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| C:\Users\bjaco\AppData\Local\Microsoft\Windows\INetCache\Content.Word\SLS-Teaching-Toolkit-Logo_Stacked-Initials.jpg | Exploring Asset-Based Community Development: The Parkway Community | | |
| **Discipline:** All | **Type:** Discussion, in-class exercise | **Time Commitment:** 60 mins | **Category:** GT1000; SLCE; Community Health |
| **Big Ideas:** [Asset-Based Community Development](http://serve-learn-sustain.gatech.edu/big-idea/asset-based-community-development); [Valuing Community Impact](http://serve-learn-sustain.gatech.edu/big-idea/valuing-community-impact) | | | |
| **OVERVIEW:**  This exercise invites students to explore what it means to take an asset-based approach to community development (“an ABCD” approach), versus a “needs” or “deficit” approach. Students are broken into groups and given a description of the Parkway Community. One group is given a list of assets while another group is given a list of needs. Students come up with recommendations for a nonprofit to engage with the community and then compare and contrast the recommendations. The exercise concludes with an explanation of ABCD principles.  This tool was contributed by Marnie Williams Harris. | | | |
| **INSTRUCTIONS:**  *Preparation:* Familiarize yourself with the [Asset-Based Community Development PowerPoint](https://www.dropbox.com/s/vpveffnn5jlm4h0/Asset-Based%20Community%20Development.pptx?dl=0).  *Exercise:*   1. Read or ask students to read the “Session Opening” (3 mins). 2. Break students into teams of 5-7 people. Split the groups 50/50 into “Group A” and “Group B.” Optional: provide groups with a piece of poster paper and markers. 3. Distribute a Situation Analysis to each student (see below). Teams in Group A receive Situation Analysis A. Teams in Group B receive Situation Analysis B. 4. Activity - Teams review situation analyses and come up with a list of recommendations for a nonprofit looking to work in the community (20 minutes). 5. Report Back – Each group reports 2 recommendations to the entire class. All Group A teams report back until no new ideas are offered. Ideas should not be repeated. (8 minutes). As teams report back, write recommendations so they are accessible as a list to the whole class. 6. Repeat for Group B (8 minutes).   *Presentation & Discussion:*   1. Present the ABCD PowerPoint and facilitate a discussion about its applicability to the Parkway exercise (20 minutes). | | | |
| **SLS STUDENT LEARNING OUTCOMES & ASSESSMENT:**  The Serve-Learn-Sustain toolkit teaching tools are designed to help students achieve not only SLS student learning outcomes (SLOs), but the unique learning outcomes for your own courses. Reflection, concept maps, rubrics, and other assessment methods are shown to improve student learning. For resources on how to assess your students’ work, please review our [Assessment Tools](http://serve-learn-sustain.gatech.edu/tool-category/assessment).  **This tool achieves SLOs 2 & 3. See the end of this tool for further details.** | | | |

**Want Help?**

Jenny Hirsch is the contact for this tool. You can reach her at [jennifer.hirsch@gatech.edu](http://jennifer.hirsch@gatech.edu)

Exploring Asset-Based Community Development: The Parkway Community

**Session Opening**

A newly formed nonprofit organization has approached you with its desire to become involved in serving the local Parkway community. It is your task to provide them with recommendations on how they can best serve this community. Your assignment is to break into groups of 5-7 people to review a situational analysis about Parkway. The information in the situational analysis has been compiled by consultants and community residents.

Once you are familiar with the analysis, you will then create a list of recommendations to the nonprofit organization.

Write your recommendations down and be prepared to report back to class. After the reports, we’ll discuss the clues your recommendations give us about ways to approach community development work.

Situation Analysis A –   
A Case Study of the Parkway Community

1. Parkway is one of many designated community areas of a large metropolitan city in a Midwestern state.
2. In the most recent government census, the population of Parkway was approximately 30,000 people.
3. The unemployment rate of Parkway is several points higher than the national average and 20 points higher than that of the overall city rate.
4. Drop-out rates in the community’s public schools are among the highest in the city.
5. For those students who remain in school, truancy is high.
6. Parkway has the highest rate of teenage mothers in the entire city.
7. Crime is rife in Parkway with much drug trafficking among unemployed youth.
8. Gang recruitment is also high with gang-on-gang violence often spilling over to affect innocent bystanders within the community.
9. Unsurprisingly, people from different parts of the city typically avoid visiting Parkway.
10. Maintenance of public housing facilities is poor; hallways in these buildings are unsafe and many residents try to remain inside at night.
11. Illiteracy rates among the adult population are the highest in the city
12. Vacated buildings exist throughout Parkway.
13. Nearly all vacated buildings, as well as occupied buildings, display gang graffiti.
14. Child abuse and domestic violence are rampant.
15. Income levels are low and poverty is high.

**Group exercise:**

A newly formed nonprofit organization is seeking recommendations to develop program activities based upon this situation analysis.

* In your team, quickly brainstorm ideas for possible actions that could be taken by the new nonprofit organization.
* As you discuss ideas, make note of them.
* Choose three ideas that your group considers to be the best “bets” for making a long-standing difference in Parkway. Write them down.

Situation Analysis B –   
A Case Study of the Parkway Community

1. Parkway is one of many designated community areas of a large metropolitan city in a Midwestern state.
2. In the most recent government census, the population of Parkway was approximately 30,000 people.
3. The unemployment rate of Parkway is several points higher than the national average and 20 points higher than that of the overall city rate.
4. The Parkway community library has many computers that provide the public with easy access to high speed internet.
5. Many churches are located within the community, both large and small, and several have after-school programs.
6. Block clubs exist throughout Parkway; many hold spring and summer block parties.
7. Neighborhood watch signs appear in the windows of many homes and businesses.
8. Attendance at monthly Chicago “CAPS” meetings (i.e., community-police meetings) in Parkway average about 100 people a month.
9. The public high school not only has a well-known basketball team, but students from its geography classes have excelled in city-wide academic competitions.
10. The school has also transformed a corner of its yard into a vegetable garden that has been planned and cared for by the school’s student gardening club.
11. A great many small gardens exist throughout the community.
12. Murals painted by community groups and school children decorate buildings throughout Parkway.
13. Parkway originally received its name for the large number of public parks found within its geographical boundaries.
14. Parkway Hospital recently established a roof top garden.
15. Last year, Parkway gained notoriety around the city because of a newspaper story that focused on a group of residents that decided to raise chickens in their backyards (note: consistent with city ordinances, they ensured that all roosters were eliminated).

**Group exercise:**

A newly formed nonprofit organization is seeking recommendations to develop program activities based upon this situation analysis.

* In your team, quickly brainstorm ideas for possible actions that could be taken by the new nonprofit organization.
* As you discuss ideas, make note of them.
* Choose three ideas that your group considers to be the best “bets” for making a long-standing difference in Parkway. Write them down.

### Additional Resources

[The Asset-Based Community Development Institute at DePaul University](https://resources.depaul.edu/abcd-institute/Pages/default.aspx)

[ABCD Basic Slide Presentation with Notes from The ABCD Institute](https://resources.depaul.edu/abcd-institute/resources/Pages/tool-kit.aspx)

[“What is Asset-based Community Development (ABCD)”](https://resources.depaul.edu/abcd-institute/resources/Documents/WhatisAssetBasedCommunityDevelopment.pdf) from the Collaborative for Neighborhood Transformation

[“The New Paradigm for Effective Community Development - Asset-based” by ABCD Institute Faculty Member Dan Duncan](https://resources.depaul.edu/abcd-institute/resources/Documents/TheNewParadigmAssetBased.pdf)

["Building 21st Century Communities" by ABCD Institute Faculty Member Jim Diers](https://www.tamarackcommunity.ca/latest/building-21st-century-communities)

[Sustainable Community Development: From What’s Wrong to What’s Strong – TED-X talk by ABCD Institute Faculty Member Cormac Russell](https://www.nurturedevelopment.org/blog/tedx-exeter-sustainable-community-development-whats-wrong-whats-strong/)

[Asset-based Approaches to Engaging Communities in Sustainability – see links to a variety of resources from SLS Director and ABCD Institute Faculty Member Jennifer Hirsch](https://serve-learn-sustain.gatech.edu/sites/default/files/documents/jenniferhirsch.pdf)

SLS Student Learning Outcomes

1. Identify relationships among ecological, social, and economic systems.
2. Demonstrate skills needed to work effectively in different types of communities.
3. Evaluate how decisions impact the sustainability of communities.
4. Describe how to use their discipline to make communities more sustainable.\*

\* *Note:* SLO 4 is intended to be used by upper division, project-based courses such as Capstone.