



Supporting Family Resiliency: A Toolkit to Strengthen Resident Resiliency During COVID-19 and Times of Crisis

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Choice Neighborhoods

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Introduction

*“Stand up straight
and realize who you
are, that you
tower over your
circumstances.”
-Maya Angelou*

Why Talk About Resiliency?

The COVID-19 public health crisis has made life very difficult and painful for many families, particularly those who have lost family and friends. The pandemic has threatened people's health and economic security, caused unemployment, interrupted education for adults and children, and created social isolation. Though many people are struggling, there are also many inspiring stories of communities coming together to support one another and showing us that the human spirit remains resilient in the face of adversity. The goal of this toolkit is to understand how to help residents build highly resilient futures despite unprecedented challenges like COVID-19.

Universal Benefit of This Toolkit

The resources included in this toolkit are meant to be used by housing providers, supportive service staff, and resident leaders who work in their community. Although the toolkit was developed in partnership with staff, partners, and residents from Choice Neighborhoods Planning and Implementation Grantees, the information gathered and presented in this toolkit likely represents challenges experienced by all HUD residents in HUD-assisted housing nationwide. Therefore, this toolkit is intended to support staff and resident leaders in addressing the diverse needs of all HUD-assisted housing residents.

How Was the Toolkit Developed?

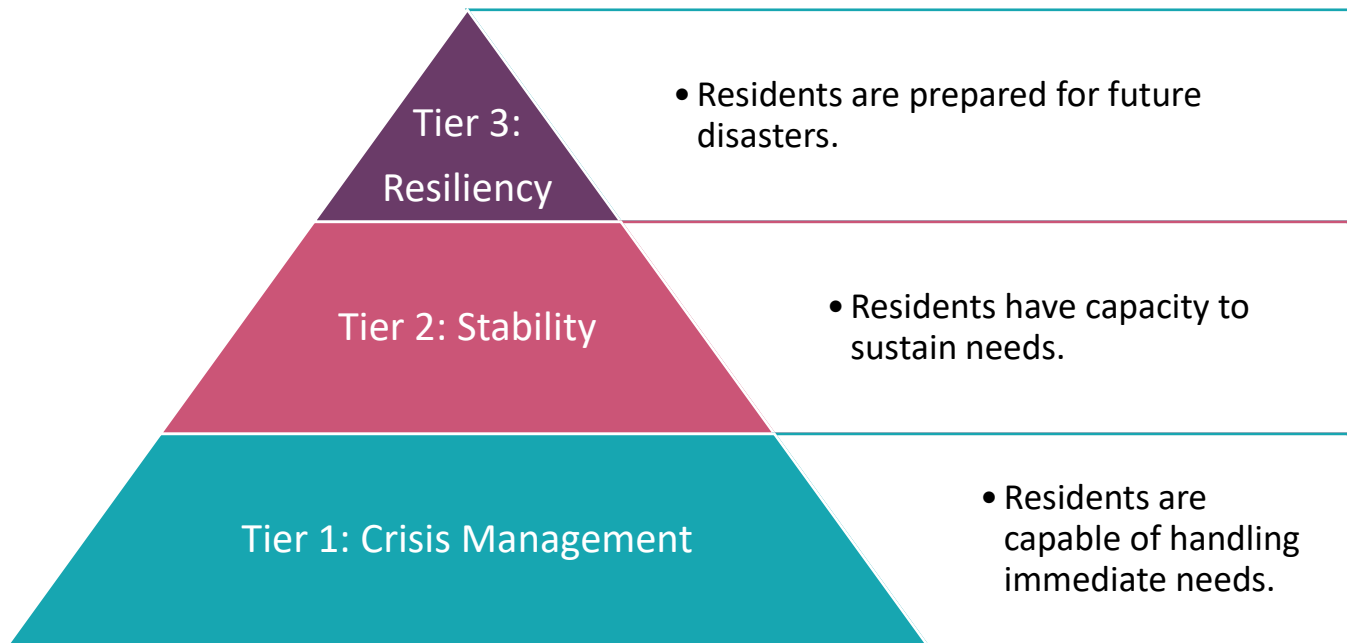
The toolkit was developed in partnership with staff from Choice Neighborhoods Planning and Implementation Grantees and resident leaders who reside in Choice Neighborhoods communities. The Choice Neighborhoods Office hosted a series of subject-specific presentations and exchange sessions with grantees and residents during the fall and winter of 2020–2021. The eight engagement sessions were an opportunity to gather information about best practices and challenges among Choice Neighborhoods communities. Based on the challenges and barriers, subject matter experts facilitated conversations around promising practices and creative solutions. The input received during the engagement sessions informed what is included in this toolkit.

How Are We Defining Resiliency?

This toolkit defines **Family Resiliency** as “the power or ability to adapt well in the face of hardship, trauma, tragedy, threats, or significant sources of stress – such as family and relationship problems, serious health problems, workplace and financial stressors, and/or social unrest.”

Progressive Tiers to Resiliency

COVID-19 has caused significant hardships for many families living in HUD-assisted housing, with some families struggling to meet basic needs. As basic needs and hardships emerge, resident resiliency may be threatened. In time, and with the assistance of local supportive service providers, families will move through three (3) stages to reach or return to resiliency. The 3 stages that families go through are described as tiers:



Four Steps Towards Resiliency

There are numerous resources and philosophies about resiliency. This toolkit is structured around the concept that there are generally four steps in the process of achieving resiliency. Resiliency can be a personal and individual experience, or it can be a process that an organization or business takes. A neighborhood or community may also take steps toward being more resilient. For the purposes of this toolkit, the resources are aligned with four basic steps. The chart below includes a brief description of the type of activities or behaviors at each step, from both the grantee and resident perspective.



Key Factors in the Four Steps to Resiliency

Step	Grantees	Residents
1. Seek	Seek an understanding of resident needs and challenges; empathize, support, and get informed	Assess residents' level of resiliency and conduct participant resiliency needs assessment – to “face all truths”
2. Support	Help residents address the crisis and the causes of the crisis	Seek help and create personal resiliency plan
3. Plan	Plan to stabilize and excel; proactively prepare your organization and residents for the future through effective programming, high-capacity staff and partners, and sustainable resources; remove policy barriers and implement the plan	Plan to overcome the crisis, set goals to become a thriving individual or family, and take action to implement the plan
4. Celebrate	Support resident and community achievement of resiliency goals, evaluate outcomes, and share success	Share successes and help others

Grantee Tools

Capturing Grantee and Practitioner Experiences

To inform this toolkit, the HUD Choice Neighborhoods team engaged current grantees and other public housing authority (PHA) partners and practitioners to discuss resiliency during four monthly sessions in mid-October. HUD's procured technical assistance vendor, Enterprise Community Partners, aligned its subject matter expert (SME) Karen Davis, President and CEO of Curry Davis Consulting, to serve as the facilitator of the four grantee peer exchange sessions. Ms. Davis has worked with Choice Neighborhoods communities and created an environment where grantees were asked to freely share their concerns, needs, life challenges, and ideas regarding enhancing family resiliency throughout COVID-19 and other pandemics, natural disasters, and other social, racial injustice, and economic challenges. Each of the topics covered during the four sessions built upon what was shared in the previous session.

Session 1 | Defining Resiliency & Listening

- The goal of the session was to openly hear how COVID-19 has impacted grantee staff in their personal and professional lives, hear their opinions of the past peer exchanges, and learn what topics and areas would be most useful to discuss and see in a toolkit.

Session 2 | Building Strategic Partnerships with Philanthropic & Nonprofits to Build Resilient Families

- During this session, participants learned about the importance of cultivating relationships with philanthropic and nonprofit partners to enhance sustainable support for resident communities. The discussion highlighted best practices in leveraging nonprofit relationships to increase service capacity and rapid response during disasters.

Session 3 | Social Justice & the Community Experience

- Participants learned and shared the impact on families as they experienced the social justice movement. Those engaged shared and discussed effective family support strategies and were connected with models and information to provide to support staff and residents through a racial equity lens.

Session 4 | The COVID-19 Impact on Physical & Mental Well-Being

- During the fourth session, participants reviewed data on COVID-19's impact on physical and mental well-being. The group discussed strategies used to enhance resiliency for practitioners and residents, as well as understanding the taboo associated with receiving mental health services.

How to Use the Tools

The information and honest feedback that was shared during the four sessions informed the tools in this toolkit. The goal is for these materials to be accessible and useful for any housing authority, Tribally Designate Housing Entity (TDHE), and/or subsidized housing partner staff member or leader from any community across the country to feel equipped to lead and guide their community on the path to resiliency.

Every community and organization has its own set of strengths and challenges. The tools provided are intended to spark creativity and imagination among staff and residents to assess and strengthen existing programs to support highly resilient residents. The tools offer a chance to review and assess existing programs. It is recommended that the tools be used in sequential order to build upon the four steps to resiliency. The tools are a fresh opportunity for collaboration among staff and key stakeholders and may lead to the creation of new programs, policies, or practices. Most importantly, the information provided in this toolkit is offered in the spirit of collaboration and is not intended to create burdensome new rules or processes for your community.

Tools for Grantees

Topic	Tool Type	Resiliency Step	Location
Partnership Engagement to Support Capacity & Growth	Action Guide	1. Seek	Appendix I
Mental Health Support for Practitioners	Promising Practices	2. Support	Appendix II
Guide for PHA to Develop a “Resiliency Strategic Plan”	Assessment Template & Discussion Tool	3. Plan	Appendix III & Appendix IV
Grantee Strategies that Support Resilient Residents	Case Study	4. Celebrate	Appendix V



Click the
links to go
directly to
the tools in
the
appendix!



1. Seek

Action Guide: Partnership Engagement to Support Capacity & Growth

Embarking on a collaboration to promote strategies for enhancing resiliency takes work and sustained energy to be successful. Having a clear picture of your big “why?” can give you a real jump-start on success. Understanding resident needs and desires will inform your ultimate goals. Not only will this approach save you time and aggravation, but your clearly stated purpose will be a welcome asset to place-based philanthropic partners.

As a tool, Grantees can use these questions to begin to identify your organization’s goals for collaboration, which will then help you decide which prospective partners you want to approach:

- **What is the problem you are trying to solve?** Check your organization’s strategic plan, grant requirements, key performance objectives, mandates, chronic or reoccurring problems, and evolving needs (or emerging solutions) for clues.
- **Who can help you solve it?** Which organizations have both the capacity and inclination to help?
- **What’s in it for them?** If you cannot articulate a clear, compelling benefit for the other side, the partnership will not last. To be sustainable, it must be a clear win for all sides.
- **What is the best way to approach them?** Cold-calling to set a meeting can work, but it is not the best approach. Consider who in your organization knows the partner and can make an introduction.



Program Needs	Funding Resource Needs	Staff Development Opportunity	Risk Management
<ul style="list-style-type: none">• Implement a special project.• Raise community awareness.• Enhance service network.• Expand geographic reach.• Access to new communities.• Recruit qualified volunteers.	<ul style="list-style-type: none">• Increase funding.• Generate in-kind resources.• Reduce overhead & administration costs.	<ul style="list-style-type: none">• Create a cross-training opportunity.• Increase volunteer roles & responsibilities.• Share in-service training costs.	<ul style="list-style-type: none">• Buffer against changing funding environments.• Comply with grant requirements for collaboration.• Form alliances instead of competing for funds.• Share liability or transfer risk.

Also, although you may not have arrived at a final vision for the family resiliency collaboration, you should understand what the results might look like. Below are four common needs for Practitioners/Grantees and ideas on how an innovative nonprofit partnership might help them be met. These are only a few of the possible functions or results for partnerships.

Create an Action Plan with Your New Partners

Action plans will outline the following:

1. The target population (tailor strategy)
 - a. Description of needs/challenges
 - b. Size and location of population to be served
 - c. Impact of past or current services utilized
2. The specific agencies/organizations the working group should engage to implement this strategy
 - a. Organization name
 - b. Role in the strategy (formal commitment)
 - c. Collaboration required for strategic implementation and data collection
3. Outstanding research questions or data that the working group needs to move forward with this strategy
 - a. Research question/identify data needed
 - b. Discuss data
 - c. Plan to gather additional data or answer the question
 - d. Build a shared understanding
4. The monthly working group task commitment and accountability structure to ensure achievement
 - a. Monthly schedule
 - b. Goals
 - c. Steps/strategies to net desired outcomes
 - d. Identification of resources needed to support working group(s)
5. Identification of the resources required to implement the strategy and achieve goals

Key Components of an Action Plan



Action Group Planning Guide

Strategic philanthropic and nonprofit partnerships can offer a number of benefits for practitioners, ranging from improving outreach efforts to enhancing programs and services. This sample action plan provides a guide to be used by practitioners in forming working groups and nonprofit community partnerships to help establish family resiliency goals and strategies.

The action plan consists of **two sections** to guide the structure and planning around the actions and strategies proposed by working groups. The sections will be filled out gradually and will evolve over time based on resiliency needs but can be used as a tool to organize your work and communicate it to potential philanthropic partners and the broader community. For a sample Action Plan Template, see [Appendix I](#).

The first step to an action planning partnership is to clearly define what you want to get out of the collaboration. As a first step, formalize a working group and establish goals for your partnership with a focus on enhancing resiliency. Once you have your goals, set milestones and establish strategies to achieve the goals.

Co-Chairs: Establish co-leads for any working group, with one being from the philanthropic space and the other a practitioner or nonprofit leader. They will guide the work of the group and lead efforts to establish high-level resources and implement the work plan. Engage resident voices to inform leadership.

Working Group Name: Partnership Engagement

Key Action Plan Steps



Use the working group to identify a set of milestones that will collectively contribute to progress toward the strategies. You should identify incremental 3-month, 6-month, 9-month, and 1-year milestones. You should also ensure that the milestones are selected and sequenced in such a way as to achieve or create a foundation for the strategies in year-one goal(s).

Sample Goals

- Goal 1 {
 - Increase the range of emergency response services offered.
- Goal 2 {
 - Build Family Resiliency service networks for target population.

Visualizing Milestones



Sample Year-One Strategies

Build and maintain a database of information on needs of families¹ and accessible and effective services already offered, and make it available to residents. Utilize nonprofit partnerships to address gaps in services.

Start support groups to help families and children become resilient in tough life situations, drawing on research-based “best practices” by identifying professional organizational partners that can lead these efforts

Launch joint initiatives with philanthropic partners that have a similar mission. With the right partnership, you can supplement services to broaden your offerings. Aligning with their mission is a key element to attracting large foundation support.

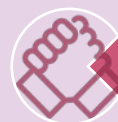
Build resident engagement strategies to ensure inclusion or to engage families who are not engaged; share culturally conscious approaches, training, and resources.

Proactively address family resiliency needs through surveys, listening sessions, and provider insight.

Link to More Tools

[Family Resiliency Working Group Action Plan Template](#)

¹ The term “family” or “families” includes single individuals.



2. Support

Promising Practices: Mental Health Support for Practitioners

Impact of COVID-19 on Mental Health

The COVID-19 pandemic is an unprecedented event for everyone, with many children, youth, and families experiencing chronic stress and trauma that leads to biological and psychological impacts. Public housing – and other HUD-subsidized communities in particular – have been affected in complex ways and presented with unique challenges.

Feelings of stress or anxiety are common responses to the ongoing pandemic. Neither residents nor subsidized housing providers are immune to the effects of a nationwide pandemic. Quarantine, social distancing, and financial strain have significant effects on people. Some feel less safe when they lack social and physical contact with others; on a physiological level, the isolation required by quarantine is experienced as a threat.

There is no right way to respond to a crisis; reactions may include sadness, grief, or worry. In these stressful times, it is important to process all emotions and fears with positive coping styles to preserve a healthy and resilient self. Taking care of yourself is the critical first step to be able to give back and help support your loved ones, friends, neighbors, and community.

The impacts of chronic stress and chronic activation of our fight-or-flight systems will last for years. The most common new-onset mental health disorders among adults during a pandemic are post-traumatic stress disorder and depression². Sleep difficulties are also likely to occur. Rates of suicide also increase during stressful times. Survivors of COVID-19 are at very high risk for the development of post-traumatic stress disorder.

There are four key topics in this toolkit that describe actions that residents and providers can take to improve their well-being and maintain a healthy lifestyle: (1) increasing COVID-19 awareness; (2) addressing the stigma; (3) building community capacity – residents and staff; and (4) addressing the issues head on.

Taking Action to Support Mental Health



² Kaiser Family Foundation. (2021). [Mental Health Impact of the COVID-19 Pandemic: An Update](#).

Resources About Four Key Mental Health Topics

To frame and host a conversation about mental health, it is important to have resources and information that staff can rely on. The following chart includes a variety of free resources and information available online.

Topic	Description	Resources
Increasing COVID-19 Awareness	When looking at the impact of COVID-19 on mental health, the first step is to be aware and educate the community on the fact that the COVID-19 pandemic may negatively influence one's mental health. Feelings of loss, sadness, anxiety, and frustration can be expected to be felt across the community by residents and subsidized housing staff. Sharing resources widely can help make anyone feel like it is okay to speak up.	<ul style="list-style-type: none"> • Coping with Fear and Sadness During a Pandemic – This PDF guide from Hofstra University summarizes many common “pandemic-related” issues and how they trigger increased anxiety and depression, with helpful solutions to best manage negative reactions to each. • 5 Things You Should Know About Stress – This factsheet from the National Institute of Mental Health describes five things to know about stress and includes links to useful and related resources. • 10 Tips for Family Caregivers – This infographic, developed by the Caregiver Action Network (CAN), contains 10 useful tips for caregivers.
Addressing the Stigma	Mental Health is often misunderstood and stigmatized, preventing individuals from seeking sufficient help. Addressing mental health issues cannot be accomplished by one person, organization, or institution alone; it requires support from the whole community. Communities can reduce risk and reinforce protective factors by providing social support to vulnerable individuals, engaging in follow-up check-ins, raising awareness, fighting stigma, and supporting those facing mental health issues. In some cases, community members or representatives may take on the so-called “gatekeeper” role of identifying people at risk.	<ul style="list-style-type: none"> • Community Health Worker – This article provides an overview of the role and expectations of a community health worker as well as how they can be used to bridge the gap between organizations and the communities they serve. • Community Health Worker (CHW) Toolkit – The CDC developed this toolkit for Community Health Workers that provides policy resources, implementation and evaluation resources, training, educational resources, and more.

Topic	Description	Resources
Building Community Capacity – Residents & Staff	Growing the community’s ability to take on mental health issues begins by training professional staff about the effects of the COVID-19 pandemic on a person’s mental health due to stress, worry, loss of a loved one, job loss, etc. The pandemic also has created new barriers for those with pre-existing mental health issues. It is important for organizations to evaluate and address staff burden and potential for burnout.	<ul style="list-style-type: none"> • Training and Technical Assistance Related to COVID-19 – <i>This resource guide highlights products and resources that can be useful when coping with the effects of widespread public health crises, such as “Psychosocial Impacts of Disasters: Assisting Community Leaders.”</i> • Wound Care for Burnout – <i>This video presentation discusses how to know the signs of staff burnout and tools to address them right away.</i> • Tips for Community Members COVID-19: Coping as the Pandemic Continues – <i>This is a compilation from the Institute for Disaster Mental Health of lessons learned from earlier experiences during various phases of a disaster, such as a pandemic.</i> • Centers for Disease Control and Prevention (CDC) Mental Health and Coping During COVID-19 – <i>This CDC site has overviews of topics from healthy ways to cope to additional national resources applicable to staff’s mental health.</i>
Addressing the Issues Head On	It is imperative to act when one’s mental health is impacted. The impact of COVID-19 and its effects on a population already at a higher risk of mental health challenges highlights the need for a proactive approach. It is important to encourage stress reduction, promote positive coping skills, and reduce the stigma around seeking professional help.	<ul style="list-style-type: none"> • California Surgeon General’s Playbook: Stress Relief During COVID-19 – <i>This is a guide from the State of California’s Office of the Surgeon General that provides information about six stress-busting strategies.</i> • Coronavirus (COVID-19): Resources for Managing Stress – <i>This webpage from the U.S. Department of Veterans Affairs’ National Center for Post-Traumatic Stress Disorder (PTSD) provides stress-related management tips for a variety of individuals.</i> • Coping with Stress During the 2019-nCoV Outbreak – <i>This infographic from the World Health Organization (WHO) describes six useful tips on how to cope with stress during the COVID-19 pandemic.</i> • Get Out of the Fire – <i>This online learning series is designed to inform and provide solutions to everyday people facing daily stressors that lead to burnout. Free Code: Juneteenth</i>

Ways to Take Action

Below is a quick summary of the various communication tools you can use to share information.

Resource Format	Ways to Share
Website	<ul style="list-style-type: none"> • Use social media to promote the website address • Add a tagline and the website address to all emails • Link to the resource website on your website • Ask resident groups on social media platforms to share the website
Newsletter	<ul style="list-style-type: none"> • Create a newsletter and share via an email campaign • Highlight on the web via a website and/or social media • Distribute copies to residents • Create an Instagram account to share visuals and media • Share information with community groups, such as churches or civic groups
Recorded Webinar	<ul style="list-style-type: none"> • Promote the recording's availability in a newsletter, if applicable • Add information about the recording link to the survey evaluation
Video	<ul style="list-style-type: none"> • Share in social media campaigns, including Instagram • Add to your YouTube channel, if applicable • Request time on local public broadcasting system (PBS) TV or radio to share the video as a public service announcement, or request an interview to discuss
Resource Guide	<ul style="list-style-type: none"> • Share the material with local community organizations • Employ in quality improvement projects • Display on a running banner feature on your website
Infographic	<ul style="list-style-type: none"> • Create a poster from the infographic; share with resident groups and facilities • Use the infographic in reporting • Spread the infographic via social media • Convert the infographic to an animated video
Factsheet	<ul style="list-style-type: none"> • Email to community organizations • Advertise availability to download from the website during other communications • Construct a tagline for emails • Share and discuss the factsheet at local support groups
Checklist	<ul style="list-style-type: none"> • Include the checklist as part of new orientations, meetings, and visits • Educate organization staff on use of the checklist as part of monthly check-ins with residents • Ask that peer mentors or community workers share with mentees and peers
Article	<ul style="list-style-type: none"> • Request engaged professionals in the service area to share the article with colleagues • Share the article with stakeholders; ask them to share the article in their blogs, on social media, and in member newsletters
Accessible Formats	<ul style="list-style-type: none"> • Create and deliver accessible content for individuals with disabilities • Create multilingual content to improve access for limited English proficiency (LEP) individuals



Tips for Helping Clients and Residents

- *Develop and provide materials that include evidence-informed coping tips and self-care facts.*
 - *Direct people to resources that provide authoritative information.*
 - *Promote a sense of safety and control.*
 - *Increase the likelihood that communities and individuals will be able to create their own maps for navigating through the situation by empowering self-efficacy.*
 - *Disseminate information that promotes social connectedness, calming, and feelings of safety and hope.*
 - *Provide guidance about building resilience, including tips for increasing social support, maintaining optimism, setting goals, achieving emotional and social balance, and employing multiple types of problem-solving and coping.*
 - *Identify at-risk individuals and facilitate access to appropriate mental health services.*
-
-

Link to More Tools

[Mental Health Support for Practitioners: Best Practices Checklist](#)

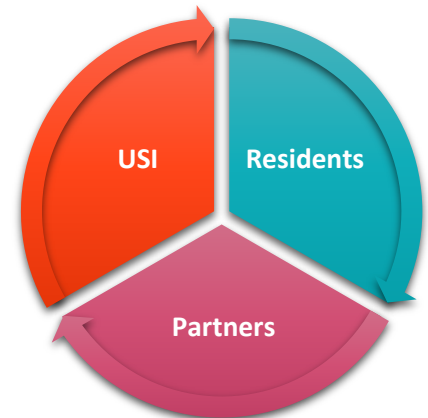


Results-Based Accountability Strategies that Support Resilient Residents

A Case Study with Urban Strategies Inc.

Results-Based Accountability (RBA) is a “data-driven, decision-making process to help communities and organizations get beyond talking about problems to taking action to solve problems. RBA starts with ends, and works backward, towards means. RBA asks three simple questions to get at the most important performance measures:

- How much did we do?
- How well did we do it?
- Is anyone better off?” (Friedman, 2015)



Urban Strategies Inc. (USI) has branded its version of RBA as USIRC™. The results- and outcomes-based accountability framework entails a relentless pursuit of measures and outcomes. USI uses the tagline “we measure what we treasure” regularly, and they treasure residents having the ability to thrive. In this case, this focus means that accountability is attributed to residents, family support staff, and partners through tracking data, using oneself as an instrument of change, employing adaptive leadership and collaborative leadership, and bringing attention to and acting on disparities. USI is at a pivotal moment where there is a powerful opportunity to fundamentally alter the trajectory of vulnerable families living in communities. The USIRC™ frame spearheads focused action at the family systems level, as well as the community systems level, to accomplish shared goals with residents and seeks strategic support to accelerate results for families.

Results-Based Accountability (RBA), is a “data-driven, decision-making process to help communities and organizations get beyond talking about problems to taking action to solve problems. RBA starts with ends, and works backward, towards means. RBA asks three simple questions to get at the most important performance measures: How much did we do? How well did we do it? Is anyone better off?” (Friedman, 2015).

1. Please describe what resiliency means to USI.

The power or ability to self-actualize in the face of hardship and significant sources of stress. Through resiliency, families are centering connectedness and stability that nurtures their outcomes. Many of the Black and Brown communities we serve have been facing hardships and racism for most of their lives and are thus very resilient. USI recognizes this resiliency and self-determination as we work to heal that trauma and harm through equity programs and policy.

2. How does USI work toward building and supporting resilient residents? Do you have a resiliency/sustainability plan? If so, can you describe the process for developing that plan? How does RBA inform this plan?

To produce measurable change in the lives of the families we serve, USI uses data-backed equity programs and policies to shift the power for people-centered transformation. We work closely with our partners – like housing authorities, public school districts, local businesses, non-profit organizations, foundations, and other equity-focused nonprofits – to ensure that our families have access and opportunities to become stable and thriving.

USIRC™ informs this plan by being the underlying source of data collection and analysis, collaborative strategies, and the equity-driven journey. As a system, we developed performance measures around the five core pillars of our work based on this data:

- Family Support
- Economic Mobility
- Education
- Health and Wellness
- Policy and Influence

USI & DEFINING FAMILY RESILIENCY

THE POWER OR ABILITY TO SELF-ACTUALIZE IN THE FACE OF HARDSHIP AND SIGNIFICANT SOURCES OF STRESS. THROUGH RESILIENCY, FAMILIES ARE CENTERING CONNECTEDNESS AND STABILITY THAT NURTURES THEIR OUTCOMES.

We closely follow the core principles of USIRC™ to analyze that data and then develop the strategies and policies to ensure better outcomes for the communities we serve.

3. What did you need to build consensus between local government, Grantee, and partners? How did you gain support from leadership to work with residents, and what tools did you need to identify productive partners to enhance resident resiliency?

When building consensus between local government, other Grantees, and partners, USI finds that data-centered, highly aligned partnerships rooted in equity and transparency are key. Our priority is that all children and families we serve are stable and thriving. USI also believes in meeting people where they are, giving agency to the power they own, and understanding how mental models affect how the work gets done. It is with this empathetic view that USI bridges the gap between families and local supportive partners to create pathways for families to thrive.

USI holds close to our five core pillars and data-backed strategies and policies to enhance resident resiliency. Highly engaged, collaborative partners are willing to stand shoulder-to-shoulder with us in service to our collective mission to families.

4. Describe an example where USI, Grantees, and partners successfully stabilized and/or increased resident resiliency? What tools/tactics did you use to help build trust among key stakeholders?

2020 was a year of resilience for our families as they withstood social unrest, a tense election year, wildfires on the west coast, and, of course, all the effects of the COVID-19 global pandemic. Many families, including our staff's, were faced with schools abruptly transitioning to mostly virtual learning environments. One of USI's tactics was to utilize our Results Count framework to secure \$2 million in funding to support the needs and infrastructure of Memphis families, including through rent and utility relief. USI launched our [COVID-19 Action Plan](#) to track COVID-19 impacts across our communities in an effort to: develop aligned national strategies; coordinate responses; track COVID-19 progress through this collaboration, as it relates to our families and staff; and track COVID-19 progress through collaboration with our resident leadership bodies. We developed a [family assessment](#) geared toward assessing the needs and risks of our families in order to help connect them with available resources and advocate for more. USI's starting point for developing our strategy is the disaggregated data that allows us to highlight the trends and needs across subgroups in our population and address them with intentionality. In recognizing that racism is a significant barrier to the well-being of our families, we can only adequately serve them by starting with data about race. Over 90% of the population that we serve is African American and economically disadvantaged.

Our assessment data has showed us that, nationally:

- 30% of our families lack resources such as food, disinfectant products, and household toiletries, which was mitigated by members of our robust Partner Network and community stakeholders.
- 52% of our families have one or more family members that suffer from a chronic health condition.
- 80% of our families did not have access to internet and Wi-Fi that would allow their children to effectively participate in distance learning. Much of this need was mitigated by our robust partnerships with school systems, which secured tablets and hotspots for our young scholars.
- 50% of our families have lost employment or wages due to COVID-19. This loss was mitigated by the USI Community Line, which gauges the need for resources in real time, as well as by working with housing authorities and private landlords to stay evictions.

USI leadership and partners – like the Women's Foundation for the Greater Memphis (WFGM), the State of Tennessee Department of Human Services, Memphis Housing Authority, Memphis Light, Gas and Water, United Way, and the COMMOM Collaborative – worked to remove barriers related to the COVID-19 pandemic. USI worked in collaboration with residents to identify barriers, connect with services, and assist with volunteer efforts to ensure that families had commodities. USI staff have

compiled both local and national resources to distribute to residents and made new connections with local organizations to identify opportunities to collaborate.

Site leadership has connected with local businesses, including restaurants and hotels, to identify opportunities to donate resources that may go unused during citywide business closures. USI's dedicated family support staff have taken on the role of transporting supplies directly to families who do not have adequate transportation options or are in high-risk populations, such as our seniors. Our education specialists have created educational content to keep school-aged children engaged while school districts work to prepare distance-learning curriculum. USI's latest development is the Recession Workforce Planning committee created specifically to strategize around economic mobility and stability for our families in the face of the looming unemployment crisis.

Links to More Resources & Tools

USI Resources:

- [COVID-19 Action Plan](#)
- [COVID19 Resource Assessment](#)

Toolkit Resources:

- [Organizational Resiliency Assessment Template](#)
- [Resident Resiliency Discussion Tool](#)





4. Celebrate

Case Study of the Norris Homes Resident-Run Afterschool Program in Philadelphia

Grantee Strategies that Support Resilient Residents

The Norris Homes Afterschool Program first began in September 2015. What is now a thriving and sustainable destination for children in the community started as just an idea. Three key players came together to form a partnership that has resulted in positive outcomes for children in the Norris Homes community. One resident leader in particular turned unfortunate circumstances into a bold vision. The Philadelphia Housing Authority had just fired the childcare provider at the Norris Community property. Residents took note and wanted to make sure there were childcare options and told the PHA that they could provide options. In response, the PHA questioned whether residents had the expertise to provide childcare. Instead of taking that answer as a “no,” residents turned to their neighbor, Temple University, to partner with and build capacity. The result is a successful resident-led afterschool program that has support from partners, the PHA, and other residents. The PHA recently donated community center space to sustainably support the afterschool program. The full story is a lesson in resilience.

The goals of the afterschool program are to: foster a safe environment; help children with their homework and other school assignments; and help keep children active, engaged, and informed. During the afterschool program, children are offered lunch provided by the Archdiocese of Philadelphia’s Nutritional Development Services. Children are invited to participate in various trips and activities. The Norris Homes Afterschool Program caters to students between the ages of 5 and 14 who are enrolled in both charter and public schools. A total 34 to 40 children are enrolled and attend daily.

Establishing a high-quality afterschool program in the Norris Homes Community Center was an opportunity for a meaningful partnership between the Norris Community Residents Council, Inc.

Building an Ecosystem to Support Resident Resiliency

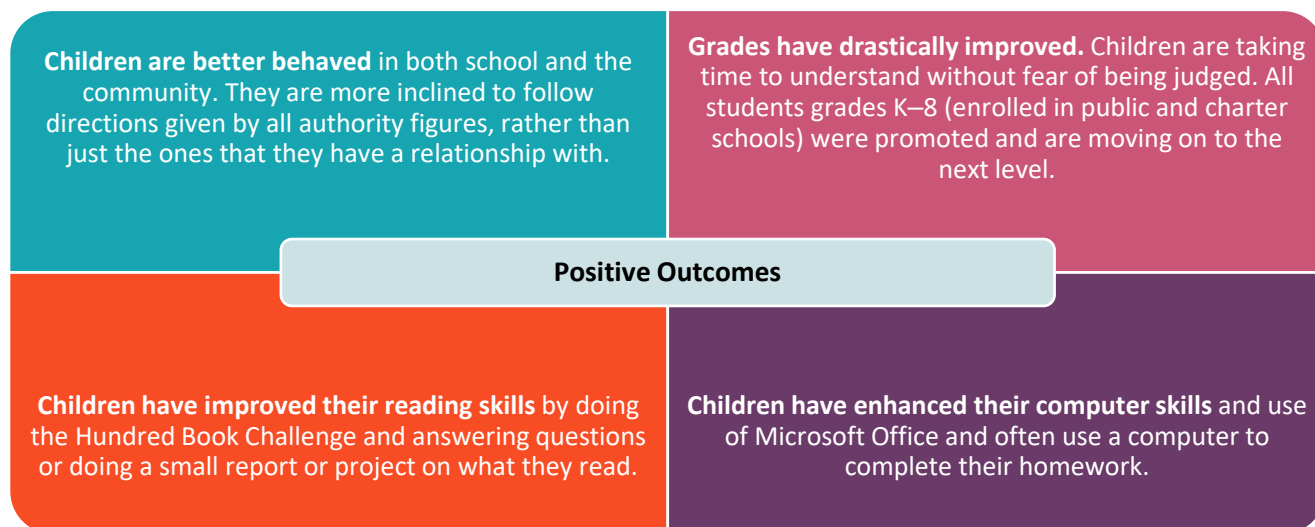


(NCRC) and Temple University's College of Education (TUCOE). The two partners took a collaborative approach to plan and implement a program that ensures the academic and social needs of Norris children are being met. The program is a residents-based model for delivering the highest-quality out-of-school-time education. The curriculum and activities of the afterschool program are academically enriching, project-based, culturally responsive, and aligned to the School District of Philadelphia's standards of academic achievement (e.g., Common Core, PSSA). The partnership approach is designed to authentically empower the residents of the community to operate an afterschool program for the children in their neighborhood and ultimately transform this facility into an educational center for their entire community.



Read [more](#) in the Spring 2016 Educator magazine from Temple University

The NCRC is contracted to provide educational programming, receive professional development on academic instruction and behavior management, and be responsible for the operational aspects of the program. Researchers from Temple University provide the curriculum, standards, and guidelines for program evaluation to ensure the integrity of service delivery. Temple University is also responsible for data collection, analysis, and reporting.



Link to More Tools

[Interviews with Norris Homes Partners](#)

Resident Tools

Learning from Residents

To inform this toolkit, the HUD Choice Neighborhoods team convened a group of resident leaders to discuss resiliency during four monthly sessions. Subject matter expert Jocquelyn Marshall, President of TMC Global Consulting Network LLC and a former public housing resident and resident council president, served as the facilitator of the resident engagement sessions. Residents were asked to freely share their concerns, needs, life challenges, and ideas regarding building family resiliency throughout COVID-19 and other natural disasters. Each of the topics covered during the four sessions built upon what was shared in the previous session.

Session 1 | Defining Resiliency

- The goals of the discussion were to identify the impact of COVID-19 on residents and learn more about resident experiences with barriers to resiliency. The discussion covered topics like mental health, financial stability, remote education, resource management, and others.

Session 2 | Do Not Suffer in Silence

- The goal of this discussion was to introduce definitions and language about the impact of trauma and stress on residents. Residents shared where they are on their journey and the unique stresses and traumas created by the COVID-19 pandemic for them and their communities. During the session, residents were led through an exercise to create a Community Vision Board to strategically support movement from crisis to stability to resilience.

Session 3 | Building Resident Leadership Capacity

- The goal of this discussion was to learn from residents and their personal journey towards resiliency. Three resident leaders from communities across the country shared their personal stories.

Session 4 | Exploring Promising Pathways to Family Resiliency

- The working session was designed to have residents share their goals and take part in a vision board exercise. The small group discussions provided the opportunity for residents to practice creating a vision board and guidance to hosting similar meetings.

How to Use the Tools

The information and honest feedback that was shared during the four sessions informed the tools in this toolkit. The goal is for these materials to be accessible and useful so that any resident or resident leader from any community across the country can feel equipped to lead and guide their neighbors on the path to resiliency. These tools can also be used by housing staff and service providers who work with residents to create their Individual Development Plans.

The lived experience of residents is an often-overlooked asset, and this toolkit is grounded in the knowledge that residents and resident leaders of HUD-assisted communities do the work of becoming and staying resilient on a daily basis. The tools are intended to spark creativity and imagination among residents to assess and strengthen existing programs in order to support highly resilient residents. It is recommended that the tools be used in sequential order to build upon the four steps to resiliency. The tools are a fresh opportunity for collaboration among residents and key stakeholders and may lead to the creation of new programs, policies, or practices. Most importantly, the information provided in this toolkit is offered in the spirit of collaboration for your consideration and is not intended to create burdensome new processes for your community.

Tools for Residents

Topic	Tool Type	Resiliency Step	Location
Resiliency Self-Assessment	How-To Guide	1. Seek	
Talking About Trauma & Stress	How-To Guide	2. Support	
Telling Your Story: A Vision Board Exercise	Vision Board Template	3. Plan	Appendix VI & Appendix VII
Celebrating Resident Success	Best Practices	4. Celebrate	



Click the
links to go
directly to
the tools
in the
appendix



1. Seek

Resiliency Self-Assessment | How-To Guide

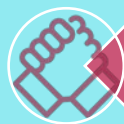
Step One: Take a Resiliency Assessment

One example of a resiliency assessment has been developed by Dr. Amit Sood. Follow the steps below to complete the nine questions and receive a resilience score:

<https://www.everydayhealth.com/wellness/resilience/get-your-resilience-score/>

Step 1	Visit the website here . Scroll down the page until you see the green button, and then click on “Take the Assessment.”
Step 2	The first question asks you to rate your level of resiliency based on four tiers: Exceptionally resilient, highly resilient, moderately resilient, or somewhat resilient.
Step 3	Start answering the 9 questions. Click on the box that best reflects your feelings about the question or statement at the top of the screen.
Step 4	After each prompt, there is a short explanation. Read it and then click the blue button that says “Next Question.”
Step 5	Once you finish the nine questions, you will get a score. You can take the quiz again by clicking the button at the bottom of the screen that says “Take the Resilience Assessment Again.”





2. Support

Talking About Trauma & Stress | How-To Guide

Leading a conversation on a big topic like trauma and stress can be difficult. To make the discussion safe and meaningful for participants, seek the support of trained mental health professionals and keep these few steps in mind.



Step One: Frame the Discussion

This can be a difficult conversation for many people. Offer framing language to set the stage and provide residents with a safe environment to share their experiences. Below are sample graphics you can use to frame the discussion.

Since COVID-19, have you or your child/children been experiencing any of the emotions below?
How have you been coping with it?

Mental Health	• A person's condition regarding their psychological and emotional well-being.
Depression	• A mood disorder that causes a persistent feeling of sadness.
Anxiety	• A feeling of worry.
Stress	• A feeling of emotional or physical tension.
Rational Behavior	• A behavior that is reasonable.
Irrational Behavior	• Behavior that is unreasonable.

COVID-19 has been stressful for many individuals. Fear and anxiety about a new disease and what could happen can be very overwhelming and cause strong emotions in adults and children. Many individuals have stated that they are dealing with worry and stress related to the coronavirus. This is coming at a time when mental health resources were already strained, and many people with mental health diagnoses often face barriers to care. However, we must remove the stigma of viewing *mental health therapy* as being abnormal. Help residents identify mental health providers with a proven history of serving diverse populations.

Step Two: Provide Definitions

Offer definitions to help guide the conversation and create a shared understanding³.



³ National Association on Mental Illness. (2018). [navigating a mental health crisis: a nami resource guide for those experiencing a mental health emergency](#).

Key Factors That May Affect the Mental Health of Youth

Low Self Esteem	<ul style="list-style-type: none">• Low sense of worth.
Not Feeling Loved	<ul style="list-style-type: none">• Children need to feel and be told they are loved.
Lack of Confidence	<ul style="list-style-type: none">• Children can be supported by reminding them they can do whatever they set their mind to.
Family Break-up or Loss	<ul style="list-style-type: none">• Understanding your child's personality and how you deliver and he/she/they receives information is vital to their healing.
Physical Health	<ul style="list-style-type: none">• Not being able to engage in physical activities may take a toll on youth mentally.
Abuse	<ul style="list-style-type: none">• Any abuse can be traumatic and affect youth mentally, and professional help should be sought.

NOTE: It is very important to pay very close attention and prioritize the needs of our children, as their sense of normalcy has been disrupted. They are being exposed to unhealthy environmental influences that may trigger irrational thoughts and behavior. Seek professional help to create a plan to address concerns.

Step 3: Ask Questions

One way to get people to share information is to ask questions. If this is in-person, you can provide the questions on a sheet of paper or put them on a screen, chalkboard, or poster. To have an interactive discussion, organize a peer-to-peer support network of residents where you all may support one another and feed on each other's strengths and weaknesses. If hosting the discussion on a virtual platform, you can offer poll questions and share the responses anonymously.

Below are suggestions.

Questions	Responses
1. What are the 3 tiers of <i>Resiliency</i>?⁴	<ul style="list-style-type: none">• Awareness• Expectation• Crisis management• Stability• Resiliency
2. Which <i>Resiliency</i> tier are you on today, and what is stopping you from moving forward?	<ul style="list-style-type: none">• Not believing it is achievable• Lack of motivation• Not knowing where to start• Lack of guidance• Lack of financial resources• Other
3. The first step to acquiring <i>Mental Health</i> assistance is <i>Awareness</i>. This may be achieved by identifying rational behavior versus irrational behavior. Please identify each of the following behaviors as rational or irrational.	<ul style="list-style-type: none">• Not keeping a doctor's visit due to fear of contracting COVID-19• Not wearing PPE, which will limit your exposure to COVID-19• Harming others because of race, religion, or personal preferences• Criminal activity due to feelings of hopelessness• Fear your child will be harmed every time he/she leaves the home• Afraid to call 911 for a disruptive family member, friend, or neighbor• Other
4. As it relates to your <i>Mental Health</i>, what coping mechanisms do you use to assist you in becoming <i>Resilient</i>? Which one would you like to use but do not have access to?	<ul style="list-style-type: none">• Professional therapy• Listening to uplifting music• Spiritual guidance• Laughter• Yoga• Taking a long drive• Social Interaction• Other

⁴ The three tiers of resiliency are: Crisis Management, Stability, and Resiliency

Questions	Responses
5. As it relates to COVID-19, what are some additional factors affecting the <i>Mental Health</i> of youth?	<ul style="list-style-type: none"> • Virtual learning • COVID-19 safety measures • Social isolation • Social injustice • Unstable housing • Lack of family resources • Other
6. Which of the following strategies will assist you in addressing the <i>Mental Health</i> needs of your children throughout COVID-19?	<ul style="list-style-type: none"> • Decreased anxiety over housing, finances, and safety • Elimination of social injustice • Training with virtual learning • Better eating habits to boost immune system • Support of my children in my absence • Other



Telling Your Story | A Vision Board Exercise

Prior to COVID-19, many residents:

- Did not know what they wanted to achieve;
- Never got started pursuing goals they wanted to achieve; and/or
- Began pursuing goals they wanted to achieve, but they were halted due to COVID-19.

For residents who are looking to get started again, you can try to create a vision board using the outline and template here. Jot down your ideas on the strategic planner and transfer information to your vision board. Use the [Building Family Resiliency Strategic Planner](#) to answer the important questions. Last, map out your vision board using the [Vision Board Template](#).

1

Ask Questions

Who are you?

What do you want to achieve?

Why do you want to achieve it?

When do you want to achieve it by?

Where do you want to achieve it?

How do you plan on achieving it?
Lay out your timeline.

2

Discuss

Discuss the questions with your network of peers, closest friends, and family, and let them help you outline your vision board.

3

Write it Down

Jot down your ideas on the strategic planner, then transfer the information to your vision board.

4

Create Your Vision Board

Use the suggested Vision Board Template. You can print it out and fill in. You can also use PowerPoint to fill it in on your own.

Sample Vision Boards

Your vision may consist of a short-term or long-term goal.

Below is a sample of a short-term goal vision boards with 5 steps.

Who? Kathy	What? To obtain professional therapy	Why? To effectively care for my family and serve my community
When? By January 2021		Where? The community clinic
How? <ol style="list-style-type: none">1. By November 9, 2020, contact my Case Manager or Primary Care Physician for a referral for professional therapy sessions2. By November 10, 2020, contact the therapist referred to set up sessions3. By January 4, 2021, begin therapy4. By January 11, 2021, begin implementing coping strategies proposed by the therapist5. By February 15, 2021, begin effectively caring for my family and serving my community		

Below is a sample of a long-term goal vision board with 5 steps.

Who? Kathy	What? Expand my party rental business	Why? To increase my revenue by expanding my customer base
When? By January 2024		Where? Throughout the west-end
How? <ol style="list-style-type: none">1. By December 2022, begin scouting areas without a party rental business on the west-end2. By January 2023, begin marketing services throughout the west-end3. By May 2023, purchase additional party rental equipment to cater to additional customers4. By October 2023, purchase an additional used truck5. By January 2024, begin delivering to a new customer base throughout the west-end		



4. Celebrate

Capturing and Sharing Resident Success | Best Practices

When you set goals on your individual and/or community vision board, you and your partners are creating an intention for the things that you want in the future. Achievement most likely will not happen immediately, but many of us desire immediate results. Sometimes we lose track of our goals and may even sabotage our plans. *Follow these three (3) small steps to increase your success:*

Step One: Complete Your Vision Board

Break down your goals into small and actionable steps, then take action on those tiny steps each day. Consistency is key. You have to do the work over, and over, and over again until you produce the result you desire.



Step Two: Actively Attend to Your Goals

The key to successfully achieving high resiliency and ultimately accomplishing your goals is to actively attend to your vision board goals, even if it is only for a few minutes each day. High achievers often use “things to do” lists to keep focused.



Step Three: Create a Compelling Scoreboard to Track Success

Since whatever gets measured gets improved, you may want to create a measurement board or scoreboard. Record and report your success via newsletter, annual reports, social media platforms, etc. Then celebrate. See [Appendix IX-Recording Sheet](#).



Reporting and celebrating accomplishments can build confidence, strengthen partnerships, create momentum for your next steps, and most of all recognize those who invested in your journey to high resiliency. Knowing what motivates and excites you and those on your team will inform how to best celebrate. Here are nine ways to applaud success. Tailor these suggestions to the unique needs of yourself and your support systems:

- 1. Just say it.** Be straightforward and offer a simple "job well done" statement face-to-face, through a personal email, or in a handwritten note.
- 2. Share success stories.** A group message is another option. Tailor it to the specific person and their achievement. Use email, a partner's newsletter, social media, or a messaging platform to share your success and the success of others.
- 3. Pay it forward.** When you are celebrating an achievement of your own, show your gratitude by acknowledging the people who helped to make it happen. Always look out for opportunities to help other people succeed so that they have a reason to celebrate too.
- 4. Give a gift.** Give yourself or those who supported your success a celebratory gift. If resources are limited, put your personal talents to work and make or bake a gift. If you bake a gift, be mindful of dietary or other health issues.
- 5. Get together socially.** Gathering your family, friends, and/or partners together to acknowledge achievement can be a powerful statement, and a round of applause can be uplifting. Take care to include everyone.
- 6. Organize a day out.** After working so hard and sometimes fast, a trip to the movies, a meal at a restaurant, attending a sporting event, or even a day of outdoor activities are all common ways of celebrating. Take care to plan for all ages and abilities.
- 7. Take the day off.** Time off from working on your goals can be a motivator for setting the tone for your next goal, particularly after working for so long.
- 8. Create your own success board.** Post a memento that reminds you and your supporters of your success. For example, frame the first dollar you earned.
- 9. Have an awards ceremony.** If you and other residents are celebrating as a group, plan an evening of music, trophies, and speeches to recognize and celebrate each other. If you have the budget or a sponsor, perhaps reserve an event space or hire an event planner. However, if you want to limit expenses and increase participation, get your team involved in managing and running the event. This involvement can be fun and rewarding.

This list is by no means exhaustive. Use your imagination and judgment to create your own celebrations and see what happens to your future productivity when you and your support team feel celebrated and recognized for their work. Remember, no one achieves success alone.

Working Together



3. Plan

Creating A Community Vision Board

When building resiliency, it is important for subsidized housing staff, service providers, and residents to understand who all the players in their community are. When creating a Community Vision Board, it is important to know who makes up a community and their role. The information generated during this exercise will help to identify a team of leaders and supporters who can support the path toward resiliency for residents.

Step One: Map out who is part of your community. Below are a few suggested groups of people and a short description of their role.

- **City Officials** – City and community leaders provide supportive services, policy, and funding.
- **Housing Management** – Housing managers and staff provide housing and can serve as a neighborhood partner by engaging in “open dialogue” with leadership and partners regarding housing and neighborhood issues.
- **Resident Leaders** – Resident leaders inform residents, uplift resident concerns, and hold leaders accountable for community commitments.
- **Residents** – Residents provide input and assist resident and community leadership through participating and offering ideas.
- **Stakeholders** – Stakeholders include neighborhood partners who provide goods and services to the community and may be affected by neighborhood change.
- **Service Providers** – Service providers offer resources to enhance the well-being of residents and the broader community.
- **Police** – Police departments and officers are community partners charged to protect and serve.

Step Two: Visually map out the various partners and describe their role in the community. Below is a sample of how to visually represent the community network. You can add a role or description of each.



Appendices

Appendix I: Family Resiliency Working Group Action Plan Template

3 Month Milestones
Identify the progress milestones as a collective group and work towards meeting the targets <ol style="list-style-type: none"> 1. Milestone 1 2. Milestone 2 3. Milestone 3
Strategy/Action Step – Identify strategies or action steps for partners to complete independently and together as a collaborative
Lead Organization(s)/Individual(s) – Who will lead the various strategies or action steps?
Support Partner – Who are the other partners needed to implement this strategy? Contacts?
Target Due Date – Need a specific timeline for when each milestone will be met
Indicator of Progress/Outcomes
6 Month Milestones
9 Month Milestones
1 Year Milestones

Appendix II: Mental Health Support for Practitioners: Best Practices Checklist Based on Information from the American Medical Association (AMA)⁵



Take Care of Your Staff

- ☐ Leadership should strive to maintain critical infrastructure and have other support in place for staff during this time.
- ☐ Adjust staffing procedures and schedules (where possible).
- ☐ Offer access to psychosocial support.
- ☐ Monitor and review staff member well-being by hosting regular check-in meetings to see how staff is coping.
- ☐ Create an environment of open communication (e.g., walking groups, group forums).

Take Care of Yourself

- ☐ Attending to your mental health and psychosocial well-being while caring for others is as important as managing your physical health.
- ☐ Feel free to feel your feelings – experiencing stress is by no means a sign of weakness or a reflection on your ability to do your job.
- ☐ Intentionally employ coping strategies – get enough rest, take breaks, and engage in physical activity.
- ☐ Perform regular check-ins with yourself – monitor yourself for symptoms of depression/stress.
- ☐ Take breaks from the news and social media.
- ☐ Be fortified by remembering the importance and meaning of your work.

Take Care of Your Clients/Residents

- ☐ Mental health and psychosocial considerations should be integrated into all response activities. We have a role to play in helping people cope effectively and manage their stress in the current climate of concerns about COVID-19 transmission.
- ☐ Facilitate additional training for your staff.
- ☐ Verify referral pathways.
- ☐ Establish a system to provide accurate and calming information about COVID-19 risk.
- ☐ Help clients/residents recognize signs of stress in themselves and their loved ones.
- ☐ Provide clear, accessible, and understandable communication to those clients/residents who don't solely rely on written information including individuals with disabilities, and persons with limited English proficiency.

⁵ <https://www.ama-assn.org/delivering-care/public-health/managing-mental-health-during-covid-19>

Appendix III: Organizational Resiliency Assessment Template

This template was created as part of the Family Resiliency Toolkit and provides suggestions for assessing an organization's resiliency. This tool is not a validated instrument and scoring interpretations are meant to serve only as suggestions for consideration.

Instructions: Please complete the following assessment tool. When completing the assessment, please think about your organization and your target community. This assessment will give you insight into how well your organization is prepared and able to help increase resiliency within your target communities.

Check the box that most closely matches how you feel about each comment, from Not AT All to More Than Most. Once you have completed your assessment, please add the sum of your scores on the last page.

	Not at All (1pt)	A little (2 pts)	Somewhat (3 pts)	Mostly (4pts)	More Than Most (5pts)
Background					
1. How familiar are you with the concept of resiliency?					
2. To what extent has your organization integrated resiliency into its work with residents?					
Within Organization					
3. Have you improved the knowledge of staff around resiliency?					
4. Have you integrated resiliency into organizational practices and procedures?					
Outside Organization					

	Not at All (1pt)	A little (2 pts)	Somewhat (3 pts)	Mostly (4pts)	More Than Most (5pts)
5. Have you enhanced collaboration with other organizations in multiple sectors related to resiliency?					
6. Have you facilitated community awareness related to resiliency?					
7. Have you made efforts to improve policy advocacy related to resiliency?					
Community Partnerships					
8. To increase resiliency, does your target community have a deep trust in your organization to work together when it counts?					
9. Does your organization effectively work with residents?					
10. Do your partners have the ability to hold each other accountable for results when it comes to increasing resiliency in your target communities?					
Shared Goals					
11. Do your target community members and community partners share an ongoing commitment to increase resiliency?					
12. Do your target community residents support local efforts to increase resiliency?					
13. Do local political leaders share an ongoing commitment to increase resiliency?					

	Not at All (1pt)	A little (2 pts)	Somewhat (3 pts)	Mostly (4pts)	More Than Most (5pts)
Leadership and Infrastructure					
14. Have you organized a strong network of formal institutions and information connections to increase resiliency in your target community?					
15. Do you have enough resources (such as funding and volunteers) to carry out this work around resiliency?					
16. Does leadership have the authority and community standing to bring people and organizations together to carry out this work around resiliency?					
17. Is there enough training and assistance available locally for the community to gain the knowledge and skills needed to build resiliency within the target community?					
Data Use for Improvement and Accountability					
18. Do you have access to the data sources and systems needed to plan, track your progress, and identify successes and opportunities for improvement?					
19. Do you have enough staff capacity and expertise to analyze and use data for decision-making?					
20. Do you use a range of evaluation methods to conduct rapid tests of					

	Not at All (1pt)	A little (2 pts)	Somewhat (3 pts)	Mostly (4pts)	More Than Most (5pts)
promising programs and practices when it comes to building resiliency?					
21. Do you use data to identify local disparities for community planning purposes around resiliency?					
Communications					
22. Do you and your community partners communicate openly with each other about resiliency?					
23. Are you informed as often as you need to be about what is going on in your target communities?					
24. Do community leaders use effective messages to raise local awareness and build political will around increasing resiliency?					
Community Problem-Solving Processes					
25. Do you use community problem-solving approaches (such as community mobilization and strategic prevention) to address resiliency building?					
26. Do you and community partners review the best research available to inform community plans?					
27. Have you developed a clearly defined action plan that addresses community needs around increasing resiliency?					
Diverse Engagement and Empowerment					

	Not at All (1pt)	A little (2 pts)	Somewhat (3 pts)	Mostly (4pts)	More Than Most (5pts)
28. Are residents actively engaged as leaders in this area of work?					
29. Do you develop youth leadership and extend opportunities to build resiliency?					
30. Do you work closely with powerful allies (such as the mayor's office, school districts, and local legislators) to influence this area of work?					
Focus on Equity					
31. Do you include diverse residents to inform this work?					
32. Do you ensure your work incorporates a racial equity lens to ensure that strategies and methods are fair, equitable, and inclusive?					
33. Do you offer racial equity training to staff and residents to support their focus on this work?					
Multi-Level Strategies					
34. Do children and families get the help they need to develop safe, stable, and caring relationships and improve self-regulation and other aspects of healthy development?					
35. Have you changed your programs and practices to help families more effectively in this area of work?					

	Not at All (1pt)	A little (2 pts)	Somewhat (3 pts)	Mostly (4pts)	More Than Most (5pts)
36. Do you collaborate with community partners and leaders to use positive reinforcement and other strategies to change community norms around resiliency?					
Scale of Work					
37. Are local efforts able to sustain and expand successful programs and practices in this area of work?					
38. Are local efforts working at a sufficient scale to improve community-wide trends in family well-being and resiliency?					
Totals					

Overall Total: _____

Interpretation of Scores:

- 133 – 190: Your organization is doing great work in resiliency. Those scoring in this range know their organization mission and vision, their limitations, and what they are capable of. You can maintain your level of resiliency with bite-sized refresher training to continue engaging your community and enhancing your current methods.
- 95 – 132: You have a built substantial number of programs and strategies dedicated to resiliency in your organization so far. Some of the elements of resiliency require specific attention, however. These might be addressed by undertaking a resiliency training program. On the whole, however, you are able to connect with your residents and generally understand what is going on in your target communities.

- 38 – 94: Your total score indicates that there is plenty of opportunity for your organization to develop and sustain your programs and strategies around building resiliency within your target communities. You may wish to undertake training on resiliency and combine this with some coaching or consulting advisors. You may want to consider keeping track of your events and efforts as well as surveying your residents and community leaders to learn more about what you could do to help improve resiliency within your target community.

Appendix IV: Resident Resiliency Discussion Tool

This template was created as part of the Family Resiliency Toolkit and provides suggestions for identifying and discussing factors related to an individual's resiliency. The tool is not a validated instrument and therefore is meant to serve as a tool for discussion, not a scoring instrument.

Instructions: Grantees, housing providers, and their partners can use this discussion tool with residents as part of case management or supportive service provision. When completing the tool, tell residents to think about their home and work experience as they are today and not dwell too long on each question. Residents should check the box that most closely matches how they feel about each comment, from Strongly Disagree to Strongly Agree. If residents are comfortable sharing their completed responses, the tool can be used to open a dialogue with case managers or other supportive service providers.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Healthcare and Food Security					
1. I attend doctor's visits on a regular basis.					
2. I have physical access to nutritious food.					
3. I am able to buy an optimal amount of quality food.					
4. I do not run out of food often.					
Mental Health					
5. I usually have an interest or pleasure in doing things.					
6. I usually do not feel down, depressed, or hopeless.					
7. I am open to asking for help when I am feeling down or depressed.					
8. I am open to receiving counseling when needed.					

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
9. I have strategies in place for dealing with stress.					
10. I feel good about the way my life is going.					
Employment					
11. I am currently employed.					
12. I am satisfied with my job.					
13. I have little to no barriers that hurt my ability to finding a job.					
14. My job pays me enough to sustain my needs.					
Financial Info					
15. My income supports my family's basic needs.					
16. I have enough money to cover all of my monthly bills.					
Safety					
17. I feel safe in my home.					
18. (If applicable) I have a supportive and loving relationship with my spouse or significant other.					
19. I have not experienced any abuse within the last 12 months.					
20. I have people to talk to about issues at home, work, or within my relationships.					
Housing					
21. I have stable housing.					

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
22. I am not experiencing any housing issues.					
23. I live in substandard housing.					
24. I am not at risk of homelessness.					
Ability to Change					
25. When one attempt fails, I learn from it and change my approach next time.					
26. When a task does not go as planned, it affects my belief in myself.					
27. I tackle most challenges I face.					

Appendix V: Interviews with Norris Homes Partners

Q&A with PHA & City | Grantee Perspective

Q. Please describe what resiliency means to the City of Philadelphia and PHA.

- **A.** Resiliency is our ability to adjust as needed to the ever-changing needs of the community. Both the City of Philadelphia and PHA strive to create an environment where we are able to make these adjustments as needed, both internally and with our partners. We've managed a range of issues, including funding shifts, administrative changes, and grappling with the impacts of the COVID-19 pandemic. Each of these have required us to collectively problem solve and develop creative strategies to move forward.

Q. How does the City and PHA work towards building and supporting resilient residents?

- **A.** The City and PHA support residents in leading efforts and organizing their communities. We aim to "take a back seat" when it comes to developing and communicating strategies. Through listening sessions, leadership development, and fiscal support, we try to meet the needs of communities as identified by residents. Creating the infrastructure for stakeholder meetings to happen regularly has been critical to understand where to offer support. Additionally, we have developed an advisory committee that consists of stakeholders, including philanthropy, who can help identify opportunities for additional funding.

Q. What did you need to build consensus between the applicant and co-applicant, generate support from leadership to work with residents, and identify partners to bring a new project to life?

- **A.** Consensus was built through constant communication among grant partners. This communication occurred through regularly scheduled meetings and informal conversations to ensure all parties were aligned in their goals and priorities. Support from leadership developed gradually. Transparency and inclusion fostered trust and led to lasting relationships. Leadership buy-in, in turn, led to resident participation in community meetings, where the process of trust building re-emerged. Partners were identified based on capacity and flexibility. The ability of partners to adapt and meet challenges was fundamental to completing a successful project.

Q. What tools and tactics did you use to help build trust among the partners – residents and Temple University?

- **A.** Building and maintaining trust is a continual process. It's important for us to be clear about roles and expectations. We also encourage more informal relationships where we can easily call each other and address things directly as they come up. Being transparent, owning mistakes, and discussing issues openly when things don't go as planned has been critical. Being honest about timelines and the bureaucratic processes involved in the decision-making process has helped us all create realistic goals and manage expectations. We also try to celebrate wins and give each other credit for the amazing work we're all doing. We look forward to a community meal and celebration post-COVID.

Q&A with Donna Richardson | Resident Perspective

Q. What does resiliency mean to you?

- **A.** Resiliency to me is about having the right tools to utilize to sustain and overcome barriers. It is also about having a support group that strengthens your resiliency.

Q. How has the City of Philadelphia and Philadelphia Housing Authority (PHA) supported you and other resident leaders on your journey to resiliency?

- **A.** The City of Philadelphia was very understanding of our program. They took the time to learn and assess the the needs of the community. The City of Philadelphia was all aboard and opened doors to continue to help. Working with the City of Philadelphia, gave me a different outlook. PHA has been onboard 100% and would like to eventually duplicate the program. PHA had given all the support that has been needed and more. PHA meets us where we are at and set goals for us to continue improving even more in the future. The City of Philadelphia and PHA has strengthen my resiliency and has made it possible to overcome any obstacles that were thrown my way.

Q. How has Temple University supported you and other residents' leaders on your journey to resiliency?

- **A.** For my program, Temple University has been willing to work with us and hear our needs when they are different than our wants. Temple University has taken the time to care about the needs of the community. There is much more to be done, and Temple University has been a valuable player and has corrected what they may not have been doing well. Temple University has strengthened my resiliency with dealing with new partners and working together as a unit to bring forth change in the community.

Q. What tools did you use to build the vision for the afterschool program?

- **A.** I researched the needs of the community. A major need was for improvement of children's academics. I often asked myself questions like, "How can kids be successful in life if their core academics are not in place?" While helping with the student's academics, we realized we needed to involve the parents as well. We implemented family-needs programs. Our program focused on the whole family unit, both kids and parents, to make an even greater impact on the child's academics. We wanted children to have a better start, and we did outreach to the parents so they could work as a team with us. Most importantly, we always kept our word.

Q. Have you participated in any City of Philadelphia, PHA, and/or Partner programs that have been particularly impactful?

- **A.** Yes, there are many programs that have been impactful for our after school and summer camp program. I will highlight some in particular. Our partnership with ShareFood has really helped us have food drives for the community which has been very helpful during the COVID-19 pandemic. Toys4Tots partnerships has allowed for our students and families to receive gifts during the winter holiday. PHA has offered many support programs for community members including GED assistance and home ownership programs. CBS Food partnership has provided lunch meals for students during the academic year. STEM programs teach our students all kinds of new things every summer. We align with so many programs to keep the community connected.

Q. Has anything outside of the City of Philadelphia, PHA, and Temple University helped you build resilience?

- **A.** Yes, HUD and their team has really opened doors for our program. Our program would not have got off the ground and been able to grow if it were not for HUD.

Q&A with Temple University | Partner Perspective

Q. How does your organization and team support resident resiliency?

- **A.** From the beginning, we recognized and valued the resiliency among residents. Supporting this resiliency began by acknowledging their potential contributions to the grant's educational strategy and then positioning the resident council to be a formal entity independent of but on par with the CNI partners. For Norris' resident council this meant becoming a 501.c.3 non-profit organization so that the university could subcontract their new company to provide afterschool programming for the children in their neighborhood. From there, we built capacity by creating jobs for residents to work at the afterschool program and providing professional development to improve educational service delivery. Then we focused on specific benefits including annual increases in hourly wages, moving from part-time to full-time employment, adding fringe benefits, vacation days, and sick leave. Essentially, we put in place the human resource capital to ensure growth at both the organizational level as a successful Black-owned business and at the individual level as people initiating a career path in education. The ultimate goal of this community-university partnership was to invert the power structure so that the Norris Community Resident Council, Inc. could compete for and obtain large grants as the primary applicant and then bring on the university as needed to provide supplemental educational services, such as professional development and program evaluation. As we begin our seventh year in this partnership, we are excited to share that this has been accomplished. Norris holds their first primary service contract and just subcontracted the university to provide supplemental educational services.

Q. What was important to build the partnership with the Resident Council, residents, the City, and PHA?

- **A.** The most critical lesson learned was that every partner needs to be at the table, and more so, they need to be there during the design phase. When a partnership begins at the conception and planning stage, as it did here, the work moved the community beyond having a mere transactional relationship and into a proactive role as an authentic co-collaborator with the university. As faculty we shifted our positionality from putting resources "in" the community to creating programming "with" the members of the community, a seemingly minor change in language that led to a transformational difference in establishing respect and trust with the Resident Council that laid the foundation for an equitable partnership. When coordinating with the City and the Housing Authority, we quickly realized that we had to demonstrate a great deal of transparency and patience with each other to navigate our different bureaucratic processes from routing the contracts to the reporting the outcomes. Continuous communication was essential to accomplishing these larger goals and lent itself to the trust that formed between us as lead partners. For the scaled projects, we continued to maintain cross-sector representation on every initiative because we created more dynamic solutions when every stakeholder was involved. The Choice Neighborhood grant created a common agenda to reinvest in and revitalize North Philadelphia, and this pushed us to work outside of our normally siloed efforts and against our traditional community service model. There were times when relations between partners were strained and it was that higher accountability we had to the folks on the HUD team that kept us focused, supported, and moving forward.

Q. What does resiliency mean to your organization and how you approach philanthropy and strategic partnerships?

- **A.** A successful partnership is one that identifies each other's strengths and mutually beneficial activities. The Norris Community Afterschool program presented several opportunities for that. The program became a site for enriching experiential learning opportunity and course work for our undergraduates who in turn provided tutoring to youth during their homework help time. We also needed a non-profit organization to host undergraduate interns and when Norris opened their administrative offices to our students they received this additional voluntary support with their clerical and service operations. Our approach to philanthropy was an extension of that concept of identifying mutually reinforcing opportunities. The College of Education & Human Development directly reached out to alumni and supporters who historically donated to the college's general fund but wanted to make a more direct impact on youth in Philadelphia. Within this authentic context where student-facing funds could be made immediately accessible to the program, a number of generous donations were made. We also included Norris in the scope of a previously established endowment, the Bernard C. Watson Endowed Chair in Urban Education, to ensure continued access to campus support and resources. We further leveraged the university's in-kind commitments by including them in the proposal for another multi-year grant that was awarded to the university to provide out-of-school time education at the public schools within the catchment area.

Q. What was important to build resiliency with the Resident Council, residents, the City, and PHA?

- **A.** To build sustainable resiliency, we began this partnership by co-designing curriculum with the residents who became the afterschool program administrators. From there, we co-facilitated the professional development sessions with them and in concert with the whole staff. We are now shifting to a technical assistance model for co-writing grants, co-designing evaluation, and sharing reporting templates so that Norris can build on its resources to position itself to take the full lead on these efforts over time. The residents of the community have an abundance of social and cultural capital that was invaluable to generating student enrollment, regular attendance (even during the relocation phase and COVID-related school closures), and incredible parent engagement. They had access to the network of neighbors, families, and the rich history that is Norris Homes. Incorporating this culture became a signature component of the curriculum. We captured the Resident Council's in-kind resources as a way to spotlight their leveraged contributions and acknowledge that the university is unable to replicate this type of capital or capacity. It is our hope that creating a sense of resiliency among the Resident Council communicates that the university cannot do this work without them. Above all, the key element to sustaining this program is to ensure that it remains community-led.

Appendix VI: Building Family Resiliency Strategic Planner

Ambassador/Case Manager: _____

Client Name: _____

Purpose is to assist clients in recognizing barriers to achieving goals and overcoming them by identifying the *cause and effect* and strategically outline a plan to reach a goal via the creation of a *Vision Board*.

Note: In any given situation, resiliency will only occur if the motivating forces are stronger than the restraining forces. No matter what tier of resiliency you're currently in (crisis management, stability, or resilient), you can begin outlining a plan to achieve any goal.

EXAMPLE

Goal – Gain and sustain long-term employment within a field of my choice		
Barrier	Cause (why is it a barrier)	Effect (result)
Low Reading Level	Dropped Out of School	Difficulty Reading Application

Strategy: Outline a plan to achieving your goal of gaining and sustaining long-term employment in a field of your choice.

Who: _____

What: _____

Why: _____

When: _____

Where: _____

How: _____

* Transfer the above information to your vision board and summarize the “how steps” in 5 to 7 steps on the board, which should be followed in an effort to achieve your goal. Your goal may be short-term or long-term. However, for this exercise, the goal should be achievable within 5 years.

Appendix VII: Vision Board Template

Who?	What?	Why?
When?		Where?
How? (with realistic timelines based on your situation)		

Vision Board Questions Graphic

1. Who are you?
Insert text here

2. What do you want to achieve?
Insert text here

3. Why?
Insert text here

4. By when?
Insert text here

5. Where?
Insert text here

6. How will you achieve your goal?

Appendix VIII: Hosting a Virtual Meeting | Checklists

Meeting with your community members has changed since COVID-19. There are many different online platforms and ways to connect virtually. Below are a few tips to keep in mind if you are planning to use the Zoom platform.

How to Schedule a Zoom Meeting

- ☐ Open Zoom and sign in with your email address and password. If you do not have a Zoom account already, you can sign up to create an account.
- ☐ Click on the “Schedule a Meeting” icon.
- ☐ Select the meeting settings.
- ☐ Enter the topic or name of your meeting.
- ☐ Enter the date and time of your meeting.
- ☐ Enter the duration of the meeting. Note that the meeting will not end after the length of time that you entered. This is only for scheduling purposes.
- ☐ Choose your time zone. By default, Zoom will use your computer’s time zone, but you can select a different time zone from the drop-down menu.
- ☐ Click “recurring meeting” if you want to have recurring meeting sessions. If you click on “recurring meeting,” the meeting ID will remain the same for each meeting session.
- ☐ In Video, put on the “Host and Participant” icon. This will allow you and other participants to have a video conference session. The host and participants also have the option to turn on start their video even if you choose to turn this off
- ☐ In Audio, choose whether to allow users to call in via Telephone only, Computer Audio only, or Telephone and Computer Audio.
- ☐ In Options, you can choose if you want participants to join the meeting with a password. If you select the option, participants will be able to join the meeting with the meeting password.
- ☐ In Calendar, you can choose any of the calendar options to add to your schedule.
- ☐ In “Meeting Options,” you can choose if you want to Enable join before host, Mute participants upon entry, enable waiting room or record the meeting automatically on your computer. You can select any or all the options according to your preference.
- ☐ Click on “Save” to save the meeting.



How to Host a Zoom Meeting

- ☐ First, go to Zoom.us and sign up for a Zoom account.
- ☐ Now, open the Zoom app on your computer.
- ☐ Log in with your Zoom username and password.
- ☐ Select Meetings at the top.
- ☐ Tap Invite.
- ☐ Send Invitations to your Added Contacts.



How to Join a Zoom Meeting

- ❑ Click the link in an invitation email: If you have an email invitation, click “Join Zoom Meeting” in that email. This takes you to the Zoom website.
- ❑ Go to the Zoom website: Go to <https://zoom.us/join> and enter the 9-digit meeting ID from your invitation email. If the meeting requires a password, that will be in your email, too.
- ❑ When you are on the Zoom website, if you are asked whether you want to open Zoom, click “Open zoom.us.” Zoom will open, showing you a preview of your camera image. Then click either “Join with Video” or “Join without Video.” If you use video, other people in the meeting will see you. If not, they will just see your name. Next, Zoom will ask about audio. Click “Join with Computer Audio” so you can hear and be heard in the meeting.
- ❑ Dial into the meeting on a phone: If you don’t have access to a computer, tablet, or smartphone, you can use a phone to dial into the meeting. The phone number to use will be in your invitation email.
- ❑ Always remember to review the meeting’s accessibility features and identify tips for making Zoom meetings accessible. For additional information, see [Accessibility-Zoom](#).

Appendix IX: Tracking Your Success | Record Sheet

Steps to Success record sheet

Topic _____

TASKS/WEEK	#1	#2	#3	#4	#5

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- Makeeda Holley, Vice President, Resident Program & Partnerships, Philadelphia Housing Authority
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For more information about
Choice Neighborhoods,
visit www.hud.gov/cn