

E. COMMUNITY DEVELOPMENT: Education Models and Planning Tools

The community development process and its relationship to education about the environment is discussed in Appendix A and includes a lengthy list of references.

Ayres, Janet, Robert Cole, Clair Hein, Stuart Huntington, Wayne Kobberdahl, Wanda Leonard, Dale Zetocha. 1990. *Take Charge, Economic Development in Small Communities*. North Central Regional Center for Rural Development

This workbook employs a community visioning/strategic planning program applied to a community economic development process. The community visioning model sets out to engage community members in answering the three questions: (1) Where Are We Now?; (2) Where Do We Want To Be?; and (3) How Do We Get There: This model is the basis for many popular community development efforts of the 1990's, not only those limited to economic development. This manual provides a model for community leaders (generally assisted by a professional facilitator) to assess past community economic development performance, set goals for the future and create action plans to reach new community economic development objectives. Many elements of the traditional community development model of problem solving are evident. The workbook provides considerable detail for a community group or facilitator to implement a program using the materials, suggested agenda and meeting planning guide and ample appendices.

Bainer, Deborah. 1996. *A Comparison of Four Modules of Group Efforts and their Implications for Establishing Educational Partnerships*. The Ohio State University, Mansfield. (paper written for National Eisenhower project on science education partnerships)

This article presents and evaluates four models of group efforts which can inform development of educational partnerships: cooperation vs. collaboration; partnership vs. relationship; help or reform based partnerships; group organization strategies. Partnerships seem to be highly situational, but some common characteristics include: dynamism, mutual goals, parity, and commitment.

Beckenstein, A., F. Long, T. Gladwin, B. Marcus, and the Management Institute for Environment and Business (MEB). 1996. *Stakeholder Negotiations: Exercises in Sustainable Development*. Richard D. Irwin, a Times Mirror higher Education Group, Inc. company.

This is the first publication of "The Sustainable Enterprise Series." The mission of the series is to integrate sustainable development concepts into management education and practice through the development of innovative teaching materials. The text includes chapters, readings, debates and role-play simulations. The authors argue that the stakeholder concept is critical to sustainable development theory. Corporations often fail to consider the environmental impacts of their activities while government agencies often fail to consider the economic impacts of their policies. Stakeholder negotiations offer an alternative means of finding solutions to complex problems. The complexity of balancing ecological goals with social and economic goals suggests a decision-making model in which policy makers are a part of the negotiation process rather than the center of the constellation of decision making.

Butler, Lorna Michael, Colette Dephelps, and Kelsey Gray, coordinators. 1995. *The "SONDEO" A Rapid Reconnaissance Approach for Situational Assessment*. Western Regional Extension Publications, Washington State University.

This publication is part of the *Community Ventures: Partnerships in Education and Research Circular Series*. SONDEO means to "sound out." It is a rapid reconnaissance or rapid appraisal method of learning about local people's situations, experiences, problems, and perspectives directly from the people themselves. Local people are actively involved throughout the process. A local leader and community organizations help organize, conduct, and analyze findings. Development of interview questions and procedures follows a community development model which solicits goals, identifies resources and needs, gathers information, then analyzes results and applies analysis towards the development of actions.

Butler, Lorna Michael, Colette Dephelps, and Kelsey Gray, coordinators. 1995. *Community Ventures: Partnerships in Education and Research Circular Series*. Western Regional Extension Publications, Washington State University.

Topics for this series include:

Community Surveys

The "SONDEO" A Rapid Reconnaissance Approach for Situational Assessment

Delphi Technique

Focus Group Interview Technique

Volunteers As Partners in Community Action

Techniques for Successful Public Involvement

Diverse Partners in Planning and Decision Making Using Case Studies

Organizing for On-Farm Research and Education

Interest-Based Participation Through Negotiation

Role of Government Agencies in Public Decision Making

Citizen Advisory Systems

Chavis, David. M, and Florin, Paul. 1990. *Community Development, Community Participation, and Substance Abuse Prevention: Rationale, Concepts and Mechanisms*. Prevention Office, Bureau of Drug Abuse Services, Department of Health, County of Santa Clara, California.

In two papers, the authors make the case that a community development approach to addressing social problems is essential to bringing together all sectors of the community in a true collaborative partnership. The linkages that can be forged and maintained by comprehensive community involvement, cooperation and collaborative problem solving are necessary to engage key interest groups and the broader community. The authors note that the central ingredient to using the community development approach successfully in substance abuse prevention programming is to engage in meaningful community participation, a central theme in the community development approach.

Domack, Dennis R. 1995. *Creating a Vision for your Community*. University of Wisconsin Extension - Cooperative Extension (G3617).

A follow-up to the author's initial 1981 publication, *The Art of Community Development: a Wisconsin Experience*, this publication makes the case for planning for a community's future through the use of the community development process. The author initially defines three models of community development practice: the process model, social planning model, and social action model, suggesting an integration in the application of community development at the community level in response to specific needs and resources. The guide details the phases of community development: initial awareness, observation and judgement, follow-up and action, and evaluation, including practical guidance on how to involve resource persons and the community in the implementation of a successful process. Techniques, methodologies and resources are discussed, along with case studies applying the principles detailed in the

guidebook. The process detailed by the author is consistent with traditional community development practice.

Flora, Cornelia Butler. September 1997. *Innovations in Community Development*. Rural Development News, Vol. 21, No. 3. A publication of the North Central Regional Center for Rural Development, Iowa State University, Ames, IA.

This short article details the evolution of the discipline of community development. The author notes the following changes in community development practice: from community development to community building; from needs assessment to asset mapping; from clients to citizens; from individual leadership to community capacity; from strategic planning to strategic visioning; from deficiencies to capacities; from dependency to interdependency; from industrial recruitment to building from within; from outside evaluation to internal monitoring.

Himmelman, Arthur Turov. 1992 (1996 revised edition). *Communities Working Collaboratively for a Change*, a monograph. A. T. Himmelman, Minneapolis, MN.

The author makes the case that our current societal structure sustains and even promotes divisions among class, race and gender. The paper develops a theoretical framework and lays out a practical methodology for the development of "collaborative empowerment." The central theme is one of bringing out a truer method of engaging communities in the promotion of systematic societal change. A distinction is made between traditional notions of community and organizational development and that of community empowerment - the later engaging those most affected by a collaborative change (where as the former is believed to be paternalistically imposed on disenfranchised affected parties). The paper differentiates collaborative "betterment" and collaborative "empowerment" through illustrated activities associated with each.

Hustedde, Ron, Ron Shaffer, Glen Pulver. 1984. *Community Economic Analysis: A How To Manual*. The North Central Regional Center for Rural Development, Iowa State University, Ames, IA.

The authors are widely credited with popularizing a locally-based approach for planning and analyzing community responses to concerns about jobs and income. The Manual offers technical background for non-economists and establishes the analytical framework for community economic revitalization. The authors, particularly Shaffer and Pulver, utilized this analytical backbone in a four step process community development process. Partly dependent on availability of data and an expert on community economics, the process suggests: 1) review Wisconsin and US economic trends and local economic conditions; 2) analyze characteristics of the trade area and compare with similar places and over time; 3) complete a self-evaluation using "Community Economic Preparedness Index," which helps describe what has been done and what remains to be done; 4) develop a specific overall plan. This problem-solving approach to community development is narrowly focused on economic development, but engages the community in an authentic manner.

Israel, Glenn D. and Thomas Ilvento. 1996. *Building a Foundation for Community Leadership, Involving Youth in Community Development Projects*. Southern Rural Development Center.

This guide provides a process to involve youth in community service learning to increase their understanding of their community, to improve their sense of empowerment, and to encourage participation in community affairs. It supports development of school-community partnerships to develop increased community support and to help communities learn how to benefit for the energy and enthusiasm of youth. Community development is defined as "People from many different groups all pulling together to solve problems. It is a self-help process of local people using outside resources as needed." The mission of community development is described as one which works towards strengthening horizontal ties (internal relationships) in the community

while seeking to make vertical ties work for the community by improving communication with other levels of government. Components of the model include:

1. Commitment of project coordinator
2. Active community partnership
3. Support from school administrators and teachers
4. Involvement of students in data gathering
5. Youth activities to learn about community development and needs assessment. (Uses the POET model to teach about community development - Population, Organizations, Environment, Technology)
6. Reflection
7. Material resources
8. Technical support
9. Celebration of accomplishments
10. Plans for using information
11. Students involved in follow-up

Kaye, Gillian and Wolff, Tom. 1997. *From the Ground Up: A Workbook on Coalition Building and Community Development*. AHEC/Community Partners, Amherst, MA.

This workbook describes the application of coalition building and community development in addressing community-based health issues (based on innovative grassroots efforts to tackle health and quality of life issues in communities). The format presents basic concepts and exercises defining coalition building (coalitions vs. collaborations; community-based vs. community development; collaborative betterment vs. collaborative empowerment); principles of success in building community coalitions, barriers, multicultural issues; dealing with conflict; involving and mobilizing at the grassroots; doing community assessment; developing action plans; monitoring and evaluating efforts; and resources. Their contribution to new thinking about community development is in making the distinction between old and new ways of thinking: between community-based (focusing on the community, but not including the community) and true community development models and between a paternalistic betterment model and one of authentic empowerment. This workbook brings together many of the contemporary thoughts of the community development discipline in a practical and easily applied framework using community health practice case studies.

Kretzman J. and J. McKnight, 1993. *Building Communities From the Inside Out: A Path Toward Finding and Mobilizing A Community's Assets*. ACTA Publications, Chicago, IL.

The authors, in part through this book, suggest a critical paradigm shift in the manner in which community development's needs assessment methodology is employed. Rather than focusing on what is wrong with a community (and listing all of what needs improvement), the authors provide a guide to community building that begins with locating assets and individual or organizational skills and capacities. Just as focusing on what is deficient is demoralizing, focusing on what is well allows new opportunities to be identified and seized with confidence. The guide lays out five steps in the community-building process: mapping assets, building relationships, mobilizing for economic development and information sharing, convening the community to develop a vision and a plan, and leveraging outside resources to support locally driven development.

The Oregon Model: Comprehensive Community Visioning

Involves developing an action plan tailored to answer the questions a) where are we now? (profiling the community), b) where are we going? (analyzing trends), c) where do we want to be? (creating a vision), d) how do we get there? (developing an action plan)

Walzer, Norman, et al. 1995. *Community Visioning/Strategic Planning Programs: State of the Art*. The North Central Regional Center for Rural Development, Iowa State University, Ames, IA.

This research report details the rise of strategic visioning as a tool for community revitalization in ten states. It describes trends facing rural areas and the reasons many are turning to strategic visioning programs; discusses preparing communities for successful strategic visioning; describes the types of outcomes that communities have selected as a result of the visioning process; details basic structural changes that must occur in communities for strategic visioning programs to succeed; and shares the elements of a successful approach based on the findings of the study. Among other key findings, the report describes requisite ingredients for initiating and carrying out successful locally-based efforts, principally: local ownership of the effort, an emphasis on vision, and adaptive means of implementation. This report is one of a handful that contributes new insights (moving beyond planning to visioning) to an evolving community development discipline.

Williams, Roger. 1990. *Empowering Your Rural Community: How to Create A Brighter Future for Your Small Town*. Department of Health and Human Issues, division of University Outreach, University of Wisconsin Extension.

This guide offers a holistic model of community empowerment scaled to rural small places. The author addresses economic, social, cultural, recreational, youth and human development. The focus of the approach is to mobilize human resources that respond to emerging community needs. A five step rural-futuring model is details: 1) Get the ball rolling (mobilizing people), 2) Involve your community (organizing for action), 3) Analyze your community (trends and readiness indicators), 4) Hold community meetings (sharing trends, creating a common vision, identifying needs, finding resources and developing a plan of action), 5) Maintain momentum (creating a structure and process for action and evaluating efforts). The guide offers a prescriptive approach consistent with traditional community development thinking.

Winans, Joby. no year. *Using Volunteers Effectively*. Washington State Department of Community, Trade and Economic Development. 206/753-9684.

Provides workshop resources for training agency and non-profit personnel. Training goals include: 1) recognize and identify trends that impact the recruiting and retention of volunteers; 2) identify at least three factors that motivate people to volunteer and to continue volunteering; 3) apply those motivational factors to ideas for recruiting, interviewing, supervising and thanking volunteers; 4) understand the ethical and risk management basis for planning an effective volunteer program; 5) learn where to find additional information about working with volunteers. Workshop units include: recognize trends and motivation; plan; recruit and place; orient and train; supervise; evaluate and thank.

University of Wisconsin Extension - Cooperative Extension. 1997.

“Strategic Planning/Thinking Tools.” Training program bibliography. 1997.

Outlines several tasks and tools useful for strategic planning for communities. Planning resources address: identify vision or purpose; generate ideas; organize ideas; analyze and prioritize ideas/issues; state tasks and responsibilities; team building; negotiation and conflict management; define and solve problems; external and internal assessments; data collection; monitor and evaluate.