

Module title	MODULE II ASSESSING STRENGTHS OF YOUR COMMUNITY
Unit title	UNIT 1 -- ASSET BASED COMMUNITY DEVELOPMENT^R
Time needed to complete unit	<u>Your Community Demographics</u> (10 – 15 minutes) <u>How ABCD Works</u> (15-20 minutes) <u>Capacity Building Inventory</u> (20-30 minutes) <u>Building Communities With Their Assets</u> (10-15 minutes)
Why is this important to know?	The community we are employed to serve consists of a diverse population with very clear challenges and assets that we should never presume to know without a thorough evaluation and assessment. This is a difficult but essential task in any community, but even more so in the sub-cultures of the community. Regardless of the cultural orientation of the community, a positive focus and assessment of the assets and uniqueness of the targeted community can be very rewarding. In order to design relevant community educational programming it is essential to have accurate and current demographic data and identify the assets and the barriers to maximizing the use of these assets in a community. This information will help every educator serve their clientele more professionally.
Objectives/Purpose	To introduce you to demographic resources and an asset based community development method. This unit will also equip you with the tools to conduct such an assessment of your community as the basis for future community and extension programming.
How to use this information	Work through each lesson and refer to the references and resources for a more in-depth study. The use of up-to-date demographics and then a direct engagement of the community will better equip you to start your community assessment and plan relevant educational programs. This method of community development is not unique to an intercultural community but focuses on the positive assets of individuals, associations, and institutions. Although the ABCD is focused on economic development, the concept has been very useful in determining educational priorities and helping a community strengthen.

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<p>Supporting materials <i>(handouts, Power Points, activities, etc.)</i></p>	<p>The lessons in this unit include primarily resources for the educator to learn and study at the introductory level. In addition there are references, handouts, PowerPoint presentations, and activities for those educators choosing to use this material with client audiences.</p>
<p>Additional resources, web links</p>	<p>See individual lessons U.S. Census Bureau http://quickfacts.census.gov/qfd/ Asset-Based Community Development Institute http://www.northwestern.edu/ipr/abcd.html Sam Cordes, LCD Program Leader, IN - smcordes@purdue.edu</p>

Unit title	MODULE II UNIT 1 -- ASSET BASED COMMUNITY DEVELOPMENT^R
Lesson I title	<u>Your Community Demographics</u>
Time needed to complete lesson	<u>Your Community Demographics</u> (10 – 15 minutes)
Why is this important to know?	Demographics may be used to examine current trends or characteristics of a given community. Tracking these characteristics is a difficult but essential task in any community but even more so in the sub-cultures of the community. The data can be presented in many different forms. Demographics may be important in determining program needs or in defining potential audiences. Demographics can provide a detailed breakdown of community residents according to such characteristics as ethnic background, age, marital status, education, family sizes, housing, area of residence, gender, income level, ethnicity, etc. As with any other Extension planning and programming, you must be aware of the local situation and have accurate data before you start. Demographics over time may be used to identify changes in a community which have occurred or are occurring. They can help people see a visual representation of information about their own community.
Objectives/Purpose	To encourage the educator to base their programming on the most recent demographic data available to ensure that the Extension system and county leaders are aware of the diversity in their own community.
How to use this information	Review the most recent Census figures and other data available. Compare your local trends in demographics with trends in your Extension programs. One place to find information is the U.S. Census Bureau at http://quickfacts.census.gov/qfd/ or: http://factfinder.census.gov . Chart the data for your county from three most recent census years. This will enable those you serve and those who advise you to readily spot trends relevant to planning strategies. The importance here is to interpret the available data to provide a good picture of "who we are." It is extremely important that the user realize that data of this type reflects only information that respondents were willing to share. This data tends to be descriptive and will usually require the user to discriminate, sort, and correlate. Some figures may represent estimates or projections as opposed to actual accounts. Great

	<p>quantities of data may overwhelm you and those with whom you plan to share the information with unless selectivity is exercised. Demographic information does not reveal individual values, beliefs, or reasons underlying current trends.</p>
<p>Supporting materials</p>	<p>Take the US Census Bureau's Foreign-Born Pop Quiz and get more information about immigrants: http://www.census.gov/population/www/socdemo/foreign/quiz.html</p> <p>Additional sources of information about the demographics of your community can be found at: State Education Departments Public Libraries Financial institutions Utility companies Chambers of Commerce Agencies and organizations responsible for health, rehabilitation, law enforcement and protection, recording vital statistics.</p>
<p>Additional resources:</p>	<p>U/S. Census Data Fact Finder: http://factfinder.census.gov</p>
<p>References:</p>	<p>Other examples of Resource links: Indiana Prevention Resource Center at IU http://www.drugs.indiana.edu/indiana/fssa.html</p> <p>Resource Network on Outcome Measurement - United Way http://www.unitedway.org/outcomes</p> <p>New York State Public Schools http://www.emsc.nysed.gov/deputy/Documents/schinfo.htm</p> <p>Step Ahead Includes county profiles Indiana Collaboration Project http://www.ai.org/fssal/StepAhead/index.html</p>

Unit title	MODULE II UNIT 1 -- ASSET BASED COMMUNITY DEVELOPMENT^R
Lesson II title	<u>How ABCD Works</u>
Time needed to complete lesson	<u>How ABCD Works</u> (15 – 20 minutes)
Why is this important to know?	This is a relatively new assessment approach developed by the Institute for Policy Research at Northwestern University for use in a wide variety of communities. Traditional methods of needs assessment have often directed our programs and resources rather than helping people maximize the use of their “assets”. Regardless of the cultural orientation of the community, a more positive focus and assessment of the assets and uniqueness of the targeted community can be very rewarding. Instead of dwelling on “needs” it is more productive and revealing to evaluate the assets of the community and respond to these with relevant community development programming. This is even more important if the majority of the community population is concerned with the “needs” of a minority group. This approach will help you highlight the positive contributions of a diverse community when dealing with advisory boards and community leaders.
Objectives/Purpose	To introduce you to asset based community development and equip you with the tools to conduct such an assessment of your community as the basis for future community and extension programming.
How to use this information	This information is useful for any educator seeking an alternative to a “needs based” traditional approach to program planning and will be a refreshing and positive contribution to the whole community. This material may need to be translated and conducted in face-to-face personal discussions, focus groups, and open listening sessions rather than mailings, newspaper solicitations, and surveys. Read through the information provided on http://www.northwestern.edu/ipr/abcd/abcdciforeward.html and consider how this ABCD method can be most appropriate when considering how to begin programming with a culturally diverse community.

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Supporting materials	Introduction to Asset Based Community Development PowerPoint presentation
Additional resources, web links	Introduction to ABCD at http://www.northwestern.edu/ipr/abcd.html
References:	<p>For additional information about the ABCD Institute, please contact Sarah Dobrowolski, Project Coordinator, at 847-491-8711 (phone) or 847-467-4140 (fax), or ABCD Institute, IPR, Northwestern University, 2040 Sheridan Road, Evanston, IL 60208-4100. E-mail: ipr@northwestern.edu</p> <p>This copyright material may be reprinted with the following attribution: "Reprinted with permission of John P. Kretzmann and John L. McKnight, pp. 19-25, from Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets, Evanston, IL: Institute for Policy Research (1993)."</p>

Unit title	MODULE II UNIT 1 -- ASSET BASED COMMUNITY DEVELOPMENT^R
Lesson III title	<u>Capacity Building Inventory</u>
Time needed to complete unit	<u>Capacity Building Inventory</u> (20-30 minutes)
Why is this important to know?	Knowing how to design and use a Capacity Inventory instrument will help you determine the methods to use when assisting individuals and groups to improve their communities. It is through focusing on the individual and group assets that you can become more effective in reducing the barriers to community success rather than focusing on the deficiencies in the community. Focusing on the communities assets not only gives the planning process and better sense of what assets are available, it gives the people an opportunity to view what skills they have a capacity rather than them thinking negatively. The process itself uplifts many communities, but you must know how to modify the inventory to suit your purpose and community, how to conduct the inventory, and most of all how to use the information to ensure that it helps the people.
Objectives/Purpose	To cause you to apply the capacity building assessment process to a community planning process as the basis for future community and extension programming.
How to use this information	Review the capacity building instrument http://www.northwestern.edu/ipr/abcd/abcdci.html and revise it to better suit your community. Take the assessment to the people in either a focus group or your workgroup. Read The Capacity Inventory, How to Use this Document, from http://www.northwestern.edu/ipr/abcd/abcdcihowto.html . Work with other community leaders to develop a plan on how you will use this information to benefit those you intend to inventory. Be sure to communicate the benefits and intended use of the data to benefit the community.
Supporting materials <i>(handouts, Power Points, activities, etc.)</i>	Capacity Building Inventory http://www.northwestern.edu/ipr/abcd/abcdci.html The Capacity Inventory, How to Use this Document, from http://www.northwestern.edu/ipr/abcd/abcdcihowto.html

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Additional resources, web links	Cultural Orientations introduction http://www.tmc Corp.com/PDF/COI_Flyer.pdf
References:	Institute for Policy Research 2040 Sheridan Road Evanston, IL 60208-4100, Phone: 847-491-3395 Fax: 847-491-9916 E-mail: ipr@northwestern.edu

Unit title	MODULE II UNIT 1 -- ASSET BASED COMMUNITY DEVELOPMENT^R
Lesson IV title	<u>Building Communities With Their Assets</u>
Time needed to complete lesson	<u>Building Communities With Their Assets (10-15 minutes)</u>
Why is this important to know?	Regardless of the cultural orientation of the community, a more positive focus and assessment of the assets and uniqueness of the targeted community can be very rewarding. It is not enough to collect data and “study” your community. You must have a plan to use the information to connect the individual people to the groups, organizations, and community in which their can apply their assets and contribute to the betterment of the whole. Only then will there be a strong community. Using this method, communities can decide to become entrepreneurs and really rally around their community assets with programs and grants that result in a much improved quality of life.
Objectives/Purpose	To equip you with the tools to conduct such an assessment of your community and then base future community and extension programming on this information.
How to use this information	<p>This information is useful after you have evaluated the Capacity Building Inventory and now have a basis of knowing what the strengths of the community are. First read this material called “Building Communities from the Inside Out” at http://www.northwestern.edu/ipr/publications/community/intro-building.html</p> <p>Be prepared and have a plan to and share the process of collecting information, engaging key leaders in the community, and connecting the skills and of the participants with opportunities to make significant contributions in the community. This will empower the participants to seek to improve their own income and life quality.</p> <p>This material may need to be translated and conducted in face-to- face personal discussions, focus groups, and open listening sessions rather than mailings, newspaper solicitations, and surveys. You will likely have to go to the community rather than having them come to you.</p>

Supporting materials	The lessons in this unit primarily include resources for the educator to learn and study at the introductory level. Refer to the Institute for Policy Research at Northwestern University at http://www.northwestern.edu/ipr/abcd/abcdciforeward.html for more information.
Additional resources	<p>Uncovering Local Assets: The Foundation for Building Stronger Communities/Descubriendo el capital local: La base para el desarrollo de las comunidades (PowerPoint Presentation) http://extensionespanol.net/pubinfo.cfm?pubid=166</p> <p>Ashford, G. (1999). "Beyond Problem Analysis: Using Appreciative Inquiry to Design and Deliver Environmental, Gender Equity and Private Sector Development Projects," International Institute for Sustainable Development. Trip Report 1, p. 16.</p> <p>Booy, D & Sena, O. (2000). "Appreciative Inquiry Approach to Community Development: The World Vision Tanzania Experience," November. Booy, D. & Sena, O. (2001) "Capacity Building Using the Appreciative Inquiry Approach: The Experience of World Vision Tanzania," January.</p> <p>Cooperrider, D. & Whitney, D. (1999). A Positive Revolution in Change: Appreciative Inquiry, Case Western Reserve University and The Taos Institute.</p> <p>Hall, J. & Hammond, S. (1998). "What is Appreciative Inquiry?" Inner Edge Newsletter .November 2000.</p>
References:	Asset-Based Community Development Workbooks http://www.northwestern.edu/ipr/abcd/abcdworkbooks.html