

# CONNECTICUT COMMUNITY ACTION PLAN FORM GUIDANCE

This Guidance was developed in order to assist Connecticut's Community Action Agency (CAA) network with completion of the required Community Action Plan (CAP) Form. Guidance includes instructions for completing items, available resources, and examples. Some guidance and examples are derived from publications produced by federal partners such as the National Association for State Community Services Programs (NASCSPP) and the National Community Action Partnership ("the Partnership"); State CSBG offices and associations; CAAs both in network and nationwide; and national studies.

## Section 1: Contact Information:

- 1a. Name of Agency
- 1b. Principal Contact Name
- 1c. Principal Contact E-Mail
- 1d. Principal Contact Phone #
- 1e. Federal Fiscal Year

## Section 2: Comprehensive Community Needs Assessment

Agencies are federally required to submit a Community Needs Assessment (CNA) as part of their Community Action Plan. NASCSPP's *Community Action Guide to Comprehensive Community Needs Assessments* states, "[t]he CAA's assessment is unique within its community and state. It offers a focus on local conditions, analyzing the economic opportunities and barriers for all residents who are at risk of remaining or becoming economically insecure. It identifies existing and potential resources to expand opportunities. It prepares the CAA leadership to plan a multi-year strategy."

**RESOURCES:** Review all available resources (links and Department issued documents) prior to completing and attaching the comprehensive Community Needs Assessment Template (CNA Template):

CSBG Reauthorization Act of 1998, Public Law 105-285 Section 676 (b) (11): <https://nascsp.org/wp-content/uploads/2019/06/Current-CSBG-Statute.pdf>

Community Action Partnership Technical Assistance Guide for Category 3 Community Assessment:  
[https://communityactionpartnership.com/publication\\_toolkit/organizational-standards-technical-assistance-guide-category-3-community-assessment/](https://communityactionpartnership.com/publication_toolkit/organizational-standards-technical-assistance-guide-category-3-community-assessment/)

NASCSPP Community Action Guide to Comprehensive Community Needs Assessments:  
<https://nascsp.org/wp-content/uploads/2018/02/needs-assessment-final-8.22-print-to-pdf.pdf>

CT CAP Form Guidance (Revised 2023, January)  
Self-Assessment Guidance for CSBG Eligible Entities (Revised 2021, December)  
DSS Contract Needs Assessment Language (Part I Section D.3-4)

**2a. Needs Assessment Attachment: Template Form developed in collaboration with Connecticut Data Collaborative (CTData) and approved by the Department.**

**2b. Describe how CAA analysis of customer satisfaction data and customer input (collected as part of the comprehensive community needs assessment) was included in the strategic planning process (Refer to Organizational Standard 6.4); and provide at least one example of how customer satisfaction/feedback data is specifically incorporated into the strategic plan.**

**GUIDANCE:** The Partnership's Category 6 Guide states that the "strategic plan is both directly connected to the community needs assessment (CNA) and responsive to the customers and communities it serves." Therefore, it is essential for customer feedback, collected as part of the needs assessment, to be incorporated into the

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strategic plan. Including both customer satisfaction data and customer input in the strategic planning process is critical to implementing the Results Oriented Management and Accountability (ROMA) framework, namely “What does the customer value?”

Strategic plan goals should be driven by agency, stakeholder, **and** customer input. 2b. asks for a description of “how” analysis of customer feedback data informed strategic planning activities. This requires the CAA to provide specific examples illustrating the method or manner in which results of customer satisfaction and input data were incorporated into the development of strategic plan goals and/or objectives.

**RESOURCES:** Organizational Standard 6.4, “Customer satisfaction data and customer input, collected as part of the community assessment, is included in the strategic planning process.”

Community Action Partnership Technical Assistance Guide Category 6 Strategic Planning pages 14-16  
[https://communityactionpartnership.com/wp-content/uploads/2018/07/FINAL\\_Category-6\\_REVISED-10-2016.pdf](https://communityactionpartnership.com/wp-content/uploads/2018/07/FINAL_Category-6_REVISED-10-2016.pdf)

### **EXAMPLES:**

<b>Description of how Customer Satisfaction Data and Customer Input Included in the Strategic Planning Process</b>
As part of the needs assessment process, our Community Action Agency gathers customer satisfaction data according to a quarterly survey schedule developed/maintained/implemented by our Planning Division. Customer input is also collected through this survey process as well through program focus groups and customer interviews conducted twice a year. Analysis of customer feedback data is completed by our Planning Division quarterly with results reported to and discussed by the Board’s Planning & Program Committee according to an agenda schedule that is pre-set at the beginning of the fiscal year. Committee reports are provided to the full Board at subsequent regular meetings. The Planning & Program Committee also leads strategic planning activities for the agency. The strategic planning calendar/schedule, developed by the committee with Planning Division staff support, included: review of the community needs assessment in September; specific review of all customer feedback, among other agenda items, in October; brainstorm and preliminary identification of strategic plan goals, strategies and outcomes in December; and goals, strategies and outcomes are finalized at February’s retreat.

<b>EXAMPLE(S): Customer Feedback Specifically Incorporated in Strategic Plan</b> <i>(add more rows below if needed)</i>
<b>Customer Satisfaction or Customer Input Item Analysis</b>
50% of customers surveyed stated they were not aware of CAA services other than Energy assistance; 45% of respondents stated they heard about their area’s Community Action Agency through local paper’s press release announcing the beginning of Energy assistance season; 40% of respondents were over age 65.
<b>Strategic Plan Goal, Objective, Strategy or Action Developed as a Result of Customer Satisfaction or Customer Input Item Analysis</b>
Strategic Plan Goal = To increase the awareness of all services offered by our Community Action Agency to assist residents of all ages in reaching self-sufficiency – or another example: Build CAA’s reputation and brand identity to increase awareness of the CAA.
Objective: Design social media and internet media platform targeting individuals under age 40
<b>Customer Satisfaction or Customer Input Item Analysis</b>
25% of customers surveyed expressed CAA services did not address their self-sufficiency needs.

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<b>Strategic Plan Goal, Objective, Strategy or Action Developed as a Result of Customer Satisfaction or Customer Input Item Analysis</b>
<p>Strategic Plan Goal: Community Action Goal 3: People with low incomes are engaged and active in building opportunities in communities.</p> <p>Objective: Increase maximum feasible participation</p> <p>Strategy: Encourage the involvement of program participants in the development, design, and delivery of services</p>
<b>Customer Satisfaction or Customer Input Item Analysis</b>
<p>30% respondents expressed agency facilities were not clean; 10 respondents provided comments about state of disrepair in rest rooms and uncomfortable temperatures (hot &amp; cold) in case management offices.</p>
<b>Strategic Plan Goal, Objective, Strategy or Action Developed as a Result of Customer Satisfaction or Customer Input Item Analysis</b>
<p>Strategic Plan Goal = Increase agency capacity i.e., leadership, infrastructure, and resources needed to manage the agency and its assets effectively and efficiently</p> <p>Action: Develop a routine maintenance plan for facilities</p> <p>Action: Establish committee to develop capital improvement plan</p> <p>Action: Create funding strategy to help underwrite goals/objectives of strategic plan</p>
<b>Customer Satisfaction or Customer Input Item Analysis</b>
<p>Focus group of single parents of young children expressed lack of affordable quality childcare as a major barrier to employment.</p>
<b>Strategic Plan Goal, Objective, Strategy or Action Developed as a Result of Customer Satisfaction or Customer Input Item Analysis</b>
<p>Strategic Plan Goal = Provide access to quality childcare for all low-income families within 5 years</p> <p>Strategies: Increase availability of high-quality childcare slots; develop a fee for service childcare center; develop training for home providers; work with local employers to establish childcare reimbursement accounts</p>

**2c. Board Acceptance:** Board Minutes confirming the formal acceptance of completed community assessment by governing board. **\*\*Please note that formal acceptance must occur prior to the submission of the Community Needs Assessment. Enter date of meeting and attach approved Board minutes that reflect formal acceptance.**

### Section 3: Description of Service Delivery System

The Community Action Plan must provide a description of CAA's service delivery system, including how CSBG and Human Services Infrastructure (HSI) funds are used in the delivery of services. Responses should focus on the economic and social conditions of the catchment area and provide context for strategic planning and programmatic decision making.

**3a. CSBG Service Area:** List communities (cities/towns) served by the agency inclusive of designated CSBG service areas.

**3a1. List any undesignated areas served by the agency.**

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### **3b. Provide an overview of the catchment area's service delivery system; and the role that your agency plays within that system.**

**GUIDANCE:** Summarize how services are delivered as a whole in the entire service area, not just those services provided by the CAA. As the Wyoming Department of Health's CAP Instructions suggest, the description should identify the role of various entities (local public and private agencies) that have a direct and/or supportive role in the delivery of services and activities for the low-income individuals and families in your catchment area. "The description should be clear enough for an uninformed reader to obtain a general understanding of the roles and relationships [these entities have] in the human services delivery system" of your community; and the specific role your agency plays within the system.<sup>1</sup>

<sup>1</sup>Retrieved from [https://health.wyo.gov/wp-content/uploads/2016/02/255-17743\\_CSBG\\_COMMUNITY\\_ACTION\\_PLAN-.pdf](https://health.wyo.gov/wp-content/uploads/2016/02/255-17743_CSBG_COMMUNITY_ACTION_PLAN-.pdf)

**EXAMPLE:** One agency in a rural area may be the main or sole hub of services for the low-income individuals and families in the community where municipal social services offices are understaffed or non-existent; and few private non-profit facilities are physically accessible to customers due to transportation barriers. Another agency in an urban setting may be 1 of 1,000 non-profits offering services to the catchment area's low-income population as well as the city's social services office and State field offices. The urban CAA may be effective in its ability to partner, establish linkages and collaborate with these private and public entities. The urban CAA may also face challenges with ensuring non-duplication of services.

### **3c. Describe your catchment area's low-income population; and include information derived from the needs assessment including data specific to poverty and its prevalence related to gender, age and race/ethnicity for your service area.**

**GUIDANCE:** The description should detail the uniqueness or distinctiveness of your catchment area's low-income population.

### **3d. Describe how your agency's services are targeted to low-income individuals and families and how those services are provided or coordinated with CSBG funds.**

**GUIDANCE:** This inquiry is pursuant to the assurance under Section 676 (b) (3) (A) of the CSBG Act: Programmatic Assurances (3) information provided by eligible entities in the State, containing – (A) a description of the service delivery system, for services provided or coordinated with funds made available through grants made under section 675C (a), targeted to low-income individuals and families in communities within the State.

Lycoming-Clinton Counties Commission for Community Action (STEP) offers the following description in its essay *Understanding Community Action: Community Action Partnerships, the Community Services Block Grant, & the Community Action Approach* ([www.Stepcorp.org](http://www.Stepcorp.org)):

CSBG-supported activities, staff and facilities are targeted toward people making 125% or less of the Federal Poverty [Level] ... allowing individuals and families to meet their basic needs, [access education and employment], achieve self-sufficiency and improve their communities in the ways that make the most sense. CSBG funding is flexible, so the people who know an area best – people who live, work, and raise their families there – decide what is needed most.

The description must be specific in how CSBG funds are actually expended by the agency and how the agency's unique low-income community benefits from the provision and/or coordination of CSBG funds. STEP's essay continues, "Coordination – a bedrock principle of community action is that resources of all kinds need to be integrated so they can be used in combination to solve community wide and individual problems." As CSBG funding is flexible, it allows CAAs to choose how to spend these dollars in the most effective and efficient way

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for the communities they serve. CSBG requires CAAs to coordinate and bundle multiple kinds of public and private resources to address the particular needs of their local communities.

**EXAMPLE:** The STEP's essay provides the following example, "One agency in a rural area may focus on facilitating access to reliable transportation for low-income people to get to work, while another agency in an urban center may prioritize community gardening so that needy residents have access to nutritious food." The response should also include how CSBG specifically supports those activities (program personnel, administrative support, program supplies, etc.).

**3e. Describe how the agency will use CSBG funds to support addressing the prioritized issues identified in the completed CNA Template and herein at 4a. Description must be consistent with information entered in CORE-CT (Budget Summary for applicable fiscal year).**

**GUIDANCE:** 3d asks about overall targeting of services while 3e requests how CSBG funds will specifically support the service gaps identified in the CNA/CAP.

**3f. Describe the Human Services Infrastructure (HSI) Service Delivery System and how it is operationalized within your agency, i.e., specify how your agency is compliant with the Department's Policy Transmittal No. 1 *HSI Integration and Minimum Standards*; and the expectations outlined in Transmittal No. 2 *HSI/ROMA Implementation*.**

**GUIDANCE:** The description should detail specific activities conducted by agency staff in order to fulfill the vision of HSI. The Vision for Connecticut's Human Services Infrastructure (<https://portal.ct.gov/DSS/Economic-Security/Human-Services-Infrastructure/Human-Services-Infrastructure>):

- People are able to get help that feels like help when they need it and access concrete resources to support their efforts toward improved self-sufficiency.
- HSI is a coordinated system of services the people can access easily – whether or not they are Department of Social Services clients.
- People who are not DSS clients find services in the community to assist them to live better lives.
- People that need help that DSS can give arrive at the door better prepared to receive that help.
- For people seeking services in DSS' time-limited program who have barriers to success, those barriers are discovered and ameliorated so that 21 months would be enough time to build a foundation for success. Clients leave the system employed and informed about services in the community to help them maintain independence, connect to helpful resources, build assets, and grow with their community.
- The information and referral system supports people of all income levels during times of need, assists them to find help, and prepares them to efficiently use available resources.

HSI system delivery activities conducted by CAAs should comply with the minimum standards identified throughout your fully executed contract document and enumerated in the Department's Policy Transmittal No. 1 *HSI Integration and Minimum Standards*; and the expectations outlined in Transmittal No. 2 *HSI/ROMA Implementation*. Some key elements include: Principles of ROMA-based Case Management in CT CAAs; Client Flow; "no wrong door"; Universal Intake, Pre-assessment, Full Assessment & Action Plan; DSS Pre-application assistance; tracking & recording customer progress and outcomes; leveraging resources; 2-1-1; etc.

**3g. Identify how HSI activities/functions support CSBG within the agency's identified catchment area.**

**GUIDANCE:** The description should link the agency's HSI service delivery system with the purposes and goals of CSBG as defined in the CSBG Act 42 USC 9901 Section 672 (1): reduction of poverty; revitalization of low-income communities; and empowerment of low-income families and individuals in rural and urban areas to become fully self-sufficient (particularly families who are attempting to transition off a State program carried out under

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part A of title IV of the Social Security Act (42 USC 601 et seq.). In brief, accomplishment of CSBG goals through – use of funds in a manner responsive to local needs and conditions; services with measurable and potential major impact on causes of poverty in the community, and may help families and individuals achieve self-sufficiency; greater use of innovative and effective community-based approaches to attacking the causes and effects of poverty and of community breakdown; and maximum participation of residents in the low-income community empowering such residents to respond to the unique problems and needs within their communities.

Remember the HSI service delivery system is provided to customers regardless of income; customers benefitting from CSBG services must be at or below 125% FPL.

**3h. List the key CAA personnel within your agency and describe their role and responsibilities. Enter information in the table below:**

Name	Title	Roles & Responsibilities (R&R)	How R&R relate to CSBG and/or HSI, if any

**GUIDANCE:** Complete all columns for each staff person identified. For the column “How R&R relate to CSBG and/or HSI”, keep in mind that although the salaries and benefits of certain key staff identified are not funded directly with CSBG and/or HSI dollars, their roles and responsibilities may still relate to the agency’s effort to fulfill the purposes and goals CSBG and/or the vision of HSI, as previously described in this guidance. For example, certain staff may be responsible for documenting and demonstrating compliance with specific CSBG Organizational Standards.

**3i. Describe alliances with key community partners and providers and how you specifically work together to address the causes and conditions of poverty. The description must reference at least one (1) condition and one (1) cause of poverty related to the agency’s work with partners and providers.**

**GUIDANCE (re: Partners):** The response should be specific in its description of any “partner”; a partnership, especially a formal partnership with a written agreement, involves a give-and-take arrangement; in partnerships, entities work collaboratively toward shared goals through a division of labor. Be clear in what the agency provides to the key partner and what the key partner provides to the agency. The response must reference addressing at least one (1) cause and one (1) condition of poverty identified in the needs assessment.

**EXAMPLE (re: Partners):** The U.S. Department of Health and Human Services Office of Community Services April 8, 2015 CSBG Dear Colleague Letter “Financial Capability” describes a partnership between the Texas Child Support Enforcement Office and the Volunteer Income Tax Assistance (VITA) program. In its Bring it Back to Texas program, the child support office “promoted local VITA services to noncustodial parents with past-due child support payments and trained VITA volunteers to serve this client population. The volunteers helped the parents work through specific issues related to refund garnishments and made referrals to community-based organizations to help with other financial issues.” The child support office provided promotion and training; VITA provided targeted services; and both entities’ customers benefitted.

**GUIDANCE (re: Alliances with Key Providers):** The response should be specific in its description of any alliance with a key community “provider(s)”. NASCSP’s CSBG Annual Report Module 2 Instruction Manual identifies as applicable entries for Section B.5 *Number of organizations, both public and private, that the CSBG Eligible Entity actively works with to expand resources and opportunities to achieve family and community outcomes:*



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- CSBG Eligible Entities work with other public and private organizations to expand service opportunities for individuals or families or to achieve community improvement outcomes. B.5. collects information on the number of organizations a CSBG Eligible Entity actively works with as identified by:
  - Financial agreements between a CSBG Eligible Entity and one or more business entities or financial institutions to promote individual or community economic development and/or infrastructure investment;
  - Formal arrangements, such as memoranda of understanding/agreement or service contracts, to coordinate referral and exchange of program participants;
  - Informal working relationships that expand service opportunities for individuals/families with low-income, including routine service referrals and follow-up contacts; and
  - Alliances that advocate for expanded services or community opportunities for people with low-income.

EXAMPLE (re: Alliance with Key Providers): Human Resources Agency of New Britain, Inc. (HRA) joined New Britain YouthBuild to support local and regional economic and workforce development initiatives. The program gives New Britain youth ages 18-24 the opportunity to get their high school diploma or GED while gaining occupational skills training and certificates in the construction sector. In its FY2017 CAP, HRA detailed how each provider in the alliance, including HRA, actively contributed to the provision of resources for the target population.

- Capital Workforce Partners (CWP) is the project lead and fiscal agent; links YouthBuild to other relevant services and construction focused initiatives such as U.S. DOL Green Jobs Funnel Initiative and State Energy Sector Partnership project.
- Jobs Funnel, through its existing and expanding relationships with potential employers, links participants with apprenticeships and job placements including with local and statewide publicly funded projects.
- City of New Britain provides access to worksites and assists with participant recruitment through its Department of Youth and Family Services and its Youth Services Bureau.
- Hartford Area Habitat for Humanity leads the construction of three or more affordable, single-family housing units.
- New Britain Adult Education developed a contextualized academic curriculum and delivers academic instruction to enable YouthBuild participants to earn their GED.
- Finishing Trades Institute of Southern New England (FTISNE) delivers hands-on occupational skills training to YouthBuild participants at its training center and at YouthBuild worksites giving participants opportunities to earn industry-recognized credentials; also delivers a “Survival of the Fittest” leadership development program to each YouthBuild cohort.
- HRA provides case management to YouthBuild participants to support retention in YouthBuild training and placement and retention in further education, apprenticeships, or jobs. HRA also provides financial literacy workshops to YouthBuild cohorts.
- Regional and statewide building trade councils and local minority contractors provide skilled tradespeople to mentor YouthBuild participants and deliver career exploration presentations.
- The State of Connecticut Court Support Services Division (CSSD) refers court-involved, eligible youth to training, and provides support services to court-involved YouthBuild participants.
- The regional Department of Children and Families office refers eligible youth aging out of foster care and provide support services to these participants.

GUIDANCE (re: Address the Causes and Conditions of Poverty): Guidance and examples of causes and conditions of poverty are detailed in the CNA Template Handbook. The description should include the actual causes and conditions of poverty that the identified alliance with key partners and providers works to address. The description need not list all of the possible causes and conditions of poverty related to the agency’s work with partners and providers; however at least one (1) condition and one (1) cause must be referenced.

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EXAMPLE (re: Address the Causes and Conditions of Poverty): Using an alliance such as HRA's with New Britain YouthBuild program as described above, examples of causes and conditions of poverty addressed collectively by the providers may be as follows:

- **Condition:** Continuing high rate of students (X%) in catchment area leave high school prior to graduation reducing their annual earning potential by \$xx,xxx compared to high school graduates; and by \$xx,xxx compared to those with a college degree.
- **Causes:**
  - Working youth; students are economically involved in family's financial stability.
  - Schools in identified city lack supportive programs such as vocational/tech training
  - Negative school culture/environment: lack of safety and orderliness; irrelevant curriculum; staff lack cultural sensitivity; parent involvement not encouraged; etc.
- **Condition:** In the catchment area, an estimated X,XXX young people aged 16-24 (X%) are considered to be "disconnected"; neither working nor in school. In the rural region of the catchment area the overall rate is higher than the urban center. "These young people are missing key educational and employment experiences and are at increased risk for a host of negative outcomes: long spells of unemployment, poverty, criminal behavior, substance abuse, and incarceration."<sup>1</sup>
  - National data to support/enhance local Condition: "[T]he probability of disconnection falls as household incomes rise."<sup>2</sup> "Less than half of youth from low-income families (44 percent) remain consistently-connected to school and/or the labor market between ages 18-24, a lower share than among youth from middle- and high-income families (67 and 75 percent respectively)."<sup>3</sup>
  - National data to support/enhance local Condition: "Roughly 1 in 5 youth from low-income families (18%) never connect (making extremely short, or no connections to school and/or the labor market between the ages of 18 and 24), while only 1 in 50 youth from high-income families (2 percent) fall into this category."<sup>4</sup>
- **Causes:**
  - Youth involved in the justice system;
  - Teen parents or foster care children "aging out" of the system with no clear plan for adulthood;
  - Seeking employment but lack skills required for job market;
  - Greater competition for less-skill jobs from older adults seeking employment after layoffs;
  - Cannot afford expensive job training or college needed for self-sufficiency; and/or
  - Leave college due to financial constraints.
- Other relevant factors as detailed in HRA's CAP:
  - Quote from newspaper article "Connecticut already is showing signs of the skills shortage. Small and large companies are losing their ability to mentor the younger workers, as the more skilled, older workers are doing work wherever they can get it."
  - 2010-2020 CT DOL projections – construction and extraction occupations will increase by 13.5% with 1,941 annual openings;
  - Greater Hartford Metropolitan statistical area (including New Britain) accounts for significant portion of these openings; and
  - Demand for skilled tradespeople across the state.

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<sup>1</sup> Ross, M. & Svajlenka N. (2016, May 24) Employment and disconnection among teens and young adults: The role of place, race, and education. *The Brookings Institution* Retrieved from <https://www.brookings.edu/research/employment-and-disconnection-among-teens-and-young-adults-the-role-of-place-race-and-education/>

<sup>2</sup> Measure of America (2017, March 8) Promising Gains, Persistent Gaps. *Measure of America* Retrieved From: <http://www.measureofamerica.org/youth-disconnection-2017/>

<sup>3</sup> Coalition for At Risk- Restoring Youth. (n.d.). Retrieved March 05, 2018, from <http://www.foratriskyouth.org/>

<sup>4</sup> Coalition for At Risk- Restoring Youth. (n.d.). Retrieved March 05, 2018, from <http://www.foratriskyouth.org/>



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### 3j. Identify service location(s) for communities described in Section 3a.

**GUIDANCE:** List actual office location(s) i.e., street address, town/city, etc. where customers are able to attain the full array of agency services. Do not list LIHEAP intake sites.

### 3k. Attach a list of staff trainings conducted within the previous federal fiscal year. Listing shall include dates of trainings; training topic; names of trainers; and position titles of attendees.

**EXAMPLE:**

Date	Training Title	Trainer	Attendees
3/4/2022	Action Plan Development and Case Notes	Jane Doe, CSBG, Inc.	Case workers Case managers Program Supervisors
4/22/2022	CSBG Organizational Standards Category 8: Financial Operations and Oversight	Jill Doe, Org Standards, Inc.	Director of Finance Staff Accountant Budget Coordinator
5/7/2022 – 5/11/2022	HIPAA Compliance	On-line webinar HIPAA.com	All staff
6/15/2022	Mandated Reporting re: Child Abuse Neglect	John Doe, State of CT DCF	Teachers, frontline program staff and supervisors
9/10/2022 – 9/14/2022	Elder Abuse: Identification and Reporting	PSE Web-based Training, DSS Office of Organizational and Skill Development	All staff and supervisors; Meals on Wheels drivers
9/29/2022	Mandated Reporting: Intellectually Disabled	CT DDS Representative	Frontline program staff and supervisors

### 3l. Was ROMA training provided to staff during the previous year?

*Note: There are options for provision of ROMA training to staff. Training may be provided by a ROMA Professional (Trainer or Implementer), online webinars presented by a federal partner such as Community Action Partnership or CAA program manager/director with ROMA experience/knowledge; and topics may include but not be limited to ROMA overview, ROMA cycle, etc.*

- If yes: List ROMA staff training date(s); provide ROMA trainer name(s); attendee staff position(s); and ROMA topic presented.
- If no: Why was ROMA training not provided? How will this be addressed this during the next year?

### 3m. Was ROMA training provided to the Board during the previous year?

- If yes: List ROMA Board training date(s); provide ROMA trainer name(s); and number of attendees.
- If no: Confirm whether or not your CAA plans to provide ROMA training to the Board during the next year.

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### 3n. Attach Board roster by sector.

**GUIDANCE:** Roster must include all active Board member names and identify for each member, their corresponding sector. Indicate Board officers and vacancies. CAAs may submit/attach completed “DSS – CSBG Board Profile Chart” (form required to demonstrate compliance with CSBG Organizational Standard 5.1) as long as it is up to date/current.

**EXAMPLE:**

	Board Member Name	Representative Sector
1	John Public, Secretary	Public
2	Jane Public	Public
3	First, Last	Public
4	First, Last	Public
5	VACANT	Public
6	John Neighborhood,	Low-Income; Community; or Neighborhood
7	Jane Neighborhood, Chair	Low-Income; Community; or Neighborhood
8	First, Last	Low-Income; Community; or Neighborhood
9	First, Last	Low-Income; Community; or Neighborhood
10	First, Last	Low-Income; Community; or Neighborhood
11	First, Last	Low-Income; Community; or Neighborhood
12	John Private, Vice Chair	Private
13	Jane Private, Treasurer	Private
14	First, Last	Private
15	First, Last	Private

### Section 4: Identifying and Meeting Needs

The Community Action Plan must describe how the agency plans to address service gaps identified in the community needs assessment. The information should be presented for the three-year period to be updated on an annual basis as priorities and conditions change. The description should highlight the roles and responsibilities of community partners with specifically identified purposes (Organizational Standard 2.1).

A compliant response will include the following:

- Description of linkages used to fill identified gaps in services through the provision of information, referrals, case management, and follow-up consultations.
- If an identified community need exceeds your agency’s capacity to meet it and/or there are others already working to address the need, description of methods your agency will utilize to bring more attention to this need in the community.
- Account of leveraged resources to meet identified need(s).
- Agency plans to fill service gap(s) by coordinating with others to address community needs.

**4a. Describe how the agency plans to address each of the service gaps identified in the community needs assessment template over the next three years. Enter information in the chart below as demonstrated by the examples in the *CAP Form Guidance* document. Add charts as needed for each Prioritized Issue and Service Gap.**

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## EXAMPLES:

<b>Prioritized Issue</b>
Early Childhood Education
<b>Service Gap (as identified in CNA Template)</b>
Preschool programs in our catchment area have long wait lists; and many area programs are expensive creating a need for affordable, accessible, and high-quality preschool opportunities for low-income families
<b>Narrative on How Agency Plans to Address i.e., strategies, services, activities</b>
<p>The narrative may include and expand upon CAA plans such as:</p> <ul style="list-style-type: none"> <li>• Increase preschool placement opportunities (slots) for low-income children</li> <li>• Develop a fee for service pre-school center</li> <li>• Provide early childhood quality training to a targeted number of unlicensed providers</li> <li>• Offer preschool scholarships</li> <li>• Offer childcare assistance to case management participants to assist in removal of employment and education barriers; two-generation approach <ul style="list-style-type: none"> <li>○ Provide and receive referrals to and from Partner Agency which offers educational support to single parents</li> </ul> </li> </ul>
<b>Associated Partners with specifically identified purpose(s)</b>
<p><u>Example partners/purposes:</u></p> <p>Office of Early Childhood – Head Start and Early Learning funding</p> <p>Private Foundation – Will fund additional slots for childcare training to unlicensed providers</p> <p>Partner Agency – Coordinate to serve the whole family. As a local non-profit is the Head Start provider in our catchment area, they will refer families to our agency for holistic case management.</p>

<b>Prioritized Issue</b>
Education
<b>Service Gap (as identified in CNA Template)</b>
Lack of supports/intervention strategies for low-income students at risk of dropping out of high school
<b>Narrative on How Agency Plans to Address i.e., strategies, services, activities</b>
<p>The narrative may include and expand upon CAA plans such as:</p> <ul style="list-style-type: none"> <li>• After-school programming</li> <li>• Provide case management services to families with students enrolled in alternative educational program to assist in resolving family, social, and community needs <ul style="list-style-type: none"> <li>○ Students' access to CAA's career counselor to provide support and outreach to high school students for post-graduation planning</li> <li>○ Bus tokens for students who have no other means of transportation to/from school</li> </ul> </li> <li>• Coordinate mentoring program: pair local business volunteers as mentors with high school students in career-oriented support system focus</li> <li>• Entrepreneurship Program</li> <li>• Offer childcare assistance to teen parents</li> <li>• CAA case management focus on parents' involvement in school – parent engagement strategies and individualized graduation plans</li> <li>• Advocate for work schedules for high school students</li> <li>• Coordinate community-led projects in schools</li> </ul>
<b>Associated Partners with specifically identified purpose(s)</b>
<p><u>After-school program partners/purpose:</u> Board of Education provides trained/experienced tutors; local Food Bank provides snacks; local Police Activities League provides recreational programs; area University</p>

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provides weekly hands-on activities and leadership/life skills workshops; local Volunteer Coordination, Inc. provides community service opportunities for participants earning high school credit

Mentor Program partners/purpose: local Chamber of Commerce promotes program to members and provides meeting site; high school guidance office recommends students for participation; public library promotes program through young adult library services and provides meeting sites; Connecticut Mentoring Partnership provides leadership and training to the program

### Prioritized Issue

Food Security

### Service Gap (as identified in CNA Template)

Access to nutritious, affordable, and high-quality food is a challenge in our catchment area's low-income neighborhoods, communities of color and rural sections.<sup>1</sup>

### Narrative on How Agency Plans to Address i.e., strategies, services, activities

The narrative may include and expand upon CAA plans such as:

- Join and actively participate in local Food Policy Council
  - Identify actual projects CAA participates in through committee or task team e.g., fresh food coupon program (increase purchase power of SNAP at farmers' and mobile markets; grow community gardens; improve offerings at corner stores & bodegas)
- Advocate for food-based economic development (bring grocery stores and other healthy food retailers to food deserts in catchment area)
- Nutrition education
- Advocate for local agricultural sustainability (ordinances to conserve/protect farmland, support urban agriculture and sale of local farm products)

### Associated Partners with specifically identified purpose(s)

Example partners/purposes: Food Policy Council leads in coordination of efforts to implement health food projects; Connecticut Farm Bureau provides education, market promotion and legislative advocacy; Faith-based organizations provide affordable access to food through food pantries, soup kitchens and community suppliers; neighborhood trusts work to bring healthy food retailers to urban areas; municipal development, health, and social services offices offer support and develop incentives to attract affordable healthy food retailers; local university provides nutrition education at project sites and stores participating in programs

<sup>1</sup>Treuhart, S. & Karpyn, A. (2010). *The Grocery Gap, Who Has Access to Healthy Food and Why It Matters*. Retrieved from <http://thefoodtrust.org>

### Prioritized Issue

Health/Social Behavioral (Seniors & Disabled)

### Service Gap (as identified in CNA Template)

The low-income senior and disabled population in our community is growing, and current homemaker services are not sufficient for the supports needed by these residents to maintain independence and self-sufficiency.

### Narrative on How Agency Plans to Address i.e., strategies, services, activities

The narrative may include and expand upon CAA plans such as:

- Develop Senior/Disabled In-Home Services (chore/housekeeping/yard care)
  - Hire staff and/or coordinate volunteers
- Develop Senior Companion Program (assistance & friendship)
  - Staff professional non-medical caregivers and/or coordinate volunteers
- Develop Senior Resource Center: single entry point dedicated to information, access and service for older adults and their families
  - Utilize gatekeeper/navigator method to identify seniors in need; assessment; information and referral and follow-up case management services

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- Supplement with wellness programs; caregiver support; home delivered meals; home safety (grab bars, handrails, etc.); etc. to support independence and self-sufficiency

### **Associated Partners with specifically identified purpose(s)**

Example partners/purposes: Aging Support Agency or Visiting Nurse Group provides specialized training to volunteers; faith-based groups promote program to senior members and youth groups (volunteer opportunities i.e., yard work); Legal Services non-profit provides information regarding volunteer liability coverage; local carpenters union provides volunteers for small house projects.

Example supplement partners/purposes: YMCA/YWCA or Senior Center provides physical fitness programs; local health department provides wellness screenings, nutrition education, fall prevention, and chronic disease self-management programs; Local non-profit organization trains volunteers to provide rides to seniors/disabled for medical appointments; and Housing Authority housing opportunities for seniors/disabled and self-sufficiency programming.

### **Prioritized Issue**

Housing-Homelessness

### **Service Gap (as identified in CNA Template)**

Homeless youth are unable to meet their basic needs due to lack of economic assets and safe, affordable permanent housing.

### **Narrative on How Agency Plans to Address i.e., strategies, services, activities**

The narrative may include and expand upon CAA subsidized housing program with the following possible components\*:

- Subsidized housing for youth with transition services (supervised housing and/or support services)
- Programs focused on youth aging out of foster care; involved with justice system; young parents
- Subsidized housing may be clustered or single site; scattered housing; and/or host homes
- Rent vouchers; stipends for living expenses (submit receipts)
- Supportive services: case management; self-sufficiency support/living skills (financial literacy, safety, food preparation, housekeeping, conflict resolution, etc.); parenting classes; education/job readiness/training assistance; employment opportunities; mentors; family reunification
- Supervision: host homes; required participation in house meetings, social/recreational events (community building); program tracking
- Requirements: full/part-time employment, school/training; contribute to rent/savings; increasing contributions with progress; save XX% of earnings
- Program factors: multiple funding streams; multi-sector collaboration; innovative/unique approach

\*Ideas for program components derived from: Bardine, D. (n.d.). *What Works To End Youth Homelessness*. Retrieved from [www.nn4youth.org](http://www.nn4youth.org) and Dworsky, A., Dillman, K., Dion, M., Coffee-Borden, B. & Rosenau, M. (2012, April). *Housing for Youth Aging out of Foster Care*. Retrieved from [https://www.huduser.gov/publications/pdf/housingfostercare\\_literaturereview\\_0412\\_v2.pdf](https://www.huduser.gov/publications/pdf/housingfostercare_literaturereview_0412_v2.pdf)

### **Associated Partners with specifically identified purpose(s)**

Example partners/purposes:

- Affordable housing developer/property management agency provides sites/units
- Private Foundation provides host families
- Chamber of Commerce, faith-based groups provide mentors
- Faith-based groups provide emergency shelter services, meals, contribute to Continuum of Care planning, advocacy, etc.
- homeless shelter, local/state social/family services, city outreach workers provide referrals
- YMCA/other entities provide recreational activities
- Community-based organizations provide basic start-up necessities, clothing, furnishings, on-site supervision, referral resources, etc.
- Employment Support Agency provides workforce development services

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- On-site restaurant/retail provides training and employment opportunities
- Local Bank/Financial Services provides financial literacy training
- Area University provided tutors/education attainment assistance
- Health Facility provides primary care; counseling; substance abuse services
- Legal Services provides information about legal rights, legal services for participants transitioning from child welfare system/exit juvenile justice system (Homeless Youth Legal Network), assistance to obtain identification (e.g., birth certificate), access to healthcare

Funders: Federal/State/local; foundations; private businesses; human service or child welfare agency; faith-based agencies

### **Prioritized Issue**

Employment

### **Service Gap (as identified in CNA Template)**

Our community lacks substantial programs to provide employment supports for people with criminal histories.

### **Narrative on How Agency Plans to Address i.e., strategies, services, activities**

The narrative may include and expand upon development or collaboration of non-violent offender re-entry employment program with the following possible components:

- Strength-based employment support for low-income ex-offenders
- Outreach and partner with local “felon friendly” or “ex-offender friendly” employers
- Coordination of holistic/wrap-around services
- Coordination/placement in paid transitional jobs, apprenticeships/internships, employment; provision of soft-skills, job readiness skills, job skills training, etc.
- Case management supports to address other barriers: social, economic, health, housing, education; job retention; life skills; budgeting; transportation; family reunification
- Assistance with navigating legal system
- Mentors with successful reentry histories

### **Associated Partners with specifically identified purpose(s)**

#### Example partners/purposes:

- Referrals provided through probation/parole officers; Department of Corrections work release; court advocates; and state unemployment office
- Ex-offender friendly employers provide job opportunities, training, apprenticeships, internships, etc.
- Area University provides tutors; education and learning assessments of participants; literacy and ESL volunteer instructors
- Department of Labor provided local labor market needs to match training program or ex-offender existing skills
- Non-profit Legal Aid Services provides information and legal aid services
- Community-based/human services organizations provide life skills classes; interview/workplace clothing; support group counseling; family reunification services
- Local Municipality provides paid transitional work/training
- Non-profit Housing Initiative provides subsidized housing, sober-living housing
- Private Foundation supplied computer lab

#### **4b. Describe the agency’s Strategic Plan objectives which informed the CAP; provide at least one example.**

**GUIDANCE:** It is important to understand the purposes and relationship of the agency’s CNA, Strategic Plan (SP) and CAP. The CNA is intended to inform the agency’s strategic direction and investment decisions; and key



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findings in the CNA guide strategic planning. The SP informs the CAP's description of how the agency will deliver programs and services.

The SP sets agency priorities and outcomes, including how the agency will address identified needs at family, community, and agency levels; strategic planning includes discussions on how to address top needs, gaps, prioritization, and 5-year (or even 10) goals. The SP typically conducts a SWOT analysis, identifying strengths, weaknesses, opportunities, and threats. According to Office of Economic Opportunity (OEO) Instruction 1105-1 (1970) "[CAAs] must develop both a long-range strategy and specific short-range plans for using potential resources...In developing its strategy and plans, the CAA shall take into account the areas of greatest community need, the availability of resources, and its own strengths and limitations."

The CAP identifies the plan to implement programs and approaches to meet strategic goals and address community needs; details what is to be done that year and how it relates to the CNA and Strategic Plan. The CAP takes the SP SWOT analysis into account as the agency may not be able to directly address all needs identified in the needs assessment because:

- The needs may not connect to the agency's mission
- The agency does not have the expertise
- The agency does not have the capacity
- The need is being addressed by others in the community

### EXAMPLES:

Goal and/or Objection Identified in Strategic Plan
<p>SP Goal: Reduce service area unemployment rate by 2.5% in next 5 years</p> <p>SP Goal: Increase percentage of skilled workforce in service area by 5% in next 3 years</p> <p>SP Objective: Support/invest in employment focused programs and services that address job training and employment placement which include education/GED and internships for youth, young adults, re-entry population, and the homeless</p> <p>SP Objective: Alignment of workforce development programs with current career opportunities and service area labor market demand (as CNA indicates strong growth in middle-skill jobs e.g., 65% of healthcare jobs, 35% management jobs, various construction trades)</p>
Programs and Approaches Identified in CAP to Meet Strategic Goals and/or Objectives
<p>Pro-Skills Program lifts families out of poverty by providing an employment-focused program that includes paid job training and a high-school diploma program. Our CAA provides trauma-informed wraparound services for all Pro-Skills participants (low-income young adults aged 18-26).</p> <p>Our CAA operates Connect Academies, 16-week cohort-based programs for low-income disconnected students ages 16-24 to progress towards GED completion, gain Career Technical Education (CTE) credits towards a certificate, participate in a 60-hour paid internship, and learn skills to create a career path plan resulting in entry to industries with sustaining wages.</p> <p>Tech-Now provides low-income youth (ages 16-25) with technology and professional training, coaching, and support necessary to access higher education and high paid technology-related jobs. Our CAA provides referrals, application assistance and case management support to Tech-Now participants.</p> <p>Hand-Up empowers unhoused low-income men and women to rebuild their lives. Participants are active in volunteer work-experience projects, receive a basic needs stipend, job success and life skills</p>

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support, and a 'hand-up' to achieve goals through case management and employment services. Our CAA partners with shelter organization that operates Hand-Up and provides volunteer work-experience projects for participants.

One Step Forward increases self-sufficiency and workforce opportunities through wraparound support, job-training, and job placement for low-income, reentry or marginalized service area residents. Participants who enroll in job training also receive a stipend, and support in obtaining and maintaining full-time employment. Our CAA provides wraparound case management support for participants.

### Goal and/or Objective Identified in Strategic Plan

SP Goal: Reduce homelessness rate by 3% in the next 5 years

SP Goal: Reduce eviction rate by 8% in next 3 years

SP Goal: Increase home ownership rate by 5% in next 7 years

SP Objective: Support programs and services that provide shelter/transitional, stable, and affordable housing or home ownership or assets building or financial empowerment or micro enterprise opportunities

### Programs and Approaches Identified in CAP to Meet Strategic Goals and/or Objectives

Our agency operates a transitional housing program and emergency shelter for low-income homeless families in the catchment area. Participants receive wraparound services including housing assistance, case management, life skills/parenting classes, employment training and job search assistance, mental health assessments, children's activities, and linkages to benefits and mainstream resources.

Our CAA manages a senior apartment complex that provides permanent affordable housing with wraparound services connecting low-income and formerly homeless service area residents age 55+ with resources and mainstream benefits that allow residents to gain income and social supports to age in place.

Our Secure Home Program works with low-income residents to strengthen their economic self-sufficiency and housing stability to reduce their likelihood of becoming displaced or under-housed. Services include housing clinics, case management, financial coaching, and follow-up.

Senior Homeless Services provide critical basic needs to low-income residents age 55+ including winter shelter, health assessments, psychiatric care, an outpatient addiction recovery program, a daily meal, social stimulation, and permanent supportive housing. Our agency provides referrals to Senior Homeless Services with follow-up including affordable housing search and payment assistance.

Our CAA provides referrals and follow-up for clients to the following local service organizations: Housing Rights which provides eviction prevention services including legal representation; Satellite Housing which provides permanent supportive housing for low-income and homeless seniors; and Housing Resource Center which provides foreclosure prevention, eviction prevention and housing rights education.

### Goal and/or Objective Identified in Strategic Plan

SP Goal: Reach at least 20% of community residents with public awareness campaign

SP Goal: Develop partnerships with at least 3 Chambers of Commerce in our catchment area

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SP: Support programs and services that increase public awareness and expand partnerships with small businesses, Chambers of Commerce, as well as engaging non-profit and public agencies in the issue of poverty and other issues that affect the service area's low-income population.

### Programs and Approaches Identified in CAP to Meet Strategic Goals and/or Objectives

President/CEO appears on special 30-minute Public Service TV program 1/month to discuss critical community needs and accessible services.

Schedule 4 Community Policy Forums addressing critical community needs including affordable housing; health care; food insecurity; etc.

Form and maintain both membership and service relationships with 3 targeted Chambers of Commerce to: 1. Strengthen the Assessment of area economic needs and opportunities and 2. Leverage service support for low-income residents related to employment training, fiscal literacy, and childcare.

### Objective or Goal Identified in Strategic Plan

SP Goal: Provide community development/policy advocacy training to 15 low-income residents.

SP Objective: Support programs and services that mobilize, empower, and promote low-income individuals and the community to take action in the areas of housing, transportation, seniors, education, employment, veterans, immigration, and youth.

### Programs and Approaches Identified in CAP to Meet Strategic Goals and/or Objectives

Collaborate with local College to create training program and funding proposal.

Secure funding and recruit low-income participants from CAA customers and community groups.

Provide a strategic action plan for each graduate.

**4c. For each Prioritized Issue/Service Gap, describe how plan described in 4a is outcome-based (changes in status for individuals, families and/or communities) and anti-poverty focused to satisfy Organizational Standard 4.2. The plan needs to be focused on outcomes, i.e., changes in status (such as hunger alleviation vs. food baskets). Identify agency goal(s) associated with expected outcomes over the three-year action plan period including anticipated impact on poverty in the catchment area.**

**Enter information in the chart below as demonstrated in the *CAP Form Guidance* document. Add charts as needed for each Prioritized Issue/Service Gap. NOTE: Do not enter National Community Action Network Theory of Change Community Action Goals or National Performance Indicators (NPIs) here as those items will be completed at Section 7 of this CAP Form.**

Prioritized Issue
Service Gap (as identified in CNA Template)
Expected Outcome(s) – change(s) in status
Explain anti-poverty focus
Goal(s)

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**GUIDANCE:** The CAP must be outcome-based, meaning at its foundation the plan includes strategies to change or improve individual, family, and/or community conditions. Through its strategies to address prioritized issues/service gaps, the CAA expects to achieve certain changes in status for its customers and/or the community at large. In developing the plan and determining expected outcomes, be careful not to mistake outputs for outcomes.

An output describes a service or intervention (What did the agency do?) such as: Increase the number of job training opportunities for clients with employment barriers; or clients will receive budget booklets and attend financial literacy workshops. An outcome is a forecasted result, a change or benefit for individuals, populations or neighborhoods which can be observed (What happened to the client? What happened to the community?) such as: clients achieve training certifications/obtain employment; clients increased their financial literacy skills/clients maintained a household budget for 90 days and increased their ability to manage income. The associated outcomes are the result of the outputs. The following are examples of outputs and corresponding outcomes:

Outputs	Outcomes
Housing Counseling	Clients/community avert predatory lending choices
	Neighborhood stability (long-term outcome)
	Participants purchase homes and build wealth
Senior Homemaking Services	Home environment is healthy, clean, and safe
	Participants stay in their own home and not referred to a nursing care facility
Shelter and Counseling For Runaway Youth	Families are reunited when possible
	Youth are in stable alternative housing
Transportation for Seniors (rides to medical appointments, grocery stores and social events)	Seniors experience better physical and emotional health
Parenting Skills Classes	Parents feel more confident and provide better care for their children
Increase the number of job training opportunities for clients with employment barriers	Clients achieve training certification
	Clients obtain employment
Financial Literacy Workshops including Budget Booklet Distribution and Completion	Participants are more financially literate and confident (increase financial literacy skills)
	Clients maintained a household budget for 90 days
	Clients increased their ability to manage income

The CAP must also be anti-poverty focused as the purpose of the CSBG Act is to reduce poverty, revitalize low-income communities, and empower low-income families and individuals in rural and urban areas to become fully self-sufficient. The explanation of the CAP's anti-poverty focus should support the purpose of the CSBG Act and align with its prioritized issues/service gaps, plans to address such, and expected outcomes. We require that CAAs be specific in providing an explanation as it relates to the identified service gaps and expected outcomes and not simply enter associated ROMA goals which are required in Section 7 of the CAP form. Examples are provided below.

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NASCSP defines ROMA as “a performance-based initiative designed to preserve the anti-poverty focus of community action and to promote greater effectiveness among state and local agencies receiving Community Services Block Grant (CSBG) funds.”

Organizational Standard 4.2 also requires the CAP to be directly tied to the community assessment. Though it is not required to provide evidence here that the information provided ties directly to the community assessment, the Department will make that determination in its review of the assessment and CAP. Data in the community needs assessment must support the CAP’s plans to address service gaps and expected outcomes.

**RESOURCES:** Organizational Standard 4.2, “The organization’s Community Action Plan is outcome-based, anti-poverty focused, and ties directly to the community assessment.”

Community Action Partnership Technical Assistance Guide Category 4 Organizational Leadership pages 8 – 10  
[https://communityactionpartnership.com/wp-content/uploads/2018/07/Leadership\\_category4\\_FINAL.pdf](https://communityactionpartnership.com/wp-content/uploads/2018/07/Leadership_category4_FINAL.pdf)

**EXAMPLES:**

Prioritized Issue
English Language Proficiency
Service Gap (as identified in CNA Template)
Insufficient English as a Second Language (ESL) classes in the community
Expected Outcome(s) – change in status
Our Agency’s plan to provide vocational ESL classes in the community will result in the following <u>outcome(s)</u> : Low-income adults assessed with employment barriers due to English language proficiency challenges will improve their English comprehension skills, increase English proficiency, will be better equipped to enter the workforce, and/or will obtain employment.
Explain anti-poverty focus
Our program provides free vocational ESL classes to <u>low-income adults</u> in order to build participants’ employment-ready skill sets assisting in their path to self-sufficiency.
Goal(s)
Annually, 75% of participants in ESL classes will demonstrate improved English comprehension skills as documented in pre- and post-tests.

Prioritized Issue
Health (mental/behavioral health)
Service Gap (as identified in CNA Template)
Lack of resources for parents of young children experiencing stress associated with childrearing and sustenance of family.
Expected Outcome(s) – change in status
Our Agency’s plan to provide parenting support activities/curriculum through its Head Start programming will result in the following <u>outcome(s)</u> : Participating parents will increase their knowledge, confidence, and skills; increase positive interactions with their children; have opportunities to connect with other parents and community agencies; and reduced levels of stress associated with pressures of parenting and supporting a family.
Inclusion of case management supports in addition to the parenting program will result in the following <u>outcome(s)</u> : Improved self-sufficiency, capability in knowing how/where to access resources, increased confidence in goal setting and achievement, and ongoing achievement of self-sufficiency goals.

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<b>Explain anti-poverty focus</b>
Our program provides free parenting support activities for families enrolled in Head Start (85% of our Head Start enrollees are <u>low-income</u> ) in order to improve participants' confidence & parenting skills, reduce stress levels, increase enjoyment of family life, and empower to build resource/support network.
<b>Goal(s)</b>
Year 1 Goal: at least 40% parent enrollment; and at least 80% of participants will report reduced parenting stress levels, increased knowledge about better parenting interactions with their children, more connections to their peers and other community agencies and improved understanding/utilization of tools for self-sufficiency.

<b>Prioritized Issue</b>
Homeless Youth
<b>Service Gap (as identified in CNA Template)</b>
Homeless youth are unable to meet their basic needs due to lack of economic assets and safe, affordable permanent housing
<b>Expected Outcome(s) – change in status</b>
Our Agency's plan to provide program services to homeless youth identified at 4a will result in the following <u>outcome(s)</u> : Youth participating in Transitional Housing Services will further their education by remaining in school or enrolling in college/post-secondary training; will obtain part- or full-time employment; will obtain life skills required for independent living; and will successfully transition to independent living.
<b>Explain anti-poverty focus</b>
Our transitional housing program exclusively serves <u>homeless youth</u> and focuses on providing participants with the support and skills necessary to be self-reliant, increasing educational attainment, employment skills and earning potential.
<b>Goal(s)</b>
50% of program participants will remain enrolled and attend high school for 2 full semesters 25% of program participants will graduate high school or obtain GED certificate 25% of graduates will enroll in college or post-secondary training 35% of participants will obtain part- or full-time employment 80% of participants will acquire life skills required for independent living 60% of participants will successfully transition to independent living within 3 years

<b>Prioritized Issue</b>
Transportation
<b>Service Gap (as identified in CNA Template)</b>
Access to resources such as medical, retail, social services, etc. is a challenge to our catchment area's low-income population due to transportation barriers, e.g., high cost of personal vehicle purchase and maintenance and limited access of public transportation.
<b>Expected Outcome(s) – change in status</b>
Programs such as assistance with purchasing donated vehicles, senior transportation, non-emergency medical rides, transportation vouchers, and advocacy for improved public transportation will result in the following <u>outcome(s)</u> : clients will obtain an affordable vehicle in order to meet the transportation needs of their family accessing medical, food and social service supports; seniors will have easy access to in-person community resources; seniors and disabled clients will increase their ability to maintain health and well-being as well as use preventative health care services by regularly attending non-emergency medical appointments; our State's public transit will develop a plan to better serve the community's public



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transportation needs; and new or expanded public transportation services will be available to the low-income community.
<b>Explain anti-poverty focus</b>
Programs and strategies identified will reduce transportation barriers experienced by <u>low-income</u> individuals and families in our community increasing their access to crucial resources; and revitalize our catchment area's low-income community by advocating for increased access to resources through improved public transit.
<b>Goal(s)</b>
In each year of the program at least 5 low-income families will obtain affordable vehicles meeting their transportation needs.
In each year of the program 100% of senior and disabled clients with transportation barriers will maintain health and well-being as a result of access to preventative health care services (non-emergency medical rides).
In 3 years, public transportation ridership will increase 10% as a result of our agency's awareness campaign focusing on the benefits of public transit.
Through our agency's advocacy efforts, our catchment area's public officials (at least 5 mayors and 6 state senators) will understand the value of public transit and demonstrate such by introducing opportunities to fund, improve and expand public transit at the legislative level.

### Section 5: Linkages

CT CAAs are contractually required to establish linkages with other agencies in the community to improve coordination, avoid duplication, and enhance the delivery of services to alleviate the causes, and improve the effects of, poverty on the target population. Such linkages shall be intended to promote the development of improved delivery systems for services that include, but are not limited to, community-based services designed to promote active participation in the community; and other social services designed to specifically promote and facilitate strengthened family and other support systems.

**5a. List the three organizations, either governmental or other social service agencies with anti-poverty programs (other than DSS and CAFCA), with whom your CAA works with the closest. Then describe how you work together to assure effective delivery of and coordination of CSBG services to low-income people and communities while avoiding duplication of services.**

Organization	Coordination of activities to provide services & avoid duplication

**GUIDANCE:** Pursuant to assurances under Sections 676(b)(5) and (b)(6) of the CSBG Act, how will the agency link or coordinate with governmental and other social services, especially antipoverty programs, to assure effective delivery and avoid duplication of CSBG services to low-income people and communities? In other words, how will the agency build upon existing services, resources, and/or strengths in the community to meet each need?

Services provided through CSBG funding must fulfill the purposes of the CSBG Act: to reduce poverty, revitalize low-income communities, and empower low-income families and individuals in rural and urban areas to become fully self-sufficient. CAAs are also required to establish linkages with governmental and other social service providers including anti-poverty agencies to assure the effective delivery of services and avoid duplication of

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services. If there is an existing entity in the community that provides services to reduce self-sufficiency barriers for low-income individuals/families, the local CAA should establish a linkage with that entity and coordinate activities so that 1) CAA customers may easily access those services and 2) the effort to address the identified need is not duplicated by the CAA.

For example, if a community has an established emergency food provision system (e.g., city-wide accessible food banks/pantries, mobile food pantries, food shuttles, farmers' markets, congregate meal sites, homebound delivered meals) the CAA need not establish its own food pantry or emergency food provision system. The CAA should establish links within the system or participate with the coordinating entity if one exists (e.g., emergency food network or anti-hunger council). If there is a need for a coordinating entity, the CAA may work to develop such a group. Participation in a council or network may include evaluation and planning or sharing of identified community needs and resources (i.e., determine service providers that need to build capacity and those that may need to close). Links with the individual service providers may consist of reciprocal referral (provision of supplement services to food bank customers), share/coordinate volunteers, organize/host food drives, and transportation vouchers to emergency food provision locales.

**RESOURCE(S):** CSBG Act Section 675C (b) (1) (B) and Section 676(b) (5) and (b) (6).

### EXAMPLES:

Organization(s)	Coordination of activities to provide services & avoid duplication
WIC, Nutmeg Diaper Bank, Interfaith Community Charity, and Downtown Women's Club	WIC, Nutmeg Diaper Bank, Interfaith Community Charity, and Downtown Women's Club all provide support to low-income teen parents in the form of food/nutrition assistance, education and needed supplies (diapers, baby furniture and accessories). Through reciprocal referral, our Family Counseling Division provides counseling, mentors, and parenting classes to the same population. Our programs offer either direct services or referrals to affordable childcare, education, and job training. We work specifically with WIC through funding program administration and the provision of office space; we work with Nutmeg Diaper Bank through volunteer coordination; and we work with Interfaith Community Charity and Downtown Women's Club through donation coordination and hosting supply drives.

Organization(s)	Coordination of activities to provide services & avoid duplication
Southern New England Continuing Education-Technical School	We work directly with SNE Continuing Education-Technical School to provide low-income adults (clients) with training certifications such as: Certified Medical Assistant; Dental Assistant; Office Administrative Services; Culinary Arts; Welding/Metal Fabrication. Our agency has a dedicated staff person to recruit, pre-test, and refer/case management clients with employment/job skill barriers to the school. We provide case management services while clients are enrolled at SNE to encourage continuation in the program and support client success. SNE provides actual training, ESL classes, and certification at a discounted rate to our clients. Our program provides vouchers to pay for classes; clients invest in required materials. SNE assists clients with job placement after course completion.

Organization(s)	Coordination of activities to provide services & avoid duplication
Housing for All, a HUD-Approved Housing Counseling Agency	We work with Housing for All (HUD-Approved Housing Counseling Agency) to provide our rental assistance clients with access to individual counseling, workshops, and seminars specific to fair housing, housing education, rights, and responsibilities (tenants and landlords), household budgeting, etc. Our program provides eviction prevention/rental assistance to eligible customers with landlord mediation and rent arrears. Housing for All provides housing education and counseling services to those

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	customers. We promote workshops and provide space for Housing for All to conduct; attendees include our customers, Housing for All's own clients, and are open to the community. Our agency provides minimal funding to support a portion of Housing for All housing counseling staff.
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**5b. Describe one (1) on-going initiative that your agency has undertaken during the previous federal fiscal year in which you work with another community partner or partners to leverage services and prevent duplication within your catchment area. Response must differ from responses provided at 4a and 4b.**

**GUIDANCE:** The response should address as many of the components of the inquiry as possible.

- Ongoing Initiative – an act or strategy in progress intended to resolve a difficulty or improve a situation; a fresh approach to addressing cause and/or condition of poverty.
- Community partner(s) – public, private, community-based organizations working together toward a shared goal.
- Leverage services – Through leveraging of services with a partner, CAAs maximize the impact of CSBG funds, enhance program activities and support achievement of outcomes for customers. Services should complement or supplement each other (not supplant) and collectively fill identified service gaps.
- Prevent duplication – CAAs should not provide identical services already sufficiently provided by another entity or entities in the catchment area. The CAA should work to fill identified gaps in service, as determined by the community needs assessment, through its evaluation of needs and resources in the catchment area.

When preparing the response, consider how the CAA's initiative may impact the catchment area on a community level. Community level initiatives may include implementation of strategies related to employment (e.g., job creation); education (e.g., adult education); infrastructure and asset building (e.g., neighborhood watch, community facility creation); housing (e.g., affordable units development); health and social/behavioral (e.g., domestic violence, healthcare facility); community support (e.g., transportation system development); emergency management (e.g., emergency food/shelter); and civic engagement and community involvement (e.g., volunteer recruitment, advocacy). See NASCSP's Module 3 – Community Level Instructional Notes (pages 15-17) for a full listing of possible strategies: [https://nascsp.org/wp-content/uploads/2019/01/module3\\_f\\_formatted-with-formulas-and-numbered-7.pdf](https://nascsp.org/wp-content/uploads/2019/01/module3_f_formatted-with-formulas-and-numbered-7.pdf)

**EXAMPLES:** The following two (2) examples are sample narratives from a template form produced by the State of California Department of Community Services and Development "Program Accomplishments and Coordination of Funds CSD 090":

### **Idaho EL-ADA, Inc.: Meals and Transportation for Homeless**

In response to an increase in the homeless population in Boise late in 2001, the City of Boise, Idaho and the Salvation Army opened an emergency Winter Relief Shelter (WRS) and feeding program, where overnight lodging, lunch and dinner would be provided. However, the shelter is located a few miles from the city center where participants would typically obtain work and breakfast from the Boise Rescue mission. It was difficult for the homeless to get to the shelter and still come into town to try to obtain work, and many consequently remained on the streets without food overnight so they could find work in the morning. **EL-ADA**, Inc., the Boise area CAA, contacted the City of Boise to see what could be done to provide transportation for the homeless from the shelter to downtown Boise. The City's budget was insufficient to secure transportation, and the Salvation Army had the staff and vehicles but could not afford to provide the transportation without reimbursement. **EL-ADA pooled \$2,175 in CFNP [Community Food and Nutrition Program] funds with the City, and the Salvation Army to provide transportation for up to 132 people per day to and from the shelter.** Running routes three times per day allows the residents to come into town for breakfast and work in the morning, return to WRS for lunch and afternoon programs, dinner, and night shelter. Those not staying overnight at WRS can be returned to town for dinner or work. This service is the result of an effective partnership between local

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government, the faith community, and the local community action agency. Alone, none of the three agencies could provide the service, but they work together, and homeless people are able to secure shelter and food while maintaining employment and other responsibilities.

### **Massachusetts Hampshire Community Action Commission – Housing**

The lack of affordable housing in Northampton, Massachusetts is a major issue for the low-income population. Over the last few years, as Northampton has “gentrified” and as Smith College has expanded in the center of the city, the amount of affordable housing stock has declined. When it became clear that Meadowbrook Apartments would be sold, with 252 units, 80% reserved for low- and moderate-income tenants, Hampshire Community Action Commission (HCAC) knew it had a role to play in preserving the affordability of those units. In partnership with the City of Northampton and others, HCAC worked at a variety of levels to see that the new owners did not reduce the number of affordable units. Using CSBG funds, HCAC’s Organizing Program helped the Meadowbrook tenants create a tenant’s organization and learn the skills necessary to advocate for their own interests. After working with the Mayor of Northampton and the tenants for six or seven months, HCAC organizers empowered the tenants to become proactive in addressing their concerns with the incoming management company. Through staff support and technical assistance, HCAC helped the tenants elect officers, take positions, and conduct community actions. As a result of these and other actions, including negotiations between the new owners and the Massachusetts Housing Finance Authority, HCAC expects that these buildings will become 100% affordable housing for thirty years. The tenants have new skills and an organization to help them look out for their own interests and HCAC is helping to eliminate a significant condition of poverty in the county.

**5c. Pursuant to the assurance under Section 676(b)(3)(B) of the CSBG Act, Describe how your agency utilizes linkages to fill identified gaps in service, through the provision of information, referrals, case management, and follow-up consultation. In other words, if an identified community need exceeds your agency’s capacity to meet it and/or there are others already working to meet it in the community, have you answered questions such as: Can our agency bring more attention to this need in the community? Can our agency leverage resources to meet this need? Can our agency fill a service gap by coordinating with others to address this need?**

GUIDANCE: The inquiry is specific to the development of new/additional linkages. It is understood that this inquiry may be somewhat duplicative with responses provided at 4a (service gaps and partners with specifically identified purposes); however, 5c is specific to filling gaps with the provision of I&R, case management, and follow-up consultation.

RESOURCE: CSBG Act Section 676(b)(3)(B)

NASCSP’s FFY2018 CSBG National Performance Update defines linkages:

The term “linkages” describes funding for a unique local institutional role. It refers to the activities that bring together members of a community through mobilizing and coordinating members or groups, and often, government and commercial organizations which serve many communities. Linking a variety of local services, programs, and concerned citizens is an important strategy to combat community-wide causes and conditions of poverty. CAAs categorized 7.9 percent of their CSBG expenditures, nearly \$49 million, as linkages expenditures.

Linkages also can be observable connections, such as medical transportation, integrated databases of community resources, communications systems, or support and facilities for new community-based initiatives. Linkage programs can involve a variety of local activities that CSBG-funded CAA staff support, including:

- Coordination among programs, facilities, and shared resources through information systems, communications systems, and shared procedures;

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- Community needs assessments, followed by community planning, organization, and advocacy to meet these needs;
- Collective impact projects to create community changes, such as reducing crime or partnering with businesses in neighborhoods where people with low incomes live to plan long-term development;
- Efforts to establish links between resources, such as transportation and medical care, or programs that bring services to participants, such as mobile clinics or recreational programs, and management of Continuum of Care initiatives;
- The removal of barriers, such as addressing transportation challenges, that hinder low-income individuals' abilities to access their jobs or other necessary activities;
- Support for other groups of community residents with low incomes who are working for the same goals as the eligible entity.

[https://nascsp.org/wp-content/uploads/2021/05/NASCSP\\_2018\\_National\\_Report\\_051421.pdf](https://nascsp.org/wp-content/uploads/2021/05/NASCSP_2018_National_Report_051421.pdf)

**5d. Describe how your agency will cultivate additional partnerships with non-profits, charitable organizations, faith-based organizations, and community organizations.**

GUIDANCE: The response should describe the CAA's method(s) or outreach strategies to identify, communicate with, and develop new partners in the catchment area. CAAs may want to initiate contact with organizations they have never approached before.

### Section 6: Coordination of Funding

**6a. Describe how your agency leverages CSBG and HSI dollars with other resources, both public and private, to ensure service delivery to low-income clients and families. The response should provide at least one (1) narrative example for CSBG dollars and one (1) narrative example for HSI funding. You may also complete the following or similar chart in addition to the provision of specific examples.**

GUIDANCE: Pursuant to the assurance under Section 676(b)(3)(A) of the CSBG Act, how will services targeted to low-income individuals and families be provided or coordinated with CSBG and HSI funds?

FFY 20XX		
Source	Amount	Percentage
Federal	\$	%
State	\$	%
Local	\$	%
Private	\$	%
Other	\$	%
Total CAA Revenue	\$	100%
CSBG	\$	%
HSI (State & Federal)	\$	%

**6b. Describe your agency's utilization of in-kind services or contributions for the delivery of services.**

**6c. Have there been any creative processes in how your agency is working with other entities to obtain additional funding for CSBG/HSI services?**

- If yes, please describe:
- If no, **please explain** why:

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6d. Identify new funding streams your agency is attempting to obtain to address the needs in your community. Specify purpose, funding source, amount seeking, and application submission date.

### Section 7: Performance Measurement

7a. List all the client data systems in your agency and programs associated with those systems, as well as whether or not data is deposited into the warehouse:

System	Programs Associated	In Warehouse – y/n

7b. Describe issues with client data quality and how the agency plans to address. Be specific in identification of issues. Utilize quarterly ROMA-HSI reports and Department feedback as guidance for this response.

7c. Describe how your agency ensures that the CSBG Annual Report includes unduplicated client counts. If the agency utilizes multiple client intake/tracking systems, the response must specify how data is de-duplicated.

7d. Have your goals and/or priorities changed as a result of data collected by your client management systems?

- If yes: please describe by including at least one (1) specific example
- If no: **please explain** why not.

7e. List data system(s) and describe method(s) in which your agency tracks agency, family, and community goals. Responses must be specific. If for example community level goals are tracked manually, the response must detail the method of manual tracking (e.g., staff position(s) responsible, how progress/achievement tracked, etc.).

- Agency
- Family
- Community

7f. For each Prioritized Issue, list the associated National Community Action Network Theory of Change Community Action Goal(s); National Performance Indicator(s); and target goals (FNPI = Annual; and CNPI = Duration of Initiative). Add charts as needed for each Prioritized Issue.:

Prioritized Issue		
Associated National Community Action Network Theory of Change Community Action Goal*		
Associated National Performance Indicator (NPI) [Community or Family]		Target Goal**
[Add rows as needed]		

\*The National Community Action Network Theory of Change Community Action Goals are as follows:

Goal 1: Individuals and families with low incomes are stable and achieve economic security.

Goal 2: Communities where people with low incomes live are healthy and offer economic opportunity.

Goal 3: People with low incomes are engaged and active in building opportunities in communities.



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**\*\*Target Goals for FNPIs are Annual; and Target Goals for CNPIs must be specified i.e., expected duration of initiative as stated on Module 3 Status Form No. 8 (e.g., 3-year, 10 years, etc.).**

**GUIDANCE:** FNPIs and CNPIs must be spelled out; “1b” is not an acceptable entry for column 3; “FNPI 1b The number of unemployed adults who obtained employment (up to a living wage)” is acceptable. Target Goals for FNPIs are Annual; and Target Goals for CNPIs

### **EXAMPLES:**

<b>Prioritized Issue</b>	Education
<b>Associated National Community Action Network Theory of Change Community Action Goal*</b>	
Goal 1: Individuals and families with low incomes are stable and achieve economic security.	
<b>Associated National Performance Indicator (NPI) [Community or Family]</b>	<b>Target Goal**</b>
FNPI 2c The number of children and youth who demonstrated improved positive approaches toward learning, including improved attention skills. (auto total).	15
FNPI 2c.3 9th grade-12th grade	15
FNPI 2d The number of children and youth who are achieving at basic grade level (academic, social, and other school success skills). (auto total)	12
FNPI 2d.3 9th grade-12th grade	12
FNPI 2g The number of individuals who obtained a high school diploma and/or obtained an equivalency certificate or diploma.	20
<b>Associated National Community Action Network Theory of Change Community Action Goals*</b>	
Goal 2: Communities where people with low incomes live are healthy and offer economic opportunity.	
<b>Associated National Performance Indicator (NPI) [Community or Family]</b>	<b>Target Goal**</b>
CNPI 2d Number of accessible and affordable education assets or resources added for school age children in the identified community. (e.g., academic, enrichment activities, before/after school care, summer programs)	15 (10-year project)

<b>Prioritized Issue</b>	Health/Social Behavioral (Seniors & Disabled)
<b>Associated National Community Action Network Theory of Change Community Action Goal*</b>	
Goal 2: Communities where people with low incomes live are healthy and offer economic opportunity.	
<b>Associated National Performance Indicator (NPI) [Family]</b>	<b>Target Goal**</b>
FNPI 5c The number of individuals who demonstrated improved mental and behavioral health and well-being.	50
FNPI 5f The number of seniors (65+) who maintained an independent living situation.	75
FNPI 5g The number of individuals with disabilities who maintained an independent living situation.	25
<b>Associated National Performance Indicator (NPI) [Community]</b>	<b>Target Goal**</b>
CNPI 5b Number of accessible and affordable behavioral and mental health assets or resources created in the identified community	5 (5-year initiative)

**7g. Describe the progress that the agency has made toward reaching its goals as specifically identified in its previous CAP (FFY2020 – 2022). The response must identify at least one (1) goal and detail the progress.**

**7h. Board minutes confirming governing board’s receipt of annual update on the success of specific strategies included in the Community Action Plan (most recent prior to this submission). Attach approved Board minutes demonstrating approval.**

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GUIDANCE/RESOURCES: The inquiry is specific to the requirements of Organizational Standard 4.4 “The governing board receives an annual update on the success of specific strategies included in the Community Action Plan.”

Community Action Partnership Technical Assistance Guide Category 4 Organizational Leadership pages 14-16):  
[https://communityactionpartnership.com/wp-content/uploads/2018/07/Leadership\\_category4\\_FINAL.pdf](https://communityactionpartnership.com/wp-content/uploads/2018/07/Leadership_category4_FINAL.pdf)

**7i. Have goals and/or strategies identified in the previous CAP changed as a result of changes in community needs?**

- **If yes: please describe by listing original goal/strategy, change in community need and change in goal/strategy**
- **If no: please explain.**

EXAMPLE: The previous CAP included a strategy to provide counseling services to clients providing care to disabled family members. A recent survey of group participants indicated that there is less of a need for counseling and more of a need for respite services. Our agency refocused its strategy to collaborate with community partners in order to provide the needed temporary care, offering relief to the family or caregiver.

Other examples may be derived from specific demographic population shifts with unique needs (age, gender, race/ethnicity, etc.), changing resources (industries moving in/out of area; increased/reduced funding), catastrophic events (natural disaster), emerging need supported by data (food insecurity in older adults, significant increases in opioid overdoses, high school dropout rate), etc.

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