Building Community Resilience
Policy & Advocacy Webinar
May 23, 2018
Learn More: go.gwu.edu/BCR
Today’s Agenda

(1) Introduction to BCR
(2) Policy and Advocacy Guide Overview & Walk Through
(3) Tips for Effective Advocacy - Federal and Local Perspectives
(4) Views from the Field - Empowering Community Voices and Using Data to Tell Your Story
Today’s Presenters

- **Wendy Ellis**, Project Director, Building Community Resilience, Sumner M. Redstone Global Center for Prevention and Wellness
- **Jeff Hild**, Policy Director, Sumner M. Redstone Global Center for Prevention and Wellness
- **Olga Acosta Price**, Associate Professor, Milken Institute School of Public Health & Director of the Center for Health and Health Care in Schools
- **Megan DesCamps**, Health Policy Advisor, Senator Heidi Heitkamp (ND)
- **Vontriece McDowell**, Alive and Well Communities Missouri
- **Caitlin Murphy**, Project Manager, Building Community Resilience, Sumner M. Redstone Global Center for Prevention and Wellness
Questions??

Please “Chat” to “Everyone” to submit questions.
Presenter- Wendy Ellis

• Project Director, Building Community Resilience
• wendye@gwu.edu
@wendyruns, @resilnation
The Pair of ACEs

Adverse Childhood Experiences

- Maternal Depression
- Physical & Emotional Neglect
- Emotional & Sexual Abuse
- Divorce
- Substance Abuse
- Mental Illness
- Domestic Violence
- Incarceration
- Homelessness

Adverse Community Environments

- Poverty
- Violence
- Discrimination
- Poor Housing
- Community Disruption
- Quality & Affordability
- Lack of Opportunity, Economic Mobility & Social Capital

BCR Communities

Oregon

Alive and Well Communities (MO-Kan)

Cincinnati, OH

Washington, DC

Dallas, TX
BCR : Changing Program, Practice & Policy

Shared Understanding & Language
Coalition Building
Identify Community Resources
Identify and Connect New Partners
Advocacy for Practice and Policy Change

Connecting Across Sectors

Health Care Systems
Parents
Local Funders
Justice System
Education
Faith-Based Organizations

BCR stories at go.gwu.edu/BCR
Introducing The BCR Policy and Advocacy Guide

Jeff Hild
Policy Director
Redstone Center, GWU School of Public Health
BCR Tools & Resources

- Use it along with the Pair of ACEs Tree to help policymakers visualize community exposure to adversity.
- The Coalition Building and Communications Guide and the Partner Build Grow Action Guide offer important tools to help identify partners, develop a shared understanding and communicate to new potential partners.
- BCR videos and BCR snapshots highlight the resilience-building work being driven by our teams around the country.
- Social media-- @ResilNation and on Facebook – search for “Pair of ACEs.”

All tools available for download at go.gwu.edu/BCR
What is Advocacy?

• **Broad**...legislatures, institutions, individual entities

• **Multiple Avenues**...educating, research, convening, litigation, legislative or regulatory change

• “**Policy Maker**” = anyone in a position to create, stop, or change a rule, law, practice, or process

• **Critical to systemic and lasting change**

*Remember- Policy Change Takes Time*
Advocacy Rules: You don’t need to be a lobbyist to make a difference

• Lobbying- Definitions + 2 Rules
• “Substantial Part” test
• Education
• Partisan Politics
• Key Questions- (1) Who are you? (2) What are you saying? (3) How are you saying it and to whom?
Keep in Mind...

• It’s always ok to “educate” or respond to a request (includes public hearings, rule-making, direct requests)
• Remember: Issue-specific vs. Legislation-specific vs. Action-specific vs. Candidate-specific
• Your organization may have unique rules
• Acting as a private citizen = go for it
Tools to Develop a Policy & Advocacy Strategy: Guiding Principles

• **Remember the political context:** Political environments differ significantly at various levels and change happens rapidly. Your plan should include staying abreast of relevant political environments and ongoing changes and adjusting as warranted.

• **Align with your overall mission:** Fit your policy engagement within the overall mission of your organization and make sure it serves that mission. Obtain and maintain internal buy-in.

• **Stay true to your plan:** Your tactics might change to fit the situation, but stick to your priorities or risk flailing from one thing to the next.

• **Weigh Risk vs. Reward:** Keep the big picture in mind and frequently reassess how policy engagement is supporting your work.
Worksheet: Determining Policy Goals/Priorities

Worksheet #1: Determining Policy Goals and Priorities

Before deciding on a policy priority, it's worth first determining what your team/organization values most. Use this worksheet to brainstorm your team values - the issues you want to address most, logistics, and organization. See the next page for an example of a completed worksheet.

Potential Policy Priority: ________________________________

<table>
<thead>
<tr>
<th>Importance of Issue</th>
<th>What's Important to our team?</th>
<th>Does the policy priority above meet this criteria?</th>
<th>Comments</th>
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Potential Policy Priority: Increase reimbursement and funding for the co-location of mental health services in schools.

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<th>What's important to our team?</th>
<th>Does the policy priority above meet this criteria?</th>
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<tbody>
<tr>
<td>1.</td>
<td>lessen the impacts of ACEs in community</td>
<td>X</td>
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<tr>
<td>2.</td>
<td>address urgent needs in the community</td>
<td>X</td>
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<td>3.</td>
<td>priority raised by other stakeholders</td>
<td>X</td>
<td>this has been raised by other sectors</td>
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<td>4.</td>
<td>connected to other priorities</td>
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<td>5.</td>
<td>furthers health equity</td>
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<td>spreads trauma-informed principles</td>
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| Logistics           |                              |                                               |         |
| 1.                  | ease of communication | X                                               | we can communicate the "why", we need to communicating the "how" |
| 2.                  | winnable | X                                               |         |
| 3.                  | clear targets to make it happen | We'll need assistance with this |
| 4.                  | internal capacity to craft a solution | We'll need assistance with this |
| 5.                  | clear timetable | X                                               |         |
| 6.                  | opportunities for community engagement | X                                               |         |

| Organization        |                              |                                               |         |
| 1.                  | consistent with mission/vision | X                                               |         |
| 2.                  | impacts sustainability of work | X                                               |         |
| 3.                  | internal resources | We'll need some outside assistance |

Building Community Resilience

Milken Institute School of Public Health
The George Washington University
Prevention & Wellness
Worksheet #2: Translating Goals into Action

Use this worksheet to determine action steps and tactics to achieve each of your goals. See the next page for an example of a completed worksheet.

Organizational Mission:

Strategic Goal/Priority:

Resources Needed:

Support:

Target(s):

Tactics:
1.
2.
3.

Action Steps (and Actors) [including timeline]
1.
2.
3.
Finding Allies: Who Can Help You?

• Leverage scarce resources
• Use the power of your network
• Broaden your expertise and perspectives
• Diversity of messengers & connectors
Building an Action Team Tool

- Allows you to work through categories of potential partners
- Determine how and when to engage
- Develop your pitch
- Track outreach
Circles of Influence Tool

Core Group

Circle of Champions

Circle of Engagement

Circle of Information & Awareness

Circle of Possibility
Finding Your Policy Audience: Who Are You Trying to Influence and Why

• Understanding Legislatures
  - How legislative offices are structured and staffed
  - Background on committees, processes and how to effectively use various mechanisms to advocate
  - Explaining types of legislation
  - Tips on how to target
Developing & Delivering Effective Policy Messages & “Asks”

A pitch to a policy audience should include these five pieces-

(1) **Who You Are**: concise description of the work you do
(2) **Issue Statement**: an explanation of the Pair of ACEs, why they matter to your audience and what can be done
(3) **Hook**: an attention grabber (think data + stories)
(4) **Solution**: What’s working in the community
(5) **Ask**: a specific and actionable request (should also provide a basis for follow up)
YOUR ASK

• **Be specific and actionable:** “cosponsor”, “vote”, “meet”, “support”, “join”, “visit/tour”, “write”

• **Be reasonable:** Understand the politics and how your ask fits into broader agendas

• **This is a first step:** what can they do right now?

• **Make it “furthering”:** you’re building trust and a relationship

• **Localize it:** This matters for your community and constituents

• **Can be simple:** “we’d like you to visit our program...”
Meeting Pointers

**DO**
- Make an appointment
- Have a plan and agenda
- Bring materials
- Listen
- Offer solutions & be relevant
- Localize it
- Be flexible
- Use data and stories
- Follow up

**DON’T**
- Mislead or oversell
- Bring all your friends
- Forget about staff
- Waste time
- Forget your “ask”
- Ignore opposition
- Get discouraged!
Tips for Effective Advocacy - Federal Perspective

Megan DesCamps
Health Policy Advisor
Senator Heidi Heitkamp (ND)
Questions??

Please “Chat” to “Everyone” to submit questions.
Helping to Shape Policies at the Local Level

Olga Acosta Price
Director and Associate Professor
Center for Health and Health Care in Schools, Department of Prevention and Community Health, Milken Institute School of Public Health
Guiding Questions

• **Who** is knowledgeable about the policymaking and budget-setting process, as well as who the decision-makers and influencers are, in your local context?

• **What** policies/procedures do you view as necessary to advance your initiative?

• **How** will you track the progress of bills and initiatives as they are introduced, become law, and regulations are determined?

• **How** can the policy impact your initiative, either by advancing or hindering it, and how can you influence the policy?
Tips for influencing the local policy environment

- Link to current and emerging issues to gain support and advance your agenda
- Build relationships with key decision-makers and their staff by meeting with them and sharing info
- Invite legislators, executive branch officials, and staff to events that showcase your initiatives
- Speak at public forums or hearings or provide written testimony
- Get acknowledged as a trusted subject-matter expert
- Become involved in task forces, committees, commissions, or other decision-making ‘tables’
DC Example: Engaging with local decision-makers
Outcomes

• Secured $3 million in additional public funding for Year 1
• Obtained a soft 3-year commitment to implement the initiative
• Helped advance a specific framework (Public Mental Health Approach)
• Created governing/oversight entity (Coordinating Council)
• Involved critical stakeholders in key decision-making processes
• “Backbone” organization and/or staff is essential
• Your members matter
• Check your preconceived notions
• Make deadlines your friend
• Don’t forget to communicate to key stakeholders
Becoming One

St. Louis and Kansas City have joined together to build an organization that supports and sustains a network of trauma-informed and resilient communities, guided by those living in the communities.
Alive and Well Communities activates communities to heal.

We do this by:

• **Elevating community wisdom**, centering those who have experienced trauma as leaders of the work.

• **Disrupting systemic oppression** and responding to the impact of historical trauma.

• **Acting with urgency**, not waiting for another day or generation.

• **Leading innovative solutions** based on the science of trauma, toxic stress and resiliency.
Ambassadors’ Areas of Interest

Ambassadors come to Alive and Well from a variety of interest areas. They all joined this work to achieve one common goal; building a trauma-informed community.
Ambassador Engagement

**Build:** Deepen your knowledge on the science of trauma and toxic stress

*Examples:*
- Meet with practitioners to share information on recent evidence-based/informed research and discuss the application for your work
- Plan a movie screening of *Paper Tigers*, a documentary about a trauma-informed school

**Connect:** Share information in your organization and/or community

*Examples:*
- Provide trauma-awareness information at a Parent-Teacher Association meeting
- Volunteer at a community fair and distribute trauma-awareness information

**Activate:** Drive community change and respond to community crises/issues that create resilience

*Examples:*
- Write letters to the editor connecting community issues to the impact of trauma and toxic stress
- Educate policy makers on the science of trauma and toxic stress
Community at the Center

Alive and Well Ambassadors

**Community Council**
- Consists of Alive and Ambassadors and Organizational Partners.
- The Council provides broad, strategic input on the efforts in their communities.

**Steering Committee**
- A governing body of Ambassadors elected by the Community Council.
- They advise, provide strategic oversight, and support the efforts of Alive and Well Communities.
Alive and Well Ambassadors and Organizational Partners are transforming our community by:

Creating wellness groups in their workplaces.

Hosting events on their college campus to help raise awareness around the impact of trauma on students and how they can prepare themselves for their professions.

Creating space for staff to regulate themselves and practice self-care.

Connecting with local schools to provide mindfulness techniques to students and staff.

Helping to provide trauma awareness training to thousands of service providers.
Changing spaces in our Community Health Centers to be more welcoming to patients.

Organizing discussion panels and developing materials to share information with students.

Training their volunteers to better understand how trauma impacts the clients they serve.

Providing leadership of Mind Body Medicine in developing workshops for the community.

Using their platform to help early childhood educators address social and emotional development through reading.

Infusing the alive and well message in their work to understand the connection between food insecurity and trauma.

Emerging as leaders in “trauma-informed yoga” in the St. Louis region.

Participating in a Racial Equity Learning Exchange to understand and communicate how trauma is exacerbated by individual, institutional, systemic, and structural racism.

Working to eliminate out of school suspensions and helping kids to learn new coping strategies.

Advancing the conversation around racial equity in schools.

Using their occupational therapy background to develop best practices to address trauma.

Presenting at national conferences about the value of trauma-informed communities.
Community Consultants: Deepening the Ambassador Role
What We’ve Heard: Community Consultants’ March Evaluation Report

- 94% of the interviewees described an actual behavior change that improved their own emotional wellbeing and/or that of someone else
- The most frequent behavior changes mentioned included improving self-care practices and recommending the workshop to friends and family
- 68% of interviewees reported a change in attitude about someone they know who has experienced toxic stress and/or trauma
- Of those who did not endorse a change in attitude, 50% said that their attitude had already been positive before the workshop, but their existing attitudes and knowledge were reinforced by the CEWs
Next Steps – Building a Movement

Steering Committee
Prioritize Issues w/in Sectors

Build Awareness
Around Issues and Activate Ambassadors

Develop a Policy Agenda Around Issues and Encourage Advocacy

Activate Community Members – Especially at the Neighborhood Level

Examples:
- Legislative Freshmen Tour
- Town Hall Meetings
- Consistent Social Media Presence
- Community Round Tables
- Impact Series

Examples:
- Bi-Annual Meetings and Updates
- A & W workgroups conduct stakeholder check-ins

Examples:
- Steering Committee and Community Council hold elected officials accountable
- Ambassadors organize/lead an issues campaign
Using Data to Tell Your Story

Caitlin Murphy
Project Manager
Building Community Resilience
Using Data to Tell Your Story

Data Resource Center for Child & Adolescent Health:  
www.childhealthdata.org

- **State-level data** on child & family ACEs, resilience, SDH, community, school, & family activities, neighborhood support, etc.
- Can select 25+ demographic topics to subgroup data by, including by ACE exposure.

The Annie E. Casey Kids Count Data Center:  
www.datacenter.kidscount.org

- **State-level, select county and city data** on child & family economic wellbeing, education, health, community support, etc.
- Some data can be subgrouped by race/ethnicity, age, or gender.

6% of children without ACEs miss over a week of school  
17% of children with 2+ ACEs miss over a week of school
Using Data to Tell Your Story

**County Health Rankings:**
- County and state-level data on community violence, drug overdoses, access to healthy foods, children in juvenile justice, foster care, etc.

**Community Commons**
[www.communitycommons.org](http://www.communitycommons.org)
- Provides county-level data on topics such as unsafe housing, unaffordable housing, grocery store access, etc.
- Can pull data from long list of publically available data sources, will display data on maps
Communicating Scope

- Consider selecting a reference point commonly known within your community (distances between common sites, sizes of local stadiums, etc)

Communicating Inequity

- Several data sources allow users to break data down by race/ethnicity, income, SHCN, etc.
Know Your Audience:
- Think about what topics would persuade your audience, and explore the data which exist on these topics.
- Ex: for education champions, explore education indicators which exist, such as missed school days, school readiness.

No Data Without Stories:
- Decisions are usually made on an emotional level, and data are then used to rationalize these decisions.
- Therefore data should always be tied to personal stories.

Using Visuals:
- If it’s not distracting, consider using a graphic to illustrate your point.
BUILDING COMMUNITY RESILIENCE IN OREGON

Adverse Childhood Experiences (ACEs)

% children with 2+ ACEs:
- Nationally: 21.7%
- Oregon: 25.4%
- Multnomah County: 22.4%
- Lane County: 21.9%

Together, these are the "Pair of ACEs". How do they show up?

- % children 0-17 who...
  - Have experienced economic hardship
    - 29%
  - Have lived with an adult with mental illness
    - 11%
  - Have had a parent in jail
    - 7%

- % whose guardian abuses substances
  - 11%

Adverse Community Environments (ACEs)

Includes:
- Poor housing quality & affordability
- Violence
- Discrimination
- Lack of opportunity & economic mobility

Supportive adults & healthy households

Connected systems & supports

Oregon's policymakers can support community resilience by:

1. Continuing to protect Medicaid
2. Supporting the Trauma-Informed Care for Children and Families Act (SB 774 & HR 1757)
3. Supporting flexibility in the interpretation and implementation of the Families First Prevention Services Act

BCR is working to transform programs, practices, and policies across systems to improve the health and life outcomes of children, families, and communities.
Questions??

Please “Chat” to “Everyone” to submit questions.
Contact Information & Additional Resources

Jeff Hild: jeffhild@gwu.edu

Wendy Ellis: wendye@gwu.edu

Caitlin Murphy: cmurphy26@gwu.edu

Olga Price: oaprice@gwu.edu

Megan DesCamps: Megan_DesCamps@heitkamp.senate.gov

Vontriece McDowell: vmcdowell@awcommunities.org

BCR Materials: go.gwu.edu/bcr

CHHCS: healthinschools.org

CTIPP: ctipp.org

Alive and Well Missouri: awcommunities.org
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@ResilNation

Search for “Pair of ACEs”

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