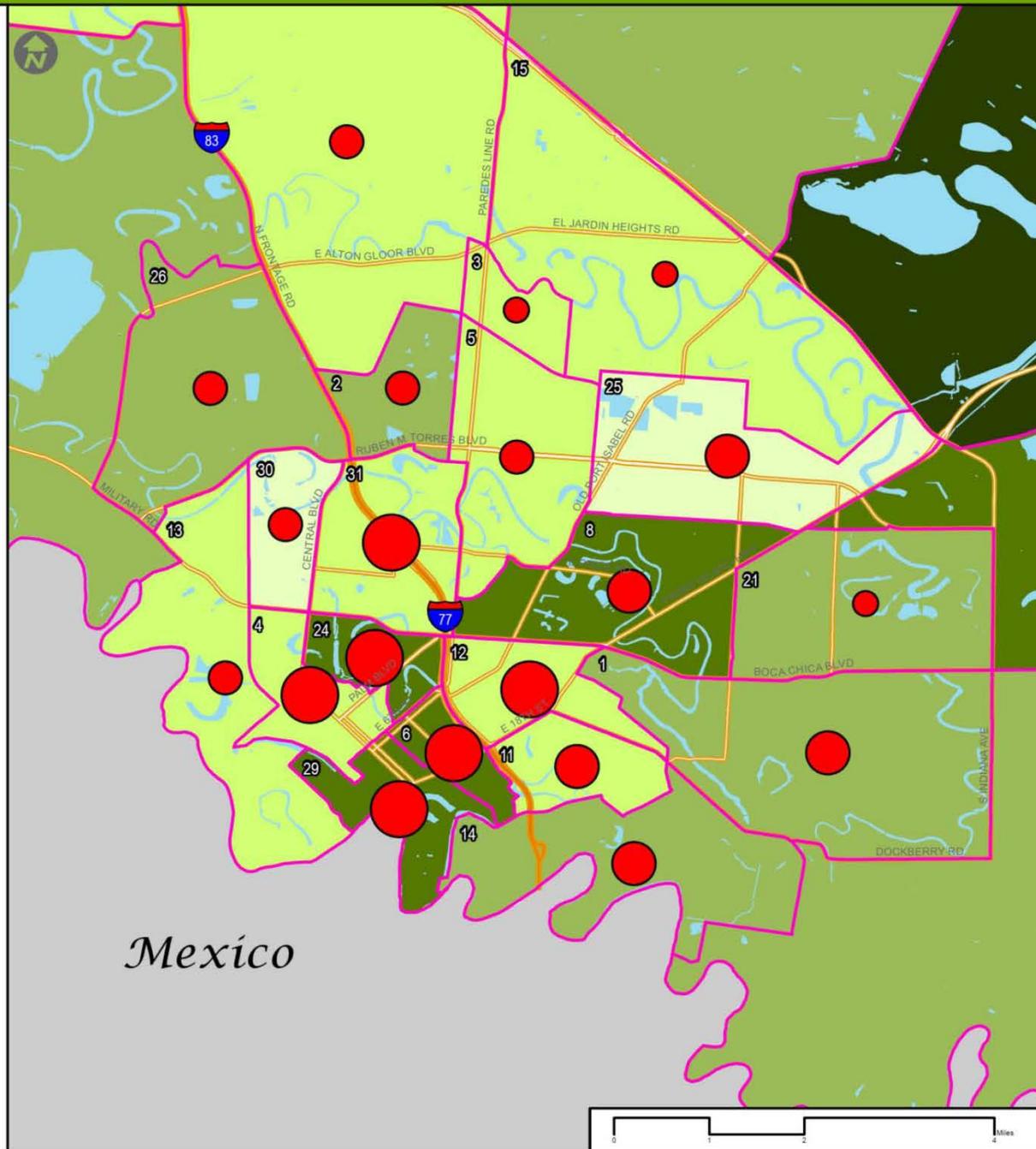


# EDI 2012: Children Vulnerable on 2 or More Developmental Domains with Violent Crime Rates in Southern Cameron County Neighborhoods, Central

Neighborhoods: Percent Vulnerable on 2 or More Domains

ID	Neighborhood	%
1	Billy Mitchell Area	13%
2	Brownsville Country Club (BCC)	15%
3	Cameron Park	11%
4	Downtown	11%
5	Hudson Area	10%
6	International Blvd. Area	17%
8	Land O' Lakes	17%
11	Los Tomates Area	8%
12	McDavitt Area	11%
13	Military Area	11%
14	Milpa Verde Area	14%
15	Old Pl, Dana Rd. Area	8%
21	Port of Brownsville I	14%
24	Rio Viejo Area	20%
25	Ruben Torres	6%
26	Ruben Torres, Quail Hollow, McAllen Rd	14%
29	University of Texas at Brownsville (UTB)	21%
30	Valley International Country Club (VICC)	5%
31	West Brownsville**	10%

\*\* EDI data collection is less than 70% of the estimated kindergarten population; interpret with caution.



Inset Map of Southern Cameron County

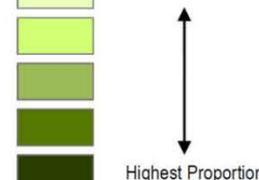


## Legend

Neighborhood Boundary

Proportion of Children Developmentally Vulnerable

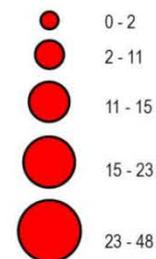
Lowest Proportion



Highest Proportion

No or Few Data

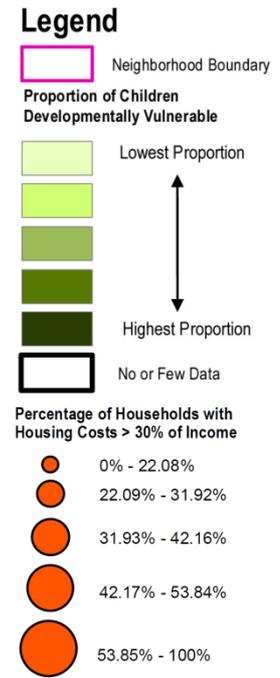
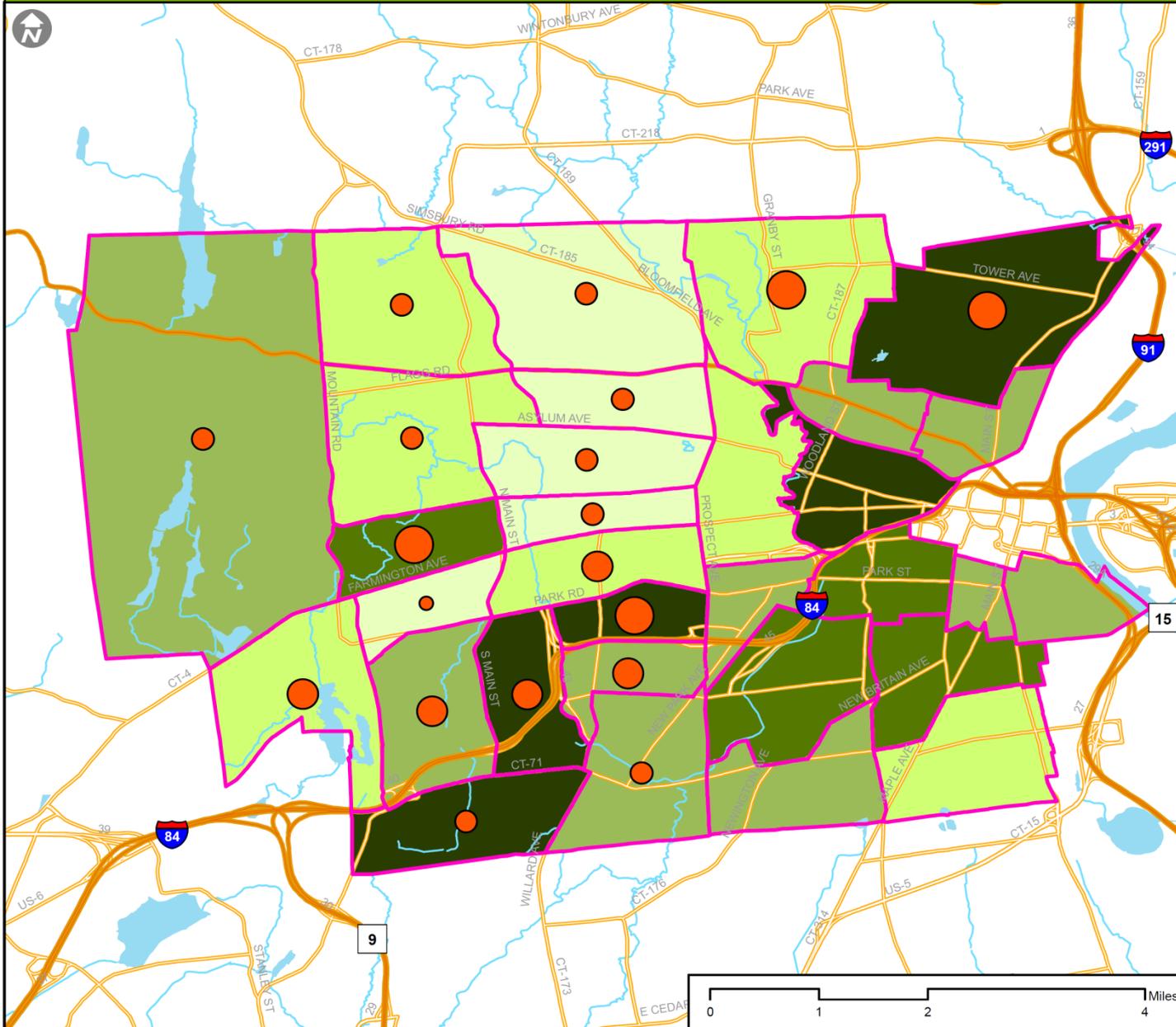
Violent Crimes Per 1000 Individuals



**T**ransforming  
**E**arly  
**C**hildhood  
**C**ommunity  
**S**ystems

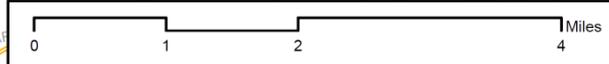
THE SCIENCE FOR A BETTER START  
TECCS@mednet.ucla.edu

EDI 2014: Children Vulnerable on the Emotional Maturity Domain with Percent of Households with Housing Costs > 30% of Household Income in Hartford Neighborhoods



**T**ransforming  
**E**arly  
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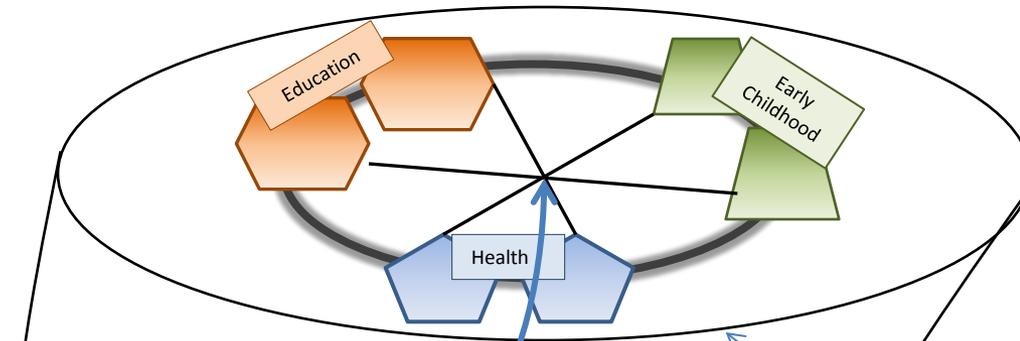
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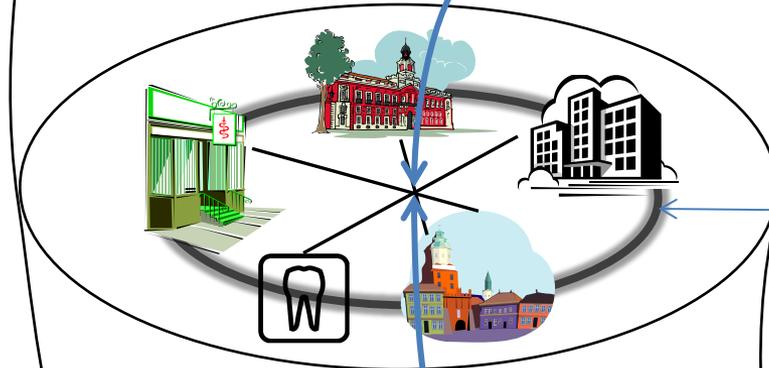
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# Optimizing Human Development : 3 Levels of Complexity

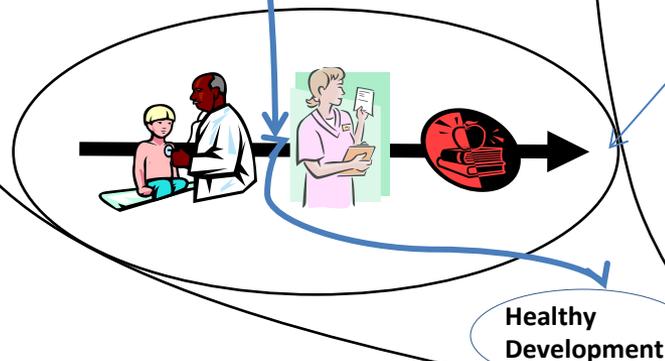
**City/County Level**  
Policies &  
Procedures:  
**Aligned**



**Community Level –**  
Organizations &  
Agencies:  
**Networked**



**Individual Level**  
Programs &  
Services :  
**Integrated**  
**Pathway**



**Learning System For Collective Impact**

- Collaborative
- Inclusive
- Motivational
- Transformative

You think that because you understand “one” that you must understand “two” because one and one make two. But you forget you must also understand “and”.

Sufi Teaching Story  
from Donella Meadows, *Thinking in Systems*

# Sources and Acknowledgements

Bowie P. (2011). Getting to scale: The elusive goal. Magnolia Community Initiative. Casey Family Programs: Seattle, WA.

Bowie, P., Inkelas, M. (2014). Using Data to Drive Change in Complex Systems. What counts: Harnessing data for America's communities.

<http://www.whatcountsforamerica.org/book/what-counts/> (pp. 379-395)

Inkelas, M., Bowie, P. (2014). The Magnolia Community Initiative: The importance of measurement in improving community well-being. Community Investments. 26(1).

Miller et al. (2010). Primary care practice development: A relationship-centered approach. Ann Fam Med. 8(Suppl):s68-79.

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