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

Health
Economic Dev
Family Support
Transportation
Mental Health
Education
Early Childhood
Housing
Child Welfare

Healthy Development

UCLA CENTER FOR HEALTHIER CHILDREN, FAMILIES AND COMMUNITIES

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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
**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

- 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

Practice Drivers

- 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

Goal Targets

- 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 <85th percentile
- % junior high students with positive emotional and academic scores
- % high school graduation
- Rate of child abuse & neglect
## Measurement Domains

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
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<tbody>
<tr>
<td>Child well-being</td>
<td>Development in general knowledge and communication, language and cognitive development, physical health, emotional maturity, social competence</td>
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<tr>
<td>Family conditions</td>
<td>Parenting, economic, social, health/mental health</td>
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<tr>
<td>Protective factors</td>
<td>Concrete supports in times of need, social connections, resilience</td>
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<tr>
<td>Neighborhood and community conditions</td>
<td>Physical and social environment</td>
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<tr>
<td>Services and supports</td>
<td>Experiences with care and linkages (practice drivers)</td>
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<tr>
<td>Network functioning</td>
<td>Collective actions, network structure and performance (system/network drivers)</td>
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<tr>
<td>Civic engagement, participation and leadership</td>
<td>Resident actions</td>
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### Child Outcomes:
Is children’s learning and development on track?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>70%</td>
<td>% in kindergarten are “on track” emotionally:</td>
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<tr>
<td>65%</td>
<td>% in kindergarten are “on track” socially:</td>
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<tr>
<td>29%</td>
<td>% of third graders proficient in reading:</td>
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### Parent Actions and Behaviors:
Is parenting improving?

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<tr>
<th>Percentage</th>
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<tr>
<td>16%</td>
<td>% of parents sharing books daily:</td>
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### Family Conditions:
Do families have what they need to support their children?

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<th>Percentage</th>
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<tr>
<td>37%</td>
<td>% meeting health goals:</td>
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<td>19%</td>
<td>% meeting social goals:</td>
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<td>21%</td>
<td>% meeting parenting goals:</td>
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<tr>
<td>38%</td>
<td>% meeting economic goals:</td>
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### Care Provided to Families:
Is care improving?

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<tr>
<td>88%</td>
<td>% receiving empathic care:</td>
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<td>82%</td>
<td>% asked about child development concerns:</td>
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<tr>
<td>85%</td>
<td>% discussed other helpful programs:</td>
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<td>70%</td>
<td>% discussed social support resources:</td>
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### Work as a System:
Are we working as a system?

<table>
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<th>Average</th>
<th>Description</th>
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<tr>
<td>3.8</td>
<td>Ease-of-referral (6=very easy)</td>
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<td>2.9</td>
<td>Linkage frequency (6=link routinely)</td>
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<td>1</td>
<td>Average # of partners used by residents:</td>
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<tr>
<td>89%</td>
<td>% of residents reached by network:</td>
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### Learning Culture:
Do organizations have a supportive learning culture?

<table>
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<th>Average Rating</th>
<th>Description</th>
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<tr>
<td>3.7</td>
<td>Average rating of teamwork (1-5 scale)</td>
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<td>3.3 (1-5 scale)</td>
<td>Average rating of trust</td>
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<td>3.6 (1-5 scale)</td>
<td>Average rating of reflection</td>
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<tr>
<td>3.3 (1-5 scale)</td>
<td>Average rating of communication</td>
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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

What are we trying to accomplish?

How will we know that a change is an improvement?

What change can we make that will result in improvement?

Act

Plan

Study

Do

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

Of parents who lack social connections, what % are linked to a network partner?

85% are linked

15% are not linked

Magnolia Catchment Area Organizations

Shared Residents

EDSI
Using data to drive action

Parent Survey

Run Charts

Dashboard

Taking Collective Action
Data that organizations use to plan changes

Run charts create an expectation of monthly improvement, using measures agreed to by organizations in the network.
What else did we know about parent-child reading?

% discussed reading

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% reading together daily

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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.
89% of survey respondents had contact with at least one partner in the past year.

75% had contact with at least one of 5 most common network partners.
Using Data to understand change concepts: Learning climate

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Using data to engage with residents

Community Survey

Community Dialogues

Mapping Local Neighborhoods

Discussing and Acting on Results
Learning Network

Population Change Learning Community
Violent Crime Rate and Percentage Vulnerable in the Emotional Maturity Domain

Legend
- California
- Connecticut
- Florida
- Louisiana
- Oklahoma
- Texas

City Key
1: Anaheim, CA
2: Brownsville, TX
3: Corpus Christi, TX
4: Dallas, TX
5: El Paso, TX
6: Fullerton, CA
7: Garden Grove, CA
8: Hartford, CT
9: Huntington Beach, CA
10: Irvine, CA
11: Lancaster, CA
12: Longview, TX
13: Los Angeles, CA
14: McAllen, TX
15: Miami, FL
16: New Orleans, LA
17: Odessa, TX
18: Orange, CA
19: Pasadena, CA
20: San Antonio, TX
21: Santa Ana, CA
22: Santa Monica, CA
23: Tulsa, OK

R² = .66
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


For Questions or More Information contact: patriciabowie@mac.com