WHERE WE’RE GOING

Introduction to Networks

Social Network Toolkit

Breakout Session
NETWORKS & RELATIONSHIPS

It takes a village to raise a child
If you want to go quickly, go alone.
If you want to go far, go together.
“Individuality is the capacity for union. The measure of individuality is the depth and breadth of true relation. I am an individual not as far as I am apart from, but as far as I am a part of other men.”

- Mary Parker Follett, 1918
“In a real sense all life is inter-related. All men are caught in an inescapable network of mutuality, tied in a single garment of destiny.

Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be...This is the inter-related structure of reality.”

- Dr. Martin Luther King Jr., 1963
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“When the knowledge base of an industry is complex, expanding, and widely dispersed,
NETWORKS & RELATIONSHIPS

“When the knowledge base of an industry is complex, expanding, and widely dispersed, the locus of innovation is likely to reside in the interstices between organizations rather than in individual firms.”

- Ibarra et al., 2005
GROUNDING THE WORK

1. Think about an issue that is important for your work

2. Try to clarify the scope, or level, that you are working on to address the issue

3. Brainstorm a list of people or organizations who are also invested in this issue

School Lunch Reform
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School Lunch Reform (City-wide)
GROUNDING THE WORK

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3. Brainstorm a list of people or organizations who are also invested in this issue
Complex, dispersed, ‘wicked’ issues

Collaborative Intervention

Significant improvements in outcomes
However, we don’t know (a lot) about the process of collaborative interventions particularly in terms of:

- Breaking down agency “silos”
- Developing infrastructure of systems and resources

By better understanding this process we can better support organizations engaged in this work.
SOCIAL NETWORK THEORY

A way of thinking about social systems that focuses on the relationships between the actors:

- Issues cannot be understood if it is viewed in isolation.
- Focus on the interactions between individuals or organizations.
- Examine underlying network structures and processes.
SOCIAL NETWORK THEORY

SOCIAL CAPITAL

Resources embedded in relationships and social structures which can be mobilized to increase the likelihood of success.

(Lin, 2001)
SOCIAL NETWORK THEORY

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(Lin, 2001)

COMMUNAL SOCIAL CAPITAL

Benefits that accrue to the collective as a result of the positive relationships between different actors.

(Ibarra et al., 2005)
A research methodology that focuses on the relationships between the actors

A network consists of a set of **ACTORS**

Who are connected through **RELATIONSHIPS**

The pattern that these ties create is a **NETWORK STRUCTURE**

This structure impacts **SOCIAL CAPITAL**
SOCIAL NETWORK ANALYSIS

“An **invaluable tool** for systematically assessing and then intervening at critical points.”

(Cross et al., 2012, p. 26)
SOCIAL NETWORK ANALYSIS

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Can enhance a **community’s capacity** to:

- Combine diverse knowledge and skills for effective solutions to complex problems
- Influence decision makers and opinion leaders
- Be responsive to community needs
- Coordinate collective tasks and services efficiently

(Povan et al., 2005)
Create a community of opportunity, centered on strong schools, strong families, and strong neighborhoods, that allows every child to learn, grow, and succeed.
With whom, if anyone, has your organization worked with to create some sort of deliverable, for instance a grant application, information session, event, project, etc.?
Sized by the total number of relationships
INTERVIEW

“Project Hope, there’s huge trust here. BPE, there’s huge trust there too...I think it emanates from DSNI. I think that they evaluate whether or not they believe you’re going to respect their neighborhood as much as they do.”
“I’m surprised to see …this linkage… Aligning these three institutions in a productive way for our students would be a huge win and to see that they already have deliverables tied to each other already, that’s important.”
PURPOSE AND OVERVIEW

THIS IS SUPPOSE TO BE:

1. Messy
2. More about questions than answers
3. About a process that will be revisited

SNA PROVIDES:

1. A diverse point of view
2. Increased collaboration
3. Coordinated services
4. Integration of resources
PURPOSE AND OVERVIEW

FOUR PHASES:

1. Generating
2. Assessing
3. Mapping
4. Analyzing & Planning
PHASE 1: GENERATING

STRONG AND HEALTHY FAMILIES

PROJECT HOPE - NO CHILD GOES HOMELESS
In Partnership with Boston Promise Initiative

WHAT WE ARE ABOUT:
Project Hope is a multi-service agency at the forefront of efforts in Boston to move families beyond homelessness and poverty. Project Hope provides direct services to low-income families with children including housing search assistance, adult basic education, childcare and job training. It fosters personal transformation and works with the community and state to achieve change by advocating for just public policies that strengthen families.

Located in the Dudley neighborhood, Project Hope has worked in partnership with families since 1981 and was founded by The Little Sisters of the Assumption. Its programs serve hundreds of families and community members each year.

WHO WE SERVE:
We mostly serve single mothers with young children.

MAJORITY WITH INCOMES LESS THAN 25K

54% AFRICAN AMERICAN
46% LATINO

46% WERE HOMELESS AS CHILDREN

BPI PARTNERSHIP HIGHLIGHTS:
- Project Hope and DSNI collaborate with 3 school partners: Orchard Gardens K-8 Pilot School, the Dualborn STEM Academy, and the Dudley Street Neighborhood Charter School. Project Hope meets with school staff on-site on a regular basis, and the schools refer families who are experiencing housing instability. Since the beginning of this initiative, 115 families have been referred, and 43 families either obtained housing or were able to retain their current housing.

- DSNI and Project Hope provided training for staff and school partners, including Dudley Promise Corps, Boston Teacher Residency, Citizen Schools and City Connects on the issue of student homelessness, the difficulties experienced by families who are in shelters and motels, signs to identify this issue in their students, and ways to support students and families.

- Project Hope and DSNI are working together to gather and analyze attendance data on all of the students whose families have been referred. We are seeing improvements in students’ school attendance after they are stably housed.

DUDLEY STREET NEIGHBORHOOD INITIATIVE
504 Dudley St, Boston, MA 02119
(617) 442-9670
www.dsni.org

Dudley Street Neighborhood Initiative - Boston Promise Initiative
**PHASE 1: GENERATING**

**ISSUE**
- What is the specific issue you are working with/identifying?

**SCOPE**
- What is the scope of the issue? Is the issue at the neighborhood, city, region, or state level?

**ACTORS**
- Based on the scope of the issue, who are the actors involved?

**ACTION**
- At the top of butcher paper write out the issue.
- At the bottom of the butcher paper write out the scope.
- Write all the names of the individual actors on sticky notes.
PHASE 1: GENERATING

**ISSUE**

What is the specific issue you are working with/identifying?
PHASE 1: GENERATING ISSUE

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Project Hope
550 Dudley St. Roxbury, MA 02119
(617) 442-1880
www.proshope.org

Dudley Street Neighborhood Initiative - Boston Promise Initiative
PHASE 1: GENERATING

ISSUE

What is the specific issue you are working with/identifying?

Homelessness in Children
PHASE 1: GENERATING

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SCOPE
What is the scope of the issue? For instance, neighborhood, city, region, state

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Homelessness in Children (Dudley Village Campus)
PHASE 1: GENERATING

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ACTORS

In 2015, Project Hope’s education and workforce development initiatives ensured 87 adult women received work readiness programing, and 80 percent of job training graduates were placed in jobs with an average starting salary of over $30,000. Project Hope’s housing support services ensured 131 families at risk of losing housing were able to stay in their homes, and 80 families were placed into affordable housing. Project Hope’s child care services ensured 172 children were enrolled in high quality early education and care, and 80 percent of children met their developmental milestones. In the Dudley Village Campus, we placed 14 families into permanent, affordable housing and prevent evictions for another 19 families.
PHASE 1: GENERATING

- DSNI
- Project Hope
- Orchard Gardens
- Dearborn
- DSNCS
- Dudley Promise Corp
- City Connects
- Boston Teacher Res.
- Citizen Schools

Homelessness in Children (Dudley Village)
PHASE 2: ASSESSING

ACTOR CAPACITY
- Actors who have organizational capacity to engage with the issue.

QUESTIONS TO ASK
- Does the organization have the staff and resources to engage with the issue?
- Does the organization and staff have the expertise and knowledge to engage with the issue?

ACTION
- Sort the actors into three columns (Strong, Moderate, Limited) based on their capacity.
- Draw the corresponding dots on the sticky note.
Thinking critically about who has been brought to the table to address the issue.

Some possible examples:

- History of Engagement with Issue
- Organizational Capacity
- Trust

Strong ○○○ ○○ ○ Limited
PHASE 2: ASSESSING

History of Engagement with Issue

**Strong**
- Project Hope
- City Connects

**Moderate**
- DSNI

**Limited**
- DSNCS
- Dudley Promise Corp
- Citizen Schools
- Dearborn
- Boston Teacher Res.
PHASE 3: MAPPING

PLACEMENT

- Place the actors with the most amount of dots near the center, with fewer dots being placed further outside of the circles.

RELATIONSHIP TIES

- Draw relationships between the actors to represent relationships.
- Strong: two actors that utilize several forms of communication (formal, informal, emails, meetings).
- Limited: two actors that need to have their forms of communication strengthened. Do not draw a line for those with no partnership.
PHASE 3: MAPPING

Network mapping involves:

- Placing the actors around the topic area, and
- Visually examining relationships
PHASE 3: MAPPING

Homelessness in Children (Dudley Village)

- DSNCS
- Orchard Gardens
- Dudley Promise Corp
- Project Hope
- DSNI
- City Connects
- Citizen Schools
- Boston Teacher Res.
- Dearborn
PHASE 3: MAPPING

- **Strong**
  Organizations that have established consistent patterns of formal and informal communication

- **Limited**
  Organizations that have established inconsistent means of formal and informal communication

- **Absent**
  Kyle  Amanda
PHASE 3: MAPPING

Homelessness in Children (Dudley Village Campus)

DSNI

Orchard Gardens

Dearborn

Boston Teacher Res.

City Connects

Citizen Schools

Project Hope

Dudley Promise Corp

DSNCS
PHASE 4: ANALYZING & PLANNING

WHY
- Analyzing one’s network provides a valuable lens to assess and intervene.
- Research has shown that analyzing the network can increase the capacity to:
  - Take into account diverse points of view
  - Increase collaboration within groups
  - Coordinate services more efficiently
  - Ensure integration of resources

QUESTIONS TO ASK
- To what extent have we brought the right people to the table for this issue? How are actors working together?
- Do we need to strengthen relationships? Do these relationships need to be formalized or sustained over time?
- What resources are available/flowing in the network? (Money, expertise, capacity, clients)
- What knowledge do we need to understand the issue and scope?
- What barriers are we encountering in the network? How can we address these barriers?
PHASE 4: ANALYZING & PLANNING

To what extent have we brought the right people to the table for this issue? How are actors working together?

Do we need to strengthen relationships? Do these relationships need to be formalized or sustained over time?

What resources are available/flowing in the network? (i.e., money, expertise, capacity, clients)

What knowledge do we need to better understand the issue and scope?

What barriers are we encountering in the network? How can we address these barriers?
PHASE 3: MAPPING

Homelessness in Children (Dudley Village)
Networking Partnerships for Educational and Community Change

Thank You

CONTACT INFORMATION

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PHASE 3: MAPPING
PHASE 4: ANALYZING & PLANNING

Resources
- What resources are available/flowing in the network? (Money, expertise, capacity, clients)
- How are resources (i.e. $) flowing through the network?
  - Who will provide funding?
  - How will clients move seamlessly from one organization to another?
- NEEDS
  - What knowledge do we need to understand the issue and scope?
  - What skills do we need to complete our goals?

Addressing Challenges
- Where in the network are we being the most/least effective?
  - What opportunities in the network are we poised to build on?
    - Are their similar projects across organizations?
  - What barriers are we encountering in the network? How can we address these barriers?
PHASE 4: ANALYZING & PLANNING

Relationships

● To what extent have we brought the right people to the table for this issue?
  ○ Who are the most engaged/central (critical) players?
  ○ What other actors need to be engaged moving forward? What is the best way to engage them?
  ○ Do the goals of the group align?

● How are actors working together?
  ○ Do we need to strengthen relationships? Do these relationships need to be formalized or sustained over time?
  ○ What structures are in place to facilitate collaboration? (meetings, emails, informal)