How Will Agencies Sustain and Multiply Project Successes? How can grantees leverage their experience and expertise? Where will CDI grantees be five years from now?

These and other questions will be on the table at the CDI Learning Exchange (LE5) at St. Mary Medical Center in Long Beach on July 29. It will mark the fifth regular gathering of grantee agencies in Los Angeles County funded by First 5 LA’s Community Development Initiatives (CDI).

The topic of sustainability was selected for this meeting based on popular demand. In recent months, Semics staff members have noticed that many grantees were keenly interested in addressing this subject as they contemplate the inevitable expiration of their funding and consider the strategic directions that may best suit their organizations and programs.

The day’s program will include two intertwined discussions and a panel of presenters. Participants in the first discussion are invited to reach back into their agency’s past and identify a situation or series of events that reflects their experience - and understanding - of sustainability in the context of their work. The purpose of sharing these stories is to draw on our collective experience as a platform for learning, generating insights and cultivating ideas as we consider our future work today.

The panel discussion will include CDI grantees and members of the funding and/or academic community. The panelists’ reflections will build on grantees’ experiences and provide additional perspectives and questions to stimulate our collective reflection and sharing of creative ideas.

This process, in turn, will bring us to “Open Space,” where grantees will list their dominant questions, concerns and topics for discussion on sustainability in light of the material covered in the morning. They will be invited to meet at different discussion tables based on their level of interest in the topics being addressed, and address their questions and generate ideas for follow-up.

Continuing the “Stone Soup” motif of the Learning Exchange as a whole, the aim of LE5 is to provide grantees with an opportunity to share their experience and insight, connect with each other and help each other tackle a tough issue shared widely across CDI. The community of agencies making up CDI has an amazing reserve of resources and experience to bring to the question of how we should go about sustaining our work. As is the case with so many other challenges, we are stronger to the extent that we work together on this one. Semics hopes that grantees will leave this meeting armed with new acquaintances, ideas, information and encouragement in striving to “build our continuing story.”

North Valley’s Sustainability Through Evaluation

Student Project Surveys Agency’s Community Impact

Children in North Valley Caring Services’ Early Childhood Education program engage in free play.

“The students made visits to the agency, located in the low-income and densely populated San Fernando Valley community of North Hills, in April and May to observe its various community-based programs. Among those interviewed were the local city councilman’s field deputy, a Senior Lead Officer from the Los Angeles Police Department assigned to patrol the surrounding neighborhood, the principal of a nearby elementary school and the president of NVCS’ Board of Directors.

All of the community partners agreed that NVCS has been effective in improving the quality of life in the neighborhood, which has a population of 16,000 and is known to have a high gang presence. “The student project bolstered the fact that the community partners they interviewed were better informed of services provided, believe in us, and believe things have changed in the community,” said Martinez. “It shows that our impact has been felt within the community – that’s the most important part for us.”

Martinez didn’t feel that such an assessment of her organization deserved to go to waste – it should become a resource in the sustainability of NVCS’ services.

“We plan to use this information for grant proposals, to support our cause. Previously – before CDI – we didn’t necessarily have major impact in the community. We didn’t have the opportunity to gain, nor the capacity to take care of issues in the community.”

She added that findings and data from the student project were used recently in their application for First 5 L.A.’s Early Literacy grant. “This is a wonderful by-product of the project,” said Pitkin, who intended to have his students learn hands-on the concepts taught in class. In building NVCS’ own continuing story, Martinez found the student project to be invaluable.

“We didn’t have a complete story until now,” she said. “It took the last two years to create the story. Now we can tell it to our funders, or those who can donate their time or money.”
What We’ve Accomplished So Far
Semics Facilitates Findings Feedback Forums

Semics conducted a series of Feedback Forums in late June to present findings of its Year One evaluation of First 5 L.A.’s Community Development Initiatives (CDI) program and gather direct feedback from CDI grantees. This forum, which was presented in a casual, small group setting, took place over four days (June 27-30) at four grantees sites in different regions—California Council of Churches at Hollywood United Methodist Church (West and Metro Los Angeles), South Central L.A.M.P. (South Los Angeles), CCIS (San Gabriel Valley) and North Valley Caring Services (San Fernando Valley). Twenty-five representatives from 22 grantees attended the forums and stayed for lunch, which Semics managing director Grant Power explained presented a summary of the multi-year project. Semics explained that Semics organized the grantees into a four-category “population matrix” which grouped the grantees into four categories based on whether their CDI program is implementing a new service and whether or not they are serving a new, target population. The categories were defined as: New Project/New Population, New Project/Same Population, Same Project/New Population, and Same Project/Same Population. The grantee representatives were asked to categorize their own projects from their own perspective.

Other findings from the report explained how the grantees are progressing in regard to critical outcome areas such as community engagement and building organizational and service delivery capacity. Numerous CDI programs were named as examples. Collaborations, whether formally established or not, are key. Many program collaborators. For example, variation in terms of partnership initiatives and groups are helping to sustain programs. The forum was also pointed out. Semics’ Next Five Strategic Plan includes a focus on sustainability of programs. Several CDI–funded agencies attended Semics’ Parent Outreach Focus Group on June 3 at Children’s Hospital Los Angeles. Citrus Valley Health Partners, Wilmington Community Clinic, El Proyecto del Barrio (Drew Medical Center and Friends of the Family), as well as Children’s Hospital Los Angeles’ own learning and Growing Together CDI project, participated in the two-hour late morning discussion, which was one of the best attended focus groups.

The outcomes and lessons learned in the multi-year project confirmed that Semics’ focus on sustainability is important as the project moves forward. The grantees were invited to offer feedback either directly or via an evaluation form. The majority of the attendees enjoyed the presentation, the small, intimate group setting and also gained a better understanding of the roles of both Semics and First 5 L.A. and the “big picture” of CDI overall. They also used the opportunity to voice their compliments and concerns with both their funder and their funding program’s evaluator.

Most useful was the setting aside of time to work on finding a solution for how Semics saw everything and where our program fits,” said Jeanne Kuziel, external evaluator of Wilmington Community Clinic’s expanded pediatric and adult prenatal services program. She attended the California Council of Churches’ hosted meeting in Hollywood. Hearing the input from others at the table gave me a wider perspective on my work and my project,” said Debbie Myers of Harbor/UCLA’s South L.A. Health Projects, who attended the meeting at CCS in Pasadena. She also added that the forum helped her re-frame some of the information in her Year-End Report to First 5 L.A. Semics plans another round of feedback forums in the near future, following the completion of its Year Two CDI evaluation report.

First 5 L.A.’s Commitment to “Sustaining Results:” Implications for CDI?

First 5 L.A.’s Next Five Strategic Plan, devised in March, 2003, is a blueprint for the five-year period from fiscal years 2004 to 2009. The initiative’s specific initiatives and actions in which the agency intends to achieve desired results in the areas of Early Learning, Health and Safe Children and Families. How these statements will be fleshed out in practice is still being determined. However, given the types of programs and initiatives recently funded by First 5 L.A., Grantees of the Community Development Initiatives (CDI) program should expect that the approach described in the Next Five Strategic Plan could take a variety of forms.

For example, variation may be expected in First 5 L.A.’s emphasis on “funding leverage.” This is one aspect of mobilizing financial capital. First 5 L.A. might continue in some cases to be a primary source of support for specific programs achieving its desired outcomes, while in others it could provide a portion of the support in combination with other partners or resources. Further variation might be expected in the specific type(s) of support that First 5 L.A. can provide. This means that First 5 L.A.’s role in sustaining results may not always be financial. For example, in the context of mobilizing social capital, the Next Five Strategic Plan suggests that First 5 L.A. intends to nurture “resource networks” comprised of a variety of service providers collaborating in addressing issues affecting children ages 0-5 in a comprehensive and coordinated manner.

A key to understanding First 5 L.A.’s approach to regard to sustaining results is that, in practice, the organization has announced its interest in selecting “program models” (such as high-quality preschool, or telephone connection lines for critical children’s services), and on sustaining “outcomes” (such as those related to the three goal areas of early learning, health, and safety).

What are some ways in which First 5 L.A.’s stated approach to sustainability might be relevant to CDI grantees? For more information, please refer to the “Next Five Strategic Plan” link in the First5 L.A. website, http://www.First5.org.

Grantees Focus On Parent Outreach

Representatives from six CDI–funded agencies attended Semics’ Parent Outreach Focus Group on June 3 at Children’s Hospital Los Angeles. Citrus Valley Health Partners, Wilmington Community Clinic, El Proyecto del Barrio (Drew Medical Center and Friends of the Family, as well as Children’s Hospital Los Angeles’ own learning and Growing Together CDI project, participated in the two-hour late morning discussion, which was one of the best attended focus groups.

Bottom-line issues affecting parent outreach were the topics of discussion and as the definition of “parents.” The participants defined the term by consensus as “the network of those who care for our child.” Family and Parent outreach was also discussed as an important element in the success of a project as it boosts the recruitment effort.

“I (outreach) is done without a lot of effort from us because they (our community) take care of the message for us.”

Grantees shared their own experiences in planning and conducting outreach for their respective parenting programs. “Outreach is more than providing services. It’s in community building and in the empowerment process,” said Maria Peacock, grant administrator for Citrus Valley Health Partners. “Anything...any trick in the book, we would go to churches, talk to priests and ministers, to the Head Start, to schools...all over the San Fernando Valley, we’d do rallies for parents to come,” said Friends of the Family’s Norma Martinez. Wilmington Community Clinic’s Dolores Bonilla saw everything and my project,” said Clay. “It is done without a lot of effort from us because they (our community) take care of the message for us.”
Discovering Each Others’ Stories through the Evaluative Process

Sixty-five agencies from 36 agencies braved the pouring rain to attend Learning Exchange 4 (LE4) at Glendale Adventist Medical Center on March 4. The event sought to build on the common ground of shared struggles and successes established between grantees during the first three Learning Exchanges. Taken as its theme “Uncovering Hidden Stories”, LE4 gave grantees the opportunity to engage in obstructions to growth in their programs and to narrate the stories of their experience with project evaluation.

The morning began with informal networking over a continental breakfast, accompanied by live piano music provided by Semics project analysts Elson Trinidad and Carol Almeda. Managing director Grant Power introduced the day by providing a slide-show overview of the first three Learning Exchanges. Each event Power explained, is organized as “an opportunity for grantees to share experiences, perspectives, solutions, ideas, mutual support and formal coordination of services.

Participants were later entertained by Billibonk and the Big Ichy, the story of a young elephant who learns to ask “Why?” when faced with an itchy challenge (see accompanying article). The grantees then participated in small group discussions, asking a series of their own “Why?” questions in an attempt to explore some of the hindrances to growth faced by their organizations (see article below).

After a brief break and introduction by First 5 L.A.’s Amanda Bueno, participants moved into a breakout session on evaluative tools. Several of the grantees had brought along concrete examples of tools they have used in their programs on a regular basis. They expressed appreciation for the opportunity to share tools, particularly for the chance to convey their stories of challenges and successes in using them (see article on next page). After lunch and the opportunity to engage in more informal networking, Power and Bueno closed the program by reviewing some of the stories told and inviting grantees to take these narratives back to their organizations as they continue to work on implementing their projects.

Completing the circle for a day devoted to learning, 50 participants evaluated the event by completing a survey. Many respondents commented on the usefulness of the “Why?” exercise, particularly the opportunity to hear from peers in regards to the root causes of the struggles they were experiencing when using their programs. Amongst general comments made concerning the event, the opportunity to continue to work on “the number one benefits. One grantee in particular commented on “the friendly atmosphere,” while another expressed the feeling that “this exchange was very substantive, gave me new ideas on how to expand our work to capture more of [our program’s] richness.”

Discovering Hidden Obstructions Grantees Ask “Why?” to Find Solutions

With the conclusion of the Billibonk story, grantees move on to discover their own “Why?” exercise,” focusing on a central issue in their program’s implementation. A theme that arose from this discussion was the lack of participation in the target population, whether it was parents who declined an invitation to attend parenting classes and whose needs did not make regular pediatric appointments for their children, or caregivers who did not participate in in-house training.

After asking a series of “What’s so different?” questions, Billibonk discovered that while the initial reasons for lack of participation revolved around busy lives or the inconvenience of scheduling, the underlying root causes were more of a systematic nature. For example, parents, as members of an independent family system, tended to resist the intervention of someone from outside of the family who would be perceived as irrelevant or in invasive of their lives. Thus, the need for parents to seek out resources for themselves, or to change their attitudes toward the need for intervention.

The internal structure of grantee organizations likewise at times thwarted the meeting of organizational goals: high staff turnover in one organization meant that the staff could not adequately communicate with parents seeking to arrange doctor’s visits for their children. In another organization, the need to provide substitute teachers took money away from programs. In still another, the number one benefit was the quality of time spent with their students. These are just a few of the themes discussed on evaluative tools, particularly the opportunity to find out more about the impact of their programs on the families they serve.

Learning from an Elephant
Billibonk asks the Question of the Day

One of the highlights of Learning Exchange 4 was the dramatic narration of the Billibonk and the Big Ichy by Philip Ramsey, as told by Semics staff members.

After the story of an elephant living in the jungle, wakens up one morning plagued by an itchy back that he must continually scratch against nearby trees. Unfortunately, Billibonk cannot find the itch that is the reason for all this itching. Billibonk asks a series of “Why?” questions in beginning with, “Why are the elephants itchy?” Together, he and Billibonk eventually uncover the underlying source of the elephants’ discomfort: the birds that normally eat the insects on the elephants’ backs have departed the jungle because their nests were invaded by ants. The birds’ absence has left the elephants in bug-infested misery.

Armed with this information, Frándol and Billibonk pay a visit to the neighboring valley where the birds have reappeared and show them the plentiful bugs. Billibonk’s back and tell them about the impossibility of lining their nests with elephant hairs that don’t attract ants. The birds return, rebuild their nests and soon the jungle echoes with the chatter of the elephants and the sighs of the elephant herd who have happily been relieved of their itching.

While telling the Billibonk had a light-hearted, entertaining spin, the underlying theory of evaluative tools was clear. The dramatic narration of the Billibonk and the Big Ichy was accompanied by live PowerPoint presentations on the possibility of organizing grantees to share experiences, as “an opportunity for ongoing learning.

Grantees at LE4 uncover stories during the “Why?” exercise.

WebPage Updated to Provide More Resource

T he cdilearningexchange.com website is being constantly updated with new material to make it more useful. New resources and links are being added to be of assistance in the issues important to you. We have recently included a list of all the CDI grantees with links to their respective websites. We will also be linking you to more information from First 5 L.A. and other funders to help you in your fiscal sustainability efforts.

New links and resources from LE 5 will also be online soon so inform those who were not present and to recap for those who were.

Post on the Learning Exchange Web ‘Blog’

Semics has added a blog, or a “web log” to the Learning Exchange Website to add more ways that grantees and attendees can continue to participate in the event. We hope this can foster continued interaction between grantees.

To log on to the blog go to http://www.cdilear

ingexchange.com/blogs/sustainability.html and type in the blog on sustainability or go to blogger.com and type in the username and password previously e-mailed to you to get in. Once logged in, you can start any discussion you want or join an existing one.

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Grantees shared evaluation tools already in place within their organizations at the second breakout session during Learning Exchange 4. Many had brought copies of evaluation tools employed in their projects, which were shared with the others present at their tables. One frequently discussed tool was parent surveys. These were often administered before children had entered a particular program and again after they had completed it - otherwise known as “Pre and Post Testing”. Although frequently used, several grantees said the surveys were less than effective when administered over the phone or at the end of a session when parents were rushed for time to tend family responsibilities.

Some grantees mentioned other qualitative evaluation methods they have used, such as photo journals, spreadsheets, attendance sheets or the recording of children’s progress narratives from informal conversations by staff or parents. Also important were focus and peer support groups, where parents talk about their experiences and share solutions and resources for the issues they are facing.

A Look Back at Learning Exchange 4

Citrus Valley’s evaluators share evaluation methods at the table.

Stark Weaver, director of the Family Resource Center at Harbor Interfaith Services, recommended that in order to increase the effectiveness and accuracy of parent surveys, staff members should be assigned to work with a particular parent to develop a relationship with him or her. “People don’t like to answer questions from strangers, and we find that once they’ve developed a relationship, that they start to be more open, more responsive,” she said. Weaver also described a particularly effective qualitative evaluation tool for goal-setting and assessment: The Individual Training and Service Plan. The primary strength of this tool, which was developed by individual families and their case managers, according to Weaver, is that “It’s not our goals for them, it’s their goals for themselves.” After the family has created this plan, Harbor Interfaith staff works alongside them, helping them meet goals and assess and document the progress they have made. This customized plan not only empowers families by allowing them to set their own personal goals, but it also enables the staff “to get an up-to-date glance at what’s really going on with the family and where [staff members] still need to go as far as addressing barriers and providing additional services, just by looking at each case file,” added Weaver.

Grantees discussed a particular element of goal-setting and assessment: the use of the “Why?” exercise. Although frequently known as “Pre and Post Testing”, some grantees shared evaluation methods at the table.

Further Resources for Qualitative Evaluation

If you are interested in using other activities that could provide further opportunities to evaluate the success of your project, or if you wish to troubleshoot problems within your agency, the writings of Peter Senge, director of MIT’s Center for Organizational Learning, are a great place to begin. Senge is also a consultant to several agencies that develop leadership and learning capacities within educational, corporate, government and non-profit organizations.

His three most popular books, The Fifth Discipline, The Fifth Discipline Fieldbook, and The Dance of Change, contain valuable, step-by-step exercises that can help organizations and the individuals working within them to identify obstacles to growth. The books also help show more clearly the elements within the organizational system that have contributed to these obstacles.

The “Why?” exercise as demonstrated at LE4 is taken from pages 108-112 of The Fifth Discipline Fieldbook. These pages also contain a historical case of the use of the Five “Why”s to uncover the chain reaction in the system that ultimately led to the large volume of consumer complaints regarding Sears auto repair service in the early 1990s. Each of the chapters in Senge’s books addresses a particular element of evaluating organizational process, from thinking about the system to assessing personal and shared vision, to learning together as a team. Each chapter contains several helpful exercises, case studies in which these exercises were used and very readable explanations of organizational theory. Grantees who wish to grow in their abilities to evaluate and promote organizational growth would do well to consult the wisdom of Senge and his co-authors.
CHLA’s Child Health Works: A Collaborative’s View of Sustainability

“Collaborations,” as described in Collaborating Community Collaborations by Thomas E. Backer, “are initiatives which bring organizations together in a community to implement or improve an innovative program or change a policy or process.” The book elaborates that these generally represent “service integration efforts” or simply “interagency collaboration” which involve schools, community programs and a wide variety of health and human service agencies which are focused on improving child outcomes through better matching of family needs and services. Collaborations tend not to last over time - many aren’t intended to. Yet, they are expected to institutionalize change – entities involved must be able to incorporate the objectives of the collaboration right into their autonomous, institutional mandates and budgets and ensure the permanent flow of resources to keep joint efforts going even beyond the life of the collaborative. “Sustainability” provides for a means of support for people and programs both now and in the indefinite future, how can one apply the concept of sustainability within the context of collaborative childcare?

Children’s Hospital Los Angeles’ Child Health Works project is truly blend these seemingly conceptually contrasting terms in order to produce concrete, lasting results. Aims at promoting the health, mental health and nutrition of preschool children in the Early Education Centers of the Los Angeles Unified School District, the project seeks to build collaborative links among the LAUSD, the Department of Mental Health and the Family Resource Centers/Network - with CHLA as the lead agency. Here, the mental health coordinator functions as the nerve center of the collaboration, working on both the system and individual level.

System level work includes the process of educating the DMH on the needs at LAUSD’s Early Education Centers, training mental health providers to work with children from 0-5 years of age and educating the staff of LAUSD Early Education Centers about the operations and services of the department. Individual level work encompasses providing consultations on parenting and interventions for children. In the project design, collaboration is given life by the fact that for a specific period of time the mental health coordinator works with EEC administration and staff to link up the center with the nerve center of the agency. Institutionalization happens when mental health professionals (i.e. therapist / psychologist / social worker) provide services to the EECs on a regular basis. In much the same way, the Mental Health Coordinator increases the awareness and capability among EEC administration and staff members as well as families to address mental health issues. In this regard, sowing the seeds of consciousness and capability holds the key to continuity beyond the life of the CHLA collaborative itself.

In 2001, the San Fernando Valley-based El Proyecto del Barrio launched its first Prop 10-funded health care project to target underserved and economically disadvantaged Latino communities in the SPA2 area. During the first year of their Valley project, El Proyecto achieved results in excess of approximately 52 percent of the goal for the number of children and families served. The results for family members were 62 percent above the original goals of the project. In their CIDI project, which started in 2003, the organization applied the same formula, this time with a “mobile medical unit” in the form of a large health van, to serve a demographically similar Latino population in the East Los Angeles area. According to PeopleWorks, the project’s external evaluator, it was found via comparative analysis that El Proyecto has utilized past experiences in the Valley to effectively apply its program model in East L.A. The pace at which staff is dispensing health services in East L.A. has been accelerated, as well as the quality of services via the satellite and mobile medical clinics. The acquisition of its Mobile Medical Unit brings a unique element to the CIDI project. This vehicle provides health services to the community and accounts for the majority of numbers met. Health services consist of physicals, immunizations, mental and dental screening, and serves client families of home-based childcare, preschools, and childcare centers located in the target community. The acquisition, delivery and use of the Mobile Medical Unit, in-and-of itself, is the most far reaching program result for the project so far.

The 34-year old agency has developed a general health care service model that can be applied in other locations where medically underserved and underinsured populations reside. “Grant Applications have been submitted to city, county, state and federal funding sources to generate additional revenue to support this project, helping to sustain it,” said project manager Silvia Sandhu.
Grant-Seeking and Fundraising Resources

- The Community Toolbox
  Collaborative tools for building healthy communities.
  http://ctb.ku.edu/
- Foundations.org
  Provides a directory of foundations and grant makers
  http://www.foundations.org/
- FundsNet
  Contains info about funding organizations, links and resources
  http://www.fundsnet.services.com

Facilitation Resources

- Interaction Institute for Social Change
  Offers facilitation course at reduced rate for non-profits
  http://www.interactionassociates.com
- Institute for Cultural Affairs
  Offers methods to recognize the contributions of many, groups etc.
  http://www.ica-usa.org
- The Facilitator
  Contains tips, tools, articles and resources on facilitation
  http://www.thefacilitator.com
- Management Assistance Program for Nonprofits
  Resources and tips on management
  http://www.mapnp.org/library/grp_skill/resource.htm

Collaborative Assessments

- Center for Collaborative Planning
  Tools and workshops on collaborative self-assessment
  http://www.connectcpl.org
- AHEC/Community Partners
  This guide contains a coalition satisfaction survey
  http://www.ahecpartners.org
- Amherst H. Wilder Foundation
  Second edition of this guide has a collaboration assessment tool
  http://www.wilder.org

Summary of CDI “Sustainability Plans”

- Strategies used in the past to sustain programs.
  - Programs staff
  - Board of directors
  - Core team
  - Executive management
  - Consultants
  - City officials
  - Collaborative partners
  - Grant writer
  - Oversight committee
  - Other non-profit orgs
  - Other departments
  - Subcontractors
  - County services
  - Educational institutions
  - Churches
  - Child care providers

- Process and people involved in the sustainability plan
  - Programs
  - Staffing
  - Space
  - Referrals
  - Space
- Collaborative partners
  - Being in a collaborative
  - Having target population contribute to the project
  - Using volunteers (e.g., Citrus Valley’s Promotoras de Salud Model)
  - Having community experts train, present, participate
  - Running culturally, linguistically appropriate programs (e.g., child care provider training to Cambodian immigrants in their native language)

- CDI Large Grants Sustainability Plans
  - Efforts to maximize social capital
    - Revenue from program services (e.g., breastfeeding store)
    - First 5 L.A.’s Next Five Strategic Plan
    - Hire grant developer
    - Engage in collaboration
    - Solicit funds from corporations, local businesses, foundations
    - Use volunteers or interns
    - Capital campaign
  - Efforts to generate fiscal Capital
    - Identify gaps in services
    - Drive strategic planning
    - Get buy-in from staff and community
    - More funding
    - Increase visibility and marketability of projects
  - Ways to evaluation findings can promote sustainability
    - Endorsements from local elected officials
    - T-shirts
    - Websites
    - Brochures
    - Press conferences
    - Academic journals
    - Local newspapers
    - Local television programs
    - Votes from Congress

Community Calendar

July 2005

The Heart Touch Institute
Children’s Swedish Massage
A free class on Swedish Child Massage to active Heart Touch Volunteers
July 31, 2005, 9 a.m.–5 p.m.
The Heart Touch Institute
Santa Monica
310.391.2558 ext. 5.
Jennifer@hearttouch.org

August 2005

North Valley Caring Services
Dental Check-Up
Free dental check-up for children up to age 15
August 1, 9 a.m.–12 p.m.
North Valley Caring Services
North Hills
818.891.0481 ext.5
vladmin@mncsc.org
www.mncsc.org

Children’s Hospital L.A.
Life As I Know It
A discussion with young adults living with Spina Bifida
August 6, 10 a.m.–12 p.m.
Children’s Hospital Los Angeles
Los Angeles
323.669.7079
aquiran@chla.usc.edu

September 2005

North Valley Caring Services
Bone Density Exam
Free for community members
September 2, 8 a.m.–12 p.m.
North Valley Caring Services
North Hills
818.891.0481 ext.5.
vladmin@mncsc.org

North Valley Caring Services
Car Seat Education Class
Parents will receive instruction on how to properly install child safety seats in their cars.
Free car seats provided while supplies last.
September, date & time TBA
North Valley Caring Services
North Hills
818.891.0481 ext.5
vladmin@mncsc.org

October 2005

Children’s Hospital L.A.
Neurosurgery
An “Ask a Doctor” presentation
October 1, 10 a.m.–12 p.m.
Children’s Hospital Los Angeles
Los Angeles
323.669.7079
aquiran@chla.usc.edu
For more information contact:

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