COMMUNITY ACTION GUIDE:
How San Francisco Communities Can Work Together to Plan for and Build Stronger Neighborhoods

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The City and County of San Francisco
- Supervisor John Avalos, District 11
- SF Mayor's Office of Housing-Community Development Division
- SF Office of the City Administrator

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The Institute for Civic and Community Engagement's (ICCE) vision goes beyond reciprocity to the creation of what AACU Vice President Caryn McTighe Musil calls community/university partnerships—where the community is understood "not as something separate and apart," from the university, "but as one and the same..." In January 2012, the National Task Force on Civic Learning and Democratic Engagement issued a call to action and a report entitled *A Crucible Moment: College Learning & Democracy's Future*[1]. This report calls for educators and public leaders to advance a 21st century vision of college learning for all students, a vision that includes civic learning and democratic engagement as an integral part of every student's college education, not just workforce preparation and training. Why is this important and why universities cannot focus on both? *Students are part of the communities we live in, so it is critical that, as members of the community, they are active participants in the future and dialogue for that community.* The report also recommended that the number of robust civic partnerships be expanded in order "to address common problems, empower people to act, strengthen communities and generate new frontiers of knowledge" (National Task Force, 2012, vi).

Leaders at SF State have been discussing and adapting curriculum according to the national vision. The recently adopted general education requirements and Goals for the Baccalaureate at SF State as articulated by the Graduation Requirements Task Force (GRTF) and endorsed by the Academic Senate provide opportunities for students to take courses and learn about life in San Francisco and Social Justice and Civic Knowledge/Engagement. These courses will provide an opportunity for students to become aware of issues in communities and to understand the need to be civically engaged.

SF State currently engages in many types of community engaged activities: academically-based community service learning, community-based participatory research (CBPR), direct traditional service, and community development efforts. These engaged activities provide opportunities for students to become engaged in, with and for the community during their academic years and beyond. Academically-based community service is at the core of ICCE's work through its Community Service Learning Program (CSL). Presently, SF State has 173 CSL courses that link SF State students to meaningful work in the community. While doing the work in one of San Francisco's neighborhoods—District 11—staff at the Institute for Civic and Community Engagement (ICCE) learned from community stakeholders, City, and university colleagues. This *Community Action Guide* is a product of those efforts.

For those who truly are community builders, writing a community action guide can be a challenge. Community builders have to consider many constituencies and community-building methods. We were asked by our community partners to produce a document that not only documented our collaborative efforts, but that could also help guide other higher education institutions faculty/staff and/or community stakeholders in similar efforts. This *Community Action Guide* was developed in order to help individuals who are not experienced in community-building methods and who want to duplicate models of building awareness for action and advocacy in their communities. Our hope is that the following methods would be used only as a guide since each institution, program, and/or neighborhood has its own characteristics. Likewise, we hope that university/community partnerships such as the ones SF State has established and cultivated will add to the body of knowledge about what it means to be a university that is community engaged.

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[1] This report and Call to Action was drafted at the invitation of the U.S. Department of Education under the leadership of the Global Perspective Institute, Inc. (GPI) and the Association of American Colleges and Universities (AACU).

I. THEORIES AND BACKGROUND

Limited resources in our communities and lack of funding from government agencies make it imperative that models for community rebuilding are based on sound theory that has been used or proven to work elsewhere. All models need to be shaped according to the circumstances of different communities. The key to neighborhood regeneration is to identify all of the available local assets and to begin connecting them with one another in order to multiply their power and effectiveness. If a community's assets are fully recognized and utilized, its members will become full contributors to the community-building process, not the clients or recipients of aid. Asset-based community development acknowledges and embraces the strong neighborhood-rooted traditions of community organizing, community economic development, and neighborhood planning. Community development:

- Identifies what is present in the community, the skills of its residents and workers, the associations/organizations, and institutions, hence the term asset-based.
- Is focused internally and; therefore, concentrates on the agenda building and problem-solving capacities of local residents, local associations, and local institutions. This internal focus is intended to stress the importance of local definition, investment, creativity, hope, and control.
- Is concerned with building and rebuilding the relationships between and among local residents, local associations, and local institutions.

The steps of asset-based community development are: 1) Rediscovering the local resources and considering them as assets within the community. The initial step involves the establishment of local accountability and the process of developing an inventory of the collected assets that make up the community. 2) Mapping the community assets that are potential partners in the coalition in its community-building task. These include individuals and citizens' associations as well as other public, private, and nonprofit institutions within the community. 3) Building productive relationships between the institutions and a wide range of other community groups and individuals. This concrete, mutually beneficial relationship building lies at the center of the asset-based development process. 4) Building bridges between local institutions and resources outside the community. This final challenge takes advantage of the local institution's links with the larger system and its potential as a magnet for financial and other resources.

After Hurricane Katrina, some New Orleans neighborhoods were able to recover and rebuild faster and better than others. Analysis by the Harvard Kennedy School of Government (Hummel & Ahlers, 2007), showed that neighborhoods that had pre-existing community networks, such as neighborhood associations were better able to support each other and address issues of local concern to improve their quality of life as they rebuild. A neighborhood that did not have community networks perished.
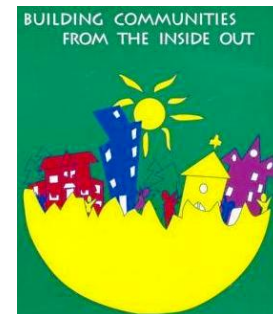
Book cover: Kretzmann, J.P. & McKnight, J.L. (1993).

Natural disasters, like earthquakes and climate change, are not the only threats facing the San Francisco Bay Area. In its *Community Resilience Toolkit*, the authors discuss "specific impacts" that could seriously affect the lives of Bay Area residents (Bay Localize, 2009, pp. 20-21). High unemployment, foreclosures, a lack of affordable housing, and cuts in government budgets have resulted in an overall decrease in public services to San Francisco residents. If neighborhood stakeholders are organized, they will be able to address specific impacts and be ready to recover and rebuild their neighborhoods after a natural disaster.

The Institute for Civic and Community Engagement (ICCE) has earned a national reputation for community service learning, leadership development, and civic engagement. *ICCE's mission is to bring faculty and students together with city and county agencies, nonprofit service providers, policy makers, other educational institutions, and neighborhood residents to address the most critical social justice issues of the San Francisco Bay Area and beyond.* Therefore, standing with its mission, ICCE launched a new project working with other academic institutions.

In 2009, ICCE and the City and County of San Francisco's Neighborhood Empowerment Network (NEN) launched a partnership, NENu, a coalition of local colleges and universities that worked together to address critical issues that were defined by residents in San Francisco's diverse neighborhoods. One of NENu's first projects was the **Engaged Learning Zone** (ELZ) in a SF neighborhood that utilized an asset-based community development model to engage with neighborhood stakeholders.

The Purpose of this Action Guide is to help better understand the concept of resilience, identify the tasks, skills, and processes involved in building a stronger neighborhood, and learn how to leverage resources to plan for and meet community-defined needs.

This Community Action Guide provides an overview of activities ICCE has used in its community development work. It is not all-inclusive. Sources or links that provide more in-depth information about specific tasks are referenced on pages that have the following symbol.

II. DEFINING CONCEPTS

Neighborhoods
We define **Neighborhoods** as distinct geographic boundaries or areas that represent a community (or groups of communities) or characteristics of residents living within a city or town. These could be voting districts, census tracts, or social communities where people enjoy in person interactions between one another.

Stakeholders
Stakeholders are people who invest in a community, including residents, neighborhood associations, community-based organizations, city departments (police, fire, etc.), churches, schools, and small-business owners.

Social Capital

Social capital *is all about building relationships*; reaching out and developing the connections and networks between individual people, groups, and organizations that can work together to increase the potential and well-being of one another. This can include families and friends, membership in community organizations, shared interest groups, and collaborative working relationships, among other things. As interactions among members of social networks increase in frequency, feelings of trust and mutual give-and-take can be established. Groups having high levels of reciprocity (both bonding and bridging social capital) are able to accomplish things they could not do as effectively otherwise.

Bonding social capital reinforces ties between individuals or groups who share a common identity or values, while

Bridging social capital creates a "bridge" between diverse groups of people, spanning perceived differences (e.g., racial, ethnic, religious, socio-economic, geographic).

Fostering the development of a friendly, diverse, trustworthy, democratic society, and building positive social capital in communities is becoming recognized as a way to build neighborhood resilience and influence the ability for communities to recover from stressful changes or disasters.

Resilience

Resilience is understood as a neighborhood's capacity to maintain "normal" functions while withstanding catastrophic events. The importance of this endeavor is not lost in the context of the ethnically diverse[2], economically constrained City of San Francisco, where a neighborhood's resilience will impact its ability to successfully recover from a catastrophic disaster.

- **What Makes Communities Resilient?**
  Neighborhood stakeholders must possess some capacities that will ensure their ability to successfully steward themselves under any condition. A resilient neighborhood:

  - Has the ability to assess, manage, and monitor its risks. It can learn new skills and build on experiences.
  - Has the capacity to identify problems, establish priorities and act.
  - Has relationships with external actors who offer wide support and supply goods and services when needed (government, foundations, universities, corporations, NGOs, etc.). Attachment G (p. 26) is an example of the types of resources universities can provide to neighborhoods.
  - Has a diverse range of employment opportunities, income, and financial services for its residents.
  - Recognizes the neighborhood's value to its residents and has the ability to protect and enhance it.

  These *characteristics* recognize the importance of individual knowledge as central to the ability of neighborhood residents to be able to prepare, prevent, respond to, and recover from shocks and stresses; and acknowledge the importance of assets and access to wider resources beyond the immediate control of the community.

III. TAKING ACTION

This section was developed to assist neighborhood stakeholders with insights on how to develop and keep coalitions dynamic, viable, and effective. This section is divided into three Phases: Community Assessment, Coalition Formation (p. 9), and Neighborhood Project Launch (p. 11).

Phase 1: Community Assessment
Community assessment is important in order to identify leaders, assets, and barriers in a neighborhood.

- **Defining the Community**
  First, determine your "community." A community may be defined by geographic boundaries, demographic characteristics, or common interests—i.e., park beautification. A community can be neighborhoods,

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[2] According to the US Census Bureau (2010 Summary File 3-P6, Race), the racial breakdown of San Francisco is: 48% White; 33% Asian; 6% Black or African American; and 13% other races. In addition, 15% are Hispanic or Latino of any race. Source: US Census Bureau. Retrieved November 2010 from http://factfinder.census.gov/

organizations, work sites, or specific services—i.e., at-risk youth. Defining the "community" is an important step because it will define the parameter/boundaries of the community your coalition projects will target.

- **Defining Community Power**
  Second, you need to know who has the power to make changes in your "community." The exercise in Attachment A (p. 17), "The Power Flower," will serve as a guide on how to determine this.
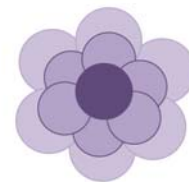
- **Learning about Your Community—Gathering Data**

  - **Literature Review:** Community histories can help you understand patterns of development, land use, and social and economic shifts. Locate sources of valuable information by looking for articles in newspaper archives, reports by local grant-makers and neighborhood associations; neighborhood *Facebook* pages; and local historians' contributions to the library and *Wikipedia* pages.

  - **U.S. Census Data: Demographics: The U.S. Census counts every resident in the United States. One of the tools of the U.S. Census Bureau is the *American Community Survey (ACS),* which provides local data every 1, 3, and five years on the: age, sex, race and et*hnicity,* income, education, family relationships, disabilities, employment and the cost of living of local residents**—giving communities the current information they need to plan services. The Census Bureau's online tutorial is for those who want basic information on the ACS. The tutorial has lessons on the purpose and benefits of the ACS, shows how to access a variety of data products and resources, and takes about an hour to complete*.*

    ☞ Go to   http://www.census.gov/acs/www/guidance_for_data_users/e_tutorial/

    San Francisco's 11 Districts contain more than 100 distinct and diverse neighborhoods, each with its own set of characteristics, resources, and challenges. In our project, we compiled data in order to understand all the complexities of the neighborhood.

    ☞ Go to   http://www.sfsu.edu/~icce/downloads/pdf/D-11%20Neighborhood%20Report_WebExecSummary.pdf Interviews

- **Interviews:** You will want to ensure that you have a broad representation of your community in order to cover a large spectrum of local views and perspectives of *r*esidents, neighborhood associations, City employees (first responders, such as police, fire department and medical personnel, etc.), educators, nonprofit service providers, church leaders, and small-business owners. We prefer interviews instead of written surveys because they allow you to personally meet community members, introduce yourself, and establish a stronger connection than would be possible by mailing a survey. On the down side, they are more time-intensive because of the amount of time it takes to conduct interviews, transcribe them, and analyze results*.*

Step 1. Obtain the names and contact information of potential neighborhood stakeholders from your District Supervisor's Office <http://www.sfbos.org>, the Mayor's Office of Housing/Community Development Division <http://sf-moh.org>, and/or from the Neighborhood Empowerment Network <www.empowersf.org>. Include diversity!

Name	Title or Role	Organization	Contact Info
John Doe	Outreach Committee	Neighborhood Association	Phone and/or Email

Step 2. Update or verify contact information research as needed (phone books, internet).

Step 3. Contact each potential respondent. Identify yourself and ask if they would be willing to volunteer 45 minutes to one hour of their day to share their perspectives about the community during an in person interview at their place of business.

Step 4. Schedule an interview time that is mutually convenient. For safety purposes, verify that the address is a legitimate place of business or public venue. Be sure to inform stakeholders that all responses will be kept anonymous so feedback can be honest and candid. Ethical standards dictate that the rights, privacy, safety, and well-being of all respondents be protected.

Step 5. Phone or email the stakeholder the day before the interview to confirm the appointment time. Keep track of interview schedules.

Step 6. Design a questionnaire where you will need to identify what information is needed. What do you want to know? What are the assets in the neighborhood? What are the concerns for residents? In Attachment B (p. 19), we have included an example of an interview protocol and questionnaire for neighborhood residents. To request an example of a business questionnaire, contact ICCE at icce@sfsu.edu.

Step 7. Ask each person you contact or interview to refer you to other people in the neighborhood who might be able to provide information about the neighborhood's strengths and assets. It is a useful way to build networks and increase the number of participants. If the same names are being repeated, your job is done.

- **Mapping Community Assets**

Identifying, categorizing and locating community assets allows communities to pinpoint potential partnership opportunities, and to see where gaps in services may exist. "Even the poorest neighborhood is a place where individuals and organizations have resources upon which to rebuild the community." (Barrientos, 1995, citing Kretzmann and McKnight, 1990, pg. 14).

The *Neighborhood Assets Map* below may be used as an example.

Legend		
Primary Building Blocks	Assets and capacities located inside the neighborhood largely under neighborhood control
Secondary Building Blocks	ASSETS LOCATED WITHIN THE COMMUNITY, BUT LARGELY CONTROLLED BY OUTSIDERS
Potential Building Blocks	Resources originating outside the neighborhood controlled by outsiders
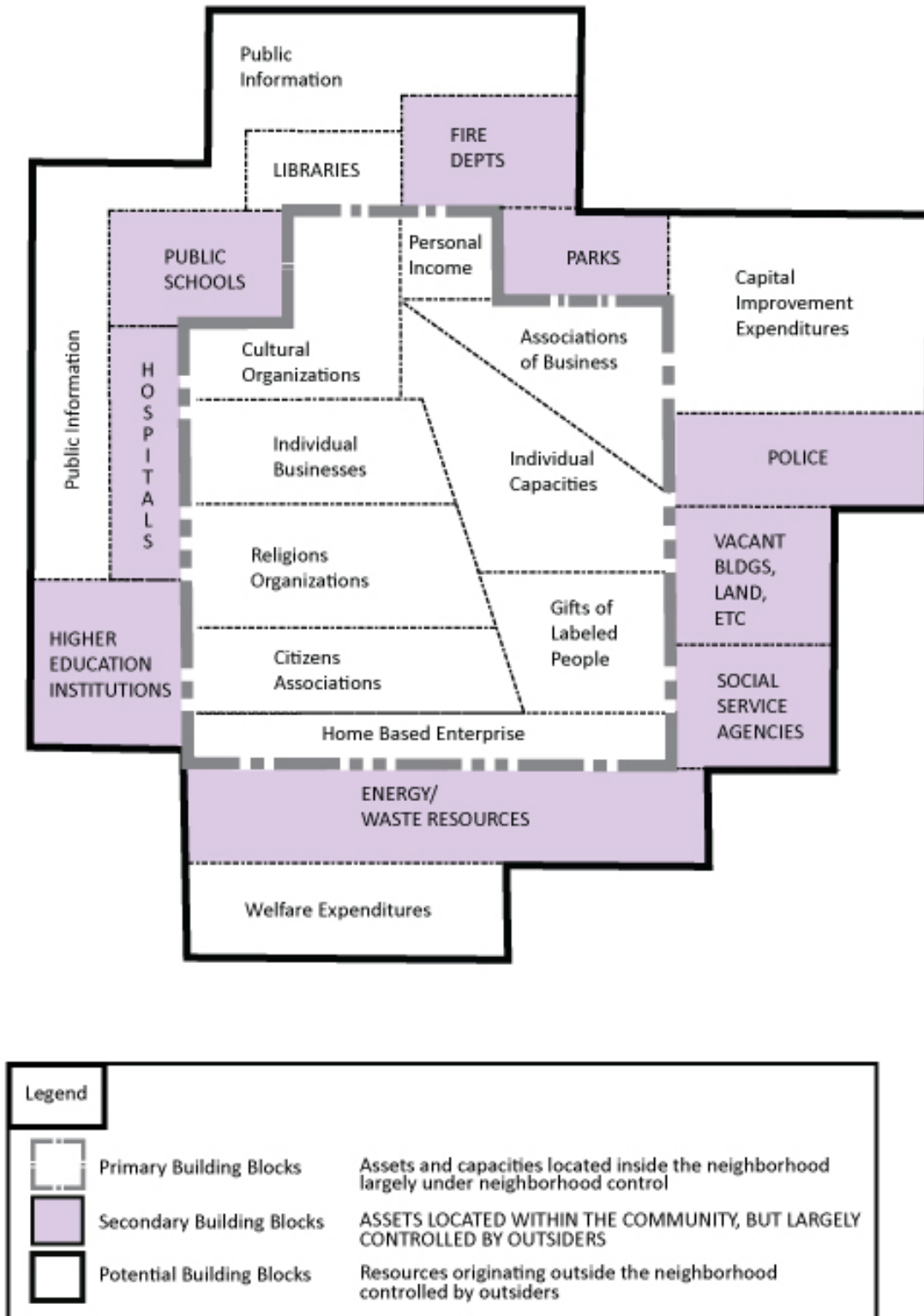
Source: Kretzmann, J.L. & McKnight, J.P. (rev 1996). *Mapping Community Capacity*

Step 1. First, you should start by identifying the assets located within the neighborhood. Second, invite institutions that can bring resources to your neighborhood. These institutions might control resources

that can benefit the neighborhood. Finally, look at other resources that might be beneficial to tap into in order to move your community forward.

Step 2. In order to understand what assets a neighborhood has it is important to also map the physical assets of a neighborhood. Attachment C (p. 22) is an example of "How to Map Community Physical Assets."

Step 3. Data entry is a very important part of the asset mapping process. Create a very simple form with all the information that you are gathering and categorize the assets. Attachment D (p. 23) is an example of the possible categories that your neighborhood might want to consider. Cross-check and confirm addresses between official sources and actual physical locations.

Step 4: After data has been categorized, aggregate the data and make charts to portray the data for stakeholders. The information will provide your group a better understanding of what resources are available in the neighborhood. Below is an example of the type of information that you will be able to use.

Example 1: District 11 Assets
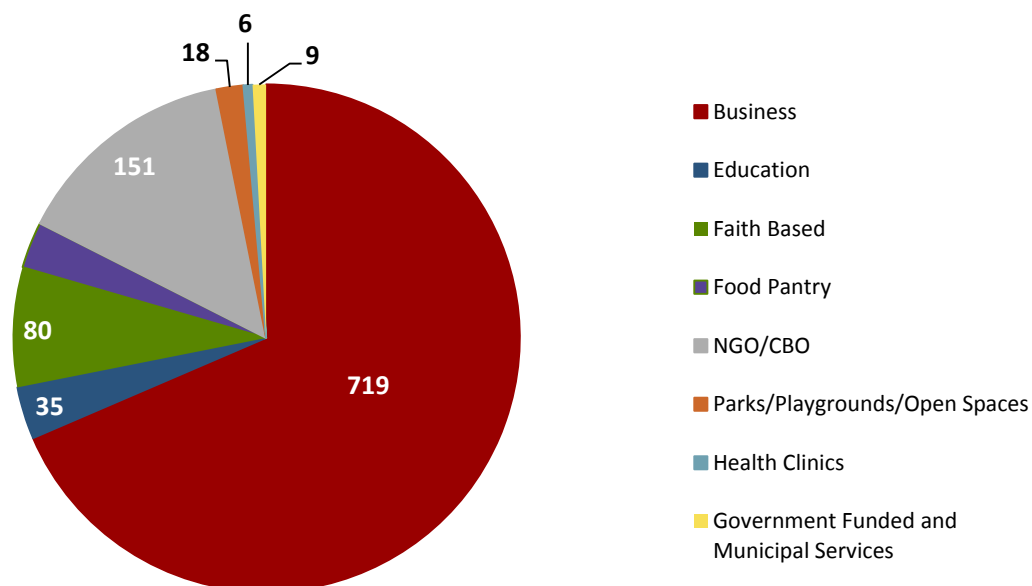
Graphic from ICCE's Engaged Learning Zone Project Report, Phase I, p. 12

Phase 2: Coalition Formation
Coalitions are a very effective strategy for promoting resilience (healthy neighborhoods) through community development. Community coalitions attempt to build collaborative relationships among businesses, government agencies, religious organizations, community-based organizations, and other community stakeholders that contribute to the health of a community. Communities are built from the inside—i*ncluding community voices is critical to creating, prioritizing, and implementing plans for change.* People connect to people. In order to strengthen your coalition's effectiveness, coalition members must meet, engage, listen, and communicate with diverse residents of the community. The reasons why coalitions are effective vehicles for promoting healthy communities through coalition building are:

- Coalitions increase the "critical mass" behind a community effort by bringing community leaders representing diverse constituencies and gathering necessary resources.

- Coalitions help groups learn how to communicate, trust one another, and reduce the likelihood of duplicating and the squandering of resources through unnecessary competition.
- Coalitions can affect changes in various community sectors concurrently by developing widespread public support for issues and actions of community needs.

To keep coalitions dynamic the following areas should be addressed:

- Be sensitive to turf issues. Coalitions should be designed to "fill the gaps" between existing services of participating agencies.
- Limit the number of coalition objectives and activities.
- Identify and communicate with other coalitions in order to learn from their successes and failures.

To build the foundations for working together as a coalition, the next steps should be considered before individuals are invited to a neighborhood meeting:

- **Identification and Selection of Coalition Members**
  Selecting coalition members is important and it should mirror the ethnic composition of the community, and when possible include all major community sectors such as city government (parks and recreation, medical facilities, etc.), schools, businesses, volunteer organizations, religious organizations, higher education institutions, and media.

- **Development of Coalition Mission Statement, Goals and Objectives, and Decision-Making Process**
  All coalition members should contribute to the development of a concise mission statement; to the development of coalition goals and objectives that are clear, specific, and attainable; and to the development of a work plan that emphasizes coalition linkages. Agreements or rules of operation regarding the structure, function, and operations should be developed clearly. The coalition should agree on such matters as:

  - How they will make decisions (e.g., consensus, majority rule, etc.).
  - What constitutes a quorum?
  - How the work will get done (by the full coalition or through task forces).
  - Who has the authority to speak on behalf of the coalition?

- **Membership Roles and Expectations**
  The need for clear roles and expectations is important. Discuss, write, and disseminate information about coalition members' roles and expectations. For example, the Ocean View, Merced Heights, Ingleside Community Collaborative (OMICC) created a model (OMICC Structure Document, February 2010) that has taken into account the need for continued leadership and responsibility for coalition effectiveness—the steering committee is composed of five representatives from the group; they rotate three members every six months in order to ensure cohesion/continuity and mentoring of the incoming committee members. Their role consists of planning monthly meeting agendas, facilitation and note taking, producing/collecting meeting materials, and contacting/coordinating guests**/**speakers.

- **Frequency and Length of Meetings**
  Frequency and length of meetings should be agreed upon at the first coalition meeting and schedule meetings for the entire year.

- **Training**
  It is important to decide what kind of training the members would need in order to reach decisions.

  For more information about training topics, visit the NENu Community Academy: Resident Leadership Development workshops at
  http://www.sfsu.edu/~icce/comm_partners/partnering_w_icce.html#Benefits

- **Coalition vs. Individual Recognition**
  The coalition should find ways to publically recognize individual organizations without losing opportunities to advance the goals of the coalition. Furthermore, the visibility the agencies gain through effective coalition activities creates the feeling that the coalition work is worth the time and trouble. Some ways to accomplish this are:

  - Creating coalition letterhead that highlights the names of member agencies.
  - Taking minutes of coalition meetings and sending them on letterhead to executive officers of the coalition's member agencies. This helps remind them of their agencies' involvement in a coalition.

Phase 3. Neighborhood Project Launch
Once the coalition has decided on its structure and their decision-making process, neighborhood priorities need to be identified, and a decision needs to be made on which priorities the coalition will address. The following steps can be taken:

- **Introduce Coalition to Neighborhood Residents**
  Before you start to address neighborhood issues, you need to inform residents that a group of neighborhood stakeholders has created a coalition that is starting to work towards making the neighborhood a better place to live. Organize a Town Hall Meeting or a Neighborhood Summit.

  Invite local officials to speak to residents about their neighborhood priorities. Make the day a fun event for families by providing food, games for kids, and a time for parents to meet other neighborhood residents, but structure the day so residents will have the time to discuss their priorities.

- **Identify Target Population**
  Identifying whom you should inform about community issues is important to building trust. Therefore, take the time to do a complete profile or a description of the target groups you want at your event. For example, look at the neighborhood demographics (occupation, income, sex, and age groups) and find ways to reach out and invite them to the event. Emphasize the importance of their voices being heard.

- **Communication Strategies—Embracing Differences**
  San Franciscans come from a variety of different backgrounds, countries, and cultures. The 2010 U.S. Census shows that one-third (33 percent) of the City's residents are foreign-born, and 44 percent of households speak 112 languages other than English, making San Francisco the 5th most linguistically diverse metro area in the nation. Therefore, it is important that your communication strategies take the diversity in your neighborhood into account. Building relationships and trust require that people:

  - Value, respect, and *LISTEN* to one another;
  - Do not use acronyms or jargon;
  - Share a sense of belonging, fairness, and safety;
  - Contribute to conversations and feel heard; and
  - Cooperate and work together to accomplish goals.
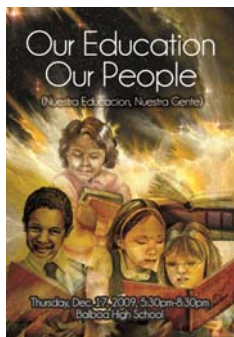
Language and cultural gaps may be lessened by making connections that build on a common identity (bridging social capital). One important way neighborhood stakeholders can support the development of bridging social capital is to ensure that the coalition connects with non-English speaking populations. The coalition should try to provide translators at events, inform residents about Coalition goals by using ethnic specific media (neighborhood newspapers, e-news, Television), and create public events that celebrate the diversity in the neighborhood.

For example, a Town Hall on education in the Mission included Mexican food from a local vendor, and Aztec dancers, Danza Xitalli, performed before the event.

- **Inform Others about Identified Needs**
  After the event takes place, make sure that Coalition members keeps in contact with residents about future Coalition projects and takes the time to identify which priorities the coalition is going to pursue that were identified during the event. Since consensus on coalition priorities might be problematic, priority-setting criteria must be developed. CLEAR PEARL, Attachment E (p. 24) is a method that can be modified according to the needs of the participants. However, members must remember that:

> Event goals must:
> - Be measurable and adaptable.
> - Be affordable and use existing community resources.
> - Be effective and legal.
> - Have an impact and reflect the interests of a cross-section of the population.

IV. DEVELOPING YOUR NEIGHBORHOOD PLAN & ASSESSING ITS EFFECTIVENESS

An effective neighborhood plan needs to address the most urgent needs that the community has agreed upon, identify what people or expertise will be needed to implement it, what activities need to get done, and by when. The plan will be the road map that pinpoints what the goals are, and how to get there (based on best practices in other communities). A logic model is a map that helps develop a plan, clarify and communicate what the goals are, what resources will be required (people, financial, material) to meet them, what steps need to be completed, a reasonable timeline, expected impact on the community, and how the it will evaluate whether your project was successful.
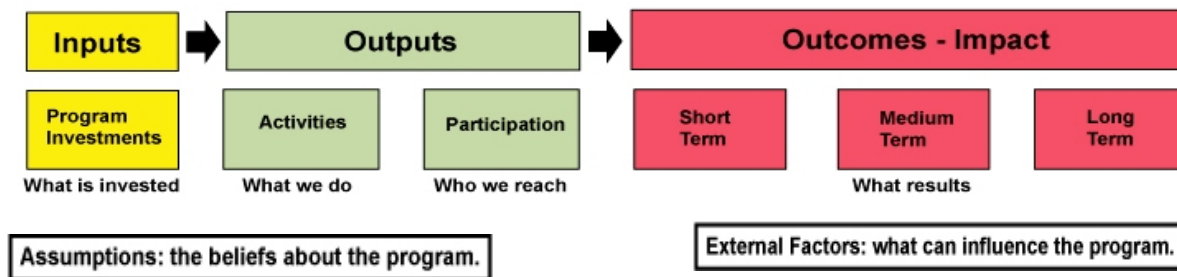
Logic Model Overview

Chart developed by Alicia Pisani, ICCE Student Intern

- **Inputs**
  Inputs are the resources and contributions that you and others make to the effort. These include time, people (staff and volunteers), money, materials, equipment, partnerships, and technology among other things.

- **Outputs**
  Outputs are the activities, services, events, and products that reach people (individuals, groups, agencies) who participate or who are targeted. **Outputs** are "what we do" or "what we offer." They include workshops, services, conferences, community surveys, facilitation, in-home counseling, etc. These **outputs** are intended to lead to specific **outcomes.**

- **Outcomes**
  Outcomes are direct results or benefits for individuals, families, groups, businesses, organizations, and communities. Outcomes occur along a path from shorter-term goals to longer-term goals (impact). Outcomes help us answer, WHAT DIFFERENCE ARE WE MAKING? Examples include changes in knowledge, skill development, behavior, capacities or decision-making, and policy development. **Impact** refers to the ultimate consequence or the effects of the program, for example, increased economic security, reduced rates of teen smoking, or improved air quality.

- **Evaluation**
  Evaluation is a very important part of your logic model since this will let the coalition members know if their efforts have been effective or need to be modified. Your evaluation should answer, ARE WE MAKING A DIFFERENCE?" You can use different methods to evaluate your efforts, such as surveys, stakeholder interviews, public forums, etc. Reach out to your local higher education institutions for expert advice.

   For more information about evaluation tools go to http://coalitionswork.com/resources/tools/

- **Assumptions**
  Assumptions are the beliefs people may have about the program, who is involved in it, and the way they think the program will work. Assumptions underlie and influence program decisions. Consider the following: **Why do you believe that the program will work this way?** Are your ideas and beliefs based on research, best practices, experience, local wisdom, intuition? Is there evidence that supports the theory of action you have laid out?

- **External Factors**
  External factors can influence the program's success. External factors include the cultural environment, economic structure, housing patterns, demographic patterns, local politics, the backgrounds, and

experiences of program participants, media influence, changing policies and priorities. These external factors may have a major influence on whether the group can achieve its desired outcomes. Do not ignore them! Assess what external factors are likely to influence the program's ability to achieve expected results. When? How? What can you manipulate? What risk management strategies or contingency plans do you need to put into place? What factor(s) is the program likely to interact with and potentially have an influence on?

Take time to understand the situation and carefully define the problem. This may be the **most** important step. Consider the following questions:

- What is the problem/issue?
- Why is this a problem? (What causes the problem?)
- For whom (individual, household, community, society in general) does this problem exist?
- Who has a stake in the problem? (Who cares whether it is resolved or not?)
- What do we know about the problem/issue/people that are involved? What research, experience do we have? What do existing research and experience say?

Create a succinct but thorough statement that answers the above questions. This statement is the foundation of your logic model. Before ICCE began its work in neighborhoods, ICCE staff developed the Logic Model shown on Attachment F (p. 25). The logic model guided us through each stage of program development for our community engaged work.

This *Community Action Guide* is not all inclusive. One area that Coalition members will need to address is how to fund projects that residents would like to tackle. One of the most comprehensive resources we found on this topic is *The Broadmoor Guide for Planning and Implementation* (2007), written by the Belfer Center for Science and International Affairs, John F. Kennedy School of Government, Harvard University.

For more information about funding options go to
http://belfercenter.ksg.harvard.edu/files/uploads/DisasterRecoveryGuide_Phase_1.pdf

V. FINAL THOUGHTS

As you begin comprehensive neighborhood building or rebuilding, remember that individual partners may contribute pieces of the puzzle for solutions to issues or actions that residents in a neighborhood can address. Coalition members must realize that some problems are so complex that they cannot be addressed by one individual or one organization alone. A group of individuals or organizations, each bringing a set of skills and resources to the table are able to address and accomplish great things in their neighborhoods.

Puzzle image from MakeYourBrandFamous.com

Although it is understood that some decisions require a higher degree of technical assistance than others do, coalition members will be in a better position to request and get assistance from those institutions that might have the technical expertise to support their efforts—***they will have the power to be heard!*** The key to neighborhood resilience is to collect all the available local assets and to begin connecting them with one another in order to multiply their power and effectiveness.

If the support of common goals is achieved, community action enhances the community's health through planning and self-sufficiency and the individual's health through increased education and communication.

Barrientos, P. (1995). Master's Thesis, *Health promotion campaign model: A community development strategy*. University of California, Berkeley.

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ATTACHMENT A - EXERCISE: THE POWER FLOWER - SOCIAL IDENTITY
Adapted by Jen Gasang with permissions from VeneKlasen L. & Miller, V. (2002). pp. 94-95

Purpose:
- Identify whom you are individually and as a group in relation to those who have power in your community.
- Deepen your understanding about how power affects you, others in your community, and advocacy planning efforts.

Process:
- Allow 45 minutes to 1 hour. The power flower exercise has three steps that examine social, organizational, and political identities.

Description:
- The outer circle of the petals will be used to describe the dominant social identity. This section should be completed as a group.
- The inner circle of the petals is used to describe the social identity of individuals. Participants should fill in this section individually.

Supplies:
- Pens and markers.
- Copies of pre-drawn cut flowers to hand out to each person.
- One large poster-size paper to draw out the flowers for group part of the exercise.

Step 1:
- Prior to the exercise, draw the flower power on a large piece of paper and place it on the wall. Each petal represents one category: e.g., sex, race, ethnic group, language, religion, family/household structure (e.g. single, extended, children, etc.), social class, age group, education, geographic region (origin and current), etc. See image below.

Inner circles/petals of flower:
 Describe the social identity of individuals.

Race/ethnicity:
Race/ethnicity:
Gender:
Gender:
Age:
Age:
Name of Community
Education:
Social class:
Education:
Social class:
Religion:
Religion:

Outer circles/petals of flower:
 Describe the dominate social identity of your community.
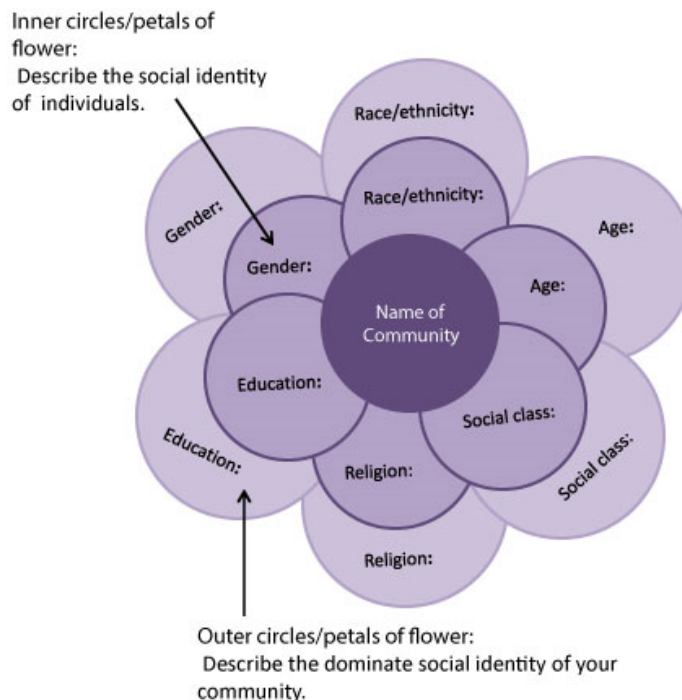
Step 2:
- As a group, discuss each category and the characteristics of those who have the most power in your community and write the agreed characteristics on the outside circles of the petal.

Step 3:
- Hand out copies of pre-drawn flowers to each person. Ask everyone to:
    - Fill out outer circles of petals with the dominant characteristics that were agreed upon as a group (light blue petals, see above image).
    - Write their own identities for each petal/category on the flower's inner circle.

Discussion:
Once each person has completed their social identity flower, the facilitator can lead a discussion around the following suggested questions:
- How many of your individual characteristics are different from the dominant identity in your community? Which characteristics cannot be changed? What does this say about your own power or potential power?
- What does this exercise reveal about us as a group? What are the differences and similarities in relation to the dominant power? How can that influence our work? Any barriers?
- What does this exercise tell us about identity and power more broadly?

Developed by Jennifer Shea, PhD, Assistant Professor, San Francisco State University, Public Administration Program,
in consultation with Perla Barrientos, ICCE.

Overarching Assessment Goal

To determine if the social capital of four neighborhoods: The Excelsior; Crocker Amazon; Outer Mission; and the Oceanview-Merced-Ingleside District, has increased as a result of collaborations initiated by San Francisco State University.

Research Questions

1. Do the following university-initiated collaborations (community service learning projects and Town Hall meetings sponsored by SF State) help (a) bond social capital and/or (b) bridge social capital in neighborhoods where they are employed? [***Note:*** Bonding social capital strengthens existing ties, or those between similar groups; bridging social capital spans cleavages – racial, ethnic, socio-economic, geographic, etc. These ties can be weak or strong.]

2. Do the SF State/neighborhood collaborations help community members (a) identify and/or (b) address neighborhood needs?

INTERVIEW QUESTIONS

1. Please tell me a little bit about the primary role you are currently playing in this neighborhood (e.g., are you the head of a neighborhood association; a police officer, or a member of the clergy)? What are your primary activities and goals in that role?

2. How long have you held your current primary role in this neighborhood (as identified in question 1 above, whether as a resident, service provider, etc.)?

3. Does your neighborhood get together for informal events, such as parties, fairs, cultural celebrations, etc.?
    a. If yes, how often (choose one)?
        □ **Monthly** □ **A few times a year** □ **About once a year**
    b. If yes, do you know how long these gatherings have been held (e.g., they just started; a few years ago; "forever")?

4. Do you usually work with other individuals and organizations in the neighborhood? **YES/NO**
    a. If yes, how many (choose a range)?: **1-3   4-6   7-9   10 or more**
    b. If yes, how often do you usually work with them (choose one)?
        □ **Weekly** □ **Bi-weekly** □ **Monthly** □ **A few times a year** □ **About once a year**
    c. If yes, why do you work with them (*interviewer should try to discover context and specific projects, if any)?*

5. Have you ever heard of the following?
    a. Public gatherings hosted by the City or one of its departments (for example, Growing Resilience Bay, Sunday Streets)? **Yes/No**
    b. SF State Community Service Learning Projects (for example, students producing advertisements (PSAs), newsletter designs, teaching children to dance, website design, etc.) Y**es/No**
    c. SF State students placed as interns or volunteers
        i. With your organization? **Yes/No**
        ii. With any other organization in the neighborhood? **Yes/No**
        iii. If yes, and you know the department or faculty (professor) affiliated with those students, please name the professor or department.

If the response to any of q's 5.a. – 5.c. is yes, please continue to question 6. If no, skip to question 12.

6. How did you hear about the (*interviewer chooses, based on response to question 5):* public gathering, service learning project, or student interns/volunteers?

7. Have you (or has your organization) ever participated in one or more of those opportunities?**YES/NO**
    a. If yes, which ones? Why? How often?
        i. Would you participate in a similar event/service in the future? Why or Why Not?
    b. If not, what prevented you from participating?

8. As a result of your participation of those opportunities, did you:
    a. Get introduced to agencies or individuals that you did not know before? **YES/NO**
    b. If yes, how many (choose a range)? **1-3   4-6   7-9   10**
    c. Communicating with agencies/individuals that you did not know before? **YES/NO**
        If yes, how many (choose a range)? **1-3   4-6   7-9   10 or more**
        i. If yes, how often do you usually communicate with them?
            □ **Weekly   □ Bi-weekly □ Monthly   □ A few times a year   □ About once a year**
        ii. If yes, why did you communicate with them (*interviewer should try to understand the context and specific purpose, if any)?*
    d. Establish working relationships with agencies/individuals you did not know before? **YES/NO**
        If yes, how many (choose one)? **1-3   4-6   7-9   10 or more**
        i. If yes, how often do you usually work with them?
            □ **Weekly   □ Bi-weekly □ Monthly   □ A few times a year   □ About once a year**
        ii**.** If yes, why did you work with them (*interviewer should try to understand the context and specific projects, if any)?*

    e. Strengthen/reinvigorate working relationships with agencies/individuals with whom you previously worked? **YES/NO**
        If yes, how many (choose a range)? **1-3   4-6   7-9   10 or more**
        i. If yes, in what ways were those working relationships strengthened?
    f. Stop working with an individual or organization with whom you previously worked? **YES/NO**
        If yes, why?

The next sets of questions are about volunteer opportunities and neighborhood needs

9. If you worked directly with students/faculty on a project, please describe the project, including goals and outcomes, if possible.
    a. As a result of that project, are you or your organization: Better able to identify community needs;
        i. Better able to connect with others in the community to identify common needs;
        ii. Better able to articulate common needs to government agencies or representatives;
        iii. Better able to identify/access resources available to the community;
        iv. Better able to address neighborhood needs;
        v. Better able to work with others in the community to address neighborhood needs; or
        vi. Better able to ensure neighborhood needs were addressed by government agencies or representatives?

10. Do you feel that you/your organization has benefitted from these SF State collaborations in ways not mentioned previously? If so, please explain.

11. Do you feel that your neighborhood as a whole has benefitted from these SF State collaborations? If so, please indicate in which ways:
    a. More trust between individuals/organizations;
    b. More cooperation in identifying and addressing neighborhood needs;
    c. More capacity to identify and address neighborhood needs;
    d. It feels safer;
    e. It looks cleaner;
    f. It feels friendlier.

12. What would you identify as your neighborhood's three greatest service needs that might benefit from collaborating with SF State or with the City & County of SF?
    a. Do you feel that the City & County of SF is addressing those needs?

13. What would you identify as your neighborhood's three greatest assets?

14. What activities or projects would help strengthen relationships among stakeholders in this neighborhood?

15. Would you or other members of your community be interested in taking free leadership development workshops from SF State in any of the following areas:
    a. Recruiting, training, and retaining volunteers;
    b. Cross-cultural communications
    c. Conflict management / resolution
    d. Team building activities
    e. Strategic planning and Facilitation

16. Can you provide us with the name and contact information of others in the neighborhood who might be able to help inform us about the strengths and assets in this neighborhood?

SUPPLIES:
- Index cards or notebook
- Pens or sharpies
- Clipboards for each person
- Map of neighborhood (one for each team)
- Weather-appropriate clothing and sunscreen

Step 1. Decide what information you want to record: the categories of neighborhood assets you want to identify. This information can be put into a spreadsheet later (data entry) to the list:

- Neighborhood
- Name of Asset (Joe's Market), and Address (1234 Lincoln Ave.)
  Type of Asset (e.g., grocery store)

Name	Address	Cross Street	Type	Language(s)
Oceanview Library	345 Randolph St.	Ramsell St.	Library	Material translated into Spanish, Tagalog, Cantonese.

Step 2. Select field survey teams (volunteers or university service-learning students) of at least two people, especially for safety reasons.

Step 3. Use a color-coded map to assign teams to specific blocks within neighborhoods and agree on a time schedule. A team of two persons covers about two city blocks per day.

Map developed by Bonnie Hale, ICCE

Developed by Jen Gasang and Perla Barrientos, ICCE

Key:

Community Asset

Focus

- Sub-focus

Merchant/Private Business

Retail
- Clothing & Accessories
- Hardware
- Electronics
- House wares
- Beauty & Health
- Novelty & Gifts
- Auto
- Other Retail (please see backside)

Food & Beverage
- Market: Grocer
- Market: Liquor
- Restaurant: Dine-in
- Restaurant: Take-out
- Restaurant: Dine in and Out
- Coffee, Tea, & Juice
- Specialty (wine, chocolate, donuts, bakery, etc.)
- Pub/Bar (w/food service)
- Other (Food Broker, Wholesale Food Company)

Entertainment
- Pub/Bar (no food)
- Movie & Theater
- Adult
- Music Venue

Services
- Professional (see backside)
- Personal (see backside)
- Laundry
- Auto (gas, repair)
- Private Utility Services (cable, internet, etc.)
- Banking
- Health & Medical (includes Fitness, Optometry)
- Day Care/Childcare
- Other Services (see backside)

Housing and Lodging
- Hotel
- Motel

Manufacturing (sign shop, print shop)

CBO's & Nonprofits

Housing & Homelessness
- Shelter & temporary housing services
- Food and meal services
- Mental health
- Harm reduction and substance abuse

Children, Youth & Families
- Family support services
- Day Care/Childcare
- Youth Activities
- Educational support services
- After-School Programs
- Youth Development

Employment & Economic Development
- Small business
- Education & training services
- Workforce/Job placement

Health & Medical Services
- Clinic & Basic health care
- Mental Health
- Health advocacy

Environmental & Public Spaces
- Advocacy and Oversight groups
- Recreational activities: youth
- Recreational activities: adults
- Action groups

Faith Based
Legal Services
Social Services
Immigration
Neighborhood Group
Other
- Art
- Music
- Community Center
- Cultural Center
- Museum
- Used, Vintage Consignment, Thrift

Government

Emergency Services
- Police
- Fire

Library Services
Public Transportation
- Station
- Other

Utilities
- Power
- Water
- Electricity
- Waste Management

Museums
Administrative Complex – Local/City
Administrative Complex – State
Administrative Complex – Federal
Service Delivery Sites
- Public Health clinic
- Homeless Shelter
- Small Business
- Education & training
- Workforce/Job Placement
- Seniors
- Other

Community Center
Post Office

Housing

SRO
Senior Housing
Assisted Living/Convalescent home

Education and Research

Pre-K
- Pre-School
- Head-Start

K-12 Schools
- Elementary: Public
- Elementary: Private
- Middle School: Public
- Middle School: Private
- High School: Public
- High School: Private
- Special needs education

College & University
- Community College
- University: Public
- University: Private
- Vocational College

Research

Public and Green Spaces

Recreation
- Sports Field/Courts
- Playground
- Dog park

Garden
- Public
- Private

Historical
- Stairs
- Fountains
- Squares

Parking
- Structure
- Lot
- Lot w/ Car Share

Convening Areas/Parks (no recreation)

Vacant or Unidentified

Merchant/Private Business

Retail
- *Other Retail may include:* Bookstore, Fish store, Flower shop, Imports, Carpet outlet, Skate shop, Furniture, Walgreens, Hobby Shop, Drapery, Framing, smoke shop, Recycling, Garage Door, Thrift, 7-11

Services
- **Professional may include:** Legal, Finance, Accounting, Architecture, Realty, Insurance, Interior Designer, Public relations, etc.

- **Personal may include:** Beauty, Dry-clean, Shoe repair, Jewelry repair, Lock smith, Hair Salon, Tattoo

- *Other Services may include:* Veterinarian, Construction, Furniture Restoration, Construction, Travel agency, S Plumbing, Notary, Loan agency, Money order/ check cashing, Photography, U Psychic, Heating, Dress making , Video rental, party rental, TV repair, driving school, etc.

ATTACHMENT E – PRIORITY SETTING CRITERIA
C.L.E.A.R. P.E.A.R.L.
Adapted by: Perla Barrientos, based for CLEAR PEARL Framework: Vilnius, D., and Dandoy, S. (1990).

Instructions:

Step 1: Group reviews "CLEAR PEARL" criteria; through discussion and consensus criteria is modified. Delete item or add items to the Priority Setting Criteria.

Step 2: The group identifies those projects that fail to meet one or more criteria items and eliminates them from the list.

Step 3: Group members are given index cards. Each member writes the name of each project on a card. Using their sense of the criteria, each person then sorts and numbers the cards to reflect their rankings (1 = first priority, 2 = second priority, and so on).

CLEAR

C **=** **Cost-benefit – What will be the impact of the project relative to the resources to be expended?**

L **=** **Likeability – How interesting, enjoyable, and exciting will the project be to implement?**

E **=** **Effectiveness – What is the presumed impact of the project?**

A **=** **Access – How readily available is the project? Are there barriers that cannot be overcome?**

R **=** **Reach – What proportion of the neighborhood residents will be affected by the project?**

PEARL

P **=** **Propriety – How suitable is the project to the Coalition goals? (i.e., Does it fall within the mission of the Coalition?)**

E **=** **Economics – How much financial burden will the project place in individual organizations? (i.e., staffing time, etc.)**

A **=** **Acceptability – To what extent is the project adequate to meet the Coalition priorities? (i.e., needs, issues, cultural context, etc.)**

R **=** **Resources – How much additional funding, staffing, and other costs will be required to implement the project?**

L **=** **Legality – Does the Coalition have the authority to pursue the project?**

ICCE LOGIC MODEL

Date: 4/13/10

Inputs

ICCE:
- Staffing (4 FTE)
- Funding
- Development of assets and stakeholder Database (share with city, agencies, etc.)
- Research
- Time, skills and experience
- 5-year Commitment to D-11 community
- Materials
- Creativity and flexibility of design methods
- SF State resources

NEN:
- City Resources
- Time, skills and experience

Supervisor Avalos' Office:
- Community Knowledge
- Commitment to D-11 community
- Com. Data
- Time, skills and experience

Outputs

Activities

- Data gathering of D-11 (health, demographics, economic, and area assessments)
- Build partnership w.: MOH, DCYF and EAG. Team up w. Sup. Avalos' Office, NEN and MOH to design project
- Faculty development grants to address local issues and build the foundation for new GE req.
- Assess needs and assets – provide report to stakeholders
- Network and support neigh. leaders develop local, specific planning and evaluation material focused on com. change.
- Provide logistical support to neighborhood group:
  - setting meetings
  - bring in resources to address immediate org. needs and skill building
  - facilitate long-term planning and delivery
  - provide project management

Participation

- Partners: City Agencies Sup. Avalos' Office, SF State Faculty, and Funders
- CBO's, religious org., businesses, youth, residents, city departments, other higher educational institutions and funders.

Outcomes

Short

- Build awareness of com. needs and assets by City depts. and ASIN project
- Increased participation by SF State faculty in meeting com. needs.
- CBO's become aware of need and assets of other stakeholders (rel., business, and youth).
- Stakeholders have identified assets, challenges, and projects and come together to work jointly on com. projects.
- Stakeholders identified their strengths and provide leadership to the D-11 residents.

Medium

- Increased awareness of individual and organizations role in working to address D-11 com. needs
- Increased trust on group participants
- Participants strengthened through peer learning, networking and stronger relationships
- Group develops partnership and shared resources
- Participants (org. and residents) have increased skills in community advocacy
- Increased number of participants that can demonstrate actions of effective planning and evaluation

Long

- Individuals will have increased collaboration, advocacy, and planning skills
- CBO's will be working together in overarching com. goals
- City departments will be able to identified and work with com. leaders
- D-11 community will develop social capital and improve quality of life in the District

Evaluation:
- Pre- and post-assessment will take place through stakeholder interviews. Social capital and knowledge about City Departments events/resources and SF State resources will be assessed.
- Story collecting will take place to gather soft data about community attitudes.

Assumptions: Current neighborhood partnership can be continued and expanded, residents will be able to be organized and will become members of the partnership, and organizing will create social capital.

External Factors: Supervisor's Office and other City Departments have similar priorities, and CSL funding will continue to be received,

SUPPORTING OUR NEIGHBORS.
More than 237 SF State Community Service Learning (CSL) students performed 21,287 hours of service in D11; providing among other things, services to economically disadvantaged youths, seniors, and children. At minimum wage of $9.79 per hour, that represents more than $294,715 in services to the community.
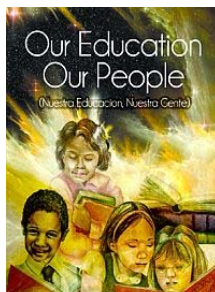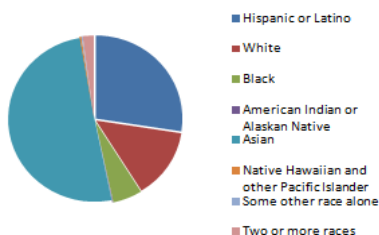
SUPPORTING NEIGHBORHOOD LEADERSHIP.
SF State faculty and ICCE staff facilitated five workshops to neighborhood leaders in Marketing, Grant Writing, How to Use Census data, Volunteer Management, and Logic Model Design whose combined attendance was 72 people. For-profit organizations typically charge an average of $200 to attend similar workshops, but the CSL program only charged a $10 registration fee. This represents a professional development investment value of $14,400.

PROMOTING EDUCATIONAL EQUITY.
Partnering with community activists, ICCE helped organize two Town Hall Meetings, **"Our Education, Our People,"** that were attended by **356** youth, parents, teachers, and public officials, such as Kim Shree-Maufas, president of the San Francisco Board of Education. Attendees discussed A-G requirements, a need for ethnic studies in the SFUSD, and the effects of State budget cuts on multicultural students.

CELEBRATING DIVERSITY. Using U.S. Census data and other information, ICCE's report shows how diverse D11 is and gives policy makers and neighborhood leaders an effective tool to advocate for funds and address neighborhood needs.

- Hispanic or Latino
- White
- Black
- American Indian or Alaskan Native
- Asian
- Native Hawaiian and other Pacific Islander
- Some other race alone
- Two or more races

TEACHING CHILDREN.
An estimated 75 percent of San Francisco teachers received their training at SF State, and our doctoral program for urban public school superintendents helps districts run smoothly.

FOSTERING COMMUNICATION.
ICCE developed a website for the *OMI Community Collaborative* so group members can communicate directly with one another. Value of Website development $6,000.
www.OMICCSF.ning.com

SUPPORTING YOUTH EDUCATION.
ICCE assigned 50 tutors to K-8 schools in D11 through its America Counts program; they tutored 3,369 students and provided 12,382 hours of tutoring services.

FUNDRAISING.
ICCE received $67,000 in grant awards for the D11 capacity building project, which generated $315,115 in services for the District, excluding faculty and staff time.

FUELING THE ECONOMY. SF State generates $989 million in spending annually on the Bay Area economy, sustaining more than 13,000 jobs and generating nearly $53 million per year in tax revenue.

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